ABSTRACT
            Two 1-week workshops dealing with reading and reading
related topics were held during the summer of 1973 by the Kansas
Right to Read Project. The workshops were designed to acquaint the 60
participants with new reading techniques and to prepare them to
return to their schools and pass these techniques on to the other
teachers. Two methods were used to determine the effect these
participants had on their school systems after 1 year: first, a
reading survey was completed by the teachers in the schools where the
workshop members taught and second, the workshop participants wrote a
narrative summary of their year's activities. Data from the teachers
indicated that their reading programs improved significantly,
particularly with reference to the use of behavioral objectives and
reading programs for above and below average students. The workshop
participants felt they had gained confidence, enthusiasm, awareness,
and a sense of sharing with regard to the teaching of reading and
were able to pass a degree of this on to other teachers in their
buildings. Specific gains were made in establishing inservice
programs, promoting individualized reading techniques, increasing the
use of newspapers in the classroom, and developing resource banks and
skill boxes. (Author/WR)

KANSAS RIGHT-TO-READ PROJECT

PROGRAM EVALUATION

1973-1974

Report submitted to:

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KANSAS STATE RIGHT-TO-READ PROJECT
PROGRAM EVALUATION

I   INTRODUCTION

The state Right-to-Read plan is designed to bring about measurable improvements in the reading skills and attitudes of children in Kansas. Research has indicated that the classroom teacher is the key to effective reading programs. Consequently, the Kansas plan is teacher oriented in the form of inservice workshops for classroom teachers. Further information on the philosophy and total program is available in the Kansas State Department of Education booklet, Kansas Right-to-Read Plan.

In brief, the basic plan consists of a series of summer workshops where a selected group of classroom teachers are exposed to reading-related programs, suggestions and materials. These summer workshop participants then return to their own school districts and work with fellow teachers in implementing these newly acquired skills, ideas and programs through local inservice sessions.

II   EVALUATION DESIGN AND PROCEDURES

The total evaluation covers two aspects of the Kansas plan; first, the effects of the summer workshop and secondly, the influences of the workshop participants in their own schools after they have shared their workshop experiences for a year with their fellow teachers.

Attached is the evaluation for the most current summer workshop, summer 1974. The evaluation of the summer workshop 1973 was submitted last September.

The second phase of the evaluation procedure was to determine the effect of the workshop participants on their fellow teachers and the schools reading program and practices with the techniques presented during the workshop. Two methods were used to collect this type of data; one from the view-point of the participants (a narrative report) and the other from the viewpoint of the other teachers in the participants school (a survey).

Each workshop participant was asked to respond to two questions:

a. What do you feel has been the single greatest benefit derived from the Right-to-Read workshop?

b. How has the Right-to-Read workshop effected your school during the 1973-74 school year?

The participants completed the narrative report in May, 1974, one year after their summer workshop.

The second method for data collection, a reading survey, was used on a pre-post basis. This survey collected basic information on the teachers opinions and attitudes towards selected reading-related variables and current practices in their schools reading program. The survey was sent to the participants schools before they took part in the workshop, May 1973 and then again one year later, May, 1974. This data indicates whether the summer workshop participants brought about improvements in their schools program as viewed by their fellow teachers.

To facilitate handling of the data, instead of collecting reading surveys on all of the participants schools as was done the first year, this year only a sample of the schools were taken similar to ᵗ year. To determine the sampling, the list of each of the two summer ᵗ kshop participants was alphabetized by their last name, then surveys ᵗ re sent to the school of every fifth name on the list.

III RESULTS

A. Reading Survey

Using the sampling techniques, 87 teachers returned surveys in May 1973 (pre) and 85 teachers completed the surveys in May 1974 (post). These represented 11 out of 14 schools for pre-assessment and 10 out of 14 schools for post-assessment.

As indicated in Table 1, the only area where significant gains were made was in the frequency, from often to daily, of the use of Behavioral Objectives by the teachers. Greater utilization of libraries and language experience charts were not realized. The use of reading tests and magazines had a very slight gain and newspaper usage a slight loss, all of which could be contributed to chance of differing responses from the same teachers. The daily use of oral reading in the classroom did increase so said more than 20 per cent of these teachers responding to the survey.

The reading program organizational patterns of the classrooms did not seem to change significantly, as seen by the data displayed in Table 2. Several of the teachers did not respond to this section on the pre-assessment so there was a general lowering of the percentages all the way along. If an adjustment had been made for these "no responses" the difference between pre and post assessment would become even smaller. The only area of major difference is in cross-grade level grouping which might have been brought about by a change in building level philosophy in the grouping of students for reading.

