

A SURVEY OF THE ROLE OF THE  
READING SPECIALIST IN THE  
STATE OF OKLAHOMA

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## CHAPTER I

### PRESENTATION OF THE PROBLEM

#### Introduction

Since the inception of public education in the United States, a variety of groups and individuals have expected it to serve certain purposes and to meet certain objectives. The clergy were hopeful that the common man would learn to know the word of God and achieve salvation. Statesmen in an emerging nation longed to unite Americans through a single language and a strong sense of loyalty to country. Citizens believed that a sound educational foundation was a means by which to achieve success and prosperity in a democratic society. The factor which links these goals has been and remains the ability to read.

The opportunity to learn to read is no longer perceived as a privilege—it is an expectation, the right of each individual living in the United States. It has become the responsibility of the public schools to provide that opportunity to all children. Educators have attempted to meet this responsibility in many ways. Those at the college and university levels have striven to provide quality reading education courses which prepare public school teachers to meet the needs of their students capably and efficiently. Those in the public schools have combined knowledge gained from undergraduate and often graduate coursework, an ever-increasing awareness of the individual needs of students, and a wide variety of instructional methods and materials in an effort to provide an optimum learning environment for every student. In addition, personnel responsible for dealing with the improvement of reading instruction appeared in a limited number of schools as

early as 1930. Since that time, the number of schools employing special reading personnel has increased dramatically. These reading teachers receive varying degrees and educational backgrounds, perform a wide range of tasks, and operate under different titles. Their common characteristic is that they are a product of the widespread concern about reading education and its effectiveness.

If special reading teachers are to make a significant impact upon the improvement of reading instruction, consideration should be given to factors which contribute to teacher effectiveness. The roles fulfilled by special reading teachers and the academic preparation for fulfillment of those roles are two such factors. Some tasks performed by special reading teachers may have a more widespread or lasting effect on the reading program of a school or district than others, and some courses may provide better knowledge and skills for performing reading specialist tasks than others. Before conclusions can be drawn concerning the merits of various types of professional roles or professional preparation, it is necessary to determine the status of reading specialists with regard to those factors. A study of the functions and academic preparation of reading specialists in the state of Oklahoma can provide an understanding of the part the reading specialist plays in the school reading program.

#### Purpose of the Study

The purpose of the study was to determine the academic preparation and professional roles of elementary reading specialists in the state of Oklahoma. The graduate courses most frequently taken to satisfy reading specialist certification requirements and the perceived value of those courses in enabling reading specialists to fulfill their professional roles, the amount of time actually and ideally devoted to various instructional and noninstructional tasks, and the format of special reading classes conducted by reading specialists when such instruction

was part of their roles were examined. Such information provides insights into the current practices of schools in utilizing the services of reading specialists and into the educational qualifications of those specialists. It also provides a knowledge base to aid further investigation into means by which the effectiveness of reading specialists could be increased.

### Statement of the Problem

The problem undertaken in the study was to determine the academic preparation and professional roles of reading specialists working in Oklahoma elementary schools. In order to assess this problem, it was necessary to determine which graduate courses were taken most frequently to fulfill reading specialist certification requirements and the percent of time which was devoted to a variety of instructional and noninstructional tasks. Since the size of the school district in which the reading specialists worked and the type of institution at which the reading specialist was trained might have an impact on academic preparation and tasks performed, these factors were considered.

Reading specialists' perceptions on the value of coursework and the relative importance of tasks performed were also examined in an attempt to determine if reading specialists felt that their present academic preparation and professional roles enabled them to provide optimum reading instruction for all students in their schools.

### Research Questions

In examining the academic preparation and professional role of the reading specialist, the following research questions will be considered:

1. At what type of institution, masters-granting or doctorate-granting, did reading specialists undertake academic preparation?

2. How many graduate reading hours did reading specialists take toward reading specialist certification?
3. Which courses from the minimum essentials list are most frequently taken to fulfill certification requirements?
4. Which reading courses do reading specialists perceive as being most valuable in preparing them to fulfill the responsibilities of reading specialist?
5. What methods are used for placement of students into special reading classes?
6. If screening instruments are administered, who is responsible for administration of the instruments?
7. What methods are used for grouping students for instruction in special reading classes?
8. Are special reading classes the sole reading instruction for special readers, or are they supplemental?
9. How many times per week do students attend special reading classes?
10. How many special reading instruction periods do reading specialists conduct per day?
11. How long are the periods of instruction in special reading classes?
12. How many students receive direct instruction from reading specialists?
13. What types of materials are used most often for special reading instruction by reading specialists?
14. How many students are individually diagnosed for reading difficulties by reading specialists per year?
15. What diagnostic instruments are used by reading specialists?
16. What materials are most frequently provided by reading specialists at classroom teacher request?

17. What percent of time is actually devoted to instructional tasks by reading specialists?

18. What percent of time is actually devoted to non-instructional tasks by reading specialists?

19. What percent of time do reading specialists perceive as being ideally devoted to instructional tasks?

20. What percent of time do reading specialists perceive as being ideally devoted to noninstructional tasks?

21. How does the role of the reading specialist in the state of Oklahoma differ from the trends noted in the literature?

#### Hypotheses .

1. There is no significant difference on number of graduate hours in reading obtained by the reading specialist for type of recommending institution and school setting.

2. There is no significant difference on number of students directly served per reading specialist for type of recommending institution and school setting.

3. There is no significant difference on percent of time various materials are used for special reading instruction for type of recommending institution and school setting.

4. There is no significant difference on number of students individually diagnosed for reading difficulties per reading specialist for type of recommending institution and school setting.

5. There is no significant difference on actual percent of time devoted to instructional and noninstructional tasks by reading specialists for type of recommending institution and school setting.

6. There is no significant difference on ideal percent of time devoted to instructional and noninstructional tasks by reading specialists for type of recommending institution and school setting.

7. There is no significant difference on percent of time actually and ideally devoted to instructional and noninstructional tasks by reading specialists.

#### Definition of Terms

A reading specialist is defined as a certified teacher whose job is to improve the reading ability of students in his or her school by means of: 1) working directly with students; and/or 2) working with faculty and administration.

Special reading classes are defined as instructional periods in reading conducted outside the regular classroom for exceptional readers.

Exceptional readers are students who have not benefitted from regular reading instruction or who would benefit from advanced reading instruction.

#### Limitations of the Study

The study was limited to a sample of reading specialists in the state of Oklahoma.

#### Assumptions

It is assumed that the questionnaire is clear and easily understood so the information provided by respondents is accurate. It is also assumed that the responses received provide a typical sample and do not vary significantly from those of nonrespondents.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Development of Current Guidelines for the Academic

#### Preparation of Reading Specialists

Along with the increase in the use of special reading personnel in the public schools has come a growth in the interest in reading teachers' skills and educational backgrounds. Professionals in reading feel that steps should be taken to standardize reading specialist competencies, and studies have often sought information concerning existing requirements for reading specialist certification.

In 1958, the International Reading Association (IRA) Membership Standards Committee was appointed to "explore possible membership standards that might be established and the relationship of these to certification requirements and teacher training programs in reading" (Letson, 1959, p. 78). The minimum standards proposed for reading specialists were as follows:

1. A minimum of three years of successful teaching and/or clinical experience.
2. A master's degree or its equivalent of 30 graduate hours in reading and related areas as indicated below:
  - a. A minimum of 12 semester hours in graduate level reading courses, with at least one course in each of the following areas of reading:
    - (1) Foundation or survey course
    - (2) Diagnosis and correction of reading difficulties
    - (3) Clinical or laboratory practicum
  - b. At least one graduate level course in each of the following content areas:
    - (1) Measurement and/or evaluation
    - (2) Personality and/or mental hygiene
    - (3) Educational Psychology
  - c. The remainder of semester hours to be in reading and/or related areas (Letson, 1959, p. 79).



The committee included an alternative for practicing specialists which consisted of five years' professional activity in one or more of the following areas: training reading teachers; providing clinical or instructional reading services; supervising reading programs; or providing leadership in the field of reading through speaking, writing, and/or research.

Haag, Sayles, and Smith (1960) sent questionnaires to Directors of Certification in fifty states. The survey requested information concerning the existence of certification requirements for the following reading personnel: supervisors; coordinators; specialists; therapists; directors; and others. Respondents were asked for the year in which the requirements were enacted and for the number of hours and types of courses required. Printed brochures containing the information were requested if available. Forty-six of the fifty states (92%) returned the questionnaires. Twelve states, or 26% of the respondents, had requirements for reading specialists. The remaining 74% had no requirements. Haag found that the coursework required in the twelve states varied from four to thirty-six hours beyond a bachelor's degree and that the courses most frequently stipulated were in reading, special education, administration and supervision, tests and measurement, and psychology. Three states required a period of internship, three states required a master's degree, and seven required a minimum of one year as a regular classroom teacher. Eight of the twelve states had enacted their requirements within the preceding five years, leading the researchers to believe that "active interest in providing remedial or developmental reading instruction in the public schools was relatively recent" (Haag et al, 1960, p. 100).

Dietrich (1967) summarized the efforts of a work conference approved by the Board of Directors of the IRA in 1966. Twenty people working as reading specialists decided upon definitions of five categories of reading specialists.

1. The reading teacher is a full-time instructor in remedial or corrective reading at the elementary level.
2. A reading consultant "works directly with teachers and administrators to develop and implement a total program of reading" (Dietrich, 1967, p. 484).
3. A reading coordinator operates on a system-wide basis to provide leadership in reading and to provide information and recommendations for administrators.
4. A reading clinician aids teachers in diagnosis of reading difficulties and in planning and implementation of remedial treatment. The clinician is also responsible for providing preservice or inservice training of other reading personnel.
5. College instructors teach courses for improvement of reading to college students; teach undergraduate and graduate level courses on reading methodology; and engage in reading research.

The committee stated that the scarcity of trained reading specialists and the availability of federal funds for hiring reading personnel had encouraged the practice of hiring partially trained specialists or regular classroom teachers to fill reading specialist positions, and that "unqualified persons should be required to continue their studies until they meet the minimum standards established for their positions" (Dietrich, 1967, p. 485).

Yarrington (1967) sent a letter to the certification officer of each State Department of Education in which he requested the certification requirements for teaching elementary school remedial reading. He instructed that if no response was received, it would be assumed that there were no special requirements. Forty-four of the fifty officers (88%) responded, leading Yarrington to conclude that the six nonresponding states had no requirements beyond those of elementary classroom teachers. Twenty-two states reported special requirements for reading

teachers in the form of an endorsement on an existing certificate or a special certificate. Yarrington stated that twenty of these appeared to meet the minimum standards published by the International Reading Association in 1965.

A survey of the state education agency certification officers in the fifty states, the District of Columbia, and Puerto Rico was conducted by Kinder in 1968 to ascertain the certification requirements for reading specialists. He found that all states employed reading specialists, and that twenty-three had specific certification requirements for "reading teachers, specialists, consultants, or supervisors." Twenty-nine indicated that they had no specific requirements. The thirty-eight different certification credentials in existence among the twenty-three states had the following characteristics in common (percentages shown in parentheses):

- A previously-held, classroom teaching certificate (96);
- One to five years of teaching experience (70);
- Twelve or more semester hours of collegiate training in the teaching of reading (97);
- At least one course or three semester hours of collegiate training in a clinical or laboratory practicum (59);
- Twelve or more semester hours of graduate level training in the teaching of reading (57); and
- A master's degree or its equivalent (54) (Kinder, 1968, p. 12).

Kinder stated that his examination of the 38 credentials showed that eight of them appeared to meet the IRA's 1965 minimum standards. This figure differs from Yarrington's by 12 states. No explanation is given for the difference in comparisons of IRA and state standards.

In 1968, the Professional Standards and Ethics Committee of the IRA revised and extended the existing International Reading Association minimum standards for professional training of reading specialists which had been established in 1965. The Committee formulated definitions and lists of responsibilities and qualifications for reading specialists. They stated that

. . . the reading specialist may be designated as that person who (1) works directly with those pupils who have either failed to benefit from

regular classroom instruction or those pupils who could benefit from advanced training in reading skills and/or (2) who work with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school (IRA Professional standards and Ethics Committee, 1968, p. 60).

The authors divided the roles of reading specialists into four categories:

- 1) the special teacher of reading, who is responsible for developmental or remedial reading;
- 2) the reading clinician, who diagnosis severely reading disabled students and plans and/or provides remediation;
- 3) the reading consultant, who works with teachers and administrators "within a school to develop and implement the reading program"; and
- 4) the reading supervisor, who assumes a leadership role in the system-wide reading program (IRA Professional Standards and Ethics Committee, 1968, p. 61).

