

TEACHER BEHAVIORS IN THE SELECTION AND  
USE OF READING TEXTBOOKS

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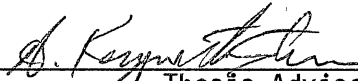
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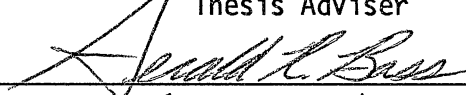
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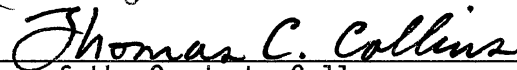


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Dean of the Graduate College

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## CHAPTER I

### INTRODUCTION

Farr, Tulley, and Rayford (1987) reported that basal reading textbooks are present in more than 90% of all elementary classrooms. Carus (1986) reported that textbooks determine pedagogy, quality, and scope of curricular philosophy of the district or building. One study supported the idea that textbooks determine pedagogy by noting that "Textbooks shape and direct the content of methods of presentations used by many teachers" (Keith, 1981, p. 1).

Controversy abounds regarding the selection and use of basal reading textbooks due either to literary content or the teacher's philosophical preference for teaching methods (Marshall, 1987). One study explained part of the controversy by noting that ". . . values are at the core of our behavior" influencing "the choices we make . . . and the way we invest our time and energy" (Posner, Randolph, and Schmidt, 1987, p. 373). Teacher behaviors should be investigated to give insight into textbook selection and use.

#### Significance of the Problem

Values generally include those ideas and beliefs acquired and developed through experiences which primarily inculcate identification with significant individuals in one's life, and the influence of particular elements within societal institutions such as school.

Every human being, by virtue of his/her humanness, embraces values which are considered the motivating forces from which behaviors emanate. A study conducted by Ravlin and Meglino (1987) purported that values guide actions in a direct manner by influencing behavioral choice. Teacher behaviors are significant cogs within the educational process. Teachers are value laden individuals who make consequential decisions in the process of achieving educational objectives. Some of these decisions involve the selection and use of classroom instructional materials. Investigating teacher behaviors in the selection and use of reading textbooks will give educators much needed insight related to the educational process.

#### Purpose of the Study

It was the focus of this study to investigate and look at teacher behaviors in the selection and use of reading textbooks, given that behaviors are an indication of values. Specific questions explored included:

1. What teacher behaviors can be identified through the selection of reading textbooks?
  - a. At the state level
  - b. At the local level
2. What teacher behaviors can be identified in the classroom?
  - a. Physical environment
  - b. Teaching practices
    - 1) Management
    - 2) Skills presentation
    - 3) Behavior modification

3. What constraints are placed on teacher behaviors?
  - a. Teacher expectations
  - b. District expectations
  - c. Censorship

These questions were developed from the interests of the researcher and input from the dissertation committee members. The questions guided the data collection and provided for a consistent format in the presentation of the data.

Thousands of state and district dollars are spent on textbook adoptions in any given year. Considering the import given to the basal textbooks in classroom instruction, it is surprising that so little attention has been given to teacher behaviors in the selection and use of reading textbooks.

It was the intent of this study to identify some of the teacher behaviors in the selection and use of reading textbooks in the natural circumstances in which those processes occur. In addition, these observations will, hopefully, give other educators, textbook publishers, and textbook authors more information to consider with regard to the applicability of textbooks within the curriculum.

#### Limitations

The following limitations apply to the setting that was chosen for this research. Only one school district was examined in the actual observation of reading textbook selection. A case study of the use of the selected textbook was developed in the classroom of one member of the local selection committee of that same district. To further corroborate the findings, a second case study was developed concurrently in the classroom of another local textbook committee member in an adjacent

school district. It was the intent of the researcher to have developed the second case study in the classroom of the state textbook committee chairperson, but the chairperson resigned as a classroom teacher before the onset of the classroom case studies.

A case study has a limited number of participants but focuses upon the whole aspect of the environment to understand better the phenomena being studied. Cusick (1973) believed that "Men are more alike than they are different, and what is reasonable behavior for one human being in a given situation will, at least in some way, be reasonable behavior for others given the same situation" (p. 5).

However, the case study element should not be considered a limitation in this study. According to Patton (1990):

The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than with sample size (p. 185).

Another possible limitation is the researcher bias and personal interest in the study. The researcher's background is one of a professional educator with extensive study and teaching experience in reading. Oklahoma is the researcher's native state and the place in which the researcher has gained her teaching and study experience. The researcher has personally experienced and recognized from the shared personal experiences of other educators, the increasing restrictions placed upon the classroom teacher concerning discipline, and permissible discussion topics within the context of transmitting information and knowledge. Crowson (1987) reported that the recognition for potential sources for bias reduces the chance of the study being distorted due to researcher bias. The researcher maintained awareness for bias potential throughout the study.

## Scope of the Study

A qualitative research design was chosen to investigate teacher behaviors in the selection and use of reading textbooks. Stainback and Stainback (1988) described qualitative research by stating that ". . . the researcher listens to what people say, observes what they do, asks them questions when appropriate, and participates in their activities when possible" (p. 1).

Rich, descriptive data can only be gathered through hearing, seeing, and being a part of what is being investigated. Stainback and Stainback (1988) reported qualitative research as designed for the purpose of long term observations, inclusive descriptions of events, beliefs, and other phenomena as they operate in the context of natural settings. Cusick (1973) stated, ". . . to gain a reasonable understanding of a social environment, he (the researcher) should study it from the viewpoint of the groups which create it" (p. 4). Phenomenologically, it was the scope of this study to give account of what the researcher heard and saw, with citations from those being interviewed and studied to corroborate or refute the researcher's experience.

## Definition of Terms

The following are terms which were used in this study:

Values. Values are those beliefs or ideals from which observable behaviors emanate and refer to that which makes something have value (Kaplan, 1974).

Behaviors. In general, behaviors are those observable mannerisms or actions in relation to specific circumstances. Webster's New World

Dictionary (1979) defined behavior as "the way a person or thing acts or conducts oneself" (p. 66).

Coding. Charmaz (1988) defined coding as "the process of categorizing and sorting data" (p. 111).

Triangulation. This term in qualitative research is the application of differing research methods to corroborate researcher findings. Marshall and Rossman (1989) defined triangulation as "the act of bringing more than one source of data to bear on a single point" (p. 146).

Practices. A practice is what Lofland and Lofland (1984) referred to as "recurrent category of talk and/or action which the observer focuses on as having analytic significance" (p. 75).

Participant Observation. A method of research in which the observer participates in the culture that is being studied. In the process of participation, the observer ". . . describes a social situation through the senses of the researcher and his subjects, and explains the situation from the point of both the researcher and his subjects" (Cusick, 1973, p. 230).

Local District Committee. The reading textbook selection committee functioned as the decision making body in the selection of textbooks from the state adopted list for a local school district. Two types of local committees were involved, but were not distinguished as different types within the study due to the similarity in purpose of the types of local committees. One type of local committee represented the building level committee. This committee functioned as representation of building level teacher votes to the district level for selected textbooks and consequently the district level's deciding vote for a particular textbook. The district representative committee functioned similarly to the local committee in that the represented building level committee votes

were used by the district committee to determine the selection of the textbook.

### Credibility

Patton (1990) attributed credibility of a study to the identification of the techniques and methods used, researcher background, and orientation and assumptions undergirding the study. Marshall and Rossman (1989), Stainback and Stainback (1988), and Patton (1990) endorsed triangulation as a technique and method used to test the rigors of validation and verification of a qualitative analysis. The study included every attribute of credibility as defined above. The techniques included in triangulation were gathering data from observations, interviews, and pertinent documents. Data collected from observations were corroborated in part by interview responses from classroom teachers also involved in the selection process and documents containing comments about the textbooks recorded by other committee members during the selection process.

Another technique used in the triangulation method was the development of two case studies observing how the selected textbook was used in the classroom of two textbook committee members. One member was in the same district of the textbook committee case study, while the other member was in an adjacent district. Analytic inductive analysis was used to recognize developing and emerging themes from the data.

Inductive analysis was used to recognize developing and emerging themes from the data. Patton (1990) defined inductive analysis as:

. . . immersion in details and specifics of the data to discover important categories, dimensions, and interrelationships (the researcher would) begin by exploring genuinely open questions rather than testing theoretically derived (deductive) hypotheses (p. 40).



The researcher/evaluator responsibility to the credibility of the study includes describing and recognizing evaluator effect on the study and the intellectual rigor of the study. Patton (1990) perceived competence as ". . . demonstrated by using the verification and validation procedures necessary to establish the quality of analysis" (p. 476). This validation and verification was addressed through a test, retest approach of verifying observations and interview response data through a focus on particular elements or themes in subsequent observations and restating interview responses to verify understanding and clarity during the interview.

#### Summary

Human behaviors as defined by values are surreptitiously involved in the educational process. Methodological decisions made by educators regarding instructional materials and textbooks which support the achievement of educational objectives are value laden.

Involvement of teacher behaviors does not end with the selection of materials and textbooks. Once in the classroom, value laden decisions are made concerning the use of textbooks. The reading or basal textbook, merited by its presence and use in the classroom, is one of the most vulnerable materials to the behaviors imposed by decisions.

The basal textbook is incorporated in more than 90% of all elementary classrooms. Significant amounts of state and district dollars are spent on the adoption of these textbooks without consideration of teacher behaviors implicated within the process of selection and use. The purpose of this study was to identify some of those teacher behaviors in the selection and use of reading textbooks.

## CHAPTER II

### REVIEW OF LITERATURE

Chapter II includes selected literature pertaining to teacher behaviors, selection of reading textbooks, textbook legislation, use of reading textbooks, implications of teacher values, and a summary.

The meaning of behavior is determined by values (Kaplan, 1974). Teachers possess individual value systems legitimized by diverse cultural backgrounds. These individual value systems and behaviors cannot be separated from the teacher who, as a professional, is responsible for many of the curricular decisions made in schools.

One of the major decision-making roles in which a teacher participates is that of textbook selection. The selection of the textbook does not provide the end to the role of teacher behaviors concerning that textbook. Using the textbook in the classroom where the teacher makes all the curricular decisions will give a more complete portrayal of the behaviors involved in the selection and use of textbooks. The literature review consisted of research and documentation of teacher behaviors, the selection of reading textbooks, textbook legislation, the use of reading textbooks in the classroom, and the implications of identifying teacher behaviors in the selection and use of reading textbooks.

#### Teacher Behaviors

Until the 1947 court decision, *Everson v Board of Education*,

public schools incorporated curriculum and practices assuming some standardization of values (Lines, 1984). Many schools practiced morning prayer and Bible reading as part of the socialization process of American society. Controversy over these "religious" practices ensued post haste with this court's decision and subsequent decisions declaring violation of the First Amendment. Looming in the controversy was the question of what behaviors and values are teachers permitted in the classroom.

In the midst of this controversy, teachers must continue the business of teaching. While Gordon (1984) purported that education should enable students to be knowledgeable and productive, it should also serve an incubative function as a medium for ". . . transmitting the values, beliefs, and ideology of their community to the next generation" (p. 525). On the other side, Kohlberg and Hersch (1977) maintained that a successful educational program will create relativists who believe there is no right moral answer. Moshman (1987) summarized the view of values in the classroom by purporting that while the inculcation of values is unavoidable, an educational purpose must remain the core issue.

#### Selection of Reading Textbooks

"As a practical matter, the methods by which states select the public school curriculum does result in imposing certain values on children in public schools" (Gordon, 1984, p. 549).

Books used in schools have evolved from containing themes of the early 1636 Colonial Period, which transmitted the colonists' values of obedience to God, to those textbooks written today, which are considered progressive because of attempts to reflect all cultural groups (Cullinan, 1989). Goodman, Shannon, Freeman, and Murphy (1988) reported that, historically, the purpose of schools and education was to teach children to

read the Bible. In 1647, schools were established in townships of over 50 households in accordance with "The Old Deluder, Satan Law," so that children would learn to read their Bible verses. Curriculum of the colonial era included ". . . reading writing, spelling, arithmetic, prayers, hymns, catechism read from hornbooks, the Bible, and a few other books" (Goodman et al., 1988, p. 645). The New England Primer was the primary textbook in the eighteenth century. While beginning to show change, it continued to reflect the moralistic values of the seventeenth century. The McGuffey Eclectic Reader was introduced in 1834, and was considered a landmark for providing a national curriculum, ". . . a common culture, and continuity in their rapidly changing lives" (Goodman et al., 1988, p. 656).

Until the turn of the twentieth century there was no organized textbook system. The textbook system was instituted to ". . . deal with . . . cost control, corruption, and the consolidation of state curricular authority" (Tyson-Bernstein, 1988, p. 4). Textbook legislation was enacted in 22 states. Tyson-Bernstein reported that textbooks began to be viewed as a commodity and provided special interest groups with a platform to demand that textbooks be ". . . responsive to the causes they championed" (p. 6).

These demands have given rise to textbook censorship issues, as reported by Beall (1987). Beall's information revealed that in the years from 1981 to 1987, censorship increased 168%. Censorship has a direct affect upon the contents of a textbook, and thus an indirect affect upon the choice provided in the selection of textbooks.

Farr and Tulley (1985) described American schools as textbook dominated. Farr, Tulley, and Rayford (1987, p. 268) recognized that ". . . the majority of direct instructional activities in the classroom in all

subjects involves textbooks." Carus (1986) weighted textbooks with the power to determine pedagogy, quality, and scope of curriculum, and the philosophy of the district or building.

Keith (1981) noted that teachers tend to look to the texts for leadership and direction in the presentation of content. These statements can be generalized to basal reading textbooks. The same 1987 study by Farr established that basal reading textbooks are present in more than 90% of all elementary classrooms and recognized that "The selection of a basal reader represents the selection of a reading curriculum in most American schools" (p. 267). These evidences of the important role of the basal reading textbook requires a close look at the selection process.

There is a plethora of literature on the selection of textbooks, specifically reading textbooks. Varied to some degree, selection criteria are, for the most part, similarly enumerated throughout the literature. Tallmage (1981) included a design analysis of textbook selection with the following components: (1) entry expectations--presupposed student abilities, (2) intents--the underlying philosophy of the curriculum, (3) content--scope and sequence, (4) methodology--delivery of the content, (5) evaluation--measurement of student outcomes, and (6) other considerations--constraints to be considered.

Reading textbook selection generally involves a committee process. Within the United States, this committee process varies at the state level as well as at the district level. State selection committees have been more widely researched than district level committees.

State committees vary in accordance with the open and closed adoption policies of the particular state. Open adoptions are characterized by the fact that little or no state level review is implemented. Closed adoption is the process of a state level committee reviewing and

selecting a number of titles from which local districts make a selection. Farr, Tulley, and Rayford (1987) substantiated that with the exception of cost, only "minimal differences" were found when comparing school district adoptions in open and closed adoption states.

Local selection committees select a textbook or textbooks to be used throughout the entire district. It is within this role of reading textbook selection that Farr, Tulley, and Rayford (1987) suggested that selection committees, in fact, select the reading curriculum. Farr and Tulley (1985) viewed the power of this committee as carrying enough influence to change textbooks and improve education. Their belief stemmed from three basic premises:

- 1) textbooks exert considerable influence over what is taught and how it is taught, 2) publishers will produce better textbooks if the adoption committees demand better books, and 3) the textbook adoption process itself could stand some improvement (p. 468).

While the committee process provides for a representative selection with input from administrators, teachers, and lay members, there are some difficulties within the process. According to Farr, Tulley, and Rayford (1987) and Kachaturoff (1982), committee members are frequently handicapped by lack of evaluation training, time to serve on the committee due to overload of teaching assignments, and lack of financial support. Keith (1981) reported that the process is highly political due to external pressures of censors and criticisms. Ross (1989) proposed a model for basal adoption addressing each of these concerns. In summary, it is the commitment to the process by the district in terms of funding and organization that makes the process valuable and worthy.