TABLE I
COMPARISON ON USAGE OF READING RELATED ACTIVITIES
PRE-POST PROGRAM PARTICIPATION

Activity		Daily	Weekly	Often	Sometimes	Seldom	Never	No Response
Behavioral Objectives	Pre	19%	4%	23%	17%	7%	7%	23%
	Post	29%	12%	25%	18%	4%	3%	10%
Libraries	Pre	21%	42%	18%	10%	0%	1%	8%
	Post	27%	44%	19%	7%	0%	0%	3%
Diagnostic Reading Tests	Pre	1%	0%	27%	38%	28%	4%	2%
	Post	0%	2%	26%	52%	11%	4%	5%
Newspapers	Pre	4%	29%	4%	28%	17%	4%	14%
	Post	4%	16%	12%	32%	19%	13%	4%
Magazines Newsletters	Pre	1%	12%	17%	38%	7%	9%	16%
	Post	4%	21%	24%	28%	9%	8%	6%
Oral Reading	Pre	44%	12%	22%	10%	1%	1%	10%
	Post	67%	9%	12%	8%	1%	1%	2%
Language Experience Charts	Pre	5%	6%	19%	22%	16%	19%	13%
	Post	8%	11%	24%	21%	9%	21%	6%

TABLE 2
COMPARISON OF READING PROGRAM ORGANIZATION
PRE-POST PROGRAM PARTICIPATION

Organization activity	Pre	Post
Reading instructions given to whole class at the same time	38%	32%
Grouping of students by achievement	73%	72%
Grouping of students by common interests	11%	9%
Individualized instruction	68%	65%
Cross-grade level grouping	16%	5%
Basal reading textbook	48%	47%
Basal reader and supplementary readers	79%	71%
Non-basal reader approach	32%	22%
Reading instruction given in content-subject areas	13%	9%
Others	13%	7%

TABLE 3
COMPARISON OF FORMS OF STUDENT EVALUATION
PRE-POST PROGRAM PARTICIPATION

Form of Evaluation	Pre	Post
Commercially produced standardized achievement tests	61%	54%
Commercially produced standardized diagnostic tests	47%	44%
Informal reading inventories	40%	45%
Basal reader textbook tests	51%	64%
Teacher-made tests	66%	69%
Other	19%	7%

Table 3, forms of student evaluation, does show some slight changes. This data would indicate a shift from standardized tests to more of a criterion reference testing approach, as seen in the increase uses of teacher-made tests, basal reader tests and informal reading inventories.

Before the Right-to-Read workshop participants returned to their buildings, half of the teachers were familiar with the Right-to-Read program. By the end of the year, 87% knew about the program.

The number of teachers familiar with behavioral objectives did not increase significantly (pre-78% and post 83%) as a result of the participants exposure to this concept. Most teachers had heard of behavioral objectives in college courses. There was a greater awareness of behavioral objectives from fellow teachers (pre-16% and post 33%), possibly Right-to-Read participants, after the participants had worked a year in the schools. This trend can also be seen in Table 1 by the increased use of behavioral objectives i- the classroom.

The data from the semantic differential scales indicate:

a. That there was no real change in the reading programs designed for the average students between the pre and post assessment periods.

b. The teachers indicated that the reading program for the below average student did improve during the year. The increase in adequacy and appropriateness improved slightly: Adequate Pre, 41%; Post, 56% and Appropriate Pre, 32%; Post 45%. At the time of the pre-assessment fewer than half of the teachers felt the program was fun (38%) or meaningful (45%). After a year these percentages increased greatly: fun (60%) and more meaningful (71%).

c. The teachers indicated there was slight improvement in the program for the above average students. These programs became a little more appropriate (pre-53% and post 69%), more adequate (pre-44% and post 58%) and more fun (pre-47% and post-73%).

d. The items related to diagnosing reading problems did not change much except in the area of appropriateness, pre-40% and post-59%.

All of the teachers completing the survey were asked to rate the over-all effectiveness of their schools reading program. On both the pre and post assessment, the programs means indicated a rating of average to good. As seen in Table 4, the mean score on the pre-assessment was 6.21 and on post it was 7.10, which does show an increase in improving their programs. The change in rating is significant though when you compare the cumulative percentages of rating on pre only 2% of the teachers ranked their reading program as outstanding, scores 9 or 10, while on the post-assessment 13% of the teachers rated it outstanding. Almost half of the teachers ranked their reading programs as good to outstanding after the Right-to-Read participants had been in their schools for a year, whereas before that time only about one-fifth of the teachers rated it this high.