In 1978, the Professional Standards and Ethics Committee of the IRA published its most recent "Guidelines for the Professional Preparation of Reading Teachers." In its publication, the IRA identified seven roles for teachers relative to reading education. Of these, two roles include activities referred to frequently in the literature as being undertaken by public school reading specialists, and suggest appropriate preparatory coursework. To assume a position of teaching clinical/remedial reading (Role 3), fifteen to twenty-one graduate level hours in the areas of

. . . developmental reading instruction, language arts instruction, foundations of language development, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, reading in the content areas, and practicum in clinical/remedial instruction and supervision . . .(IRA Professional Standards and Ethics Committee, 1978, p. 49)

were recommended. In order to provide consultant service in reading to school personnel (Role 4), twenty-one to twenty-seven graduate level hours in the areas listed above as well as in reading research, leadership for instructional change, and practicum/internship in consulting and supervision were suggested. It was further recommended that all persons undertaking these roles have a minimum of

three years teaching experience in reading or language arts. The guidelines include descriptions of 113 specific attitudes, concepts, and skills which should be attained to varying degrees by persons in reading education roles.

### Summary

Over the last twenty-five years, recommendations and studies by professionals in reading have documented the need for establishing standards for the training of reading specialists. These works culminated in the latest "Guidelines for Professional Preparation of Reading Teachers" issued by the IRA Professional Standards and Ethics Committee in 1978. Since the publication of the most recent guidelines, no nationwide research on state certification requirements appears to have been released.

### Tasks Performed by Reading Specialists

The role of the reading specialist, as of any other educator, is comprised of many tasks and responsibilities which may vary greatly from district, or even from school to school within a district. The reading specialist is undoubtedly involved in the teaching of reading within the school or district, whether by direct student instruction or by supervision of instruction. The reading specialist who provides direct instruction may teach remedial, grade-level, or accelerated readers, or any combination thereof. Reading specialists may supervise reading instruction on a full- or part-time, district- or school-wide basis. They may serve as resource personnel to other faculty members on a formal basis, providing in-service, or on an informal basis, offering advice to individual teachers on specific students or skills. They may be instrumental in selecting reading materials and methods on a district-wide basis, or for their own classrooms.

### Supervision of Reading Instruction

Burgy (1974) defined her responsibilities as reading coordinator for the Burlington, Iowa, Community School District. She perceived her major responsibilities as falling into five categories, and estimated the amount of time devoted to each after one year in her position as coordinator. Supervision of instruction was found to occupy approximately 65% of Burgy's time. Inservice teacher education and reading curriculum development each received about 15% of the coordinator's time, and the remaining two areas, public relations and professional growth and development, occupied 5% of Burgy's working time as well as after-school and evening hours. Burgy felt that the first three responsibilities were closely related and overlapped while being enclosed with the broader categories of public relations and professional growth and development.

Mason and Palmatier (1973) discuss the disappearance of the "remedial reading specialist" and the "corrective reading teacher" from American public schools following their sudden increase in numbers during the fifties and sixties. The authors contend that such remedial instruction was not effective in combatting reading problems and that classroom teachers began seeking advice on ways to improve their own instruction in reading. The remedial teachers who were able to successfully advise classroom teachers on instructional modifications were able to "provide help for a far greater number of students than they ever could have reached with remedial instruction. They also increased the likelihood of success of future classes taught by the teacher they helped" (Mason and Palmatier, 1973, p. 638). Mason and Palmatier cite this approach to the use of reading personnel's skills as being a means by which to "raise the achievement of large numbers of students at a minimal cost in personnel, space, and materials" (Mason and Palmatier, 1973, p. 639).

Finkelstein (1978) began her job as a reading specialist by working with a

limited number of children two or three times a week and maintaining informal contact with classroom teachers about their students' progress. Finkelstein's job emphases evolved into diagnosis of learning problems and regular meetings with all classroom teachers of children aged 5 to 13. During these regularly scheduled meetings, diagnostic findings were shared and discussions included use of classroom language arts materials and other special materials, managing individualized reading programs, and analysis of standardized test results. Finkelstein also sits in on parent-teacher conferences when needed or conducts parent conferences; she finds it helpful to meet for one and one-half hours per week with the school psychologist to discuss individual cases. Another of her most important functions is briefing teachers at the beginning of each school year on students seen in previous years.

Harker (1973) views the reading consultant as being a provider of information and a support agent during the process of planning and implementing change in a reading program. He states that teachers and administrators recognize a need for change in a reading program and determine the goals which should be set. It is at this point that the reading consultant is called upon to provide information and support to enable the teachers and administration to implement desired changes.

Robinson (1967) defined the reading consultant of the past as a specialist who "worked with retarded readers in scheduled sessions and worked with teachers in the periods that were left over" (Robinson, 1967, p. 476). He states that the reading consultant of today should directly instruct students in reading only for purposes of evaluation of specific students or of methods and materials, or in order to demonstrate use of instructional techniques. The job of today's consultant should be working "with the staff of a school to develop, implement, coordinate, and evaluate the reading program" (Robinson, 1967, p. 477).

Robinson's suggestions for the reading consultant of the future include responsibilities such as supervision of and counseling with teachers in the area of reading instruction; investigation of all written materials for classroom use; and involvement in curriculum development committees in order to "integrate the reading skills into the curriculums" (Robinson, 1967, p. 481).

Robinson (1976) defines the reading consultant as a staff member who aids teachers, administrators, and parents in order to improve the school-wide reading program. The consultant is responsible for providing inservice for teachers and for aiding in the selection of testing devices which will correspond to the goals of the reading program. The consultant may also participate in the administration and interpretation of tests. Keeping teachers informed of research in reading and informing parents about objectives and progress of the reading program are also part of the consultant's role. Direct instruction of remedial readers by the consultant is reserved for demonstration or inservice purposes.

Wylie (1969) surveyed 100 classroom teachers and 100 reading consultants randomly selected from four New England States. Seventy-eight percent of the teachers and 84% of the consultants responded to questions concerning the types of aid reading consultants should give to new teachers and what qualities should be possessed by consultants in order to work effectively with teachers. Over 80% of the teachers indicated that materials, demonstration teaching, and diagnostic and corrective procedures were areas in which they desired reading consultant aid. Eighty-six percent of the consultants stated that materials were an area in which new teachers needed aid; the other four categories which were believed important by 75% or more of the consultants were time allotments, grouping, scope of the total program, and interpretation of test results. Ninety-four percent of both teachers and consultants indicated that inservice education and grade-level meetings should receive major emphasis. When asked what consultant



characteristics or qualifications were most important for effective interaction with teachers, "knowledge in depth of reading and related areas" was indicated most frequently by teachers (92%) with "elementary classroom experience" second (90%). Consultants most frequently cited "ability to establish rapport" as an essential characteristic (86%), while "constructive criticisms" and "elementary classroom experience" followed at 81% and 80%.

Direct Instruction by Reading Specialists  
and Its Perceived Importance by School  
Personnel

Bean (1979) designed a study to evaluate the "various roles of specialists and their impact on reading achievement of students as well as influence on teachers in the schools" (Bean, 1979, p. 410). Fourteen teachers in a project school in Pittsburgh indicated that the roles of the reading specialists they valued most were: 1) providing inservice, 2) working with teachers to develop materials, 3) conferring with teachers, and 4) individual instruction outside the regular classroom. The roles least valued were: 1) diagnosis of individuals and groups within the classroom, and 2) group instruction in the classroom. The four reading specialist interns in the project school were given a checklist identifying twenty roles and asked to check the roles they had assumed each day. Analysis of the checklists indicated that four roles were performed most frequently during the five-month period: 1) instruction, 2) administration and planning, 3) diagnosis, and 4) serving as a resource person. Bean stated that although the resource role was ranked most valuable, its frequency was small in comparison with the specialists' other functions. Instruction, which occupied approximately 50% of the specialists' time, was considered by the teachers to be less valuable than the specialists' support activities.

Cohen, Intili, and Robbins (1978) surveyed reading teachers in the San Francisco Bay area to gather information related to the following questions:

1. How are reading specialists used in elementary schools?
2. How, if at all, do reading specialists cooperate with teachers?

Four hundred sixty-nine elementary teachers were sampled, with half of the teachers in each school receiving one version of the questionnaire while the other half completed a more detailed version. The information summarized below is based on responses from the total group of 469 or from the 237 teachers answering the more detailed form.

Percentage of Teachers Reporting Instruction by Specialist  
for Selected Students (Cohen, Intili, and Robbins, 1978, p. 282)

<u>Frequency of Instruction</u>	<u>Percent Reporting</u>
Never or almost never	27
Less than once a month	1
Once or twice a month	2
Once a week	12
Several times a week	30
Daily	28

When asked "How often does the specialist give you suggestions?," 13% of the teachers reported that the specialist offered suggestions more than once or twice a month. Fifty-one percent of the teachers reported "occasional" suggestions and 36% reported no suggestions. Fifty-six percent of the teachers who had access to a specialist reported that they received diagnostic feedback once a month, and 31% stated that they received such information once a week or more. Concerning provision of materials by reading specialists, 50% of the 237 responding indicated that they never received materials, 31% received materials monthly, and 19% received materials weekly. The authors indicated that the common pattern was "that of a specialist instructing selected students and providing no other service (49.3%)" (Cohen, Intili, and Robbins, 1978, p. 284); 20% of the teachers filling out

the detailed questionnaire indicated that they received instruction of selected students plus one additional service; and 10% indicated that they received instruction plus two or more additional services.

Garry (1974) conducted a survey of specialized reading personnel in the Pennsylvania public schools in order to "compare their perceptions regarding the relative importance of fifty task competencies essential to the execution of position responsibilities and the adequacy of their graduate preparatory programs in developing these competencies" (Garry, 1974, p. 609). Respondents were asked to rate each task on a scale from "1—Of Little Importance" to "5—Extremely Important" and the adequacy of their preparation in that task from "1—Inadequate" to "5—Superior." The fifty competencies were arranged in quartiles based on the ratings of importance and adequacy. Tasks which ranked in the highest quartile on both were:

- 1) Helping teachers plan and provide remedial reading instruction;
- 2) Teaching disabled readers in a small-group setting;
- 3) Assisting in interpretation of reading test results;
- 4) Assisting classroom teachers in diagnosis of readers' strengths and weaknesses;
- 5) Diagnosing and recommending treatment in cases of severe reading disability; and
- 6) Providing guidance in placement of students into special reading classes (Garry, 1974, pp. 609-610).

The specialists surveyed indicated that their preparation was not inadequate in any competencies which they believed to be essential to job performance; that is, none of the fifty tasks fell into both the highest quartile on importance and the lowest quartile on adequacy of preparation.

In a survey of IRA members who identified themselves as reading specialists, 477 members (5.5% of the original "reading specialist" group) responded to questionnaires designed to gain information concerning reading personnel titles and duties (IRA Evaluation Committee, 1979). Reading personnel in jobs titled reading specialist, regardless of whether or not they were certified as such, were

asked to identify activities which occupied 20% or more of their time. Reading specialists ranked diagnostic work with students and teaching of remedial reading as the two activities occupying the greatest percentage of their time. Development of instructional material and teaching developmental reading followed as third and fourth most frequently performed activities. The activity performed least frequently by reading specialists was regular classroom teaching.

Mangieri and Heimberger (1980) prepared a questionnaire which listed seven functions of a reading consultant and asked respondents to rank the functions from most to least important. They surveyed reading specialists and school administrators in urban, suburban, and rural areas of New York, Ohio, West Virginia, Pennsylvania, and South Carolina, and received responses from 160 reading specialists and 156 school administrators. The purpose of the study was to determine "which activities were perceived to be the most crucial functions of a reading consultant" (Mangieri and Heimberger, 1980, p. 529). The results were as follows:

Ranking of Reading Consultants' Roles  
(Most Important to Least Important)  
(Mangieri and Heimberger, 1980, p. 529)

By School Administrators

Instructor  
Diagnostician  
Evaluator  
Adviser  
Investigator  
Inservice Leader  
Resource Person

By Reading Specialists

Inservice Leader  
Resource Person  
Investigator  
Adviser  
Evaluator  
Instructor  
Diagnostician

The authors noted that while school administrator perceptions and reading specialist perceptions of the most crucial functions were widely varied, they were in agreement that all of these roles should be fulfilled by reading specialists.

Ngandu and Strum (1981) administered a questionnaire identifying ten roles

which a reading specialist might perform to 22 reading specialists, 12 administrators, 24 special education instructors, and 171 classroom teachers. Respondents were asked to rank order the roles in terms of their expected "ultimate productive impact on children's reading abilities" (Ngandu and Strum, 1981, p. 29). Reading specialists ranked "diagnosis and remediation in special classes" most important; "helping teachers assess students and plan instruction," second; and "informing teachers about effective materials and methods," third. These activities were also ranked as the three most important reading specialist roles by the other three groups. Correlation coefficients between rankings were as follows:

Reading Specialists and:

Administrators	.56
Special Education Instructors	.74
Classroom teachers	.93

A common concern expressed by teachers and reading specialists was the lack of school time scheduled for classroom teacher/reading specialist consultation.

Pilulski and Ross (1979) administered a survey to 382 elementary (K-5) teachers in New Castle County, Delaware, to determine:

. . . 1) the extent to which classroom teachers valued special reading personnel; and 2) the way in which classroom teachers felt the consultants spend their time (Pilulski and Ross, 1979, p. 128).

Two hundred-thirty six (61.7%) usable responses were received, and the findings are summarized as follows:

Percent of Elementary Teachers Describing  
the Importance of Having a Reading Specialist in a School

Unimportant	01
Minor Importance	07
Somewhat Important	21
Very Important	39
Essential	31

Percentage of Time Reading Specialists  
Should Work With Children

<u>Percent of time</u>	<u>Percent of Teachers Responding</u>
90-100	08
80-89	11
70-79	25
60-69	13
50-59	24
Less than 50%	20

Percentage of Time Reading Specialists  
Should Work With Teachers

<u>Percent of time</u>	<u>Percent of Teachers Responding</u>
Greater than 59%	02
50-59	11
40-49	07
30-39	21
20-29	31
10-19	18
00-09	09

Thompson (1979) surveyed teachers in five regions of the country; 767 responded to the opinionaire in which they were asked to "rate individually 28 activities according to how strongly they felt the reading consultant would be aiding them in their teaching by providing expert assistance" (Thompson, 1979, p. R-5). The activities were divided into the categories of "direct instructional assistance;" "inservice training assistance;" and "administrative duties." Analysis of the responses led to the following levels of teacher expectation: 1) prime functions, with cumulative frequencies greater than or equal to 85%, 2) secondary functions, with cumulative frequencies greater than or equal to 50% and less than or equal to 84%, and 3) minor teacher considerations, with cumulative frequencies less than 50%. The reading consultant activities designated most valuable under the direct instructional assistance classification were: 1) diagnosing students' reading problems, 2) interpretation of test results, and 3) providing for poor readers. Inservice training assistance activities ranked most valuable by

classroom teachers were: 1) keeping teachers abreast of latest assessment devices, and 2) helping teachers adapt their materials and procedures to prescriptive teaching. In the category of administrative duties, no activities fell into the Prime Functions level.

Del-Val (1976) surveyed reading specialists in New England and received responses from 441 special reading teachers, 301 of whom (63.3%) were working at the elementary level. Two hundred sixty-one (59.2%) of the respondents indicated that their primary task was working with remedial readers. Sixty-nine (15.6%) labelled advising teachers/providing materials as their primary task; and thirty-nine (7.9%) supervise reading programs as their major function.

Ivers (1975) used a Q-sort format in order to determine how reading specialists, principals, reading supervisors, and classroom teachers at the elementary level in Franklin County, Ohio, perceive reading specialists' ideal and actual roles. Two hundred sixty-four (85.1%) usable responses were received. Two of the fifty statements of behavior were ranked in the top five by all groups as being activities which are actually performed by reading specialists. The two behaviors were: 1) "to evaluate progress of students enrolled in the special or remedial reading program," and 2) "to select materials and techniques which enable the pupil to have immediate success." The two behaviors ranked in the top five by all groups as being activities ideally performed by reading specialists were: 1) "to evaluate the progress of students enrolled in the special or remedial reading program," and 2) "to share knowledge fully with the classroom teacher concerning goals and methods of the remedial reading program when working with the same child."

## Summary

Tasks cited as actually being performed by reading specialists included:

1. Supervision of reading instruction—by an individual reading specialist in Burgy and by 8% of responding reading specialists in Del-Val (1976).
2. Advising classroom teachers concerning materials and methods of instruction for reading—by an individual reading specialist in Finkelstein (1978), by four reading specialist interns in Bean (1979), by reading specialists serving 118 classroom teachers in Cohen et. al. (1978), by 16% of 441 respondents in Del-Val (1976), and as the task performed second most commonly by reading specialists serving 264 classroom teachers in Ivers (1975).
3. Provision of inservice—by an individual reading specialist in Burgy (1974).
4. Individual diagnosis of reading disabled students—by an individual reading specialist in Finkelstein (1978), by four reading specialist interns in Bean (1979), as one of the two primary functions of 477 reading specialists in the IRA Evaluation Committee report (1979), and as the task most commonly performed by reading specialists in Ivers (1975).
5. Provision of diagnostic feedback to classroom teachers—by an individual reading specialist in Finkelstein (1978), and by reading specialists serving 206 classroom teachers in Cohen et. al. (1978).
6. Conducting parent conferences—by an individual reading specialist in Finkelstein (1978).
7. Curriculum development—by an individual reading specialist in Burgy (1974).
8. Development of instructional materials—as the task performed third most frequently by 477 reading specialists in the IRA Evaluation Committee report (1979).



9. Direct instruction of remedial readers outside the regular classroom—as the task most frequently performed by four reading specialist interns in Bean (1979), as the task most frequently performed by reading specialists serving 237 classroom teachers in Cohen et. al. (1978), as one of two tasks most frequently performed by 477 reading specialists in the IRA Evaluation Committee report (1979), and as the primary task for 261 (59.2%) of the reading specialists in Del-Val (1976).

10. Direct instruction of developmental readers—as the task performed fourth most frequently by 477 reading specialists in the IRA Evaluation Committee report (1979).

Tasks perceived as ideally performed by reading specialists included:

1. Supervision of reading instruction—by Robinson (1967).
2. Advising classroom teachers concerning materials and methods for reading instruction—by Mason and Palmatier (1973), by reading specialists in the Pennsylvania public schools in Garry (1976), by 80 classroom teachers and 86 reading specialists in Wylie (1969), and as the second most important task to be performed by 160 reading specialists in Mangieri and Heimberger (1980).
3. Provision of inservice—by Robinson (1976), by 14 classroom teachers in Bean (1979), and as the most important task by 160 reading specialists in Mangieri and Heimberger (1980).
4. Individual diagnosis of reading disabled students—by Robinson (1976), by reading specialists in Garry (1974), as one of the two most important tasks to be performed by 22 reading specialists in Ngandu and Strum (1981), as the most valuable reading specialist activity under the direct instructional classification in Thompson (1979), and the most important function of reading specialists in Ivers (1975).

5. Interpretation of test results—by Robinson (1976), by reading specialists in Garry (1974), as an important function by 75 reading specialists in Wylie (1969), and as the second most valuable reading specialist activity under the direct instruction classification by 767 classroom teachers in Thompson (1969).

6. Instructing classroom teachers on diagnosis and prescription of remedial readers in the classroom—by 80 classroom teachers in Wylie (1969), and as the third most important task by 22 reading specialists in Ngandu and Strum (1981).

7. Conferring with classroom teachers—by 14 classroom teachers in Bean (1979), as a task which should occupy at least 10% of reading specialist time by 91% of 236 classroom teachers in Pikulski and Ross (1979), and as the second most important task to be performed by reading specialists in Ivers (1975).

8. Conducting parent conferences—by Robinson (1976).

9. Curriculum development—by Robinson (1967).

10. Working with teachers to develop instructional materials—by 14 classroom teachers in Bean (1979).

11. Direct instruction of remedial readers outside the regular classroom—by 14 classroom teachers in Bean (1979), by reading specialists in Garry (1974), as one of the two most important tasks to be performed by 22 reading specialists in Ngandu and Strum (1981), as a task which should occupy at least 50% of the reading specialist's time by 80% of responding classroom teachers in Pikulski and Ross (1979), and as the third most important task to be performed by reading specialists under the direct instructional classification by 767 classroom teachers in Thompson (1979).

The review of the literature revealed no studies which examined the types of graduate coursework most frequently taken to fulfill reading specialist certification requirements. Nor did there appear to be research concerning the format or materials used in special reading classes by reading specialists.

Examination of these factors seemed essential in order to gain an accurate understanding of the academic preparation and professional role of the reading specialist. Therefore, questions relating to these areas were included in the survey instrument.

## CHAPTER III

### DESIGN AND METHODOLOGY

#### Development of the Instrument

A combination descriptive and comparative study was selected as the most appropriate method for "testing hypotheses or answering questions concerning the current status of a subject," in this case the role of the reading specialist. A questionnaire was developed to collect the data necessary to answer the research questions. The categories of preparatory coursework listed in the "Professional Preparation" section were developed using IRA guidelines for preparation of reading teachers and from the Oklahoma State Board of Education requirements for reading specialist certification (1975). The list of commonly performed duties presented for consideration in the survey was derived from tasks mentioned most frequently in the literature pertaining to the supervisory and instructional roles of the reading specialist and from the International Reading Association's "Roles, Responsibilities, and Qualifications of Reading Specialists (1968). Tasks classified as instructional were those which included working directly with students or with teachers on methods and materials to be used for reading instruction; tasks classified as noninstructional were which included planning, parent conferencing, research, and other duties not directly involved with instruction. The original questionnaire was reviewed by five doctoral candidates with reading specialist certification who critiqued the format and made suggestions for improvement with regard to clarity of instructions and contribution of individual items to the stated purpose of the study. The questionnaire was revised in accordance with

these suggestions. The questionnaire was field-tested by seven reading specialists working in the Stillwater public schools. Each specialist completed the questionnaire, then made suggestions concerning clarification of instructions. The final revision incorporated the reading specialists' suggestions. A copy of the questionnaire and accompanying cover letter is included as Appendix A.

### Description of the Population

In order to obtain a representative sample, a stratified random sampling procedure was used. The population included reading specialists working in Oklahoma public schools at the elementary level. The Oklahoma Educational Directory, 1982-83, was used to classify schools into three levels according to number of elementary teachers employed by the school. Level I included schools with ten or fewer teachers; Level II included schools with 11 to 20 teachers; and Level III included schools with more than 20 teachers. It was estimated that the average pupil-teacher ratio throughout Oklahoma schools is twenty-five to one. Therefore, the student population of Level I schools was estimated to be 250 or less; the student population of Level II schools was estimated to range from 251 to 500; and Level III schools were estimated to have more than 500 students. Verification of student population was built into the questionnaire in the School Data section on page 1. Schools were also divided into four groups according to geographic region. Region I schools were those located in counties in the northwest quarter of the state and the panhandle; Region II schools were those located in counties in the northeast quarter of the state; Region III schools were those in southeastern counties; and Region IV schools were those located in counties in the southwestern portion of the state. Regions by county are shown on the state map in Appendix B and are listed, along with the number of usable responses, in Appendix C.

Schools were classified according to number of teachers (level) and region, resulting in twelve categories. The schools in each category were numbered beginning with 001, and twenty sample schools were selected from each category using a table of random numbers (Gay, 1976). A questionnaire was mailed to the reading specialist or Chapter I teacher of each selected school along with a post-age-paid return envelope. The envelopes were coded using the level, region, and three-digit number assigned for sampling purposes. Fourteen days later, a phone call was placed to schools from which no response had been received. Two weeks after the phone call had been placed, a second copy of the questionnaire, along with a cover letter stressing the importance of the teacher's input, was mailed to all schools which had special reading personnel on the faculty but from whom no response had yet been received.

#### Statistical Analysis

In order to test hypotheses one through six by the independent variables of type of school district and type of degree-granting institution, the categories of rural and urban school district and of master's-granting and doctorate-granting institution were established. School districts were divided into rural and urban based on average daily attendance, which was obtained from the Oklahoma State Department of Education 1982-83 Annual Report. Those with an average daily attendance of less than 2,000 were classified as rural and those with an average daily attendance of 2,000 or more were classified as urban. Respondents were asked to name the institution recommending certification, and were classified as master's-granting or doctorate-granting based on the highest degree granted by the institution named. Hypotheses one, two, and four were tested using analysis of variance; hypotheses three, five, and six were tested using multivariate analysis of variance; and hypothesis seven was tested using repeated measures analysis of variance.

## CHAPTER IV

### RESULTS AND DISCUSSION

The total number of questionnaires returned with usable responses was 131, or 54.6%. Of the 240 schools surveyed, 30, or 12.5%, indicated by phone or written response that there was no special reading teacher on staff. Seventy-nine, or 32.9% of the schools surveyed, had special reading faculty on staff but did not respond to the survey. The percent of usable responses was slightly less than that received by Pikulski and Ross (1979), whose response rate was 61.7% in a district-wide survey of classroom teachers, reading specialists, reading consultants, classroom teachers, and administrators in Ivers (1975) surveying Franklin County, Ohio, had an 85.1% response rate; and the IRA Evaluation Committee (1979) had a 5.5% response rate in a nationwide survey of reading specialists.

#### A Profile of Reading Specialists in the State of Oklahoma

The average number of years of public school teaching of the survey respondents was 12.7. Seventeen, or 12.9% indicated that they had taught less than 5 years, 43, or 32.8% indicated that they had taught 5 to 10 years, and 69, or 52.7%, more than 10 years.

In their positions as special reading teachers, the respondents' average number of years taught was 5.8. Fifty-nine, or 45% indicated that they had worked as special reading teachers for less than 5 years; 54, or 41.2% for 5 to 10 years; and 16, or 12.2% for more than 10 years.

Thirty-nine special reading teachers, or 30% of those responding to the survey, listed the highest degree obtained as a Bachelor's degree. Ninety-two, or 70%, indicated that they had obtained a Master's degree. No respondents listed a doctorate as the highest degree obtained, but 13 indicated that they had hours beyond the Master's degree.

Respondents were asked to list their area or areas of certification. One hundred three, or 78.6%, of the respondents held elementary teaching certificates. Eighty-one respondents, or 61.8%, held standard reading specialist certificates, and nine, or 6.9%, held provisional reading specialist certificates. Nineteen, or 14.5% of the respondents, stated that they held some other type of certification, most often in learning disabilities. The most prevalent combination of certificates was that of elementary teaching and standard reading specialist, which was held by 54, or 41.2% of the respondents.

One hundred fourteen, or 84.0% of the respondents, were recommended for certification by one or more Oklahoma colleges or universities. Nine, or 6.9%, received recommendations from institutions outside the state of Oklahoma. Eight respondents did not indicate the recommending institution. Eighty-eight, or 67.9% of the respondents, were recommended for certification by a master's-granting institution. Thirty-five, or 26.7%, received recommendation for certification from a doctorate-granting institution.

Based on average daily attendance, 72, or 54.9%, taught at schools in rural districts, and 59, or 45.1%, taught at schools in urban districts.

Reading specialists were asked to list the title or titles of their positions. Sixty-two, or 47.3%, were titled "reading teacher," and 71, or 54.2%, were titled "reading specialist." Reading teacher and reading specialist were the common combination when more than one title was checked, occurring in , or % of the responses. Two, or 1.5% of the responding teachers, indicated that their title was



that of "reading consultant," and 25, or 19.1%, checked the title category of "other." The title most commonly specified in this category was "chapter one teacher."

### The Academic Preparation of Reading Specialists

Special reading teachers were asked to list the number of graduate hours completed in 12 courses recommended by the International Reading Association for inclusion in programs of reading specialist certification. These courses were divided into three general areas of professional preparation as follows:

#### Foundations

- Children's Literature
- Primary Developmental Reading
- Secondary Developmental Reading
- Foundations of Language Development
- Reading in the Content Areas
- Research in Reading

#### Diagnosis/Remediation

- Diagnosis of Reading Difficulties
- Techniques of Remediation of Reading Problems
- Clinical Evaluation of Reading Difficulties
- Teaching Reading to Exceptional Students

#### Practica

- Practicum/Field Experiences in Reading
- Practicum/Internship in Consulting and Supervision

They were also asked to rate each of the courses they had taken on a scale from 1 to 5 as to its value in preparing them for the tasks they undertook as reading specialists. The ratings were: 1 = essential; 2 = extremely helpful; 3 = helpful; 4 = of limited value; and 5 = of no value. The median rating for each course was obtained in order to determine which courses were regarded as helpful in enabling reading specialists to fulfill their professional roles. Table I lists the median rating and number of respondents who had taken each course.

TABLE I  
 MEDIAN RATING OF COURSES INCLUDED IN READING  
 SPECIALIST CERTIFICATION PROGRAMS

Course Title	Median Rating	Number of Teachers
Techniques of Remediation of Reading Problems	1.22	83
Diagnosis of Reading Difficulties	1.25	105
Clinical Evaluation of Reading Difficulties	1.31	74
Practicum in Reading	1.49	84
Practicum in Consulting and Supervision	1.64	25
Primary Developmental Reading	1.78	92
Teaching Reading to Exceptional Students	1.86	53
Secondary Developmental Reading	2.37	41
Reading in the Content Areas	2.58	60
Foundations of Language Development	2.68	64
Children's Literature	2.73	94

Respondents' comments indicated that these titles were not always typical of a single course; for example, Techniques of Remediation, Diagnosis of Reading Problems, and Clinical Evaluation were often taken in some combination under one or two headings. Also, the topics suggested by the course titles were sometimes perceived as being covered in courses other than those specifically

titled; for example, Teaching Reading to Exceptional Students was listed as being included in coursework for instruction of learning disabled students.

Responding reading specialists appeared to consider all of their preparatory coursework helpful in varying degrees; the lowest median rating was 2.73 and a value of 3 indicated "helpful." Therefore, more than half the respondents considered even the least favorably rated course to be helpful. Courses included in the three general classifications tended to remain clustered when considered by median rating. The general category of coursework which reading specialists perceived as most valuable was "Diagnosis/Remediation;" "Practica" was second; and the more general "Foundations" courses rated third in preparatory value.

Hypothesis one stated that there was no significant difference on number of graduate hours in reading obtained by the reading specialist for type of recommending institution and school district. Analysis results supported the null hypothesis, and are as follows:

TABLE II  
ANALYSIS OF VARIANCE TABLE - NUMBER OF GRADUATE HOURS  
TAKEN TOWARD READING SPECIALIST CERTIFICATION  
BY TYPE OF RECOMMENDING INSTITUTION AND  
SCHOOL DISTRICT

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Institution	.49	1	.49	.00
District	138.89	1	138.89	.80
Institution X District	246.88	1	246.88	1.42
Within Error	17693.63	102	17693.63	

### Placement of Students into Special Reading Classes

Reading specialists were asked to mark the procedure or procedures used as the basis for placement of students into special reading classes. Table III shows the number and percent of responding teachers whose schools use each of the following placement procedures.

TABLE III  
METHODS USED FOR PLACEMENT OF STUDENTS  
INTO SPECIAL READING CLASSES

Placement Procedure	Number of Teachers	Percent of Teachers
Achievement test results	121	93.1
Classroom teacher recommendation	118	90.8
Individual diagnosis	90	69.2
Screening instrument results	67	51.2
Parent recommendation	47	36.2
Other	5	3.8

Three respondents stated that a single criterion was used as the basis for placement into special reading classes; all others indicated that a combination of two or more procedures was used as the basis for placement.

When asked if screening instruments were administered, 49 respondents, or 37.6%, indicated that there was no routine administration of screening

instruments; 81, or 62.3%, stated that screening instruments were routinely administered. Of these 81, 30 indicated that screening was the responsibility of a single person or group of persons; for example, all screening instruments administered by classroom teachers. Fifty-one stated that screening tests were administered by a combination of groups or persons. Table IV shows the number and percent of respondents whose schools use each type of personnel for administration of screening instruments. The most commonly designated "other" was the school counselor.

TABLE IV  
PERSONNEL RESPONSIBLE FOR ADMINISTRATION  
OF SCREENING INSTRUMENTS

Personnel Responsible for Administering Screening Instruments	Number of Teachers	Percent of Teachers
Special reading teacher	74	56.9
Classroom teacher	43	33.1
Psychometrist	34	26.2
Other	11	8.5

#### Direct Instruction of Special Readers

When asked by what method or methods students were grouped for instruction in special reading classes, 40, or 30.8% of the respondents, said grade placement was used for instructional grouping. Thirty-two, or 24.6%, said reading

level was used for grouping; and ten respondents, or 7.7%, said other methods were used for grouping. Forty-two special reading teachers, or 32.3%, said that a combination of methods was used for instructional grouping at their schools; and nine teachers, or 6.9%, did not respond to the question.

When asked whether special reading instruction was the sole reading instruction provided or was supplemental to classroom instruction in reading, 98, or 75.4% of the respondents, indicated that special reading instruction was supplemental to regular classroom reading instruction. Ten teachers, or 7.7%, indicated that special reading was the only reading instruction given; and ten teachers, or 7.7%, did not respond to the question. Twelve respondents, or 9.2%, checked the category of "other." The most common explanation specified for "other" was that special reading classes were supplemental at some grade placements but were the only reading instruction at others.

On a question concerning the number of special reading periods students at their schools attended per week, responses indicated that most students receiving special reading instruction did so daily. Table V shows the number and percent of respondents whose students attended each number of special reading periods per week.

TABLE V  
 NUMBER OF SPECIAL READING PERIODS ATTENDED  
 BY STUDENTS PER WEEK

Number of Instructional Periods Attended Per Week	Number of Teachers	Percent of Teachers
1	2	1.5
2 to 3	5	3.8
4 to 5	113	86.9
More than 5	1	0.8
Other	0	0.0
No response	9	6.9

Reading specialists were also asked to indicate the number of special reading instruction periods they were responsible for conducting per day. Table VI shows the number and percent of teachers who conduct each number of instruction periods daily.

TABLE VI  
 NUMBER OF SPECIAL READING PERIODS CONDUCTED  
 BY READING SPECIALISTS PER DAY

Number of Instructional Periods Conducted Per Day	Number of Teachers	Percent of Teachers
1	1	0.8
2	1	0.8
3	3	2.3
4	8	6.2
5	19	14.6
6	18	13.8
More than 6	68	52.3
Other	1	0.8
No response	11	9.2

Respondents were asked to check the number of minutes allotted for special reading instructional periods at their schools. Table VII shows the number and percent of teachers who indicated each time period. Those reading specialists whose response was "other" most often specified a combination of two or more instructional period lengths.



TABLE VII  
NUMBER OF MINUTES PER SPECIAL READING PERIOD

Number of Minutes	Number of Teachers	Percent of Teachers
Less than 10	0	0.0
10 to 20	2	1.5
21 to 30	45	34.6
31 to 45	39	30.0
46 to 60	19	14.6
More than 60	2	1.5
Other	13	10.0
No response	10	7.7

Reading specialists were asked to list the number of special readers for whom they provided instruction and to categorize those students by gender and grade placement. The average number of students receiving direct instruction from reading specialists per day was 33. The total number of students receiving instruction by 119 responding reading specialists, categorized by gender and grade placement, is shown in Table VIII.

TABLE VIII  
 NUMBER OF STUDENTS BY GENDER AND GRADE PLACEMENT  
 RECEIVING DIRECT READING INSTRUCTION BY  
 READING SPECIALISTS

Grade Placement	Number of Females	Number of Males
Kindergarten	0	0
Transitional First	0	0
First	167	249
Second	336	469
Third	332	511
Fourth	342	510
Fifth	298	400
Sixth	211	315

Hypothesis two stated that there was no significant difference on the number of students directly served by reading specialists by type of recommending institution and school district. Analysis results support the null hypothesis and are shown in Table IX.

TABLE IX  
ANALYSIS OF VARIANCE TABLE - NUMBER OF STUDENTS SERVED  
PER READING SPECIALIST BY TYPE OF RECOMMENDING  
INSTITUTION AND SCHOOL DISTRICT

Source	Sum of Squares	Degrees Freedom	Mean Square	F Ratio
Institution	92.96	1	92.96	.22
District	345.70	1	345.70	.81
Institution X District	1.97	1	1.97	.00
Within Error	41404.32	97	426.85	

Materials Used for Instruction in  
Special Reading Classes

Respondents were asked to estimate the percent of time each of nine instructional materials was used in special reading classes. A tenth category described as "other" was included to allow special reading teachers the option of listing additional materials used on a regular basis. They were asked to specify the type or types of "other" material and to estimate the percentage of time it was used. As the percentages of time were approximations, respondents were instructed that the percentages did not need to total exactly 100%.

The average percent of time each material was used was calculated, including the "other" category. Averages were obtained based on 125 respondents. The ranked order and average percent of time each material was reported as being used is shown in Table X.

TABLE X  
MATERIALS USED FOR INSTRUCTION  
IN SPECIAL READING CLASSES

Type of Material	Average Percent of Time
High interest/low vocabulary	37.6
Phonics emphasis texts	21.7
Taped materials (audio)	21.2
Workbooks	21.0
Teacher-made materials	20.6
Basal reader series	17.7
Rate control machines	10.6
Taped materials (video)	8.9
Student-made materials	6.3
Other	4.3

Hypothesis three stated that there was no significant difference on the percent of time materials were used for special reading instruction by type of recommending institution and school district. There a statistically significant difference at the .05 level on percent of time student-made materials were used for special reading instruction due to the interaction effect between type of recommending institution and school district. Reading specialists trained at master's-granting institutions teaching in urban schools and reading specialists trained at doctorate-granting institutions teaching in rural schools used student-made materials a greater percent of time. The amount of variance accounted for

was 4%. F-tables for the main effects and interaction effect are included in Appendix D.

### Diagnosis of Reading Difficulty

Reading specialists were asked to indicate the approximate number of students to whom they administered individual diagnostic reading tests per year. Table XI shows the number and percent of teachers who checked each range of students.

TABLE XI  
NUMBER OF STUDENTS INDIVIDUALLY DIAGNOSED FOR READING  
DIFFICULTIES BY READING SPECIALISTS PER YEAR

Number of Students	Number of Teachers	Percent of Teachers
1 to 10	13	10.0
11 to 20	15	11.5
21 to 30	21	16.2
31 to 40	13	10.0
41 to 50	17	13.1
More than 50	40	31.0
Other	6	4.6
No response	5	3.7

Hypothesis four stated that there was no significant difference on number of students individually diagnosed for reading difficulties by reading specialists by type of recommending institution or school district. Analysis results supported the null hypothesis, and are summarized in Table XII.

TABLE XII  
ANALYSIS OF VARIANCE TABLE - NUMBER OF STUDENTS  
INDIVIDUALLY DIAGNOSED BY READING SPECIALISTS  
BY TYPE OF RECOMMENDING INSTITUTION AND  
SCHOOL DISTRICT

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio
Institution	.03	1	.03	.926
District	8.23	1	8.23	.143
Institution X District	.00	1	.00	1.00
Within Error	466.62	118	3.78	

Teachers were also asked to list the diagnostic instruments most often used and the grade level or levels at which each instrument was used. The instruments listed fell into five general categories of tests. Table XIII shows the number and percent of respondents indicating each type of instrument used for diagnostic reading assessment.

TABLE XIII  
 NUMBER AND PERCENT OF READING SPECIALISTS USING EACH TYPE  
 OF DIAGNOSTIC INSTRUMENT

Type of instrument	Number of Teachers	Percent of Teachers
Tests of reading achievement	67	51.1
Sight word recognition tests	60	45.8
Individually administered reading batteries	45	34.3
Informal reading inventories	32	24.4
Tests of specific phonic skills	8	6.1
No response	19	14.5

The questionnaire did not specify that respondents were to list only individually-administered diagnostic reading tests in the section concerning diagnostic instruments used. Inclusion of group-administered tests may not indicate that students who were tested by reading achievement tests were included in the "individual diagnosis per year" count. However, if administration of reading achievement tests was considered to be individual diagnosis, it could, in part, account for the relatively large number (31%) who individually diagnosed more than 50 students per year.

Provision of Materials for Use by  
Classroom Teachers

Special reading teachers were asked to indicate the material or materials they were most frequently asked to provide for use by classroom teachers. Table XIV shows the number and percent of respondents who designated each material as being frequently requested.

TABLE XIV  
MATERIALS PROVIDED FOR CLASSROOM TEACHERS  
BY READING SPECIALISTS

Type of Material	Number of Teachers	Percent of Teachers
Materials for students who have been ability-grouped	51	39.2
Extension or enrichment materials	44	33.8
Materials for mainstreamed students	43	33.1
No materials	33	25.4
Recreational reading materials	22	16.9
Other	4	3.1
No response	10	7.7

One of the special reading teacher's possible roles is that of resource person for faculty and staff. Responses indicated that approximately 75% of reading specialists surveyed serve in that capacity to some degree. It appears that special



reading teachers are asked to provide materials for a variety of reading needs, and are not consulted solely about materials for a single type of reader.

#### Tasks Performed by the Reading Specialist

In order to determine both the types of tasks undertaken by reading specialists and the relative frequency with which the tasks were performed, respondents were asked to estimate the percent of time devoted to eight instructional and eight noninstructional tasks. A ninth category, "other," was added to both sets of tasks in order to allow special reading teachers to include additional tasks which were a regular part of their role as reading specialists. They were advised that, as the percentages were approximations, they need not total exactly 100%.

The average percent of time devoted to each task was obtained, based on 125 usable responses, and tasks were ranked by average percent of time devoted to each. Table XV shows the average percent of time devoted to each instructional task.

TABLE XV  
 AVERAGE PERCENT OF TIME DEVOTED  
 TO INSTRUCTIONAL TASKS

Task	Average Percent of Time
Teaching reading to remedial readers	78.7
Diagnosis of reading disabilities on an individual basis	18.1
Administering group reading tests	11.1
Teaching developmental reading in a classroom situation	6.8
Serving as a resource person for individual teachers	6.6
Serving as a resource person for groups of teachers	5.7
Teaching reading to gifted students	3.0
Providing inservice training in reading to faculty and staff	1.5
Other	1.3

Hypothesis five stated that there was no significant difference on percent of time devoted to instructional tasks by type of recommending institution and school district. Respondents indicated that significant difference (.05 level) on percent of time devoted to serving as a resource person for individuals when considering actual percent of time devoted to instructional tasks by type of recommending institution. Specialists trained at doctorate-granting institutions devoted a greater percent of time to serving as a resource person for individuals.

The variance accounted for was 1%. F-tables for actual percent of time devoted to instructional tasks by type of recommending institution and school district are included in Appendix E.

Table XVI shows the average percent of time devoted to each noninstructional task based on 125 responses.

TABLE XVI  
AVERAGE PERCENT OF TIME DEVOTED  
TO NONINSTRUCTIONAL TASKS

Task	Average Percent of Time
Planning	25.3
Keeping records and preparing reports	22.2
Conferring with teachers regarding student needs	18.2
Counseling with parents and students	14.1
Duties such as lunchroom and playground supervision	11.4
Serving on IEP committees	7.9
Aiding administrators in planning and implementing changes in the school reading program	6.3
Planning, implementing, and evaluating research projects	5.3
Other	0.4

Hypothesis five stated that there was no significant difference on percent of time devoted to noninstructional tasks by type of recommending institution or school district. There was a significant difference at the .05 level on the percent of time devoted to the noninstructional task of serving on Individual Education Program committees by type of recommending institution. Reading specialists trained at doctorate-granting institutions devoted a greater percent of time to serving on IEP committees. The amount of variance accounted for was 4%. F-tables for actual percent of time devoted to noninstructional tasks by type of recommending institution and school district are included in Appendix F.

Reading specialists were also asked to estimate the percent of time which should ideally be devoted to each instructional and noninstructional task in order to provide the best possible reading instruction for each child. The same nine categories were included for both sets of tasks, and respondents were advised that percentages were approximate and did not need to total exactly 100%. Table XVII shows the ranked order of and average percent of time which ideally should be devoted to instructional tasks, based on 125 reading specialist responses.

TABLE XVII  
 AVERAGE PERCENT OF TIME IDEALLY DEVOTED  
 TO INSTRUCTIONAL TASKS

Task	Average Percent of Time
Teaching reading to remedial readers	57.9
Diagnosis of reading disabilities on an individual basis	21.3
Teaching reading to gifted students	11.4
Administering group reading tests	11.2
Serving as a resource person for individual teachers	10.9
Teaching developmental reading in a classroom situation	10.7
Serving as a resource person for groups of teachers	9.0
Providing inservice training in reading to faculty and staff	9.0
Other	0.8

Hypothesis six stated that there was no significant difference on percent of time ideally devoted to instructional tasks by type of recommending institution or school district. There was a significant difference at the .05 level on percent of time ideally devoted to the instructional task of teaching remedial reading by type of school district. Reading specialists working in urban school districts perceived a greater amount of time ideally devoted to direct instruction of remedial readers than did specialists working in rural school districts. The amount of variance

accounted for was 6%. F-tables for percent of time ideally devoted to instructional tasks by type of recommending institution and school district are included in Appendix G.

Respondents were asked to estimate the percent of time which ideally should be devoted to noninstructional tasks in order to provide the best possible reading instruction for all students. They were advised that the percentages were estimates and did not need to total exactly 100%. Table XVIII shows the average percent of time ideally devoted to noninstructional tasks based on 125 responses.

TABLE XVIII  
AVERAGE PERCENT OF TIME IDEALLY DEVOTED  
TO NONINSTRUCTIONAL TASKS

Task	Average Percent of Time
Planning	22.8
Conferring with teachers regarding student needs	19.6
Counseling with parents and students	17.0
Keeping records and writing reports	14.8
Aiding administrators in planning and implementing changes in the school reading program	14.3
Planning, implementing, and evaluating research projects	9.6
Serving on IEP committees	8.9
Duties such as lunchroom and playground supervision	3.3
Other	0.2

Hypothesis six stated that there was no significant difference on amount of time ideally devoted to noninstructional tasks by type of recommending institution and school district. Analysis results supported the null hypothesis. F-tables for percent of time ideally devoted to noninstructional tasks are included in Appendix H.

The task which reading specialists indicate occupies the greatest amount of instructional time is direct instruction of remedial readers. Administration of individual and group reading tests rank second and third in mean percent of time required. Although 75% of the respondents indicated that they were requested by classroom teachers to provide reading materials, the mean percent of time devoted to this task is relatively low. Providing inservice for faculty and staff was ranked eighth, followed only by "other," requiring an average of 1.5% of instructional time. Special reading teachers are being utilized almost exclusively as teachers and very rarely in a consulting capacity.

Noninstructional time shows more equal emphasis placed on a variety of tasks, including planning, record-keeping, conferring with teachers concerning student needs, and counseling parents and students. Respondents that more than ten percent of their noninstructional time is devoted to duties such as lunchroom and playground supervision. The least emphasis appears to be placed on aiding administrators in decision-making about the school reading program and on conducting reading research.

The mean percent of instructional time ideally devoted to the same eight tasks resulted in a ranked order very similar to actual percent of time. Direct instruction of remedial readers still received a far greater average percent of time (57.9) than the other categories and individual diagnosis again ranked second. Providing reading instruction for gifted students was the only task which changed rank significantly—from seventh to third—with other tasks remaining in

nearly the same relative order. Teaching developmental reading in a classroom situation fell slightly, from fourth to sixth. This appears to indicate that special reading teachers consider instruction of exceptional students (both remedial and gifted) to be a task more ideally undertaken by reading specialists, and developmental reading instruction more ideally undertaken by others.

The mean percent of time ideally spent on noninstructional tasks produced a ranked order similar to actual percent of time. Record-keeping was ranked slightly lower in priority (fourth rather than second) and research and aiding administrators in implementing changes in the school reading program moved up slightly in the ranking (fifth and sixth rather than seventh and eighth), indicating that reading specialists feel that these tasks deserve more time than they actually receive. Duties such as playground and lunchroom supervision were perceived as playing little part in provision of optimum reading instruction, as this category fell to the bottom of the order, followed only by "other."

### Perceived Differences Between Actual and Ideal

#### Percent of Time Devoted to Instructional and Noninstructional Tasks

Hypothesis seven stated that there was no significant difference (.05 level) between actual and ideal percent of time devoted to instructional and noninstructional tasks. There was a significant difference at the .05 level on the percent of time actually devoted and the percent of time perceived as ideally devoted to the following instructional tasks:

A greater percent of time ideally devoted to teaching reading to gifted students;

A lesser percent of time ideally devoted to teaching reading to remedial students;



A greater percent of time ideally devoted to diagnosis of reading difficulties on an individual basis;

A greater percent of time ideally devoted to providing inservice in reading for faculty and staff;

A greater percent of time ideally devoted to serving as a resource person for groups of teachers; and

A greater percent of time ideally devoted to serving as a resource person for individual teachers.

F-tables comparing percent of time actually and ideally devoted to instructional tasks are included in Appendix I.

There was a significant difference on the percent of time actually devoted and the percent of time perceived as ideally devoted to the following noninstructional tasks:

A greater percent of time ideally devoted to counseling with remedial students and their parents;

A lesser percent of time ideally devoted to keeping records and preparing reports;

A lesser percent of time ideally devoted to duties such as playground and lunchroom; and

A greater percent of time ideally devoted to aiding administrators in implementing changes in the reading program.

F-tables comparing percent of time actually and ideally devoted to noninstructional tasks are included in Appendix J.

Although there were several significant differences between actual and ideal percent of time devoted to both instructional and noninstructional tasks, the similarity between rankings, particularly on instructional tasks, implies that responding reading specialists view themselves primarily as instructors of

students, and perceive direct instruction of students as being the way to provide optimum reading instruction for all students in their schools. Reading specialists indicate an interest in increasing the amount of time devoted to such noninstructional tasks as research and planning and implementing change in school reading programs; and in decreasing the amount of time devoted to direct instruction of remedial readers. However, the average percent of time ideally devoted to these tasks indicates an emphasis on direct instruction rather than on advisory tasks.

Comparison of the Role of the Reading Specialist  
in the State of Oklahoma to Trends Noted  
in the Literature

Although two reading specialists, one full-time and one half-time, stated that direct instruction of readers was not part of their reading specialist duties, neither indicated that supervision of reading instruction was included in their responsibilities. Supervision was not listed by any of the other respondents as a task performed in conjunction with instructional or noninstructional duties.

Advising classroom teachers concerning materials and methods for reading instruction was the second most commonly performed task for Ivers' (1975) specialists and was the primary task for 16% of Del-Val's (1976) respondents. An average of 12.3% of instructional time was devoted to serving as a resource person for individuals and groups of classroom teachers by Oklahoma reading specialists, and these two tasks were ranked fifth and sixth of nine instructional tasks. Although a precise comparison is not possible using the available figures, advising classroom teachers appears to receive less emphasis from Oklahoma reading specialists than from other reading specialists surveyed.

Provision of inservice was cited as the actual task of a single reading specialist in the literature. Provision of inservice was ranked eighth of nine tasks, before only "other," and the average percent of instructional time it received was estimated as 1.5%. The task of providing inservice appears to be performed relatively infrequently by both Oklahoma and other reading specialists.

Individual diagnosis of disabled readers was cited as a primary function of reading specialists by the IRA Evaluation Committee (1979) and by Ivers (1975). It was ranked as the second most frequently performed instructional task by Oklahoma reading specialists, receiving an average of 18.1% of instructional time. Individual diagnosis of disabled readers appears to be a primary task of Oklahoma and other reading specialists.

Provision of diagnostic feedback was not specifically included in the tasks performed by Oklahoma reading specialists, but the category "conferring with teachers regarding student needs" would conceivably include this type of feedback. Conferring with teachers was ranked second of nine noninstructional tasks, receiving an estimated 18.2% of noninstructional time. As no percentages or rankings were cited in the literature, comparisons as to relative emphasis would not be meaningful.

Conducting parent conferences was cited as the actual task of a single reading specialist in the literature. It was ranked as the third most commonly performed noninstructional task by Oklahoma reading specialists, receiving an estimated 14.1% of noninstructional time. This indicates that a greater emphasis may be placed on conducting parent conferences by Oklahoma reading specialists than by others.

Curriculum development was cited as the task of a single reading specialist in the literature. Although curriculum development was not specifically listed as a task performed by Oklahoma reading specialists, the noninstructional category

"aiding administrators in planning and implementing changes in the school reading program" would conceivably involve this responsibility. It was ranked seven of nine noninstructional tasks, receiving an estimated 6.3% of noninstructional time. Curriculum development appears to be task which is performed infrequently by Oklahoma and other reading specialists.

Development of instructional materials was cited as the third most frequently performed task by reading specialists in the IRA Evaluation Committee survey (1979). It was not specifically listed as a task performed by any Oklahoma reading specialist, although it is probable that development of instructional for use in the reading specialist's classroom is relatively common.

Direct instruction of remedial readers was cited as the most frequently performed task of reading specialists by Bean (1979), Cohen et. al. (1978), the IRA Evaluation Committee (1979), and Del-Val (1976). It was ranked as the task most frequently performed by Oklahoma reading specialists, receiving an average of 78.7% of instructional time. This indicates that direct instruction of remedial readers outside the classroom is the task to which most instructional time is devoted by Oklahoma and other reading specialists.

Direct instruction of development readers was cited as the task performed fourth most frequently by reading specialists in the IRA Evaluation Committee survey (1979). It was ranked fourth of nine instructional tasks by Oklahoma reading specialists, receiving an estimated average of 6.8% of instructional time, indicating that emphasis placed on this task by Oklahoma reading specialists is similar to that of other reading specialists.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Based on 131 usable responses from reading specialists the personnel serving as reading specialists in Oklahoma elementary schools are most often certified in both elementary education and special reading, and hold a Master's degree. They conduct six or more special reading classes, serving an average of 33 students per day, for instructional periods ranging from 20 to 45 minutes. Materials most often used for instruction of special readers are high interest/low vocabulary materials.

The instructional task to which the special reading teacher devotes the greatest amount of time, an average of 76.7%, is that of direct instruction of remedial readers. The task which requires the second greatest average percent of time is administration of individual diagnostic reading tests. These tasks are also ranked first and second in percent of time ideally received in order to provide optimum reading instruction for all students. Thirty-one percent of the respondents administered individual diagnostic tests to more than 50 students per year, for an average of 18.1% of instructional time. Noninstructional time was devoted mainly to planning, which required an average of 25.3% of noninstructional time; record-keeping, 22.2%; conferring with teachers concerning student needs, 18.2%; counseling with parents and students, 14.1%; and duties, 11.4%. Respondents indicated that the first four tasks ideally should receive the greatest amount of time, with record-keeping changing from second to fourth in average percent of time ideally devoted. Duties such as lunchroom and

playground supervision changed to eighth of nine tasks, followed only by the category of other.

### Conclusions

1. There was no significant difference on number of graduate hours obtained by the reading specialist for type of recommending institution and school district.

2. There was no significant difference on number of students directly served per reading specialist for type of recommending institution and school district.

3. There was a significant difference at the .05 level on percent of time student-made materials were used for remedial instruction for type of recommending institution and school district. Reading specialists trained at master's-granting institutions teaching in rural school districts used student-made materials a greater percent of time.

4. There was no significant difference on number of students individually diagnosed per reading specialist for type of recommending institution and school district.

5. There was a significant difference at the .05 level on percent of time devoted to serving as a resource person for individuals on actual percent of time devoted to instructional tasks for type of recommending institution. Specialists trained at doctorate-granting institutions devoted a greater percent of time than did those trained at master's-granting institutions.

6. There was a significant difference at the .05 level on percent of time devoted to serving on Individual Education Program committees on actual percent of time devoted to noninstructional tasks for type of recommending institution. Reading specialists trained at doctorate-granting institutions devoted a greater percent of time to serving on IEP committees than did those trained at master's-granting institutions.

7. There was a significant difference at the .05 level on percent of time ideally devoted to the instructional task of teaching remedial reading by type of school district. Reading specialists teaching in urban school districts devoted a greater percent of time to direct instruction of remedial readers than did those teaching in rural school districts.

8. There was no significant difference on percent of time ideally devoted to noninstructional tasks by type of recommending institution and school district.

9. There were significant differences at the .05 level on percent of time actually devoted and the percent of time reading specialists perceived as ideally devoted to instructional tasks. Reading specialists indicated that more time ideally should be devoted to the instructional tasks of diagnosis of reading difficulties on an individual basis, teaching reading to gifted students, providing inservice training in reading to faculty and staff, serving as a resource person for individual teachers, and serving as a resource person for groups of teachers. They indicated that less time ideally should be devoted to direct instruction of remedial readers.

10. There were significant differences at the .05 level on the percent of time actually devoted and the percent of time reading specialists perceived as ideally devoted to noninstructional tasks. Reading specialists indicated that more time ideally should be devoted to the noninstructional tasks of counseling with remedial students and their parents and to aiding administrators in planning and implementing changes in the school reading program. They indicated that less time should be devoted to keeping records and writing reports and to duties such as playground and lunchroom supervision.

## Recommendations

1. A nationwide survey based on all or part of the questionnaire would further indicate whether the academic preparation and professional roles of reading specialists in the state of Oklahoma are typical of those in other states.

2. Few significant differences were found based on the variables of type of recommending institution or school district, and the differences found did not account for a meaningful percent of variance. Consideration of these variables is not recommended for future studies. However, factors such as the differences in reading specialist programs at specific institutions may affect the professional roles of reading specialists. Therefore, such factors should be isolated and investigated.

3. Sections of the questionnaire might be expanded, refined, and used as complete questionnaires in order to obtain more detailed information about individual topics.

4. Although no preparatory courses received a median rating below "helpful," consideration of factors contributing to the value of coursework recommended for reading specialist certification is desirable in order to determine how less favorably viewed courses might be improved. Also, reading specialist ratings of courses might be considered with respect to specific institutions.

5. Although educators such as Mason and Palmatier (1973), Harker (1973), H. A. Robinson (1967), and H. M. Robinson (1976) speculate that reading specialists might serve the student population more effectively in an advisory or supervisory capacity rather than by direct instruction, respondents indicated that the ideal role of reading specialists emphasizes direct instruction. An attempt should be made to investigate the factors which contribute to reading specialists' perceptions of their ideal role. It should also be determined if this perception of the ideal role of the reading specialist is typical of teacher educators involved in



reading specialist training programs, of administrators, and of classroom teachers.

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APPENDIX A

COVER LETTER AND QUESTIONNAIRE

### THE ROLE OF THE READING SPECIALIST

To the Reading Specialist:

While teaching reading at Oklahoma State University, I have become interested in the practices of reading teachers once they leave the university setting and begin working with elementary students. The accompanying questionnaire is designed to gather information about the preparatory coursework and professional responsibilities of reading specialists. Reading specialists are asked to evaluate coursework and job functions on the basis of their value in enabling them to improve the reading ability of students in their schools. This information will be used to formulate recommendations for the improvement of preparatory courses required of reading specialists. It will also serve as the basis for suggestions for more effective use of reading specialists' time. It is essential to receive input from reading specialists in order to reach valid conclusions, since they are the professionals who deal most frequently with the reading program on a school-wide basis.

Please provide the information requested by filling in the blank or checking or circling the appropriate response. All individual replies will be treated as confidential. When you have completed the questionnaire, please return it in the enclosed postage-paid envelope. If you would like a summary of the findings and recommendations, complete the request form and mail it under separate cover.

Thank you for your cooperation.

Sincerely,

Darrel Ray  
Professor, CIED  
Oklahoma State University

Sincerely,

Karen Champ  
Reading Instructor  
Oklahoma State University

#### SCHOOL DATA

1. Please circle the approximate number of students in your school.  
a. less than 250    b. 250 to 500    c. more than 500
2. What grade levels are taught in your school? \_\_\_\_\_
3. In what county is your school located? \_\_\_\_\_

#### PROFESSIONAL DATA

1. Number of years of public school teaching experience \_\_\_\_\_
2. Number of years at present school \_\_\_\_\_
3. Number of years in present position \_\_\_\_\_
4. Highest degree obtained \_\_\_\_\_
5. Type of certification: (Please circle those appropriate.)
  - a. Elementary Teaching
  - b. Reading Specialist (Provisional)
  - c. Reading Specialist (Standard)
  - d. Other (please specify) \_\_\_\_\_
6. Name of institution issuing recommendation for certification \_\_\_\_\_
7. Title of your position: (Please circle those appropriate.)
  - a. Reading Teacher
  - b. Reading Specialist
  - c. Reading Consultant
  - d. Other (please specify) \_\_\_\_\_

### PROFESSIONAL PREPARATION

Please list the number of graduate hours obtained in each of the following areas, and rate the courses you took according to the following classifications:  
1 = Essential; 2 = Extremely Helpful; 3 = Helpful; 4 = Of Limited Value; 5 = Of No Value.

#### Foundations

	Hours	Essential	Helpful	No value		
Children's Literature	_____	1	2	3	4	5
Primary Developmental Reading	_____	1	2	3	4	5
Secondary Developmental Reading	_____	1	2	3	4	5
Foundations of Language Development	_____	1	2	3	4	5
Reading in the Content Areas	_____	1	2	3	4	5
Research in Reading	_____	1	2	3	4	5
Other (please specify)	_____	1	2	3	4	5
_____	_____	1	2	3	4	5

#### Diagnosis/Remediation

Diagnosis of Reading Difficulties	_____	1	2	3	4	5
Techniques of Remediation of Reading Problems	_____	1	2	3	4	5
Clinical Evaluation of Reading Difficulties	_____	1	2	3	4	5
Teaching Reading to Exceptional Students	_____	1	2	3	4	5
Other (please specify)	_____	1	2	3	4	5
_____	_____	1	2	3	4	5

#### Practica

Practicum/Field Experiences in Reading	_____	1	2	3	4	5
Practicum/Internship in Consulting and Supervision	_____	1	2	3	4	5
Other (please specify)	_____	1	2	3	4	5
_____	_____	1	2	3	4	5

### DATA CONCERNING PLACEMENT INTO SPECIAL READING CLASSES

Please check (✓) the procedures used as the basis for placement into special reading classes. (Check more than one if applicable.)

- \_\_\_\_\_ 1. Achievement test results  
 \_\_\_\_\_ 2. Classroom teacher recommendation  
 \_\_\_\_\_ 3. Individual diagnosis by reading specialist or other  
 \_\_\_\_\_ 4. Parent recommendation  
 \_\_\_\_\_ 5. Screening instrument results  
 \_\_\_\_\_ 6. Other (please specify) \_\_\_\_\_

If screening instruments are administered, please check (✓) the person(s) responsible for administration of screening instruments. (Check more than one if applicable.)

- \_\_\_\_\_ 1. Classroom Teacher  
 \_\_\_\_\_ 2. Reading Specialist  
 \_\_\_\_\_ 3. Psychometrist  
 \_\_\_\_\_ 4. Other (please specify) \_\_\_\_\_

### DATA CONCERNING DIRECT INSTRUCTION OF SPECIAL READERS

If direct instruction of special readers is not part of your job function, please do not complete this section. Please proceed to "DATA CONCERNING DIAGNOSIS OF READING DIFFICULTY."

1. With how many students per grade placement do you work? (Please classify students according to gender.)

	F	M		F	M
K	_____	_____	3	_____	_____
*	_____	_____	4	_____	_____
1	_____	_____	5	_____	_____
2	_____	_____	6	_____	_____

\*Transitional First Grade

2. Please check (✓) the method(s) by which students are grouped for instruction in special reading classes. (Check more than one if applicable.)

\_\_\_\_\_ a. Grade Placement  
 \_\_\_\_\_ b. Reading Level  
 \_\_\_\_\_ c. Other (please specify) \_\_\_\_\_

3. Is the reading instruction provided in special reading classes:

\_\_\_\_\_ a. the only reading instruction provided?  
 \_\_\_\_\_ b. supplementary to classroom instruction?  
 \_\_\_\_\_ c. other (please specify) \_\_\_\_\_

4. Please check (✓) the number of special reading instruction periods each student attends per week.

\_\_\_\_\_ a. one  
 \_\_\_\_\_ b. 2 - 3  
 \_\_\_\_\_ c. 4 - 5  
 \_\_\_\_\_ c. more than 5  
 \_\_\_\_\_ d. other (please specify) \_\_\_\_\_

5. Please check (✓) the number of instructional periods you conduct per day.

\_\_\_\_\_ a. one  
 \_\_\_\_\_ b. two  
 \_\_\_\_\_ c. three  
 \_\_\_\_\_ d. four  
 \_\_\_\_\_ e. five  
 \_\_\_\_\_ f. six  
 \_\_\_\_\_ g. more than six  
 \_\_\_\_\_ h. other (please specify) \_\_\_\_\_

6. Please check (✓) the number of minutes per instructional period.

\_\_\_\_\_ a. less than 10  
 \_\_\_\_\_ b. 10 - 20  
 \_\_\_\_\_ c. 21 - 30  
 \_\_\_\_\_ d. 31 - 45  
 \_\_\_\_\_ e. 46 - 60  
 \_\_\_\_\_ f. more than 60

7. Please circle the approximate percent of time you use each of the following materials in special reading classes. (As these are approximations, they need not total exactly 100 %.)

	Percent of time										
	0	10	20	30	40	50	60	70	80	90	100
Basal reader series	0	10	20	30	40	50	60	70	80	90	100
Phonics emphasis texts	0	10	20	30	40	50	60	70	80	90	100
High interest/low vocabulary materials	0	10	20	30	40	50	60	70	80	90	100
Teacher-made materials	0	10	20	30	40	50	60	70	80	90	100
Student-made materials	0	10	20	30	40	50	60	70	80	90	100
Workbooks	0	10	20	30	40	50	60	70	80	90	100
Rate control machines	0	10	20	30	40	50	60	70	80	90	100
Taped materials (audio)	0	10	20	30	40	50	60	70	80	90	100

	Percent of time										
	0	10	20	30	40	50	60	70	80	90	100
Taped materials (video)	0	10	20	30	40	50	60	70	80	90	100
Other (please specify)	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100

#### DATA CONCERNING DIAGNOSIS OF READING DIFFICULTY

1. Please indicate the approximate number of students to whom you administer individual diagnostic reading tests each school year.
- |       |            |       |                                 |
|-------|------------|-------|---------------------------------|
| _____ | a. 01 - 10 | _____ | e. 41 - 50                      |
| _____ | b. 11 - 20 | _____ | f. more than 50                 |
| _____ | c. 21 - 30 | _____ | g. Other (please specify) _____ |
| _____ | d. 31 - 40 |       |                                 |

2. Please list the diagnostic instruments you use most often and the grade level(s) at which each is used.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### DATA CONCERNING PROVISION OF MATERIALS

Please check (✓) the material you are most frequently requested to provide for classroom teachers.

- |       |  |
|-------|--|
| _____ | 1. Materials for use with mainstreamed students                  |
| _____ | 2. Materials for use with students who have been ability-grouped |
| _____ | 3. Enrichment or extension materials                             |
| _____ | 4. Materials for recreational reading                            |
| _____ | 5. Other (please specify) _____                                  |
| _____ | 6. None  |

#### DATA CONCERNING RESPONSIBILITIES OF THE READING SPECIALIST

Please circle the approximate percent of time you devote to each of the following: (As these are approximations, they need not total exactly 100%).

<u>Instructional</u>	Percent of Time										
	0	10	20	30	40	50	60	70	80	90	100
1. Teaching reading to gifted students	0	10	20	30	40	50	60	70	80	90	100
2. Teaching reading to remedial students	0	10	20	30	40	50	60	70	80	90	100
3. Teaching developmental reading in a classroom situation	0	10	20	30	40	50	60	70	80	90	100
4. Diagnosing reading difficulties on an individual basis	0	10	20	30	40	50	60	70	80	90	100
5. Administering group reading tests	0	10	20	30	40	50	60	70	80	90	100
6. Providing inservice training in reading to faculty and staff	0	10	20	30	40	50	60	70	80	90	100
7. Serving as a materials resource person for groups of teachers	0	10	20	30	40	50	60	70	80	90	100



	Percent of time										
8. Serving as a materials resource person for individual teachers	0	10	20	30	40	50	60	70	80	90	100
9. Other (please specify)	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100

Please circle the approximate percent of time you devote to each of the following:  
(As these are approximations, they need not total exactly 100%).

<u>Non-Instructional</u>	Percent of Time										
1. Counseling with parents and students	0	10	20	30	40	50	60	70	80	90	100
2. Keeping records; preparing reports	0	10	20	30	40	50	60	70	80	90	100
3. Conferring with teachers regarding student needs	0	10	20	30	40	50	60	70	80	90	100
4. Serving on IEP committees	0	10	20	30	40	50	60	70	80	90	100
5. Planning	0	10	20	30	40	50	60	70	80	90	100
6. Duties such as lunchroom or playground supervision	0	10	20	30	40	50	60	70	80	90	100
7. Planning, implementing, and evaluating research projects	0	10	20	30	40	50	60	70	80	90	100
8. Aiding administrators in planning and implementing changes in the school reading program	0	10	20	30	40	50	60	70	80	90	100
9. Other (please specify)	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100

#### THE IDEAL ROLE OF THE READING SPECIALIST

Please circle the approximate percent of time reading specialists should devote to each of the following activities in order to provide the best possible reading instruction for each child in his or her school. (As these are approximations, they need not total exactly 100%.)

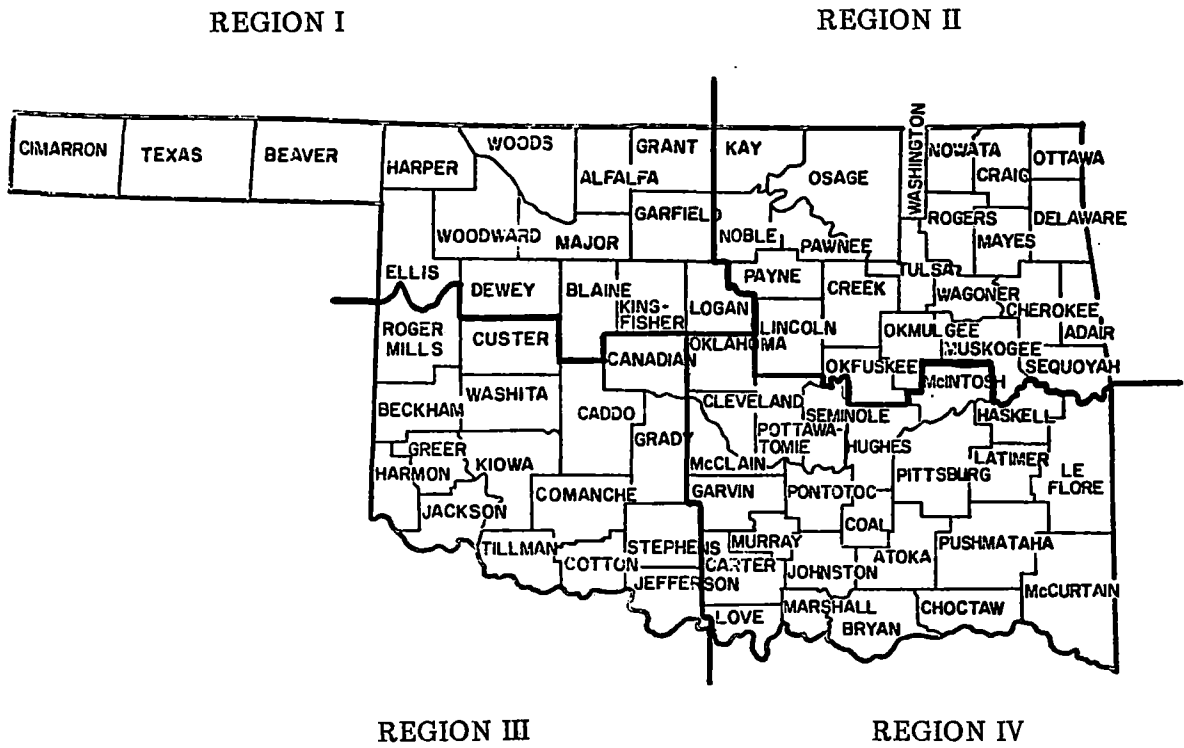
<u>Instructional</u>	Percent of Time										
1. Teaching reading to gifted students	0	10	20	30	40	50	60	70	80	90	100
2. Teaching reading to remedial students	0	10	20	30	40	50	60	70	80	90	100
3. Teaching developmental reading in a classroom situation	0	10	20	30	40	50	60	70	80	90	100
4. Diagnosing reading difficulties on an individual basis	0	10	20	30	40	50	60	70	80	90	100
5. Administering group reading tests	0	10	20	30	40	50	60	70	80	90	100
6. Providing inservice training in reading to faculty and staff	0	10	20	30	40	50	60	70	80	90	100
7. Serving as a materials resource person for groups of teachers	0	10	20	30	40	50	60	70	80	90	100
8. Serving as a materials resource person for individual teachers	0	10	20	30	40	50	60	70	80	90	100
9. Other (please specify)	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100

Please circle the approximate percent of time reading specialists should devote to each of the following activities in order to provide the best possible reading instruction for each child in his or her school. (As these are approximations, they need not total exactly 100%.)

<u>Non-Instructional</u>	Percent of Time										
1. Counseling with parents and students	0	10	20	30	40	50	60	70	80	90	100
2. Keeping records, preparing reports	0	10	20	30	40	50	60	70	80	90	100
3. Conferring with teachers regarding student needs	0	10	20	30	40	50	60	70	80	90	100
4. Serving on IEP committees	0	10	20	30	40	50	60	70	80	90	100
5. Planning	0	10	20	30	40	50	60	70	80	90	100
6. Duties such as lunchroom or playground supervision	0	10	20	30	40	50	60	70	80	90	100
7. Planning, implementing, and evaluating research projects	0	10	20	30	40	50	60	70	80	90	100
8. Aiding administrators in planning and implementing changes in the school reading program	0	10	20	30	40	50	60	70	80	90	100
9. Other (please specify)	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100
_____	0	10	20	30	40	50	60	70	80	90	100

APPENDIX B

OKLAHOMA STATE MAP OF SAMPLING REGIONS



## APPENDIX C

REGIONS BY COUNTY AND NUMBER OF USABLE  
RESPONSES RECEIVED

<u>Region I</u>		<u>Region II</u>		<u>Region III</u>		<u>Region IV</u>	
Alfalfa	1	Adair	1	Beckham	0	Atoka	1
Beaver	2	Cherokee	0	Caddo	3	Bryan	3
Blaine	0	Craig	0	Canadian	4	Carter	0
Cimarron	1	Creek	5	Commanche	8	Choctaw	1
Dewey	2	Delaware	1	Cotton	2	Cleveland	4
Ellis	1	Kay	0	Custer	3	Coal	0
Garfield	7	Lincoln	3	Grady	4	Garvin	3
Grant	2	Mayes	3	Greer	1	Haskell	0
Harper	1	Muskogee	2	Harmon	0	Hughes	0
Kingfisher	4	Noble	1	Jackson	2	Johnston	1
Logan	2	Nowata	1	Jefferson	0	Latimer	1
Major	3	Okfuskee	1	Kiowa	2	LeFlore	2
Texas	4	Okmulgee	1	Roger Mills	0	Love	0
Woods	3	Osage	1	Stephens	3	Marshall	1
Woodward	4	Ottawa	1	Tillman	0	McClain	1
		Pawnee	0	Washita	1	McCurtain	0
		Payne	2			McIntosh	0
		Rogers	2			Murray	0
		Sequoyah	0			Oklahoma	6
		Tulsa	4			Pittsburg	2
		Wagoner	1			Pontotoc	1
		Washington	0			Pottawatomie	2
						Pushmataha	1
						Seminole	1

## APPENDIX D

MAIN AND INTERACTION EFFECTS ON PERCENT OF TIME MATERIALS  
 WERE USED FOR SPECIAL READING INSTRUCTION BY TYPE  
 OF RECOMMENDING INSTITUTION AND SCHOOL DISTRICT

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Institution			10, 100	.72	
Basal	1, 109	.01			.0000
Phonic	1, 109	.01			.0001
Hi/Lo	1, 109	.77			.0069
Teacher-made	1, 109	1.96			.0175
Student-made	1, 109	1.42			.0123
Workbook	1, 109	.01			.0001
Rate	1, 109	.91			.0081
Audio	1, 109	1.52			.0146
Video	1, 109	.01			.0001
Other	1, 109	.15			.0014
District			10, 100	1.31	
Basal	1, 109	1.31			.0119
Phonic	1, 109	.22			.0020
Hi/Lo	1, 109	.87			.0078
Teacher-made	1, 109	.09			.0008
Student-made	1, 109	.11			.0009
Workbook	1, 109	3.10			.0275
Rate	1, 109	3.87			.0340
Audio	1, 109	.08			.0007
Video	1, 109	.07			.0006
Other	1, 109	.00			.0000
Institution X District			10, 100	1.01	
Basal	1, 109	.03			.0003
Phonic	1, 109	.25			.0023
Hi/Lo	1, 109	.07			.0006
Teacher-made	1, 109	.74			.0070
Student-made	1, 109	4.76*			.0400
Workbook	1, 109	.57			.0050
Rate	1, 109	.01			.0001
Audio	1, 109	.68			.0060
Video	1, 109	.09			.0009
Other	1, 109	1.14			.0100

\* Significant at the .05 level

## APPENDIX E

MAIN AND INTERACTION EFFECTS ON ACTUAL PERCENT OF TIME  
DEVOTED TO INSTRUCTIONAL TASKS BY TYPE OF  
RECOMMENDING INSTITUTION AND  
SCHOOL DISTRICT

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Institution			9, 108	1.50	
Gifted	1, 116	.01			.0000
Remedial	1, 116	.43			.0038
Developmental	1, 116	.15			.0008
Diagnosis	1, 116	.02			.0004
Group Testing	1, 116	.05			.0002
In-service	1, 116	.10			.0001
Group Resource	1, 116	.00			.0001
Individual					
Resource	1, 116	3.96*			.0103
Other	1, 116	2.00			.0032
District			9, 108	.68	
Gifted	1, 116	.68			.0018
Remedial	1, 116	.70			.0063
Developmental	1, 116	1.41			.0078
Diagnosis	1, 116	.67			.0120
Group Testing	1, 116	.19			.0009
In-service	1, 116	.17			.0002
Group Resource	1, 116	.50			.0014
Individual					
Resource	1, 116	.00			.0000
Other	1, 116	.09			.0001
Institution X District			9, 108	.51	
Gifted	1, 116	1.62			.0044
Remedial	1, 116	.02			.0002
Developmental	1, 116	.01			.0000
Diagnosis	1, 116	.00			.0000
Group Testing	1, 116	.19			.0009
In-service	1, 116	.02			.0000
Group Resource	1, 116	.00			.0000
Individual					
Resource	1, 116	.17			.0004
Other	1, 116	1.93			.0030

\* Significant at the .05 level

## APPENDIX F

MAIN AND INTERACTION EFFECTS ON ACTUAL PERCENT OF TIME  
DEVOTED TO NONINSTRUCTIONAL TASKS BY TYPE OF  
RECOMMENDING INSTITUTION AND  
SCHOOL DISTRICT

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Institution			9, 109	1.70	
Counseling	1, 117	.02			.0001
Record-keeping	1, 117	.70			.0059
Conferences	1, 117	2.12			.0175
I.E.P.	1, 117	5.51*			.0446
Planning	1, 117	.41			.0035
Duties	1, 117	.47			.0041
Research	1, 117	.10			.0009
Planned change	1, 117	.47			.0040
Other	1, 117	1.57			.0128
District			9, 109	1.42	
Counseling	1, 117	.01			.0000
Record-keeping	1, 117	.16			.0013
Conferences	1, 117	.88			.0073
I.E.P.	1, 117	1.01			.0081
Planning	1, 117	.17			.0015
Duties	1, 117	.17			.0015
Research	1, 117	3.30			.0274
Planned change	1, 117	1.95			.0162
Other	1, 117	1.57			.0128
Institution X District			9, 109	.80	
Counseling	1, 117	.20			.0017
Record-keeping	1, 117	.11			.0009
Conferences	1, 117	.83			.0068
I.E.P.	1, 117	.01			.0000
Planning	1, 117	.01			.0001
Duties	1, 117	.00			.0000
Research	1, 117	.21			.0017
Planned change	1, 117	.90			.0074
Other	1, 117	2.45			.0199

\* Significant at the .05 level

## APPENDIX G

MAIN AND INTERACTION EFFECTS ON PERCENT OF TIME IDEALLY  
DEVOTED TO INSTRUCTIONAL TASKS BY TYPE OF RECOMMENDING  
INSTITUTION AND SCHOOL DISTRICT

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Institution			9, 104	1.92	
Gifted	1, 112	3.06			.0264
Remedial	1, 112	.17			.0015
Developmental	1, 112	1.27			.0111
Diagnosis	1, 112	.00			.0000
Group Testing	1, 112	.02			.0001
Inservice	1, 112	1.84			.0157
Group Resource	1, 112	1.97			.0165
Individual					
Resource	1, 112	.00			.0000
Other	1, 112	2.70			.0233
District			9, 104	1.73	
Gifted	1, 112	.63			.0054
Remedial	1, 112	6.63*			.0558
Developmental	1, 112	1.78			.0155
Diagnosis	1, 112	.11			.0010
Group Testing	1, 112	.24			.0021
Inservice	1, 112	1.81			.0155
Group Resource	1, 112	2.37			.0199
Individual					
Resource	1, 112	.24			.0021
Other	1, 112	.41			.0035
Institution X District			9, 104	1.13	
Gifted	1, 112	.11			.0010
Remedial	1, 112	.02			.0002
Developmental	1, 112	.01			.0000
Diagnosis	1, 112	.37			.0033
Group Testing	1, 112	1.12			.0099
Inservice	1, 112	1.38			.0118
Group Resource	1, 112	2.93			.0245
Individual					
Resource	1, 112	2.46			.0215
Other	1, 112	1.07			.0092

\* Significant at the .05 level



## APPENDIX H

MAIN AND INTERACTION EFFECTS ON PERCENT OF TIME IDEALLY  
 DEVOTED TO NONINSTRUCTIONAL TASKS BY TYPE OF  
 RECOMMENDING INSTITUTION AND SCHOOL DISTRICT

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Institution			9, 105	.94	
Counseling	1, 113	.02			.0002
Record-Keeping	1, 113	1.06			.0092
Conferences	1, 113	3.12			.0265
I.E.P.	1, 113	.02			.0002
Planning	1, 113	1.41			.0120
Duties	1, 113	.47			.0041
Research	1, 113	.10			.0009
Planned Change	1, 113	1.70			.0147
Other	1, 113	.45			.0039
District			9, 105	1.09	
Counseling	1, 113	.01			.0001
Record-Keeping	1, 113	.22			.0019
Conferences	1, 113	.22			.0019
I.E.P.	1, 113	2.73			.0236
Planning	1, 113	1.65			.0141
Duties	1, 113	.02			.0002
Research	1, 113	.16			.0014
Planned Change	1, 113	.02			.0002
Other	1, 113	.45			.0039
Institution X District			9, 105	.82	
Counseling	1, 113	.62			.0055
Record-Keeping	1, 113	.38			.0033
Conferences	1, 113	1.23			.0104
I.E.P.	1, 113	.04			.0004
Planning	1, 113	.64			.0055
Duties	1, 113	1.38			.0120
Research	1, 113	.12			.0010
Change	1, 113	.63			.0055
Other	1, 113	.45			.0039

## APPENDIX I

PERCEIVED DIFFERENCE BETWEEN PERCENT OF TIME ACTUALLY  
AND IDEALLY DEVOTED TO INSTRUCTIONAL TASKS

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Perceived Difference			9, 114	13.75	
Gifted	1, 122	27.49*			.1743
Remedial	1, 122	43.46*			.2626
Developmental	1, 122	2.27			.0183
Diagnosis	1, 122	7.10*			.0550
Group Testing	1, 122	.53			.0043
Inservice	1, 122	53.39*			.3044
Group Resource Individual	1, 122	4.45*			.0352
Resource	1, 122	20.61*			.1445
Other	1, 122	.20			.0016

\* Significant at the .05 level

## APPENDIX J

PERCEIVED DIFFERENCE BETWEEN PERCENT OF TIME ACTUALLY  
AND IDEALLY DEVOTED TO NONINSTRUCTIONAL TASKS

<u>Source</u>	<u>Univariate</u>		<u>Multivariate</u>		<u>Eta<sup>2</sup></u>
	<u>df</u>	<u>F</u>	<u>df</u>	<u>F</u>	
Perceived Difference			9, 117	14.91	
Counseling	1, 125	13.05*			.0945
Record-keeping	1, 125	30.39*			.1956
Conferences	1, 125	3.68			.0286
I.E.P.	1, 125	2.08			.0164
Planning	1, 125	1.90			.0150
Duties	1, 125	61.01*			.3280
Research	1, 125	23.09*			.1559
Planned Change	1, 125	34.11*			.2144
Other	1, 125	.84			.0067

\* Significant at the .05 level

2  
VITA

Karen Champ Barber

Candidate for the Degree of

Doctor of Education

**Thesis:** A SURVEY OF THE ROLE OF THE READING SPECIALIST IN THE STATE OF OKLAHOMA

**Major Field:** Curriculum and Instruction

**Biographical:**

**Personal Data:** Born in Wichita, Kansas, September 24, 1951, the daughter of Frank and Marcella Champ; married to John B. Barber on June 23, 1984.

**Education:** Graduated from Raymond S. McLain High School, Tulsa, Oklahoma, in May, 1969; received Bachelor of Arts degree in English from Oklahoma State University in December, 1975; received Master of Science degree in Education from Oklahoma State University in July, 1980; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1986.

**Professional Experience:** Classroom Teacher of English, Oilton Public Schools, January, 1976, to May, 1979; Teaching Assistant, Department of Curriculum and Instruction, Oklahoma State University, August, 1979 to August, 1983; Classroom Teacher of Reading, Stillwater Public Schools, August, 1983, to present.