#### Textbook Legislation

Textbook legislation is a direct responsibility of each state, as

indirectly addressed in the Bill of Rights, Amendment 10: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people" (Findlay and Findlay, 1951, p. 214). However, the Bill of Rights, Amendment 1, states:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances (p. 196).

This amendment has had a more direct effect upon and caused great debate in textbook legislation. First Amendment challenges in the twentieth century began with the 1947, *Everson v Board of Education*, when the Supreme Court declared a separation of church and state. Following that precedent were the 1962, *Engel v Vitale*; 1963, *Abington v. Schempp*; and 1971, *Commissioner of Education v School Committee of Leyden*; which were all Supreme Court decisions ruling that prayer offered in school was unconstitutional. This ruling was also the decision in the 1965, *Reed v. Van Hoven*, concerning a student praying aloud over his lunch, and in the 1967, *Despain v DeKalb County Community School District* regarding the constitutionality of a prayer recited by a kindergartner, even though the prayer did not contain the word "God." The Supreme Court has interpreted what is referred to as the establishment clause of the First Amendment in these ways: A statute must have a secular purpose, its primary effect must be one that neither advances or inhibits religion, and it does not foster excessive governmental entanglement with religion. The effect of the rulings substantiated by this clause has caused textbook publishers to censor textbooks of religion previously recognized as foundational and part of American history (Vitz, 1986). Christians Advocating and Serving Evangelism (CASE) (1991) is currently sponsoring a slate of attorneys who

are making new inroads into the reversal of many of those early twentieth century First Amendment rulings.

Farr, Tulley, and Rayford (1987) revealed that textbook statutes in the adoption and nonadoption state contain differences between and within the states. While there were nine content categories defined in the 22 adoption states, none of the 22 contained all of these nine categories: (1) adopting authority, (2) subcommittees to assist adopting authority, (3) curricular responsibilities, (4) selection of adopting authority (either appointed or elected), (5) composition of adopting authority, (6) cycles and number for adopted books, (7) public participation, (8) specific criteria, and (9) publisher requirements and restrictions.

The same study also documented that 28 nonadoption states were so diverse that only these three areas of similarity emerged from the data: ". . . control of textbook costs, restrictions or guidelines to which publishing companies must adhere, and periods of textbook use" (Farr, Tulley, and Rayford, 1987, p. 63).

Eight of the nonadoption states included in the study by Farr, Tulley, and Rayford (1987) had a provision similar to the adoption states requiring that a publisher guarantee that the district cost of the textbook be no higher than the cost of the textbook anywhere else in the United States. These same eight states (Arizona, Illinois, Iowa, Michigan, Missouri, Montana, North Dakota, and Ohio) also included

. . . provisions that publishers post a bond, guarantee textbook construction, guarantee uniform prices within the state, submit price lists to the state, make sample copies available, and [that] local school districts can only purchase textbooks published by licensed . . . companies (Farr, Tulley, and Rayford, 1987, p. 63).

Oklahoma is an adoption state. The following information is an unreferenced summary of the Oklahoma Textbook Legislation found among the



documents that the State Committee interviewee loaned to the researcher for the study:

The Oklahoma textbook system was established by an act of the 21st Legislature and became effective July 1, 1948. The law was based on an amendment to Section 6 Article XIII of the Oklahoma Constitution. This amendment directed the legislature to provide a system of free textbooks for use by all pupils in the common schools of the state. The amendment required the governor to appoint a State Textbook Committee whose duty is to prepare an official multiple textbooks list for use in the common schools of the state.

The State Textbook Committee is now comprised of 13 members. The committee must contain a majority of classroom teachers. Each member serves a three-year term. The terms are staggered, with four new educators being named each year and the lay member every third year.

The responsibility, as defined by law, of the State Textbook Committee is to select up to 10 textbooks or series of textbooks for each subject for a period of not more than five years. The consideration process begins each year the last two weeks in May when a call for bids is issued to all publishers, inviting them to submit their materials for adoption in those subjects called.

Bids must be received before August 15. Samples of all items bid are furnished to the Committee and their advisors as well as to the State Textbook Section and six congressional review centers. Materials are available to the public and during the last two weeks in October public hearings are held before the State Textbook Committee, allowing citizens of Oklahoma who file a written request to appear and present testimony about materials up for adoption. Then, before December 1, the Committee meets and adopts textbooks.

Immediately upon completion of the adoption process, the Textbook Section prepares and distributes to all school districts in the state an official adoption list. A system of samples for evaluation purposes is available to all schools through the textbook office.

Local school districts go through their own textbook adoption process as required by law before June 1. Members of the local Textbook Committee must serve without reimbursement for the duration of the evaluation period. No release time is provided for either meeting or evaluation.

The Oklahoma Statutes concerning textbooks also include requirements concerning publishers, cost of textbooks, and punishment for not following the guidelines (see Appendix A).

Oklahoma Statutes require that a district level committee consist of no less than three nor more than nine committee members, of which the majority must be classroom teachers and one lay member. Information gained through the State Department of Oklahoma revealed that the number of members was arbitrarily determined as a manageable number for a local committee. The textbook committee had complete flexibility in the process whereby the approved textbooks were selected. How the local committee arrives at the decision of which textbook to select is not prescribed by state department regulations. The assumption is made that the local committee could vote to select the textbook or distribute ballots to teachers in the district and count the ballots to make the selection.

#### Use of Reading Textbooks

Farr and Tulley (1985) described American schools as textbook dominated. Farr, Tulley, and Rayford (1987) and Hadeed (1984) reported that basal reading textbooks are present in more than 90% of all elementary classrooms. Armstrong and Bray (1986) also reported that textbooks and related materials constitute more than 90% of classroom time.

While provided with a plethora of evidence verifying the use of reading textbooks, it is of utmost importance that investigation be made into how these textbooks are being used in the classroom.

Kachaturoff (1982) suggested that teachers tend to look to the texts for leadership and ideas. According to Keith (1981, p. 1), "Textbooks shape and direct the content and methods of presentations used by many teachers."

Kelly and Small (1986, p. 3) perceived that the literature in textbooks ". . . has the power to change people." Learning and obtaining new information related to personal experience gives way to consideration of

choices previously unknown due to ignorance. Students are assimilating new information and relating that information to past experiences when reading textbooks. When students begin to make choices based upon new information learned from the textbook, they have been changed.

#### Implications of Identifying Teacher Values

Wynne (1987) recognized that values are expressed through philosophical differences concerning supervision, systems of grading, and discipline policies. Additionally, philosophical differences exist in presentation and methodology regarding instruction through which behaviors and values are expressed.

In this process of instruction, it was assumed that teachers would simultaneously model, through behavior, the virtues or values they preached. However, according to Cusick (1973), there are three realities which must be recognized when making sense of the behavior of teachers in the public school environment:

First, the school organization places at least as many constraints on teachers as it does upon students. . . . Public schools demand that organizational boundaries be respected, with little room for 'scholars in residence,' or 'critical thinkers' (p. 38).

Cusick (1973, p. 38) continued: "A second reality is that it is extremely difficult for a teacher to deviate from some rather narrow boundaries." Cusick was referring to the boundaries of school schedules and maintenance details. In the course of a teacher attempting to deviate from the "norm," discouragement can occur, resulting in behaviors being defined by the constraints.

The third reality dealt with the maintenance of community expectations. As long as the school is operating according to the expectations of the community (as demonstrated by the lack of community

participation), then all is well. According to Cusick (1973), one can surmise that the expectation of teachers modeling the virtues in which they truly believe is not appropriate unless they are in a school environment which subscribes to those particular virtues.

Recognition and identification of teacher behaviors within the school environment might be accomplished with some standardization of values. Investigating and identifying the behaviors of classroom teachers in the selection and use of reading textbooks would give a frame of reference from which to determine a semblance of standardization.

#### Summary

Individual behaviors affect decision making required within the educational process. These individual value systems and subsequent behaviors must be recognized for the influence upon curricular decisions made in schools.

Legislation has dictated changes in many traditional classroom practices, such as Bible reading and morning prayer. Subsequent claims of First Amendment violations have created much controversy over what is to be published in textbooks and what behaviors and values teachers are permitted to exhibit in the classroom.

Textbook dominated classrooms declare the important role of the reading textbook in the planning and teaching that takes place in the classroom. In fact, the basal textbooks are so heavily relied upon for reading instruction in the classrooms, they are often considered the reading curriculum. Selecting and using these basal textbooks imposes certain values on the educator as well as the student.

A committee process generally serves to select reading textbooks. Generalizing this committee representation to all educators is

problematic, due to the limitations of committee members such as training, time, and funding. Constraints regarding particular expectations will also confine the educator with respect to committee-represented behaviors.

Constraints such as district expectations, teacher expectations, and censorship can invoke particular behaviors necessarily inconsistent with the values of the educators. Those constraints can limit or confine behaviors in the use of the selected textbook. Resolution of those inconsistencies is placed in the hands of the educator. Therefore, the selection and use of the textbook as it is incorporated into the curriculum is impacted by teacher behaviors.

## CHAPTER III

### METHOD

The study is qualitative in nature to gather descriptive data in a naturalistic setting with the researcher as a part of the setting. Wilson (1977) stated:

Human behavior is significantly influenced by the setting in which it occurs; thus, one must study that behavior in situations. . . . Research must be developed in the setting where all contextual variables are operating (p. 247).

Cusick (1973) explained that qualitative methods work at two levels:

1) Description: the researcher on the scene describes what he reads, sees, hears, and then expands his descriptions from accounts of the situation by his subjects, and 2) Explanation: the researcher attempts to make sense of his subjects' observations, and by further searching and questioning of informants, he obtains the explanation of the situation from the actors (p. 230).

#### Research Design and Credibility

Qualitative research includes the researcher as the primary instrument for data gathering, the context of the observations, the data gathered, analysis and conclusions. Patton (1990) regarded qualitative research design as partially emergent while field work unfolds and the study occurs. He continued to suggest that the researcher should do what "makes sense" with the flexibility of the design, using multiple methods, and making practical decisions. Qualitative research design is based upon inductive strategies of theory development. The theory is generated from the data gathered and not by logical assumptions based upon

knowledge possessed before the study began. Theories about what is happening in the setting can emerge from this approach to the research design and is recognized as grounded theory (Patton, 1990). The idea of emergent theory based upon the inductive analysis research design was integrated throughout the study.

Credibility of the study is addressed through establishing the researcher's background, maintaining validity of the study by actually studying and collecting data about what was intended to be studied, and by ascertaining reliability and generalizability of the study through test and retest comparisons of observations and member validation (Stainback and Stainback, 1988). Data were collected through a triangulation method of observations, interviews, and relevant documents which served to corroborate findings.

#### The Researcher

The researcher brought a background of teaching experience in public and private school systems into the study. Employment within the school district in which the textbook committee case study was developed provided the opportunity for accessibility to membership on the textbook selection committee. Employment in the district also contributed to the accessibility of the interviewees as well as the classroom case studies, which involved three nearby districts. Having also previously served as a textbook committee member in another Oklahoma district, the observations in the district of this study were referenced to the researcher's previous experience. Personal interest in the current trends and controversies of the process of transmitting values and knowledge through school are also part of the researcher's background. The values and basic assumptions of the researcher undergirding the purpose of this

study are reflected by concern over the statistics that record academic achievement scores as having continually declined nationwide since 1962, which also happens to be the year of the Engle v Vitale decision. Even though teacher certification requirements have become more stringent, and knowledge and information have greatly increased, many students are still graduating from high school as functional illiterates. The crime rate in schools has dramatically risen, and many teachers fear going into the classroom.

The researcher noted the bias because of the impact the bias may have imposed upon the study through the creation of the interview questions and the interpretation of the responses. While noted, the researcher was advised and assisted by the doctoral committee in the creation of some of the questions. Responses by the interviewees were documented through an unbiased medium of tape recordings and verbatim transcription.

Awareness of the potential for bias relating to the researcher's background and personal interests was maintained throughout the study. According to Crowson (1987), recognizing and stating the potential sources for bias reduces the chance for distortion of the study due to research bias.

### The Subjects

The subjects for this study were members of one local district committee which served as the basis for a case study in the observations of the process to select a basal reading textbook. Preliminary interviews with one member of the state textbook committee, and four members of local district committees served to guide and direct the observations of two classroom case studies, the subjects of which were teachers serving



as local reading textbook committee members. They served as case study participants in classroom observations who implemented the selected textbook for their district.

Representation of five classroom teachers and one administrator from four northeastern Oklahoma school districts was considered and analyzed for the purposes of this study. The district in the study ranged in student numbers approximately from 8 to 41,000. Three of the districts were characterized as urban and the other as metropolitan.

#### District Selection Committee

The local district selection committee had a total membership of 28 people. Two classroom teachers from each of the eight elementary buildings were recruited, either by volunteering or appointment by the building principal. One of the two teachers represented the primary grades (first through third), and another teacher represented the intermediate grades (fourth through sixth). Also included were two reading specialists, and two kindergarten teachers who also volunteered or were selected. One of the kindergarten representatives was the spouse of the committee chairperson. The official committee chairperson was the Assistant Superintendent of Elementary Education. This chairperson later designated the Curriculum Coordinator as chairperson, although the designated chairperson acted more as an observer. The Assistant Superintendent of Elementary Education conducted all of the district meetings.

Additionally, representing the secondary level were one seventh grade center teacher, two junior high school teachers for eighth and ninth grades, and two high school teachers for business and English subject areas. This was done as a district to include the adoption of textbooks other than basal reading textbooks.

There was also a lay member representative on the committee. Three parents served in the one lay member position on the official committee. Initially, one parent agreed to serve and attend the meetings. This parent was recruited by the PTA president of the district. When the parent who was initially recruited was unable to fulfill her obligation, the PTA president, along with another parent/teacher, agreed to fill in as the lay member representative. The PTA president and parent/teacher tried to coordinate their efforts in attendance, but were unable to attend all of the meetings because of other obligations. The PTA president was especially interested in parent/lay member representation on the committee and in having a voice in the decision.

Absence of the five secondary representatives and the lay member from most of the district meetings resulted in a 22 member group usually attending the district committee meetings. The district encouraged teacher representation as demonstrated by the number of members involved in the selection committee. Noted in the literature review was the Oklahoma statute mandating that no fewer than three nor more than nine members may serve on a local district committee. The chairperson pointed out the state law requirements and that the committee membership had to be narrowed down for the official membership list. The "official" members were selected by the chairperson opening one of the district meetings up for a discussion on how the official members should be selected. Three teacher representatives volunteered and the two administrators were the designated official members from the 22 persons present. Additionally, one lay member needed to be listed on the "official" list, with the other members selected from the secondary representation.

### Interviews

Subjects of initial and follow-up interviews were three classroom teachers of local committees other than the case study committee, one administrator in a different district from the case study, and one classroom teacher who was the chairperson of the Oklahoma state textbook selection committee. The diversity in the subject responsibilities was considered as assurance of the perspective of selection committee membership from those varied positions.

For purposes of data analysis and clarification, the three classroom teachers given the initial and follow-up interviews were fictitiously named Alice, Betty, and Cathy. The administrator was referred to as Diane, and the state committee member as Ellen.

### Classroom Case Studies

Subjects of the case studies involving the classroom observations of the textbook implementation were two classroom teachers in two adjacent school districts. One of the teachers was a member of the district selection committee from which the case study was developed. The other teacher was a member of the selection committee in her district and was one of those teachers involved in the initial and final interviews. Observation of the teachers in the classroom was used to triangulate teacher behaviors in the selection and use of reading textbooks. Fictitious names were assigned to protect anonymity to the teachers involved in classroom observations. Both teachers were members of their local textbook selection committees. Alice, a first grade teacher, was also an interviewee of the initial and follow-up interviews. Her background is discussed extensively in the participant background portion of the

interview sequence in Chapter IV. The other teacher involved in the classroom observation case study was referred to as Frances, a fourth grade teacher who has a master's degree and approximately 15 years of teaching experience. Table I is provided for clarification of the subjects participating in the study.