TABLE 4
COMPARISON OF TEACHERS OVER-ALL RATING OF THEIR SCHOOLS PROGRAMS
PRE-POST PROGRAM PARTICIPATION

SCALE	10 outstanding	9	8 good	7	6 average	5	4 fair	3	2	1 poor
CUMULATIVE %	0%	2%	21%	42%	71%	86%	94%	99%	99%	100%
PRE	0%	2%	19%	21%	29%	15%	8%	5%	0%	1%

6.21 (Mean)

SCALE	10 outstanding	9	8 good	7	6 average	5	4 fair	3	2	1 poor
POST	1%	13%	35%	20%	18%	6%	6%	1%	0%	0%
CUMULATIVE %		14%	49%	69%	87%	93%	99%	100%		

7.10 (Mean)

B. Narrative Report by Workshop Participants

Each of the participants were asked at the end of the school year after their summer workshop to respond to two questions:

a. What do you feel has been the single greatest benefit derived from the Right-to-read workshop?

b. How has the Right-to-read workshop effected your school during the 1973-74 school year?

Twenty-one (21) of the thirty (30) participants responded to these two questions.

Four words appeared over and over in the participants responses to the first question dealing with benefits they derived from the workshop; confidence, enthusiasm, awareness and sharing. Almost all of the participants used at least one of these terms in their writings. The "confidence" was their willingness and confidence to try some of the new techniques and approaches they had been exposed to. They felt the workshop gave them the "enthusiasm" needed to go out and put into practice what they had learned. They became more "aware" of the reading process and the needs of the individual students. They were particularly vocal about the sharing and exchange of ideas between the participants and between the participants, speakers and workshop director.

Other benefits mentioned were the variety of approaches they learned to cope with reading problems of the students which were very practical and the wealth of material they received at the workshop and since in The Nitty Gritty.

The only two workshop topics specifically mentioned were the individualized reading techniques, humanizing the classroom suggestions and recommendations on how to use the newspaper in the classroom.

Quotes from two of the participants narrative reports best illustrate the general tone of their collegues sentiments:

"For me personally, the days I spent at Right-to-Read gave me a renewed desire to endeavor to be a better reading teacher. The association with the other participants had to send one home. with many new ideas and a fresh outlook on the everyday problems of teaching."

"The greatest benefit were the variety ways of teaching children to read. Giving me more confidence, and enthusiasm to try new ways to reach each child."

In responding to what effect the Right-to-Read workshop has had on the districts, most participants indicated an increasing in the sharing of ideas and the cooperation between teachers. Seven participants specifically mentioned starting inservice programs or greatly expanding existing programs. They have encouraged other teachers to go to the Right-to-Read drive in conferences (one said she loaded 6 in her car and went to the Junction City program), to hear specific speakers at reading conferences and KNEA convention, and to take their principals to the Wichita Right-to-Read meeting.

As to specific topics covered in the workshop, 8 said they had promoted the use of the newspapers in the classroom, 9 helped organize individualized reading programs or pushed techniques related to them, 9 also 9 mentioned the establishment of skill boxes in their buildings, 4 said that behavioral objectives were being used for the first time or on the increase, 5 had started using perceptual training techniques and 3 felt they were making better use of parent volunteers.

Several single items were mentioned as benefits to the district:

a. Two teachers in one district had received a mini-grant from the state department.

b. The superintendent in one district has become interested in criterion reference and mastery tests.

c. A classroom with 4 typewriters for students use has been set up in one building.

Most teachers have said the greatest effect has been on their own classroom teaching. This is best expressed by the following statement from one of the participants:

"First of all, Right to Read gave me a new confidence in myself as a teacher. I now feel more at ease sharing ideas with others. I feel that I am a more conscientious teacher of reading."

IV CONCLUSIONS

The reading survey data does not seem to show as great an effect on the workshop participants schools this year as it has in the past years. The overall rating of the improvement in the schools reading program does show an increase but this is not significantly reflected

when asked about specific aspects of the reading programs and activities.

The teachers do indicate their programs for the below and above average students have been improved slightly. This is probably as the result of an increase in the use of individualized reading techniques.

As stated previously the greatest value of the Right-to-Read workshop has been the increase of confidence, awareness, enthusiasm and sharing of the participants. These are concepts which are difficult to furnish hard statistical data on. These are the ingredients which go into making a stronger teacher and as research has indicated the teacher is the key in the students learning process.

The following statement from one of the participants cites the benefits of the workshop and the sense of cooperation which it encourages:

"The greatest benefit from Right-to-Read in our district has been a working together, a sharing, a feeling of being one group. We are far apart in miles and the Right-to-Read workshops have brought us much closer together. "

APPENDIX A

INSTRUMENT

BEST COPY AVAILABLE

In an effort to collect data on reading programs, we are requesting that you complete the following survey. This data will be used a group analysis only; there is no need for you to sign your name or identify your school. Please give your honest opinions to the items below.

Return the complete survey to:

Don D. Shirley   Your district USD # _____
6001 Hauser
Shawnee, Kansas   66216   Your district name _____

Thank you for your cooperation.