TABLE I  
SUBJECTS OF THE STUDY

	Alice	Betty	Cathy	Diane	Ellen	Frances
Classroom Teacher	X	X	X		X	X
Administrator				X		
Initial and Follow-up Interviews	X	X	X	X	X	
Classroom Observations and Interview	X					X
Local District Textbook Committee Member	X	X	X	X		X
State Textbook Committee Member					X	

#### The Setting

The setting for the district selection committee was confined to one particular area, while the interviews and classroom case studies were at the various school sites of the subjects.

### District Selection Committee

The district committee case study was set in the administrative building. Two primary meeting rooms were used. One room, the conference room in the main building, contained one long, wooden conference table that would comfortably seat 16 people. An overhead projector was used to informally display textbook publisher information and committee procedure.

The walls in the conference room where the initial textbook committee meeting was held were painted in an off-white color. Relatively new furniture, including 16 executive-style chairs, surrounded an oblong, wooden conference table, and blue carpet, about the same age as the furniture, covered the floor.

Subsequent meetings were held in the board meeting room, which was in a building behind the main administration building. This room was next to a kitchen partitioned off by collapsible walls, a wide, open-spaced room painted in off-white colors, with approximately eight oblong tables that comfortably seated four people at each table. The chairs were comfortably cushioned. Another room used for breakaway group meetings was located down and across the hall in the same building from the larger board meeting room. Walls were paneled, making this room much darker in appearance. Because of the size of this room, only a breakaway group consisting of either the primary grade representatives or the intermediate grade representatives occupied the room at one time. There were two oblong tables placed end to end to accommodate committee members in facing each other as the discussion ensued.

### Interviews

All of the subjects were interviewed at school, with the exception

of one who was interviewed at a textbook publisher sponsored meeting during a break time. Some of the interviews transpired during the observation times when direct instruction was not being given. Other interviews were conducted before or after school hours. Follow-up interviews were conducted with three of the five interviewees on the telephone. Of the two not conducted over the telephone, one was conducted person-to-person and the other came in written form through the mail. All of the interviews ranged in length from one half hour to one and one half hours.

### Classroom Case Studies

The setting for one of the classroom case studies to observe textbook implementation was Frances' fourth grade classroom. Her room contained brightly colored posters, one bulletin board full of cut-out balloons which contained a student name in each, and another bulletin board with student work. There were other cut-out figures on the storage cabinets, giving citizenship characteristics (i.e., "be friendly," and "be thoughtful"). Organizational skills were displayed on other store bought posters.

The fourth grade room also contained an Apple computer, one television, one oblong table holding the television, a teacher desk, 23 student desks, and a round table in the center of the room where three students were seated at the beginning of the observations because of lack of student desks. There was an overhead projector, and the room was fully carpeted, with lockers for each student. The lockers were separated by a brick wall facing the lockers on one side and by holding cabinets on the other side toward the classroom which were used for storage.

Alice's first grade classroom was very busy, with printed material everywhere--on the floor, ceiling, tables, and walls. The main

instructional area had 20 flat-topped desks divided into groups of four. There were separate work areas that had self-contained materials set up for learning centers. Three computers, one typewriter, an overhead projector, two wall screens, and approximately four bulletin board areas contributed to the learning environment in this classroom.

This larger-than-typical classroom was a result of removing a wall which had separated it into two rooms at one time. Also adding to the instructional capacity of this classroom was a horseshoe-shaped table with a teacher chair, and up to six student chairs for small group instruction.

#### Data Collection Procedures

This study began in January of 1991 and concluded in November of 1991, with the researcher attending to the procedural principals of qualitative research as suggested by Stainback and Stainback (1988):

1. Consider the context of data collection--The researcher recorded ideas and hunches that tended to reoccur in the physical dimensions and social characteristics operating in the setting at that time. The data were collected through observations, interviews, and documentation. The selection committee was observed and examined in the context of who served on the committee, the number of committee members, the chairperson, where the committee met, and the number of meetings observed.

Observations occurred in the context of two elementary school classrooms during reading instruction. Consideration was given to the physical environment of the classroom; the number of observations; instruction practices of the teachers, which included teacher/pupil interaction; structure of the lessons presented; textbook use; and perceived

constraints placed on the classroom teacher through teacher expectations, district expectations, or censorship.

2. Recurring themes--As a participant observer, the researcher looked for and recorded patterns, categories, concepts, or themes by attending to the recurrence of words, phrases, patterns of behavior, and ideas.

3. Common characteristics in data--Organization and understanding of qualitative data were dependent upon the researcher's continual development and revision of classification schemes to determine shared characteristics of data.

4. Participant categorization--The researcher considered the participant perceptions as essential in gaining the full meaning of the data collected.

5. Relationships within data--By contrasting and comparing consistently occurring themes and categories, the researcher developed concepts, hypotheses, generalizations, and/or theories.

6. Consideration of all data--By locating contradictions in the data, the researcher incorporated them into the whole of the analysis or recognized them as contradictions in the study.

7. Record logical progression of analysis--The researcher provided valuable information to other researchers by recording the progression of the analysis.

Emphasized was a case study developed where the researcher was a participant observer in the committee process of the selection of reading textbooks, and in two other case studies focusing on classroom teachers' behaviors in the use of the textbook in two adjacent districts.



## Instrumentation

The researcher served as the instrument for data gathering in the capacity of participant observer. Initial interviews, field notes, corroborative interviews, and documentation of state committee meetings, local district policies, and teacher-made lesson plans served to validate researcher findings.

### Participant Observations

The research questions guiding the course of the case studies originated from the researcher's experience as a classroom teacher and previous service as a textbook committee member. Advice and input from the researcher's committee members were relied upon to enhance objectivity in the observations. The researcher as a participant observer gathered data for the selection committee case study by listening to, and joining in, conversations within the group process. Noted were preconceived ideas that participants brought with them to the meetings, the number of meetings, the setting of each meeting, and the discussions involving the evaluations of the textbooks, including the final textbook selection.

A participant observer role was also maintained in the classroom observation case studies. Rich, descriptive data were gathered as guided by the research questions proposed in the study. Regarding teacher behaviors observed, the physical environment, teaching practices related to the teaching of reading, and constraints placed on those practices were the primary focus of the observations made in the classrooms.

### Interviews

Ideas for some of the interview questions came from three

preliminary interviews conducted in June and July of 1990. Three administrators (formerly classroom teachers) were interviewed with questions eliciting responses about experiences concerning instructional materials.

The impetus of the 1990 interview questions originated from a synthesis of materials reviewed about student discipline, inculcation of values in the classroom, and current trends in the educational process (Arons, 1983; Davis, 1984; Gabler and Gabler, 1982, 1987; Haiman, 1987; Halleck and Franz, 1931; Kohlberg and Hersch, 1977; Mawdsley and Mawdsley, 1988; Sproule, 1987; and Wynne, 1987). Still other questions were based upon the researcher's background as an educator and reading specialist.

Informal, open-ended interview questions were the intent of the researcher. Eighteen questions were posed for the initial interviews of the five selection committee members (see Appendix B). Although 10 of the 18 questions did elicit an initial "yes" or "no" response, 5 of those 10 were followed by a request for more in-depth information. All 10 of the questions allowed the participants to reflect upon their role as committee members.

Additionally, the interview with the state committee member required some modification of the original 18 question because of the differences in the level of the committees. Five questions were given to the state committee member to modify questions 7, 9, 10, 12, and 13 on the initial interview instrument given to the local district members (see Appendix C).

A follow-up interview was conducted with the five committee members, which included 16 of the initial interview questions with modifications to questions 3, 4, and 5, and a variation in the sequence of questions 6 through 16. Questions from the initial interview eliciting knowledge

unaltered by the committee member's experience in the process were omitted from the follow-up interview. (See Appendix D for the follow-up interview instrument.)

Interviews were also conducted with the two classroom teachers who served on their local committee and who agreed to the participant observation by the researcher. The instruments for these questions were comprised of the initial and follow-up interview instruments and considerable input from the researcher's adviser to the study (see Appendix E).

### Documents

Documents were collected throughout the study. Memoranda from the local selection committee were collected from each meeting attended by the researcher. Other pertinent documentation regarding the local selection committee was requested and acquired. Tallies, comments, price lists, and publisher information was included in the documents gathered in the district selection committee case study. Minutes from the state committee meetings were also acquired. Additionally, public letters containing comments and suggestions for the state committee were loaned to the researcher for further study. Some of the interview participants furnished the researcher with documents of tallies and comments from the local district selection committees of which they were members.

Other documents used in the study included teacher lesson plans and textbook lesson plans from the selected basal reader. Taped interviews also served as documentation through verbatim and summarized transcriptions.

## Observations

According to Patton (1990), observation incorporates the role of the evaluator-observer, portrayal of the evaluator role to others, portrayal of the purpose of the evaluation to others, duration of the evaluation observations, and the focus of the observation. With this explanation in mind, the researcher served as an observer in a major part of the data collection.

## Procedure

The role of the evaluator-observer can run on a continuum, from full participant observation to onlooker observation. During the district committee observations, this researcher was a full participant observer. The researcher had the experience needed to participate on a textbook selection committee and was selected as a participating member. A total of four district committee meetings and three subcommittee meetings were investigated. The researcher observed at all four district meetings and at the kindergarten subcommittee meeting. The primary subcommittee meeting was tape recorded in the absence of the researcher and a report of an intermediate grade meeting was given to the researcher from one of the participants.

While the researcher was a full participant observer for the district committee case study, a withdrawal from full participation would occur intermittently during the meeting to take field notes and make observations toward the onlooker end of the continuum. Patton (1990, p. 207) approached this view by stating: "Experiencing the program as an insider is what necessitates the participant part of participant

observation. At the same time, however, there is clearly an observer side to the process."

The focus of the study was teacher behaviors in the selection of basal reading textbooks. To insure objectivity, it was necessary to listen, document, and categorize data containing behaviors from an on-looker perspective. Informal conversations resembling interviews took place from time to time between the researcher and the district committee members to validate or refute researcher observations.

While there appeared to be a preliminary emphasis on the fact that the researcher was present and observing for the purposes of gathering data, no apparent intimidation emerged. Difficulty did arise from time to time when the researcher had to refrain from subjective comments and personal bias involving particular textbooks.

### Interviews

In-depth interviewing was used as a method of data collection for the purposes of structuring observational data collection and validating observations. Patton (1990, p. 278) maintained: "We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about these things."

Patton (1990, p. 280) categorized interviews as "informal conversational," relying entirely on spontaneous generation of questions, the "general approach," involving an outline of issues to be explored, and the "standardized open-ended" interview consisting of carefully worded and arranged questions asked exactly and sequentially of each respondent. The initial and follow-up interviews in this study were primarily the "standardized open-ended" type, but also incorporated the "informal

conversational" as interviewees became more comfortable with the interview (see instruments in Appendixes B and D).

The interviews were conducted to determine particular behaviors of the interviewees from determining their involvement in the textbook selection committee and their personal knowledge and perceptions of the process. Patton (1990) categorized interview questions as: experience/behavior, opinion/values, feeling, knowledge, sensory, and background/demographic. For the purpose of all the interviews in focusing on behaviors and values, an attempt was made to ask the experience/behavior, and opinion/values types of questions. Some of the interview questions did elicit responses of knowledge, particularly with the initial and follow-up interviews.

#### Procedure

Initial interviews were conducted from January through March of 1991, and were 30 to 90 minutes in length. All of the interviewees were receptive to the initial interview and wanted to be a part of the study.

The final interviews were approximately the same length as the initial interviews. A mail out of the questions was used to give participants the opportunity to view the questions before the researcher telephoned to receive responses. The option was also given to the participants to respond in writing and to return the responses with the enclosed, self-addressed envelope. Four of the interviewees responded verbally in a telephone interview, while one responded in writing. The written documentation was not ideal, but consistent attempts to contact that particular interviewee proved to be futile. Given the reluctance of this fifth subject to agree to one final interview, the researcher accepted a written response. This person commented to her school's

receptionist that she felt as though she had already done her part. The receptionist passed this information on to the researcher.

The same type of "standardized open-ended" and "information conversation" interviews were conducted with the two case study classroom teachers, Alice and Frances. Interview questions for the case studies were written for the purpose of clarification and interpretation of observations (see instrument in Appendix E).

#### Document Collection

Patton (1990) asserted that documents serve the purposes of giving basic information about program decisions, background, or activities and processes. Documents can also ". . . give the evaluator ideas about important questions to pursue through more direct observations and interviewing" (Patton, 1990, p. 233).

#### Procedure

Documents used for the case study of the local district committee were: agendas, records of voting, basal readers, and all correspondence from the administrator/coordinator of the committee. Documents considered in the two classroom case studies were: teacher plan books, the Silver Burdett teacher manual, notes to parents, bulletin boards, and various teacher-made activities that had been recorded for use by students.

Also included in the document collection were the minutes from the state textbook selection committee meetings. Other documentation collected were taped recordings from the interviews, the local district meetings, and classroom observations.

Documentation was used to corroborate interview information, observations made of the local district textbook committee, and observations of the use of the basal reader by two classroom teachers involved in the local process of the textbook selection.

### Data Analysis

Triangulation was employed to analyze data through participant-observation, interviews, and documentation. Marshall and Rossman (1989, p. 146) reported triangulation as ". . . the act of bringing more than one source of data to bear on a single point." Stainback and Stainback (1988, p. 71) stated that the purpose of triangulation ". . . is to increase one's understanding of whatever is being investigated."

Patton (1990) gave the meaning of triangulation as:

(1) comparing observational data with interview data; (2) comparing what people say in public with what they say in private; (3) checking for the consistency of what people say about the same thing over time; and (4) comparing the perspective of people from different points of view (p. 467).

An example of triangulation in the study was observing a teacher in the setting of the selection process and the setting of using the selected textbook in the classroom.

### Procedure

Tape recordings and interviews were transcribed verbatim in most instances of the local district meetings, initial interviews, and classroom observations. Data obtained from these sources, the written documentation, and field notes taken during the observations were compared and contrasted throughout the study for emerging themes and differences in findings.



Data were collected and analyzed, based upon the focus of the research questions asserted at the beginning of this study. The identification of teacher behaviors in the selection and use of reading textbooks was studied in the context of textbook selection committee meetings, classroom implementation of the reading textbook, and district expectations. Data relating to each of the research questions were examined and are presented.

Triangulation was also applied to the selection of the classroom teacher observations. One of the teachers observed was a member of the district selection committee in which the case study was developed. The other teacher was a member of the selection committee in her district and one of the interviewees for this study. The triangulation occurred through being able to corroborate interview documentation or local district committee observations with the observations recorded in the classrooms of both teachers. An interview was also conducted with both classroom teachers intermittently throughout the observations to corroborate observations in the classroom. A summary of the findings may be found in Appendix H.

#### Credibility

The researcher monitored credibility throughout the study. Recognizing and stating potential sources of bias were implemented as a control for contamination in the study. Credibility was insured by attending to the research design, triangulation, and validation of the data collected. Integrity of analysis was addressed through describing patterns, linkages, and plausible explanations through inductive analysis, then looking for rival or competing themes and explanations.

Participant observation, interviews, and relevant documents were triangulated, further validating the findings.

The researcher has previous experience in collecting and reporting quantitative and qualitative data. Generalization of the findings from one setting to another were facilitated by the thoroughness of the discovery through three case studies and six interviews, and the thick description in the presentation of the observations. Field notes, taped and transcribed interviews, collected documents, memoranda, and physical coding of notes provided an audit trail which demonstrates the credibility of the study.

#### Summary

The purpose of this study was to produce a detailed investigation into the identification of teacher behaviors in the selection and use of reading textbooks. Qualitative research methods were used in this study to investigate the interaction processes of the classroom teacher within a textbook selection committee, the classroom, and various institutional constraints regarding the use of a basal textbook. Data were collected through participant observation, interviews, and pertinent documents according to the procedures outlined earlier in the study. Grounded theory method was applied to the data analysis through "constant comparison" of data and "theoretical sampling" (Emerson, 1983, p. 96). The data were continually tested and retested by asking questions and focusing on particular scenarios to confirm or refute earlier observations throughout the course of the study. Credibility of the study was provided through the triangulation method of data collection, addressing the researcher background, and adhering to the procedural principles as outlined by Stainback and Stainback (1988).

CHAPTER IV  
PRESENTATION, DISCUSSION, AND ANALYSES OF DISTRICT  
LEVEL CASE STUDY, INTERVIEW SEQUENCES, AND  
CLASSROOM OBSERVATIONS

The purpose of Chapter IV is to present a description and presentation of: (1) the research activity, (2) the district selection committee meetings, (3) textbook implementation after selection in two classrooms of two districts, and (4) the interview sequences of committee members involved within the selection process in other districts. Some of the teacher behaviors observed in the selection of reading textbooks were identified. A further purpose was to identify teacher behaviors in the use of the selected textbook within the classroom (see Appendix H).

Research Activity

Data were collected through ethnographic field work methods, including participant observation, interviews, and a collection of relevant documents. Preliminary interview data collected six months prior to the initiation of participant observation was the impetus for the study. Participant observation was used initially and throughout the course of the three case studies developed. The purpose of the research and the role of the researcher were revealed to all participants involved in the textbook selection process. Observations were recorded in written form and some audio taping was also incorporated in gathering the data. The

field notes were typed on a computer, then printed and organized by place and dates in a three ring binder.

A total of six participants were interviewed. Five of those participants were interviewed with initial and final interview instruments, while one of the initial five participants and the sixth participant were interviewed with a follow-up interview to corroborate findings within the classroom case study. All six participants were involved with a textbook committee to select a basal textbook for their district. Five of the six were classroom teachers and one was an administrator. The interviews were conducted from January, 1991 to October, 1991. The interviews ranged in length from 30 to 90 minutes. To insure objectivity of responses by the interviewee, the researcher taped all the interviews and either had them transcribed or transcribed them herself.

Data categorization began with field notes from the district committee case study and the subgroup meetings occurring subsequently during the time of the district case study. Notations and comparisons were made regarding the comments of the committee members related to the textbooks from which they were to select. A determination was made of the property and concepts within the context of the data. An inductive analysis of a test and retest method was used to compare and contrast findings within the context of the setting for the case studies and the interviews. The themes derived from the test, retest process were substantiated with specific observations and interview responses. From those themes, one core category was identified, with related subcategories enhancing the understanding of the core category.

That core category which emerged from the data was labeled "process politicization." Four additional categories emerged related to the core category: (1) assumption of content appropriate adoptions, (2) pragmatic

and pedagogical selection criteria, (3) pseudo teacher empowerment, and (4) publisher established curriculum.

#### District Selection Committee Meetings

The first district committee meeting was conducted on January 16, 1991, at 3:45 p.m. A memo, distributed from the Assistant Superintendent of Elementary Education, set the original date of the meeting as January 17, 1991. However, a publisher workshop was scheduled for January 17, and committee members were encouraged to attend the workshop; therefore, the meeting date was changed to January 16. The memo included copies of the committee membership list (elementary levels), and the publishers whose textbooks were being considered for adoption.

The meeting took place in the conference room at the district's administrative center. Two long tables, pushed together end to end, were used to accommodate the 22 members in attendance. The chairs along the tables were cushioned and very comfortable, but the room was a bit crowded, with just enough space to walk around the table. Well lit, the room was conducive to an informational meeting, with an overhead projector and projection screen.

The Assistant Superintendent of Elementary Education was the administrator in attendance who called the meeting to order. Each committee member was introduced and folders with information and evaluation forms were handed to each member. It was at this time that the researcher was introduced. A brief explanation was offered to describe the role of the researcher in the selection process. Patton (1990, p. 212) recommended full disclosure, since "People are seldom really deceived or reassured by false or partial explanations."

As the meeting continued, the responsibilities and requirements of the committee members were presented. Committee members had been selected either by a vote, principal request, or by volunteers. Responsibilities included dissemination of textbook information to building level teachers, attendance at the Caravan (a publisher's round table event of presenting the textbooks), and gathering input from building level teachers as to concerns, comments, and votes. One professional day was allowed to complete these responsibilities; specifically, the Caravan event which was an all-day investment of time. (A professional day is a paid work day used for professional duties outside the classroom.) Being aware of "hard sell tactics" was recommended by the administrator.

The remainder of the meeting covered the adoption process for the district. The narrowing of the textbook list down to three, how to use the evaluation form, how to use the textbook evaluation guide, input from teachers, voting procedure, and the final decision and recommendation were the topics covered. Final selection was targeted for April 24, 1991, to present the school board with the selection for approval. Teacher guides would have a better chance of procurement for review and instructional preparation during the summer months if final selection was submitted by that deadline. Staff development and future meeting dates were also discussed.

At 4:15 p.m., the Curriculum Coordinator entered and was introduced as the chairperson for the committee. This particular administrator was experiencing a first year as Curriculum Coordinator in this district and, over time, appeared to be more of an observer in the meetings rather than the actual chairperson.

Comments and concerns expressed during the course of this first meeting were initiated, with statements made before the meeting was

called to order:

"I like the old series. It's clear-cut. All the worksheets are coordinated with each unit."

"Oh, you like it?"

"I know of several teachers who do not feel the text is challenging enough."

(Reference is made to the current basal textbook used in the district.) Another comment, made by one of the administrators, included an urging to place emphasis on whole language when evaluating.

Concern for making the textbooks convenient for the perusal of the building teachers was expressed in this solution by one member: "There is no space to show any of the books. So as we get the textbooks, we send them to each head teacher." Another member supported that solution by emphasizing that sending the textbook to the appropriate grade level to let the teachers peruse at their convenience seemed most effective.

The meeting was adjourned with a vote on the best days of the week to designate as committee meeting days, and the agreement to meet as subgroups (primary and intermediate grades) between district committee meetings.

#### Kindergarten Subgroup Meeting

February 12, 1991, before the next district meeting took place, the kindergarten teachers met as a group. Only two schools were unrepresented. The meeting length was 90 minutes and took place in one of the kindergarten rooms of a building in the district. Eleven teachers were in attendance to hear an overview of each textbook that included kindergarten-specific curriculum.

General concerns and issues were expressed during the group process:

"Kids don't know nursery rhymes like they used to."

"Instead of encouraging parents to keep children out one more year, a program such as a pre-kindergarten should be offered."

"An early childhood center would be a solution. Remodeling the old \_\_\_\_\_ center would work."

"To be the best, the kindergarten should be housed together. Busing would be the greatest expense."

Financial aspects were discussed in more detail concerning problems and solutions, but the researcher was asked not to record or divulge those particular conversations and comments. Generally, the aspects discussed included information that dealt with ways to finance particular programs and speculation about why financial considerations were given to some areas and not others. Although the meetings were considered open to anyone who might want to attend, if the researcher had not assured the group of her confidentiality, or had there been other "outsiders" in attendance, those aspects would not have been discussed.

While group splintering occurred with some dissension of opinion on the appropriate text, an appearance of cohesiveness did emerge in terms of coming together to make three choices. Comments concerning the selection of a basal reader with the kindergarten group easily fell into three categories: financial, pedagogical, and pragmatic considerations.

Financial considerations were identified through such comments as, "Don't like the workbook idea; we end up short with new students filtering in during the year." A beautiful book cover on the student book was considered an indicator of expense. Due to the expensive appearance, the group was not convinced of the "buy one, get one free" promotional regarding one element of a textbook program. Other references to finances



included the question, "Will we get everything?" "Everything," as defined by all the materials the teacher would need to implement the entire textbook program as recommended by the publisher included such materials as workbooks, journals, word cards, teaching charts, etc. An overall concern was expressed that when the budget is made to adopt programs requiring consumables (products included in the program initially but which must be reordered annually), the money needed to reorder to continue the program is not always budgeted in for the following year(s). Several series were faulted for being the "same program as before." Financing similar programs with next textbook monies was considered an unjustified investment.

Pedagogical comments included, "Too much story, and too little repetition." One textbook was acknowledged as having a complete language skills program but too much in the way of phonetics. Another textbook was viewed as basically linguistic, repetitive and long, but with themes which correlated to another series that had a "good" dinosaur unit.

Whole language versus a traditional approach to teaching reading was a debated issue throughout the district, but found more consensus among the kindergarten group. For the purposes of the case study discussion, the following definition of whole language by Routman (1988) is offered.

Whole language

. . . is a philosophy which refers to meaningful, real, and relevant teaching and learning. Whole language respects the idea that all the language processes (listening, speaking, reading, and writing) are learned naturally and in meaningful context as a whole. Learning activities are open-ended and involve student choice, discussion, and sharing in a social, literate environment (p. 26).

Finally, the pragmatic issues emerged through comments such as: "inappropriate pictures clues," "heavy teacher manual," "no teacher guide sent," "no rhyme nor reason to some illustrations," "too busy," "last

portion very difficult," "seems inappropriate," "heavy manual," "nice resource book for teacher," "guide doesn't always give enough direction," "stuffed dinosaur goes with story," "easel for big books not high enough for group but good for children to view," "gives books so don't have to go to library," "manuals are difficult to follow," "buy one set of big books and get another set free." The kindergarten meeting adjourned with the top three choices determined for their group.

#### Second District Meeting

The next district-wide committee meeting took place on February 21, 1991, after all committee members were given the opportunity to attend publisher meetings for textbook presentations. A memo was distributed from the Assistant Superintendent of Elementary Education with the directive to bring notes and comments ascertained from the publisher presentations and building teachers in order to share the information and to narrow the selections to three. The researcher, as a participant, comprised and distributed memos at her building level in conjunction with two other colleagues who also served as representatives to the district level meetings.

The second meeting was located in a building outside and behind the administrative building. Also used for the school board meetings, this room was large and contained eight tables. The tables were separated to enable the participants to be comfortably seated in groups of three or four.

Parent representation was observed at this second meeting, representation that did not occur at the first meeting. Beginning at 3:52 p.m., the administrator who began the first meeting called the meeting to

order. "We want to know what everyone else is doing," was the first comment from the group.

A form to record votes that would represent each building was handed out. A point system was used in recording votes to determine first, second, and third choices. The agenda of this meeting was to have the committee members meet in primary and intermediate subgroups to discuss and record strengths and weaknesses of the top three choices selected. Lists of the strengths and weaknesses would be typed and disseminated for the committee members in the final selection process.

The researcher observed and participated primarily in the intermediate subgroup while setting a tape recorder up to record the primary group meeting. The intermediate group ascertained the need for more input from the teachers they were representing and resolved to meet again soon with that information. The primary discussion included questions about the integrity of the publisher's promises, such as the claim of one publisher that the children selected the stories.

Comments in the primary group concerning strengths and weaknesses identified values categorized as pragmatic, pedagogical, student interest oriented, and financial. The financial aspect that was clearly identified in the observation of the kindergarten subgroup meeting was not as easily identified when incorporated with the district group meeting.

While pragmatic and pedagogical in nature, the values identified in the "strengths" and "weaknesses" emanated from the political arena. A continual power struggle for the "right" and "wrong" way to go about the task of teaching was at the forefront. Kirst and Walker (1971) reported that

Curriculum decisions are not based on quantitative decision techniques or even on a great deal of objective data. This leaves a great deal of latitude for deliberation and for

complicated political process to resolve conflicts of values among various groups and individuals. . . . These value conflicts are resolved through low profile politics, but even so, there is a considerable amount of overt political interaction (p. 487).

The district meeting adjourned with the decision to bring back the publisher representatives for the top three choices before making a final selection. Ballots for the top choices would be calculated at the building level and forwarded with the results to the administrative level to schedule publisher representative meetings.

#### Primary Subgroup Meeting

The representatives from the district's primary grades met in a separate meeting to discuss the textbooks. The comments began with financial concerns and what was included with the textbook package:

"Do you think we'll get the videos?"

"That's \$245.00. That's a lot. That's why I like \_\_\_\_\_. Their Interactive Kit is a free option and you get one for every four teachers."

"My teachers want to know what free materials they get. I mean, that is one of their big criteria of what to adopt, of what they're going to use."

"Well, (for) \_\_\_\_\_ it's kind of a weakness that the videos are \$245.00 a grade level."

"Actually, \$245.00 is for two grade levels."

"Oh, you're right. I'm sorry."

"So, it's not really that much."

Small, informal group discussion began to form, although a whole group point of reference was maintained throughout the meeting. Pedagogical aspects emerged as the primary subgroup continued to confer.

Vocabulary was a general topic where pedagogy lines were drawn. Proponents of sight word teaching submitted that students can read stories only if they are able to read the words. One whole language proponent countered, "It depends on if they can use the context to figure the word out. A lot of times we read words we don't know and use the context around them to figure out that word."

Teacher manuals were critiqued for the amount of skill and drill included in lesson plans. Definite distinctions were made between one textbook and the other textbooks because of ambivalence in the approach to skill practice. The ambivalence was considered a result of the lack of modeled practice to some of the teachers, while others saw the ambivalence as an opportunity to implement professional creativity.

Pragmatic concerns were also identified through comments concerning textbook publisher honesty and integrity:

"They state all the right things. Then you get to what they actually do and it doesn't coincide with their philosophy at all."

"California comes out and says, 'We're going to adopt literature statewide and we're not adopting basals.' Then all these [publishers] basals stood up and went, 'We've got to get some literature in our basals.'"

"So, a lot of attention was put on bringing literature into the basals and making them more holistic. But, you have to actually look at what they do with the reading process to see if it really matches [what they say]."

Other pragmatic concerns included the amount of material to be covered in a given amount of time, the organizational aspects of material storage, readability level of the student stories, and ease of following the teacher guide.

Student interest comments also emerged from the documented strengths and weaknesses listed by the primary group. One of the textbook publishers claimed that all the stories in the reader were student selected. This was considered a strength by the primary group. The inclusion of an author page was considered a strength for another textbook, while the amount of reading and the size of the journal was considered a weakness for the third text. Overall, the primary subcommittee group considered the pragmatic and pedagogical aspects of the textbook of greater weight than those of financial and student interest.

### Third District Meeting

On April 18, 1991, after two months of intense preliminary activity, the district committee met again. From February 21, 1991, until the third district meeting, there was significant covert activity regarding informal discussions at the building levels, memoranda from the chairperson, distribution of forms to solicit comments and votes, and the final presentation of the publisher representatives for the top three textbook choices. This third district committee meeting brought together all the documentation regarding comments and votes on the top three selections from which the final selection was to be made.

Included on the agenda of this meeting was to choose the nine "official" members of the district committee. Oklahoma statutes require no fewer than three nor more than nine members on the district level committee. The committee had been operating as a 22-member committee up to the onset of this meeting. The nine-member committee was charged with the responsibility of making the final selection decision (see Appendix F).

Much time in this meeting was spent in the determination of multiple versus single adoption. Multiple adoptions would allow the adoption of

all three top choices as opposed to a single series adoption requiring selection of only one textbook. Pedagogical and pragmatic concerns continued to emerge from the group in determining the strengths and weaknesses of multiple series. Different needs at different grade levels, specifically between primary and intermediate levels, was an example that encompassed both pedagogical and pragmatic comments. If multiple series were used within the district, how would the multiplicity be decided? Would primary grades choose a series different from intermediate grades? Would teachers choose the series that best suited their pedagogical viewpoints?

The meeting adjourned with the expectation of receiving two different types of ballots upon which to collect votes. One ballot reflected the voting preference for a single series adoption. The other ballot represented the vote for a multiple series adoption. Each teacher in the district would be given the opportunity to vote their preference accordingly. The chairperson commented that he would take this information to the superintendent and discuss preferences based upon the results. (See Appendix G for a copy of the ballots).

#### Final District Meeting

On April 25, 1991, the district selection committee reconvened for the final selection decision. Prior to the meeting, the chairperson consulted with the superintendent to consider his preference regarding single series adoption. The announcement was made at the beginning of the meeting that it would be a single series adoption, since this was the preference of the superintendent. In this announcement, no reference was made to the outcome of the district preference as indicated by vote results.

Apparently, in consulting with the superintendent on multiple versus single series adoption, a discussion also occurred regarding the nine-member committee and the authority to choose the final selection. The superintendent concurred with an earlier charge that the committee vote was to be the final authority in the textbook selected. Rationale included that the committee members were the ones who had diligently researched the textbooks and were assigned the task of making the decision.

Individual building votes for textbook preferences were tallied. Teachers were asked to rank order the three options, with three being the highest and one the lowest. When the final tallies were counted, the two administrators did not vote, nor did the two kindergarten teachers. The administrators deferred selection to the committee. The kindergarten teachers did not vote because they were still hoping for adoption of a series subscribing specifically to kindergarten needs and did not want to influence the results with a vote of a particular "interest" group. They represented other kindergarten teachers in the idea that if a single series adoption prevailed in the district, the kindergarten would use teacher-produced materials to meet the needs of kindergarten students, rather than using a basal textbook that meets the need of elementary students but not kindergarten students.

The two reading specialists' votes represented the reading specialists in the district, one for primary grades and one for intermediate grades. The 16 classroom teachers' votes represented each of the eight elementary schools, two from each building to represent primary and intermediate grades. It was possible for the votes of the two representatives from the same building to negate each other, due to the different groups being represented.



When the vote was taken, Textbook A was announced and a poll was taken of the members. Textbooks B and C were polled the same way. The final results were: Textbook A = 42 points, Textbook B = 41 points, Textbook C = 31 points. The difference of one point determined the final textbook choice over the runner-up. Final authority commissioned to the committee was exercised and the textbook with plurality vote, as determined by points tallied from the district-representation, prevailed. Rationale for selecting Textbook A on the basis of one vote was provided. Textbooks B and C were perceived as being on opposite ends of the pedagogical continuum. Therefore, the textbook with the one deciding vote was deemed to be the probable second choice of those who voted for the other two textbooks.

#### Summary

The textbook selection committee determined which basal textbook would be used throughout the district. Process and procedure of the committee was a formalized agenda to provide organization and reference points for the selection.

Pragmatic, financial, and pedagogical considerations were the focal points of discussions in weighing the strengths and weaknesses of a textbook. Pragmatic, financial, and pedagogical concerns did not address the content of the textbook. References made to content in the selection process were minimal and limited to "good literature," "too lengthy," or "only excerpts."

#### Interview Sequences

Interview sequences were conducted before and after the committee members had completed the selection process. Participant background,

presentation and analysis of responses to the instrument questions, extraneous personal comments, and a summary present the identified teacher behaviors at the local and state levels.

### Participant Background

A 23-year veteran of elementary school teaching, Alice had much to offer this study. She has seen trends in educational teaching techniques come and go. Throughout those years, Alice has chosen and implemented techniques which, from personal experience, have proven effective. She is self-described as open to change, but not without substantive evidence upon which to base the change.

Alice does not consider change a passive occurrence. Actively updating and upgrading one's educational background and experience is one way Alice would gather substantive reason for change. One way to update one's education, according to Alice, is to be involved with textbook selection.

Alice studied the textbook selections approximately 23 hours outside regular classroom responsibilities. While she admittedly would have studied the textbooks without the assigned responsibility, the research of the textbooks served a dual purpose, since Alice was asked to serve as the building representative for the local textbook selection committee.

Betty, who teaches in a different district, has the background of reading specialist and approximately 20 years of experience, primarily at the elementary level. Ten years of Betty's teaching experience have been with her present district. Teaching the reading/English portion of language arts was considered Betty's primary responsibility.

Betty used the literature-based approach to teaching reading, and did not consider that the method of whole language might be the same:

"Someone came to me and wanted to observe my whole language curriculum, and I looked at them and said, 'I don't know what you're talking about.' They said, 'Well, our principal had told me that that's what you were.'"

Betty described the selection process for serving on the local committee in the following statements: "My principal \_\_\_\_\_, asked back before Christmas, since I have a background in whole language. They were wanting people with that type of background . . . because she mentioned that's why she was asking me to be on the committee. In fact, she did not even say it was the textbook selection committee." Betty had looked through one basal at the initial interview because the publisher had sponsored a dinner.

Cathy, who teaches in a school district of approximately the same size as does Betty, is an 18-year teaching veteran. Cathy had been with her current district six years at the time of the initial interview. Although Cathy "inherited" the position of textbook selection committee member with the intern principal/classroom teacher job title, "The selection of textbooks is high priority for me."

When asked about previous textbook committee participation, Cathy revealed: "I've looked at so many textbooks and tried to give my input on them. I don't remember if I was actually a committee member or if it was a voting member, so I'm going to have to say that I assume I have worked on them because I assume that if you're a classroom teacher, it's part of your responsibility."

Diane, an administrator in the same district as Cathy, was serving a first-year term as an administrative assistant for Elementary Instructional Services. Diane has had 10 years of experience as either a principal or assistant principal, and approximately 15 years of experience in education.

Diane's job description required her commitment and participation. She served in an internship position on the local selection committee. Due to her role in the committee process, the amount of time spent delving into the textbooks was not as important as it was for those who had a deciding vote. As an intern for the current year, Diane was being trained to serve as full chairperson of the textbook selection committee for the next year.

Ellen, a 22-year veteran of service to the same district in which Alice serves, was the representative and chairperson of the state textbook selection committee. Although Ellen earned an undergraduate degree from a nearby state university, her education did not end with the bachelor's degree in elementary education:

"The vast amount of knowledge and information you have far outweighs the bachelor's aspect of it. Degrees have so little to do with knowledge a lot of times."

"I started out once to work on a master's and I thought, 'What do I want it in? There are so many things that I'm interest in, and I do this and this, and this.' But I haven't regretted my decision."

"Last year, I had two classes of 35 and 32 in a room that was much smaller than this, and I had to crawl between the desks. There wasn't enough room, the air conditioner didn't work--things like that. But that is not something that a degree would make a difference in."

Ellen has taught second, third, fourth, fifth, and sixth grades. At the time of the interview, she was teaching math, reading, and language arts, "from a whole language point of view."

Four of the five interviewees answered the same initial and follow-up interview questions. Ellen had an additional set of five questions that were more specific to the state textbook committee.

## Presentation and Analyses of Responses

The following responses are presented with assertions made after analyzing individual responses, then comparing them to the group. The questions were categorized by the interest and selection of participants, the committee process, textbook selection criteria, teacher representation and input, committee importance and prerequisites, member knowledge of the state process, and the state member interview. Also included are extraneous personal comments gathered from the interviews. A summary follows the presentation and analyses of the responses.

Participant Interest and Selection. Questions one and two in the initial interview revealed that Alice was professionally and personally interested in the selection of the textbook, as demonstrated by the self-motivation to have reviewed the basal readers without representing the other teachers in the building. Because of this interest, Alice volunteered to serve and was given the commission to represent the other teachers in the building for the selection of the basal reading textbook.

Betty, Cathy, and Diane were either asked by an administrator to assume the responsibility of committee membership or were required due to job descriptions. There was an overall interest in being on the committee by each of the committee members who participated.

When asked the same questions in the follow-up interview, Alice summarized what was stated in the initial interview: "I care about what I teach from. . . . I keep up [with the local reading counsel] and the trend was literature base and whole class lessons, the opposite of how I learned to teach, and this was the best way for me to learn."

The initial interview verified that the committee members were selected on an informal, volunteer/recruited basis. The selection process

for Alice, as the building representative, was a volunteer, then confirmation process. The confirmation was not clearly discerned between that of apathy or honor. Question three in the follow-up interview differed in focus when interviewees were asked to comment on the value of the committee experience. All of the interviewees found value and worth in the experience. More involvement with other colleagues in discussions, better understanding of how a textbook is selected, and becoming more knowledgeable about the selections were all examples which revealed value in the experience.

Committee Process. At the time of the initial interviews, the selection committees of most districts involved had met one or two times. Alice's district committee had met four times, a total of eight hours, to brainstorm concerning learning styles, to get an overview of current research, and to do preliminary selection. Question four in the follow-up interview focused on the productivity of the meetings. Generally, the assertion was made that because of the focus of the different meetings, it was not possible to delineate which meetings were most productive. Ellen intimated that the initial meetings were very productive in determining focus, trends, and building a research base for the selection process, but added that business intensified as the process evolved. Diane maintained that initial meetings were mostly informative and the bulk of the business was conducted at the subcommittee levels. Generally, four to six formal district level meetings were conducted before a final textbook selection was made.

The initial interview did not reveal favoring and supporting or opposing comments by other building teachers or committee members in the meetings. Alice personally shared that three or four of the basals would

accommodate whole language teaching, using writing with reading, as well as methods involving the use of controlled vocabulary, contrived stories, phonics, and sight word instruction.

In stating a personal and/or professional favorite at the initial interview, Alice made comments regarding two textbooks in particular. Both textbooks encouraged teaching reading the way Alice does. Although she was not allowed to officially pilot any textbook series because of district constraints, she had used one of the new series being considered for selection for a greater portion of the previous school year. The representative of the textbook publisher offered the use of the basal to Alice, which was eagerly accepted because there had been no new basal textbooks in Alice's classroom for 12 years.

Cathy indicated that there were two books which she personally favored. The content of the student textbooks was the primary reason for the choices made by Cathy.

Textbook Selection Criteria. Criteria sheets were used by all the committee members. Three district criteria sheets were investigated, with two additional sheets borrowed from the literature researched and from a colleague. All five had many similarities. Primarily, those similarities were required evaluation in the areas of content, activities, and teacher guides.

Content criteria was quite varied within the district evaluations. Differences in criteria ranged from an open-ended format to very specific items. Items for content evaluation ranged from the "appeal of stories to student," "pictures," to determining if the subject matter could be used to accommodate individual differences. One of the district evaluations did not feature "content" as a separate category but addressed

content through such criteria as "authority," and "freedom from cultural and sex bias."

Activities criteria ranged from evaluating on the basis of material variety, such as workbooks, spirit masters, and other supplementary materials, to activities deemed as having value for developing higher order thinking skills, and adaptability to learning styles.

Teacher guides were evaluated similarly in every district, based upon facilitation of lesson presentation. Stating objectives, ways to reteach, alternative materials, and supplementary activities encompassed the remainder of the teacher guide criteria.

Although the whole language and traditional approaches were debated issues, the criteria sheets did not address the differences. The open-ended criteria sheet used in one of the districts was the only sheet that could easily have accommodated the differences in the evaluation of a whole language basal. Betty's district was in the process of developing a supplemental criteria sheet to integrate the whole language criteria.

Unused criteria sheets were the only criteria sheets viewed by the researcher. Whether criteria sheets were a legitimate part of the process in making the selection or were merely a pretentious organizational effort is unknown. Criteria sheets were made available upon request in the researcher's district, but the length of the form discouraged its use.

In addition to question eight on the initial interview instrument and question six on the follow-up instrument regarding selection criteria, the interview instrument also examined the criteria deemed most important for the selection of a textbook from the perspective of the committee members. Student appeal, good skills instruction, appropriate readability, and developmental appropriateness were the general



assertions which emerged from the responses. One member related the importance of making an "easy transition from the traditional approach to a more literature based approach."

Teacher Representation and Input. Questions 9 through 11 on the initial interview corresponded to questions 7 through 9 on the follow-up interview. Teacher involvement and the perception of the committee members' input on the textbook selection were necessary in determining the importance of the committee process. The assertion made from most of the responses was that the teachers most involved in the selection process were those representing the building or grade level vote for the district committee. Diane was "astounded" by the number of teachers she saw reviewing the textbooks on their lunch periods. Betty reported that "All the teachers participated, since they would be using the books."

The perception of individual committee member impact on the selection appeared to be influenced by their position within the building and by their experience as a committee member. Alice, Diane, and Ellen perceived their input to have significant impact upon the selection. Alice had gained respect through the recognition by her colleagues of her professional expertise during the years she had been in the district. Building level teachers either deferred their decision to Alice for the appropriate selection or asked for Alice's input in making the selection. Alice reported that she had made a comment on one textbook, casting a less favorable light regarding one criterion used but felt the comment was later offset by another comment favoring the same textbook on a different criterion. Diane intentionally avoided subjective comments, assuming a significant impact upon those who solicited input. Diane's administrative position and service as intern chairperson of the

committee required professional objectivity. Ellen exercised extreme caution in stating subjective comments at the state level, although she would pass along information that might affect the district service from a publishing company. She did perceive a significant influence potential at the building level where she taught. "I could have, but I deliberately did not state preference. I wanted everyone who asked to look and make their own decision." Ellen's rationale for objectivity was pragmatic to allow the teachers to research and discover the appropriate textbook on a personal basis.

Committee Importance and Prerequisites. Questions 12 on the initial interview instrument and 10 on the final interview instrument surveyed the importance of the committee process and experience, as perceived by the committee members. The committee was deemed important even at the initial interview for the purpose of representative input, although Betty did not determine the importance of the committee until her follow-up response. "If we come down to one text all the way through [the district], then I'll see that the committee had quite a bit of importance."

Betty's follow-up response viewed the committee as "very important," with the word "very" underlined.

Ascertaining parent participation and input was another focus of the interview to examine the importance of the committee process. Questions 15 and 16 on the initial interview instrument and 13 and 14 on the final instrument probed the perceptions of the committee members on parent participation. The initial and final assertions revealed limited parent participation, but committee members considered them vital members to the process. Ellen commented that: "The parents on the committee this year, I think, were more knowledgeable than the teachers. There were two

parents involved who were very knowledgeable. One parent, particularly, spent hours pouring over and researching [the textbooks]."

Committee members were also surveyed regarding those qualifications for an efficacious member of a selection committee. Questions 18 on the initial interview instrument and 16 on the follow-up instrument solicited qualifications for reading textbook committee members. An educational background with an interest in serving were the major assertions of the responses on both the initial and follow-up interviews. Diane also referred to the need for a "global view" to be able to generalize from a personal perspective of what "I" need to what "others" need.

Knowledge of State Committee Process. Questions 13 and 14 on the initial interview instrument corresponded to questions 11 and 12 on the follow-up instrument regarding the state committee process. The questions focused on how much knowledge the committee members had of the state level process and what changes they would offer with respect to the state-adopted textbook list for the current year.

Major assertions encompassed a very limited, to no working knowledge, of the state committee process and a direct correlation of the knowledge to the number of changes suggested. Ellen, however, was the one exception to the assertion of limited knowledge. Ellen, the chairperson of the state committee, had a vast amount of knowledge and information regarding the state selection process. Reference to the statutes and state laws regarding textbook selection policy and procedure was made throughout the interview with Ellen.

State Level Committee Member. Ellen's interview involved an additional set of questions specific to her perspective from the state level. Questions 1 and 2 were generalizable to the selection committee at the

local level and were incorporated in the responses of the initial and follow-up instruments given.

Question 3 was deemed important by the researcher because of the far reaching ramifications regarding standardization of learner outcomes. Ellen addressed this issue with the following comments:

"For the most part, the textbook publishing business is driven through outcomes. And that, in fact . . . is a benefit to the publishing company from the standpoint that they can focus in on what is generally acceptable . . . what is acceptable in one area tends to become what is acceptable in others because that is what is available in textbooks."

"There is an attempt, if you will, to give the general, overall learner outcomes. And then every area has its own little hot spots."

Ellen was referring to ethnic and cultural representation by the phrase "little hot spots." She provided an article from the Tulsa World, whose author, Jacobs (1990), submitted that the cultural and ethnic objections to textbooks:

. . . seemed to lack context. . . . If California waits for a textbook that makes all the special interests happy--and doesn't make historians gag--students will be reading that the missionaries 'felt that the Indians needed their help' for a long time to come (p. D1).

Maintaining academic excellence was an assumed objective for the state selection committee. Ellen was asked her perception of the state level process in the promotion or hindrance of academic excellence.

Within the comments which supported the state level process, the assertion is made, based upon Ellen's experience and research, that she perceives the state committee process as promoting academic excellence. The state level process includes open meetings, district representation from all six congressional districts, and adherence to state law in the selection of textbooks to be placed on the state adopted list.

Advantages of the state adoption process were also addressed by Ellen. The latest copyright, a five-year cycle of each subject area, best and newest researched materials, and the "favored nation law," are all considered advantages and are enforced within the state adoption process. Ellen explained that the state adoption process oversees "That every five years they [the school districts] should have new books in the hands of the children."

When publishers are confined to state policy and procedure with the assurance of a large book order, then newer materials can be made available. The "favored nation law" insures states operating with a state-adopted process that once the publisher books ". . . are bid and adopted at a specific price . . . those books must be made available to adoption states at the lowest price possible for five years."

Ellen contrasted this to the nonadoption states affected by inflationary price hikes and no guaranteed rates. Another financial disadvantage that Ellen noted was the price break of book cost for those districts ordering a much greater quantity than a smaller district. "The state representative is going to look at the large market and cut a different deal than with the small district." The so-called "freebies" that go along with textbook purchases must also be consistent throughout the state, regardless of district size.

Ellen continued with reasons that the state process promotes academic excellence when regard is given to the funding of state-adopted textbooks. The state funding of textbooks assures that the textbook money is spent on textbooks and state-adopted materials. "If the textbook money were put through the general fund [at the local levels], some might prefer to spend that money on athletics and teach reading and arithmetic by way of the football field."

Another reason the state process is perceived as promoting academic excellence is the progressiveness attributed to the exposure ". . . of the very latest information [and] the most recent research documentation techniques," which "trickle down" to the local district levels. "So, it's an enhancement to our teaching techniques and for the dissemination of information into the dark reaches of our state--or of any state-adoption state--[because] it thereby sort of insures your quality of education."

Ellen was also asked to comment on the issue involved in decisions made at the state level in the adoption process and whether there were any recognizable divisions within the group as the process evolved. In response, Ellen gave an in-depth dissertation on the factors in making a selection for the state-adopted list. Briefly, the process begins with a bid offer to publishers. Publishers must post a \$1,000.00 bond and submit the textbook materials within a deadline to be considered for state adoption. After a presentation by each publisher representative, a committee review, discussion, and vote decides which books are placed on the state-adopted list.

Within the state process, political and censorship issues emerge. Politically, publishers vie for the number of "freebies" they offer, the incumbent position, and/or the reputation of the publisher name. Censorship issues occur within the process of the open meeting forums when "John Q. Public" may offer comments regarding the possible selections. Censorship issues also occur when anonymous mail containing documented information regarding controversy over particular textbooks is received.

Ellen commented on censorship issues at the local committee level. Primarily, Ellen reported that when censorship issues arise, it is usually the parents and community (such as "conservative Republicans")

questioning issues or expressing concerns about content. Ellen continued that these groups have a right to be heard because the students being taught from the district curriculum are their children. However, the lay member on the local committee is only one vote, so without majority support, the lay member has little impact on the selection decision.

Ellen's knowledge and expertise of the state level adoption process provided for her credibility in relating the importance of the state adoption process. One of the reasons for the importance of the state-level adoption process was the opportunities afforded to share information among those members from across the state. Trends, research, and changes in technology are discussed, giving up-to-date information upon which to base selection decisions. Ellen suggested that, without the sharing of information and decision making, "there would be many uninformed decisions and opportunities for many wasteful or self-seeking choices . . . [which] might somehow lend itself [sic] to something illegal."

Unsolicited Comments. The term "values" was explored within the context of the interview after Alice made reference to values in her initial interview. Alice, Cathy, and Ellen had contributions to make that were directly related to personal values in making professional decisions.

With the investigation of the term "values," Alice responded: "That it's okay to live where Dad is head of the household, that when wrong choices are made, consequences are suffered and there are not always happy endings. There are 'rainy day' feelings which are okay to recognize, then do something about it by making choices."

Cathy commented on the idea of teaching a story or some literature that might be inappropriate or objectionable because of content. She also commented that a deliberate omission of the story would be implemented in her lesson plans.

Regarding values, Ellen stated: "They are an important part of the community and the world. Those values are reflected in my comments. . . when I left school, I told my children, 'I'm sick. Pray for me.' Therefore I look for literature that doesn't make light of those things which I value."

### Summary

The interviews of local textbook selection committee members revealed the local process as important, primarily within regard to teacher representation in the selection of the book they will use in their classrooms. The representation within the process resulted in overall teacher involvement, better understanding of the process, and in gaining more knowledge about the selections available.

Criteria sheets available to help organize and evaluate teacher representation and input regarding the textbook selection were inadvertently replaced by the required listing of textbook strengths and weaknesses without formal regard to the criteria. Financial, pedagogical, and pragmatic concerns, as interpreted by the individual committee members, were the primary emphasis on the selection of a textbook.

Behaviors expressed through interview responses regarded the pedagogical pragmatic, and financial criteria as high priority in determining the suitability of a particular textbook for the district. Values regarding how skills are transmitted and the thematic presentation of skills were not considered from a contextual perspective, but whether a



whole language or literature-based approach was used versus a traditional approach.

At the state level, the selection process was more politically motivated, with censorship issues emerging. Textbook publishers are constrained by state policy and procedure to place bids and post bonds to be given consideration for the state-adopted list. Open hearings and public forums to consider previously documented comments and complaints by the general public address some of the censorship issues at the state level.

The behaviors of those teachers involved in the selection process at the local and state levels revealed values categorized as pedagogical, pragmatic, and financial in selecting a basal textbook. The state level had a more political and censorship perspective on those values than did the local levels.

### Textbook Implementation

This section of Chapter IV includes presentation of the classroom observations, the classroom teacher responses to their follow-up interview, and a summary. Teacher behaviors were identified in the use of the basal textbook, as categorized by the following labels: (1) management practices, (2) skills presentation practices, and (3) student behavior modifying practices.

#### Management Practices

Management practices were recognized by the researcher as those behaviors which created systematic, orderly operations of instructional time. The researcher observed management practices as the key elements in the facilitation of presenting the reading lesson. Management practices for each teacher included schedules, daily assignments, lesson

plans, assigned storage for materials, and lesson-specific directions for completed and assigned work. Both Frances and Alice employed and relied heavily upon management practices.

Schedules were posted in a location for easy reference. The schedule contents listed fixed times that specific activities occurred on a daily basis. The schedule posted in Alice's room began:

8:20 - 8:30 Check homework

8:30 - 8:35 Songs, flags, lunch count, calendar

8:35 - 8:55 Positive action

8:55 - 9:10 Continue checking homework

The schedule allowed uniformity and consistency of teacher and student expectations of daily routine.

Assignments were formally given in both classrooms. Developmentally, the reading skills necessitated Alice to verbalize the assignments given in her first grade classroom. Frances would write the assignments in a specific place on the chalkboard and read over them to insure student understanding.

Both Alice and Frances valued written lesson plans in the management practices observed. Alice's lesson plans were detailed to include the incorporation of many learning centers. Frances' plans were less detailed in the lesson plan book and more dependent upon the textbook-guided lessons for detail and specificity.

Alice had many learning centers with vast amounts of materials. Room size was a contributing factor to the number of centers and amount of materials. Assigned locations for materials were a high priority for both Alice and Frances. Alice's room contained many shelves, tables, and areas designated for individual or small group work. Frances' room was approximately one half the size of Alice's room, and contained a locker

area for student books and personal belongings. One large group area dominated Frances' room. Also included were one book rack and one book shelf, the student lockers, one computer area, and closed storage shelves.

Lesson specific directions related to skills presentations were another management practice observed by the researcher in both classrooms. Where to place unfinished and completed assignments was always incorporated into the skills presentation. Management practices, as observed in the behaviors of both Frances and Alice, resulted in organization and freedom in attending to the skills presentation.

#### Skills Presentation Practices

Skills presentation practices were identified and categorized according to teacher behaviors observed in the instructional process of transmitting academic and social information.

Skills were introduced and presented in both classrooms with reliance upon the textbook. Alice integrated the skills presentations as prescribed by the textbook with the incorporation of those presentations that have proven most successful in her teaching experience. An example of the integration came when Alice used "visual phonics" simultaneously with the auditory phonics approach in learning new words. Another integrated presentation was that of flashing words or phrases on teacher-made cards to enhance word recognition of those words and phrases used in the textbook stories. The integration of skills presentation in Frances' room incorporated student input and reliance upon practice sheets for those skills presented. Frances integrated a mini book plan with comprehension elements to be completed during the process of reading a book from the suggested literature.

Observation of the skills presentation practices revealed behaviors that values the acquisition of skills. Other teacher behaviors modeled values such as truthfulness, honesty, integrity, self control, and fairness, but were never addressed as objectives or goals for the purpose of teaching or transmitting information.

### Behavior Modifying Practices

Behavior modifying practices were identified through the classroom environment, and the teacher expectations within the management techniques.

Environmentally, Alice and Frances had many posters and written informational signs on the classroom walls and bulletin boards. Frances' room displayed posters defined as citizenship characteristics, "be friendly," and "be thoughtful." Also included with Frances' poster displays was one sign with a moral theme: "Do unto others as you would want them to do unto you." Alice also incorporated behavior expectations upon the classroom walls. One display contained guidelines for "Student of the Month." Those guidelines were: (1) responsible for homework, (2) responsible for sharing time folder, (3) uses positive words and actions, (4) is a good listener, and (5) good behavior.

Teacher expectations were built into the management techniques discussed previously. Frances would incorporate an expectation of order with the skills presentations. Order was maintained by the expected student behavior of requesting permission before speaking during the presentation or to leave and generally move around the room. Requesting permission was recognized by the student behavior of raising a hand. However, Frances did not present order as a necessary skill in the context of reading or good citizenship beyond the classroom environment.

Alice incorporated practices to modify behaviors, greatly detailing expectations and purpose. She seemed to be utilizing the technique known as assertive discipline. Canter and Canter (1991, p. 47) defined assertive discipline as: "a system that allows you to clarify behaviors you expect from students and they can expect from you in return." One poignant example of assertive discipline was exercised in the context of reminding students of good listening habits: "Why does Mrs. \_\_\_\_\_ not want you to have a pencil in your hand right now?" A student response was allowed since this was not the first time this school year that Alice had administered this reminder.

In another example, Alice wanted all students to have their textbooks open so she could tell if they were on the same page: "Why does Mrs. \_\_\_\_\_ want you to have your books flat on your desk? Is it because she is a meany?" Again, Alice would wait for student response in explanation of the desired behavior.

#### Classroom Teacher Responses

Alice and Frances were interviewed during the case study. They were both asked the same questions from the interview instrument. Questions 1, 6, 7, 12, and 14 were questions taken from the initial and follow-up interview instruments. The responses to these questions were incorporated into the responses of the Interview Sequence section.

#### Values

Frances and Alice were asked to respond to the statement that "Teachers have a right to teach whatever they want," and to give a definition of academic freedom. Both teachers answered that guidelines must be defined, but there must be flexibility within those guidelines to make

professional decisions and to have choices. The idea of teaching a story or some literature that might be inappropriate or objectionable because of content brought the response that a deliberate omission of the story would be implemented in their lesson plans.

### Textbook Selection Process

According to Alice, the most important criteria relied upon for textbook selection was: "That kids could learn to love to read and the text should be teachable: interesting, motivating design, something they want to pick up . . . if the students can relate the material to their background or if I can relate it to their background."

Frances relied upon the building level input to make her selection. Both of the districts in which Frances and Alice teach chose the same textbook. Alice stated that, "This is an excellent combination of using old and new [methods] in the format of a basal but with a literature base approach." Frances viewed the textbook as somewhat overwhelming and hard to "get into because of having to pick and choose," although she found it workable and liked having choices within the lessons.

In summarizing the selection process and offering suggestions for change, Alice contributed that teachers should be paid, "to go to at least one meeting to view the books available." Frances contended that the process needed to be longer, over a longer period of time and not at the end of the school year.

When probed about the state process and the propensity of need for the state committee, both Frances and Alice agreed that it helped to have a committee to narrow the choices and spend the initial amounts of time it takes to review for the adopted list. Educators at the local levels

do not have the extra hours it would take to review all the selection possibilities and to maintain their teaching responsibilities.

### Textbook Implementation and Expectations

When asked directly about how she would implement the basal textbook within the classroom, Frances submitted that it would be a major part of the curriculum and the basis of the reading program. Alice implemented the basal more as a part of the reading curriculum, and the observations revealed that Alice must work from a curriculum guide based upon her expectations from experience and research over the years.

Frances' self expectations for the implementation of the basal seemed congruent with the district expectations. When asked what differences she perceived between her expectations and those of the district for the implementation of the basal, she assumed the basal series was to be the basis for the reading program, but felt that the teacher could do whatever she wanted.

Alice was a little more apprehensive about the differences between self expectations and district expectations of the textbook implementation. She believed the district was moving toward the whole group lesson with support groups, since much research documentation and materials were distributed throughout the district on whole group lessons. Workshop opportunities were continually being offered to manage support groups. The building principal made it known that whole group lessons would be observed even though there was never a mandate that teachers must each whole group lessons.

District expectations were very evident to Alice. She did not, however, feel as though she had ever been "successful in just teaching reading groups." "Not a person to change for change's sake," Alice had

to recognize the potential for success. "These kids are different today and teachers must change with the times." During several informal conversations with Alice, the change which she perceived that needed to take place to be congruent with district expectations gradually began to take place. As the observations proceeded, she began to feel more comfortable with the progress that she was seeing in the students.

### Summary

Teacher behaviors in textbook use exhibited the primary value of "skills acquisition," as demonstrated in the emphasis on the presentation of skills and as supported through management and behavior modification practices. Within the context of management and behavior modification practices, values were covertly modeled through teacher behaviors and within the classroom environment.

### Process Politicization

The core category which emerged from the data collected was labeled as "process politicization." Within the core category assumption of content appropriate adoptions, pragmatic and pedagogical criteria, pseudo teacher empowerment, and publisher-driven curriculum related to the core category and to each other. Inherent in the related categories are covert censorship issues which are beyond the scope of this study but should be recognized for the potential of censorship. "Process politicization" emerged and included the comparison of those teacher behaviors observed in the selection process and classroom use of reading textbooks. The findings provided by the data collected from the observations and interviews were analyzed in the following paragraphs. (See the summary of the "process politicization" provided in Appendix H.)



### Assumption of Content Appropriate Adoptions

Throughout the selection process, including all three case studies and the six interviews, no objection or comment was raised regarding what the students would be learning in the content of the literature. Observations and interviews produced data that would assume state level discretion in the selection of literature based upon appropriate content. The deficit of discussion regarding the content of basal literature in all the data collected leads to the conclusion that the content is assumed to be scrutinized at the state level before being placed on the adopted list or that the content is unimportant in the teaching of skills.

The district case study criteria sheet addressed content at the level of author authority and credibility, stereotyped characterizations, and ethnic representation. The assumption of content appropriateness operated at high levels, as demonstrated by the lack of use of the criteria sheet.

Three of the six interviewees dealt with content after the fact. Theoretically, they would omit objectionable stories from their lesson plans if faced with the decision. Those circumstances were not witnessed or observed in the classroom case studies during the course of the 10 observations made and cannot be verified by this study.

Values of pragmatism and pedagogy emerged from "content" analysis of the basal textbooks, as identified by the emphasis placed on the importance of student interest in the literature, number of familiar stories in the textbook, and whether the units were thematically arranged.

### Pragmatic and Pedagogical Criteria

Assumption of appropriate content defers the judging of a selection

to the criteria of practical and methodological concerns. Pragmatic and pedagogical themes continually emerged from the data collected.

Pragmatic concerns ranged from organization and management of materials to the financial aspect of annual funding for all the elements necessary to implement the series as intended by the publisher. Strengths and weaknesses as recorded by the subgroups for the district level enumerated many concerns directly related to pragmatic values.

Pedagogical values emerged not only in the subgroups' lists of strengths and weaknesses but in conversations among building level teachers overheard by the researcher. Whole language, literature base, and the traditional approaches to teaching reading created many "heated" discussions and caused battle lines to be drawn in many cases. The underlying issue in dealing with the pedagogy of basal textbook selection is how a student is efficiently and effectively facilitated in the process of learning to read or in skills acquisition. So engrossed in determining which is the best method, the content from which the student is learning is deferred to the publishers and editors. Within the selection process, interviews, and classroom observations, skills acquisition was continually observed as the primary value involved in how and what students are learning rather than the context from which they are learning.

#### Pseudo Teacher Empowerment

Teacher behaviors observed in the selection process and use of the textbook in the classroom were analyzed as an empowerment tool to make those involved in the process feel as though they had great input into the selection of the textbook, a pseudo empowerment. In fact, many observations were made where the teachers most involved in the selection process never considered an alternative to the task set before them. A

selection process which involved textbooks preliminarily assessed and selected by a group of educators at the state level, provided the textbooks from which district level educators must choose. No evidence or data were gathered that indicated the local level teachers would choose a textbook not offered on the state-adopted list. Whole language proponents had acquired literature or trade books thematically integrated with the basal selection in the past adoptions and would most likely continue to do so, but never considered a basal apart from the state-adopted list.

The pseudo empowerment satisfied a need for those potential leaders who were brought to the forefront in the selection process. The leadership position assumed in the selection process is void of the opportunity to make legitimate choices and selections affecting the content from which the students learn.

#### Publisher-Driven Curriculum

Textbook or publisher-driven curriculum was observed throughout the study. Behaviors of the teachers and administrators involved placed heavy reliance upon the curriculum that the textbook offered. No observations or collected data revealed district curriculum guideline adherence to the appropriate selection of a basal textbook. Indeed, no district curriculum guidelines were observed by the researcher.

Within the context of these observations, a curriculum is followed that has been compiled and printed by a textbook publisher. Local community values and concerns are disregarded by the selection of a textbook with a publisher-driven curriculum. No discussion was observed which called into account this possible conflict of interest in the selection process or use in the classroom of the reading textbook.

### Summary

Local district selection committees select textbooks based upon criteria which assume content appropriate adoptions from the state-adopted list. Teacher behaviors in the selection of textbooks assume content that is in alignment with teacher values and community needs. Textbooks placed on the state-adopted list have undergone political and censorship processes dictated by policy and procedure. The state textbook committee then reviews and selects those textbooks surviving the process and are deemed appropriate for the individual teacher and student needs within the state.

Classroom use of the selected textbook also assumed content appropriate literature in the selection, although both teachers stated they would omit a story deemed inappropriate. In the 10 observations made, omission of stories because of inappropriate content was not observed.

Selection criteria at the district level is subsequently based primarily upon pragmatic and pedagogical values. Assuming the value laden content is congruent with those values which represent the teacher, student, and community, the process appears to be legitimized by selecting the textbook based upon the practical and methodological differences. Classroom use of the textbook revealed an adaptation to the pragmatic and pedagogical characteristics of the textbook curriculum to the previous experiences of the classroom teacher. Teacher involvement, better understanding of the selection process, and the acquisition of knowledge about the selections from which to choose were direct results which appear to legitimize the process at the district level.

The appearance of legitimization is further enhanced by the pseudo-teacher empowerment derived through the solicited input into the

selection. Teacher representation was the valued criterion of the selection process, as documented by the interview data. Organized meetings provide guidelines to gather input in a democratic fashion. All interested teachers have the opportunity to comment and reveal personal preferences. From this data, the selection is determined with the nine-member local committee having final confirmation or veto authority.

Local district committee observations, classroom observations, subsequent interview data, and collected documents corroborated thematic emergence of behaviors which exhibited process politicization in the selection of basal textbooks. Although these same themes emerged from data collected at the state level, they were predisposed to the political and censorship dimensions in dealing with state level policy and procedure.

Within the confines of the classroom, the value of skills acquisition emerged from teacher behaviors observed in classroom management, skills presentations, and student behavior modifying practices. Teacher and district expectations of textbook use did not affect teacher behavior if the expectations were recognized.

A process politicization emerged through the observations, interviews, and documents collected in the study. While given the task to select a particular basal textbook, many assumptions are acted upon, resulting in selections based primarily upon pragmatic and pedagogical criteria. While an appearance of empowerment is established, teachers and educators are not asked to select textbooks based upon content adhering to community needs and professional criteria but to select a textbook from a previously established list. Teachers are truly being empowered only to select textbooks from which publishers have established a "credible" research base and a set curriculum that is subsequently adopted by

the district. Textbooks contain publisher-driven curriculum guidelines which districts are relying upon as curriculum guides for the district reading curriculum.

## CHAPTER V

### SUMMARY, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

#### Introduction

The data collected in this study provided educator perspectives and insights of the teacher behaviors in the process of selecting and using basal textbooks. The emerging theory of the data has direct impact on educational practice.

#### Summary of the Study

The study, developed in northeastern Oklahoma and involving educators representing four school districts, focused on identifying teacher behaviors in reading textbook selection and use. The focus on the research was on the formalized process of textbook selection and educator use of the selected textbook within the classroom.

#### Research Participants

A 28-member school district selection committee, six interviewees, and two classroom teachers from each of the other two groups of participants were included in the study. The researcher, as a participant observer, served as the primary data gathering instrument.

### Data Collection

Three methods of qualitative research were used to collect the data: participant observation, interviews, and relevant documents.

The predominant form of data collection was participant observation. The role of participant observer ranged from full participation in the district selection committee to more of an onlooker/observer in the classroom case studies. In all three case studies, the researcher's role was identified and revealed to all participants.

Interview instruments gathered perspectives of educators in their role of selecting textbooks. Interview instruments also revealed educator insights into the use of the selected textbook within the classroom. The rich data gathered through the use of the interviews provided descriptions and personal experiences of serving on textbook selection committees, and on the process of adopting and using a new textbook into the classroom. The interviews for this study were conducted from January, 1991, to October, 1991.

Document collection and analysis provided an additional dimension to the study in validating the observations and interviews. Documents collected included meeting agendas, comments on textbooks, selection criteria sheets, minutes of the state committee meetings, letters to the state committee from the public, teacher lesson plans, and textbooks.

### Data Analyses

Inductive analytic procedures were employed in the data analyses throughout the study. Data were collected attending to the procedural principles suggested by Stainback and Stainback (1988). Those principles were: (1) analysis of the context of data collection, (2)



consideration of recurring themes, (3) common characteristics, (4) participant perspective, (5) relationships within the data, (6) consideration of all data, and (7) records of logical progression of analyses.

Logical analysis was applied to the emerging patterns in the data (Patton, 1990). A cross-classification of the different dimensions within the data was incorporated using the research questions as guidelines. A core category, as developed from the inductive analyses with integrating categories, was used to cross classify and aid the researcher in moving back and forth between the logical construction and actual data in search of meaningful patterns (Patton, 1990). (See results in Appendix H.)

#### Summary of the Findings

The findings of this study included teacher behaviors identified through state and local selection committee membership, classroom teacher use of the selected textbook, and constraints of teacher and district expectations. Further, an emergent theory from the inductive analysis of the data explicates educators in a "process politicization" involving the selection and use of basal textbooks.

#### Assumption of Appropriate Content

The state committee level encounters a political and censorship dimension not experienced at the local level in the process of textbook selection. Policy and procedure set constraints to which textbook publishers must comply. Public hearings and documentation of content of basal textbooks are dealt with at the state level before textbooks are placed on the adopted list. At the local level, the process is politicized in a different dimension. Assumption of appropriate content is

understood at the local level by the state committee process to approve the books recommended for the state adopted list. The local selection committee, valued by the appearance of teacher representation, selects a textbook based upon pragmatic, pedagogical, and financial criteria. The textbook was used in the classroom with the assumption of content appropriate material. No teacher behaviors observed indicated censorship of textbook content.

#### Pragmatic and Pedagogical Criteria

The local selection committee identified the value of pragmatic and pedagogical concerns by listing textbook strengths and weaknesses. The state textbook committee addressed these issues as discussion arose and final vote was taken to adopt or reject a textbook. Interviews and classroom observations expressed relatively smooth transitions from established pragmatic and pedagogical perspectives to those of the selected textbook curriculum. The classroom teachers valued classroom management, skills presentations, and behavior modifying practices in transmitting skills. The practices valued by the teachers all include elements assigned to the categories of either pragmatic or pedagogical. Process politicization occurs in the context of textbook selection and use because lack of content scrutiny.

#### Pseudo Empowerment

The researcher perceived the committee process of selecting the textbook as a tool to empower those involved in the process. Although told that their input is necessary, the selections from which they choose have been preselected with particular content assumptions, leaving the pragmatic and pedagogical issues to be resolved. The resolution

of those issues demonstrated process politicization by an artificial or pseudo empowerment of the teacher membership in the selection and subsequent use of the basal textbook.

### Publisher-Driven Curriculum

Without a district-formulated reading curriculum, the textbook selection and use are dependent upon the scope and sequence provided by publisher-driven curriculum. State committee adoption of the textbooks represents acceptance of curriculum that would meet the criteria of district and community values and needs. Politicization of the process occurs within the context of the selection and use of basal textbooks with publisher-driven curriculum and no legitimate regard for community values and concerns by the local committee.

### Implications

The identified teacher behaviors are currently manipulated by a process operating under particular assumptions. Authors, editors, and publishers reflect the values of those who promise a large portion of the market to them. The content of the instructional materials, basal textbooks in particular, may not reflect those personal and professional values of the individual classroom teacher. Administrators who recognize that teacher behaviors do impact management, skills presentations, and behavior modifying practices in the classroom will also recognize the need of those values and behaviors which reflect district and community needs.

School systems can not perpetuate societal standards when there is no cognizant recognition of standards. School systems are educating citizens who will be the leaders of tomorrow's society. If some value

standardization as reflected in teacher behavior is not obtained from the community, schools will be educating with standards defined by unknown origins. Schools can begin to take the lead in bringing back standards which promote community values. Textbook selection committees and classroom teachers alike can impact the choices of basal textbooks which will reflect particular values in the content of basal textbooks.

Until the U.S. Supreme Court Case in 1947 (Everson v Board of Education), public schools incorporated curriculum and practices assuming some standardization of values (Lines, 1984). The assumption of some standardization of values in curriculum and practices is ambiguous and unclear at present.

Textbook committees can legitimize the purpose of the committee by rejecting those textbooks which do not meet the standards of excellence in academics. Those textbooks which contain publisher-driven content and curriculum unaligned with those community values and needs as recognized through research and public contact should not be considered for adoption.

How students learn is important. Legitimate, well documented research is obtainable and should be recognized as valuable but not idolized and focused upon as the panacea for resurrecting educational excellence. The amount of research and "fixes" for high risk and low achieving students would have long since issued established records of success if meeting the learner needs was the answer.

Motivation of the classroom teacher as determined by behaviors observed in the classroom may be a direct link to the achievement of the students. Understanding motivation may help improve teacher education programs. Whether personal, social, or professional, one's values emanate from a foundational premise. Either those values are founded in an

absolute right or wrong, or they are situational. Having no absolute authority to override individual judgments of rightness or wrongness leaves behaviors and actions dependent upon the perceptions and judgments of each individual. That leaves the possibility of a standardization of values a reminiscent glimpse of days gone by. Many schools practiced morning prayer and Bible reading as part of the socialization process of American society. Recognition of individual values and behaviors is a necessity, but to teach students with situational values as opposed to absolute values will allow for confusion with students. The focus will be directed toward the confusion being experienced rather than the skills and knowledge needing to be acquired.

Kelly and Small (1986, p. 3) perceived that the literature in textbooks ". . . has the power to change people." An educator in the classroom must recognize the implication of the power of the literature chosen. Change can be initiated by the literature selected. Carefully scrutinizing the content for the values portrayed is a necessary criteria for future success.

### Conclusions

Educators behave based upon particular values which guide and direct decision making, and must continually make decisions concerning curriculum. Those decisions include the selection of basal textbooks for the reading curriculum of many schools in the country.

Accepted as significantly impacting the direction of content and method presentation, the textbook is selected with less than the necessary emphasis on content. Emphasis is placed on the practical and methodological criteria.

The number of members functioning as a committee demonstrated the commitment of the district's administration for as wide an input as possible, but constraints were felt regarding the state statute limiting the membership to nine. The official members were listed as such to comply with state law. While an impressive amount of teacher representation took place in the selection of the basal textbook, the primary emphasis was placed upon which textbook approach would best meet the learner's needs and whether storage space, budget, and "freebies" were considered. Five members of the district committee were only peripherally involved and only to review textbooks on the list other than basals; however, three of them were included in the official nine-member district selection committee.

Obviously, there were practical considerations in having the committee choose a single adoption series, although some would argue. It is difficult to have cohesiveness of one group, because of the differences in the needs of the different grade levels. The common goal of the selection committee is best described as selecting which textbook would provide the best method for skills acquisition.

One might conclude, then, that the end justifies the means. Keith (1981, p. iii) provided the scenario for this process when she stated, "The process of determining textbook content and selecting textbooks for classroom use . . . is highly political."

Another conclusion drawn from this study substantiates the use of a textbook to shape and direct the method of presentation. The textbook is closely followed, particularly the first months after adoption, to gain firsthand knowledge of methodology and curriculum scope and sequence. Although verbally addressed, content was given very little consideration in the task of skills acquisition. Indeed, research

purports that the power of literature perpetuates change. Student assimilation of information acquired from the literature will impact choices and decisions they make in everyday life. Their very thought processes can be changed by what they read.

A final conclusion is that a frame of reference can be obtained from investigating and identifying teacher behaviors to investigate a standardization of values in selecting and using reading textbooks.

The lack of values standardization can subject those behaviors which provide order, peace, truthfulness, fairness, and honesty to the judgments of those who possess a situational perspective of values and may not choose order, peace, truthfulness, fairness, or honesty as a way of life.

#### Recommendations

Teacher behaviors are unavoidably embedded within the educational process of selecting and using basal textbooks. These behaviors find constraints within the assumptions of the selection process and expectations of the school district.

#### The School Administrator

School administrators are influential in determining which textbooks are considered for selection at the local district level. Legitimate evaluations of textbook content should be examined and discussed to be enlightened about the content from which students are acquiring skills. Analyses of the process which determines what is written in the textbook would be beneficial for investigating content.

As community leaders, school administrators should be aware of community needs and values. An informal advisory committee for the purpose

of reviewing textbooks is a feasible avenue to pursue for insight and perspective from district patrons.

The textbook selection process would benefit from quality time commitments that only school administrators can approve. Keith (1981) found that the quality of the review process is measured by the time devoted to the examination of the materials. Those entrusted with the responsibility of making an appropriate textbook selection would serve the process much better with compensated time for review and examination of the textbooks. Training programs for textbook selection committees would be valuable. Although this recommendation is made, the researcher recognizes with the current insufficiency in funding and resources that it is a difficult commitment to make.

#### The Researcher

This study identified some of the teacher behaviors in the selection and use of basal textbooks. Further investigation of teacher behaviors should continue. The motivation behind the practices of the classroom teacher is a critical issue only determined by observed behaviors in carrying out the responsibilities of teaching.

The district selection committees from which data were gathered were located in northeastern Oklahoma. Further studies should be developed among other school districts across the country to determine if replication of the values observed and recorded in this study might occur in the selection and use of basal textbooks. Further studies relevant to textbook selection criteria and content should be undertaken to determine if their findings would support the emergent theory of process politicization in this study.



Differences in the selection process of nonadoption and adoption states should be researched to determine differences in the emphasis placed on the criteria used in the selection of basal textbooks. Findings derived from those textbook selection processes without state participation could be compared to findings from those processes with state participation to determine if similar criteria emphasis occurs.

This study was limited to teacher behaviors focusing on the selection and use of the textbook. Teacher/student interactions, taking into account values, experiences, and backgrounds of the students should be observed and examined to enhance the understanding of the impact on the educational process. Student perceptions should be considered in the context of researching behaviors in the learning process.

Publisher-driven curriculum identified in this study should be examined for censorship issues. Those constraints of budgeting and state policy should also be considered in the marketing of the textbook. An examination of those constraints which impact the process from the authoring of the textbook to what students receive and experience from it in the classroom.

#### Textbook Selection Committees

Farr and Tulley (1985) viewed the power of this committee as carrying enough influence to change textbooks and improve education. Education is crying out for improvement. Committee members must be innovative in breaking out of the traditional roles handed to them. A demand for excellence in what is used in the classroom will create a supply of excellent materials from which to choose. Diligently using criteria sheets to evaluate textbooks will produce a standard from which to select textbooks. Surveying community needs and values, and

researching trends in each discipline for which textbooks are selected is essential for continual update to criteria sheets.

A committee process can be legitimized for the selection of textbooks if progressive and innovative ideas are continually researched and monitored. A criteria sheet emphasizing the content of the textbook would initiate the focus of textbook selection based upon the values embedded in the literature. Standardized practices of demanding excellence in the values portrayed within the literature is necessary. Even the publishers have standards: "Censorship of any controversial issue or literary work in an attempt to avoid alienating a potential segment of the market is standard practice" (Keith, 1981, p. 14).

Before major changes in the textbook selection process are considered, it might behoove the state legislature to examine the selection process at the local level. The structure of the process of selecting the basal regarding committees, representation, and the like may reveal valuable information for restructuring the textbook selection process.

Educators are knowledgeable about how students learn and what skills are needed to produce responsible, educated citizens. It is an awareness of the context in which the students are getting the information that appears to be the missing link in the struggle to achieve academic excellence. Legitimate insight into the current trends and problems within the educational system can only be gained through investigating the context from which students acquire skills and knowledge.

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## APPENDIXES



APPENDIX A

SECTION 262. LOCAL TEXTBOOK COMMITTEE--EXAMINATION  
COPIES--ADOPTIONS--REQUISITIONS

A. The superintendent of schools of each independent school district shall appoint a local textbook committee consisting of not less than three nor more than nine teachers employed in the public schools of the district, of which a majority thereof shall be classroom teachers, and one lay member. The superintendent of schools or a designee who shall be a principal or a curriculum specialist shall serve as chairman of such local textbook committee.

B. The county superintendent of schools or acting county superintendent of schools of each county shall instruct the principal of each dependent school district within the county to appoint a local textbook committee to serve each dependent school district in the county. Such local textbook committee shall consist of not less than three nor more than nine classroom teachers employed in the dependent school district and one lay member. With the assistance of the county superintendent of schools or acting county superintendent of schools, the principal of the dependent school district shall serve as chairman of such local textbook committee. The majority of each local textbook committee shall be classroom teachers.

C. The publisher of a textbook selected by the State Textbook Committee shall deposit with the publisher's Oklahoma depository sufficient copies of each approved textbook so that each local textbook committee may examine any or all new adoptions. Upon receiving a written request therefor from a local textbook committee, the State Board of Education shall instruct the proper depository to furnish to the local textbook committee a reasonable number of examination copies of each textbook selected by the State Textbook Committee, in the subjects taught or to be taught in schools under their jurisdiction. The cost of each advance copy shall be charged against the value of textbooks allowed any school district

retaining or using the same; provided, that any such advance copy in new condition may be returned to the control of the publisher's Oklahoma depository, within five months after receipt thereof, if there is no longer a need therefor, for credit of the value previously charged against said district. The publisher may, at his discretion, upon the written request of any duly appointed local textbook committee, furnish to such local textbook committee examination copies of such textbook, the teacher edition of such textbook if one is published, and any teaching aids used with such textbook, free of charge.

D. On or before a date to be fixed by the State Board of Education each local textbook committee shall adopt textbooks from the multiple list selected by the State Textbook Committee in such manner as shall be prescribed by the State Board of Education. Each local textbook committee shall serve without compensations and shall cease to exist when local adoptions have been completed and shall be replaced by another local textbook committee appointed in the same manner as herein provided.

E. On or before a date to be fixed by the State Board of Education, the superintendent of schools of each independent school district and the principal of each dependent school district, with the assistance of the county superintendent of schools or acting county superintendent of schools of each county shall submit to the State Board of Education a requisition for all of the textbooks adopted by the local textbook committees that will be needed for the ensuing year in the school or schools for which such adoptions were made, and immediately upon receipt of such requisitions it shall be the duty of the State Board of Education to make requisitions on the proper depository or depositories for such textbooks. Provided, that the State Board of Education may, for good cause, permit supplemental requisitions to be submitted, and may fill such requisitions after the date specified. Any local adopting unit may requisition any textbooks placed on the official multiple textbook list, if such requisition does not exceed the allocation for each school district as provided herein. (70-16-111)

Source: School Laws of Oklahoma, "Local Textbook Committee--Examination Copies--Adoptions--Requisitions" (1988).

APPENDIX B  
INITIAL INTERVIEW QUESTIONS

Questions for interview and data collection:

Interview: (Initial)

1. What was your professional interest in becoming a committee member?
2. What was your personal interest in becoming a committee member?
3. Do you know how you were selected? What process was involved?
4. Have you met as a committee? How many times?
5. Have there been comments (favoring) one particular textbook by any of the committee members?
6. Do you have a personal and/or professional favorite at this point? If so, what criteria do you have for your choice?
7. Do you have a certain number of voting contingencies for the committee or does each member get to vote?
8. Do you have a specific criteria sheet being used for the selection process?
9. Are all of the teachers at building level involved in making choices or what kind of participation do you see from the teachers not on the committee?
10. How much input will you ultimately have as one participant (even on a personal level) upon the selection?
11. Do you feel as though you carry enough influence at a professional or personal level to sway a majority decision in the committee?
12. How important do you feel textbook committees are in a district?
13. Do you know how the state committee functions? Who is on the state textbook committee?

14. What changes might you have made with the state adopted list for reading textbooks this year?
15. How involved do you perceive the parents of this district to be in the selection process?
16. Do you have any parent representatives on the committee? How many? How do you feel about parents being on the committee (or excluded from)?
17. What do you believe to be the most important criteria for selecting a textbook for reading?
18. What qualifications do you believe reading textbook selection committee members should have?

These questions were used in the initial interview with the local district committee members. It was the intent of the researcher to draw out values of the respective committee members (teachers) by asking questions that would begin a discussion without leading the participant into particular answers. Asking what professional interest one might have in becoming a committee member could generate answers ranging from straight forward interpretations to analytic reasoning of the question, all of which emanate from particular values one holds.

Ten out of the 18 questions did elicit a "yes" or "no" response. Five of those 10 were followed by a request for more in depth information if the response was "yes" to the original question. All of the 10 allowed the participant to reflect upon their role as a committee member which may or may not have been considered prior to the interview.

APPENDIX C

STATE COMMITTEE MEMBER ADDITIONAL QUESTIONS

In the researcher's interview with the state committee member an additional set of questions was considered.

1. How do you believe your input impacted the selection?
2. Of what value do you perceive textbook selection committees at a local level in Oklahoma?
3. Should textbook scope and sequence skills be the standards or should there be a "generic" even national learner outcome sequence of skills to be addressed by either basal texts or whatever books deemed professionally appropriate to meet those outcomes?
4. Will continuation of the committee hinder or promote excellence in academics? (define academics)
5. What issues can you identify as factors involved in decisions at the state adoption level? Were there any recognizable divisions within the group as the process evolved?



APPENDIX D

FOLLOW-UP INTERVIEW QUESTIONS

A follow-up interview was conducted with participants which included the following questions from the initial interview.

1. What was your professional interest in becoming a committee member?
2. What was your personal interest in becoming a committee member?
3. What is your total experience in being a committee member to select textbooks and how did the operation of this committee compare to the ones you have previously served on?
4. In the committee meetings, was there more business accomplished in the earlier/initial meetings or the later meetings?
5. What comments do you recall which supported or opposed certain selections?
6. Did you use the specific criteria sheet to evaluate the textbooks?
7. What kind of participation did you see from the teachers not on the committee?
8. How much input did you as one participant upon the selection of the textbook chosen?
9. (Var.) Did you feel you impacted the decision made by the committee from a personal standpoint?
10. How important do you feel textbook committees are in the district?
11. Do you know how the state committee functions? Who is on the state committee?
12. What changes might you have made with the state adopted list for reading textbooks this year?

13. How involved were the parents of this district in the selection process?
14. How do you feel about parents being on the committee?
15. What do you believe to be the most important criteria for selecting a textbook for reading?
16. What qualifications do you believe reading textbook selection committee members should have?

APPENDIX E

CLASSROOM CASE STUDY FOLLOW-UP INTERVIEW

Follow-up interviews also included interviews with two teachers who served on their local committee and agreed to allow the researcher to observe and participate in their classrooms throughout the Fall 1991 school semester. Their follow-up interview also included the following questions.

#### VALUES

1. Have you been on a textbook selection committee prior to this year? What experience have you had on a textbook selection committee?
2. How would you respond to the statement "Teachers have a right to teach whatever they want."  
If you were responsible for teaching from a particular reading series and you found one story objectionable, how would you respond? (As an administrator, what would you expect a teacher to do?)
3. Define academic freedom and what it means to you.
4. What is your opinion of the reading textbook selected?
5. Should local options be narrowed or restricted by the actions of the State textbook committee? (Considering the contrast between open and closed adoption, i.e. Kansas is open adoption and able to adopt any book available).

#### PROCEDURAL

6. How did you perceive teacher involvement in the selection process?
7. How much personal impact did you have upon the selection?

8. What did you rely upon as the most important criteria for the selection of the reading textbook? What was the second most important criteria?
9. How will you implement the textbook in the classroom? (i.e. supplemental, resource, whole reading curriculum?)
10. What are the district expectations for the implementation of the reading textbook?
11. What differences do you perceive between your own expectations for the implementation of the textbook and the district expectations and how do you plan to deal with the differences?

#### CONTENT

12. How involved were the parents?
13. Looking back at the selection process, what changes might be helpful?
14. What qualifications should be instituted for the selection committee members?

Some of the additional interview questions for the case studies were redundant. For the purposes of ascertaining validity the follow-up interview was given but contained questions that were somewhat reworded and restructured. The responses from the interview questions guided the researcher in data collection and provided a premises for observations.

APPENDIX F

LOCAL TEXTBOOK COMMITTEE MEMBERSHIP

- \* 1. Assistant Superintendent of Elementary Education -  
Chairperson
- \* 2. Curriculum Coordinator, (Designated by the chairperson  
to assume chair responsibilities)
- 3. Classroom teacher - Kindergarten representative
- 4. Classroom teacher - Kindergarten representative
- \* 5. Classroom teacher - Primary grade representative
- 6. Classroom teacher - Primary grade representative
- 7. Classroom teacher - Primary grade representative
- 8. Classroom teacher - Primary grade representative
- 9. Classroom teacher - Primary grade representative
- 10. Classroom teacher - Primary grade representative
- 11. Classroom teacher - Primary grade representative
- 12. Classroom teacher - Primary grade representative
- \*13. Classroom teacher - Intermediate grade representative
- 14. Classroom teacher - Intermediate grade representative
- 15. Classroom teacher - Intermediate grade representative
- 16. Classroom teacher - Intermediate grade representative
- 17. Classroom teacher - Intermediate grade representative
- 18. Classroom teacher - Intermediate grade representative
- 19. Classroom teacher - Intermediate grade representative
- 20. Classroom teacher - Intermediate grade representative



- \*21. Reading Specialist - Reading specialist representative
- 22. Reading Specialist - Reading specialist representative
- 23. Classroom teacher - Seventh grade representative
- \*24. Classroom teacher - Junior high representative
- \*25. Classroom teacher - Junior high representative
- 26. Classroom teacher - Senior high business  
representative
- \*27. Classroom teacher - Senior high English representative
- \*28. Parent - Lay member representative

\* Indicates those designated as official selection committee members.

APPENDIX G

BALLOTS USED IN SELECTION PROCESS

1

## READING ADOPTION INFORMATION FORM

Indicate what your selections would be if the district adopts one series.

Please rank the reading programs in your grade column. Mark your first choice (3), your second choice (2) and your third choice (1).

	K	1	2	3	4	5	6	R/T
D.C. HEATH								
HOUGHTON MIFFLIN								
SILVER BURDETT								

## SPELLING ADOPTION INFORMATION FORM

Please rank the spelling programs in your grade column. Mark your first choice (3), your second choice (2), and your third choice (1).

	K	1	2	3	4	5	6	R/T
D C HEATH								
HOUGHTON MIFFLIN								
MCDUGAL								
SCOTT FORESMAN								
CURRICULUM ASSOC. *								

\*CONTINUE EXISTING CURRICULUM ASSOCIATES PROGRAM AND APPLY SPELLING ADOPTION FUNDS TOWARD READING MATERIALS.

Return this form to : \_\_\_\_\_  
**Due Date: 4-23-91**

Teacher's Name : \_\_\_\_\_

## READING ADOPTION INFORMATION FORM

Indicate what your selections would be if the district adopts more than one series. Select the series you feel would best fit the needs of your students.

Please rank the reading programs in your grade column. Mark your first choice (3), your second choice (2) and your third choice (1).

	K	1	2	3	4	5	6	R/T
D.C. HEATH								
HOUGHTON MIFFLIN								
SILVER BURDETT								

Return this form to : \_\_\_\_\_

**Due Date: 4-23-91**

Teacher's Name : \_\_\_\_\_

APPENDIX H

PROCESS POLITICIZATION SUMMARY

	Selection Process (Local)	Use in Classroom	Constraints
Assumption of Appropriate Content	O Lack of discussion regarding content.	O Omission of inappropriate content not observed.	O Conformity to textbook directed literature.
Pragmatic and Pedagogical Criteria	O Textbook strengths and weaknesses listed.	O Adapted to teacher preference.	O Adaptation of materials and management structure to textbook curriculum.
Pseudo Empowerment	O Teacher Representation (attendance, discussion and vote).	O Skills presentation as sequentially outlined by textbook.	N O
Publisher Curriculum	O No district reading curriculum guidelines were observed.	O Adherence to textbook scope and sequence.	O District expectations required textbook curriculum use.

O = observed

N O = not observed

The categories listed in the table are generalizations provided from analytic induction and cross classification of actual data from participant observations, interviews, and documentation collected in the study.

VITA 

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Doctor of Education

Thesis: TEACHER BEHAVIORS IN THE SELECTION AND USE OF READING TEXTBOOKS

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