* * * * * * * * * * * * * * * * * *

Section I:

A. Teacher _____   Principal _____
B. Will you be returning to your present building to teach or administer
    for the 1974-75 school year? Yes _____   No _____
C. Indicate the grade level in which you teach _____

Section II:

A. Are you familiar with the Kansas Right-to-Read program? Yes _____ No _____
B. Are you familiar with the concept of using behavioral objectives in
    teaching? Yes _____   No _____
C. If you answered YES on item 2, how did you learn about behavioral
    objectives? Book _____   Magazine _____ College-university course _____
    Administrator _____ Other teachers _____ Other source (specify)

D. How frequently do you use the following items in your present reading program?

	Daily	Weekly	Often	Sometimes	Seldon	Never
Behavioral objectives						
Libraries						
Diagnostic reading tests						
Educational TV						
Newspapers						
Magazines-Newsletters						
Oral reading						
Language experience charts						

E. How is your reading program organized? (Check more than one if needed.)

_____ Reading instructions given to whole class at the same time
_____ Grouping of students by achievement (How many groups do you
        usually have? _____)
_____ Grouping of students by common interests
_____ Individualized instruction
_____ Cross-grade level grouping
_____ Basal reading textbook
_____ Basal reader and supplementary readers
_____ Non-basal reader approach--utilizes primarily other reading
        materials (library books, newspapers, magazines, language
        experience charts, etc.)
_____ Reading instruction given in content-subject areas and not a
        separate reading period
_____ Other (specify)

F. Which of the following forms of student evaluation do you use in your
    reading program? (Check more than one if needed.)

_____ Commercially produced standardized achievement tests
_____ Commercially produced standardized diagnostic tests
_____ Informal reading inventories
_____ Basal reader textbook tests
_____ Teacher-made tests
_____ Other (specify)

In the next section, please mark once on each line for the following items:

G. Our present reading program for the average student is:

	VERY : SORT OF : NEITHER : SORT OF : VERY	
HARD	_____ : _____ : _____ : _____ : _____	EASY
APPROPRIATE	_____ : _____ : _____ : _____ : _____	INAPPROPRIATE
INADEQUATE	_____ : _____ : _____ : _____ : _____	ADEQUATE
FUN	_____ : _____ : _____ : _____ : _____	DULL
MEANINGFUL	_____ : _____ : _____ : _____ : _____	MEANINGLESS

H. Our present reading program for the below average student is:

|	VERY : SORT OF : NEITHER : SORT OF : VERY	
HARD	_____ : _____ : _____ : _____ : _____	EASY
APPROPRIATE	_____ : _____ : _____ : _____ : _____	INAPPROPRIATE
INADEQUATE	_____ : _____ : _____ : _____ : _____	ADEQUATE
FUN	_____ : _____ : _____ : _____ : _____	DULL
MEANINGFUL	_____ : _____ : _____ : _____ : _____	MEANINGLESS

I. Our present reading program for the above average student is:

VERY : SORT OF : NEITHER : SORT OF : VERY

HARD	_____ : _____ : _____ : _____ : _____	EASY
APPROPRIATE	_____ : _____ : _____ : _____ : _____	INAPPROPRIATE
INADEQUATE	_____ : _____ : _____ : _____ : _____	ADEQUATE
FUN	_____ : _____ : _____ : _____ : _____	DULL
MEANINGFUL	_____ : _____ : _____ : _____ : _____	MEANINGLESS

J. Diagnosing reading problems for individual students is:

VERY : SORT OF : NEITHER : SORT OF : VERY

HARD	_____ : _____ : _____ : _____ : _____	EASY
APPROPRIATE	_____ : _____ : _____ : _____ : _____	INAPPROPRIATE
INADEQUATE	_____ : _____ : _____ : _____ : _____	ADEQUATE
FUN	_____ : _____ : _____ : _____ : _____	DULL
MEANINGFUL	_____ : _____ : _____ : _____ : _____	MEANINGLESS

K. How would you rate the overall effectiveness of you school's reading
program in achieving the goal of providing each child with reading
skills and attitudes appropriate to his capabilities? (Circle the
appropriate number on the scale below.)

| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Outstanding | | Good | | Average | | Fair | | | Poor |
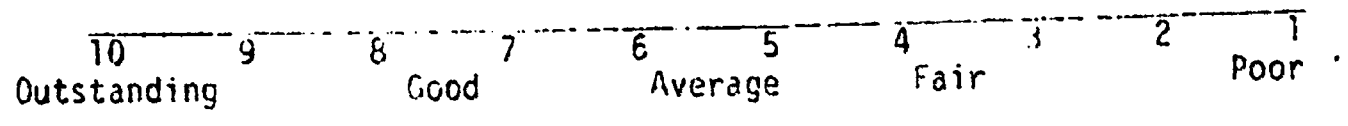
Any comments on your reading program are welcomed: