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AUTHOR Steinhour, Sue, Ed.  
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ABSTRACT

The result of a cooperative effort between the Illinois Office of Education and the Wisconsin Department of Public Instruction, this manual establishes a framework to help educators and concerned citizens plan and implement a local Right to Read program. Inherent in the philosophy reflected in this manual is the assumption that the impetus for eliminating illiteracy in each community should come from within rather than be mandated from without. Chapters include analyses of the national, state, and local Right to Read effort; Right to Read and the community; the local Right to Read advisory council; publicity and public relations; assessment and program planning; roles and responsibilities of involved individuals; and inservice education and Right to Read.  
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Instructional and noninstructional staff - Valuable contributions can be made by teachers, administrators and the supportive staff of an educational institution. Those with special skills and insights to offer the Council might be invited to participate.

Because each community is unique, the selection process must be carefully considered in order to obtain broad representation and, most important, the approval and sanction of those whom the Council will be advising. Two possible means of selecting and obtaining approval of Advisory Council members are given on the following planning sheets. The first method involves a committee to select prospective Advisory Council members. The second can be completed by the local Right to Read director.

Selecting Advisory Council Members - Method 1

Directions:

1. Choose a group of five to seven people to serve as a selection committee who will canvass the community for prospective Advisory Council members. Parents, school personnel, business leaders and senior citizens could serve on the selection committee. People from all walks of life should be considered for the Advisory Council.
2. Complete the table below to plan each step.

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments

Selecting Advisory Council Members -- Method 1

Directions:

1. Choose a group of five to seven people to serve as a selection committee who will canvass the community for prospective Advisory Council members. Parents, school personnel, business leaders and senior citizens could serve on the selection committee. People from all walks of life should be considered for the Advisory Council.
2. Complete the table below to plan each step.

Activity	Beginning Date	Completion Date	Person Responsible	Outcome	Comments
1. Choose selection committee					
2. Write criteria for selecting members.					
3. Develop list of prospective Advisory Council members.					

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*The National, State and Local  
Right to Read Effort*

乾

*Originating*



*When the firm and yielding unite it constitutes movement that can manifest and succeed. With new ventures it is a time when efforts should be made to effect a cooperative unity of all necessary elements. Probe gently to detect areas of correspondence and be forewarned of possible incompatibilities. Use the opportunities of correspondence and seek avenues to avoid conflicts.*

## SECTION A

### THE NATIONAL, STATE AND LOCAL RIGHT TO READ EFFORT

#### BACKGROUND

The National Right to Read Effort emerged in response to a decade of educational queries, assessments, and concerns regarding the reading achievement of American citizens. Throughout the 1960's, national studies and regional surveys underscored the severity of the problem and provided ideas as to the reasons for the condition.

Several conferences and national task forces were organized to discuss the state of the art in reading and to outline possible future directions. One such conference, coordinated by Dr. Empress Y. Zedler in 1967, was to report on the "Problems of Dyslexia and Related Disorders in Public Schools of the United States." The conclusion which came from this conference was that there was relatively little known concerning reading disorders in general. Among the recommendations was the request for the appointment of a commission to further study the problem.

Consequently, a national advisory committee was appointed and in 1969 their summary report, "Reading Disorders in the United States" was presented to Robert Finch, Secretary of Health, Education and Welfare. This report gave statistics which reinforced the previous data as to the gravity and intensity of the reading crisis in American education.

#### Right to Read Begins

With startling data such as:

- . . .one out of every four elementary students needs special reading assistance;
- . . .of the 700,000 students who drop out of school annually, the majority are reading two or more years below ability;

. . .the Harris Poll identified 18.5 million adults (16 years of age or older) as functional illiterates;

the National Right to Read Effort was spawned.

The development of a national reading effort was conceptualized in 1969 by former U.S. Commissioner of Education, Dr. James E. Allen, Jr., as a realistic response to the well documented reading problem. In his September 23, 1969 speech to the Association of State Boards of Education, Dr. Allen cited various statistics synthesizing the reading deficiencies throughout the United States, presenting, in summary, a challenge for the next decade.

". . . Those who do not gain the ability to read in the course of their early education lack a skill necessary to all other areas of learning and are being denied a fundamental educational right--the right to read . . . Therefore, I am herewith proclaiming my belief that we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all. . .and. . .I am calling for a total national commitment to and involvement in the achievement of the 'right to read' goal."

Thus, the ambitious goal of Right to Read, universal literacy for all able Americans, was formulated.

#### Right to Read--Target for the 70's

The goal for the National Right to Read Effort is to increase functional literacy so that by 1980, 90% of the population 16 years of age and older and 99% of those under 16 years of age would possess the reading skills and competencies essential for an effective and productive life. In order to reach this goal, Right to Read was designed as a coordinated endeavor of all segments of society, public and private, professional and non-professional.

The concept of Right to Read embraces a dynamic, philosophical campaign encouraging nation-wide interest, commitment and positive involvement of all facets of society to prevent, correct and thereby eradicate illiteracy. This concept means that Right to Read is a catalyst, a systematic planning process, and an "umbrella effect" which enlists, stimulates, and attempts to facilitate the cooperative efforts of all to join forces in bringing to every citizen the skill and joy of being able to read.

Therefore, it is apparent that Right to Read is not a "program" as the accepted connotation of the word generally applies to federally funded initiatives. Rather, it is a philosophy encompassing many specific and interrelated integral aspects.

The plan for the National Right to Read Effort is based upon certain basic assumptions. They are:

1. Most individuals can learn to read. (The exception to this statement is the approximately 1% of the population considered uneducable.) Therefore, all individuals in a democratic society should be provided the opportunity for literacy.
2. Each citizen is a unique person functioning at his/her own rate of growth and affected by experiential characteristics. Therefore, all educational institutions should share the responsibility for planning individualized educational experiences, diversifying approaches, methods, and materials to accommodate student needs.
3. Since reading is an integral aspect of learning, reading instruction should be offered as a continuous process. Much research has been done, but there is a need for effective translation of this research into classroom practice at all levels of education. Therefore, procedures in curriculum planning for reading improvement should be met through demonstrated staff development activities.

4. At all levels of learning, educators must recognize the contributory rule of each citizen in the reading process. The necessary academic knowledge exists to solve the reading crisis. Therefore, all sectors of society should be encouraged to participate and marshal resources in a united attempt to combat illiteracy.

A principle of Right to Read is that the necessary academic knowledge, human capability and technological resources are available to solve the literacy crisis in America. These resources must first be identified and united. To assist in mobilizing resources, the Right to Read Effort has funded three types of programs: National Impact Programs, Demonstration Programs and State Education Agencies. Through these efforts various processes, products, and promising practices are identified with an emphasis on total coordination and dissemination of information.

#### Systematic Planning--An Important Aspect of Right to Read

At the heart of the Right to Read Effort is a systematic planning process implemented at the national, state and local levels. This process encourages a reassessment of prevailing strategies, exploration of possible alternatives and uses of human and financial resources to produce practical and tangible results. With careful planning, resources in the community, state and nation can be identified and mobilized.

Right to Read planning produces an "umbrella effort" by transforming splintered efforts and diversified agencies into networks. Energetic, dedicated, creative people in government, professions, organizations, schools, communities and private homes work together to achieve a mutually respected goal. Planning at all levels organizes individuals and organizations with separate ideas and resources that bring about educational change.

## The National Strategy

The strategy for the National Right to Read effort stems from the belief that the ability to read and use other literacy skills is required for people to function effectively in society. Given the fundamental assumptions on which the effort is based and the extent of the problem to be overcome, no one single program can be viewed as having potential for success everywhere. A comprehensive strategy, holding promise for meeting the national goal, was therefore outlined by the Right to Read Office.

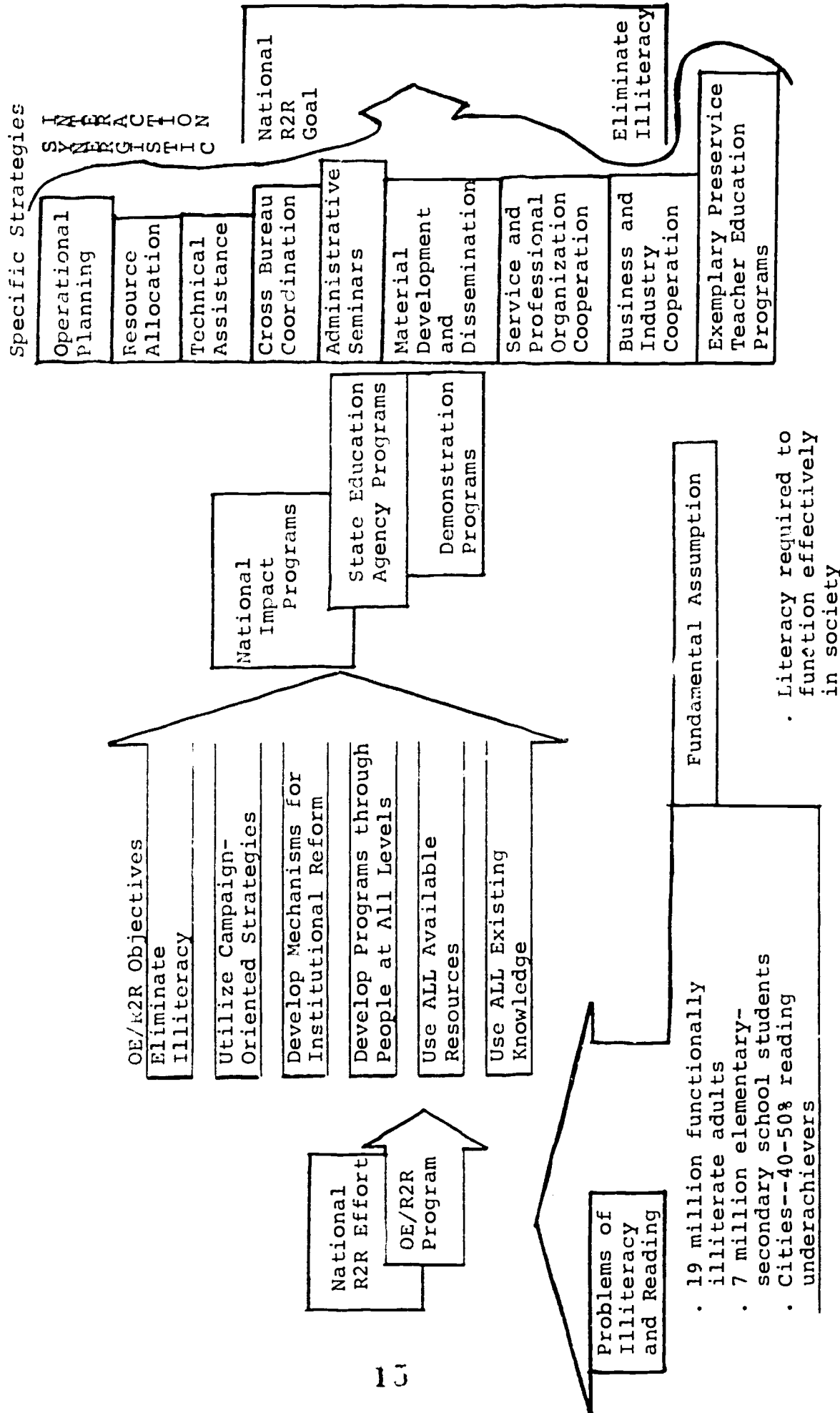
### Rationale

Several factors supported the need for a comprehensive strategy.

- The diverse backgrounds and needs of the pluralistic society in America created pressures for a greater variety of possible solutions.
- Little literature was available in the field of reading to support the use of one particular reading program for a specific target group.
- Difficulties in addressing the broad target population were compounded by the many uncoordinated programs operating at federal, state and local levels.
- The number of unrelated public and private efforts also hindered attempts to set up one massive program to eliminate illiteracy.

For these and other reasons, the National Right to Read Office sought to devise a broad, comprehensive and multi-faceted strategy through which all available resources could be brought to bear on the problem. The comprehensive plan is best illustrated through the use of the Right to Read Strategy Process Model on the next page.

RIGHT TO READ STRATEGY PROCESS MODEL



## TWO KEY RIGHT TO READ CONCEPTS

Two concepts that frequently guide Right to Read activities are the umbrella concept and the multiplier effect.

1. Umbrella concept. In implementing Right to Read strategy, a total involvement of people in all walks of life is required to set up the interaction necessary to correct existing literacy programs and prevent future ones. The umbrella concept ties in the contributions of business and industry, the volunteer efforts of the private sector and the programmatic efforts of professionals and nonprofessionals.
2. Multiplier effect. No more significant concept than the multiplier effect can be noted in understanding the intent and thrust of Right to Read activities. Through the efficient use of resources at all levels, people will have an investment in Right to Read which will remain durable and multiply support for the program.

Grant programs often use new resources to develop and implement activities. They achieve a short-range set of objectives and then are often phased out as funds are lost. Very few grant programs have long-range objectives or goals that serve as the focus of their entire effort. They generally count on whatever change has been started to continue as long as the initiating resources continue, even though most programs hope for long-range effects.

Right to Read differs from these short-range objective-based programs. It has a long-range goal, it depends and acts directly on people to achieve this goal with only small resource allocations, and it plans to have its program continued at the same level of intensity once all federal funds have been withdrawn.

Many educators wonder if the goal of eliminating illiteracy by 1980 can be achieved with the current level of funding that Right to Read has available. Part of the response



lies in more effective use of resources through the multiplier effect. This effect has several dimensions within the total Right to Read program.

1. Right to Read is conceived of as a program in which all members of society have responsibility to help eliminate illiteracy. These members are invited to help share in the Right to Read effort.

2. Resources are not used to buy one-shot services. Instead, resources are used to train people and provide materials and services in order to have the most pervasive effect in achieving Right to Read objectives. The multiplier effect is enhanced, then, by using resources on those Right to Read activities which provide for the greatest possible transmission of knowledge and skills from the highest to the lowest levels of the program.

## THE ROLE OF THE STATE EDUCATION AGENCY

The Illinois Office of Education provides a linkage between the Office of Education and local education agencies. The U.S. Office of Education is authorized to provide developmental information, technical assistance, and financial support. State agencies participating in the Right to Read program enter into an OE/SEA Agreement to support the National Right to Read Effort through the formulation of a comprehensive state plan to implement the Right to Read strategy on a statewide basis. The Right to Read Plan for Illinois includes objectives that provide for assessing statewide reading needs, training, local Right to Read directors, offering follow-up technical assistance to them, organizing and working with a State Right to Read Advisory Council, developing materials, disseminating information about Right to Read and evaluating the effort.

## THE LOCAL EDUCATION AGENCY STRATEGY

The thrust of the Right to Read strategy at the national and state levels brings together the knowledge, human and financial resources, technology, organizational structures and processes to ensure that people do in fact learn literacy skills at the local level. No national program has ever placed so much emphasis on giving assistance other than money to school districts to strengthen local efforts to bring about change from within the system. Coordination of programs, people, resources and ideas is an undergirding theme of Right to Read. Just as this umbrella concept is a viable construct at the national and state levels, so also is it implicit in the way Right to Read operates at the local level. Joint planning, team efforts, sharing ideas and resources, working with professional groups and the private sector are all exciting ways to view the local effort as it functions under the Right to Read umbrella.

The local education agency strategy for building a reading program that assures success to every student and adult must be comprehensive in nature. It must provide a vehicle

for involving all segments of the school and community and a focus that inspires cooperation. This strategy has three major components:

- I. Selecting Key Personnel
- II. Amassing Commitment and Support
- III. Utilizing a Program-Building Process

I. Selecting Key Personnel

The local education agency strategy is built around the functioning of a local Right to Read director and a Right to Read Advisory Council.

Local Right to Read Director: The person who directs the local effort plays a key role in Right to Read strategy. The role is that of leader and change agent. As a leader, the local Right to Read director is involved in planning, organizing, managing, communicating, and evaluating. The planning function involves charting a series of activities to achieve specified goals. Organizing implies that a structure is provided to facilitate the achievement of goals and guide day-to-day operations. Managing suggests that activities are conducted according to plan with economy, efficiency, and resourcefulness. Communicating implies a two-way information flow between and among school and community groups to keep everyone informed about the progress of Right to Read activities. The evaluation function includes monitoring the achievement of objectives and activities as well as measuring the change that occurs. Change might be in program development or in attitude or performance of faculty, students, or community members.

In the change agent role, the local Right to Read director performs at least three additional functions as a catalyst, problem solver, and process assistant. He/she is needed as catalyst to "undo" complacency, disturb the status quo and free the energies and creative efforts of everyone in the school and community to work together toward a higher level of achievement and productivity. The problem-solving function involves tasks such as analyzing situations, offering suggestions, acquiring resources, recommending solutions and

bringing about innovations. As process assistant, the local Right to Read director guides groups through the steps in the change process and provides for staff development in literacy.

The dual role of leader and change agent played by the local Right to Read director requires knowledge of literacy program development. Beyond that, he/she needs expertise in the areas of leadership, communications and change agent processes. Therefore, much of the Program to Train Local Right to Read Directors is focused on these skills and processes. It is important to understand the relationship between the role of the local Right to Read director and the inclusion in the training program of leadership skill development, communications and community involvement. It is a departure from the traditional preparatory program for directors of reading services, but closely related to the skills directors will need to bring educational services and community together to assure that all will be literate.

From the description given above, it can be inferred that the LEA director assumes a role somewhat different from the typical reading specialist in a school system. Emphasis is placed on building well articulated, coordinated, community-based literacy programs that eliminate failure in contrast with more traditional programs that provide remedial/corrective-type services. The commitment and support of everyone are needed to prevent reading failure and assure success in day-to-day literacy tasks. At the same time corrective services must be provided for those who have already failed, in order to bring them back into the mainstream.

#### Local Right to Read Advisory Council

The Advisory Council is the group that assists the local Right to Read director and other personnel in becoming aware of the goals and needs of the community in relation to literacy and in amassing support for the program that is developed. It should be made up of approximately ten to fifteen persons who are representative of a variety of socioeconomic levels, educational programs and professional and vocational interests. The Council should express the

broad base of concerns and interests of the community. Its meetings provide a vehicle for bringing educational institutions and the community together in a shared effort to improve literacy and, thereby, the quality of community life.

The Advisory Council's effectiveness depends on the tasks it undertakes, the perceived relevance of those tasks to the goal of literacy and the commitment generated among the members. Any group that is called together expects to have a purpose and a task. It will not maintain interest if it is used as a rubber stamp for school-planned programs.

Section C of the Manual offers specific strategies in establishing and working with a local Right to Read Advisory Council.

## II. Amassing Commitment and Support

Initially, literacy must be established as a top priority. The Right to Read effort needs the commitment and support of the administrators and staff in the agency sponsoring a local Right to Read program. The organization's commitment to improvement is necessary if any meaningful new ideas are to be implemented. Persons in administrative positions in the sponsoring agency possess formal and personal power. They also control policy and the allocation of resources. All of these factors influence whether or not meaningful change can take place.

Sections B, D and I of the Manual all suggest ways in which Right to Read can obtain commitment and support at the local level.

## III. Utilizing the Right to Read Process

The National Right to Read Office formulated a planning and implementation process that includes these phases:

- A. Goal setting
- B. Needs and resources assessment
- C. Program planning
- D. Staff development/implementation
- E. Evaluation/dissemination

The following sections briefly describe these elements of the local Right to Read strategy. More detailed suggestions and procedures can be found in Sections D, E and G of the Manual.

A. Goal Setting. To begin the process of solving the literacy problem the community must set some attainable goals and determine a priority order for working to achieve them. The Illinois Criteria of Excellence for Community Literacy Program Development can serve as a resource for the selection of goals. The Criteria of Excellence and their accompanying self-assessment instrument follow on the next pages.

B. Needs and Resources Assessment. After basic goals have been established, an inventory of existing community needs and resources should be taken. This will provide information from which planning decisions can be made.

C. Program Planning. Writing a plan to meet the observed needs and achieve the desired goals through the use of existing resources is the truly creative part of the Right to Read process. Specific steps are laid out to guide the process and focus it on goal attainment. Groups tend to work more efficiently and effectively when some underlying structure keeps them moving along. Program planning carefully delineates the steps required to move from a need to a goal.

D. Staff Development/Implementation. When the plan is completed, its implementation will depend to a great extent upon the quality of the staff development activities offered to those responsible for putting it into effect. The staff development aspect of the process is an investment in the future. Administrators, staff and community members involved in the literacy effort will all need inservice education in Right to Read.

E. Evaluation/Dissemination. As soon as the plan has begun to be implemented the evaluation process begins. Movement through the process itself is monitored. In addition, actions taken and products of work done are documented.

The purpose of evaluation is to determine what is good so that it may be institutionalized and disseminated. What is not good may be changed or dropped. Evaluation keeps the planning and implementation process alive by providing continual feedback for decision-making.

Successful practices with sufficient evidence and documentation to support their adaptation in other settings can be disseminated to other appropriate sites. The process of evaluation is one aid in determining which programs have the potential to serve as models.

#### SUMMARY

This Section has provided you with an overview of the Right to Read Effort at the national, state and local levels. The rest of the Manual will expand upon the introductory comments made here, offering strategies and processes to follow in developing a local Right to Read program.

ILLINOIS OFFICE OF EDUCATION  
RIGHT TO READ IN ILLINOIS  
  
CRITERIA OF EXCELLENCE  
FOR  
COMMUNITY LITERACY PROGRAMS

"Literacy" is determined by the interrelationship of many abilities, including reading, writing, speaking, listening, viewing and thinking. The goal of the National Right to Read Effort is the elimination of illiteracy by 1980. The program is based on the premise that given the opportunity to participate in an effective individualized process, using multiple approaches in method, adults and children can become literate.

The Harris Literacy Study conducted in 1970 indicated that as many as 18.5 million Americans--or 13 percent of the U.S. population 16 years and older--lack the reading ability necessary for survival in the United States today.<sup>1</sup> Many factors account for this. Both the amount of funding at the national, state and local level and the policies and procedures that guide the utilization of these funds affect literacy development. The quality of materials available for literacy learning, the types of literacy programs that can be provided from the preschool through the adult level and pupil-teacher ratio as determined by class size are all affected by funding. In addition, the style and quality of teaching directly affect student achievement. Other factors relate to the individual differences of children in such areas as cultural and language background; physical, mental, and physiological development; intellectual stimulation from the home and environment; and emotional development.

The Illinois Office of Education has sponsored a number of statewide programs designed to meet the Right to Read goal. The basic philosophical assumptions underlying Right to Read in Illinois are

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<sup>1</sup>Congressional Record, Vol. 116, No. 184, Wednesday, November 18, 1970.



ANNOTATED BIBLIOGRAPHY  
ADVISORY COUNCILS

Brown, George L., Gerald E., et al, Toward More Effective Involvement of the Community in the School: An Occasional Paper. Institute for Development of Educational Activities, 1972, p. 24.

This document contains the result of a national seminar sponsored by the Institute for Development of Educational Activities, Inc. Participants in the seminar represented diverse interests and varied geographical locations. Representatives included senators, superintendents of schools, college professors, corporation executives, high school and junior high school personnel and school volunteer program personnel.

The United Nations defines community development as "...the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social, and cultural conditions of the communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to the national progress." The above definition sets the stage for the rest of the contents of the publication. The topics discussed in the publication are as follows: 1) From Gripping About to Grappling With Citizen Involvement, 2) Involvement of Community in the Public Schools: Where is it Today? 3) Thwarting Citizen Involvement 4) Parental Involvement 5) Talent Potential at the Local Level 6) Non-Threatening Intervention via School Volunteers 7) Businessmen and Industrialists in Education - The Friendly Giant 8) Producing Better Bakers and Candlestick Makers 9) Getting to Cause by Treating Symptoms 10) Taking Lessons from an Underdeveloped Country and a Few Government Programs 11) Summary of Recommendations.

Burt, Samuel M. Volunteer Industry Involvement in Public Education, Heath Lexington Books, Lexington, Massachusetts, 1970, pp. 203.

Industry's desire to assist in public education is motivated by several reasons. Foremost among them is industry's concern for an assured continuing supply of well educated and properly trained manpower. Burt cites arrangements where there are exchanges of personnel between schools and industry. These arrangements facilitate articulation between the educational system and industries.

Burt believes the school administration should initiate industry-education cooperation. The author points out that industry is willing to volunteer its financial and personnel resources as the ally of educators in improving, enriching and expanding public education to better serve the best interests of the nation.

Deshler, Betty and John L. Erlich. "Citizens' Involvement; Evolution in the Revolution," Kappan, November, 1972.

These two authors review the historical role of citizens' participation in decisions regarding education. They suggest that historically educational institutions relied heavily on the recommendations of local citizens. Recently there has been tremendous expansion in educational systems and the complexities of decision making. Consequently, decisions are now largely made by professionals. With increasing professionalization of American education, institutions are becoming unresponsive to the needs and aspirations of various communities within their systems. This has resulted in citizen demands for involvement in both decisions about education and the education process. Deshler and Erlich suggest that educators and citizens cooperate to develop viable educational programs.

Fusco, Gene C. Improving Your School-Community Relations Program. Prentice-Hall, Inc., New York, 1967.

Working with organized groups can be an effective way of improving school-community relations. Two types of groups are discussed here: parent-teacher groups and citizens committees for better schools. The author indicates that school staff members must have knowledge

about and participate in community life in order to make effective use of citizens advisory groups. The school administrator must bear responsibility for strengthening and supporting his/her staff to develop certain professional abilities that are essential in working with citizens advisory groups. Twenty professional abilities are listed.

Areas in which citizens committees have made great contributions are fact-finding, policy and program development and public support development. Specific problems in which citizens advisory groups are involved include 1) school system staff personnel; 2) school system organization; 3) pupil personnel; 4) educational programs; 5) auxiliary services; 6) school finance; and 7) school buildings. The publication has a checklist for recognizing committees with a high probability of effectiveness.

Hofstrand, Richard L., and Lloyd J. Phipps. Advisory Councils in Education--A Handbook. Rurban Education Development Laboratory, University of Illinois, 357 Education, Urbana, 1971.

This 48-page publication gives a comprehensive but concise description of the initiation, establishment, organization and functions of school-sponsored citizens advisory councils and committees. This pocket-size volume is widely used in working with citizens advisory councils both in Illinois and other states. The publication contains samples of charters, operational guidelines, bylaws, selection committee resolutions, and candidate information form. Copies may be obtained at 50¢ each from Rurban Education Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Hamlin, H. M., Citizens' Participation in Local Policy Making for Public Education, College of Education, University of Illinois, Urbana, 1963, pp. 34.

This 34-page publication outlines the procedure for involving local citizens in promoting quality education. Hamlin stresses the importance of proper articulation between local, state and national educational

authorities in making educational policy. He indicates that although Boards of Education have legal authority for making policies regarding public education, they need assistance from citizens committees. Policies regarding education are likely to be more effective if citizens share in their development.

Jackson, Shirley A., "The Curriculum Council: New Hope, New Promise," Educational Leadership, May, 1972, pp. 690-4.

Jackson suggests that curriculum councils offer new hope and new promise in providing a vehicle for constituent participation which taps all available resources in developing each child to his/her fullest potential. The author indicates that an increasing number of federally funded education programs are requiring evidence of community involvement in program planning and decision making. She suggests that persons affected by curriculum decisions should have a representative voice in making those decisions. Jackson argues that curriculum councils should be equitably representative of students, teachers, superintendents and board members, curriculum specialists, college representatives, industries and businesses, parents and other citizens in the community.

The article lists the potential contributions of each category of representatives. The contributions of parents and other citizens in the community include formulating goals and purposes of the school and providing valuable feedback on their aspirations for their children. The contributions of students include reactions regarding the relevancy of content, the effectiveness of presentations, learning problems encountered, purposes and desires relating to the curriculum being considered, and students' concept of the continuity of the program being presented to them.

King, Sam W., Organization and Effective Use of Advisory Committees. Vocational Bulletin No. 288, Industrial Education Series No. 74, Office of Education (DHEW) Washington, D.C., 1965, pp. 83.

This bulletin describes in detail the establishment, organization, and utilization of advisory committees. Numerous techniques for working with advisory committees are included. The author suggests that there is a need for more extensive use of advisory committees at the local levels. The chapter titles are 1) Need for Advisory Service, 2) Types of Committees, 3) Functions of Committees, 4) Establishing the Committee, 5) Organizing the Committee, 6) First Meeting, 7) Planning a Program, 8) Conducting the Meeting, 9) Follow-Up of Meeting, and 10) Effectiveness of Committees. The appendices contain samples of an agenda, minutes of a meeting, a letter from a principal to committee members, an outline for a committee handbook, policies and regulations, and a program for an advisory committee workshop.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizens' Advisory Committee Operation. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana 61801, 1968, 38 pp.

This document contains the results of a pilot study conducted in Illinois to develop and test techniques and procedures in organizing and utilizing citizens' advisory committees appointed by local Board of Education. The project was initiated on two premises: 1) ultimate decisions about public education in the United States are made by the citizenry; 2) intelligent, productive citizen participation requires people who are well-informed and who understand the problems faced by schools. The project was undertaken to determine techniques and procedures that were effective in preparing citizens to make intelligent decisions about educational matters.

The publication contains a step-by-step description of the procedures utilized in the study. Topics included in the publication are a brief history of the Illinois Citizens Education Council; Objectives of the Project; Organization and Accomplishments of Committees; Analysis of Successful Projects; Successful and Unsuccessful Procedures.

Also included are a number of recommendations from citizens advisory committees regarding 1) purposes of committees; 2) selection of members; 3) basic rules of operation; 4) affiliated committees; 5) school policy; 6) public information; 7) attitudes toward school; 8) undesirable activities and 9) inservice education. The appendices include a questionnaire for the chairperson of a citizens advisory committee, guidelines for the organization and operation of local citizens advisory committees and patterns for school-sponsored citizens advisory committees. Copies may be purchased at 75¢ per copy from the Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Phipps, Lloyd J. and Ronald W. Heisner. Evaluative Criteria for Citizens' Advisory Councils and Committees. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana, 1972, 32 pp.

This publication establishes criteria to evaluate the effectiveness of Advisory Councils. The instrument can be used for self-evaluation by the Council or as a guide for use by an external group. Utilizing this instrument, advisory councils may determine objectively their strengths and weaknesses in order to improve the overall impact of their activities. The tool may also be used by Boards of Education and administrators in assessing the type of leadership they provide for advisory councils.

The guide is divided into seventeen sections, each one concerned with one aspect of a citizens advisory council. Each section is supplemented by a checklist composed of specific items to evaluate. Although the evaluative guide is most applicable to school-wide advisory councils and committees, it may also be used to evaluate departmental advisory committees, vocational advisory committees or other specialized committees.

The publication provides guidelines for evaluating the following aspects of citizens advisory councils and committees: Charters; Constitution, Bylaws, and Operating Guidelines; Membership; Selection of Members;

Relationship with Board of Education; Relationship with School Administration; Relationship with School Instructional Staff; Relationship with Students; Relationship with Local Public; Meetings; Recommendations of the Committee; Morale of Members; Accomplishments and Activities of the Committee; Individual Activities and the Direction and Trust of the Committee. Copies of the publication may be purchased at 50¢ per copy from the Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Phipps, Lloyd J., Hofstrand, Richard K., and Shipley, Edward W., Course of Study--Citizens Advisory Councils in Education. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana, Illinois 61801, 1972, 227 pp.

Appendices include discussions on Do's and Don'ts for Citizen School Groups; Guiding Principles of Effective Citizens' Committees for Public Schools; Sample Charters; Some Policy Statements; Checklist of Activities Provided by Advisory Committees. The publication is perhaps the most comprehensive course of study available on citizens advisory councils and committees. Copies may be purchased at \$1.50 per copy from the Rurban Educational Development Laboratory, Department of Vocational and Technical Education, 357 Education Building, University of Illinois, Urbana 61801.

*Publicity  
and  
Public Relations*

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*Dispersion*



*A wise and good person in a high place tries to make the widest possible distribution of the beneficences. Like a hungry tiger he seeks out the right people to help him fulfill his laudable gain. Such zeal is without blame.*

## SECTION D

### PUBLICITY AND PUBLIC RELATIONS

#### COMMUNICATING WITH LOCAL CITIZENS

Any program such as a local Right to Read effort, which has community involvement as a major component, necessarily relies on a variety of publicity/public relations activities. Communication should be an on-going two-way process. The general public might be informed at the following stages of program development:

- Selection of local Right to Read director(s) and subsequent participation in a training program
- Development of a local Right to Read Advisory Council
- Authorization of Right to Read activities by the Board of Education or other governing body
- Assessment of needs and resources. Here the public might be asked to respond to a questionnaire, or volunteer their help in conducting the survey
- Publication of the results of the assessment
- Subsequent establishment of Right to Read goals and objectives
- Special projects being planned and implemented
- New segments of the population being served or expanded opportunities offered
- Requests for volunteers to help in an educational program as tutors, aides, library clerks, "grandparents," etc.
- Human interest stories about people being helped by Right to Read
- Results of an evaluation of local efforts

Needless to say, if some sort of communication is initiated at most of these intervals, the community should become very much aware of the existence of Right to Read. They might then begin to ask themselves if they would like to be involved as Task Force members, volunteers or students. Because the success of Right to Read depends so much on the effective use of existing human resources, a well-planned public relations program cannot be overlooked.

## COMMUNICATING WITH LOCAL EDUCATORS

Staff members in local educational institutions can serve Right to Read in many ways. They are in a strategic position to offer professional advice and services that will ultimately affect the quality of the educational programs initiated or improved through Right to Read. In addition, educators could easily feel alienated if they are not kept current with Right to Read developments; they may feel that lay citizens are imposing their standards and advice on them without requesting professional input from them. Educators form an important part of the community which should not be overlooked.

-D2-

## RESPONSIBILITY FOR PUBLICITY

Every local Right to Read director should be sensitive to the already existing public relations program in the institution he/she serves. There are a number of avenues which could be followed in pinpointing responsibility for public relations activities. Whichever one is selected, it should be in harmony with previously established methods of information dissemination.

Below are listed people or groups who might have the publicity responsibilities for Right to Read:

- The local Right to Read director(s)
- The public information staff member(s) at the institution involved in Right to Read
- A designated administrator
- The Chairperson of the Right to Read Advisory Council
- A specially-selected Advisory Council liaison person for publicity
- A Task Force of the Advisory Council
- A volunteer teacher, layperson, etc.

## PUBLIC RELATIONS AS TWO-WAY COMMUNICATION

You can expect many questions to be asked when the public begins to become aware of Right to Read. Some people will want to know how they can help; others will request information about reading/literacy programs to help themselves, a friend or a family member; still others will want to comment on the quality of services presently available or question the cost or justification of a local Right to Read program.

A person should be designated who will receive and respond to communication from the public. The local Right to Read director is in a good position to do this, for he/she can provide feedback on many topics, refer the person to someone else for further information or find out an answer and respond later to the person. However the feedback is handled, it is imperative that the citizen feel that his/her response was welcomed, considered and important. This helps spread "ownership" in Right to Read and provides a continuing source of new perspectives on Right to Read efforts.

## METHODS OF COMMUNICATION

Listed below are some of the ways information can be disseminated to the public.

Word-of-mouth - Although this is very often the least reliable means of disseminating information, it exists everywhere. Students talk among each other and with their parents; parents talk among each other and with significant others in their daily lives; teachers talk among each other and with their family and friends; and so on. Good news and bad news, whether it is accurate or not, travels quickly by word-of-mouth.

Parent-teacher conferences - This is a traditional method by which parents visit the educational facility and discuss their children's work with the teacher. It is an effective way of communicating with those parents who do come, but by itself it is inadequate.

Parental education programs - Special sessions can be designed to help parents deal with day-to-day concerns they have in raising their children. Some program topics might include teaching pre-reading skills to preschoolers, reinforcing reading in the home, approaches used in the schools to teach and parents as reading models.

Newsletters - A Right to Read newsletter might be created, or a special reading/literacy section could be added to existing organizational or institutional publications. Newsletters reach only those people on the mailing list, and not necessarily the community at large.

Pamphlets - Brochures are inexpensive to produce, fairly easy to prepare and can be disseminated in a variety of ways. They can be sent home with students, distributed at meetings, mailed or displayed at places where the public gathers such as libraries, office waiting rooms or at county fairs.

Bulletin boards and display areas - Schools, libraries, department stores, churches and banks are just a few of the locations where Right to Read information could be exhibited. Bulletin boards and display cases do not usually require a person there to answer questions; however, if you set up a display or booth at a public function, it is a good idea to reinforce the dissemination by having at least one person there at all times to offer one-to-one contact with the people who stop to see the display.

Speeches, presentations, etc. - The local Right to Read director, Advisory Council members and other interested people can be scheduled to give speeches or offer presentations on Right to Read at professional, civic or social organizational meetings or local conferences and workshops. Followed by a question and answer period or an opportunity for informal exchange, this information dissemination method can be very effective.

Mass media - Radio, television and newspapers provide an excellent source for initiating communication with the public. The remainder of this section of the Manual will deal primarily with the mass media and how to deal with them.

## NEWSPAPERS

Because of its usually wide range of readership, the local newspaper can be one of the Right to Read director's most effective sources for publicity. If the newspaper already has a regular education column or feature, reports on the local Right to Read program should be well received. It is a good policy to get to know the editors and reporters and inquire about submitting news items.

A personal visit to the newspaper office is a good way to begin. Take a list of questions to help you understand the operating procedures of that newspaper. Some questions you might ask are:

1. Whom do you contact when special events occur?
2. In what form should the article be written?
3. What are the deadlines?
4. What type of photographs are acceptable?

Keep the newspaper informed by telephone, written communication and personal contact. This will help the newspaper personnel gain confidence in you and in the accuracy and reliability of your material. Be easily accessible so that the newspaper staff can check details or request supplemental material or photographs.

In addition to the local newspaper, keep the school paper informed on the progress of the Right to Read program. Student media can be a source of support to the program.

## NEWS RELEASES

Keep the article about Right to Read informative, interesting and brief. Be sure to give the important facts first. The lead paragraph should contain the who, what, when, where, why and how of the news release. Elaboration can follow where time and space permit. Try not to confuse the readers with educational jargon while avoiding the temptation to "talk down" to them.

Below are some suggestions for writing news releases:

1. Be factual and objective. Try to avoid unnecessary adjectives.
2. Keep your sentences clear and concise.
3. Avoid educational jargon whenever possible. Try to define any new terms the public would need to know.
4. Be accurate. Identify program strengths, but do not be negligent in recognizing areas where improvement is needed.
5. Give sources for all quotes and identify them precisely.
6. Remember to write in the third person, unless the tone of the publication warrants a different style.
7. Relate to the public's experiences whenever possible.
8. At the outset identify the complete names and positions of everyone who will be mentioned later in the article.
9. Keep in contact with the Right to Read Office in the Illinois Office of Education to keep your articles factual and current with other developments.
10. Encourage other staff members to contribute articles and inform them of their impact after they are printed.
11. Remain in contact with the same person on the newspaper staff to avoid confusion in format, release date, etc.



12. Find out if the newspaper requires you to follow a standard form when submitting news items. Sometimes this varies from newspaper to newspaper.

The following pages offer some sample news releases for your review.

-D8-

SAMPLE NEWS RELEASE

RIGHT TO READ DIRECTOR IS NAMED

(Name of R2R director), (title),  
has been designated as local Right to Read director for

(location).  
He/she will receive intensive training in those pro-  
cedures necessary to develop a community literacy program  
which meets existing reading needs at all levels.

(Last name of director) states, "First it will be  
necessary to organize a local Right to Read Advisory Coun-  
cil which will help the community evaluate its preschool,  
in-school and adult literacy programs and establish prior-  
ities based upon needs. Then we can begin to eliminate  
duplication of effort and close gaps in reading services  
to all citizens. Our community," continues (Last name

of director), "will definitely benefit from participation  
in the Right to Read program because it emphasizes improve-  
ment of reading programs based on needs and available  
resources."



SAMPLE NEWS RELEASE

RIGHT TO READ MEETINGS ANNOUNCED

A series of Right to Read staff meetings for the fall have been announced at the \_\_\_\_\_ School. The faculty will receive inservice training to help them in a number of critical areas of the local Right to Read effort.

\_\_\_\_\_, Right to Read director at the (Name of R<sub>2</sub>R director) school, indicates that the teachers have been involved in planning these meetings, and "the staff is eagerly awaiting the initiation of the program."

The meeting dates and tentative topics to be covered include:

Date	(Sample) Topic
_____	<u>Developing a Needs Assessment</u>
_____	<u>Establishing Priorities in the Reading Program</u>
_____	<u>Reading in the Content Areas</u>
_____	<u>Grouping in the Classroom</u>

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_____	<u>Grouping in the Classroom</u>

SAMPLE NEWS RELEASE

RIGHT TO READ CONSULTANT TO SPEAK TO

TEACHERS AT \_\_\_\_\_ SCHOOL

Mr./Mrs./Ms. \_\_\_\_\_, \_\_\_\_\_,  
(title)  
will speak to the teachers and staff at the \_\_\_\_\_  
\_\_\_\_\_ School as a part of the Right to Read program  
for \_\_\_\_\_.  
(year)

\_\_\_\_\_ will be the chief speaker  
(Last name of the consultant)  
at the inservice meeting on \_\_\_\_\_. The staff will  
(Date)  
have the opportunity to react and respond during a question  
and answer period.

(Give background of the consultant here.)

-D12-

SAMPLE NEWS RELEASE

RIGHT TO READ FILM TO BE VIEWED BY  
CHAMBER OF COMMERCE

At next week's regular meeting of the Chamber of Commerce,  
\_\_\_\_\_, Right to Read director for  
(Local R<sub>2</sub>R director)  
\_\_\_\_\_, will present the film entitled  
(community)  
"The Right to Read" outlining the national goals of the  
program.

This film, produced by the Department of Health, Education  
and Welfare, dramatically illustrates the reading crisis  
in the nation and depicts some suggested solutions. The  
film has meaning and impact to all members of our commu-  
nity, parents and concerned citizens, as well as educators.

\_\_\_\_\_ will guide a question and  
(Last name of the local director)  
answer period following the film. He/she is currently  
involved in implementing the Right to Read program in

\_\_\_\_\_  
(location)

-D13-



## RADIO

Radio stations can reach much of your identified audience in an immediate and effective way. Many local stations will provide the Right to Read director with a variety of opportunities for keeping the community informed of the progress of the local Right to Read effort.

Public service announcements can be used to announce meeting dates and scheduled topics or speakers. They are sponsored by stations, usually free of charge, as a means of keeping the community abreast of local or civic events. As with news releases, it is recommended that you keep public service announcements short and concise.

Some stations also have news features similar to the "Community Bulletin Board," in which regular community happenings are announced at periodically scheduled times. Advise these stations well in advance of meeting dates and other Right to Read functions.

Other regularly highlighted programs can be utilized to discuss in greater depth the progress and thrust of the local Right to Read effort. Some stations welcome and encourage interview or panel discussion formats which also lend themselves to an extensive discussion of the development of the Right to Read program. If you are including outside consultants to assist in various aspects of the Right to Read effort, use the interview or tape-replay on the radio to keep the public informed.

Becoming acquainted with staff at local radio stations can be an asset to the publicity program. Although not all local stations have the staff to cover all of the school functions you or they might desire, frequently one staff member is assigned to "community events." The use of the material that is submitted can be ensured if it is kept light, interesting, devoid of educational jargon, and limited to three or four well-written sentences. Try to design the material to be in accord with the station's time and promotional needs.

On the next two pages you will find sample radio releases.

-D14-

SAMPLE RADIO RELEASE

For release: Week of October 7-11

Subject: Right to Read Inservice Meeting

Time: Approximately 15-30 seconds

ANNOUNCER: Teachers at the \_\_\_\_\_ school  
(location)  
today will be attending the next meeting in  
a series of inservice education sessions as  
a part of the Illinois State Right to Read  
program.

With schools closing after the noon hour,  
the \_\_\_\_\_ school staff will  
(location)  
be receiving training in methods to improve  
reading instruction in the classroom. This  
is the \_\_\_\_\_ in a series of \_\_\_\_\_ ten-  
(number) (number)  
tative meetings. The Right to Read program  
marches on ...

-D15-

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SAMPLE RADIO RELEASE

For release: Week of November 4-8

Subject: Right to Read at the PTA Meeting

Time: Aproximately 30-45 seconds

ANNOUNCER: The regular meeting of the \_\_\_\_\_  
(location)  
school PTA, to be held next Monday night,  
November 11th, will feature a presentation  
on the Right to Read program. \_\_\_\_\_  
(Local R<sub>2</sub>R  
director) will highlight Right to Read goals  
and special activities. As local Right to  
Read director, he/she will be working closely  
with community members to improve reading  
opportunity for all.

At the 8 p.m. meeting next Monday night --  
that's November 11th -- parents will be able  
to ask questions concerning the \_\_\_\_\_  
(location)  
Right to Read program. Refreshments will be  
served.

-D16-

SAMPLE RADIO RELEASE

For release: Week of November 4-8

Subject: Right to Read at the PTA Meeting

Time: Approximately 30-45 seconds

ANNOUNCER: The regular meeting of the \_\_\_\_\_  
(location)  
school PTA, to be held next Monday night,  
November 11th, will feature a presentation  
on the Right to Read program. \_\_\_\_\_  
(Local R<sub>2</sub>R  
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opportunity for all.

At the 8 p.m. meeting next Monday night --  
that's November 11th -- parents will be able  
to ask questions concerning the \_\_\_\_\_  
(location)  
Right to Read program. Refreshments will be  
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-D16-

SAMPLE RADIO RELEASE

For release: Week of November 4-8

Subject: Right to Read at the PTA Meeting

Time: Aproximately 30-45 seconds

ANNOUNCER: The regular meeting of the \_\_\_\_\_  
(location)  
school PTA, to be held next Monday night,  
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on the Right to Read program. \_\_\_\_\_  
(Local R<sub>2</sub>R  
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At the 8 p.m. meeting next Monday night --  
that's November 11th -- parents will be able  
to ask questions concerning the \_\_\_\_\_  
(location)  
Right to Read program. Refreshments will be  
served.

-D16-

## TELEVISION

Consider local television as a very effective means to communicate Right to Read activities and developments to the public. Local commercial television stations, like radio stations, frequently broadcast short notices about local activities and school events. If informed of the purposes and objectives of Right to Read, local television stations may suggest a format well-suited to sharing with their audiences information about local effort and activities.

The guidelines for television news releases follow closely those designed for radio. "Community Bulletin Board" announcements and "fillers" around the local station breaks can often be appropriately utilized. Local stations suggest that matte finish photos be submitted (another obvious advantage over radio), but glossy photos are also acceptable.

Inquire about interview or panel discussion programs that are regularly scheduled. Television program directors are usually receptive to new developments in education. The Right to Read program can meet this need with continuous progress reports. A narrated slide presentation about your local program would be most interesting to viewers, and would have many uses later.

-D17-

CHECKLIST  
RIGHT TO READ PUBLICITY/PUBLIC RELATIONS

\_\_\_\_\_ Identify the established avenues for communicating with students, educators, other professionals and lay citizens.

\_\_\_\_\_ Constantly seek or create new ways of disseminating information about Right to Read to specific population segments or to the general public. Community "Koffee Klatches" or a "Right to Read Hot Line" are just a few of the new techniques you might want to try.

\_\_\_\_\_ Be aware of the communication techniques which will be most effective and appealing to those you are attempting to reach.

\_\_\_\_\_ Tap the resources and talent available on your staff, the Advisory Council or in the community, for contributions to the publicity effort.

\_\_\_\_\_ Plan to issue frequent and concise news releases whenever possible. Make sure the releases are neither too lengthy nor sporadic.

\_\_\_\_\_ When a piece of communication is prepared by a single individual, encourage a cooperative spirit by involving others in parts of the total process such as proofreading, writing headlines or captions, taking photographs, creating illustrations, etc.

\_\_\_\_\_ Involve students whenever possible. They can prepare news releases, give presentations over the intercom, submit articles for publication in the school newspaper or provide artwork for Right to Read publications.

\_\_\_\_\_ Consider including on the Advisory Council or a Task Force someone with a background in mass media communication.

\_\_\_\_\_ Use both formal channels of communication. Do not overlook personal contact as a viable method of communicating with a select audience.

\_\_\_\_\_ Develop methods for feedback and evaluation of your communication channels. This can be done formally with a survey form or inventory, or informally through frequent discussion or personal contact.

\_\_\_\_\_ Involve parents in the preparation, distribution, evaluation and expansion of community publicity efforts.

\_\_\_\_\_ Prepare progress reports that summarize Right to Read accomplishments for distribution to:

The Board of Education or other governing body  
Advisory council and Task Force members  
Administrators, faculty, staff  
Students  
Parents  
Civic and community groups  
Interested educational insititutions in the  
county or surrounding areas.

\_\_\_\_\_ Utilize a variety of media in your publicity efforts.



PUBLICITY PLAN

Objective: By Read publicity/public relations program, an ongoing Right to Read will be functioning.

Activity	Medium for Dissemination	Person(s) Responsible	Completion Date
1. Set up a Right to Read booth at the county fair	One-to-one contact, Pamphlets, handouts	Advisory Council Chairperson	
a. Reserve space		Publicity Chairperson	February 1
b. Determine what materials and equipment are needed		Publicity Task Force	February 15
c. Collect materials to be used in the display and to be distributed	Slide-tape presentation	Publicity Task Force	June 1
d. Make a portable set of Right to Read display panels	Photographs, bulletin board type format	Publicity Task Force	July 15

Activity	Medium for Dissemination	Person(s) Responsible	Completion Date
e. Publicize the booth in advance	Radio, Newspaper	Publicity Chair-person	August 1
f. Schedule volunteers to work in the booth		Publicity Chair-person	July 1
g. Have the booth open at the fair		Publicity Task Force	August 12-15
h. Report on the activity upon completion	Written report	Publicity Task Force	September 1
2. Write a monthly news release for the local newspaper	etc.		

PUBLICITY AND PUBLIC RELATIONS  
ANNOTATED BIBLIOGRAPHY

Adams, Alexander B. Apollo Handbook of Practical Public Relations. New York: Thomas Y. Crowell Co., 1970.

This book tells how to start and how to carry out a good public relations program. It presents the mechanics of basic public relations methods as well as many excellent illustrations and examples.

Budd, John F. Jr. An Executive's Primer on Public Relations. Chilton, Philadelphia, Pennsylvania, 1969.

This resource provides a clear, concise view of public relations. It shows what good public relations can do for neighborhood relations. It presents a realistic view of the basic functions of public relations.

Clay, Roberta. Promotion in Print, A Guide for Publicity Chairmen. New York: A. S. Barnes and Co., 1970.

Here is a practical guide for the nonprofessional news writer. Suggestions about public information for schools, churches, clubs, etc., is included. The book answers such questions as: What is news? How do you write news? and How do you maintain friendly relations with the media?

Hall, Babette. Public Relations, Publicity, and Promotion. New York: Ives Washburn, Inc., 1970, pp. 90-100.

The chapter on pages 90-100 discusses basic activities to provide organizations with effective public relations. It presents some basic rules directed toward community groups in their efforts to develop good promotional practices.

Johnson, Ray E. Making the Most of Radio-TV. New York: National Public Relations Council of Health and Welfare Services, Inc., 1966.

This book is aimed primarily for use by local community organizations and agencies. It suggests ways to make the best use of radio and television. It covers such areas as: News Releases, Radio Interviews, Panel and Talk programs, Spot Announcements and Tips for TV Appearances. The appendix offers several examples of spot announcements and news releases.

McMahan, John H. Productive Press Relations. New York: National Public Relations Council of Health and Welfare Services, Inc., 1968.

Provided here are suggestions on how to promote public understanding, acceptance and support of your organization's goals and methods. It stresses the need to deal with the press in a professional way.

Otto, Wayne and Smith, Richard J. Administering the School Reading Program. Houghton Mifflin Co., 1970. pp.143-154.

The chapter on pp. 143-154 presents an excellent method by which community organizations can develop effective public relations programs. It presents three categories designed to develop good public relations and sites many excellent examples.

Publicity Handbook, A Guide for Publicity Chairmen. Fort Worth, Texas: Consumer Services, The Sperry and Hutchinson Co., 1972.

This book contains step-by-step directions for developing good public relations and publicity techniques. It includes sections on the basic elements of good publicity, preparing a news story and working with the news media.

*Assessment  
and  
Program Planning*

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*Development*

*In order for a thing to develop there must be a comprehension of its totality before completion. Constructive development is not an aimless meandering of energy forces, but the intelligent movement of energy forces toward the fulfillment or attainment of a target.*

*Gradual progress insures stability. Hastily made, quickly destroyed.*

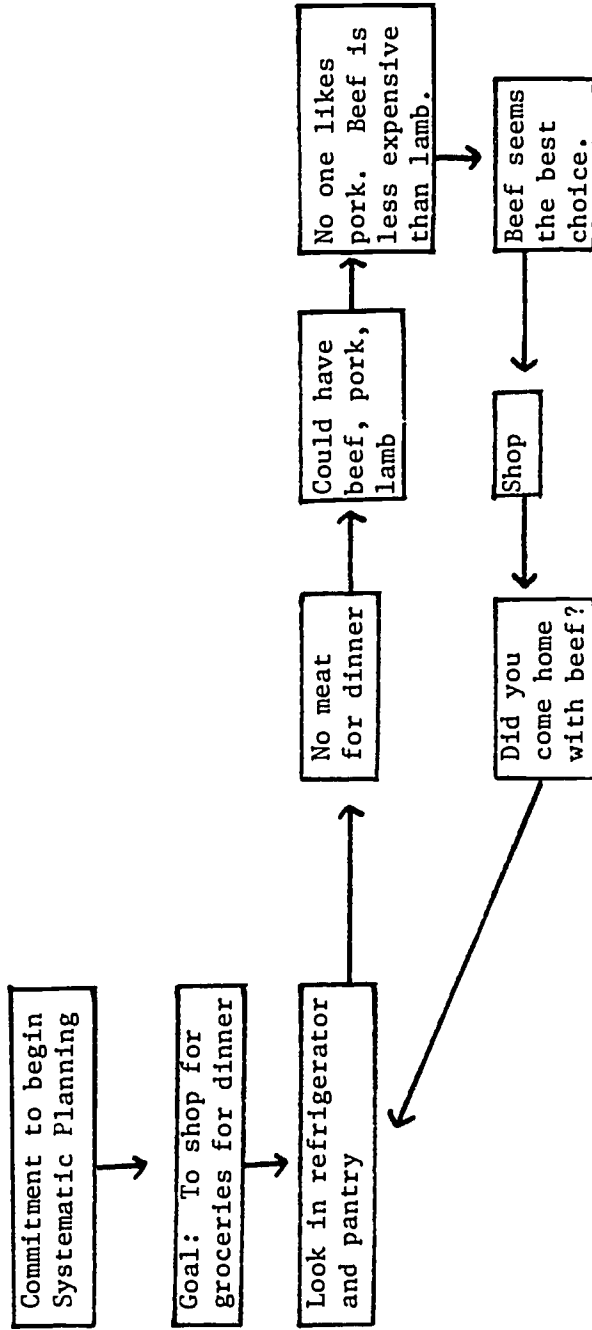
SECTION E  
ASSESSMENT AND PROGRAM PLANNING  
INTRODUCTION

Sometimes people are reluctant to become involved in formal planning activities. Either they do not want to spend the time necessary to plan, or they fear that they do not have the expertise to be effective planners. Each person is an experienced planner, for planning is interwoven throughout many everyday activities. Consider the steps involved in grocery shopping:

- 1) determine why you are going shopping--to purchase meat for a special dinner;
- 2) investigate what is already on hand--a pound of ground beef;
- 3) figure out what you do not have, but should have--appropriate meat for the dinner;
- 4) list the kinds of meat you could buy--rib eyes, ham, lobster, turkey;
- 5) evaluate the possibilities based on desire and practicality--rib eyes and lobster are too expensive and one of the guests does not like turkey;
- 6) select the kind of meat you wish to buy--ham;
- 7) go to the store and shop;
- 8) determine if you were successful--did you purchase what you wanted?

Although few people would actually sit down and think through each of these steps when they shop for groceries, they have utilized a planning process. In fact, each of the steps cited in our grocery shopping venture fits quite nicely into the component steps of the generic planning model that will be used as a model introduction to the planning process. The next two pages outline the generic planning model and its relationship to the grocery shopping example.

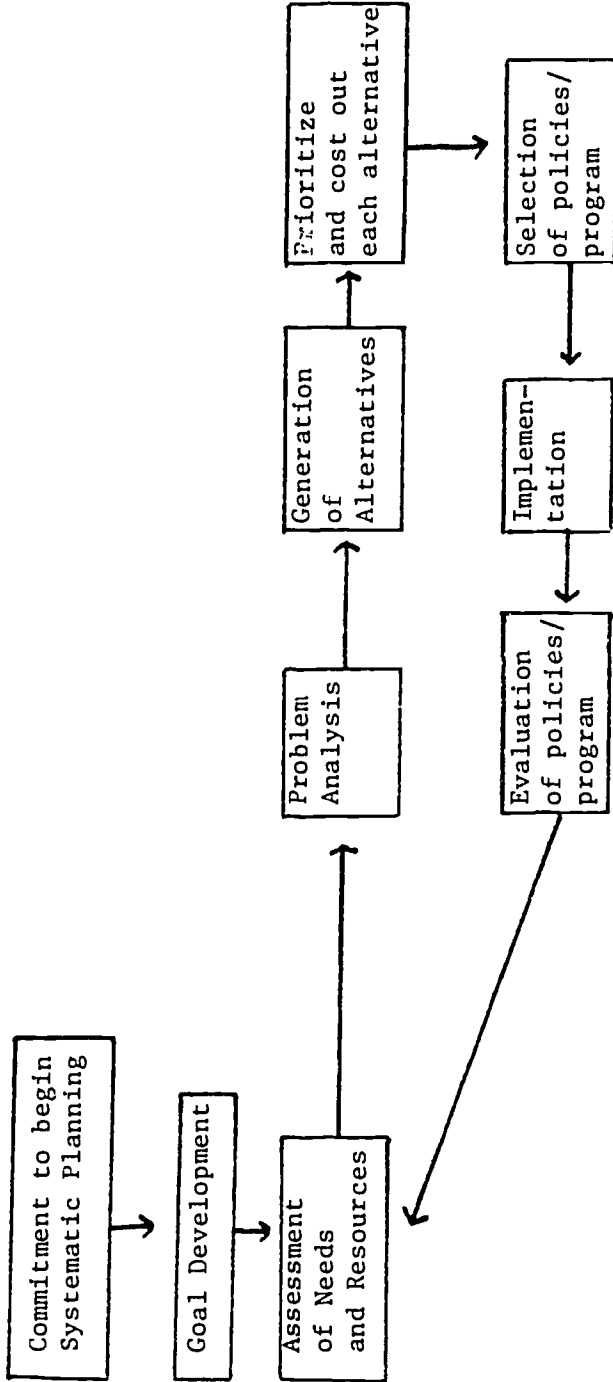
A TRIP TO THE GROCERY STORE



-E2-



GENERIC PLANNING MODEL



STEP ONE:  
COMMITMENT TO BEGIN SYSTEMATIC PLANNING

The local Right to Read director and his/her Advisory Council will determine the nature of the Right to Read program in their community. Community needs and the resources to meet those needs will be identified. In a voluntary program such as Right to Read, systematic planning is absolutely necessary to ensure the most effective, efficient utilization of voluntary resources. People and institutions will donate neither their time nor their resources to a program which lacks direction and is inefficient. Systematic planning can provide the framework necessary to keep the program moving forward.

Answering important questions prior to formal planning activities helps get the planning process off to a good start. Listed below are some preplanning questions that should be answered by the local director and Advisory Council members.

PREPLANNING QUESTIONS

1. Are the administration and Executive Board in agreement with and committed to the planning process?
2. Is this commitment communicated to the staff and community?
3. What plans are necessary to assure complete communication among all persons involved (Administration, Staff, Students, and Community)?
4. What functions are to be performed?
5. What is the depth and scope of the undertaking?
6. Who are the participants and what are their roles (i.e. information, advice, analysis, decision, and implementation)?

7. Under what conditions will the participants work (consultant service, inservice, planning, advisory groups, committees, released time, remuneration, day or night meetings, etc.)?
8. What are their working relationships?
9. What conflicting educational values, assumptions, and vested interests do participants bring into the planning process?

## STEP TWO: GOAL DEVELOPMENT

A goal is a general statement of a desired end. Deciding on a goal or goals at the initial stage of the planning process can give a sense of direction and concreteness to the newly formed local Right to Read program. The Advisory Council can generate its own goals, adopt or adapt goals from existing sources, or utilize both options. Goals from local education agencies, the state plan for adult education and the Right to Read Criteria of Excellence could be reviewed and considered.

The Advisory Council should ask such questions as:

What broad-based impact should Right to Read have on the entire community?

Over the next three to five years, what should Right to Read accomplish?

In terms of literacy, what is the ideal for everyone in this community?

The Advisory Council should be committed to the goal(s) it selects. True commitment involves an understanding of the goal, a consensus that it indeed should be a goal of the Right to Read Effort and the willingness to undertake the activities necessary to accomplish it. Advisory Councils should remember, however, that goals can change.

The goal of the National Right to Read Effort is that "by 1980, 99% of the population sixteen years old, and under, and 90% of the people over sixteen will possess the reading skills and competencies required to function effectively and productively as adults in this society." This can be stated in other ways such as the elimination of illiteracy by 1980 or the availability of opportunities for everyone to learn to read to the limits of his/her potential and desire.

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A local Right to Read Advisory Council could adopt a general goal such as one of these or develop a series of more specific goals such as:

Provide learning readiness activities for preschoolers in organized programs and in the home.

Prevent and remediate reading failure in the in-school population.

Make opportunities for every adult in the community to learn to read as well as he/she is able to and wants to.

Advisory Councils and local Right to Read directors should retain an attitude of flexibility regarding their goals, as they undertake the third step in the planning process-- assessment.

STEP THREE: ASSESSMENT  
THE ASSESSMENT PROCESS

- Step 1 Establish Task Forces to implement needs assessment.
- Step 2 Determine general types of information to be gathered and analyzed.
- Step 3 Develop an assessment plan of action.
- Step 4 Investigate each general type of information to determine what specific elements can or should be gathered.
- Step 5 Determine what information may presently be available from an existing resource.
- Step 6 Suggest alternative means of collecting data for each general type of information.
- Step 7 Select from alternatives the best means of gathering information.
- Step 8 Develop data gathering devices (written surveys, polls, personal contacts, meetings, etc.).
- Step 9 Collect or harvest information and concerns.
- Step 10 Assemble the data into compatible and usable forms.
- Step 11 Review and summarize information findings.
- Step 12 Note discrepancies between information findings and "ideals".
- Step 13 Arrange these discrepancies (needs) in priority order.



Goals provide us with general statements of where we would like to be. The assessment process provides us with the data necessary to determine where we are in relation to those goals. Each local Right to Read effort will be asked to conduct an assessment of the literacy needs and resources of its defined community. The Advisory Council may choose to assess literacy needs and resources at the preschool, in-school or adult level, or at a combination of all three levels. No matter how broad-based the assessment will be, it is essential to have considerable coordination and advance planning. The following five steps will facilitate the assessment process.

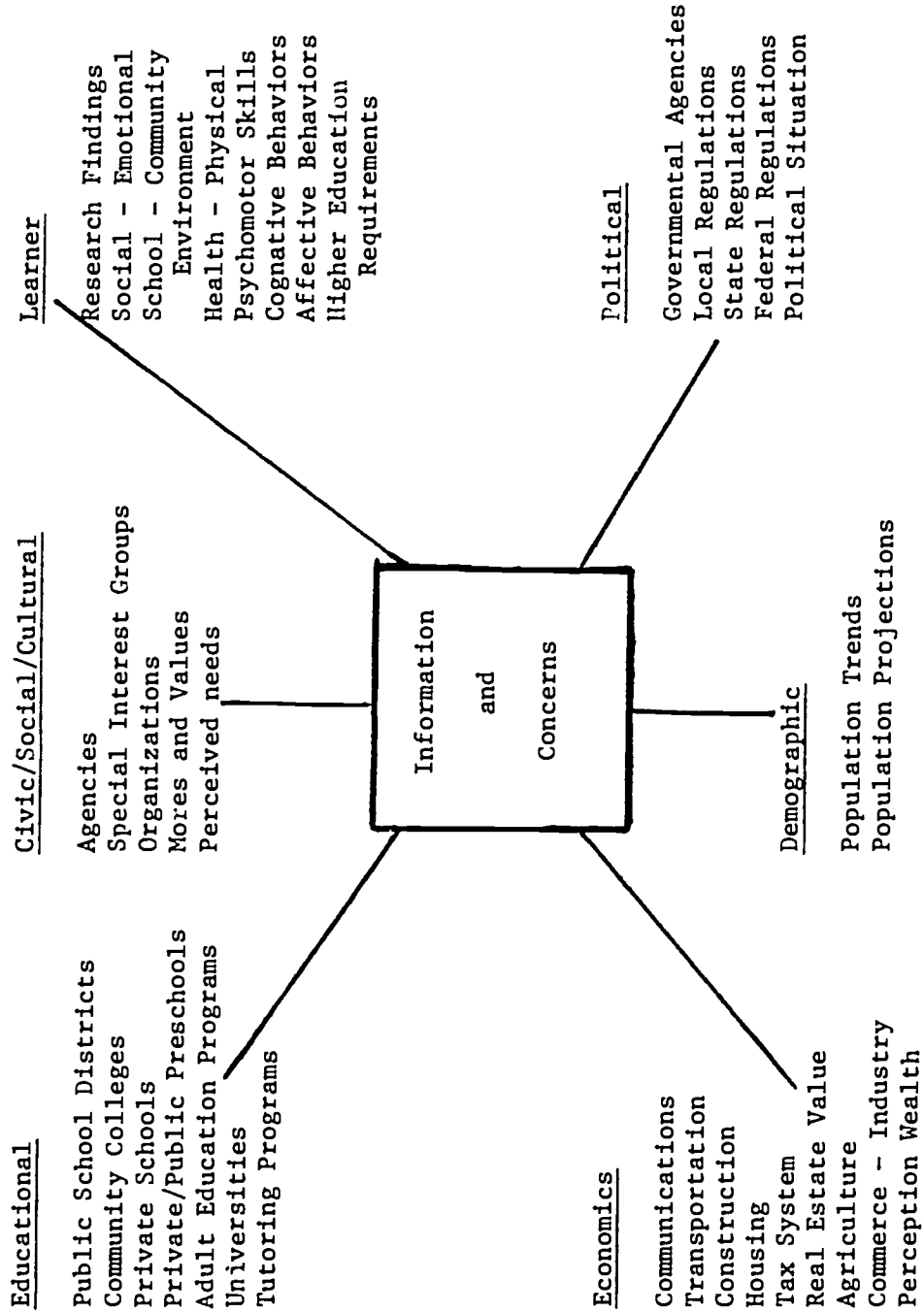
- 1) Determine the areas to be assessed;  
Examples: Teachers' attitudes toward reading  
Students' attitudes and achievement in reading  
Teachers' preservice and inservice training in reading  
Available adult education programs in your community  
Parental attitudes toward preschool programs: pro and con
- 2) Define responsibilities regarding what group or committee is responsible for assessing each area. A Task Force might be established to work at each level.
- 3) Each group or Task Force prepares an assessment plan, including objectives and activities that need to be completed to accomplish the objective.
- 4) Task Force assessment plans are submitted to the Advisory Council for added input and final approval. Each plan should include an objective for reporting results to the Advisory Council.
- 5) Implement the assessment plans.

## WHAT INFORMATION SHOULD BE GATHERED?

Decisions are best made on the basis of sufficient, comprehensive data. Collecting non-essential information can be time and resource consuming for a local Right to Read effort. Hence, local Advisory Councils should be discriminating in the kind of information to be gathered.

The following model provides a number of information sources and suggests many factors about the community, school districts and learners which might be reviewed before initiating an assessment. Each category can actually be considered both a source of information and a variable about which further information should be sought. This model may include more or fewer categories than a local Right to Read Advisory Council decides are necessary for its purpose.

COMMUNITY FACTORS TO BE ASSESSED



## DATA COLLECTION

When a decision has been made regarding the data to be collected, those working on the assessment should try to determine how much of it is already available. There may have been similar studies conducted, or public records and reports might summarize demographic and sociological data. The Task Force should use the criteria of feasibility and efficiency when they are choosing data gathering techniques.

There are a number of methods that can be used to collect information. Listed below are the main ones:

### I. Utilize existing information resources available from

#### A. Organized groups of people

Professional groups and councils  
Political, social, labor and cultural  
organizations  
Industrial and commercial business groups

#### B. Public records and reports

Government documents - i.e. census data  
School records - i.e. standardized test scores  
Public service or welfare agency records  
State agency summaries or reports  
News media records and archives  
Immigration files

### II. Obtain expert opinion through

#### A. Consultations with professionals by telephone, mail or in person

#### B. Preparation of position papers by experts

#### C. Meetings with consultants

- III. Observe behavior by gathering information about
  - A. Frequency of library use
  - B. Newsstand/paperback book sales
  - C. Enrollment in adult education classes
  - D. Number of children in preschool programs
  - E. Dropout rate
  - F. Unemployment
- IV. Interpret standardized test data dealing with
  - A. Attitudes and values
  - B. Aptitude
  - C. Achievement
  - D. Psychomotor skills
  - E. Health
- V. Survey the community to determine
  - A. Perceived needs
  - B. Attitudes about existing educational opportunities
  - C. Willingness of people to volunteer their help
  - D. Desire for new programs or expanded opportunities

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## SURVEYING THE COMMUNITY

Conducting a survey can help the Advisory Council obtain an overview of literacy-related needs, resources, attitudes and values in the community. This can be done through public opinion polls, printed questionnaires and interviews. Groups to be surveyed are students, parents, teachers and administrators and other adults in the community.

Those responsible for the assessment can identify the groups to be surveyed and develop the survey instrument(s) at the same time. Keep in mind the following guidelines when survey items are being written:

Be sure that the questions do not represent an invasion of privacy.

Avoid cultural, racial or sexist bias in the questions.

Keep the survey form simple. Use short sentences, common vocabulary and an uncomplicated format.

Be sure that every question on the survey will provide data that is genuinely needed in planning local Right to Read activities. Do not include questions because the information "would be nice to know".

Do not have more than fifty questions on a survey form. Half that many is preferable.

Select the easiest, most efficient and effective method of collecting the data.

Remain constantly alert to sources where the information might already have been collected.



## SAMPLE SURVEY ITEMS

On the next few pages sample survey items are given for adults, parents, administrators and teachers, students and the general public. They were developed by local Right to Read directors in Illinois at a special workshop on surveys in September, 1974. Although these questions have not been validated, they can serve as a springboard for you to use in developing your own instrument. After you prepare your survey, it should be field-tested with a small group of people who can offer suggestions for improving it or show by their answers which questions are not valid.

SURVEY ITEMS FOR ADULTS

1. Check highest grade level completed.  
 1-6  
 7-12  
 College
2. Which of the following categories includes your present age?  
 under 16                       16-25  
 26-40                               over 40
3. What is your occupation?
4. How many years has it been since you were last enrolled in school?
5. How often do you visit your public library?  
 Never or hardly at all  
 Once or twice a month  
 Once or twice a week  
 Just about every day
6. I am satisfied with my reading skills.  
 Yes  
 No
7. I would like to improve my reading skills.  
 Yes  
 No

8. From the list below select those things with which you have had trouble in reading.

- Road signs
- Billboards
- Newspaper advertisements
- Newspaper articles
- Sales contracts
- Job applications
- Want ads
- Road maps
- Directions on appliances
- Recipes
- Sewing directions
- Other (please specify)

9. If you would like to improve your reading ability, is there anything that would prevent you from attending a reading class?.  Yes  No  
If yes, please explain \_\_\_\_\_

10. Indicate your feelings about your reading ability of the following items.

	Satisfied	Dissatisfied
Newspaper	( )	( )
Magazines	( )	( )
Paperbacks	( )	( )
Textbooks	( )	( )

11. How important is reading in your job?

- Not at all
- Some
- Very

12. What do you think of your reading ability in comparison to other adults in the country?

- I read worse than other adults
- I read as well as most adults
- I can read better than most adults
- I don't know

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13. I enjoy reading. \_\_\_\_\_ Yes \_\_\_\_\_ No If no, do you think improving your reading skills would help you enjoy it more? \_\_\_\_\_
14. If a reading class for adults were offered, I would go.  
 \_\_\_\_\_ Yes  
 \_\_\_\_\_ No
15. What time of day would you select to attend the class?  
 \_\_\_\_\_ Morning  
 \_\_\_\_\_ Early Afternoon  
 \_\_\_\_\_ Late Afternoon  
 \_\_\_\_\_ Night
16. Are you satisfied with your reading ability in your job?
17. Where would you go to get help in reading?  
 \_\_\_\_\_ (open-ended question)
18. What magazines do you buy?
19. Do you buy books?
20. Is there one book that you have read that you really enjoy?
21. Would you rather read or be read to?
22. How much time do you spend watching TV?  
 weekdays \_\_\_\_\_ weekends \_\_\_\_\_
23. If you went to a reading class would you prefer working in groups or by yourself?
24. What do you want to read more than anything else in the world?

25. What do you want to read most?
26. How do you feel about reading?
27. How do you encourage reading in your home?
28. Do you like to write letters?
29. Do you have a friend who needs help in reading?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
30. Do you think this person would come to a reading class?
31. If you went to a reading class, where would you like to go?
- |                      |                        |
|----------------------|------------------------|
| a. church            | f. own home            |
| b. college           | g. place of employment |
| c. high school       | h. library             |
| d. reading center    | i. "y"                 |
| e. community centers | j. other _____         |
32. Why do you want to improve your reading?
33. What would keep you from going to a reading class?
34. What does "reading" mean to you?
35. Check the reasons that you read books.
- |       |  |
|-------|--|
| _____ | I never read books                               |
| _____ | Recommended by someone                           |
| _____ | I read the first few pages and became interested |
| _____ | Reading required for my work                     |
| _____ | I enjoy reading                                  |
| _____ | I saw it advertised                              |
| _____ | The pictures on the cover interested me          |
| _____ | The title  |
| _____ | Related to a hobby                               |
| _____ | Other reason                                     |

SURVEY ITEMS FOR PARENTS

Note to the parent: When you answer the questions below, think of your own children or other children who have lived with you at least two years.

1. How many of your children have attended \_\_\_\_\_?  
(name of school)

2. Have any of your children ever received special help in reading at school? ("special help" might be described more fully here)

- \_\_\_\_\_ Yes  
\_\_\_\_\_ No  
\_\_\_\_\_ I don't know

If "yes," please indicate the number of children receiving special help and the grade level or levels.

Number of Children                      Grade level or levels

3. If it were available, would you like special school help in reading for any of your children?

- \_\_\_\_\_ Yes  
\_\_\_\_\_ No

4. How regularly did you read to your child before he/she entered kindergarten or first grade?

- \_\_\_\_\_ None  
\_\_\_\_\_ Some  
\_\_\_\_\_ Regularly

5. Do you help your child with homework?

- \_\_\_\_\_ Yes  
\_\_\_\_\_ No

6. Is the help you give necessary because your child has trouble reading?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

7. How frequently does your son/daughter bring home:

	Never	Sometimes	Frequently
Textbooks	( )	( )	( )
Library books	( )	( )	( )

8. Check the reading materials found in your home:

( ) Newspapers  
( ) Magazines  
( ) Hardback books  
( ) Paperback books  
( ) Encyclopedia  
( ) Dictionary

9. How often do you go to the public library?

\_\_\_\_\_ Never  
\_\_\_\_\_ Sometimes  
\_\_\_\_\_ Frequently

10. How often do you take your children to the public library?

\_\_\_\_\_ Never  
\_\_\_\_\_ Sometimes  
\_\_\_\_\_ Frequently

11. Do your children have books of their own?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

12. Please put an X on the line which shows how much schooling you have completed.

- \_\_\_\_\_ Grade school or less (grades 1-8)
- \_\_\_\_\_ Some high school
- \_\_\_\_\_ Graduated from high school (grades 9-12)
- \_\_\_\_\_ Some college
- \_\_\_\_\_ Graduated from College
- \_\_\_\_\_ Post graduate work

13. How worthwhile is it to have a high school diploma?

- \_\_\_\_\_ Very important
- \_\_\_\_\_ Important
- \_\_\_\_\_ Nice, but not necessary
- \_\_\_\_\_ Unimportant

14. Do you get satisfaction from your reading (if you never get satisfaction from your reading or rarely read in your spare time, put an X in the box beside "never")?

- |           |         |       |
|-----------|---------|-------|
| Always    | Usually | Never |
| Sometimes | Seldom  |       |

15. Please rank each of the factors listed below which you feel most important in the successful fulfillment of your expectations for your child/children.

- \_\_\_\_\_ Good attendance
- \_\_\_\_\_ Open mind
- \_\_\_\_\_ Reading ability
- \_\_\_\_\_ Properly trained teachers
- \_\_\_\_\_ Curiosity
- \_\_\_\_\_ Proper materials

16. How can the school library be improved?

17. How can the public library facilities be improved?



18. Do you make use of the public library? How? \_\_\_\_\_  
\_\_\_\_\_

19. The following items can be placed in a LIKERT scale.

Ex:

strongly disagree-----disagree-----strongly agree

Do you think volunteer reading tutors should work with students in or out of school?

Do you feel that older children should be allowed to help younger children in reading? with teacher direction?

Do you feel that children within the same grade should help each other?

Should students be allowed to grade their own work?

Do you feel that a certain time of the school day should be set aside for reading enjoyment?

Would you be interested in coming in to see the equipment and materials we use to teach reading?

Would you like to help in our reading program? If yes:

how much time can you give? \_\_\_\_\_  
when? \_\_\_\_\_

what grade level? \_\_\_\_\_  
other? \_\_\_\_\_

20. Do you find much time to read for enjoyment?

- \_\_\_\_\_ Never
- \_\_\_\_\_ Sometimes
- \_\_\_\_\_ Usually
- \_\_\_\_\_ Almost always



21. Does your son/daughter find time to read on his/her own?

- Never
- Sometimes
- Usually
- Almost always

22. Does your son/daughter share with you what he/she reads?

- Almost always
- Usually
- Sometimes
- Never

23. What guidance do you provide for your son's/daughter's reading?

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SURVEY ITEMS FOR ADMINISTRATORS AND TEACHERS

1. How many students are in your building?
2. How many classroom teachers who teach reading (as part of their regular teaching load)?
3. How many special teachers work only in reading?
4. Does your school have a written description or outline of your reading program that parents and teachers, or others can see?
5. How much time is spent on direct reading instruction at your school?

_____ Kindergarten	_____ Fourth
_____ First	_____ Fifth
_____ Second	_____ Sixth
_____ Third	

6. What supportive services are available to your teachers for help with students in reading?

_____ Psychologist	_____ Librarian
_____ Social worker	_____ Reading Resource Room
_____ Remedial Reading teacher	_____ Other (please specify)
_____ Teacher aide	_____

7. What kinds of curriculum materials are available for your teachers and students?

_____ Basal readers
_____ Supplemental readers
_____ Library books

8. What kinds of AV equipment and materials are available to teachers and students for the reading program?

_____ 16mm projector	_____ filmstrip projectors
_____ overhead	_____ listening stations
_____ record players	_____ other (please specify)
_____ cassettes and tapes	

9. What tests (achievement, diagnostic or teacher made) do you use in conjunction with your reading program?

10. What kind of record system do you have for students' reading progress?

11. What are the reading skills and activities emphasized in

Kindergarten -  
First -  
Second -  
Third -  
Fourth -  
Fifth -  
Sixth -

12. What are the most prevalent causes for children not learning to read?

13. What kinds of supportive services do you need at school to help you in your reading program?

14. What kinds of inservice or professional training do you need for your reading program?

15. Are all students in your district tested for reading?

16. How many libraries are there in your district?

17. How many reading specialists are in your district?

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8. What kinds of AV equipment and materials are available to teachers and students for the reading program?
- |                          |                     |                          |                        |
|--------------------------|---------------------|--------------------------|------------------------|
| <input type="checkbox"/> | 16mm projector      | <input type="checkbox"/> | filmstrip projectors   |
| <input type="checkbox"/> | overhead            | <input type="checkbox"/> | listening stations     |
| <input type="checkbox"/> | record players      | <input type="checkbox"/> | other (please specify) |
| <input type="checkbox"/> | cassettes and tapes |                          |                        |
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  - Second -
  - Third -
  - Fourth -
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15. Are all students in your district tested for reading?

16. How many libraries are there in your district?

17. How many reading specialists are in your district?

18. Are there Reading Labs in your district?
19. What types of reading programs are offered in your school?

\_\_\_\_\_ remedial  
 \_\_\_\_\_ corrective  
 \_\_\_\_\_ developmental  
 \_\_\_\_\_ enrichment

20. Have you had courses in the teaching of reading?
21. Are you a member of a reading council?
22. Do your teachers receive assistance from a reading coordinator?
23. Is there a professional library in your school (in reading)?
24. School buildings differ in the extent to which their overall environment is conducive to learning. For each of the following items, indicate the manner in which the variable generally affects the learning environment in your school. Using the following scale for your responses, write the appropriate number in the line before each item:

1	2	3
positive effect	neutral effect	negative effect

- \_\_\_\_\_ physical facility
- \_\_\_\_\_ teacher preparation (preservice)
- \_\_\_\_\_ teacher attitude (motivation)
- \_\_\_\_\_ existence of a variety of instructional materials and equipment
- \_\_\_\_\_ media program
- \_\_\_\_\_ cooperation and communication between faculty and administration
- \_\_\_\_\_ working relationship among faculty members
- \_\_\_\_\_ student motivation to attend school
- \_\_\_\_\_ socioeconomic background of students



- \_\_\_\_\_ student attitude
  - \_\_\_\_\_ parental attitude toward the school
  - \_\_\_\_\_ involvement of the parents in school activities
  - \_\_\_\_\_ involvement of the total community in educational programs
  - \_\_\_\_\_ use of volunteers or teacher aides to help individualize instruction
  - \_\_\_\_\_ use of facilities outside of your school building for educational programs
  - \_\_\_\_\_ opportunities for students and faculty to do independent reading during the school day
  - \_\_\_\_\_ cooperation with the public library on educational programs
  - \_\_\_\_\_ free time teachers have for preparation
  - \_\_\_\_\_ availability of a professional collection of resource materials for faculty
  - \_\_\_\_\_ inservice education program
  - \_\_\_\_\_ curriculum organization and design
  - \_\_\_\_\_ instructional strategy used by faculty
  - \_\_\_\_\_ testing of student achievement, attitude and ability; availability of that information to the faculty
  - \_\_\_\_\_ planning systematically for educational program development
  - \_\_\_\_\_ cooperation and sharing of resources between local and community college and school district
  - \_\_\_\_\_ willingness to use and awareness of out of school resources and resource people from local community
  - \_\_\_\_\_ existing inservice programs for teachers within district
25. Does your district survey teachers to see what they have a need for?
26. Are teachers in the district allowed to participate in planning their own inservicing activities?
27. Are teachers allowed the option of attending workshops or not attending?
28. Are teachers allowed the option of alternative activities for the inservice program?

29. To what extent does the inservice program provide for individual needs of the teachers?
- always
  - most of the time
  - to some degree
  - very little
  - not at all
30. In my opinion, most parents attend school programs.
- strongly agree
  - agree
  - no opinion
  - disagree
  - strongly disagree
31. In my opinion, most parents encourage children to participate in school programs.
- strongly agree
  - agree
  - no opinion
  - disagree
  - strongly disagree
32. What percentage of parents attend teacher-parent conferences?
- 0-25%
  - 25-50%
  - 50-75%
  - over 75%
33. Many parents volunteer to help in the classroom, the office, the library or other school related activities.
- Never
  - Sometimes
  - Usually
  - Almost always

34. The percentage of parents who volunteer to help in the classroom, the office, the library or other school-related activities is

- unsatisfactory
- below average
- average
- above average
- excellent

35. How much training in the teaching of reading does the regular classroom teacher in District # \_\_\_\_\_ have?

No. of teachers \_\_\_\_\_

- 0-1 Reading Course
- 2-3 Reading Course
- 4-5 Reading Course
- More than 5 Reading Courses

36. What is the average number of years of teaching experience of faculty members in District # \_\_\_\_\_?

No. of teachers \_\_\_\_\_

- 0-4 years
- 5-8 years
- 9-15 years
- More than 15 years

37. How do students in your school District # \_\_\_\_\_ compare with National reading norms?

- above average
- average
- below average

38. What percentage of students read at the following levels?

percentage	level
_____	1 or 2 years below grade level
_____	at grade level
_____	1 or 2 years above grade level

39. Approximately what percentage of your students do you feel could achieve more in your classes if they could read better? \_\_\_\_\_

40. What is your estimate of the grade level at which the majority of your students read? \_\_\_\_\_

41. What is the reading level of the textbooks used in your classes? (List more than one level, if appropriate.) \_\_\_\_\_

42. How would you describe the attitudes of most of your students toward reading?

43. Would you consider teaching reading as it relates to your content area?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No  
\_\_\_\_\_ Uncertain, I need more information.

44. Do you have access to data you need concerning your students?

45. If it were possible, would you like to have a volunteer tutor help you with your teaching?

46. The amount of money allotted for reading instruction at my school is

\_\_\_\_\_ more than adequate  
\_\_\_\_\_ adequate  
\_\_\_\_\_ inadequate

47. If you feel it is inadequate, where might additional funds come from? \_\_\_\_\_

48. In what ways, if any, do you think the distribution of funds for the various programs can be better balanced?

\_\_\_\_\_  
\_\_\_\_\_

49. In my opinion the teaching of reading at my school is

\_\_\_\_\_ inadequate  
\_\_\_\_\_ adequate  
\_\_\_\_\_ very adequate

50. Are you satisfied with reading class size?

51. What do you feel is an ideal reading class size?

52. I feel that the children in my school are acquiring good life-long reading skills and habits.

\_\_\_\_\_ strongly disagree  
\_\_\_\_\_ disagree somewhat  
\_\_\_\_\_ agree somewhat  
\_\_\_\_\_ agree  
\_\_\_\_\_ strongly agree  
\_\_\_\_\_ no opinion

53. I feel that the reading ability of the general population has improved in the last ten years.

\_\_\_\_\_ strongly disagree  
\_\_\_\_\_ disagree somewhat  
\_\_\_\_\_ agree somewhat  
\_\_\_\_\_ agree  
\_\_\_\_\_ strongly agree  
\_\_\_\_\_ no opinion

54. What is your primary goal of reading instruction?  
\_\_\_\_\_
55. I feel that we are reaching more children in reading than ever before.
- \_\_\_\_\_ strongly agree
  - \_\_\_\_\_ agree
  - \_\_\_\_\_ agree somewhat
  - \_\_\_\_\_ disagree
  - \_\_\_\_\_ strongly disagree
  - \_\_\_\_\_ no opinion
56. Check the specific areas of reading instruction about which you currently feel a need for information.
- \_\_\_\_\_ grouping students
  - \_\_\_\_\_ diagnosing individual instructional needs
  - \_\_\_\_\_ using basal materials
  - \_\_\_\_\_ using supplementary materials
  - \_\_\_\_\_ different methods for teaching reading (ITA, programmed)
  - \_\_\_\_\_ developing word attack skills
  - \_\_\_\_\_ developing comprehension skills
  - \_\_\_\_\_ providing for the disabled reader in the classroom
  - \_\_\_\_\_ differentiating instruction for different groups
  - \_\_\_\_\_ reading skills in the content area
  - \_\_\_\_\_ other (please specify) \_\_\_\_\_

SURVEY ITEMS FOR SECONDARY SCHOOL STUDENTS

1. I can remember my parents telling or reading stories to me when I was much younger.

\_\_\_\_\_ I strongly agree.  
\_\_\_\_\_ I agree.  
\_\_\_\_\_ I am not certain.  
\_\_\_\_\_ I disagree.  
\_\_\_\_\_ I strongly disagree.

2. When I was younger, my parents often wanted me to read aloud to them.

\_\_\_\_\_ I strongly agree.  
\_\_\_\_\_ I agree.  
\_\_\_\_\_ I am not certain.  
\_\_\_\_\_ I disagree.  
\_\_\_\_\_ I strongly disagree.

3. Place an X on the line before each of the following types of reading materials that are in your home.

\_\_\_\_\_ Hard cover books  
\_\_\_\_\_ Encyclopedias  
\_\_\_\_\_ Newspaper  
\_\_\_\_\_ Magazines  
\_\_\_\_\_ Soft cover books

4. How often does your family read newspapers or magazines?

\_\_\_\_\_ Almost always  
\_\_\_\_\_ Often  
\_\_\_\_\_ Sometimes  
\_\_\_\_\_ Seldom  
\_\_\_\_\_ Almost never

5. How often do you use materials from your school library?
- Never or hardly at all
  - Once or twice a month
  - Once or twice a week
  - Just about every day
6. How often do you use materials from the public library?
- Never or hardly at all
  - Once or twice a month
  - Once or twice a week
  - Just about every day
7. To what extent do you think that reading skills will be used in the kind of job you want in the future?
- None
  - Minimum amount
  - Average amount
  - Above average amount
  - Extensively
8. What do you think of reading ability?
- I read worse than most students I know in my grade.
  - I can read as well as most students I know in my grade.
  - I can read better than most students I know in my grade.
  - I don't know.



9. Check the following school activities in which you have participated, are participating or plan to participate.

Athletic teams  
 Student government  
 School subject matter clubs  
 4-H  
 Drama or music groups  
 Hobby clubs  
 Newspaper or yearbook  
 Other (please specify) \_\_\_\_\_

10. Approximately how much time did you spend yesterday for each of the following activities?

	0-(no time)	1/2 hr.	1 hr.	2 hrs.	3 hrs.	4 hrs.	5 hrs. & more
Listening to the radio	( )	( )	( )	( )	( )	( )	( )
Watching television	( )	( )	( )	( )	( )	( )	( )
Talking to your parents	( )	( )	( )	( )	( )	( )	( )
Reading local newspaper	( )	( )	( )	( )	( )	( )	( )
Talking to your friends	( )	( )	( )	( )	( )	( )	( )
Talking to your teachers	( )	( )	( )	( )	( )	( )	( )
Reading your school books	( )	( )	( )	( )	( )	( )	( )
Listening to records or tapes	( )	( )	( )	( )	( )	( )	( )
Reading your high school paper	( )	( )	( )	( )	( )	( )	( )
Reading Underground papers	( )	( )	( )	( )	( )	( )	( )
Other (please specify)	( )	( )	( )	( )	( )	( )	( )

11. Rank the following reading materials in order of personal reading preference using 1, 2, and 3, etc., for first, second and third best liked.

Newspapers  
 Magazines  
 Comic books  
 Textbooks  
 Reference books  
 Science fiction books or stories  
 Sports books  
 Biographies  
 Poetry  
 Romantic novels or stories

12. I read mostly for:

Information  
 Pleasure  
 Necessity

13. The purpose of the following items is to find out what you think of reading compared to the rest of the subjects you have ever studied in school. Read the statement below. Then for each item, look at the two words at the opposite ends of the row of circles. Place an X in the line that is closest to the way you feel.

Compared to the rest of the subjects I have ever studied in school, I generally feel reading is:

easy	___	___	___	___	___	___	difficult
dull	___	___	___	___	___	___	exciting
enjoyable	___	___	___	___	___	___	unenjoyable
useful	___	___	___	___	___	___	useless
good	___	___	___	___	___	___	bad

clear	___	___	___	___	___	fuzzy
unimportant	___	___	___	___	___	important
unenjoyable	___	___	___	___	___	fun
simple	___	___	___	___	___	complicated
boyish	___	___	___	___	___	girlish
necessary	___	___	___	___	___	unnecessary

14. In what way(s) could your teachers help make the time you spend in school more meaningful?
15. What educational needs do you feel are not being met adequately in the present school structure?
16. In what single way would you change the high school library?
17. Does the high school library offers opportunities to the independent learner?

Very Many					Very Few
5	4	3	2		1

18. How much freedom does the "open campus" allow the average student?

Too Much					Too Little
5	4	3	2		1

19. How well are reading skills taught in your high school English class?

Very Adequately					Very Inadequately
5	4	3	2		1

CHECKLIST  
FOR AN EFFECTIVE  
LOCAL RIGHT TO READ ADVISORY COUNCIL

\_\_\_\_\_ Assure prospective members from the beginning that they will be involved in an activity which is going to make a worthwhile contribution to educational opportunities in literacy.

\_\_\_\_\_ Send an official letter of appointment to each member signed by the top administrator, if possible. Include in the letter the kinds of commitment--advice, assistance, cooperation, money and time--that are expected of Council members.

\_\_\_\_\_ Provide members, initially and on a continuing basis, with information about local, state and national trends in literacy and educational developments. This can be done through written reports, survey results, attendance at conferences and invitations for Council members to attend special school functions or meetings.

\_\_\_\_\_ Clarify regulations which must be observed if a Council member decides to visit an educational facility during the day. Be sure to make him/her feel welcome as a friend and interested citizen.

\_\_\_\_\_ Help members see that there is some linkage between their activities and what other local Right to Read Advisory Councils are doing throughout Illinois. Explain the relationships between and among Right to Read programs at the local, state and national levels. Perhaps you could identify other local Advisory Councils who are involved in similar programs and share ideas with them.

\_\_\_\_\_ Plan ahead for each meeting. Give members at least two weeks' notice of the meeting date and time. Send them an agenda, along with background information about problems to be discussed and their possible solutions.

\_\_\_\_ Have the meetings conducted informally yet in a businesslike manner. Keep the meeting within reasonable time limits by holding discussions on target. As soon after each meeting as possible, let the members know the results of their advice and services.

\_\_\_\_ Offer some concrete forms of recognition as an expression of appreciation for the volunteered services and contributions of each member. You could award certificates of recognition, hold an appreciation dinner or include the names of Council members in catalogs or reports.

ANNOTATED BIBLIOGRAPHY  
ADVISORY COUNCILS

Brown, George L., Gerald E., et al, Toward More Effective Involvement of the Community in the School: An Occasional Paper. Institute for Development of Educational Activities, 1972, p. 24.

This document contains the result of a national seminar sponsored by the Institute for Development of Educational Activities, Inc. Participants in the seminar represented diverse interests and varied geographical locations. Representatives included senators, superintendents of schools, college professors, corporation executives, high school and junior high school personnel and school volunteer program personnel.

The United Nations defines community development as "...the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social, and cultural conditions of the communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to the national progress." The above definition sets the stage for the rest of the contents of the publication. The topics discussed in the publication are as follows: 1) From Gripping About to Grappling With Citizen Involvement, 2) Involvement of Community in the Public Schools: Where is it Today? 3) Thwarting Citizen Involvement 4) Parental Involvement 5) Talent Potential at the Local Level 6) Non-Threatening Intervention via School Volunteers 7) Businessmen and Industrialists in Education - The Friendly Giant 8) Producing Better Bakers and Candlestick Makers 9) Getting to Cause by Treating Symptoms 10) Taking Lessons from an Underdeveloped Country and a Few Government Programs 11) Summary of Recommendations.

Burt, Samuel M. Volunteer Industry Involvement in Public Education, Heath Lexington Books, Lexington, Massachusetts, 1970, pp. 203.

Industry's desire to assist in public education is motivated by several reasons. Foremost among them is industry's concern for an assured continuing supply of well educated and properly trained manpower. Burt cites arrangements where there are exchanges of personnel between schools and industry. These arrangements facilitate articulation between the educational system and industries.

Burt believes the school administration should initiate industry-education cooperation. The author points out that industry is willing to volunteer its financial and personnel resources as the ally of educators in improving, enriching and expanding public education to better serve the best interests of the nation.

Deshler, Betty and John L. Erlich. "Citizens' Involvement; Evolution in the Revolution," Kappan, November, 1972.

These two authors review the historical role of citizens' participation in decisions regarding education. They suggest that historically educational institutions relied heavily on the recommendations of local citizens. Recently there has been tremendous expansion in educational systems and the complexities of decision making. Consequently, decisions are now largely made by professionals. With increasing professionalization of American education, institutions are becoming unresponsive to the needs and aspirations of various communities within their systems. This has resulted in citizen demands for involvement in both decisions about education and the education process. Deshler and Erlich suggest that educators and citizens cooperate to develop viable educational programs.

Fusco, Gene C. Improving Your School-Community Relations Program. Prentice-Hall, Inc., New York, 1967.

Working with organized groups can be an effective way of improving school-community relations. Two types of groups are discussed here: parent-teacher groups and citizens committees for better schools. The author indicates that school staff members must have knowledge

about and participate in community life in order to make effective use of citizens advisory groups. The school administrator must bear responsibility for strengthening and supporting his/her staff to develop certain professional abilities that are essential in working with citizens advisory groups. Twenty professional abilities are listed.

Areas in which citizens committees have made great contributions are fact-finding, policy and program development and public support development. Specific problems in which citizens advisory groups are involved include 1) school system staff personnel; 2) school system organization; 3) pupil personnel; 4) educational programs; 5) auxiliary services; 6) school finance; and 7) school buildings. The publication has a checklist for recognizing committees with a high probability of effectiveness.

Hofstrand, Richard L., and Lloyd J. Phipps. Advisory Councils in Education--A Handbook. Rurban Education Development Laboratory, University of Illinois, 357 Education, Urbana, 1971.

This 48-page publication gives a comprehensive but concise description of the initiation, establishment, organization and functions of school-sponsored citizens advisory councils and committees. This pocket-size volume is widely used in working with citizens advisory councils both in Illinois and other states. The publication contains samples of charters, operational guidelines, bylaws, selection committee resolutions, and candidate information form. Copies may be obtained at 50¢ each from Rurban Education Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Hamlin, H. M., Citizens' Participation in Local Policy Making for Public Education, College of Education, University of Illinois, Urbana, 1963, pp. 34.

This 34-page publication outlines the procedure for involving local citizens in promoting quality education. Hamlin stresses the importance of proper articulation between local, state and national educational



authorities in making educational policy. He indicates that although Boards of Education have legal authority for making policies regarding public education, they need assistance from citizens committees. Policies regarding education are likely to be more effective if citizens share in their development.

Jackson, Shirley A., "The Curriculum Council: New Hope, New Promise," Educational Leadership, May, 1972, pp. 690-4.

Jackson suggests that curriculum councils offer new hope and new promise in providing a vehicle for constituent participation which taps all available resources in developing each child to his/her fullest potential. The author indicates that an increasing number of federally funded education programs are requiring evidence of community involvement in program planning and decision making. She suggests that persons affected by curriculum decisions should have a representative voice in making those decisions. Jackson argues that curriculum councils should be equitably representative of students, teachers, superintendents and board members, curriculum specialists, college representatives, industries and businesses, parents and other citizens in the community.

The article lists the potential contributions of each category of representatives. The contributions of parents and other citizens in the community include formulating goals and purposes of the school and providing valuable feedback on their aspirations for their children. The contributions of students include reactions regarding the relevancy of content, the effectiveness of presentations, learning problems encountered, purposes and desires relating to the curriculum being considered, and students' concept of the continuity of the program being presented to them.

King, Sam W., Organization and Effective Use of Advisory Committees. Vocational Bulletin No. 288, Industrial Education Series No. 74, Office of Education (DHEW) Washington, D.C., 1965, pp. 83.

This bulletin describes in detail the establishment, organization, and utilization of advisory committees. Numerous techniques for working with advisory committees are included. The author suggests that there is a need for more extensive use of advisory committees at the local levels. The chapter titles are 1) Need for Advisory Service, 2) Types of Committees, 3) Functions of Committees, 4) Establishing the Committee, 5) Organizing the Committee, 6) First Meeting, 7) Planning a Program, 8) Conducting the Meeting, 9) Follow-Up of Meeting, and 10) Effectiveness of Committees. The appendices contain samples of an agenda, minutes of a meeting, a letter from a principal to committee members, an outline for a committee handbook, policies and regulations, and a program for an advisory committee workshop.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizens' Advisory Committee Operation. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana 61801, 1968, 38 pp.

This document contains the results of a pilot study conducted in Illinois to develop and test techniques and procedures in organizing and utilizing citizens' advisory committees appointed by local Board of Education. The project was initiated on two premises: 1) ultimate decisions about public education in the United States are made by the citizenry; 2) intelligent, productive citizen participation requires people who are well-informed and who understand the problems faced by schools. The project was undertaken to determine techniques and procedures that were effective in preparing citizens to make intelligent decisions about educational matters.

The publication contains a step-by-step description of the procedures utilized in the study. Topics included in the publication are a brief history of the Illinois Citizens Education Council; Objectives of the Project; Organization and Accomplishments of Committees; Analysis of Successful Projects; Successful and Unsuccessful Procedures.

Also included are a number of recommendations from citizens advisory committees regarding 1) purposes of committees; 2) selection of members; 3) basic rules of operation; 4) affiliated committees; 5) school policy; 6) public information; 7) attitudes toward school; 8) undesirable activities and 9) inservice education. The appendices include a questionnaire for the chairperson of a citizens advisory committee, guidelines for the organization and operation of local citizens advisory committees and patterns for school-sponsored citizens advisory committees. Copies may be purchased at 75¢ per copy from the Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Phipps, Lloyd J. and Ronald W. Heisner. Evaluative Criteria for Citizens' Advisory Councils and Committees. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana, 1972, 32 pp.

This publication establishes criteria to evaluate the effectiveness of Advisory Councils. The instrument can be used for self-evaluation by the Council or as a guide for use by an external group. Utilizing this instrument, advisory councils may determine objectively their strengths and weaknesses in order to improve the overall impact of their activities. The tool may also be used by Boards of Education and administrators in assessing the type of leadership they provide for advisory councils.

The guide is divided into seventeen sections, each one concerned with one aspect of a citizens advisory council. Each section is supplemented by a checklist composed of specific items to evaluate. Although the evaluative guide is most applicable to school-wide advisory councils and committees, it may also be used to evaluate departmental advisory committees, vocational advisory committees or other specialized committees.

The publication provides guidelines for evaluating the following aspects of citizens advisory councils and committees: Charters; Constitution, Bylaws, and Operating Guidelines; Membership; Selection of Members;

Relationship with Board of Education; Relationship with School Administration; Relationship with School Instructional Staff; Relationship with Students; Relationship with Local Public; Meetings; Recommendations of the Committee; Morale of Members; Accomplishments and Activities of the Committee; Individual Activities and the Direction and Trust of the Committee. Copies of the publication may be purchased at 50¢ per copy from the Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Phipps, Lloyd J., Hofstrand, Richard K., and Shipley, Edward W., Course of Study--Citizens Advisory Councils in Education. Rurban Educational Development Laboratory, University of Illinois, 357 Education Building, Urbana, Illinois 61801, 1972, 227 pp.

Appendices include discussions on Do's and Don'ts for Citizen School Groups; Guiding Principles of Effective Citizens' Committees for Public Schools; Sample Charters; Some Policy Statements; Checklist of Activities Provided by Advisory Committees. The publication is perhaps the most comprehensive course of study available on citizens advisory councils and committees. Copies may be purchased at \$1.50 per copy from the Rurban Educational Development Laboratory, Department of Vocational and Technical Education, 357 Education Building, University of Illinois, Urbana 61801.

*Publicity  
and  
Public Relations*

渙

*Dispersion*

*A wise and good person in a high place tries to make the widest possible distribution of the beneficences. Like a hungry tiger he seeks out the right people to help him fulfill his laudable gain. Such zeal is without blame.*

## SECTION D

### PUBLICITY AND PUBLIC RELATIONS

#### COMMUNICATING WITH LOCAL CITIZENS

Any program such as a local Right to Read effort, which has community involvement as a major component, necessarily relies on a variety of publicity/public relations activities. Communication should be an on-going two-way process. The general public might be informed at the following stages of program development:

- Selection of local Right to Read director(s) and subsequent participation in a training program
- Development of a local Right to Read Advisory Council
- Authorization of Right to Read activities by the Board of Education or other governing body
- Assessment of needs and resources. Here the public might be asked to respond to a questionnaire, or volunteer their help in conducting the survey
- Publication of the results of the assessment
- Subsequent establishment of Right to Read goals and objectives
- Special projects being planned and implemented
- New segments of the population being served or expanded opportunities offered
- Requests for volunteers to help in an educational program as tutors, aides, library clerks, "grandparents," etc.
- Human interest stories about people being helped by Right to Read
- Results of an evaluation of local efforts

Needless to say, if some sort of communication is initiated at most of these intervals, the community should become very much aware of the existence of Right to Read. They might then begin to ask themselves if they would like to be involved as Task Force members, volunteers or students. Because the success of Right to Read depends so much on the effective use of existing human resources, a well-planned public relations program cannot be overlooked.

## COMMUNICATING WITH LOCAL EDUCATORS

Staff members in local educational institutions can serve Right to Read in many ways. They are in a strategic position to offer professional advice and services that will ultimately affect the quality of the educational programs initiated or improved through Right to Read. In addition, educators could easily feel alienated if they are not kept current with Right to Read developments; they may feel that lay citizens are imposing their standards and advice on them without requesting professional input from them. Educators form an important part of the community which should not be overlooked.

-D2-



## RESPONSIBILITY FOR PUBLICITY

Every local Right to Read director should be sensitive to the already existing public relations program in the institution he/she serves. There are a number of avenues which could be followed in pinpointing responsibility for public relations activities. Whichever one is selected, it should be in harmony with previously established methods of information dissemination.

Below are listed people or groups who might have the publicity responsibilities for Right to Read:

- The local Right to Read director(s)
- The public information staff member(s) at the institution involved in Right to Read
- A designated administrator
- The Chairperson of the Right to Read Advisory Council
- A specially-selected Advisory Council liaison person for publicity
- A Task Force of the Advisory Council
- A volunteer teacher, layperson, etc.

## PUBLIC RELATIONS AS TWO-WAY COMMUNICATION

You can expect many questions to be asked when the public begins to become aware of Right to Read. Some people will want to know how they can help; others will request information about reading/literacy programs to help themselves, a friend or a family member; still others will want to comment on the quality of services presently available or question the cost or justification of a local Right to Read program.

A person should be designated who will receive and respond to communication from the public. The local Right to Read director is in a good position to do this, for he/she can provide feedback on many topics, refer the person to someone else for further information or find out an answer and respond later to the person. However the feedback is handled, it is imperative that the citizen feel that his/her response was welcomed, considered and important. This helps spread "ownership" in Right to Read and provides a continuing source of new perspectives on Right to Read efforts.

## METHODS OF COMMUNICATION

Listed below are some of the ways information can be disseminated to the public.

Word-of-mouth - Although this is very often the least reliable means of disseminating information, it exists everywhere. Students talk among each other and with their parents; parents talk among each other and with significant others in their daily lives; teachers talk among each other and with their family and friends; and so on. Good news and bad news, whether it is accurate or not, travels quickly by word-of-mouth.

Parent-teacher conferences - This is a traditional method by which parents visit the educational facility and discuss their children's work with the teacher. It is an effective way of communicating with those parents who do come, but by itself it is inadequate.

Parental education programs - Special sessions can be designed to help parents deal with day-to-day concerns they have in raising their children. Some program topics might include teaching pre-reading skills to preschoolers, reinforcing reading in the home, approaches used in the schools to teach and parents as reading models.

Newsletters - A Right to Read newsletter might be created, or a special reading/literacy section could be added to existing organizational or institutional publications. Newsletters reach only those people on the mailing list, and not necessarily the community at large.

Pamphlets - Brochures are inexpensive to produce, fairly easy to prepare and can be disseminated in a variety of ways. They can be sent home with students, distributed at meetings, mailed or displayed at places where the public gathers such as libraries, office waiting rooms or at county fairs.

Bulletin boards and display areas - Schools, libraries, department stores, churches and banks are just a few of the locations where Right to Read information could be exhibited. Bulletin boards and display cases do not usually require a person there to answer questions; however, if you set up a display or booth at a public function, it is a good idea to reinforce the dissemination by having at least one person there at all times to offer one-to-one contact with the people who stop to see the display.

Speeches, presentations, etc. - The local Right to Read director, Advisory Council members and other interested people can be scheduled to give speeches or offer presentations on Right to Read at professional, civic or social organizational meetings or local conferences and workshops. Followed by a question and answer period or an opportunity for informal exchange, this information dissemination method can be very effective.

Mass media - Radio, television and newspapers provide an excellent source for initiating communication with the public. The remainder of this section of the Manual will deal primarily with the mass media and how to deal with them.

## NEWSPAPERS

Because of its usually wide range of readership, the local newspaper can be one of the Right to Read director's most effective sources for publicity. If the newspaper already has a regular education column or feature, reports on the local Right to Read program should be well received. It is a good policy to get to know the editors and reporters and inquire about submitting news items.

A personal visit to the newspaper office is a good way to begin. Take a list of questions to help you understand the operating procedures of that newspaper. Some questions you might ask are:

1. Whom do you contact when special events occur?
2. In what form should the article be written?
3. What are the deadlines?
4. What type of photographs are acceptable?

Keep the newspaper informed by telephone, written communication and personal contact. This will help the newspaper personnel gain confidence in you and in the accuracy and reliability of your material. Be easily accessible so that the newspaper staff can check details or request supplemental material or photographs.

In addition to the local newspaper, keep the school paper informed on the progress of the Right to Read program. Student media can be a source of support to the program.

## NEWS RELEASES

Keep the article about Right to Read informative, interesting and brief. Be sure to give the important facts first. The lead paragraph should contain the who, what, when, where, why and how of the news release. Elaboration can follow where time and space permit. Try not to confuse the readers with educational jargon while avoiding the temptation to "talk down" to them.

Below are some suggestions for writing news releases:

1. Be factual and objective. Try to avoid unnecessary adjectives.
2. Keep your sentences clear and concise.
3. Avoid educational jargon whenever possible. Try to define any new terms the public would need to know.
4. Be accurate. Identify program strengths, but do not be negligent in recognizing areas where improvement is needed.
5. Give sources for all quotes and identify them precisely.
6. Remember to write in the third person, unless the tone of the publication warrants a different style.
7. Relate to the public's experiences whenever possible.
8. At the outset identify the complete names and positions of everyone who will be mentioned later in the article.
9. Keep in contact with the Right to Read Office in the Illinois Office of Education to keep your articles factual and current with other developments.
10. Encourage other staff members to contribute articles and inform them of their impact after they are printed.
11. Remain in contact with the same person on the newspaper staff to avoid confusion in format, release date, etc.

12. Find out if the newspaper requires you to follow a standard form when submitting news items. Sometimes this varies from newspaper to newspaper.

The following pages offer some sample news releases for your review.

-D8-



SAMPLE NEWS RELEASE

CAPTION FOR ATTACHED PHOTO

NEW RIGHT TO READ DIRECTOR - \_\_\_\_\_,  
(name of local director)  
newly appointed director of the local Right to Read pro-  
gram at \_\_\_\_\_, receives congratula-  
(location)  
tions from \_\_\_\_\_, School Superintendent.  
(name)  
The announcement was made yesterday at the regular faculty  
meeting.

PHOTO OF LOCAL DIRECTOR  
AND SCHOOL SUPERINTENDENT

-D10-



SAMPLE NEWS RELEASE

RIGHT TO READ MEETINGS ANNOUNCED

A series of Right to Read staff meetings for the fall have been announced at the \_\_\_\_\_ School. The faculty will receive inservice training to help them in a number of critical areas of the local Right to Read effort.

\_\_\_\_\_, Right to Read director at the (Name of R<sub>2</sub>R director) school, indicates that the teachers have been involved in planning these meetings, and "the staff is eagerly awaiting the initiation of the program."

The meeting dates and tentative topics to be covered include:

Date	(Sample) Topic
_____	<u>Developing a Needs Assessment</u>
_____	<u>Establishing Priorities in the Reading Program</u>
_____	<u>Reading in the Content Areas</u>
_____	<u>Grouping in the Classroom</u>

SAMPLE NEWS RELEASE

RIGHT TO READ CONSULTANT TO SPEAK TO

TEACHERS AT \_\_\_\_\_ SCHOOL

Mr./Mrs./Ms. \_\_\_\_\_, \_\_\_\_\_,  
(title)

will speak to the teachers and staff at the \_\_\_\_\_

\_\_\_\_\_ School as a part of the Right to Read program

for \_\_\_\_\_.  
(year)

\_\_\_\_\_ will be the chief speaker  
(Last name of the consultant)  
at the inservice meeting on \_\_\_\_\_. The staff will  
(Date)  
have the opportunity to react and respond during a question  
and answer period.

(Give background of the consultant here.)

SAMPLE NEWS RELEASE

RIGHT TO READ FILM TO BE VIEWED BY  
CHAMBER OF COMMERCE

At next week's regular meeting of the Chamber of Commerce,  
\_\_\_\_\_, Right to Read director for  
(Local R<sub>2</sub>R director)  
\_\_\_\_\_, will present the film entitled  
(community)  
"The Right to Read" outlining the national goals of the  
program.

This film, produced by the Department of Health, Education  
and Welfare, dramatically illustrates the reading crisis  
in the nation and depicts some suggested solutions. The  
film has meaning and impact to all members of our commu-  
nity, parents and concerned citizens, as well as educators.

\_\_\_\_\_ will guide a question and  
(Last name of the local director)  
answer period following the film. He/she is currently  
involved in implementing the Right to Read program in

\_\_\_\_\_  
(location)

-D13-

## RADIO

Radio stations can reach much of your identified audience in an immediate and effective way. Many local stations will provide the Right to Read director with a variety of opportunities for keeping the community informed of the progress of the local Right to Read effort.

Public service announcements can be used to announce meeting dates and scheduled topics or speakers. They are sponsored by stations, usually free of charge, as a means of keeping the community abreast of local or civic events. As with news releases, it is recommended that you keep public service announcements short and concise.

Some stations also have news features similar to the "Community Bulletin Board," in which regular community happenings are announced at periodically scheduled times. Advise these stations well in advance of meeting dates and other Right to Read functions.

Other regularly highlighted programs can be utilized to discuss in greater depth the progress and thrust of the local Right to Read effort. Some stations welcome and encourage interview or panel discussion formats which also lend themselves to an extensive discussion of the development of the Right to Read program. If you are including outside consultants to assist in various aspects of the Right to Read effort, use the interview or tape-replay on the radio to keep the public informed.

Becoming acquainted with staff at local radio stations can be an asset to the publicity program. Although not all local stations have the staff to cover all of the school functions you or they might desire, frequently one staff member is assigned to "community events." The use of the material that is submitted can be ensured if it is kept light, interesting, devoid of educational jargon, and limited to three or four well-written sentences. Try to design the material to be in accord with the station's time and promotional needs.

On the next two pages you will find sample radio releases.

-D14-

SAMPLE RADIO RELEASE

For release: Week of October 7-11

Subject: Right to Read Inservice Meeting

Time: Approximately 15-30 seconds

ANNOUNCER: Teachers at the \_\_\_\_\_ school  
(location)  
today will be attending the next meeting in  
a series of inservice education sessions as  
a part of the Illinois State Right to Read  
program.

With schools closing after the noon hour,  
the \_\_\_\_\_ school staff will  
(location)  
be receiving training in methods to improve  
reading instruction in the classroom. This  
is the \_\_\_\_\_ in a series of \_\_\_\_\_ ten-  
(number) (number)  
tative meetings. The Right to Read program  
marches on ...

SAMPLE RADIO RELEASE

For release: Week of November 4-8

Subject: Right to Read at the PTA Meeting

Time: Aproximately 30-45 seconds

ANNOUNCER: The regular meeting of the \_\_\_\_\_  
(location)  
school PTA, to be held next Monday night,  
November 11th, will feature a presentation  
on the Right to Read program. \_\_\_\_\_  
(Local R<sub>2</sub>R  
director) will highlight Right to Read goals  
and special activities. As local Right to  
Read director, he/she will be working closely  
with community members to improve reading  
opportunity for all.

At the 8 p.m. meeting next Monday night --  
that's November 11th -- parents will be able  
to ask questions concerning the \_\_\_\_\_  
(location)  
Right to Read program. Refreshments will be  
served.

-D16-

## TELEVISION

Consider local television as a very effective means to communicate Right to Read activities and developments to the public. Local commercial television stations, like radio stations, frequently broadcast short notices about local activities and school events. If informed of the purposes and objectives of Right to Read, local television stations may suggest a format well-suited to sharing with their audiences information about local effort and activities.

The guidelines for television news releases follow closely those designed for radio. "Community Bulletin Board" announcements and "fillers" around the local station breaks can often be appropriately utilized. Local stations suggest that matte finish photos be submitted (another obvious advantage over radio), but glossy photos are also acceptable.

Inquire about interview or panel discussion programs that are regularly scheduled. Television program directors are usually receptive to new developments in education. The Right to Read program can meet this need with continuous progress reports. A narrated slide presentation about your local program would be most interesting to viewers, and would have many uses later.

-D17-

CHECKLIST  
RIGHT TO READ PUBLICITY/PUBLIC RELATIONS

\_\_\_\_ Identify the established avenues for communicating with students, educators, other professionals and lay citizens.

\_\_\_\_ Constantly seek or create new ways of disseminating information about Right to Read to specific population segments or to the general public. Community "Koffee Klatches" or a "Right to Read Hot Line" are just a few of the new techniques you might want to try.

\_\_\_\_ Be aware of the communication techniques which will be most effective and appealing to those you are attempting to reach.

\_\_\_\_ Tap the resources and talent available on your staff, the Advisory Council or in the community, for contributions to the publicity effort.

\_\_\_\_ Plan to issue frequent and concise news releases whenever possible. Make sure the releases are neither too lengthy nor sporadic.

\_\_\_\_ When a piece of communication is prepared by a single individual, encourage a cooperative spirit by involving others in parts of the total process such as proofreading, writing headlines or captions, taking photographs, creating illustrations, etc.

\_\_\_\_ Involve students whenever possible. They can prepare news releases, give presentations over the intercom, submit articles for publication in the school newspaper or provide artwork for Right to Read publications.

\_\_\_\_ Consider including on the Advisory Council or a Task Force someone with a background in mass media communication.

\_\_\_\_ Use both formal channels of communication. Do not overlook personal contact as a viable method of communicating with a select audience.



\_\_\_\_\_ Develop methods for feedback and evaluation of your communication channels. This can be done formally with a survey form or inventory, or informally through frequent discussion or personal contact.

\_\_\_\_\_ Involve parents in the preparation, distribution, evaluation and expansion of community publicity efforts.

\_\_\_\_\_ Prepare progress reports that summarize Right to Read accomplishments for distribution to:

The Board of Education or other governing body  
Advisory council and Task Force members  
Administrators, faculty, staff  
Students  
Parents  
Civic and community groups  
Interested educational insititutions in the  
county or surrounding areas.

\_\_\_\_\_ Utilize a variety of media in your publicity efforts.

-D19-



Activity	Medium for Dissemination	Person(s) Responsible	Completion Date
e. Publicize the booth in advance	Radio, Newspaper	Publicity Chair-person	August 1
f. Schedule volunteers to work in the booth		Publicity Chair-person	July 1
g. Have the booth open at the fair		Publicity Task Force	August 12-15
h. Report on the activity upon completion	Written report	Publicity Task Force	September 1
2. Write a monthly news release for the local newspaper	etc.		

PUBLICITY AND PUBLIC RELATIONS  
ANNOTATED BIBLIOGRAPHY

Adams, Alexander B. Apollo Handbook of Practical Public Relations. New York: Thomas Y. Crowell Co., 1970.

This book tells how to start and how to carry out a good public relations program. It presents the mechanics of basic public relations methods as well as many excellent illustrations and examples.

Budd, John F. Jr. An Executive's Primer on Public Relations. Chilton, Philadelphia, Pennsylvania, 1969.

This resource provides a clear, concise view of public relations. It shows what good public relations can do for neighborhood relations. It presents a realistic view of the basic functions of public relations.

Clay, Roberta. Promotion in Print, A Guide for Publicity Chairmen. New York: A. S. Barnes and Co., 1970.

Here is a practical guide for the nonprofessional news writer. Suggestions about public information for schools, churches, clubs, etc., is included. The book answers such questions as: What is news? How do you write news? and How do you maintain friendly relations with the media?

Hall, Babette. Public Relations, Publicity, and Promotion. New York: Ives Washburn, Inc., 1970, pp. 90-100.

The chapter on pages 90-100 discusses basic activities to provide organizations with effective public relations. It presents some basic rules directed toward community groups in their efforts to develop good promotional practices.

Johnson, Ray E. Making the Most of Radio-TV. New York: National Public Relations Council of Health and Welfare Services, Inc., 1966.

This book is aimed primarily for use by local community organizations and agencies. It suggests ways to make the best use of radio and television. It covers such areas as: News Releases, Radio Interviews, Panel and Talk programs, Spot Announcements and Tips for TV Appearances. The appendix offers several examples of spot announcements and news releases.

McMahan, John H. Productive Press Relations. New York: National Public Relations Council of Health and Welfare Services, Inc., 1968.

Provided here are suggestions on how to promote public understanding, acceptance and support of your organization's goals and methods. It stresses the need to deal with the press in a professional way.

Otto, Wayne and Smith, Richard J. Administering the School Reading Program. Houghton Mifflin Co., 1970. pp.143-154.

The chapter on pp. 143-154 presents an excellent method by which community organizations can develop effective public relations programs. It presents three categories designed to develop good public relations and sites many excellent examples.

Publicity Handbook, A Guide for Publicity Chairmen. Fort Worth, Texas: Consumer Services, The Sperry and Hutchinson Co., 1972.

This book contains step-by-step directions for developing good public relations and publicity techniques. It includes sections on the basic elements of good publicity, preparing a news story and working with the news media.

*Assessment  
and  
Program Planning*

漸

*Development*

*In order for a thing to develop there must be a comprehension of its totality before completion. Constructive development is not an aimless meandering of energy forces, but the intelligent movement of energy forces toward the fulfillment or attainment of a target.*

*Gradual progress insures stability. Hastily made, quickly destroyed.*

SECTION E  
ASSESSMENT AND PROGRAM PLANNING  
INTRODUCTION

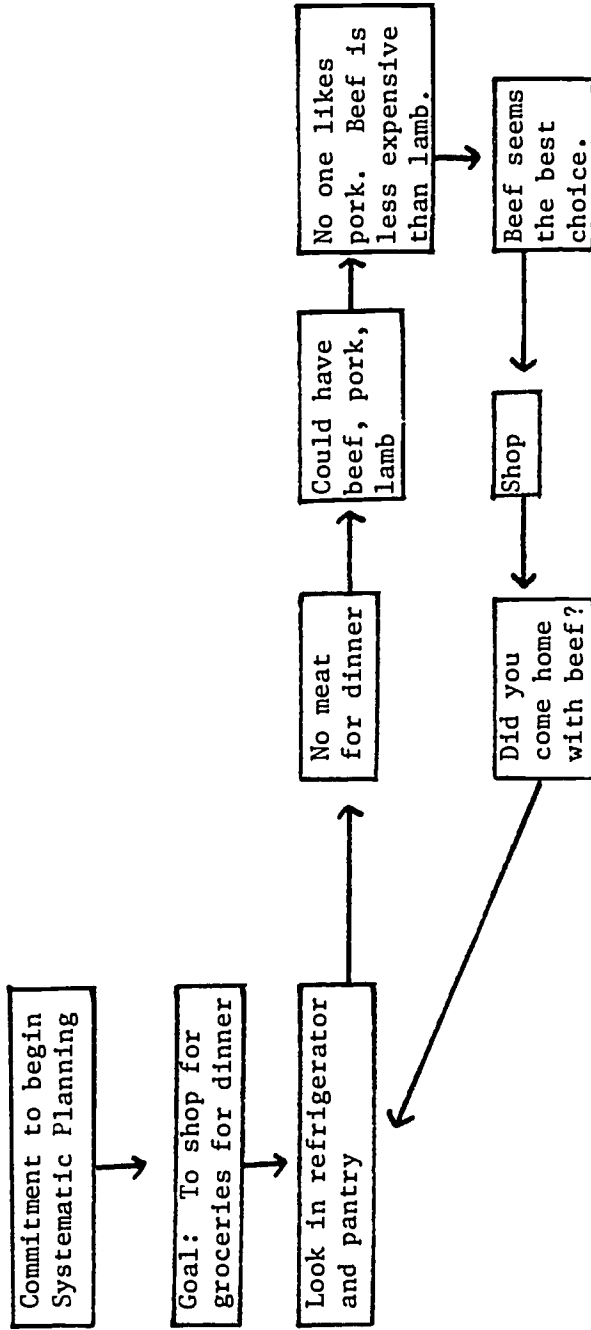
Sometimes people are reluctant to become involved in formal planning activities. Either they do not want to spend the time necessary to plan, or they fear that they do not have the expertise to be effective planners. Each person is an experienced planner, for planning is interwoven throughout many everyday activities. Consider the steps involved in grocery shopping:

- 1) determine why you are going shopping--to purchase meat for a special dinner;
- 2) investigate what is already on hand--a pound of ground beef;
- 3) figure out what you do not have, but should have--appropriate meat for the dinner;
- 4) list the kinds of meat you could buy--rib eyes, ham, lobster, turkey;
- 5) evaluate the possibilities based on desire and practicality--rib eyes and lobster are too expensive and one of the guests does not like turkey;
- 6) select the kind of meat you wish to buy--ham;
- 7) go to the store and shop;
- 8) determine if you were successful--did you purchase what you wanted?

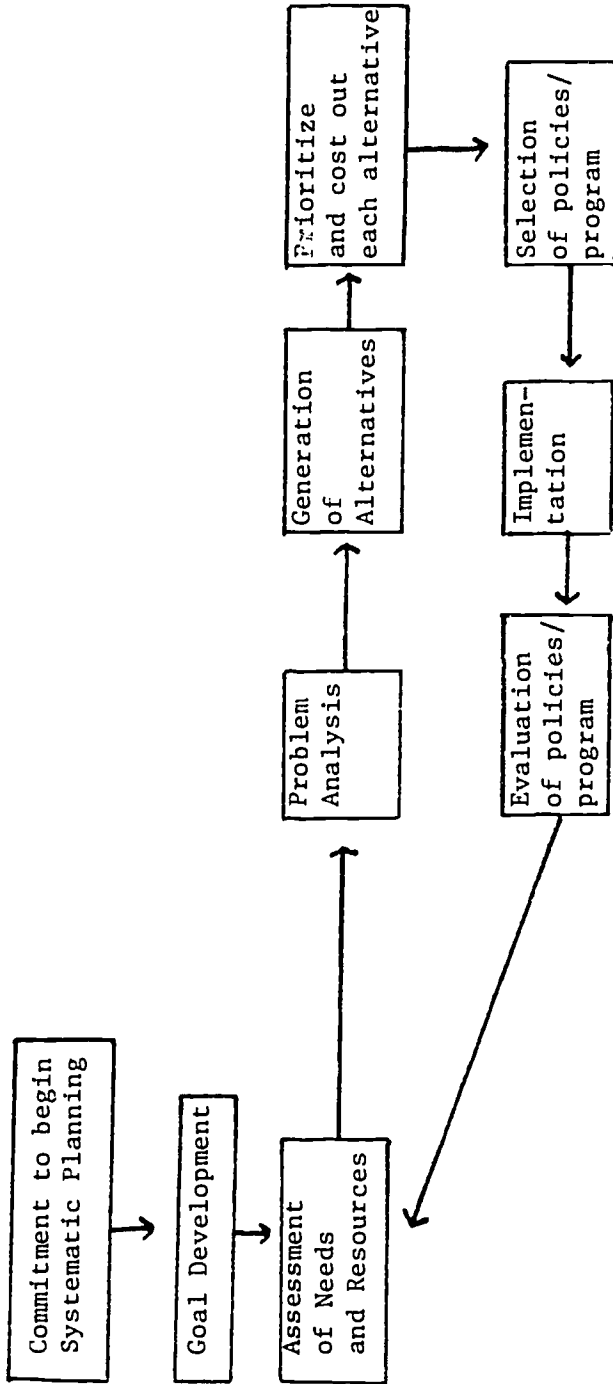
Although few people would actually sit down and think through each of these steps when they shop for groceries, they have utilized a planning process. In fact, each of the steps cited in our grocery shopping venture fits quite nicely into the component steps of the generic planning model that will be used as a model introduction to the planning process. The next two pages outline the generic planning model and its relationship to the grocery shopping example.



A TRIP TO THE GROCERY STORE



GENERIC PLANNING MODEL



STEP ONE:  
COMMITMENT TO BEGIN SYSTEMATIC PLANNING

The local Right to Read director and his/her Advisory Council will determine the nature of the Right to Read program in their community. Community needs and the resources to meet those needs will be identified. In a voluntary program such as Right to Read, systematic planning is absolutely necessary to ensure the most effective, efficient utilization of voluntary resources. People and institutions will donate neither their time nor their resources to a program which lacks direction and is inefficient. Systematic planning can provide the framework necessary to keep the program moving forward.

Answering important questions prior to formal planning activities helps get the planning process off to a good start. Listed below are some preplanning questions that should be answered by the local director and Advisory Council members.

PREPLANNING QUESTIONS

1. Are the administration and Executive Board in agreement with and committed to the planning process?
2. Is this commitment communicated to the staff and community?
3. What plans are necessary to assure complete communication among all persons involved (Administration, Staff, Students, and Community)?
4. What functions are to be performed?
5. What is the depth and scope of the undertaking?
6. Who are the participants and what are their roles (i.e. information, advice, analysis, decision, and implementation)?

7. Under what conditions will the participants work (consultant service, inservice, planning, advisory groups, committees, released time, remuneration, day or night meetings, etc.)?
8. What are their working relationships?
9. What conflicting educational values, assumptions, and vested interests do participants bring into the planning process?

## STEP TWO: GOAL DEVELOPMENT

A goal is a general statement of a desired end. Deciding on a goal or goals at the initial stage of the planning process can give a sense of direction and concreteness to the newly formed local Right to Read program. The Advisory Council can generate its own goals, adopt or adapt goals from existing sources, or utilize both options. Goals from local education agencies, the state plan for adult education and the Right to Read Criteria of Excellence could be reviewed and considered.

The Advisory Council should ask such questions as:

What broad-based impact should Right to Read have on the entire community?

Over the next three to five years, what should Right to Read accomplish?

In terms of literacy, what is the ideal for everyone in this community?

The Advisory Council should be committed to the goal(s) it selects. True commitment involves an understanding of the goal, a consensus that it indeed should be a goal of the Right to Read Effort and the willingness to undertake the activities necessary to accomplish it. Advisory Councils should remember, however, that goals can change.

The goal of the National Right to Read Effort is that "by 1980, 99% of the population sixteen years old, and under, and 90% of the people over sixteen will possess the reading skills and competencies required to function effectively and productively as adults in this society." This can be stated in other ways such as the elimination of illiteracy by 1980 or the availability of opportunities for everyone to learn to read to the limits of his/her potential and desire.

A local Right to Read Advisory Council could adopt a general goal such as one of these or develop a series of more specific goals such as:

Provide learning readiness activities for preschoolers in organized programs and in the home.

Prevent and remediate reading failure in the in-school population.

Make opportunities for every adult in the community to learn to read as well as he/she is able to and wants to.

Advisory Councils and local Right to Read directors should retain an attitude of flexibility regarding their goals, as they undertake the third step in the planning process-- assessment.

STEP THREE: ASSESSMENT  
THE ASSESSMENT PROCESS

- Step 1 Establish Task Forces to implement needs assessment.
- Step 2 Determine general types of information to be gathered and analyzed.
- Step 3 Develop an assessment plan of action.
- Step 4 Investigate each general type of information to determine what specific elements can or should be gathered.
- Step 5 Determine what information may presently be available from an existing resource.
- Step 6 Suggest alternative means of collecting data for each general type of information.
- Step 7 Select from alternatives the best means of gathering information.
- Step 8 Develop data gathering devices (written surveys, polls, personal contacts, meetings, etc.).
- Step 9 Collect or harvest information and concerns.
- Step 10 Assemble the data into compatible and usable forms.
- Step 11 Review and summarize information findings.
- Step 12 Note discrepancies between information findings and "ideals".
- Step 13 Arrange these discrepancies (needs) in priority order.

Goals provide us with general statements of where we would like to be. The assessment process provides us with the data necessary to determine where we are in relation to those goals. Each local Right to Read effort will be asked to conduct an assessment of the literacy needs and resources of its defined community. The Advisory Council may choose to assess literacy needs and resources at the preschool, in-school or adult level, or at a combination of all three levels. No matter how broad-based the assessment will be, it is essential to have considerable coordination and advance planning. The following five steps will facilitate the assessment process.

- 1) Determine the areas to be assessed;  
Examples: Teachers' attitudes toward reading  
Students' attitudes and achievement  
in reading  
Teachers' preservice and inservice  
training in reading  
Available adult education programs  
in your community  
Parental attitudes toward preschool  
programs: pro and con
- 2) Define responsibilities regarding what group or committee is responsible for assessing each area. A Task Force might be established to work at each level.
- 3) Each group or Task Force prepares an assessment plan, including objectives and activities that need to be completed to accomplish the objective.
- 4) Task Force assessment plans are submitted to the Advisory Council for added input and final approval. Each plan should include an objective for reporting results to the Advisory Council.
- 5) Implement the assessment plans.

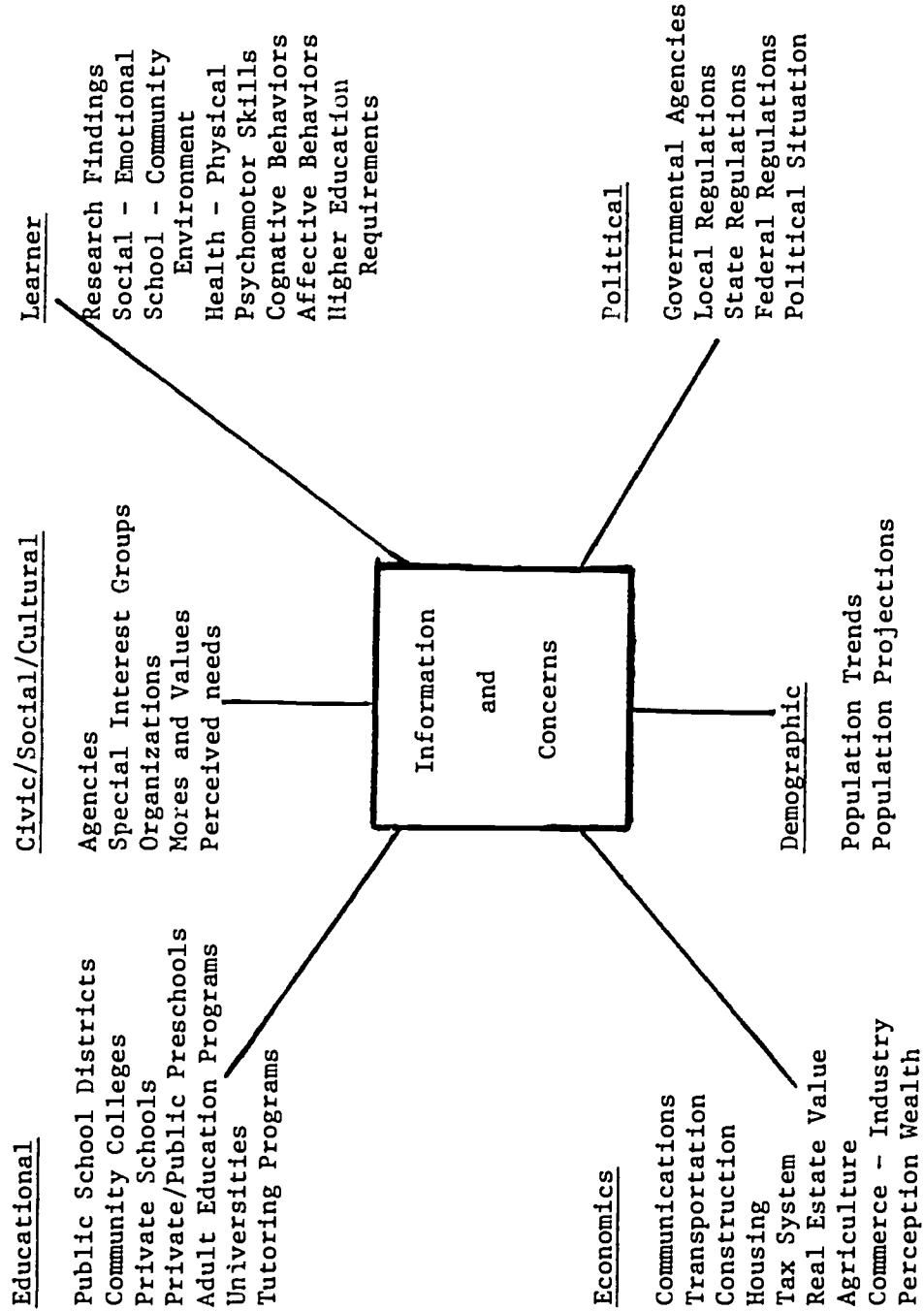


## WHAT INFORMATION SHOULD BE GATHERED?

Decisions are best made on the basis of sufficient, comprehensive data. Collecting non-essential information can be time and resource consuming for a local Right to Read effort. Hence, local Advisory Councils should be discriminating in the kind of information to be gathered.

The following model provides a number of information sources and suggests many factors about the community, school districts and learners which might be reviewed before initiating an assessment. Each category can actually be considered both a source of information and a variable about which further information should be sought. This model may include more or fewer categories than a local Right to Read Advisory Council decides are necessary for its purpose.

COMMUNITY FACTORS TO BE ASSESSED



## DATA COLLECTION

When a decision has been made regarding the data to be collected, those working on the assessment should try to determine how much of it is already available. There may have been similar studies conducted, or public records and reports might summarize demographic and sociological data. The Task Force should use the criteria of feasibility and efficiency when they are choosing data gathering techniques.

There are a number of methods that can be used to collect information. Listed below are the main ones:

### I. Utilize existing information resources available from

#### A. Organized groups of people

Professional groups and councils  
Political, social, labor and cultural  
organizations  
Industrial and commercial business groups

#### B. Public records and reports

Government documents - i.e. census data  
School records - i.e. standardized test scores  
Public service or welfare agency records  
State agency summaries or reports  
News media records and archives  
Immigration files

### II. Obtain expert opinion through

#### A. Consultations with professionals by telephone, mail or in person

#### B. Preparation of position papers by experts

#### C. Meetings with consultants

- III. Observe behavior by gathering information about
  - A. Frequency of library use
  - B. Newsstand/paperback book sales
  - C. Enrollment in adult education classes
  - D. Number of children in preschool programs
  - E. Dropout rate
  - F. Unemployment
- IV. Interpret standardized test data dealing with
  - A. Attitudes and values
  - B. Aptitude
  - C. Achievement
  - D. Psychomotor skills
  - E. Health
- V. Survey the community to determine
  - A. Perceived needs
  - B. Attitudes about existing educational opportunities
  - C. Willingness of people to volunteer their help
  - D. Desire for new programs or expanded opportunities

## SURVEYING THE COMMUNITY

Conducting a survey can help the Advisory Council obtain an overview of literacy-related needs, resources, attitudes and values in the community. This can be done through public opinion polls, printed questionnaires and interviews. Groups to be surveyed are students, parents, teachers and administrators and other adults in the community.

Those responsible for the assessment can identify the groups to be surveyed and develop the survey instrument(s) at the same time. Keep in mind the following guidelines when survey items are being written:

Be sure that the questions do not represent an invasion of privacy.

Avoid cultural, racial or sexist bias in the questions.

Keep the survey form simple. Use short sentences, common vocabulary and an uncomplicated format.

Be sure that every question on the survey will provide data that is genuinely needed in planning local Right to Read activities. Do not include questions because the information "would be nice to know".

Do not have more than fifty questions on a survey form. Half that many is preferable.

Select the easiest, most efficient and effective method of collecting the data.

Remain constantly alert to sources where the information might already have been collected.

## SAMPLE SURVEY ITEMS

On the next few pages sample survey items are given for adults, parents, administrators and teachers, students and the general public. They were developed by local Right to Read directors in Illinois at a special workshop on surveys in September, 1974. Although these questions have not been validated, they can serve as a springboard for you to use in developing your own instrument. After you prepare your survey, it should be field-tested with a small group of people who can offer suggestions for improving it or show by their answers which questions are not valid.

SURVEY ITEMS FOR ADULTS

1. Check highest grade level completed.  
 1-6  
 7-12  
 College
2. Which of the following categories includes your present age?  
 under 16                       16-25  
 26-40                               over 40
3. What is your occupation?
4. How many years has it been since you were last enrolled in school?
5. How often do you visit your public library?  
 Never or hardly at all  
 Once or twice a month  
 Once or twice a week  
 Just about every day
6. I am satisfied with my reading skills.  
 Yes  
 No
7. I would like to improve my reading skills.  
 Yes  
 No

8. From the list below select those things with which you have had trouble in reading.

- Road signs
- Billboards
- Newspaper advertisements
- Newspaper articles
- Sales contracts
- Job applications
- Want ads
- Road maps
- Directions on appliances
- Recipes
- Sewing directions
- Other (please specify)

9. If you would like to improve your reading ability, is there anything that would prevent you from attending a reading class?.  Yes  No  
If yes, please explain \_\_\_\_\_

10. Indicate your feelings about your reading ability of the following items.

	Satisfied	Dissatisfied
Newspaper	( )	( )
Magazines	( )	( )
Paperbacks	( )	( )
Textbooks	( )	( )

11. How important is reading in your job?

- Not at all
- Some
- Very

12. What do you think of your reading ability in comparison to other adults in the country?

- I read worse than other adults
- I read as well as most adults
- I can read better than most adults
- I don't know



13. I enjoy reading. \_\_\_\_\_ Yes \_\_\_\_\_ No If no, do you think improving your reading skills would help you enjoy it more? \_\_\_\_\_
14. If a reading class for adults were offered, I would go.
- \_\_\_\_\_ Yes  
\_\_\_\_\_ No
15. What time of day would you select to attend the class?
- \_\_\_\_\_ Morning  
\_\_\_\_\_ Early Afternoon  
\_\_\_\_\_ Late Afternoon  
\_\_\_\_\_ Night
16. Are you satisfied with your reading ability in your job?
17. Where would you go to get help in reading?  
\_\_\_\_\_ (open-ended question)
18. What magazines do you buy?
19. Do you buy books?
20. Is there one book that you have read that you really enjoy?
21. Would you rather read or be read to?
22. How much time do you spend watching TV?  
weekdays \_\_\_\_\_ weekends \_\_\_\_\_
23. If you went to a reading class would you prefer working in groups or by yourself?
24. What do you want to read more than anything else in the world?

-E18-

25. What do you want to read most?
26. How do you feel about reading?
27. How do you encourage reading in your home?
28. Do you like to write letters?
29. Do you have a friend who needs help in reading?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
30. Do you think this person would come to a reading class?
31. If you went to a reading class, where would you like to go?
- |                      |                        |
|----------------------|------------------------|
| a. church            | f. own home            |
| b. college           | g. place of employment |
| c. high school       | h. library             |
| d. reading center    | i. "Y"                 |
| e. community centers | j. other _____         |
32. Why do you want to improve your reading?
33. What would keep you from going to a reading class?
34. What does "reading" mean to you?
35. Check the reasons that you read books.
- \_\_\_\_\_ I never read books
- \_\_\_\_\_ Recommended by someone
- \_\_\_\_\_ I read the first few pages and became interested
- \_\_\_\_\_ Reading required for my work
- \_\_\_\_\_ I enjoy reading
- \_\_\_\_\_ I saw it advertised
- \_\_\_\_\_ The pictures on the cover interested me
- \_\_\_\_\_ The title
- \_\_\_\_\_ Related to a hobby
- \_\_\_\_\_ Other reason

-E19-

SURVEY ITEMS FOR PARENTS

Note to the parent: When you answer the questions below, think of your own children or other children who have lived with you at least two years.

1. How many of your children have attended \_\_\_\_\_?  
(name of school)

2. Have any of your children ever received special help in reading at school? ("special help" might be described more fully here)

\_\_\_\_\_ Yes  
\_\_\_\_\_ No  
\_\_\_\_\_ I don't know

If "yes," please indicate the number of children receiving special help and the grade level or levels.

Number of Children                      Grade level or levels

3. If it were available, would you like special school help in reading for any of your children?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

4. How regularly did you read to your child before he/she entered kindergarten or first grade?

\_\_\_\_\_ None  
\_\_\_\_\_ Some  
\_\_\_\_\_ Regularly

5. Do you help your child with homework?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

6. Is the help you give necessary because your child has trouble reading?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

7. How frequently does your son/daughter bring home:

	Never	Sometimes	Frequently
Textbooks	( )	( )	( )
Library books	( )	( )	( )

8. Check the reading materials found in your home:

( ) Newspapers  
( ) Magazines  
( ) Hardback books  
( ) Paperback books  
( ) Encyclopedia  
( ) Dictionary

9. How often do you go to the public library?

\_\_\_\_\_ Never  
\_\_\_\_\_ Sometimes  
\_\_\_\_\_ Frequently

10. How often do you take your children to the public library?

\_\_\_\_\_ Never  
\_\_\_\_\_ Sometimes  
\_\_\_\_\_ Frequently

11. Do your children have books of their own?

\_\_\_\_\_ Yes  
\_\_\_\_\_ No

12. Please put an X on the line which shows how much schooling you have completed.

- Grade school or less (grades 1-8)
- Some high school
- Graduated from high school (grades 9-12)
- Some college
- Graduated from College
- Post graduate work

13. How worthwhile is it to have a high school diploma?

- Very important
- Important
- Nice, but not necessary
- Unimportant

14. Do you get satisfaction from your reading (if you never get satisfaction from your reading or rarely read in your spare time, put an X in the box beside "never")?

- |                                    |                                  |                                |
|------------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> Always    | <input type="checkbox"/> Usually | <input type="checkbox"/> Never |
| <input type="checkbox"/> Sometimes | <input type="checkbox"/> Seldom  |                                |

15. Please rank each of the factors listed below which you feel most important in the successful fulfillment of your expectations for your child/children.

- Good attendance
- Open mind
- Reading ability
- Properly trained teachers
- Curiosity
- Proper materials

16. How can the school library be improved?

17. How can the public library facilities be improved?

18. Do you make use of the public library? How? \_\_\_\_\_  
\_\_\_\_\_

19. The following items can be placed in a LIKERT scale.

Ex:

strongly disagree-----disagree-----strongly agree

Do you think volunteer reading tutors should work with students in or out of school?

Do you feel that older children should be allowed to help younger children in reading? with teacher direction?

Do you feel that children within the same grade should help each other?

Should students be allowed to grade their own work?

Do you feel that a certain time of the school day should be set aside for reading enjoyment?

Would you be interested in coming in to see the equipment and materials we use to teach reading?

Would you like to help in our reading program? If yes:

how much time can you give? \_\_\_\_\_  
when? \_\_\_\_\_

what grade level? \_\_\_\_\_

other? \_\_\_\_\_

20. Do you find much time to read for enjoyment?

\_\_\_\_\_ Never  
\_\_\_\_\_ Sometimes  
\_\_\_\_\_ Usually  
\_\_\_\_\_ Almost always

21. Does your son/daughter find time to read on his/her own?

- Never
- Sometimes
- Usually
- Almost always

22. Does your son/daughter share with you what he/she reads?

- Almost always
- Usually
- Sometimes
- Never

23. What guidance do you provide for your son's/daughter's reading?

SURVEY ITEMS FOR ADMINISTRATORS AND TEACHERS

1. How many students are in your building?
2. How many classroom teachers who teach reading (as part of their regular teaching load)?
3. How many special teachers work only in reading?
4. Does your school have a written description or outline of your reading program that parents and teachers, or others can see?
5. How much time is spent on direct reading instruction at your school?

_____ Kindergarten	_____ Fourth
_____ First	_____ Fifth
_____ Second	_____ Sixth
_____ Third	

6. What supportive services are available to your teachers for help with students in reading?

_____ Psychologist	_____ Librarian
_____ Social worker	_____ Reading Resource Room
_____ Remedial Reading teacher	_____ Other (please specify)
_____ Teacher aide	_____

7. What kinds of curriculum materials are available for your teachers and students?

_____ Basal readers
_____ Supplemental readers
_____ Library books



8. What kinds of AV equipment and materials are available to teachers and students for the reading program?

_____ 16mm projector	_____ filmstrip projectors
_____ overhead	_____ listening stations
_____ record players	_____ other (please specify)
_____ cassettes and tapes	

9. What tests (achievement, diagnostic or teacher made) do you use in conjunction with your reading program?

10. What kind of record system do you have for students' reading progress?

11. What are the reading skills and activities emphasized in

Kindergarten -  
First -  
Second -  
Third -  
Fourth -  
Fifth -  
Sixth -

12. What are the most prevalent causes for children not learning to read?

13. What kinds of supportive services do you need at school to help you in your reading program?

14. What kinds of inservice or professional training do you need for your reading program?

15. Are all students in your district tested for reading?

16. How many libraries are there in your district?

17. How many reading specialists are in your district?

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- \_\_\_\_\_ student attitude
  - \_\_\_\_\_ parental attitude toward the school
  - \_\_\_\_\_ involvement of the parents in school activities
  - \_\_\_\_\_ involvement of the total community in educational programs
  - \_\_\_\_\_ use of volunteers or teacher aides to help individualize instruction
  - \_\_\_\_\_ use of facilities outside of your school building for educational programs
  - \_\_\_\_\_ opportunities for students and faculty to do independent reading during the school day
  - \_\_\_\_\_ cooperation with the public library on educational programs
  - \_\_\_\_\_ free time teachers have for preparation
  - \_\_\_\_\_ availability of a professional collection of resource materials for faculty
  - \_\_\_\_\_ inservice education program
  - \_\_\_\_\_ curriculum organization and design
  - \_\_\_\_\_ instructional strategy used by faculty
  - \_\_\_\_\_ testing of student achievement, attitude and ability; availability of that information to the faculty
  - \_\_\_\_\_ planning systematically for educational program development
  - \_\_\_\_\_ cooperation and sharing of resources between local and community college and school district
  - \_\_\_\_\_ willingness to use and awareness of out of school resources and resource people from local community
  - \_\_\_\_\_ existing inservice programs for teachers within district
25. Does your district survey teachers to see what they have a need for?
26. Are teachers in the district allowed to participate in planning their own inservicing activities?
27. Are teachers allowed the option of attending workshops or not attending?
28. Are teachers allowed the option of alternative activities for the inservice program?

29. To what extent does the inservice program provide for individual needs of the teachers?
- always
  - most of the time
  - to some degree
  - very little
  - not at all
30. In my opinion, most parents attend school programs.
- strongly agree
  - agree
  - no opinion
  - disagree
  - strongly disagree
31. In my opinion, most parents encourage children to participate in school programs.
- strongly agree
  - agree
  - no opinion
  - disagree
  - strongly disagree
32. What percentage of parents attend teacher-parent conferences?
- 0-25%
  - 25-50%
  - 50-75%
  - over 75%
33. Many parents volunteer to help in the classroom, the office, the library or other school related activities.
- Never
  - Sometimes
  - Usually
  - Almost always

-E29-

34. The percentage of parents who volunteer to help in the classroom, the office, the library or other school-related activities is

- unsatisfactory
- below average
- average
- above average
- excellent

35. How much training in the teaching of reading does the regular classroom teacher in District # \_\_\_\_\_ have?

No. of teachers \_\_\_\_\_

- 0-1 Reading Course
- 2-3 Reading Course
- 4-5 Reading Course
- More than 5 Reading Courses

36. What is the average number of years of teaching experience of faculty members in District # \_\_\_\_\_?

No. of teachers \_\_\_\_\_

- 0-4 years
- 5-8 years
- 9-15 years
- More than 15 years

37. How do students in your school District # \_\_\_\_\_ compare with National reading norms?

- above average
- average
- below average

38. What percentage of students read at the following levels?
- | percentage | level                          |
|------------|--------------------------------|
| _____      | 1 or 2 years below grade level |
| _____      | at grade level                 |
| _____      | 1 or 2 years above grade level |
39. Approximately what percentage of your students do you feel could achieve more in your classes if they could read better? \_\_\_\_\_
40. What is your estimate of the grade level at which the majority of your students read? \_\_\_\_\_
41. What is the reading level of the textbooks used in your classes? (List more than one level, if appropriate.) \_\_\_\_\_
42. How would you describe the attitudes of most of your students toward reading?
43. Would you consider teaching reading as it relates to your content area?
- \_\_\_\_\_ Yes  
 \_\_\_\_\_ No  
 \_\_\_\_\_ Uncertain, I need more information.
44. Do you have access to data you need concerning your students?
45. If it were possible, would you like to have a volunteer tutor help you with your teaching?
46. The amount of money allotted for reading instruction at my school is
- \_\_\_\_\_ more than adequate  
 \_\_\_\_\_ adequate  
 \_\_\_\_\_ inadequate

47. If you feel it is inadequate, where might additional funds come from? \_\_\_\_\_

48. In what ways, if any, do you think the distribution of funds for the various programs can be better balanced?

\_\_\_\_\_

\_\_\_\_\_

49. In my opinion the teaching of reading at my school is

\_\_\_\_\_ inadequate  
\_\_\_\_\_ adequate  
\_\_\_\_\_ very adequate

50. Are you satisfied with reading class size?

51. What do you feel is an ideal reading class size?

52. I feel that the children in my school are acquiring good life-long reading skills and habits.

\_\_\_\_\_ strongly disagree  
\_\_\_\_\_ disagree somewhat  
\_\_\_\_\_ agree somewhat  
\_\_\_\_\_ agree  
\_\_\_\_\_ strongly agree  
\_\_\_\_\_ no opinion

53. I feel that the reading ability of the general population has improved in the last ten years.

\_\_\_\_\_ strongly disagree  
\_\_\_\_\_ disagree somewhat  
\_\_\_\_\_ agree somewhat  
\_\_\_\_\_ agree  
\_\_\_\_\_ strongly agree  
\_\_\_\_\_ no opinion

54. What is your primary goal of reading instruction?  
 \_\_\_\_\_
55. I feel that we are reaching more children in reading than ever before.
- \_\_\_\_\_ strongly agree  
 \_\_\_\_\_ agree  
 \_\_\_\_\_ agree somewhat  
 \_\_\_\_\_ disagree  
 \_\_\_\_\_ strongly disagree  
 \_\_\_\_\_ no opinion
56. Check the specific areas of reading instruction about which you currently feel a need for information.
- \_\_\_\_\_ grouping students  
 \_\_\_\_\_ diagnosing individual instructional needs  
 \_\_\_\_\_ using basal materials  
 \_\_\_\_\_ using supplementary materials  
 \_\_\_\_\_ different methods for teaching reading (ITA, programmed)  
 \_\_\_\_\_ developing word attack skills  
 \_\_\_\_\_ developing comprehension skills  
 \_\_\_\_\_ providing for the disabled reader in the classroom  
 \_\_\_\_\_ differentiating instruction for different groups  
 \_\_\_\_\_ reading skills in the content area  
 \_\_\_\_\_ other (please specify) \_\_\_\_\_



SURVEY ITEMS FOR SECONDARY SCHOOL STUDENTS

1. I can remember my parents telling or reading stories to me when I was much younger.  
 I strongly agree.  
 I agree.  
 I am not certain.  
 I disagree.  
 I strongly disagree.
2. When I was younger, my parents often wanted me to read aloud to them.  
 I strongly agree.  
 I agree.  
 I am not certain.  
 I disagree.  
 I strongly disagree.
3. Place an X on the line before each of the following types of reading materials that are in your home.  
 Hard cover books  
 Encyclopedias  
 Newspaper  
 Magazines  
 Soft cover books
4. How often does your family read newspapers or magazines?  
 Almost always  
 Often  
 Sometimes  
 Seldom  
 Almost never

5. How often do you use materials from your school library?
- Never or hardly at all  
 Once or twice a month  
 Once or twice a week  
 Just about every day
6. How often do you use materials from the public library?
- Never or hardly at all  
 Once or twice a month  
 Once or twice a week  
 Just about every day
7. To what extent do you think that reading skills will be used in the kind of job you want in the future?
- None  
 Minimum amount  
 Average amount  
 Above average amount  
 Extensively
8. What do you think of reading ability?
- I read worse than most students I know in my grade.  
 I can read as well as most students I know in my grade.  
 I can read better than most students I know in my grade.  
 I don't know.

9. Check the following school activities in which you have participated, are participating or plan to participate.

- Athletic teams
- Student government
- School subject matter clubs
- 4-H
- Drama or music groups
- Hobby clubs
- Newspaper or yearbook
- Other (please specify) \_\_\_\_\_

10. Approximately how much time did you spend yesterday for each of the following activities?

	0-(no time)	1/2 hr.	1 hr.	2 hrs.	3 hrs.	4 hrs.	5 hrs. & more
Listening to the radio	( )	( )	( )	( )	( )	( )	( )
Watching television	( )	( )	( )	( )	( )	( )	( )
Talking to your parents	( )	( )	( )	( )	( )	( )	( )
Reading local newspaper	( )	( )	( )	( )	( )	( )	( )
Talking to your friends	( )	( )	( )	( )	( )	( )	( )
Talking to your teachers	( )	( )	( )	( )	( )	( )	( )
Reading your school books	( )	( )	( )	( )	( )	( )	( )
Listening to records or tapes	( )	( )	( )	( )	( )	( )	( )
Reading your high school paper	( )	( )	( )	( )	( )	( )	( )
Reading Underground papers	( )	( )	( )	( )	( )	( )	( )
Other (please specify)	( )	( )	( )	( )	( )	( )	( )

11. Rank the following reading materials in order of personal reading preference using 1, 2, and 3, etc., for first, second and third best liked.

Newspapers  
 Magazines  
 Comic books  
 Textbooks  
 Reference books  
 Science fiction books or stories  
 Sports books  
 Biographies  
 Poetry  
 Romantic novels or stories

12. I read mostly for:

Information  
 Pleasure  
 Necessity

13. The purpose of the following items is to find out what you think of reading compared to the rest of the subjects you have ever studied in school. Read the statement below. Then for each item, look at the two words at the opposite ends of the row of circles. Place an X in the line that is closest to the way you feel.

Compared to the rest of the subjects I have ever studied in school, I generally feel reading is:

easy	___	___	___	___	___	___	difficult
dull	___	___	___	___	___	___	exciting
enjoyable	___	___	___	___	___	___	unenjoyable
useful	___	___	___	___	___	___	useless
good	___	___	___	___	___	___	bad

clear	___	___	___	___	___	fuzzy
unimportant	___	___	___	___	___	important
unenjoyable	___	___	___	___	___	fun
simple	___	___	___	___	___	complicated
boyish	___	___	___	___	___	girlish
necessary	___	___	___	___	___	unnecessary

14. In what way(s) could your teachers help make the time you spend in school more meaningful?
15. What educational needs do you feel are not being met adequately in the present school structure?
16. In what single way would you change the high school library?
17. Does the high school library offers opportunities to the independent learner?

Very Many					Very Few
5	4	3	2	1	

18. How much freedom does the "open campus" allow the average student?

Too Much				Too Little
5	4	3	2	1

19. How well are reading skills taught in your high school English class?

Very Adequately				Very Inadequately
5	4	3	2	1

20. How much do teachers other than your English teacher try to help you improve your reading skills?

Not at all				Very Much
5	4	3	2	1

21. My future plans include:

\_\_\_\_\_ Vocational School (Business schools, Trade schools, apprenticeship, etc.)  
\_\_\_\_\_ College  
\_\_\_\_\_ Immediate employment without further schooling  
\_\_\_\_\_ Undecided

## QUESTIONNAIRE ON VOLUNTARY READING

Directions: The purpose of this questionnaire is to determine how you feel about reading in your free time. There are no right or wrong answers. Therefore, I would appreciate it if you could answer the questions as honestly as possible. Your answer will not affect your grades. There are three ways to mark the answer sheet.

Y means that your answer to the question is Yes.

U means that your answer to the question is Uncertain.

N means that your answer to the question is No.

1. Do you ever read books apart from required reading in class? Y U N
2. Do you have a public library card? Y U N
3. When you have extra time in class, do you often read a library book? Y U N
4. In order to learn more about a subject, would you rather read more about the subject than view a filmstrip? Y U N
5. Have you voluntarily read biographies of famous people studied in history classes? Y U N
6. Are you familiar with research reading material in the library? Y U N
7. Do you read the book-review section of magazines and newspapers? Y U N

- |     |   |   |   |   |
|-----|---|---|---|---|
| 8.  | Do you enjoy browsing in book stores?   | Y | U | N |
| 9.  | Would you rather receive a book than a record album as a gift?                            | Y | U | N |
| 10. | Are there books that belong to you personally?  | Y | U | N |
| 11. | Do you read the newspaper regularly?  | Y | U | N |
| 12. | Do you subscribe to any magazines?  | Y | U | N |
| 13. | Do you know what book is at the top of the best-seller list?                              | Y | U | N |
| 14. | Would you look up information about an author of a book you admired?                      | Y | U | N |
| 15. | Do you enjoy reading books on a variety of themes?  | Y | U | N |
| 16. | Do you enjoy listening to other people read orally?                                       | Y | U | N |
| 17. | Do you enjoy reading novels of movies you have enjoyed?                                   | Y | U | N |
| 18. | Do you enjoy attending plays?   | Y | U | N |
| 19. | Have you ever strongly identified with a character or characters in a book you have read? | Y | U | N |
| 20. | Do you enjoy discussing with other people how your opinion of a book changed?             | Y | U | N |
| 21. | Have you ever recommended a book to a friend?   | Y | U | N |
| 22. | Have you ever reread a favorite book?   | Y | U | N |
| 23. | Do you enjoy rereading favorite books which you read as a child?                          | Y | U | N |

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- |     |   |   |   |   |
|-----|---|---|---|---|
| 24. | Do you find rest and relaxation in pleasure reading?  | Y | U | N |
| 25. | Do you ever emotionally respond to a story by laughing, being scared, etc.?                                 | Y | U | N |
| 26. | Do you feel you learn something about life from reading?  | Y | U | N |
| 27. | Are you ever conscious of an author's style of writing?   | Y | U | N |
| 28. | Do you look up unfamiliar words in a dictionary when you come across them in a book?                        | Y | U | N |
| 29. | Are you ever disappointed when you finish a book you have enjoyed reading?                                  | Y | U | N |
| 30. | Do you enjoy following a good plot?   | Y | U | N |
| 31. | Do you enjoy the suspense of waiting to see how a story ends?   | Y | U | N |
| 32. | Do you ever recognize qualities in people you know when you read about characters in a book?                | Y | U | N |
| 33. | Do you ever get so involved in a book that you are unaware of your surroundings?                            | Y | U | N |
| 34. | Do you appreciate the physical appearance of a book such as its cover, binding, quality of paper and print? | Y | U | N |
| 35. | Would you like to have a library in your home?  | Y | U | N |
| 36. | Once you have begun a book, do you often finish within a few days?  | Y | U | N |

37. As a result of non-fiction reading, do you ever become aware of "social" problems you did not realize before? Y U N
38. Do you ever read a critique of a book before you read the book? Y U N
39. Do you ever compare the ideas read in one book with ideas in another book? Y U N
40. Do you feel you gain insight from books in understanding why people act as they do? Y U N
41. Do you ever express a negative opinion of a book from the standpoint of plot, character development, etc.? Y U N
42. Have any of the books you have read significantly influenced your life in any way? Y U N
43. If you wanted to learn more about a subject would you rather read a book than ask someone? Y U N
44. Do you find reading for pleasure a waste of time? Y U N
45. Do you find reading dull? Y U N
46. Are you influenced by how many pages a book has before you read it? Y U N
47. Would you rather read a book than watch a television show concerning the same subject? Y U N

## SAMPLING PROCEDURES

The assessment Task Force must also decide on the number of persons who should be asked to respond to the survey instrument. Even if it were possible, it is not necessary to obtain responses from every eligible person in the groups to be surveyed. A sample of persons within each group can be selected. This does not mean that the instrument should be given only to a group of citizens who serve on an Advisory Council or to a group of business leaders who meet regularly for a noon luncheon. While input from such groups might be desirable, perceptions of educational needs held by these groups would not necessarily be representative of community members in general. The sampling strategy should be to randomly select individuals to be surveyed. This should assure a representative group.

Various techniques are available for selecting a sample of people. For example, suppose that in a district with 10,000 high school students there are 400 homerooms. A sample of approximately 500 students could be drawn by randomly selecting twenty homerooms and including every student in these homerooms in the sample. This method of selecting students by first selecting homerooms should not be used unless students are somewhat randomly assigned to homerooms.

The basic instructions given above would also apply to the sampling strategy used in selecting parents. Names of parents could be selected randomly from school records. In districts with large enrollments, parents of students in homerooms which were surveyed could be selected to respond to the questionnaire.

There are other sampling strategies which could be used as alternatives to random sampling, but the methods discussed above are relatively easy to use and should result in a representative sample.

Selecting a sample of community members who do not have students in school will be difficult because it will not be easy to obtain a list of names. In small districts, a list of names could be obtained by comparing lists of names on property tax rolls with names of parents having children in school. A random sample could then be drawn from the persons on the tax rolls who were not identified as having children in school. An alternative to this procedure would be to have each parent who responds to the survey instrument provide the name and address of a neighbor who does not have a child in school. The persons identified in this manner could be asked to respond to the survey instrument.

With the exception of large districts, it would not be necessary to draw a sample of individuals from teachers, administrators and board members. In most districts with total student enrollment under 20,000, each teacher and each administrator who's working on the assessment (elementary, junior high, or high school) can respond to the survey instrument. In larger districts, a sample of from 300 to 500 teachers could be drawn. It should be possible, however, to have all administrators and all board members complete the instrument.<sup>1</sup>

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<sup>1</sup>Educational Assessment Manual: A Planning Guide for a Comprehensive Assessment Program, Illinois Office of Education, Department of Planning, pp. 12-14.

## CONDUCTING THE SURVEY

The survey can be conducted in a number of ways once the sampling has been completed. Students, teachers, and administrators can complete the instrument during school time. This holds down the costs of the survey and should ensure a sizeable rate of response. The instrument could be mailed, with a return envelope enclosed, to parents having children in school, or it could be sent home with the students.

While both of these methods are acceptable and inexpensive, the return rate may not be very high. An alternative approach which should ensure a higher rate of return is to have the instruments delivered personally to each respondent and collected later at a specified time. This is also a good method to use in distributing instruments to community members who do not have children in school. The distribution and collection of the instruments could be performed by high school students, PTA members or other civic and social groups.

A brief letter of explanation should accompany each instrument. The letter should explain the purpose of the survey, the level (preschool, elementary, secondary, adult, etc.) at which the responses should be directed, and the method by which respondents were selected. This letter should be sent under the name of the highest possible administrative officer to give credibility to the survey. If the instruments are mailed to various persons, a return date and a return address should be stated on the instrument itself or on the accompanying letter.<sup>2</sup>

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<sup>2</sup>Educational Assessment Manual: A Planning Guide for a Comprehensive Assessment Program, Illinois Office of Education, Department of Planning, p. 14.

## ANALYZING SURVEY RESPONSES

The instruments should be sorted by group (parent, student, general public) as they are received. Once all of the surveys have been completed, the analysis of the responses can begin. This involves compiling the survey results for each group of respondents.

Below is an example of how a tabulation might look:

Question: Do you have a public library card?

	Yes	Uncertain	No
Students 4-6	41	22	37
Students 7-12	60	13	27
Parents	42	3	55
General Public	36	10	54

Question: Do you subscribe to any magazines?

	Yes	Uncertain	No
Students 4-6	7	8	85
Students 7-12	39	5	56
Parents	81		19
General Public	74	2	24

Those working on the surveys can then summarize and interpret the results. Conclusions drawn from the analysis might help set priorities on local Right to Read activities.

CHECKLIST - SURVEYING THE COMMUNITY

What information is essential to help make program decisions  
for Right to Read?

Where might this data already exist?

How can it be obtained?

Are the directions for completing the survey instrument  
clear?

Are there questions which the respondents may not be able to  
answer?

Are there questions which might be offensive to some people  
because of emotion - arousing terms ("protest meetings" and  
"unwed mothers"), racial, sexual and cultural bias, words in  
poor taste and requests to betray a confidence?

Is invasion of privacy inherent in some of the questions,  
such as requesting information about family finances,  
parent-child relationships, evaluation of someone in com-  
parison to others?

Can the respondent accurately express his/her opinions,  
needs and feelings through the survey instrument?

Has the survey instrument been field-tested?

What is the most efficient way of conducting the survey?

How many volunteer workers do you need?

Can the mass media help in any way?

How will the responses be tabulated and interpreted?

-E48-

## Determining Needs

The end product of the assessment process should be the determination of existing community needs. Needs indicate the discrepancy between current status and desired status. Needs are the gaps between what is and what ought to be. A sample discrepancy model follows to help outline the needs revealed by an assessment.

### Discrepancy Model

Ideals	Current Status	Needs
1. Adequate numbers of Adult Education Classes should be available to service the illiterate adult population.	1. Census figures reveal that an estimated 1000 adults in our county have not finished 8th grade. 2. No adult education classes are available.	1. Provide opportunities for adults to increase literacy skills.
1. Preschool children should be screened prior to entry into kindergarten to measure readiness skills.	1. A small screening program was begun by interested staff at Wilson School only. 2. Parents indicate such a program should be voluntary only - not mandatory.	1. Expand screening program throughout district. 2. Maintain programs 3. Establish a parental education program.
1. Each child should read at his/her expectancy level.	1. 50% of the student body is reading two or more years below expectancy level.	1. Upgrade the reading skills of students.

On the next page is a blank form to help you determine the discrepancy between what literacy opportunities are available and what should be available.

-E4C-



Discrepancy Model

Ideals	Current Status	Needs

## PRIORITIZING NEEDS

When a Task Force has completed its identification of needs in the area it was charged to assess, it should prioritize those needs. This facilitates the rest of the planning process.

The criteria used in determining priority ranking include

- 1) extent of discrepancy between ideal and status quo;
- 2) accuracy of data on which the determination of the need has been based;
- 3) cost/effectiveness involved in meeting the need;
- 4) effect which satisfying this need will have on meeting other needs listed;
- 5) criticality of need;
- 6) feasibility of satisfying need.

On the next page is a sample Priority Needs Ranking Chart for your use.

PRIORITY NEEDS RANKING CHART

(1) Low, to limited degree, slight

(2)

(3)

(4) High, to a great extent, much

NEED: Establish programs to teach adults to read


(A) What is the extent of gap between the facts (what is) and the ideals (what ought to be)?

(B) How accurate (consistent with facts) is the data on which the determination of this need is based?

(C) What degree of effectiveness for dollars spent is likely if this need is satisfied? Cost/Effectiveness

(D) To what extent would the satisfying of this need aid the satisfying of other needs on the list?

(E) In comparison to the other needs, what is the degree of criticality of this need?

(F) Considering time, cost, and other constraints, how feasible is satisfaction of this need?

To assist you in completing your needs assessment, instruments addressing the following topics have been included:

Reading Program Assessment Scale

Student Reading Attitude Survey

Assessment Chart - Adult Literacy

Community Resources Assessment Charts  
(Emphasis Adult Literacy)

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A SCALE TO MEASURE ATTITUDES  
TOWARD READING<sup>3</sup>  
by  
Thomas H. Estes

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Reading is for learning but not for enjoyment.					
2. Money spent on books is well-spent.					
3. There is nothing to be gained from reading books.					
4. Books are a bore.					
5. Reading is a good way to spend spare time.					
6. Sharing books in class is a waste of time.					
7. Reading turns me on.					
8. Reading is only for grade grubbers.					

<sup>3</sup>Journal of Reading, November, 1971, pp. 135-138,  
International Reading Association, Newark, Delaware

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9. Books aren't usually good enough to finish.					
10. Reading is rewarding to me.					
11. Reading becomes boring after about an hour.					
12. Most books are too long and dull.					
13. Free reading doesn't teach anything.					
14. There should be more time for free reading during the school day.					
15. There are many books which I hope to read.					
16. Books should not be read except for class requirements.					
17. Reading is something I can do without.					

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18. A certain amount of summer vacation should be set aside for reading.					
19. Books make good presents.					
20. Reading is dull.					

ESTES ATTITUDE SCALE  
ADMINISTRATION AND SCORING

The following directions will be helpful to those who wish to use the scale in its present form.

1. Reproduce the scale.
2. Students should be assured that the manner in which they respond to the scale will not possibly affect their grade or standing in the course.
3. Notice that some items are positive statements and some are negative. Responses to these items will differ in value. (To "agree" to a positive statement is to reflect a positive attitude, whereas to "agree" to a negative statement is to reflect a negative attitude.) The following table should therefore be referred to in scoring.
4. With practice, the scorer can mark the negative items just prior to scoring and assign the proper value to each item at a glance.
5. The student's total score is a quantitative reflection of his/her attitude toward reading.
6. By administering the scale on a pre and post (October and May) basis, the teacher can note changes in attitude toward reading by subtracting the early score from the later one.

Items		Response Values				
		A	B	C	D	E
<u>The negative items</u>	Nos. 1, 3, 4, 6, 8, 9, 11, 12, 13, 16, 17, 20	1	2	3	4	5
<u>The positive items</u>	Nos. 2, 5, 7, 10, 14, 15, 18, 19	1	2	3	4	5



ASSESSMENT CHARTS  
ADULT LITERACY

Listed below are some of the factors in the adult population which you may want to study. Obtaining as much of this information as possible would help determine adult reading needs and the kinds of programs that should be available to meet those needs. Much of this data can be collected from existing sources.

1. Extent of illiteracy  
    Number and % of adults who are functionally illiterate  
    Degree of reading problems - % of adults reading below average
2. Unemployment rate - given in %
3. Social welfare rate - given in %
4. Dropout rate -- given in %
5. Income level -- given in % at various levels
6. Ethnic distribution
7. Availability of adult education classes in reading and enrollment in those classes
8. Degree of involvement of residents in the community who serve in a voluntary capacity.
9. Adults using the public library - given in %
10. Involvement of business and industry
11. Cooperative programs with community colleges and universities
12. Organizations that can contribute to an adult program

WORKSHEET  
 PROFILE OF THE ADULT POPULATION

1. What percentage of adults and out-of-school youths have not finished elementary or secondary school?

Number or percent of adults who did not complete the 8th grade \_\_\_\_\_

Number or percent of adults who did not complete the 12th grade \_\_\_\_\_

Number or percent of out-of-school youths 16-18 years old who did not complete the 8th grade \_\_\_\_\_

Number or percent of out-of-school youths 16-18 years old who did not complete the 12th grade \_\_\_\_\_

2. Of these people, what is the age range and sex breakdown?

Age	Number or percent who did not complete 8th grade		Number or percent who did not complete 12th grade	
	Male	Female	Male	Female
16-20				
21-35				
36-55				
55 and over				
Total				

3. What is the ethnic distribution by age and sex in the adult population? By number or percent.

Age	Anglo		Black		Native American		Oriental		Spanish Speaking		Other	
	M	F	M	F	M	F	M	F	M	F	M	F
16-20												
21-35												
36-55												
55 and over												
Total												

4. What are the estimated income levels of adults to be served? By number or percent.

Income	Number or Percent
Below \$3,600	
\$3,600 - \$6,999	
\$7,000 - \$9,999	
\$10,000 - \$14,999	
\$15,000 - \$20,000	
Over \$20,000	

5. What kinds of jobs do the adults to be served have?  
By number or percent.

Occupation	Number or Percent
Professional Technical Workers Officials Managers Sales Workers Clerical Workers Craft Workers Operatives Laborers	

WORKSHEET  
COMMUNITY RESOURCES FOR ADULTS

List all of the available human, material and financial resources that could be tapped to help provide adult reading programs. These resources could come from educational institutions, public, social and welfare agencies, organizations, business and industry, etc.

Agency, institution or organization with the resource	Kind(s) of assistance available	Condition for service	Contact person: Address and Telephone number
1.			
2.			
3.			
4.			

INVENTORY OF COMMUNITY RESOURCES

	Provides teachers-- indicate number	Provides funds-- amount	Provides materials (specify)	Provides facilities (describe)	Provides other services (specify)	Provides volunteers/ tutors (number)	Acts as source of recruitment	Provides publicity	Provides staff training
Local education agencies (schools, ABE programs, etc.)									
Federal programs (specify)									
Public Library									
Community agency or organi- zation (specify)									
Local business/industry									
Labor organization									
Local media (newspapers, TV, radio--specify)									
College or university									
State agencies or programs									

STEP FOUR:  
Problem Analysis

Upon completion of the discrepancy analysis, possible causes of the discrepancy between the ideal and current status should be determined. This is a significant step in eradicating the problem. Be sure to

enumerate all areas related to a problem

identify the specific constraints or difficulties in each related area which may be contributing to the problem.

Problem Analysis Worksheet--Causes

- Directions:
1. State the problem.
  2. List all areas related to the problem.
  3. Identify the specific constraints for each related area which may be contributing to the problem.

Problem: \_\_\_\_\_  
\_\_\_\_\_

Related Areas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Related Areas	Possible Causes (Constraints)



SAMPLE

Problem Analysis Worksheet--Causes

- Directions:
1. State the problem.
  2. List all areas related to the problem.
  3. Identify the specific constraints for each related area which may be contributing to the problem.

Problem: 50% of students are reading two or more grades below expectancy.

Related Areas: Curriculum, Students, Staff, Materials, Facility, Administration, Organization for Instruction, Community

Related Areas	Possible Causes (Constraints)
Curriculum	<ol style="list-style-type: none"><li>a. Haphazard; not organized</li><li>b. No articulation between grade levels</li></ol>
Students	<ol style="list-style-type: none"><li>a. Survey indicates negative attitude toward reading in a majority of students.</li></ol>
Staff	<ol style="list-style-type: none"><li>a. Limited preservice training in reading</li><li>b. No planned inservice in reading</li></ol>
Materials	<ol style="list-style-type: none"><li>a. Lack of individualized learning materials</li></ol>

Related Areas	Possible Causes (Constraints)
Facility	a. The new building poses no problems
Administration	a. District administrators and Board of Education view reading as a priority
Organization for Instruction	a. Heavy class load allows little preparation time
Community	a. Limited involvement of the community in school activities.

STEP FIVE:  
Generation of Alternatives

After the possible causes of problems have been identified, the Task Force should have a "brainstorming" session to suggest alternative solutions to identified problems. "Brainstorming" is an attempt to generate a large number of ideas in an open and free environment. No suggestion is rejected. All possibilities are considered. Hopefully the use of this technique will stimulate creativity and the free expression and exchange of ideas.

At this point the Task Force might develop general plans to implement a selected number of suggested alternatives. Previously identified need statements could be translated into a goal statement. Suggested solutions to problems could become objectives to reach the stated goal. A preliminary list of activities for each objective might also be generated.

STEP SIX:  
Prioritize and Cost Out Each Objective

Because it is unlikely that a local Right to Read effort would be able to undertake all program alternatives before it, all available options should be prioritized. The criteria for prioritizing options should be 1) feasibility, which is the likelihood of manageability or utilization and 2) budget, or the cost involved in implementation. A knowledge of available community resources would be very helpful at this time, because tapping existing resources could increase a program's feasibility and decrease its cost.

A worksheet has been provided on page E87 to assist in rating the feasibility of six program components. Space is allotted for the inclusion of additional components.

When utilizing the chart be sure to identify the resource or reason which makes each component feasible or nonfeasible.

Definition of Terms:

Community Receptivity -- Will the community be supportive of a program of this nature? For example, the establishment of a preschool program by the school district might not be feasible in an area which strongly regards early childhood education as the responsibility of the home.

Administration Receptivity -- Will the administration be supportive of a program of this nature? A program which directly contradicts the policy of the Board of Education would not be feasible.

Staffing -- Does the program make reasonable demands on staff time? Will substantial members of new staff be required to implement the program?

Materials -- Can the materials necessary be borrowed from other sources or developed locally? If materials must be purchased, is it likely that funds can be acquired for that purpose, possibly through a state or federal grant?

Facilities -- Can space be found in existing facilities to house the program? Remember to consider all possible sites within a community and not just the school buildings.

Program Organization -- Is it likely, given existing resources and support, that this program will function smoothly and effeciently? Will clerical help be provided if necessary? Has a formal structure of authority been established through which activities would be arranged, defined and coordinated?

On the following pages you will find a worksheet you can use to help determine the feasibility of alternative program strategies.

Feasibility Worksheet  
Alternative: \_\_\_\_\_

F=Feasible  
 NF=Not feasible

Component	Feasibility	Resource or Reason
Community Receptivity	F NF	
Administration Receptivity	F NF	
Staffing	F NF	
Materials	F NF	
Facilities	F NF	
Program Organization	F NF	

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Feasibility Worksheet

Alternative: Establish a Preschool Program

F=Feasible  
NF=Not Feasible

Component	Feasibility	Resource or Reason
Community Receptivity	F NF	Parent attitudes toward preschool education are very positive as revealed in the Right to Read Survey
Administration Receptivity	F NF	Preschool education is a priority of the Board of Education
Staffing	F NF	Tight monies may cause staffing problems. Funding sources outside the district must be sought. Community resources and state and federal grants might provide some help.
Materials	F NF	Can be developed with volunteer resources
Facilities	F NF	Space presents no problem
Program Organization	F NF	The district is willing to undertake organizational responsibilities.

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## COST ANALYSIS FOR PROPOSED PROGRAM

The purpose of this chart is to focus consideration on personnel and materials in addition to available resources which may be needed to carry out the alternatives suggestive for the program. By completing this chart, you will be able to estimate the personnel and other costs for each alternative selected. Attention is directed to two areas: 1) instructional personnel needed to implement action for achieving each alternative and 2) costs of additional staff time, materials, and supplies necessary. Changes may involve reallocation of existing resources. No additional funds may be required.

Do you have a sufficient number of staff members to do the job? For each alternative you will need to answer this question for both professional and support staff. Will you need additional work days for staff inservice and curriculum planning? Your personnel office should be able to help you estimate these costs. Do you have the professional books you need and other materials for staff development? Will you need consultative services? If you will, make an estimate of what you will need and the cost.

Your totals will help you determine whether each alternative is realistic at the present time as you consider its cost in relationship to resources available. The completed chart may help you justify requests for additional allocations for your program.



## COST ANALYSIS CHART

Alternative:

### Staffing

Can this alternative be implemented with existing staff? \_\_\_\_\_ yes \_\_\_\_\_ no

If no, how many additional professional personnel are needed?

Number of people \_\_\_\_\_  
Estimated annual cost \_\_\_\_\_

If no, how many additional support personnel are needed?

Number of people \_\_\_\_\_  
Estimated annual cost \_\_\_\_\_

How many volunteers are needed?

Number of people \_\_\_\_\_

### Inservice Training

Should additional work days be set aside for inservice education and/or curriculum work? \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, how many days are needed?

Number of days \_\_\_\_\_  
Number of staff involved \_\_\_\_\_  
Estimated cost \_\_\_\_\_

How much time is needed to plan and implement inservice programs for staff and volunteers?

Number of days \_\_\_\_\_  
Estimated cost \_\_\_\_\_

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Materials and Supplies

Are additional materials and supplies needed?  
\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, how much will they cost?  
Estimated cost \_\_\_\_\_

Facilities

Are additional facilities needed?  
\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, how much will they cost?  
Estimated annual cost \_\_\_\_\_

Other

Are other expenses anticipated?  
\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, itemize them below.

TOTAL COSTS

Transfer dollar amounts from the cost analysis sheets.

	Annual Costs	One-time Costs
STAFFING		
Professional Support		
INSERVICE TRAINING		
Staff inservice Planning and implementation		
MATERIALS AND SUPPLIES		
FACILITIES		
OTHER		
	,	
	_____	_____
TOTAL COSTS		

STEP SEVEN: SELECTION OF  
POLICIES AND PROGRAMS

After needs and resources have been identified and alternative program strategies have been evaluated, the one or two top priorities can be selected by the Advisory Council. These priorities represent specific Right to Read programs or projects which will be undertaken during the next one to five years. Each year new programs might be added if necessary and possible. Existing projects can be continued, altered, expanded or disbanded.

STEP EIGHT:  
Implementation

If the Right to Read Advisory Council and its Task Forces have adhered to the generic planning model, they will have all of the background information needed to implement the programs selected as priorities. Because haphazard, uncoordinated implementation can negate all of the previous work that has been done, activities must be planned and carried out in a systematic way.

The components of an accomplishment plan are as follows:

Goal statement - Acknowledgement of a general desired end.

Objectives - Enumeration of more specific desired outcomes that lead ultimately to the accomplishment of the goal.

Activities - Steps that must be taken to complete program objectives. Detailed information for each activity should be available.

Here is an example of how a goal, an objective, and an activity statement might look:

Goal: The improvement of community literacy opportunities from the preschool through the adult level.

Objective: By \_\_\_\_\_, a parental education program for people in \_\_\_\_\_ community having preschool and primary grade children will be established.

Activities:

Determine the perceived needs of parents who want to help their children with reading.

Outline an instructional strategy using newsletters, group training sessions for parents, specially prepared games and materials, one-to-one work, etc.

Select locations for training sessions.

Choose resource people to help with the training.

Obtain the commitment of people willing to write parental education newsletters, newspaper articles and brochures.

Etc.

FORMAT OF AN  
IMPLEMENTATION PLAN

Below is a description of the items which should be included in an implementation plan. This is followed by a sample planning format.

Objective: A specific statement of a desired outcome

Activity: A step which must be taken to accomplish the objective

Completion date: A realistic date by which each activity should be completed

Person(s) responsible: An individual or group in charge of doing the activity

Staffing: The amount of time needed by paid staff to complete the activity. Volunteer time could also be itemized here.

Documentation: Products which result from completion of the activity

Constraints/Considerations: Obstacles or special considerations which should be kept in mind during the implementation of the activity

SAMPLE FORMAT  
PROGRAM IMPLEMENTATION PLAN

OBJECTIVE:

Activity	Comple- tion Date	Person (s) Respon- sible	Staffing	Docu- menta- tion	Con- straints/ Consid- era- tions



OBJECTIVE: By \_\_\_\_\_, a parental education program for people in \_\_\_\_\_ community having preschool and primary grade children will be established.

Activity	Completion Date	Person(s) Responsible	Staffing	Documentation	Constraints/Considerations
Determine the perceived needs of parents who want to help their children with reading	Feb. 15	Local Right to Read director and Parental Education Task Force of the Advisory Council	10 hours paid staff 75 hours volunteer	Needs statement	
Outline an instructional strategy	March 15	"	4 hours paid staff 12 hours volunteer	Written instructional plan	
Select locations for training sessions	April 1	"	3 hours volunteer	List of locations	Adult education centers and the public library are available at no cost.

Activity	Completion Date	Person(s) Responsible	Staffing	Documentation	Constraints/ Considerations
Choose resource people to help with the training	April 1	Local Right to Read director and Parental Education Task Force of the Advisory Council	1 hour paid staff 5 hours volunteer	List of resource people	Teachers and experienced parent volunteers can be used here
Implement training sessions	April 15- May 30	"	30 hours paid staff 10 hours volunteer	Agendas and evaluations	
Publish newsletter, brochures and newspaper articles	On-going	Local Right to Read director	45 hours volunteer	Printed materials disseminated	Money for printing must be obtained
Etc.					

STEP NINE:  
Evaluation

Key Questions

1. What techniques can be used to determine if the desired product or ends have been met and if the process used was valid and effecient?
2. Is there provision for assessing staff, student, and community reaction to the program?
3. Based on the evaluation, what are the implications for program modification, expansion, continuation or discontinuation?
4. If changes appear to be necessary, what are the alternatives?
5. If this program is continued or adapted in another location, what should be done differently?

Evaluation is the last step in the generic planning process. But it is also the beginning of the second cycle through the system. Because program planning, implementation, evaluation and modification are on-going, they follow a circular rather than a linear structure. This process keeps educational programs viable and responsive to changes in the program and its environment.

The evaluation becomes the assessment step of the next planning and implementation process. It then makes a vital rather than a static contribution to program development.

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*Roles  
and  
Responsibilities*

臣貞

*Providing Nourishment*

*In an influential position, during the period of Progress, remain gentle and wisely cautious. Do not move hastily to make the most of the moment. A sufficiency is enough. At the river edge, quench your thirst but do not try to drink the whole river.*

SECTION F  
ROLES AND RESPONSIBILITIES  
INTRODUCTION

This section has been written with a focus on the roles and responsibilities of school district personnel as they relate to the development of a local Right to Read program. It does not include an enumeration of the roles and responsibilities of the local Right to Read director. The entire manual does that, really.

In addition, various community agencies, institutions and organizations and their staffs or members have been omitted. An entire section of the manual is devoted to Right to Read and the Community. The omission of specific community service agencies from this section should not be inferred as lack of awareness of the contribution they can make.

Included here is a series of narratives describing how various people working in or with a school district can help implement a local Right to Read program. Each narrative is followed by a self-evaluation checklist. You may want to duplicate the narratives and checklists for distribution to the various staff members. The following people and positions are part of this section:

- The Classroom Teacher
- The Library/Media Specialist
- The Reading Resource Specialist
- The Principal
- The Superintendent
- The Board of Education



THE CLASSROOM TEACHER  
AND  
RIGHT TO READ

The classroom teacher can be the single most important school factor influencing student progress. The curricular design, school facility, pupil-teacher ratio, socio-economic level of the student population and collection of available instructional materials and equipment are all relevant. It is up to the teacher, however, to prevent and remediate failure to acquire literacy skills. Every teacher can have a beneficial effect on student self-concept, motivation to read for informational and recreational purposes and development of expertise in reading and communicating.

Content area teachers are continually challenged to help their students read, interpret and respond to printed material. Often they have not received any special training in how to help students who come to their classes unable to understand the textbook and other supportive materials.

There are five main ways in which every teacher can enhance literacy development in his/her classroom. The following narrative describes each. It is accompanied by a self-evaluation form that can be used to help you explore all of the avenues for bringing the Right to Read into your classroom. Listed below are the five broad areas to be considered:

- I. Evaluation of student literacy abilities and attitudes
- II. Development of literacy skills
- III. Development of a positive attitude
- IV. Utilization of instructional materials
- V. Professional growth

I. Evaluation of student literacy abilities and attitudes

It will be necessary for you to determine first the interests and abilities of your students. Standardized test scores already on file can provide you with normed data for your students. From this you can gain an overview of each of your classes.

But that is not enough to help you make decisions about individual strengths and weaknesses. Informal reading inventories, interest inventories, attitude tests and classroom observation can assist you in discovering valuable information about each student's present level of development. Be sure to remember that self-concept, attitude, interest and motivation to learn can be as influential on student achievement as aptitude. These considerations should not be overlooked as possible strengths or weaknesses.

## II. Development of literacy skills

Years of study and research continue to underscore the fact that there is no one "best" approach to teaching reading. Individual differences in student attitudes and aptitudes, learning materials, educational philosophies and instructional strategies all influence the way literacy skills can be taught or reinforced.

It is essential that every teacher understand the reading and communication process. This involves being able to measure the reading difficulty level (readability) of materials being used, determine the discrepancy between the skill development of students and the materials they use daily and devise ways to alleviate this discrepancy as much as possible. Because it is often unreasonable to request adoption of a new textbook if you discover that the one you are using is too difficult for many of your students, you might want to explore ways to teach your classes special study skills and to supplement the textbook with easier instructional materials.

## III. Development of a positive attitude

Each student's beliefs about his/her own learning abilities, perception of teacher expectation of performance and desire to attend school all affect how much is learned. Student attitudes about school are influenced by the home environment, perspectives of family members and peers and the past experiences the student has had in school. Often achievement in literacy is hampered more by one's belief that he/she is not able to--or does not want to--read and communicate than it is by actual intellectual inability to do so.

Classroom teachers can consciously build positive attitudes in students. By individualizing instruction as much as possible, making classroom activities interesting and meaningful and reinforcing success, teachers can affect student motivation. Informing parents of their important role at home and involving them in significant school activities also can affect student attitudes.

#### IV. Utilization of instructional materials

Students learn in a variety of ways. Some learn best by listening, others by observing, others by doing, and still others by a combination of all of the above. Ideally, materials should be available in a wide range of formats. Your library/media specialist can be of service to you both in selecting and purchasing materials. Obviously, the "best" materials will be those that most nearly meet the objectives of the class as well as the individual learning style of the student.

If commercially prepared materials do not meet your instructional objectives, try making your own with the assistance of your media specialist. Many students enjoy the opportunity to produce audiovisual aids. This can provide you with valuable teaching aids while offering the student a worthwhile learning experience.

Time can be set aside during class to allow students to explore materials containing further information about subjects related to the unit being studied. Classroom collections can be made available in the room, or students could go to the library/media center to do research. Free reading time could also be designated one or more times during the week for informational or recreational reading.

#### V. Professional growth

Many classroom teachers have never had a college or university course teaching the fundamentals of reading. However, there are many ways in which teachers can increase their understanding of the reading process.

One of the most effective ways is, of course, enrollment in an extension or on-campus reading course. Using professional books and journals, attending workshops and conferences, joining professional associations and encouraging the establishment of a series of inservice sessions on reading and literacy are all effective ways of fostering professional growth.

SELF-ASSESSMENT FORM  
THE CLASSROOM TEACHER AND RIGHT TO READ

Directions: Read each of the items in the five major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
I. Evaluation of student literacy abilities and attitudes						
A. Be familiar with materials and methods of evaluating student literacy abilities and attitudes.						
B. Use the data collected to determine student strengths and weaknesses.						
C. Continually assess student achievement and interest in literacy.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
D. Observe individual student progress or changes in knowledge and attitudes.						
II. Development of literacy skills						
A. Know about the reading process.						
B. Be familiar with the literacy and study skills needed to learn your subject area.						
C. Organize your instructional strategy to accommodate individual student literacy needs.						
D. Know ways to determine the reading difficulty level (readability) of textbooks and materials used in your class.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
E. Use special techniques to help students develop literacy skills necessary to learn the content of your course.						
III. Development of a positive attitude						
A. Cooperate with fellow teachers, administrators, the librarian/media specialist and the community.						
B. Create a pleasant learning environment in your classroom.						
C. Help establish harmonious social relationships within the classroom by encouraging and reinforcing student interaction that leads to learning.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
D. Invite ways in which students can be made aware of new interests and values.						
E. Encourage the development of an enthusiastic attitude toward reading and literacy.						
F. Help students clarify and deal with feelings through observation and interaction.						
IV. Utilization of instructional materials						
A. Provide a variety of types and levels of reading and instructional materials.						
B. Search for new, more effective materials and methods.						



	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
C. Schedule time for supplementary reading and study by students.						
D. Select or produce instructional materials in many formats.						
V. Professional growth						
A. Enroll in college or university courses dealing with literacy instruction.						
B. Join and participate in professional organizations.						
C. Attend workshops, conferences and inservice sessions.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
D. Keep current with trends and issues in literacy through professional readings.						

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SCHOOL LIBRARY/MEDIA PERSONNEL  
AND  
RIGHT TO READ

As a librarian or media specialist, you are in the perfect position to serve as a valuable link between students and print/non-print materials, between classroom teachers and print/non-print teaching aids, between students and teachers, between students and students, and, perhaps most importantly, between your school and the community.

This liaison function underscores the important contributions the media specialist can make to improve literacy opportunities in the school. As an essential member of the reading and literacy team, the librarian can work closely with reading specialists, classroom teachers and students. School library/media personnel are in a position to help identify student interests, reinforce or motivate the desire to read and encourage the development of positive reading habits.

Recently all local Right to Read directors in Illinois and the library/media personnel in Right to Read schools were surveyed to determine what they believed should be the role of school media services in a local Right to Read effort. Six areas of service, all centering on cooperative activities, received the support of a large majority of those questioned.<sup>1</sup> They are listed and discussed below.

#### I. Acquisition of Materials

It is important to build a media collection with a variety of materials, some which challenge the most advanced student and others which encourage the slow and reluctant reader. Media specialists can support the development of Right to Read in the school by asking teachers and students for their suggestions or evaluation of materials being considered for purchase.

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<sup>1</sup>Kathryn Greenwood, "The Role of School Media Services in the Illinois Right to Read Program" Master's thesis, Southern Illinois University, Carbondale, 1975.

Media personnel should be familiar with the school's curriculum: textbooks, teaching practices, units of study and special classroom activities. Visiting and having conferences with fellow faculty members can offer valuable insights and opportunities to provide enrichment materials for class activities. Ninety-five percent of those responding to the questionnaire felt that the media staff could help Right to Read through the acquisition of well-selected materials.

#### II. Service to the Local Right to Read Advisory Council and other Committees

The librarian's knowledge of the development, organization and uses of instructional media can be a great asset to the Right to Read effort. The local Right to Read directors surveyed offered strong support for the involvement of library/media personnel in Right to Read Advisory Council activities. Other school work groups, such as curriculum or inservice education committees, also need the cooperation and advice of the media staff. Because the school media center can and should serve as the hub of all learning activities in the school, its staff should be represented in as many educational endeavors as possible.

#### III. Utilization of facilities

Media center facilities can be used for individual student use, small group work or large group activities. Students, faculty and administrators can spend time there reading, doing independent study, using instructional materials and equipment, producing media and preparing for class. School committees and community groups might also find the media center to be a quiet, enjoyable place to meet and work during or after school hours.

#### IV. Dissemination of information and materials

After materials have been selected and acquired in the media collection, many strategies can be used to inform students and faculty of their availability. Bulletin boards, newsletters, informational handouts, subject-oriented book and materials lists and special displays can encourage the circulation of materials.

Classroom teachers and tutors frequently request lists of materials on a subject by grade levels. Although the publisher's notation of a book's reading level may not always be accurate, it offers a good starting point. Readability formulas are plentiful and easy to administer if you wish to do your own measure of the reading difficulty of materials.

#### V. Inservice and staff development activities

The media staff can contribute in many ways to inservice sessions for teachers, tutors and volunteers. Workshops might focus on topics such as storytelling, materials production, use and maintenance of audio-visual equipment, new materials and services offered by the media staff. Teachers involved in Right to Read could cooperate with the librarian in planning and conducting a series of inservice sessions on literacy.

#### VI. Utilization of materials

Because no two individuals learn in an identical way, the librarian's knowledge of the effective use of print and non-print materials can provide the classroom teacher with valuable help. Advice on how various instructional materials accommodate differing learning styles is always welcome and needed.

SELF-ASSESSMENT FORM  
SCHOOL LIBRARY/MEDIA PERSONNEL AND RIGHT TO READ

Directions: Read each of the items in the six major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
I. Acquisition of materials						
A. Involve students and faculty in the selection of materials.						
B. Select a variety of types and levels of instructional materials.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
C. Keep in mind the role the library/media center plays in providing recreational reading opportunities as well as in reinforcing the curriculum.						
II. Service to the Local Right to Read Advisory Council and other committees						
A. Participate in curriculum, textbook adoption and instructional program committees.						
B. Serve on the local Right to Read Advisory Council.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
C. Provide assistance for inservice education committees.						
D. Be aware of formal and informal efforts for teachers, administrators, students and parents to work in groups on instructional or recreational activities.						
III. Utilization of facilities						
A. Use all areas of the library/media center to their best advantage.						



	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
B. Arrange for the center to accommodate individual, small and large group work.						
C. Make the center an inviting place for teachers and students to spend time.						
D. Allow the center to be used for school committees and community group meetings.						
E. Open the center for use by the community if their needs are not being met by a public library.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
IV. Dissemination of information and materials						
A. Announce the arrival of new acquisitions.						
B. Make classroom collections of materials on special topics available to teachers upon request.						
C. Display materials throughout the school, in the cafeteria, display cases, the faculty workroom, etc.						
D. Keep teachers informed of books and articles for professional reading.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
E. Work with the staff of the local newspaper to prepare feature articles on materials and equipment now being used in schools or on literacy-related service provided by the library/media center.						
F. Disseminate lists of reading materials and the difficulty levels of each.						
V. Inservice and staff development activities A. Help plan inservice sessions for teachers, tutors and volunteers.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
B. Offer to conduct inservice workshops on media-related topics such as storytelling, materials production and equipment maintenance.						
C. Provide library/media center materials, equipment, facility and staff for the implementation of staff development activities.						
D. Hold a series of parental education programs after school or at night in the library/media center.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
VI. Utilization of materials						
A. Work with teachers to help make them aware of the most effective way of using print and non-print materials.						
B. Be sure to understand how recreational reading on a topic related to what is being studied can provide learning experiences in the same way that reading for information does.						
C. Help teachers select materials best suited to the reading level of each student.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
D. Find out if there is a need to circulate materials to the community. If so, assess whether the collection is large enough to provide such a service and determine the willingness of the administrators to begin such an activity.						

The Reading Resource Specialist:  
District-Level or Building-Level

Curriculum directors, assistant superintendents or subject area specialists can stimulate interest in a new priority or instructional focus. Recently the emphasis on reading instruction has been shifted back to the classroom teacher, with less dependence on the remedial reading teacher. Reading resource specialists at the district level or building level are working with classroom teachers to coordinate and integrate communication skills into the entire curriculum. This section will focus on the roles and responsibilities of these specialists, although they could be generalized to anyone on the curriculum development staff.

There are three main responsibilities of the Reading Resource Specialist. In some cases the local Right to Read director might serve many or all of these functions.

I. Coordinate a total school developmental reading program.

First, a complete testing program should be initiated in the school. Every teacher should be knowledgeable of the reading levels of each student in his/her classroom. The Reading Resource Specialist can then help the teacher select materials and design instructional strategies to meet student reading needs.

II. Work with faculty and administrators on staff development activities

Teachers and administrators should have competencies and awarenesses related to the teaching of reading and the communication skills. This can be done at various times during the school day: through observation and demonstration in the classroom, during teacher preparation time, in conjunction with the program of regularly scheduled inservice activities or at other specially designated times. The Reading Resource

Specialist can aid content area teachers in building reading and study skills related to their field in order to meet the needs of individual students more effectively.

He/she can also provide formal or informal assistance in the following areas: selecting and using diagnostic instruments, grouping, using readability formulas, teaching special reading/literacy skills and selecting appropriate materials. In addition, the Reading Resource Specialist courses in reading to the district or provide special activities with consultants in reading and literacy.

### III. Provide assistance in individual classrooms

In the classroom the Reading Resource Specialist can help teachers set up learning centers for reinforcement of instruction, demonstrate new or unique teaching strategies or engage in team teaching. In addition, he/she can help organize skills kits or files, evaluate the results of reading tests, recommend follow-up activities for various students and suggest ways to work with individuals or groups of students.



SELF-ASSESSMENT FORM  
THE READING RESOURCE SPECIALIST AND RIGHT TO READ

Directions: Read each of the items in the three major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
I. Coordinate the total school developmental reading program						
A. Make sure that the school has a complete testing program.						
B. Inform teachers of the reading levels of students in their classroom.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
C. Plan activities to meet student needs by reading level.						
D. Invite student or community volunteers to work in the schools if they are wanted and welcomed by the teachers and administrators.						
II. Work with faculty and administrators on staff development activities						
A. Keep administrators informed of promising or validated reading/literacy programs and practices.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
B. Provide workshops during regularly scheduled inservice sessions.						
C. Work with content area teachers and other staff on continuous formal and informal inservice activities.						
D. Bring university courses in reading or special consultative services to the district.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
III. Provide assistance in individual classrooms A. Do team teaching with other teachers. B. Help organize interest centers or other classroom activities. C. Assist in the establishment of programs and activities to meet individual student needs.						

## Administration: The Principal

The building-level principal provides an essential link between the policy-makers in a school district--the superintendent and the Board of Education--and those who carry out the policies--the classroom teachers. Certain qualities are important if the principal is to function effectively in helping to develop a Right to Read program in his/her school. Some of these characteristics are:

1. Knowledge of the reading process, obtained from experience as a classroom teacher, observation of competent teachers, enrollment in graduate courses in reading, attendance at reading/literacy conferences or extensive professional reading in the field.
2. Development of a close working relationship with all staff, including especially the reading specialist and classroom teachers with strong backgrounds in reading/literacy.
3. Consultation with staff before new programs are initiated, followed by inservice training if it is needed.
4. Provision in the budget for the acquisition of instructional materials, supplementary texts and other aids.
5. Encouragement and support of experimentation and innovation, but not at the expense of programs that have proven successful.
6. Maintenance of the support and respect of the community as a person and an educational leader.

The principal is in a position to create a learning environment that is unique to his/her own building. The leadership role the principal plays focuses on four main areas, which are listed and described on the next page.

I. Create a healthy learning and working environment

The principal can challenge people to work toward an ever-expanding vision of excellence. By creating an environment for student and teacher growth that is free of threats and negativism, each person's creative talents and skills can be enhanced. The principal should recognize the strengths of students and staff and build upon them, lessening the effect of the weaknesses.

II. Lead in the development of a building-wide reading/literacy program

First, goals and objectives should be developed by administrators, faculty and perhaps parents and students. Then relationships among these constituencies need to be built which are individually and mutually satisfying and strengthening. Open lines of communication should exist between and among the staff, the central office and the community. Staff development activities and the establishment of an atmosphere of sharing will greatly enhance the implementation of a reading/literacy program.

III. Coordinate all available resources

The optimal use of human, material and financial resources depends first upon a complete inventory of these resources. Then a plan can be developed which makes the most effective use of these resources to meet goals and objectives. The principal is ultimately responsible for the coordination of all aspects of the reading/literacy program, including the allocation of time and money, the use of community volunteers and the modification of previous policies and procedures when necessary.

IV. Communicate with everyone involved

First, a program evaluation procedure should be developed which allows for immediate feedback to teachers and justifies any corresponding alterations of process or procedure.

Students should be made aware of their progress, as should their parents. Through newsletters, meetings, and dissemination in the mass media, the community can be kept informed of the school's reading/literacy efforts. Central office administrators and the Board of Education should remain current on all aspects of program development.

SFLF-ASSESSMENT FORM  
THE PRINCIPAL AND RIGHT TO READ

Directions: Read each of the items in the four major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
I. Create a healthy learning and working environment A. Know the reading process.						
B. Develop a positive working relationship with the staff.						
C. Challenge students and teachers to work toward an ever-expanding vision of excellence.						



	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Comprehensive	Adequate	Inadequate	None	Need Assistance	Would Provide Assistance
D. Stimulate students and teachers to grow intellectually and socially.						
II. Lead in the development of a building-wide reading/literacy program.						
A. Encourage and support experimentation and innovation.						
B. Work with staff and others to develop reading/literacy goals and objectives.						
C. Foster positive relationships among everyone involved in the program.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
D. Provide for inser- vice and staff development acti- vities to enhance program implemen- tation.						
III. Coordinate all avail- able resources						
A. Take a complete inventory of human, material and financial re- sources.						
B. Plan how these re- sources can be used most effec- tively to meet goals and objec- tives.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
C. Coordinate every aspect of the reading/literacy program.						
D. Allow enough money in the budget to purchase instructional materials and other supplementary aids needed in the program.						
E. Encourage the use of community or student volunteers in many phases of the reading/literacy program.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
IV. Communicate with every- one involved						
A. Provide for continu- ous feedback in the evaluation of the program.						
B. Keep Students and parents informed of progress.						
C. Make the community aware of the school's reading/ literacy efforts.						
D. Keep the district administrators and Board of Education up-to-date on all aspects of program development.						

## Administration: The Superintendent

The school superintendent serves as a liaison between many groups and population segments. On one hand the superintendent is often called upon to represent student or faculty perspectives and opinions to the Board of Education. By the same token, the superintendent is the one responsible for interpreting Board policy to principals, teachers, students and the community. When a new program is initiated, when additional funds or reallocation of resources is needed, the superintendent can demonstrate his/her commitment by presenting a strong case to the Board of Education and the community.

The superintendent is ultimately responsible for the quality of a district's educational program. He/she needs to be responsive to many special interest groups who often propose conflicting programs or solutions to needs. Leadership qualities that depend on open communication, coordination of programs and resources and the development of an atmosphere for growth and a healthy school-community relationship are essential. Listed below are some of the main roles and responsibilities of the district superintendent.

### I. Spearhead Right to Read program development

There are few cases where programs have succeeded without the philosophical and overt support of the superintendent. There will be less innovation and experimentation in a district where it is not encouraged by the superintendent. The reverse of that is true as well. Staff, students and community look to the superintendent for rejection or sanction of a myriad of program ideas and strategies.

Through professional reading, participating in organizations and conferences and maintaining communication with other school districts throughout the state, the superintendent can remain aware of current trends in Right to Read program development. It is also necessary to visit with other administrators, faculty and students in the district to determine their attitude about existing literacy services. If it is appropriate, the superintendent can establish a curriculum committee to devise reading/literacy alternatives for the district and the community.

The superintendent should be involved in all phases of Right to Read program planning: assessment of existing services, needs and resources; development of goals and alternative plans for reaching them; selection of final goals and objectives; solicitation of support among the staff and community; implementation of the program; and on-going and final evaluation of the effort.

## II. Solicit support for the Right to Read program

There are many potential roadblocks that can hinder successful program implementation. Most of them stem from lack of support of one kind or another. Community support can begin with the endorsement of the program by the Board of Education. Other means of communicating with the public, through meetings, newsletters and the mass media, for instance, can follow acceptance of the program by the Board of Education.

There should be adequate professional staff, supported by teacher aides and/or volunteers, to implement all aspects of the program effectively. Facilities to conduct the program, materials and a budgetary allotment for additional commodities are also needed.

## III. Provide staff development activities

In some cases there can be support at all levels for a new concept or program, but it still has a good chance of failure. This is often related to the fact that those involved in program implementation do not receive the inservice education they need to function effectively. The superintendent should lead efforts to improve and expand staff development activities in the district. When a new Right to Read program is begun, professionals, paraprofessionals and volunteers should receive thorough inservice training first. Where preservice education is concerned, the superintendent can influence hiring policies so that applicants who have knowledge of the reading process receive priority.

SELF-ASSESSMENT FORM  
THE SUPERINTENDENT AND RIGHT TO READ

Directions: Read each of the items in the three major categories. Assess your background knowledge and experience in each.

	KNOWLEDGE/EXPERIENCE		
	Compre- hensive	Ade- quate	Inade- quate None
I. Spearhead Right to Read program development			
A. Become familiar with current reading/literacy trends and instructional programs.			
B. Withhold judgement on innovative practices until they have been carefully evaluated.			
C. Establish a curriculum committee to devise alternative reading/literacy programs for the district.			
D. Create an atmosphere in the district that encourages planned innovation.			

	KNOWLEDGE/EXPERIENCE			
	Compre- hensive	Ade- quate	Inade- quate	None
E. Be involved in all phases of the reading/literacy program planning and implementation process.				
II. Solicit support for the Right to Read program				
A. Obtain the endorsement of the Board of Education.				
B. Maintain open communication with the public.				
C. Provide adequate staff materials, facilities, commodities, etc., to implement the program.				



	KNOWLEDGE/EXPERIENCE			
	Compre- hensive	Ade- quate	Inade- quate	None
<p>III. Provide staff development activities</p> <p>A. Offer thorough inservice training for professionals, paraprofessionals and volunteers who will be working on Right to Read efforts.</p> <p>B. Hire new staff who have a thorough knowledge of the reading process.</p> <p>C. Make sure that staff development activities are on-going and complement alterations in reading/literacy efforts.</p>				

## The Board of Education

Much of the responsibility for the success or failure of a new school program rests with the Board of Education. Not only does the Board of Education make policy decisions about goals and methods for achieving them, but it must also explain and interpret them for the public. The Board of Education can be supportive of new programs it endorses in a variety of ways: by disseminating positive, convincing information about the program to the community; by providing steady, enlightened support and encouragement for the staff working on the program; and by helping to create the proper climate for implementing new programs.

Each Board member has key responsibilities, enumerated and explained below:

- I. Become informed about the district's Right to Read and related programs.

Visit the schools, making a concerted effort to be knowledgeable of the variety of curricular offerings and instructional approaches. Keep abreast of new trends in education by attending conferences, reading educational publications written for teachers, administrators and members of Boards of Education and maintaining open communication with school administrators, staff and students.

- II. Help develop new Right to Read efforts if needed.

In becoming familiar with existing reading/literacy programs, the Board of Education might discover deficiencies or weaknesses that should be overcome. If new or expanded services are offered in response to those needs, Board members can help tell the community about program changes.

An informed community is often a supportive community, aware of school problems and also up-to-date on what is being done about them. As the elected representatives of the community, members of the Board of Education are in a strategic position to communicate to the public the problems, concerns and accomplishments of the school district. Board members should also be supportive of the school staff helping to implement Right to Read efforts.

III. Encourage community involvement in Right to Read programs

The next step beyond informing the community is involving them in educational program planning and implementation. Community representatives, parents and students can provide their perspectives when curricular offerings are being modified. If participation from the various constituencies who will be affected by curricular changes is obtained from the beginning, there is a greater chance for their support at the time of implementation. Board members can help develop positive attitudes among community populations toward the school and encourage them to participate in curricular activities.

IV. Make reading and literacy a priority

A proclamation from the Board of Education declaring reading/literacy a priority would focus attention on ways all resources could be mobilized behind a literacy effort. Backed up with provisions for additional funding to supplement existing reading/literacy programs and establish new ones, this proclamation would soon have the attention of the school and community alike. Expanded programs often call for increased staff, more materials and equipment, re-allocation of available facilities and the creative use of human resources.

SELF-ASSESSMENT FORM  
THE BOARD OF EDUCATION AND RIGHT TO READ

Directions: Read each of the items in the four major categories. Assess your background knowledge and experience in each and your need for further assistance.

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
I. Become informed about the district's Right to Read and related programs						
A. Keep abreast of new trends in education.						
B. Visit schools to become familiar with curricular offerings.						
C. Maintain open communication with administrators, faculty and students.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
II. Help develop new Right to Read efforts if needed.						
A. Assess the existing program of reading/literacy services.						
B. Offer new or expanded programs to alleviate weaknesses or deficiencies in existing programs.						
C. Keep the community informed of new programs.						
D. Be supportive of those helping to implement the Right to Read program.						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
<p>III. Encourage community involvement in Right to Read programs</p> <p>A. Solicit the assistance of community members in planning and implementing reading/literacy programs.</p> <p>B. Request the help of student and community volunteers to serve in a variety of capacities.</p>						
<p>IV. Make reading and literacy a priority</p> <p>A. Issue a proclamation.</p>						

	KNOWLEDGE/EXPERIENCE				ASSISTANCE	
	Compre- hensive	Ade- quate	Inade- quate	None	Need Assis- tance	Would Provide Assis- tance
B. Back up the procla- mation with pro- visions for addi- tional funding in the area of reading and literacy.						
C. Reallocate all existing resources behind the literacy effort.						

*Inservice Education  
and  
Right to Read*

益

*Growth*



*This is a period for progressive, up-ward movement - step by step. One begins confidently, then offers small sacrifices, moves ahead and eventually gains admittance to the upper realms. Remain constant and persistent.*

## SECTION G

### INSERVICE EDUCATION AND RIGHT TO READ

#### INTRODUCTION

One approach in reaching the Right to Read goal is to provide effective inservice programs related to literacy skills. This section will establish a philosophy for inservice education and offer some guidelines and suggestions for implementing inservice education sessions in literacy.

#### WHAT IS STAFF DEVELOPMENT THROUGH INSERVICE EDUCATION?

Activities which are designed to promote greater efficiency and competency in the professional tasks to be performed by the total school staff comprise the staff development program. These activities may take many forms, among which are:

- National conventions and/or conferences
- State and/or regional meetings
- District-wide meetings
- In-house staff meetings
- Retreats
- Workshops
- Classroom demonstrations
- Inter/intra school visitations
- Team planning/teaching
- Independent study
- Exchange of personnel

There is a need for staff development activities when the school's identified objectives and the staff's capabilities to complete those objectives are not compatible. Staff development plans should grow out of an assessment of:

- a. administrative competencies as compared with performance goals for administrators
- b. staff achievement as compared with performance goals for students
- c. staff competencies as compared with performance goals for teachers
- d. school instructional objectives
- e. available resources (money, personnel, facilities, time)

Inservice education provides a necessary element in educational change because it elevates teacher competencies and leads to improved instruction in the classroom. In order for inservice training to bring about significant change or development, administrators and teachers alike must be committed to self-improvement and program development. Effective inservice programs can keep administrators and teaching staff aware of new instructional philosophies.

WHO SHOULD PARTICIPATE IN  
RIGHT TO READ INSERVICE PROGRAMS?

School officials occasionally have a tendency to direct inservice training programs exclusively toward new and inexperienced members of the teaching staff. There are good reasons for providing less experienced teachers with on-the-job assistance as they confront the challenges offered by new positions and new duties.

There is much evidence, however, to support the view that inservice education can be a beneficial experience for veteran teachers as well. It is necessary to provide appropriate training and retraining opportunities for all personnel--administrative, supervisory and instructional--as individuals strive to keep current with professional development and adjust to rapid changes in the modern school curriculum. Inservice education should involve everyone who contributes to the educational program, including the Board of Education, district and building level administrators, professionals and paraprofessionals, clerical staff and volunteers.

## PLANNING EFFECTIVE INSERVICE PROGRAMS

Ideally professional development is an ongoing activity that serves as an integral part of the school day. Often people equate inservice education with conferences and workshops, failing to recognize the numerous informal opportunities available to help each teacher develop his/her competencies. Professional reading, regular use of the media collection and sharing problem-solving with administrators and faculty are just a few of the ways teachers can continue to learn.

This section deals with planning and implementing inservice programs on a broader scale. Because these group activities traditionally have been poorly organized and executed, teachers might for good reason feel that they are a waste of time. It is especially important, then, for the Right to Read inservice activities to be the best that can possibly be provided.

There are eight steps that should be followed in planning and implementing inservice education programs. Each of these steps will be discussed in this section of the Manual. They are:

- Conducting a pre-assessment
- Writing goals and objectives
- Planning the content of inservice sessions
- Selecting the method of inservice education
- Selecting inservice formats
- Creating incentives to participate
- Evaluating inservice sessions
- Providing follow-up activities

CHECKLIST  
"DO'S" AND "DON'TS" FOR  
STAFF DEVELOPMENT

Do:

1. Involve teachers and administrators in all phases of planning.
2. Relate the activities to the objectives of the school.
3. Make follow-up services available.
4. Provide released time for staff development.
5. Offer incentives for participation, such as equivalency credit, certificates of completion, stipends, recognition.
6. Use a variety of activities to individualize the program.
7. Provide for continuous evaluation.
8. Use evaluation to redesign future activities.
9. Know thoroughly the competencies and expertise of consultants.
10. Jointly plan each consultant's participation with him/her.
11. Allow for flexibility so that immediate and changing concerns can be addressed.
12. Make use of the expertise among the local staff.
13. Plan at the local school level the activities the staff is to pursue.
14. Provide a non-threatening atmosphere for trying out new ideas in the classroom.
15. Offer open sessions for teachers of differing philosophies and values.
16. Give opportunities and incentives for assessment of attitudes.
17. Acknowledge and respect the values and attitudes of teachers.
18. Provide sessions for ventilating feelings and insecurities.
19. Embark only in pursuit of goals formulated by the group.
20. Provide opportunities for social interaction.
21. Schedule activities over a reasonable and adequate time.

22. Provide reinforcement to help teachers in the implementation of new strategies.
23. Avoid lectures, repetitious activities, busywork, etc.
24. Canvass the school and community for all resources.
25. Ensure that staff development is an ongoing process.

Do Not:

1. Impose goals on a school which were not developed in that school.
2. Plan activities in a vacuum.
3. Conduct staff development after school hours on a school day.
4. Schedule activities on Friday afternoon.
5. Assume that everyone has the same needs and interests.
6. Attempt to accomplish too much in any one activity.
7. Schedule too many activities in an inadequate period of time.
8. Assume that one exposure to an idea will bring about change in teacher behavior.
9. Utilize one method of presentation consistently.
10. Hire consultants whose abilities and techniques are unknown.
11. Impose personal values and attitudes on staff members.
12. Ignore unrest and dissatisfaction among staff members.
13. Overlook the talents and expertise of local personnel.
14. Pursue unrealistic goals.
15. Make staff development a "one-shot" deal.
16. Schedule prolonged activities without breaks.
17. Allow a vocal minority to force its will upon the majority.
18. Rely upon one kind of evaluation instrument to determine the effectiveness of many types of staff development activities.
19. Fail to use all available resources in the school and community.

## CONDUCTING A PRE-ASSESSMENT

Identification of perceived needs, interests and available resources is the first step toward planning an effective inservice program.

This pre-assessment can be conducted by a steering committee composed of a representative sampling of teachers and administrators. Principals and district administrators will be able to interpret the assessment from an administrator's point of view and provide needed support and encouragement.

The composition of the steering committee may vary from one school district to another. A large school district's steering committee might include teachers and administrators from several schools, or there may be a number of committees to represent various schools in the district. A small school district may have only one school involved, in which case teachers from that building would serve on the steering committee.

Involvement from a greater number of people can be encouraged by limiting the term of the steering committee members to one year or rotating the terms so that one third of the membership would be new each year. The latter plan provides for greater continuity from year to year for the total staff development program.

By being involved in the planning stages, staff members are more inclined to make a commitment to the inservice program because it is developed by them rather than being dictated from above. This can mean greater effort on their part to insure that the program will succeed.

Some ways that the committee might obtain information on needs and resources are:

- Prepare a questionnaire to survey faculty interest or perceived needs
- Develop a form to identify staff members who have competencies that could be shared during the inservice sessions
- Identify materials or resources available for teaching literacy skills



On the following pages you will find a sample pre-assessment survey form and a survey of teacher competency needs and resources. Both of these questionnaires are designed to help identify how staff members could benefit from individual and/or group staff development activities.

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PRE-ASSESSMENT SURVEY FORM  
INSERVICE EDUCATION FOR RIGHT TO READ

The Inservice Committee at \_\_\_\_\_ School will be planning a variety of Right to Read staff development activities. To help us meet your needs more effectively, please complete this form and return it to the office by

\_\_\_\_\_.  
(date)

DIRECTIONS: Please number in order of importance the areas in which you feel you need additional help in order to bring Right to Read into your classroom.

- \_\_\_\_\_ Scope and sequence of reading skills
- \_\_\_\_\_ Interpretation of standardized test data
- \_\_\_\_\_ Diagnosing individual instructional needs
- \_\_\_\_\_ Remediation techniques
- \_\_\_\_\_ Methods of determining the appropriateness of materials
- \_\_\_\_\_ Directed Reading Thinking Activities
- \_\_\_\_\_ Use of reading expectancy formulas
- \_\_\_\_\_ Determining the reading difficulty level of books
- \_\_\_\_\_ The Language Experience Approach
- \_\_\_\_\_ Reading in the content areas
- \_\_\_\_\_ Learning disabilities and reading
- \_\_\_\_\_ Individualizing reading
- \_\_\_\_\_ Using volunteer reading tutors in the classroom
- \_\_\_\_\_ Other (specify) \_\_\_\_\_

Please list below the reading courses you have completed in college or by extension.

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

What supplementary reading materials do you presently find most effective in your classroom?

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Are you using a technique to teach literacy skills which you would like to share with others? \_\_\_\_\_ If so, please describe it briefly.

Is there someone within or outside of the district who is using a technique or method you would like to see demonstrated? If so, please give the name and location of the person to contact.

Name \_\_\_\_\_

Location \_\_\_\_\_

SURVEY OF TEACHER COMPETENCY NEEDS  
AND RESOURCES IN READING

DIRECTIONS: Listed below are teacher competencies related to reading and literacy instruction. Please indicate whether or not you would like assistance in each area. If you are willing to help others, or if you know of resources that might be used for staff development activities in an area, please indicate this in the column labeled "Resources."

AREA OF COMPETENCY	NEEDS		RESOURCES
	I feel confident in this area	I would like a little more help	
I. Use instruments to measure group reading achievement and attitude a. Select needed instruments b. Construct surveys if necessary c. Interpret the findings d. Determine implications on reading program development II. Develop and/or refine reading programs a. Identify a process for reading program development		I would like considerable help here	

AREA OF COMPETENCY	I feel confident in this area	NEEDS I would like a little more help	I would like considerable help here	RESOURCES
<p>b. Develop criteria for program evaluation</p> <p>c. Become familiar with the psychology of learning (including reading and thinking)</p> <p>d. Know the structures and dialects of the English language</p> <p>e. Understand how cultural differences affect reading</p> <p>III. Diagnose and treat individual reading difficulties</p> <p>a. Identify skills to be taught</p> <p>b. Identify, evaluate or develop diagnostic instruments</p> <p>c. Use the instruments and interpret the findings</p> <p>d. Select appropriate approaches to teaching to individual students (see following list)</p>				

AREA OF COMPETENCY	NEEDS			RESOURCES
	I feel confident in this area	I would like a little more help	I would like considerable help here	
<p>1. language experience approach</p> <p>2. literature approach</p> <p>3. meaning approach</p> <p>4. linguistic approach</p> <p>5. individualized instruction</p> <p>6. programmed learning</p> <p>7. other(s)</p> <p>e. Select, use and evaluate materials and methods to teach the following:</p> <p>1. readiness</p> <p>2. word recognition</p> <p>3. comprehension</p> <p>4. reading rate flexibility</p> <p>5. study skills</p> <p>6. oral fluency and expression</p> <p>7. levels of questioning and thinking</p> <p>8. other(s)</p> <p>f. Keep records of pupil progress</p> <p>IV. Motivate students, colleagues and the community</p>				

AREA OF COMPETENCY	I feel confident in this area	NEEDS I would like a little more help	I would like considerable help here	RESOURCES
<ul style="list-style-type: none"> <li>a. Individualize instruction based on interests</li> <li>b. Establish learning centers</li> <li>c. Use student contracts</li> <li>d. Organize cross-grade peer tutoring in reading</li> <li>e. Involve parents and other community members</li> <li>f. Enhance interpersonal communication among the faculty</li> </ul> <p>V. Participate in professional development in reading instruction</p> <ul style="list-style-type: none"> <li>a. Know how to determine the readability of materials</li> <li>b. Locate and use professional literature</li> <li>c. Participate in inservice activities</li> <li>d. Share ideas informally with other staff members</li> </ul>				

## WRITING GOALS AND OBJECTIVES

Once the pre-assessment is completed, goals and objectives of the Right to Read inservice program can be established. Representative staff members should be involved in setting goals and objectives and in planning the content of the inservice program. A logical way to provide for this is to retain the members of the steering committee to plan inservice sessions. The steering committee will be familiar with the dimensions of staff needs and attitudes, the constraints and strengths of the situation and the talents in the group to be shared.

The need or overall goal determined by the pre-assessment should be more specifically stated in behavioral objectives for the benefit of the inservice leaders and participants. The following is an example of an inservice goal and two objectives.

Goal - To improve each teacher's ability to use reading diagnostic tools in the classroom.

- Objectives -
- 1) The teacher will be able to prepare, administer, score and interpret the cloze procedure.
  - 2) The teacher will be able to prepare, administer, score and interpret an informal reading inventory.



## PLANNING THE CONTENT OF INSERVICE SESSIONS

The first task of those involved in planning inservice sessions is to clarify the purposes of the staff development program. Inservice experiences sometimes arouse negative feelings because they are time-consuming and often do not bring about permanent change. One way to counteract this negative attitude about a staff development program is to present at the beginning a clear picture of what the activities are designed to achieve. Establishing the purpose gives participants a clear direction for moving into the activities ahead.

Listed below are six guide rules to remember when planning the content of inservice sessions.

1. Summarize the results of the pre-assessment survey.
2. Define goals, objectives and desired outcomes.
3. Base each inservice session on identified instructional help the teachers have requested.
4. Keep the inservice program flexible.
5. Provide for follow-up activities and individual work.
6. Plan adequate time for the inservice activities.

Next you will find a listing of topics that might be covered during inservice sessions.

TOPICS TO BE CONSIDERED  
FOR INSERVICE SESSIONS

How to Involve Parents in Reading Instruction  
Approaches to Teaching Reading (Language Experience, Phonics,  
Linguistic, Basal Reader, etc.)  
Reading and Early Childhood Education  
Language Development  
Word-Attack Skills  
Comprehension  
Study Skills  
Reading in the Content Areas  
Improving Literary Appreciation  
Diagnosing Reading Problems  
Linguistic Backgrounds and How They Relate to Reading  
Special Reading Problems  
Improving the School Reading Program  
Using Media and Library Resources Effectively  
Discovering What Materials and Resources Are Available  
Local Production and Use of Instructional Materials  
Using Peer or Parent Tutors in the Classroom  
Getting Acquainted with New Books and Media  
Individualizing Instruction  
Using the Newspaper in the Classroom  
Readability  
Motivating Students to Read

## SELECTING THE METHOD OF INSERVICE EDUCATION

The decision about the type of inservice design should reflect information obtained in the needs and resources assessment. There are numerous options of providing staff development programs.

### Single building, multi-building or district-wide inservice

Inservice sessions for one school building may be designed to address the specific needs of the faculty in the school. Teachers may be organized as a total unit, by grade level, content area or interest. Inservice sessions for several buildings would enable them to combine resources to work together in solving common problems. District-wide inservice sessions dealing with general topics in reading could be provided for groups of elementary teachers, middle school teachers or senior high school teachers. Topics which have been identified as general areas of need by a majority of the teachers in the system would be addressed here. Two school systems might join forces to study their existing reading programs and plan for needed changes.

### Inservice methods

Inservice education through college courses in reading can often be arranged. Staff members should receive college credit for their involvement in these courses. This can benefit their position on the salary scale as well as updating their knowledge about reading instruction.

Many school districts provide for staff development through summer or weekend workshops, reading share-ins, and conferences for principals and classroom supervisors. Another approach might be a summer practicum in which staff members teach part of the morning and attend an inservice course for the remainder of the morning. Under this design, techniques intended to improve the teaching of reading presented during the course can be used and evaluated for their effectiveness immediately.

In addition to district inservice sessions, attendance at state and national conferences should also be considered. Such conferences provide numerous opportunities for sharing ideas and obtaining up-to-date information.

A special staff development opportunity for teachers seeking solutions to persistent instructional problems is afforded by a well-developed professional library. Schools have a responsibility to assemble a wide variety of current professional literature for staff use. Textbooks, periodicals, journals, research reports and other publications on reading and communication skills should be available for easy access by teachers of all subjects and all grade levels. Comprehensive memberships in professional organizations such as the International Reading Association and the National Council of Teachers of English provide a convenient means for schools to acquire a broad selection of professional reading materials.

#### Scheduling Inservice Sessions

During the regular school year, inservice sessions may be scheduled after school, in the evening, in the morning before students arrive, or on Saturday mornings. However, teachers do not do their best work at these times. A better alternative is to provide released time for teachers to attend inservice sessions. Some of the most effective inservice programs have combined instruction in the summer, before school starts, with group meetings, individual observations and consultations during the school year.

Locations which provide for adequate supplies, equipment and comfortable surroundings should be selected.

### Providing follow-up assistance

Short-term inservice programs are largely ineffective in changing teachers' classroom practices if there is no follow-up. The more creative teachers can take an idea and try it in their classrooms without any additional help. But most teachers need some assistance in implementing new methods, materials, and ideas in their on-going programs. Teachers often feel that anything new is supplemental and not essential; thus, if they try a new idea, something else should be eliminated. On the contrary, teachers need to be aware of how new elements can combine with old ones that are effective for them.

The resource person or inservice leader should be available to help the participants, once they are back in the classroom, with the implementation of selected ideas acquired during the inservice session. Occasional follow-up meetings in which problems or questions are presented for open discussion can strengthen the original workshop goals and objectives.

On the following pages you will find a description of eight basic strategies that can provide effective opportunities for staff development.

## STRATEGIES FOR STAFF DEVELOPMENT

Generally, teachers prefer programs which differentiate among teachers at different grade levels and with different terms of experience. Some staff development models are:

a. Teamwork between a consultant and individual teachers

This approach can change attitudes toward specific student behaviors and increase teacher knowledge of principles and methods.

b. Teamwork between a consultant and a group of teachers

In this model, teachers can discuss problems, suggest solutions and share ideas on teaching techniques and instructional materials. The consultant may serve as a catalyst to improve the sharing. These sessions foster confidence in abilities to teach and satisfaction in the development of materials.

c. College or university courses in reading

Colleges and universities provide many on-campus and extension courses to help teachers function more effectively in the classroom. This opportunity for continuing education is practical, effective and highly regarded by many teachers.

d. Team planning and teaching

Team planning and teaching foster enrichment and behavior analysis and modification. Teachers are naturally motivated to produce their best. Further, the planning allows a teacher to create situations in which his/her teaching strengths may be exemplified. New materials, techniques and styles can be encouraged and examined in these sessions.

e. Inter/intra school visitations

Stimulating experiences have been reported from teachers who have had the opportunity to visit the classrooms of other teachers while instruction is in progress. Such visits should include preplanning before the observation and a

follow-up conference with the observed teacher.

f. Workshops

The workshop activity may take many forms. Such sessions may provide opportunities to

- develop instructional materials
- examine instructional methods and procedures
- study curriculum
- promote group dynamics
- interact with consultants

g. Conferences

Conferences are especially useful for developing helping relationships among teachers, consultants and other resource persons. These conferences provide for individual and group interaction about common observations, problems and concerns. Conferences are most useful in broadening perspectives beyond the classroom experience.

h. Videotaped microteaching

This technique permits the interested teacher to watch a demonstration on video tape, prepare a short lesson and practice it on an experimental class. The lesson is videotaped so that the student teacher may analyze and reteach until he/she feels sufficiently competent with the skill. This provides the teacher with the opportunity to practice new skills under a simpler set of circumstances than those found in the regular classroom.

## SELECTING INSERVICE FORMATS

With the availability of a wealth of format options, programs need not be tied to the lecture-type session that is so common. Although the lecture is appropriate for many purposes, other formats help make the instructional strategy more effective and enhance interest and motivation.

The inservice sessions should be exemplars of sound instructional practices. Because teachers emulate models, they might change their behavior with students as they experience new classroom environments during the inservice programs. Used correctly, a variety of individual and group activities and educational media can strengthen inservice sessions.

Staff development activities should be adjusted to meet the individual differences of participants. The readiness of individuals to participate profitably should be considered. Planning ways to relate to previous experience, accounting for individual differences in levels of development and expertise and serving immediate needs all help inservice programs go smoothly.

Inservice sessions may be conducted by the local Right to Read director, a reading specialist, classroom teachers or supervisors, an outside consultant or an administrator. Far too often classroom teachers are overlooked as being able to provide inservice education. Some of the best inservice programs are staffed by teachers themselves, who divide responsibilities, take turns doing demonstrations and share ideas comfortably. Because they are familiar with both the needs and objectives of the inservice, they organize activities that are sometimes more practical than those which an outsider can offer.

Activities should be structured so that at the end of each session, the participants are practicing what they will be doing in the classroom or in other learning situations. Merely talking about a topic or concept will not necessarily change one's teaching practices. The potential for transfer increases if the learning activities closely approximate the desired behavior. Activities such as simulation and



role playing are effective in achieving actual transfer into classroom practices. If the objective is to make participants aware of what is going on in another grade or school, activities that require a lower level of involvement are effective. The amount of participation and the type of experiences planned should be selected with the desired outcomes in mind.

Various formats to be considered are:

- Lecture approach
- Seminars
- Research sessions
- Discussion of research
- Study groups
- Brainstorming
- Demonstrations
- Role playing
- Circulating literature packets
- Video-taped sessions
- Self-evaluation of video-taped sessions recorded in the teacher's classroom
- Films
- First hand experiences
- Mini-courses
- On-site visitations
- Work-study sessions

## CREATING INCENTIVES TO PARTICIPATE

To encourage active participation of teachers and other staff in inservice programs over an extended period of time, a system of tangible rewards should be developed. Probably the strongest incentive for teachers to be involved is their awareness that the inservice sessions will provide information which can be used in their teaching situation. Districts can also provide college credit courses, advancement in pay steps or released time as incentives.

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## EVALUATION

Two kinds of evaluation can occur. First, planned inservice sessions for groups of teachers should be evaluated upon completion. Second, a record and evaluation of individual staff development activities might also be useful.

### Evaluation of inservice sessions

A post-assessment should be carried out to determine whether or not goals and objectives were met. This process can also provide guidance for future inservice sessions and identify experiences or activities which achieved the best results. Examples of questions which might be asked in an inservice evaluation are:

- Did the inservice session meet established goals?
- Will the inservice program improve classroom teaching practices?
- Did the participants feel that the scheduling, location and format of the sessions were conducive to learning?
- Were the people in charge of the program sensitive to the needs of the participants?

On the following pages you will find portions of an evaluation form which was developed by the Illinois Office of Education staff for use at a mini-workshop.

EVALUATION  
RIGHT TO READ MINI-WORKSHOP

Directions: To determine whether or not the workshop met your needs and the established objectives, please provide your honest opinion on the design, presentation, and value of this workshop. Circle the number which best expresses your reaction to each of the items below.

EVALUATION CRITERIA

1.	The organization of the workshop was	Excellent	5	4	3	2	Poor 1
2.	The objectives of the workshop were	Clearly Evident	5	4	3	2	Vague 1
3.	The overall contribution of the resource people was	Excellent	5	4	3	2	Poor 1
4.	The ideas and activities presented were	Very Interesting	5	4	3	2	Dull 1
5.	The scope (coverage) was	Very Adequate	5	4	3	2	Inadequate 1
6.	My attendance at this workshop should prove	Very Beneficial	5	4	3	2	Of no benefit 1
7.	Overall, I consider this workshop	Excellent	5	4	3	2	Poor 1

The stronger features of the workshop were:

The weaker features were:

Would you like further help on any of the topics presented at the workshop? If so, please list them.

#### EVALUATION OF SMALL GROUP SESSIONS

ESTABLISHING A SECONDARY INDIVIDUALIZED READING PROGRAM: FACULTY INSERVICE, READING IN THE CONTENT AREAS AND STUDENT MOTIVATION	Excellent	Above Average	Average	Poor
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Comments:

CURRENT DEVELOPMENTS IN THE NATIONAL RIGHT TO READ EFFORT	Excellent	Above Average	Average	Poor
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Comments:

ROLES AND RESPONSIBILITIES OF THE LOCAL RIGHT TO READ DIRECTORS, SCHOOL ADMINISTRATORS AND RIGHT TO READ ADVISORY COUNCIL	Excellent	Above Average	Average	Poor
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Comments:

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THE RIGHT TO READ  
EFFORT: STRATEGY  
FOR EDUCATIONAL  
CHANGE  
Comments:

Excellent Above Average Average Poor

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### Evaluation of individual staff development activities

The school might find it useful to keep a record of individual staff development activities. This focuses on special projects, courses or activities completed by each teacher and offers an opportunity to evaluate the activity. It also provides those teachers who constantly continue their education and up-date their skills with a way of having their efforts recognized and on file.

On the next page you will find a sample Staff Development Log.

STAFF DEVELOPMENT LOG

Name of teacher \_\_\_\_\_

School \_\_\_\_\_

Name of principal \_\_\_\_\_

Staff development objective: \_\_\_\_\_

Activities to complete the objective	Evaluation of activity by teacher	Evaluation of activity by principal	Suggestions for further study



CHECKLIST OF ACTIVITIES  
IN  
PLANNING INSERVICE

\_\_\_\_\_ Prepare and conduct a survey to define needs and interests.

\_\_\_\_\_ Establish goals and objectives based on those needs.

\_\_\_\_\_ Identify resources available to be used in the program. This includes expertise and materials within and outside of the district.

\_\_\_\_\_ Select activities to achieve objectives.

\_\_\_\_\_ Choose the dates and locations of the sessions.

\_\_\_\_\_ Prepare the agenda.

\_\_\_\_\_ Announce the training program.

\_\_\_\_\_ Collect materials, supplies and audio-visual equipment needed. Be sure to include extra bulbs, extension cords, adapters, etc.

\_\_\_\_\_ Arrange for coffee, lunch and other accommodations.

\_\_\_\_\_ Prepare the instrument to evaluate the effectiveness of the workshop.

\_\_\_\_\_ Arrange the room physically for the most effective learning.

\_\_\_\_\_ Display materials.

\_\_\_\_\_ Conduct the workshop.

\_\_\_\_\_ Evaluate the results.

\_\_\_\_\_ Outline follow-up activities.

## RATE YOUR INSERVICE EDUCATION

Directions: Check each statement which accurately describes the inservice program at your school.

\_\_\_\_\_ Teachers have the major influence in determining what their inservice program is to be.

\_\_\_\_\_ A system for assessing competency needs of all professional staff is in use.

\_\_\_\_\_ Inservice sessions are intrinsically satisfying to participants.

\_\_\_\_\_ Each teacher has the opportunity to learn how to do his/her job better.

\_\_\_\_\_ Teachers have the chance to learn from colleagues in the same school or district.

\_\_\_\_\_ Faculty members have the opportunity to visit schools and teachers in other locations.

\_\_\_\_\_ The Board of Education sees inservice education as an integral part of quality classroom instruction.

\_\_\_\_\_ There are opportunities for teachers to prepare for career advancement.

\_\_\_\_\_ Administrators receive inservice education.

\_\_\_\_\_ The inservice program offers alternatives besides college courses or workshops.

\_\_\_\_\_ The resources of nearby teacher education institutions are utilized in planning and implementing inservice programs.

\_\_\_\_\_ The community understands and supports the need for inservice education.

\_\_\_\_\_ The school district bears the cost of inservice education for all staff.

\_\_\_\_\_ There are tangible rewards for inservice growth.

If you were able to check only a few of the above items, the students and teachers in your school are probably being short-changed. It is time to improve inservice education opportunities for teachers and administrators.

Adapted with permission from Today's Education, March-April, 1974, p.43.

ISSUES IN STAFF DEVELOPMENT  
AND UTILIZATION

The questions listed below will help the local Right to Read director understand the extent of each issue named. They are awareness-raising questions, for which answers can be sought in each school or educational program.

INVOLVEMENT OF TOTAL STAFF IN READING

1. How can the importance of reading be communicated to all staff members?
2. What are the ways to demonstrate the concept "Every teacher is a teacher of reading?"
3. How can each teacher understand the contribution he/she is making or could make to the teaching of reading?
4. How can the reading skills to be taught at each grade level or in each subject area be identified?
5. Do the use of performance goals relate to the involvement of total staff? In what way?
6. How can parents help in the effort to involve total staff?
7. What can be done to prevent excessive overlap from one subject to another?
8. How do teachers feel about their role in the teaching of reading?
9. Should the custodial and clerical staff be involved in staff development? How?

## STIMULATING STAFF DEVELOPMENT

1. What effect does each of the following have on encouraging staff development?
  - a. money
  - b. prestige
  - c. career advancement
  - d. equivalency credit toward additional certification
  - e. unwritten expectations of peers and administrators
  - f. self-improvement
  - g. alleviating existing problems
  - h. inspiration
  - i. parental pressure
2. What are the advantages and disadvantages of each item above in stimulating staff development?
3. Which seem to offer the greatest incentive for total or near total staff involvement?
4. How feasible are some of these incentives?
5. What can be done to help teachers see the need for staff development?

## FULL UTILIZATION OF STAFF COMPETENCIES

1. How can the competencies of each staff person be determined?
2. Does differentiated staffing offer a technique for full use of staff competencies?
3. What is the result of not utilizing staff competencies?
4. How helpful is a review of a person's transcript in determining his/her competencies?

5. What are some alternative methods for determining staff competencies?
  - a. instruments
  - b. observation
    - (1) self-determined
    - (2) externally determined

#### DEFINING ROLES AND RESPONSIBILITIES

1. Who are the members of the reading improvement effort in any school?
2. How do each of these people perceive their roles? How can the roles of individuals be enhanced while allowing for agreement on purpose and goals, resolution of conflict, elimination of duplicated effort?
3. What are the roles of the
  - a. community
  - b. Board of Education
  - c. central administration
  - d. principal
  - e. building staff
4. Can study groups--staff and citizen--help define roles?
5. Are new patterns of organization implicit in the redefinition of roles and responsibilities?

#### PARAPROFESSIONALS

1. How does the use of paraprofessionals interface with existing staffing patterns?
2. How do paraprofessionals view their roles?
3. How do teachers view the role of paraprofessionals?
4. How can teachers be trained to make more effective use of paraprofessionals?

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5. How can paraprofessionals strengthen the existing reading program?
6. Where can potential teacher aides be found in the community?
7. What should be the educational background of paraprofessionals?
8. Should paraprofessionals be paid or volunteer?
9. What preservice and inservice education is needed if paraprofessionals are used?

#### TUTORING PROGRAMS

1. When is there a need for tutoring?
2. Should tutoring be part of the regular school program?
3. Who should be involved in tutoring?
4. How does the use of tutors interface with the effort to individualize instruction?
5. How can tutors be recruited from the school and community?
6. What are some alternative reading tutor program models?
7. What preservice and inservice educational opportunities should be available to tutors and faculty?

READING IN THE  
CONTENT AREAS

Because reading in the content areas is repeatedly a concern in staff development at the junior high and high school level, a checklist for content area teachers has been made available here. For your further information a bibliography is also included.

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A CHECKLIST FOR CONTENT  
AREA TEACHERS

Do you

- know the reading levels of your pupils and provide suitable texts and other materials? Reading material that is too easy or too difficult encourages inattention and may result in little or no learning.
- check the readability of texts and the main supplementary books?
- introduce the textbook properly--discuss title; authors and their qualifications; preface, including author's purpose in writing the book; pattern of organization; and helps found in the book?
- help pupils set purposes for reading to encourage comprehension?
- try to make certain that pupils understand how to read type, italics, diagrams, pictures, maps, charts, graphs, topic sentences, signal words, etc., to improve comprehension and interpretation?
- show pupils a plan of study for mastery of content?
- help pupils with study aids such as locating the main idea, outlining and notetaking?
- teach the use of context clues in reading?
- help pupils learn important vocabulary, including new uses of familiar words?
- make provision for review of vocabulary and concepts?
- concentrate on the needs of pupils rather than on getting through the textbook by the end of the year?
- allow time for pupil discussion? This enables you to check on skills and correct erroneous ideas.

- give help in the pronunciation of words, including clues or tips for figuring out words?
- use multi-level materials to meet varying needs?
- help pupils relate what they read to their own background?
- encourage pupils to read widely, using critical reading skills?
- make certain that discussions promote habits of critical listening and thinking?
- recognize that pupils "read with their experiences?"
- understand that concepts can be influenced by knowledge of facts, experiential background and maturity?
- use visual, auditory and other aids to enrich learning?
- include a variety of comprehension skills beyond the factual ones, such as seeing relationships of time, place, cause and effect, reading for inferred meanings, drawing conclusions, etc.?

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READING IN THE CONTENT AREAS

Dechant, Emerald V. Improving the Teaching of Reading.  
2nd ed. (Englewood Cliffs, New Jersey: Prentice-Hall,  
Inc., c 1970).

Emphasizes the concepts of reading readiness, learning to read, and reading to learn. Includes an overview of reading and the nature of the reading process. Concludes with discussions of diagnosis and remediation.

Herber, Harold L. Teaching Reading in Content Areas.  
(Englewood Cliffs, New Jersey: Prentice-Hall, Inc., c 1970).

Excellent guide for teachers of basic school subjects who wish to teach learning skills along with content. Tells the reader how to accomplish the teaching of skills along with subject matter and gives ways to modify suggested procedures. Designed to give teachers the experiences they are encouraged to give their students.

Karlin, Robert. Teaching Reading in High School. 2nd ed.  
(New York: Bobbs-Merrill Co., c 1972).

A "textbook" for practicing secondary school teachers. It is specific in nature and presents in detail methodology for dealing with a variety of reading situations.

Reiter, Irene M. and Spache, George D. Why Can't They Read It? How to Teach Reading in the Content Areas.  
(Philadelphia: Polaski Company, Inc., c 1974).

Written for content area teachers whose students have to understand, interpret and respond to printed material. Helps teachers identify difficulties in their instructional materials and guide their students' reading.

Robinson, H. Alan. Teaching Reading and Study Strategies: The Content Areas. (Boston: Allyn and Bacon, Inc., c 1975).

○ All the basic ingredients of a secondary school reading program--7 through 12--are discussed. Emphasis is on the specific teaching and learning of significant reading strategies in line with the patterns of writing used in the various content areas. Intended as a companion volume to Thomas, Ellen and Robinson, H. A. Improving Reading in Every Class.

Thomas, Ellen Lamar and Robinson, H. Alan. Improving Reading in Every Class, A Sourcebook for Teachers. (Boston: Allyn and Bacon, Inc., c 1972).

Provides useful information and tested techniques and procedures for meeting needs of all students from the junior high level on. Excellent aid for content area teachers.

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*Volunteer Programs*

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*Possession  
in Great Measure*

People embark upon an enterprise with a common faith. When there are many followers the faith will be expressed in a variety of ways. Hence confusion. The leader must be one to give a clear definition of goals and means. This can be done by establishing clarity within himself. Then his authority, like a hand clasp, re-establishes unity.



## SECTION H

### VOLUNTEER PROGRAMS

#### INTRODUCTION

Right to Read seeks to mobilize the resources of the public and private sectors in an effort to promote literacy in this nation. A valuable and frequently tapped community resource is the volunteer. The interest, enthusiasm and commitment of the volunteer can be an important asset of a literacy program. The good intentions of the local Right to Read director and the volunteer will not alone ensure the success of a volunteer program, however. Success requires hard work, systematic planning and follow-through. This section will offer suggestions and tips for the effective planning and implementation of volunteer programs. It is intended to serve as a guide only. For more in-depth information, consult the sources listed in the accompanying bibliography.

#### INITIATING A VOLUNTEER PROGRAM

How does a volunteer program begin? Four key ingredients are usually necessary to set progress in motion:

1. A need for the program
2. The dedication of an individual or group to the concept of volunteerism
3. An individual with the drive and determination necessary to act on that commitment
4. The ability to win the support and commitment of others.

An assessment of existing literacy needs and resources will often reveal programs which could benefit from the utilization of volunteer services. The Advisory Council, working with the local Right to Read director, can provide a natural vehicle through which a needed volunteer effort could be implemented.

The diversity of the Advisory Council's representation--from business and educational institutions (preschool through adult), social/civic organizations, minorities, church groups, etc.-- would provide the Council with community-wide outreach. A Task Force could be established with the charge of planning and implementing a volunteer program. One of the first considerations of such a Task Force would be developing strategies to win the support of others (the educational institutions and the community-at-large) to the program concept.

#### GAINING SUPPORT

What are the steps necessary for winning the support of others?

##### I. Establish a need

First you must demonstrate a need for the volunteer program. The more concrete data you have to support your position, the better. Depending on the thrust of the client population of your volunteer program--preschool, in-school or adult--the following sources of information might prove valuable in gathering data about existing literacy needs:

1. U.S. census reports indicating the levels of education of adults in your area
2. Reports of local welfare agencies indicating the levels of education of their clients
3. Number of high school dropouts in your community

4. Number of available preschool programs in your community
5. Records of the education levels of inmates of local correctional institutions
6. Numbers of individuals in your community whose first language is not English
7. Utilization of library services as indicated by the number of books and materials borrowed
8. Readiness levels of incoming kindergarteners determined through conversations with kindergarten teachers
9. Education and literacy levels of youths and adults working in the industries in your area. Discussions with personnel managers may give you valuable information.
10. Teacher-student ratio in your community's school district
11. Results of recent school bond referenda

II. Show the benefits of the program

Next, demonstrate how a volunteer program will benefit them. For example, if you are discussing the possibilities of incorporating a volunteer component into an existing educational program, show how the involvement of volunteers will help that program and its students. The volunteer can be an effective ambassador between an educational program and the community it serves. Volunteers can bridge the informational gap by:

1. Providing opportunities for concerned members of the community to participate in improving the education program-preschool, in-school or adult.

2. Helping to stimulate greater citizen understanding of and support for the educational program through citizen participation
3. Obtaining valuable ideas and resources from the community
4. Encouraging the community to take advantage of the services offered

The student also benefits from volunteer participation, because the volunteer can help to:

1. Enhance the learning process and expand the learning environment
2. Provide more individualized instruction
3. Provide reinforcement for learning that occurs in the classroom
4. Enhance a positive self concept in the student
5. Build the student's interest in reading
6. Help the student have a positive attitude toward learning
7. Provide instruction in locations convenient to the student

### III. Plan and implement an organized program

Right to Read has identified five key components of an effective volunteer program:

1. Recruitment
2. Training Volunteers
3. Effective Use of Volunteers

4. Overcoming Staff Reluctance

5. Overall Program Organization<sup>1</sup>

Indicate that you have done some thinking and planning by offering possible suggestions for implementing these five components. You do not need all the answers immediately. Remember, your administrators, Board of Education and Advisory Council usually want to offer their suggestions, too.

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<sup>1</sup>Right to Read '75, Vol. 2, No. 2 (July, 1975). Newark, Delaware: International Reading Association.

## POTENTIAL PROBLEMS

Administrators may foresee certain problems in implementing a volunteer program in their community. Very often these problem areas will concern one or more of the key components. Try to anticipate them and formulate possible solutions prior to the initial planning session with your administrator and Advisory Council.

To help you be prepared, a brief discussion of potential problem areas and possible solutions is included. Keep in mind that every community is unique. Problems and acceptable solutions to them will vary with the community. Creative solutions will require your knowledge and understanding of the uniqueness of the community in which you live.

## POTENTIAL PROBLEM AREA I - RECRUITMENT

Ideally volunteers should be recruited from the community served. Unfortunately, the areas of greatest need often have limited numbers of available and qualified adults to draw from. This situation is true in many urban and rural communities. Recruiting techniques may need to vary with the community. Techniques used effectively in one community may be inappropriate in another. If possible, use more than one approach in your recruitment effort.

Whom you recruit and how you recruit them may be influenced by:

1. The needs of the population served by the volunteer program--white, black, Latino, Indian, migrant, out-of-school youths, correctional inmates, etc.
2. The nature of the program--supportive of an established educational program; supplemental to an established program; independent of an established educational program.

## RECOMMENDATIONS/SOLUTIONS

The following strategies may prove helpful in recruiting volunteers:

1. Ask Right to Read Advisory Council members to help identify volunteer resources.
2. Publicize the program. If possible, prepare flyers or brochures which could be sent home with students. Have the local newspaper feature an article on your program.
3. Recruit aggressively if necessary. Sponsor a telephone campaign, personally inviting participation of community members.

4. Contact local civic, professional and social organizations and win their support and commitment for the program.
5. Contact local churches.
6. Contact local colleges, universities, community and junior colleges.
7. Explore the possibility of a peer tutoring component.
8. Be specific when describing the tasks the volunteer will be expected to perform. If possible, describe the tasks in a short brochure or handout.
9. Do not ask volunteers to make a lifetime commitment. Be realistic in your requests.

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## POTENTIAL PROBLEM AREA II - LIMITED EXPERTISE/TRAINING

At times the complaint is heard that volunteers do not know what they are doing in the educational setting. They lack the expertise necessary to make them effective.

### RECOMMENDATIONS/SOLUTIONS

Volunteers cannot be expected to be effective without training. Such training should take place prior to their involvement with students. The training should be concrete, specific and prepare the volunteer to carry out the tasks expected of him/her in the tutoring situation. Expectations cannot be unrealistic, however. The volunteer is not generally a trained teacher or specialist.

Volunteer tutors will find that the one-to-one situation will operate on a very human, personal level. The child may look to the tutor as an adult friend. The adult being tutored may be embarrassed by his/her lack of skills. How the volunteer communicates with his/her tutee may greatly affect that tutee's attitude toward the tutoring experience. Therefore, part of the training session for volunteers should include some basic human relations/communications skills.

Role-playing exercises can be very effective strategies to help volunteers practice newly learned instructional skills. Through role-playing a volunteer may also gain new, valuable insights into the feelings of others.

POTENTIAL PROBLEM AREA III - EFFECTIVE USE OF VOLUNTEERS

A volunteer program which does not effectively utilize the talents and training of its volunteers will not realize maximum success.

RECOMMENDATIONS/SOLUTIONS

Teachers should understand the important role which they play in a successful volunteer effort. Inservicing the professional staff helps create a supportive climate for the volunteers. Issues discussed should include:

1. The role of the volunteer--What are the activities the teacher can expect the volunteer to perform? A volunteer who is excited about working with students will not stay long if he/she is asked only to do clerical work.
2. Recognition for the volunteer--Each of us needs to feel that our efforts are appreciated. The teacher plays an important role in communicating support, encouragement and appreciation to the volunteer.
3. Communication skills - Good communication between the volunteer and the teacher is the key to a smooth working relationship. Practice in effective communication techniques would be beneficial for teachers as well as volunteers.

#### POTENTIAL PROBLEM AREA IV - DISILLUSIONMENT

Some volunteer programs have begun with enthusiasm and zealous, willing volunteers and then, in a short time, both the number of volunteers and the enthusiasm have waned.

#### RECOMMENDATIONS/SOLUTIONS

Retention of volunteers is based largely on the satisfaction the volunteer experiences from working in the program. The volunteer working in an established preschool, in-school or adult program, should be accepted as a team member and recognized as a contributor to the total educational process.

In the beginning, new programs should focus on the one or two areas in which volunteers can be most effective. The educational needs should be real and the tasks meaningful. Any attempt to take on too many problems can cause fragmentation and generally works to the detriment of the program.

Finally, volunteers should only be asked for short-term commitments at first. The volunteer's reactions and effectiveness can then be evaluated before any further commitments are made.

## POTENTIAL PROBLEM AREA V - DEPENDABILITY

Administrators who are reluctant to implement a volunteer program may complain that volunteers are not always dependable.

### RECOMMENDATIONS/SOLUTIONS

- A. The volunteer's dependability can be enhanced by making a reasonable and realistic request of his/her time. It is much more likely that an individual can maintain a commitment of three hours a week for a semester, rather than three hours a day for an entire year.
- B. Cover important ground in the initial interview that will affect the volunteer's dependability. The interviewer (local Right to Read director, program coordinator or administrator) gathers information on the interests, health, skills, talents, and motivation of the volunteer. The volunteer learns about the purpose of the program, the need for his/her help and the responsibilities involved in undertaking various tasks within the program. The first interview could also address areas that affect dependability, such as scheduling, transportation, and child care.
- C. A volunteer must continue to feel needed, accepted, and appreciated. Dependability is enhanced by frequent recognition of the volunteer's contributions.

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POTENTIAL PROBLEM AREA VI - VOLUNTEER EXPECTATIONS

Volunteers sometimes expect and subtly demand special treatment or extra considerations for themselves and their children. They can also be motivated to volunteer strictly for personal gain.

RECOMMENDATIONS/SOLUTIONS

The school must develop and stand by a clear policy as to whether or not a parent volunteer may work in his/her child's classroom.

The initial screening process should be taken seriously. The administrator and/or volunteer coordinator should conduct a candid interview before accepting the services of a volunteer. Developing a list of criteria describing characteristics and qualifications desired in the volunteer might help in the screening process.

During the initial interview the administrator or volunteer coordinator may wish to stipulate what the rewards are for volunteer services and what they are not.

## POTENTIAL PROBLEM AREA VII - OVERCOMING STAFF RELUCTANCE

Volunteers are sometimes threatening to teachers and administrators. Teachers may feel that the extensive use of volunteers will contribute to the elimination of some paid staff positions. Teachers and administrators alike may feel uncomfortable involving community members in the day-to-day activities of the classroom and the school. Adult education programs may see volunteer programs as competing for the same prospective adult students.

### RECOMMENDATIONS/SOLUTIONS

Districts should not recruit volunteers with the intention of replacing paid staff. To allay teachers' fears, the Board of Education could incorporate a statement to that effect into its written policy when it approves and endorses the volunteer program.

Teachers who do not wish to work with volunteers should not be forced to do so. Reluctant teachers may eventually become interested, if they are left alone to observe their involved and enthusiastic colleagues.

To encourage teachers and administrators to feel comfortable with volunteers, do not overwhelm them at the beginning of a program with great numbers. A small, yet successful beginning can help ensure support for an expanded program. Remember to point out how community/school relations might benefit from the involvement of volunteers in the educational program.

Reluctance to accept a volunteer program can be overcome somewhat if teachers are involved in planning training sessions for the volunteers. They can then feel more confident that the volunteer will be prepared to handle specific tasks in the classroom setting.

### POTENTIAL PROBLEM AREA VIII - LIABILITY

Some school administrators feel the use of volunteers increases their liability and legal concerns.

### RECOMMENDATIONS/SOLUTIONS

In a survey of over 200 schools in Illinois with volunteer programs, not a single instance was recorded in which a school district has been involved in litigation because of a volunteer's activities.<sup>2</sup>

The average volunteer program does not present a high risk situation because:

1. the type of person who volunteers is usually very conscientious regarding potentially hazardous situations or conditions.
2. volunteers are under the direct supervision of professional staff members.
3. appropriate tasks for volunteers, such as tutoring, offering clerical assistance, or serving as a resource person, do not place them or the students in any jeopardy.

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<sup>2</sup>Because They Care. Illinois Office of Education, 100 North First Street, Springfield, Illinois, 1975, p. 8.

POTENTIAL PROBLEM AREA IX - LACK OF CONTROL

Since volunteers are working without pay, teachers, principals and program administrators sometimes feel a lack of control for them and are timid about being too directive.

RECOMMENDATIONS/SOLUTIONS

Try to prevent problems before they occur. Clarify the limitations and expectations of the volunteer's role in the initial interview. Prepare a handout detailing the guidelines which are important for the volunteer to remember and follow.

Screen volunteers carefully and honestly. If an individual does not seem to have the qualities or motivation necessary, do not involve him/her in the program.

Make sure the volunteer feels comfortable enough to discuss conflicts as they arise. Opportunities should be scheduled when the volunteer can share concerns, either as an individual or as part of a group, with the teacher, program administrator or volunteer coordinator.



POTENTIAL PROBLEM AREA X - OVERALL PROGRAM ORGANIZATION

Staff and administration might express concern that a volunteer program will prove an additional burden. They do not have time to coordinate, recruit, screen and train volunteers.

RECOMMENDATIONS/SOLUTIONS

An effective volunteer program is a well organized effort. Before implementing the program, clearly define the roles of everyone involved--administrators, teachers, volunteer coordinator and volunteers. Make sure each individual knows the extent of his/her expected participation in the program.

Many time consuming tasks compose the day-to-day operation of a program. Included in these tasks are recruiting, training, scheduling and placement, record keeping, public relations/publicity and evaluation. A designated volunteer coordinator can handle these tasks. Often the coordinator is an experienced volunteer who is active in the PTA or other community organizations. The local Right to Read director can also serve as volunteer coordinator.

### POTENTIAL PROBLEM AREA XI - CONFIDENTIALITY

Some volunteers have been criticized for not honoring confidentiality. Often administrators worry that volunteers might carry destructive tales back to the community which will undermine good school-community relations. If a tutor engages in gossip, the self-concept of the tutee could be damaged.

### RECOMMENDATIONS/SOLUTIONS

Stress the importance of maintaining confidentiality during the orientation and training of volunteers. The training program should involve some role-playing designed to show the destructiveness of breaching a confidence.

Especially in an in-school program, exercise control over the files and students' records. Generally, handling these files and records should not be done by volunteers.

Provide outlets and avenues of communication for the volunteer's observations and grievances. The chances of a volunteer's taking a negative message to the community are greatly reduced if he/she can bring concerns or frustrations to the principal or volunteer coordinator.

### NEW FEDERAL LAW

The Family Education Right and Privacy Act of 1974 Public Law 93-380, Section 438 of Title V, signed into law by President Gerald R. Ford on August 21, 1974 - This law allows parents of students "the right to inspect and review any and all official records, files, and data directly related to their children. . ." This includes all the material in the student's cumulative record folder, and academic and psychological reports. This law also states no funds are to be granted to schools which permit the release of educational records to unauthorized individuals or agencies without the written consent of the student's parents. Therefore, it is important that school districts exercise caution in the area of access to student records by volunteers in order to comply with this new federal law.

## VOLUNTEER TUTOR TRAINING PROGRAMS

After volunteers have been recruited (see H7-H8 for recruitment strategies), the next concern is providing the training they need to function effectively as tutors. Training the volunteers should go hand-in-hand with inservice education programs for teachers who will have volunteers in their classroom.

There are many steps which should be followed in planning a volunteer training program. Pages H21-H35 offer you suggestions for organizing the training sessions.

## STEPS IN PLANNING A VOLUNTEER TRAINING PROGRAM

1. Review the literature and examine other successful programs.
2. Request input from program administrators.
3. Survey teacher needs.
4. Formulate goals for the volunteer program.
5. Define the role of the volunteer.
6. Establish objectives for the training sessions.
7. Select resource people, if necessary.
8. Choose the location and facilities for the training sessions.
9. Develop activities to accomplish objectives.
10. Outline a realistic time frame.
11. Prepare a tentative agenda.
12. Submit the agenda for review and revision.
13. Contact resource people.
14. Finalize the agenda.
15. Prepare needed materials.

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Following a systematic planning procedure will assist in the development of a volunteer training program. Not every step in the procedure suggested below must be followed for all volunteer programs, nor is this the only procedure which can or should be used.

1. Review the literature and examine other successful programs.

If you have never planned a training session or initiated a volunteer program, it is especially helpful to review what others have done. Learning from their experiences can help you avoid pitfalls.

2. Request input from program administrators.

If the service of your volunteers will be supplemental to, or supportive of, an established educational program, it is vital that the administrator be supportive. Asking for suggestions about the content of the training sessions, for instance, will help the administrator feel confident that the volunteers have been well prepared.

3. Survey teacher needs.

Most volunteers will be working closely with teachers, who will probably have specific tasks for the volunteers to perform. It would be helpful for the volunteer to gain experience in some of these areas during the training sessions. The volunteer will then feel more confident of his/her own abilities, and the teacher will be relieved of the responsibility of training the volunteer to carry out those tasks.

4. Formulate goals for the volunteer program.

Goals of a volunteer program could include:

- Providing more individualized attention for students who are underachievers in reading, or who have limited literacy skills
- enhancing a positive self concept in the student
- increasing the student's oral language facility
- providing reinforcement for learning that occurs in the established educational program
- helping the student see that learning can be fun
- trying to overcome mild reading disabilities before they become too severe
- building a student's interest in reading

5 Define the role of the volunteer.

The role which you expect your volunteers to play will influence the content and emphasis of your training program. For example, if a volunteer will be expected to be an adult friend to the tutee, his/her training program might emphasize good communication skills, techniques and strategies for developing a positive self-concept. You may wish, however, to emphasize the cognitive aspects of tutoring and concentrate most of the training program content on instructional techniques.

6. Establish objectives for the training sessions.

Objectives should describe the skills the volunteer will need to meet program goals.

7. Select resource people, if they are needed, to help implement the training program objectives.

No one individual should bear the complete burden of conducting the training sessions. Developing goals and objectives for the program will help you identify the special skills and competencies you will want in the resource personnel you invite to participate. Tap your school district and community-at-large when locating resource personnel. Varying the personnel will also add interest to your program. If possible, identify at least two individuals with the skills necessary to meet specific program objectives. Then if one individual is unable to participate, you can readily invite the second with minimal loss of planning time.

8. Choose the location and facilities in which the training program will be held.
9. Develop activities to accomplish objectives.

Include the kinds of activities the volunteers should experience to gain the skills they need.

10. Outline a realistic time frame.

Remember, the length of training does not necessarily indicate the quality of training. The time allowed for training must be realistic. It must take into consideration the needs and limitations of the educational program and of the volunteers. A training session that is too lengthy might discourage eager, excited volunteers who are giving their own time to participate in the program.



To ensure that the training received by volunteers is comprehensive yet realistic in terms of time, consider shortening the preservice program and supplementing it with brief inservice sessions during the year.

11. Prepare a tentative agenda.

Consider objectives and activities, time, personnel and material resources available.

12. Submit the agenda for review and revision.

Request input from all levels of personnel who will be involved in the program. Ask an administrator, a teacher, and an experienced volunteer to review the training you have planned. Viewing the program from his/her own perspective, each will be able to point out weaknesses which you might have overlooked.

13. Contact resource people, if needed.

It is better to contact resource people after the agenda has been approved. Proposed sessions might be eliminated during the review process. It would be embarrassing for everyone concerned if resource people who have already agreed to help must later be told that their sessions were cancelled.

14. Finalize the agenda.

15. Prepare needed materials.

The following five pages provide you with sample worksheets to help in planning a volunteer training program.

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

STATE THE GOAL(S) OF THIS VOLUNTEER TRAINING PROGRAM

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LIST THE OBJECTIVES OF THIS VOLUNTEER TRAINING PROGRAM

- I.
- II.
- III.
- IV.

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

STATE THE GOAL(S) OF THIS VOLUNTEER PROGRAM

To Build the Student's Interest in Reading

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LIST THE OBJECTIVES OF THIS VOLUNTEER TRAINING PROGRAM

- I. At the conclusion of this training, program participants will demonstrate the ability to administer a reading interest inventory.
- II. At the conclusion of this training, program participants will demonstrate the ability to use the language experience approach.
- III. Etc.
- IV.

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

OBJECTIVE	ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
	1.				
	2.				
	3.				

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

OBJECTIVE I: At the conclusion of this training session, participants will demonstrate the ability to administer a reading interest inventory.				
ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
1. Discussion: Purpose of RII and questioning strategies; 2. Small group activities: Practice in questioning strategies; Pairing: Practice in administering RII	Jim Garcia, volunteer	15 minutes  30 minutes  15 minutes	Handout of sample RII  Transparency of RII	Overhead, grease pencil, extension cord, screen, erasing cloth

PLANNING WORKSHEET: VOLUNTEER TRAINING PROGRAM

ACTIVITIES	STAFFING	ESTIMATED TIME	MATERIALS	EQUIPMENT
<p>OBJECTIVE II: At the conclusion of this training session, participants will demonstrate the ability to use the language experience approach.</p>				
<p>1. Discussion: What is language experience?</p>	<p>Jill Smith, Reading Coordinator</p>	<p>15-20 minutes</p>	<p>Handouts</p>	<p>Overhead, grease pencil, extension cord, screen, erasing cloth</p>
<p>2. Role playing a language experience exercise</p>	<p>Jill Smith and Louis Young, volunteer</p>	<p>15 minutes</p>	<p>Transparencies, sample student books, index cards</p>	
<p>3. Pairing: Participants practice with each other or student volunteers if possible</p>		<p>30 minutes</p>		<p>Tape recorders</p>

POSSIBLE TOPICS FOR A  
TUTOR TRAINING PROGRAM IN READING

1. GOALS OF THE VOLUNTEER PROGRAM
2. ROLE OF THE VOLUNTEER TUTOR
3. ORIENTATION TO FACILITIES AND PROCEDURES
4. GOOD COMMUNICATION TECHNIQUES
5. OVERVIEW OF THE DISTRICT'S READING PROGRAM
6. THE ROLE OF SELF CONCEPT IN THE LEARNING PROCESS
7. OVERVIEW OF THE READING PROCESS
8. LITERACY: READING AND COMMUNICATION SKILLS
9. READINESS AND READING
10. LANGUAGE AND READING
11. ACTIVITIES TO ENCOURAGE READINESS
12. SIMPLE DIAGNOSTIC TECHNIQUES
13. TECHNIQUES FOR DEVELOPING WORD RECOGNITION SKILLS
14. TECHNIQUES FOR IMPROVING SIGHT VOCABULARY
15. TECHNIQUES FOR DEVELOPING COMPREHENSION SKILLS
16. POSSIBLE CHARACTERISTICS OF CHILDREN EXPERIENCING READING DIFFICULTIES
17. PSYCHOLOGY OF THE ADULT LEARNER
18. READING ALOUD TO CHILDREN

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19. USING THE LANGUAGE EXPERIENCE APPROACH
20. READINESS ACTIVITIES
21. USING AUDIO-VISUAL EQUIPMENT
22. QUESTIONING STRATEGIES
23. LISTENING SKILLS
24. STUDY SKILLS
25. INSTRUCTIONAL GAMES - USE AND CONSTRUCTION
26. HELPING THE CHILD SELECT THE RIGHT BOOK
27. USING THE LIBRARY AS A RESOURCE
28. STRATEGIES FOR EFFECTIVE GROUP WORK
29. PLANNING THE TUTORING LESSON
30. HIGH INTEREST/LOW VOCABULARY BOOKS
31. USING MAGAZINES AND NEWSPAPERS
32. USING MATERIALS FROM EVERYDAY LIVING
33. DISCUSSION OF TERMINOLOGY
34. STORY TELLING
35. SELF-EVALUATION
36. INTEREST INVENTORY

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## DEVELOPING THE CONTENT OF THE TRAINING SESSIONS

It is important that volunteers have a sense of purpose and direction when they begin their tutoring experiences. They should have a clearly defined concept of their role and an understanding of their contributions to the total educational program.

Conducting a training program for volunteers prior to their involvement with students will help give them this perspective. It can also alleviate apprehension by giving the volunteer knowledge and experiences which will help him/her feel more comfortable in the tutoring situation.

What procedures should be followed when planning a training program? What topics should the sessions address? Time limitations might dictate that some items be excluded. If so, how will topics covered during the training be selected?

Below are some general considerations which should be reviewed when you are planning the training sessions.

1. The educational and experiential background of the volunteer
2. The nature of the population to be served
3. The situation in which the volunteer will be expected to work (one-to-one, small group)
4. The necessity of including an orientation to program policies, procedures and facilities in the training sessions. Such an orientation might include:
  - a. How volunteer assignments will be made
  - b. The hours volunteers will be expected to contribute
  - c. A tour of building facilities, including lounge and work areas

- d. A discussion of fire and tornado drill procedures
- e. The location and availability of instructional materials
- f. Record keeping procedures
- g. The relationship with the volunteer coordinator
- h. The relationship with paid staff
- i. For in-school programs, the school's policy regarding parents working in their own children's classroom

RIGHT TO READ HANDBOOKS  
FOR  
VOLUNTEER TUTOR TRAINING PROGRAMS

The National Right to Read Office has revised the three volunteer tutor publications originally produced by the National Reading Center. These useful handbooks are now available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Publications should be ordered by G.P.O. Stock Number, and payment should be included.

1. Tutors' Resource Handbook (DHEW Publication No. (OE) 7400101). GPO Stock No. 1780-01333. Price \$2.15.
2. Tutor-Trainers' Resource Handbook (DHEW Publication No. (OE) 74-00102). GPO Stock No. 1780-01334. Price \$1.90.
3. Tutoring Resource Handbook for Teachers (DHEW Publication No. (OE) 74-00103). GPO Stock No. 1780-01332. Price \$.75.

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## SPECIAL CONSIDERATIONS

Although the information included in this section of the Right to Read Manual is generally applicable to most volunteer programs, specific kinds of educational programs will have unique concerns. Two special program areas are discussed below.

### PRESCHOOL PROGRAMS

An excellent resource for those interested in implementing a preschool volunteer program is Getting People to Read, by Carl Smith and Leo Fay. The second chapter, devoted to preschool programs, describes a variety of successful preschool programs. In addition, it briefly reviews the underlying concepts of early childhood education which the authors feel must be understood by volunteers working at this level. The five basic principles are:

1. Language should start with concrete experience.
2. Social relationships are best understood when they are seen in some concrete form.
3. There is no clear-cut set of experiences and sequence of activities a child must complete before he/she learns to read.
4. Language develops best when it is used in interesting activities.
5. Thinking patterns can be prompted by questions the adults ask.<sup>3</sup>

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<sup>3</sup>Smith, Carl and Fay, Leo. Getting People to Read, New York, New York: Delta Books (1973) pp. 41 & 42.

## ADULT PROGRAMS

When planning a volunteer program for adults, one should always remember that adults are ADULTS--they are not tall children. They bring to the tutoring session a wealth of background experiences and concerns that a child does not. The adult tutee is a grown-up and should be so treated. A condescending attitude on the part of a tutor will be disastrous to the tutor-tutee relationship, and perhaps to the volunteer program as a whole.

There are two national, non-profit organizations which presently prepare tutors to work with adults: Literacy Volunteers of America and the National Affiliation for Literacy Advance, Laubach Literacy.

For further information write:

Literacy Volunteers of America, Inc.  
222 West Onondaga Street  
Syracuse, New York 13202  
Phone: (315) 478-2113

National Affiliation for Literacy Advance  
Priscilla Gipson, Executive Secretary  
Laubach Literacy, Inc.  
P.O. Box 131  
Syracuse, New York 13210

## ORGANIZATIONAL MATERIALS AND HANDOUTS

The remainder of this section of the Right to Read Manual consists of sample forms and materials to assist you in the implementation of a volunteer program. Not all materials will be appropriate or necessary in your program. You may want to adapt or reproduce those which you do find useful. Listed below are the items in two general categories.

### I. Materials to aid in program organization and evaluation

Sample News Release

Sample Job Description - Volunteer Program Coordinator

Sample Job Description - Building Volunteer Coordinator

Sample Job Description - Reading Tutor

Pupil Background Information

Parental Permission Form

Tutor Information Form

Daily Lesson Plan Form 1

Daily Lesson Plan Form 2

Daily Record Sheet

Daily Tutoring Record

Weekly Self-Evaluation of Tutor Performance

Teacher's Evaluation of the Tutor

Tutor's Evaluation of the Student

### II. Materials suitable for distribution and use during training sessions

Creating an Effective Teacher-Tutor Relationship

Criteria for Selecting Students for a Tutoring Program

Guidelines for Volunteers

The Objectives of the Volunteer Tutoring Program

How the Teacher Can Prepare the Student for Tutoring

What is an Interest Inventory?

Reading Interest Inventory

Points to Remember in Tutoring Programs

Tips for the Tutor

Sample News Release

For Release: (IMMEDIATE or date) CONTACT: (NAME)  
Volunteers Sought to Help Elementary School Children Improve  
Reading Skills

A training workshop for volunteer reading tutors will be  
held in (place) beginning (date)

Sponsored by (name of group or school) the workshop  
is open to all those interested in assisting children a few  
hours regularly each week.

Tutors will work in a local school, under the direction of a  
primary grade teacher.

The workshop will give 16-20 hours of training over a  
                     week period. Volunteers will be provided  
with the "Tutors' Resource Handbook" and other aids. Upon  
completion of the course, reading tutors will work with  
children who need their help in neighborhood schools.

The workshop will be conducted by Right to Read trainers.

Volunteers who wish to help elementary school children  
improve their reading skills may sign up for the tutor  
training workshop by contacting (name, telephone, address).

(Name of State) is one of the states participating in this  
national effort to generate thousands of trained reading  
volunteers by the end of this year.

## SAMPLE JOB DESCRIPTION

Job Title: Volunteer Program Coordinator

Job Objectives: (1) In cooperation with the Right to Read Advisory Council and the administration, to organize, develop, and direct the tutor-training program on the local level. (2) To recruit and train coordinators to work at the building level.

Functions:

- a. Serve as ex-officio member of the Right to Read Advisory Council which established goals and implements the tutor program.
- b. Recruit and train a building coordinator for each place where program will be operating.
- c. Assist the LEA Task Force with the organization and administration of tutor program activities: recruitment, interviewing, and referral of volunteers to schools requesting tutors.
- d. Determine schedule for training sessions.
- e. Select adequate training sites for each teacher and/or training session.
- f. Secure additional tutor-training materials for training of volunteers.
- g. Schedule teacher-orientation sessions.
- h. Assist in conducting teacher-orientation sessions.
- i. Help building coordinators in recruiting, interviewing, placing, supervising and other aspects of programming for volunteers.
- j. Maintain records of volunteer activities.
- k. Evaluate, process, and report results to the Right to Read Advisory Council.

Qualifications:

Experience in working with public and community organizations, particularly parent groups such as the PTA.

Knowledge of the community and its resources.

Experience as reading tutor.



Mobility to travel to participating locations.  
Ability to train and service building volunteer coordinators.  
May be staff member of an existing volunteer program.

Training:

Attendance at one series of tutor-training sessions.  
The local Right to Read director might serve in this capacity.

Responsible To: Administration and Right to Read Advisory Council.

## SAMPLE JOB DESCRIPTION

Job Title: Building Volunteer Coordinator

Job Objective: To act as liaison between professional staff of school and the volunteers in the school.

Place of Work: In school building and at home.

Hours: Two hours three times a week minimum, for a period of at least one year. Two hours per school day are desirable.

Functions:

- a. Assist in orientation of school staff.
- b. Process teacher requests for volunteer tutors.
- c. Enlist support of neighborhood agencies and publications, coordinating promotion with tutor program public relations committee.
- d. Help in recruitment of tutors.
- e. Secure volunteer tutors' applications, conduct interviews, review tutors' job descriptions, and assign volunteers with help or concurrence of principal.
- f. Arrange for training sessions for prospective volunteers.
- g. Provide basic tutor orientation at the building level.
- h. Confer with principal and teachers when necessary.
- i. Maintain resource materials and supplies for volunteers.
- j. Maintain records of volunteer activities and student progress.
- k. Arrange for substitutes when volunteers must be absent.
- l. Plan for ongoing motivation of volunteers.
- m. Maintain regular communication with community coordinator.

Qualifications:

Ability to delegate responsibility, explain the reasons for certain jobs, make decisions and generate teamwork and loyalty.

Working knowledge of school-parent organizations and active membership in such an organization.

Understanding of needs and problems of children.

Experience as school volunteer or tutor.

Training:

Training in the basics of recruitment, placement, motivation, and evaluation of school volunteers.

Attendance at one complete tutor-training course conducted for tutors in the community.

Responsible To: School principal and community coordinator.

## SAMPLE JOB DESCRIPTION

Job Title: Reading Tutor

Job Objectives: To provide reinforcement to a child with reading difficulties through a one-to-one relationship as an instructional aide; to improve a child's self-image; and to expand a child's learning experiences.

Place to Work: In school classroom or place designated by principal; or in another tutoring site such as a church, community center or library.

Hours: Twice a week, approximately one hour at each session.

Duration of Job: Until end of school year.

Duties: Under the direction and guidance of the teacher, the reading tutor will:

Help the child to develop a positive self-image and sense of self-worth through personal concern and reassurance about himself/herself and his/her schoolwork.

Help the child develop a positive attitude toward reading.

Help the child overcome deficiencies in specific reading skills.

Qualifications:

Good health; must agree to conform to local health requirements for school personnel.

Dependability and promptness.

Ability to relate to children and understand their needs.

Respect for confidentiality.

Flexibility, friendliness, and patience.

Dress to conform with standards set for school personnel.

Orientation and Training:

Sixteen to twenty hours of training in reading tutoring (including practicum).

Basic orientation to the school, its facilities, policies, and volunteer program.

Additional inservice training when necessary.

Responsible To: The teacher under whose direction the tutor is working. The reading tutor will also cooperate with the volunteer coordinator and the principal, or his/her appointed school staff representative.

PUPIL BACKGROUND INFORMATION  
(To be completed by the teacher)

Student's Name \_\_\_\_\_

Age \_\_\_\_\_ Reading Level \_\_\_\_\_ Grade Level \_\_\_\_\_

Parent's Name (or Guardian) \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Number of children in family \_\_\_\_\_

What approximate reading level would you suggest for beginning tutoring materials with this student? (Keep in mind that the tutor can advance to higher level materials.)

List this student's strengths in reading.

List the three reading skills in which this student needs the most help.

- 1.
- 2.
- 3.

Does the student have any physical problem which may interfere with his/her reading ability? Explain.

Does the student have any other problems that may interfere with his/her reading ability (emotional, environmental, language, etc.)? Explain.

List any special interests this student has which may help his/her tutor establish rapport more quickly.

Do you have any other comments concerning this student that might be of use to his/her tutor?

Teacher's Signature \_\_\_\_\_

Room No. \_\_\_\_\_

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PARENTAL PERMISSION FORM  
Tutoring Program in Reading

Dear Parent,

\_\_\_\_\_ has suggested that your  
(teacher's name)  
child might benefit from some extra attention in the area  
of reading. We hope that you will cooperate with, and  
take an interest in, this new tutoring program sponsored by  
\_\_\_\_\_ School. If you have any questions,  
please call \_\_\_\_\_ at \_\_\_\_\_  
(Volunteer Coordinator) (telephone  
number)

-----

\_\_\_\_\_ has my permission to be  
(child's name)  
part of \_\_\_\_\_ School's tutoring program in  
reading. I understand that he/she will meet regularly  
during school hours with a tutor who has been especially  
trained to help with reading.

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

Please return this form to the classroom teacher.  
Thank you.

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TUTOR INFORMATION FORM

Name: Mr. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Date: \_\_\_\_\_

Highest Level of Education: \_\_\_\_\_

If you have children, list their name, age, grade level and school they attend.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have a preference, please list whether you would rather work with boys or girls and at what grade level.

\_\_\_\_\_

When (days and times) are you available to serve regularly each week? Please indicate the specific days, the number of hours and whether mornings or afternoons are best.

\_\_\_\_\_  
\_\_\_\_\_



What are your special interests or hobbies?

---

Do you speak another language in addition to English?  
If so, which one?

---

Do you have any special abilities that might be useful  
in the classroom? If so, what are they?

---

Daily Lesson Plan: Form 1

Student's Name \_\_\_\_\_

Tutor's Name \_\_\_\_\_ Date \_\_\_\_\_

Objective:

Materials:

Procedure:

Introduction:

Practice Activity:

Reinforcement:

Evaluation:

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Daily Lesson Plan: Form 2

Student _____	Tutor _____	Teacher _____
OBJECTIVE FOR TODAY	ACTIVITIES	TUTOR'S COMMENTS
		TEACHER'S COMMENTS

DAILY RECORD SHEET

Student \_\_\_\_\_

Tutor \_\_\_\_\_ Date \_\_\_\_\_

Review:

Readiness:

Specific Purpose:

General Purpose:

Materials:

Reading Selection: Title \_\_\_\_\_

Author \_\_\_\_\_

Source \_\_\_\_\_

Procedures:

Evaluation:

DAILY TUTORING RECORD

Student's Name \_\_\_\_\_

Tutor's Name \_\_\_\_\_ Date \_\_\_\_\_

Materials Used

Notes made during the tutoring session

Student's reactions

To the purpose of the lesson \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To the books and materials used \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To the instructional procedures used \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tutor's reactions and comments

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Weekly Self-Evaluation of Tutor Performance  
(To be completed by the tutor)

- |                      |                     |   |
|----------------------|---------------------|---|
| <u>      </u><br>Yes | <u>      </u><br>No | There was (were) specific objective(s) for the lesson.      |
| <u>      </u><br>Yes | <u>      </u><br>No | There was a clear plan outlining how to conduct the lesson. |
| <u>      </u><br>Yes | <u>      </u><br>No | Materials were there and ready for use.                     |
| <u>      </u><br>Yes | <u>      </u><br>No | A variety of activities kept the lessons interesting.       |
| <u>      </u><br>Yes | <u>      </u><br>No | I praised and encouraged the learner often.                 |
| <u>      </u><br>Yes | <u>      </u><br>No | I made notes on the learner's responses.                    |
| <u>      </u><br>Yes | <u>      </u><br>No | I showed enthusiasm for our work.                           |
| <u>      </u><br>Yes | <u>      </u><br>No | I gave the learner a sense of his/her progress.             |
| <u>      </u><br>Yes | <u>      </u><br>No | I have a better idea about what steps to take next.         |

What is Success?

Success in tutoring comes from concern for all the areas listed on this self-evaluation form. You do not have to score high in every category each time you tutor a child. In fact, that is not likely to happen. The greatest weight should be given to those questions that deal with evidence of change in the learner. You may plan well, but if the learner does not respond, something else has to be done to achieve the success that you are after.

TEACHER'S EVALUATION OF THE TUTOR  
(To be completed by the teacher)

Name of Tutor \_\_\_\_\_

Name of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Rate the performance of the tutor according to the statements below.

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

SA  A  D  SD The tutor worked effectively with the teacher.

SA  A  D  SD The tutor's attendance was regular and dependable.

SA  A  D  SD The tutor established rapport with his/her assigned students.

SA  A  D  SD The tutor provided an appropriate model for the students in his/her behavior, speech and dress.

SA  A  D  SD The tutor carried out instructions well.

SA  A  D  SD The tutor kept good daily records.

SA  A  D  SD The tutor worked without extensive direction from the teacher.

SA  A  D  SD The tutor at all times maintained a professional relationship with the student, teacher and the school staff.

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- $\overline{SA}$   $\overline{A}$   $\overline{D}$   $\overline{SD}$  The tutor helped improve the student's attitude and/or reading ability.
- $\overline{SA}$   $\overline{A}$   $\overline{D}$   $\overline{SD}$  The tutor showed initiative in planning activities for the student.
- $\overline{SA}$   $\overline{A}$   $\overline{D}$   $\overline{SD}$  The tutor changed or adapted the lesson plans to the needs of the student when necessary.
- $\overline{SA}$   $\overline{A}$   $\overline{D}$   $\overline{SD}$  The tutor seemed to enjoy working in the tutoring situation.

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TUTOR'S EVALUATION OF THE STUDENT  
(To be completed by the tutor)

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

Tutor's Name \_\_\_\_\_ Date \_\_\_\_\_

How many sessions did you actually meet with the student?

How has the student responded to the tutoring sessions  
and to you as a personal friend?

Have you noticed a change of attitude on the part of the  
student toward the tutoring sessions or toward reading?

What skills have you been working on with this student?

What materials have you used with this student?

What are your impressions of the problems facing your  
student?

What do you see as the strengths of this student?

Have you had any special problems with this student?

What change, if any, have you noticed in the student's  
reading ability or in the student's ability to use  
specific skills?

What recommendations would you make concerning future  
work with this student?

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CREATING AN EFFECTIVE TEACHER - TUTOR RELATIONSHIP  
TEACHER'S CHECKLIST

In working with tutors, teachers need to recognize the tutors as individuals with their own specific capabilities, talents, and needs. Remembering the following points will help teachers establish effective working relationships with their tutors.

1. Tutors need encouragement. They may often feel very insecure in their new role as a tutor.
2. Tutors need to be treated with respect. They are giving their time because they are interested in the educational process. They need to be respected for their willingness to help and for their special abilities
3. Tutors need assistance and direction. Let tutors know that you are available to help. You could offer to help the tutors locate materials or seek additional assistance for the tutors if necessary.
4. Tutors need to feel wanted or needed. Teachers should let tutors know that the assistance they provide is of value to the teacher and the student.
5. Tutors need to know what is expected of them. Do not let the tutor wonder whether to wait for teacher direction or use his/her own initiative.
6. Tutors need praise. When the tutor's efforts are successful, the teacher should be appreciative of the tutor's contribution.

## CRITERIA FOR SELECTING STUDENTS FOR A TUTORING PROGRAM

There are many people who could benefit from individualized instruction and attention. In general, people in the following categories might profit from tutoring. (Notice that many of these require selective judgements.)

1. Someone who is one semester or more behind in general reading ability.
2. Someone who lacks specific skills in reading which are needed to progress in other subject areas.
3. Someone who has a limited background of experiences and who has difficulty communicating.
4. Someone who lacks several important skills which limit his/her entire reading growth.
5. Someone who lacks several skills but whose poor attitude and past failures interfere with progress.
6. Someone whose first language is not English.
7. Someone who is illiterate or wants to learn to read better.

## GUIDELINES FOR VOLUNTEERS

1. Have the time and desire to give. A consistent time schedule for one or more days of the week should be established.
2. Be friendly, reliable, flexible and honest. This will help you develop an open relationship with the student or students you will be working with.
3. Be warm and compassionate. Those who are most difficult to love often need it the most.
4. Have faith in the student's ability to perform and communicate that belief to him/her. Believing in the student is vital.
5. Be enthusiastic about what you are teaching, discussing and helping the student discover. Your interest in the material will be conveyed and will spark interest.
6. Have a professional attitude and interest in education. Confidential matters must be kept confidential. Information from student files must be kept private.
7. Feel a deep obligation to support and help the schools.
8. Be consistent and reliable in your commitment. Dependability and cooperativeness are more important than special skills. Remember that the teacher has the ultimate responsibility and will make the final decision about classroom activities. Avoid criticizing the teacher or school programs in general.
9. Be sure to call the school if you must miss a tutoring session. The teacher can then be informed of your absence.

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10. A feeling of mutual understanding and confidence between the tutor and the school is essential. The school wants you to enjoy your experience. If there are any problems, if you would rather work in another subject area or with another teacher or if circumstances dictate that you change the days or hours you wish to volunteer, notify the volunteer coordinator.

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## THE OBJECTIVES OF THE VOLUNTEER TUTORING PROGRAM

The objectives of the volunteer program could include:

1. Providing more individualized attention for students who are underachievers in reading.
2. Enhancing a positive self concept in the student.
3. Increasing the student's oral language facility.
4. Providing reinforcement for learning that occurs in the classroom.
5. Building the student's interest in reading.
6. Helping the student see that learning can be fun.
7. Trying to overcome mild reading disabilities before they become too severe.

HOW THE TEACHER CAN  
PREPARE THE STUDENT FOR TUTORING

The teacher can help the student have a positive attitude toward the tutoring sessions by talking with him/her prior to the first session. Some suggestions to consider are:

1. Tell the student about the tutoring program. Explain that he/she has been selected to work with a special person (by name, please) at a certain time, in a certain location. Arrange a special signal with the student so that he/she will be ready when it is time. Be positive in your attitude toward the program.
2. If others ask about what is going on, be truthful and positive. Help them to see that the tutoring program is pleasant and desirable and not something about which they will want to tease those involved.
3. Help the student view the tutoring session as something enjoyable and helpful and not as a punishment. It is important to arrange the tutee's schedule so that he/she is not tutored during recess or a favorite activity. Occasionally it may be necessary to cancel a regularly scheduled tutoring session for some activity that may be very important to the student.
4. Be alert to any change in student attitude or improvements in his/her reading skills. Praise the student as well as the tutor, but do not do it in front of the class if it will cause embarrassment. Let the child know privately that you are pleased with his/her progress.

## WHAT IS AN INTEREST INVENTORY?

- ...A device which can help the tutor learn more about the individual he/she is tutoring.

## HOW CAN THE TUTOR USE THE INTEREST INVENTORY?

- ...To get acquainted with the student
- ...To select or prepare materials to be used in tutoring sessions
- ...To select stories which can be read to the student
- ...To know the interests of the student to help him/her select materials for recreational reading
- ...To involve the student in language experience activities



QUESTIONNAIRE  
READING INTEREST INVENTORY

Directions: Ask the student the following questions.

1. What do you like to do after school?
2. Do you make things? What things have you made?
3. What do you like to play with at home?
4. How much time do you spend listening to the radio?  
on a school day \_\_\_\_\_ on a weekend \_\_\_\_\_
5. What is your favorite television program?
6. Do you like to have someone read or tell a story to you?
7. What magazines do you read?
8. Do you ever visit the public library?
9. Do you read comic books? What are your favorites?
10. What kind of work do you want to do when you finish school?
11. Have you read any books or stories about the kind of work you want to do?
12. How do you feel about reading the following?

	DO NOT LIKE	LIKE A LITTLE	LIKE A LOT
Stories about animals	_____	~~~~~	_____
Mystery stories	_____	~~~~~	_____
Adventure stories	_____	~~~~~	_____
Funny stories	_____	~~~~~	_____

	DO NOT LIKE	LIKE A LITTLE	LIKE A LOT
Comics	_____	_____	_____
Science fiction	_____	_____	_____
Cowboy stories	_____	_____	_____
Sports stories	_____	_____	_____
Myths and legends	_____	_____	_____
Stories about dinosaurs	_____	_____	_____
History	_____	_____	_____
True stories about people	_____	_____	_____
Stories about places	_____	_____	_____
Cookbooks	_____	_____	_____
Catalogues	_____	_____	_____

Are there any other kinds of things you like to read or read about?

#### POINTS TO REMEMBER IN TUTORING PROGRAMS

1. The effect of tutoring is often difficult to measure. There are seldom spectacular successes.
2. Tutoring can help curtail absenteeism, which is often a problem with students having difficulty in school.
3. A tutoring program can show that someone cares. Tutors are able to offer the individual attention that a teacher often does not have time to give.
4. Always encourage students by pointing out areas in which they excel or have improved.
5. Try to find out the special interest of the student. Design many of your tutoring sessions around those subject areas.
6. Emphasize skill development and student discovery rather than forced memorization of the materials.
7. Provide problem solving situations to give the student the opportunity to develop research and thinking skills.
8. Analysis, rather than mere rote recall, is the goal. Provide practice in decision-making.
9. Students need help in learning how to learn. This involves knowing how to find information and judge its worth.

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## TIPS FOR THE TUTOR

Tutoring demands a definite commitment. Do not start unless you can be faithful throughout the program. Few things will dampen a student's faith in his/her tutor more quickly than having one who fails to appear at a scheduled session.

1. Follow through on all your promises.
2. Make your student feel that he/she can have success.
3. Be reasonable in what you expect to accomplish as a volunteer.
4. Be sensitive to the existence of emotional or psychological problems which may be affecting the performance of the person being tutored. It is not the tutor's role to handle these problems. However, you might bring them to the attention of the teacher or principal.
5. AVOID ASSUMING THE ROLE AND RESPONSIBILITIES OF THE TEACHER AND PARENT. Your job is to help these people, not replace them.
6. Resist the temptation to criticize the schools as a means of identifying with the student. If there are questions regarding the school's instructional program, its policies or procedures, the tutor should contact the teacher and then, if necessary, the principal.
7. Always be on time. This adds to the effectiveness of your tutoring. If you are late, the student may begin to doubt the sincerity of your concern for tutoring him/her.

## BIBLIOGRAPHY ON VOLUNTEER PROGRAMS

The materials listed below would be useful to you in planning and implementing a volunteer program.

ACTION, The National Student Volunteer Program. High School Student Volunteers. 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

This helpful manual was written for those who wish to institute or expand a high school sponsored volunteer program. Based on the experiences of a wide variety of successful programs, it shows in detail how to implement a volunteer effort.

Chambers, Jewell C. (Ed.) ABC's: A Handbook for Educational Volunteers. Washington, D.C.: Washington Technical Institute, December, 1972.

This guide provides a basic outline for establishing a volunteer program which should be modified to meet local needs and situations. Some of the topics are: recruitment of volunteers, orientation and training for volunteers and evaluation of volunteer programs.

Church Women United. Guidelines for Adult Basic Education Volunteers, Box 134 Manhattanville Station, New York, New York 10027, 1971. 40 p. \$1.00.

This resource offers suggestions for creating a local unit of volunteers using existing training resources.

Gardner, Allen. Paraprofessionals and Their Performance. New York: Praeger, 1971.

The role of the paraprofessional is fully described here. Training and classroom performance are included.

Goldman, Samuel. The School Principal. New York: Center for Applied Research in Education, Inc., 1966.

This book gives complete information on the principal's role, responsibilities, education and functions in the community.

Griffiths, Daniel. The School Superintendent. New York: Center for Applied Research in Education, Inc., 1966.

Discussed here is the development of the position of superintendent, including his/her education, role, function and status.

Huntsville Board of Education. Volunteer: Handbook for Adult Education Volunteers, Huntsville Area Vocational Technical Center, Huntsville, Alabama, 1973. 21 p. Single copy free.

A review of the characteristics of the educationally disadvantaged adult and the responsibilities of the adult educator and recruiter are given here.

Illinois Office of Education. Because They Care. Community Relations Section, 100 North First Street, Springfield, Illinois 62777, 1975.

This publication is a practical resource manual for establishing volunteer in-school programs. The information it contains is based on an informal survey of administrators, teachers, students and volunteers in over two hundred school districts in Illinois.

Kinder, Robert. "The Training and Use of Paraprofessionals in Teaching Reading," in Reading Goals for the Disadvantaged, J. Allen Figure (Ed.). Newark, Delaware: International Reading Association, 1970, pp. 63-67.

This article lists assignments for paraprofessionals and discusses research on their roles, evaluation, education, experiences, inservice training, and methods of payment.

Rausch, Sidney, J. (Ed.) Handbook for the Volunteer. Newark, Delaware: International Reading Association, 1969.

This handbook is designed for use by tutors who will be working with children, adolescents or adults. It gives the tutor specific information on the reading process, diagnosis, teaching procedures and volunteer program organization and materials.

Right to Read '75, Vol. 2, No. 2 (July, 1975), Newark: Delaware: International Reading Association.

This helpful newsletter provides information on the organization and implementation of an effective volunteer program. The contents reflect the results of a survey conducted by successful volunteer programs.

Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher. New York: Teachers College Press, Columbia University, 1970.

This booklet describes the specific needs of the disadvantaged child, clarifies the goals of the volunteer and suggests ways to solve some of the problems of teaching these children to read with understanding. There are suggestions for activities connected with reading which will enhance the effectiveness of the reading program and help volunteers organize their lessons.

Smith, Carl B., and Fay, Leo C. Getting People to Read: Volunteer Programs That Work. New York, New York: Delta Books, 1971.

Here is a thorough, comprehensive study of successful volunteer literacy programs of all kinds at all levels, preschool through adult. This excellent resource should be read by any individual or group interested in developing a volunteer program.

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Smith, Carl. (Ed.) Parents and Reading. Newark, Delaware: International Reading Association, 1971.

Many ways parents can help in reading are suggested here. The materials were derived from a conference for parents.

U.S. Office of Education, Right to Read Office. Tutoring Resource Handbook for Teachers. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE-74-00103. GPO Stock #1780-01332. Price \$.75.

This handbook is intended to serve as a guide to planning inservice sessions for teachers, so that they will be prepared to effectively utilize volunteer resources.

U.S. Office of Education, Right to Read Office. Tutor's Resource Handbook. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE 74-00101, GPO Stock #1780-01333, Price \$2.15.

This manual provides sixty sample skill lessons for volunteers to use in the tutoring situation.

U.S. Office of Education, Right to Read Office. Tutor-Trainer's Resource Handbook. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. DHEW Pub. #OE 74-00102. GPO Stock #1780-01334. Price \$1.90.

This handbook offers a step-by-step guide for the planning and implementation of a tutor training program.

Wilson, Robert. Diagnosis and Remedial Reading. Columbus, Ohio: Charles E. Merrill, 1972, pp. 181-182, 283-299.

Paraprofessionals and parents are given suggestions for helping children with reading problems. Prevention is discussed with the idea of the parent helping the child.



CLEARINGHOUSE, NATIONAL CENTER FOR VOLUNTARY ACTION

Of great value to anyone involved in planning and implementing a volunteer program are the resources and services available from NCVA. The Clearinghouse prepares listings of organizations that are willing to provide technical and other assistance to volunteer groups. It also prepares annotated bibliographies of pamphlets and other publications, free or at nominal cost, that relate to the development of volunteer programs. These listings, in many areas of specialization, are known as Green Sheets. A subject area listing of available Green Sheets follows. To receive copies of selected Green Sheets, write to the Clearinghouse, National Center for Voluntary Action, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

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NATIONAL CENTER FOR VOLUNTARY ACTION  
1785 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

Clearinghouse Green Sheets

CONTENTS

CLEARINGHOUSE GREEN SHEETS are subject-order lists of resource groups and of publications directly and indirectly related to volunteering in the areas listed. Cross-references have been held to an absolute minimum. Please check related areas of interest.

Subject Area

ADMINISTRATION AND ORGANIZATION IN VOLUNTEERISM  
National Membership and Resource Organizations  
National Journals, Newsletters  
The VAC/Volunteer Bureau/Center/Pool/Community-  
wide Operation  
Recruiting/Interviewing/Training/Supervising  
Recognition  
Volunteer/Staff Relations  
General Reading/Bibliographies/Resource Directories  
Program Evaluation

BICENTENNIAL ACTIVITIES

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DAY CARE/HEADSTART

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Parks, Land, Endangered Species

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Population Control (separate section)

RECREATION

REVENUE SHARING

THE STUDENT VOLUNTEER

TRANSPORTATION

TRAINING MATERIAL is not separately indexed, but most major categories contain material directly related or useful to training. Reports on past, present and future training events--both college- and community-based--are contained in a series of Clearinghouse portfolios:

- #5 College Involvement in Training of Volunteer Administrators
- #10 College Involvement in Training of Volunteers
- #15 Community-Based Training for Volunteer Administrators
- #20 Community-Based Training for Volunteers

If you are interested in program titles and locations only, ask for the directory, College-University Resources for Training in Voluntary Action, which contains a state-by-state listing of all programs that have come to the attention of the Clearinghouse (including those in above portfolios).

In Give Me ALL the Information About Training..., the Clearinghouse Director provides a brief outline of how the Clearinghouse has structured training material.

A complimentary copy of each of these items is free; additional copies of portfolios are \$1 each; additional copies of the directory or the Director's message are 25¢ each.

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*Right to Read  
and  
Educational Change*

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*Renovation*

*When victory is won bringing  
a new time and good fortune,  
the superior personality makes  
itself felt through strong  
influences. But keep in mind  
that a forest grows more freshly  
green from the charred land  
after a fire. A new era  
seems more glorious when  
it is compared to the  
misery of its antecedent.*

## SECTION I

### RIGHT TO READ AND EDUCATIONAL CHANGE

#### INTRODUCTION

The previous sections of the Manual have dealt with strategies and processes to be followed in planning and implementing a local Right to Read program. Inherent in the publication of this handbook, in fact, is the assumption that various changes and improvements need to be made if reading and literacy opportunities are to improve. The role of the local Right to Read director is one of leader or change agent.

This section will address the change variable in the development of local Right to Read efforts. Some of the topics to be covered are:

- I. The role of the local Right to Read director
- II. Leadership
- III. The communication process
- IV. Right to Read and planned change
- V. Conflict management



## I. THE ROLE OF THE LOCAL RIGHT TO READ DIRECTOR

Change can be viewed as a problem-solving process starting with a disturbance and ending with the resolution of the disturbance. In the case of Right to Read, the disturbance is the need to raise literacy levels and the resolution of the disturbance is the elimination of illiteracy.

The local Right to Read director should not be viewed as the only one in the community who will act as a change agent. For a community literacy effort to be effective, it is necessary to involve many people in a variety of change agent roles. The local Right to Read Advisory Council, students, parents, teachers, administrators and members of the Board of Education are only a few of those who can help initiate change in one way or another.

Elland and Mary Havelock, in their book Training for Change Agents, discuss four primary change agent roles. They are summarized here.

1. Catalyst - Inertia and complacency often cause people to resist change, even when they know themselves or when outsiders know that change is required. It is necessary, then, to get the change process started by upsetting the status quo. A catalyst does not need to have any answers--only questions that will be considered by others.

2. Solution Giver - This role involves having ideas about how things ought to be. After people are ready to consider new options, the solution giver should know when and how to present them. He/she also needs to be able to adapt the proposed solutions to the needs and desires of the group.

3. Process Helper - Someone serving in this capacity can contribute to the "how" or problem-solving phase of the change process. This person can help others diagnose problems, define needs, set objectives, choose solutions, acquire resources, implement plans and evaluate program effectiveness.

4. Resource Linker - This person identifies resources within or outside of the system and devises ways to use them to meet recognized needs.<sup>1</sup>

The next page identifies ways that the local director or others working on the program could serve in these four capacities. You will be able to think of many more to add to the list.

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<sup>1</sup>Roland G. Havelock and Mach C. Havelock. Training for Change Agents, pp. 60-62.

CHANGE AGENT ROLES AND ACTIVITIES  
IN A  
LOCAL RIGHT TO READ PROGRAM

CATALYST	SOLUTION GIVER	PROCESS HELPER	LINKER
<ol style="list-style-type: none"> <li>1. Publicize local involvement in Right to Read</li> <li>2. Survey existing literacy programs and needs</li> <li>3. Speak at meetings about the need for a Right to Read effort</li> </ol>	<ol style="list-style-type: none"> <li>1. Find out what other programs have been developed to meet similar problems and needs</li> <li>2. Survey parents, teachers, students, administrators, etc. for ideas on what they would like to improve and how</li> <li>3. Provide a variety of options to alleviate recognized needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a strategy to identify needs and prioritize them</li> <li>2. Recruit and train people to help in an assessment</li> <li>3. Write objectives and activities to meet needs</li> <li>4. Implement plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify resources</li> <li>2. Determine the feasibility of their use in a Right to Read effort</li> <li>3. Plan ways to use these resources effectively</li> </ol>

## II. LEADERSHIP

No matter what institution or organization the local Right to Read director represents or what official function he/she serves within that system, that person is a leader of the literacy effort. It is important for the local director to be aware of the unique functions of a leader, the leadership styles that could be adopted and the variables determining the effectiveness of the leadership provided.

### FUNCTIONS

There are basically two dimensions of leadership activities, which correlate closely with "climate" factors mentioned earlier. The first dimension focuses on task-related behaviors. Here the leader solves problems, clarifies responsibilities and creates mechanisms for accomplishing tasks. Person-related behaviors provide the second dimension. In this capacity the leader influences interpersonal relationships, group behavior and morale.

Motivation to work and satisfaction are related to the task to be accomplished, the system of rewards and the quality of interpersonal relationships encountered. If the reward system does not include extrinsic rewards, such as monetary payment for services, then intrinsic rewards, such as satisfaction for having made a worthwhile contribution, are needed. If someone is asked to work on something that is either routine or not very interesting, then an effort might be made to place that person in an environment where interpersonal relationships are stimulating.

The leader needs to be aware constantly of changes in the tasks or in personal behaviors which might affect the quality of the product or services offered. Whether the leader is a bank president or a local Right to Read director, he/she should strive to create a healthy working environment in which the best possible results are produced.

## LEADERSHIP STYLES

No one leadership style is the most effective in all situations. The leader's behavior is constantly being evaluated by the others involved in the task. Determinations are made by those being led regarding whether or not the leader's behavior is appropriate to work and personal needs. This affects the degree to which the leader's suggestions will be followed.

Effective leadership style depends on three situational variables. A good leader should be able to interpret a situation and to some extent change his/her behavior or the expectations of others if necessary. The situational variables are:

1. Expectations of significant others (superiors, subordinates, peers) about on the leader's behavior.
2. Demands which the job makes on leadership.
3. Traditions of the organization(s) involved and the nature and distribution of power and authority.<sup>2</sup>

The following is a brief overview of the four main leadership styles. They are determined by the degree to which the leader is task-oriented and/or person-oriented. Remember as you read about them that each individual situation influences which leadership style would be most effective.

- I. Democratic or Integrated: This leader combines task-oriented and relations-oriented behavior, guiding the group by providing information and suggesting alternatives while promoting group self-direction. He/she participates, interacts and motivates, balancing the needs of individuals and organizational goals.

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<sup>2</sup>Thomas A. Sergiovanni, "Leadership Behavior and Organizational Effectiveness," Notre Dame Journal of Education.

- II. Autocratic or Dedicated: Here the leader dominates the group, deciding on issues, problems and the amount of group involvement. The autocratic leader organizes and initiates tasks, directs their implementation and evaluates them upon completion. He/she always makes the final decision.
  
- III. Laissez-faire or Separated: In this case the leader does not get involved in the group. He/she is most interested in making sure that tasks are accomplished in a systematic way, with controls to avoid variations in methods used or deviation from rules or regulations. This person is more interested in record-keeping than in the internal functioning of the group.
  
- IV. Group dynamics or Related: Here the group makes the decisions about the processes to be followed and the ways the leader can help them. The leader is concerned with meeting the two major needs of the group: to achieve group objectives and to provide satisfying and rewarding experiences. Here the leader counsels, advises and encourages group members.

The local Right to Read director may want to adopt various leadership styles, depending on the needs brought about by each situation. For instance, the local director might find the Integrated style most effective in working with faculty in a school whereas the Related style might be best for working with the Advisory Council.

## QUALITIES OF AN EFFECTIVE LEADER

At the Michigan Conference on Change Agent Training, discussions were held regarding the attitudes, knowledges and skills that a leader should possess. Highlighted below are some of these qualities.

1. Attitudes and Values - The person should have:
  - Concern for the benefit of the ultimate user (students and community)
  - Concern for the benefit of society as a whole
  - Respect for the values of others
  - Strong sense of identity and ability to help others
  - Belief that those being affected by the change have a right to participate in choosing means and ends
2. Knowledge - The person should know about:
  - Individuals and groups as open interrelating systems
  - The range and interrelationship of human needs
  - The value and motivational bases of educational subsystems
  - Why and how people and systems resist change
  - The kinds of resources available and how to use them
  - The qualities of a change agent
3. Skills - The person should be able to:
  - Organize and implement projects requiring change
  - Resolve misunderstandings and conflicts
  - Build teams of people working together
  - Convey the importance of the contribution each person can make
  - Relate effectively to individuals and groups
  - Collaborate with others
  - Expand people's openness to using new internal and external resources<sup>3</sup>

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<sup>3</sup>Havelock, op.cit. pp. 70-72.

## THE LEADER AND DECISION-MAKING

To obtain maximum results and allow participants to feel satisfied with their contributions, the leader must make decisions and at the same time involve those affected by the decisions. Below are five levels of decision-making and the assumptions used to justify each level.

### Level 1:

The leader makes a tentative decision and asks other individuals or groups for reactions. However, the leader makes the final determination whether or not to proceed with the decision.

#### Assumptions:

- a. The leader has probably already made the best decision.
- b. No one else could offer a better alternative.
- c. The decision might be improved by obtaining the perspective of others.
- d. The leader must make the final decision.

### Level 2:

The leader describes the situation to others and asks them to study the problem and make recommendations, listing advantages and disadvantages. Investigative procedures are specified by the leader, who will make the final decision.

#### Assumptions:

- a. The leader has already adequately defined the nature of the problem.
- b. Others could help identify the alternatives.



- c. The leader should supply procedures for making recommendations because the participants are inexperienced or need direction.
- d. The leader must make the final decision.

Level 3:

The leader describes the problem to others and requests their help in defining the nature of the problem. In asking for recommendations for the best course of action, the leader specifies the procedure and will veto any inadequate recommendation.

Assumptions:

- a. Others could help to define better the nature of the problem.
- b. Others could help find the best alternative.
- c. The leader should supply procedures for making recommendations because the participants are inexperienced or need direction.
- d. The leader must make the final decision.

Level 4:

The leader describes the problem to others and requests their help in defining the nature of the problem. He/she asks for a recommendation for the best course of action but does not specify procedures for arriving at the recommendation. However, the leader reserves the right to veto any recommendations that are not appropriate.

Assumptions:

- a. Others could help the leader better define the problem and arrive at a recommendation.
- b. The participants have enough experience and self-direction to determine necessary procedures in reaching a recommendation.

- c. The leader must make the final decision.

Level 5:

The leader describes the problem to others. He/she requests their help in defining the nature of the problem and asks them to determine the best alternative. The leader allows the participants to determine the procedure for arriving at the best decision and is willing to accept their decision.

Assumptions:

- a. Others could help the leader define the problem and arrive at a decision.
- b. The participants are as competent as the leader in making the final decision.
- c. The leader can delegate the responsibility for making the final decision and can support that decision.

## GROUP DECISION-MAKING

Consensus is a decision process that can make full use of available resources and resolve conflicts creatively. Consensus is difficult to reach. Not every decision will meet with everyone's complete approval. Unanimity is not the goal, because it is rarely achieved. Each individual, however, should be able to accept the group decision on the basis of logic and feasibility. When all group members agree on this, consensus has been reached. This means, in effect, that a single person can block the group if he/she thinks it necessary.

Here are some guidelines to use in reaching consensus.

1. Avoid arguing for your own position. Present your position as lucidly and logically as possible. Listen to other members' reactions and consider them carefully before you press your point.
2. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next-most-acceptable alternative for everyone involved.
3. Do not change your mind simply to avoid conflict and to reach agreement and harmony. When agreement seems to come too quickly and easily, be suspicious. Explore the reasons to make sure that everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logical foundations.
4. Avoid conflict-reducing techniques such as majority vote, coin-flip and bargaining. When a dissenting member finally agrees, do not feel that he/she must be rewarded by having his/her own way at some later point.
5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because, with a wide range of information and opinions, there is a greater chance that the group will develop more adequate solutions.

### III. THE COMMUNICATION PROCESS

It is not possible to deal in depth with the communication process in the space allotted to the subject in this Manual. What appears here is an introduction to interpersonal communication and group dynamics. It will be supplemented by experience and examples during the Programs to Train Local Right to Read Directors.

#### ONE-TO-ONE COMMUNICATION

One-to-one communication is characterized by three main elements: receiving messages, sending messages and responding to messages. They are described briefly here.

##### Receiving messages

Good communication begins with in-depth listening, which involves both perceiving messages and reflecting on them.

1. Sensitive perception deals with the verbal and nonverbal parts of the message. A listener should be in tune with what is being said and how it is being said. Examples of nonverbal messages are listed below.

- Gestures
- Facial Expression
- Body Posture
- Hand Mannerisms
- Breathing
- Eye Contact
- Muscle Tension

2. Selective reflecting involves deciding on the appropriate level of communication to which one can best respond. A good listener will test his/her perceptions, playing back to the person what is being heard. Emotions and defense mechanisms can influence what one hears. Other factors that filter messages are values, age, past experiences, language, state of mind and peers.

3. Asking for amplification or clarification is another method of reflecting on what is said. This helps focus the message, alleviating vagueness or misinterpretation. Some amplifying or clarifying questions are listed below:

1. Can you give me some examples of that idea?
2. What do you mean by \_\_\_\_; can you define that word?
3. How can I help you do something about your idea?
4. Did you consider any alternatives?
5. Is that very important to you?

#### Sending messages

On the other side of good listening is the person sending the message. The sender has a responsibility to transmit a message that can be received clearly. Listed below are ten barriers to active listening that should be avoided by senders of information.

1. Ordering, directing, commanding; telling another to do something; giving him/her an order or a command.
2. Warning, admonishing, threatening; telling another what consequences will occur if he/she does something.
3. Exhorting, moralizing, preaching; telling another what he/she should or ought to do; invoking vague outside authority and accepted truths.
4. Advising, giving solutions or suggestions; telling another how to solve a problem.
5. Lecturing, teaching, giving logical arguments; trying to influence another with facts and counterarguments.

6. Judging, criticizing, disagreeing, blaming; making a negative judgment or evaluation of the other.
7. Name-calling, ridiculing, labeling, stereotyping; making another feel foolish, putting another into a category, shaming him/her.
8. Interpreting, analyzing, diagnosing; communicating to another that you have him/her "figured out."
9. Probing, questioning, interrogating; trying to find reasons, motives, causes; searching for more than information necessary to solve the problem.
10. Withdrawing, distracting, humoring, diverting; trying to get another away from the problem.

#### Responding to messages

After a message has been received and clarified, it is necessary to respond to it honestly and accurately. Three suggestions should be kept in mind at this time.

First, messages should be congruent with one's honest feelings, even though everything that is felt should not always be expressed. A rule of thumb for congruent responses is to reveal as much as is necessary to keep the communication open and allow free forward movement.

Perceptions that are subjective responses to another person should be stated as personal opinion rather than dogmatic fact. This approach allows others to have their own perception without being right or wrong. It also keeps everyone involved from becoming defensive.

Another way of keeping the other person from becoming defensive is to send "I" messages rather than "you" messages. "I" messages describe how one feels, perceives or responds to a situation. "You" messages can sometimes blame, condemn, admonish or command the other person.

## GROUP COMMUNICATION

The discussion of communications to this point has centered around one-to-one techniques. However, the leader is often in a situation where he/she is working with a group. Below is a list of behaviors that develop within groups. The leader can observe certain elements to understand better how the group is maturing.

### 1. Content versus Process:

Content is what is said within the group. Process refers to how the communication is being handled. By studying process the leader can identify working relationships within the group.

### 2. Communication:

The pattern of communication can also be monitored. A leader can determine who leads whom and who influences whom by recognizing the following:

Who talks?  
For how long?  
How often?  
Whom do people look at when they talk?  
In what order do they talk?  
What style of communication is used?

### 3. Decision-Making Procedures:

By observing how a group makes decisions, the leader can evaluate the appropriateness of a decision. Observation can also help determine if the results of certain decision-making procedures are what the group really wants.

### 4. Task, Maintenance and Self-Oriented Behavior:

When a statement is made in the group, the speaker may be attempting to accomplish a task (task behavior), repair a damaged relationship (maintenance behavior),

or meet some personal need (self-oriented behavior). The group and the situation help determine whether or not these behaviors are legitimate.

5. Emotional Issues:

The leader should try to recognize the underlying emotional forces within the group that interfere with or are destructive to the group's functioning. Once these forces are recognized, it is the leader's responsibility to channel that energy toward the group effort.

### INTERVENTION TECHNIQUES

The way the members of a group interact gives the leader clues on approaches he/she should take when communicating with them. Flexibility in using the intervention techniques listed below gives the leader's communication with the group maximum impact.

#### An Inventory of Facilitator Interventions

1. Focus on the Process:

In this case the leader might intervene in the group discussion by indicating, for example, that a group decision was made, yet only two participants voiced an opinion. Perhaps the decision-making process was weak.

2. Ask for Feelings:

Here the leader might ask a member of the group who is vaguely supporting a point of view to express his/her feelings about the issue. Such an opportunity might help the person present a clearer argument.

3. Give Directions:

It may be necessary for the leader to intervene during a group impasse and give specific directions for solving



the problem or for getting the group back on the task. Here the leader risks making the group too dependent.

4. Perform Group Functions:

If certain communication processes are not operating within the group, the leader may have to perform some of these functions. A leader could:

- a. seek opinions from noncontributors
- b. share his/her opinion
- c. set new goals
- d. establish a working structure
- e. elaborate on an idea
- f. summarize
- g. test consensus

5. Diagnostic Interventions:

The leader may intervene by diagnosing what he/she sees happening during the group process. He/she might then explain to the group why they are not progressing smoothly toward a goal.

As it was stated earlier, this is intended as a brief overview of the communication process. Through further experience and additional readings, each local Right to Read director will need to discover his/her most effective means of working with other people.

#### IV. RIGHT TO READ AND PLANNED CHANGE

Change is frequently brought about in a haphazard fashion. In education a common approach has been to allow an individual teacher to implement new ideas, resulting in change in one classroom. When this attempt to change is done in a static organizational environment, however, many stumbling blocks appear. The person may not be able to obtain needed resources, or the innovative practices may not be understood or accepted by peers and administrators. Roadblocks can be so imposing that the individual eventually abandons the project, discouraged and frustrated. Even if the changes are successful and continue in one classroom, it is hard to get the support needed to have them attempted at the building or district level.

Another method often used to bring about change in education involves decisions made at the administrative level. They are then handed down to the staff in the form of well defined, coordinated plans. The breakdown comes when a group of people are asked to implement a program into which they have little or no input. Consequently, there is no ownership in the program or commitment to its ultimate success.

#### THE PROCESS APPROACH TO PLANNED CHANGE

The process approach to planned change attempts to capture the investment and spontaneity of the first approach with the coordination and the efficiency of the second. The basic assumptions of this approach are:

- The planning process should be ongoing and have broad participation on the part of those who will implement the plan.
- Changes are interdependent, ongoing and consistent with available resources.
- Goals are often value-oriented, and decisions about priorities cannot always be made solely on the basis of practicality and feasibility.

- It is necessary to clarify what changes are being made and what outcomes are expected.
- Individual goals and aspirations should complement those of the system. Changes or growth at one level necessitates concomitant changes at the other level.

## CONCEPTUAL MODEL OF THE PROCESS APPROACH TO PLANNED CHANGE

### SYSTEMS

An organization or institution is a system, created for a specific purpose and functioning to accomplish that purpose. The people in the system are there for a common purpose. Interrelationships exist between and among groups and individuals in the system.

### INTERDEPENDENCE

One system can influence another system in varying degrees. It can be assumed that the greater the degree of interdependence, the greater the mutual influence between and within systems.

### SYSTEM BOUNDARIES

System boundaries are barriers that exist between a system and its environment. They are the elements that give the system its identity, such as beliefs, values, behaviors, etc. These boundaries should provide integrity and identity for the system and still allow healthy interrelationships with others.

### SYSTEM PROCESSES

There are three basic processes followed in organizational systems:

- Input - taking things in
- Thruput - doing something with them
- Output - putting something out

## CLIMATE

Systems are designed to produce output. This requires people working in the system 1) to complete tasks and 2) to relate to one another. These are the two basic elements of "climate," the word used to describe the working environment or mood of the system. In a broader sense, "climate" identifies the quality of what happens behaviorally in an organization. The process approach to planned change often requires modifications in the climate of a system. Bringing about positive changes in the climate requires a commitment to increase the efficiency and effectiveness of tasks and provide opportunities for human growth and development.

On the following page you will find a typical local Right to Read activity described in terms of the elements of the conceptual model.

THE PROCESS APPROACH TO  
PLANNED CHANGE

PROGRAM: Volunteer reading tutors for adults

SYSTEM: Program sponsored by the Adult Basic Education  
Center

INTERDEPENDENT SYSTEMS:

Public school district  
Nonpublic schools  
Churches, civic and service organizations  
State and local social welfare agencies  
University, community college  
Industries

SYSTEMS BOUNDARIES

Each system listed above has an identity of its own and could relate openly with any one or a combination of the other systems.

SYSTEM PROCESSES

- A. Input-Volunteer tutors, teachers, administrators  
Materials, equipment, facilities  
Students
- B. Thruput-Volunteers are recruited from many other systems.  
Teachers provide preservice training for the tutors.  
Teachers provide ongoing inservice for the tutors.  
The Adult Basic Education Center serves as the facility. Others may be selected as the program expands.  
New and previously existing materials and equipment from many sources are used by tutors and students.  
Tutors work with students.  
Students work independently in a variety of locations.

- C. Output-Increased number of literate adults  
Personal satisfaction of adults who  
learned to read  
Tutor's feeling that he/she made a worth-  
while contribution  
Increased enrollment in the Adult Basic  
Education Center  
Word-of-mouth dissemination and other  
publicity about the effect of the program  
More active interdependence among the  
systems involved

CLIMATE - New ways of working with adults are developed.  
More people who can work with adults are  
available.  
People in the systems involved work together  
more effectively.  
People are positive about the impact of their  
work.

## THE LEWIN CHANGE MODEL

Communities are probably better motivated to change by the use of a political campaign strategy than by most other techniques. One strategy capitalizes on a critical issue, which in the case of Right to Read might be the illiteracy rate or reading failure of students in school. Public attention and awareness are then drawn to this issue and maintained until after needed changes or improvements have taken place.

Kurt Lewin in his study of change has dissected this political campaign strategy as it relates to social systems. What resulted is a three-part change perspective that has broad implications for local Right to Read efforts.

The first step of the Lewin change model is labeled "Un-freezing." The aim here is to build an interest in and a state of readiness for the program development steps that follow. Through various dissemination efforts, the public becomes aware of the need for a local Right to Read program. Publicity programs also act as catalysts to generate community support for proposed programs. The target group to be reached in this phase is the general public.

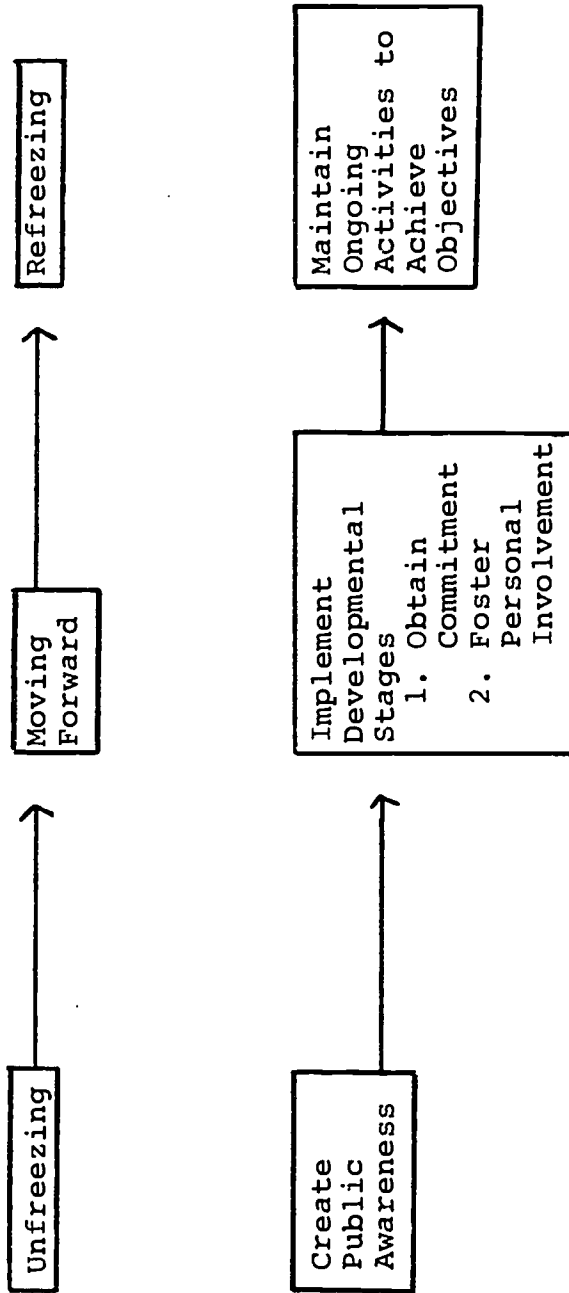
The second step differs significantly from the first because the target group must be limited. In this "Moving Forward" phase the level of involvement of the target group is higher and the impact is greater. People who will be working on the local Right to Read effort, such as Advisory Council members or educators, need to become personally involved to the extent that they accept the goals, objectives and activities of the program. Commitment from needed individuals will come only after this personal involvement has been fostered. Evidence of large-scale commitment from the community cannot be expected until credibility for Right to Read has been established. In this second stage the emphasis is on building a strong foundation for program planning and implementation.

The last step is the "Refreezing" stage. At this time the long-range impact of the Right to Read program is at stake. Here ongoing activities need to be maintained in order to achieve broad goals and objectives. Those who became personally involved and committed during the second phase are needed to provide continuity while new people are continually recruited to work on the program. If this step is neglected, the program will eventually lose strength and be discontinued.

The next page offers a simple diagram of the Lewin change model for your further reference.



THE LEWIN CHANGE MODEL



CONDITIONS CONDUCTIVE  
TO CHANGE

There are five variables which influence the effectiveness of the change process. They deal with establishing a strong foundation for the change and providing follow-up services and growth processes. Below they are listed and discussed briefly:

- I. Establish a climate for possible change
  - A. Assure strong commitment to the change from power groups and administrators
  - B. Familiarize students, teachers, parents and other lay people with the elements of the change
  - C. Continue to renew commitment from decision-makers and those participating in the program
  - D. Develop strategies for early and comprehensive contributions from people at all levels
  - E. Continue a two-way exchange of information and opinions
  
- II. Develop processes to involve people in meaningful ways
  - A. Establish a local Right to Read Advisory Council and working Task Forces
  - B. Involve people in many capacities, such as:
    - the decision-makers and those affected by the decisions
    - the traditionalists and the innovators
    - the specialists and the generalists
    - the educators and the lay people
  - C. Encourage participation in planning, organizing, implementing and evaluating the local Right to Read program. This participation could take the form of:
    - helping design a survey instrument
    - answering a questionnaire
    - serving as a volunteer tutor
    - making policy decisions
    - giving a presentation at a PTA meeting or parental education conference
    - recruiting new people to be involved in Right to Read

III. Provide support services

- A. Involve people representing a variety of local agencies or interests, such as:  
the school district or individual buildings within it  
other public social, educational or welfare agencies at the local, state and national levels  
private businesses and industries  
church or religious groups  
service and civic organizations
- B. Obtain services from as many sources as possible to help with the following activities:  
research  
educational consulting or inservice  
circulation or production of reading materials  
instructional activities  
information dissemination  
testing programs  
recruitment and retention of adults

IV. Provide time

- A. Make sure that those responsible for the various phases of program implementation have the time to perform effectively. This may mean providing released time for educators and selecting volunteers who can contribute a minimum number of hours each week.
- B. Allow a sufficiently long period of time to maintain the changes introduced by a local Right to Read effort. A program that emphasizes early results at the expense of long-range impact may lose support as the initial enthusiasm wanes.

V. Provide rewards and resources

- A. Make available as many extrinsic, or material, rewards as possible to those participating in a local Right to Read effort.

B. Provide a variety of intrinsic, intangible rewards, such as a verbal or written thank-you or a feeling of satisfaction about having helped someone learn to read.

C. Obtain the human, material and financial resources needed to implement local Right to Read programs.

ORGANIZATIONAL CHANGE  
PROBLEM AREAS

Attempting to modify a program within an existing organizational structure carries with it three potential sources of problems. They are listed below, and examples of each are given. Space is given for you to write in solutions to problems posed by the examples.

A. Shifts of power in decision-making

1. Move the decision-making power from one person or group to another person or group.

Example: The local Right to Read director begins to offer inservice education sessions and other services normally provided by the district reading director.

Solution:

2. Shift the decision-making power from one organizational level to another.

Example: A building-level principal who has helped build a strong Right to Read program begins making decisions normally made by someone in the central office.

Solution:

3. Move the decision-making focus from an education to a non-education group, or vice-versa.

Example: A Right to Read Advisory Council begins to work with a district that previously encouraged no community involvement in education.

Solution:

B. Increased attention to the importance of people

1. Give more attention to the competencies of staff rather than to their official organizational status or position.

Example: Ask the teachers with the best reading background and expertise to help conduct parental education programs, whether or not they have the most seniority.

Solution:

2. Focus on socioeconomic and cultural variables that affect cooperative activities as well as program outcomes.

Example: Emphasize literacy learning activities for all members of bilingual families by encouraging them to attend Right to Read activities as a group rather than individually.

Solution:

3. View people as ends, and not just means, in the change process.

Example: A controversy arises when upper-level students are used to tutor primary-grade children in reading.

Solution:

C. Changing values

1. Recognize that debate over proposed changes should not degenerate to simplistic discussions about good versus bad, desirable versus undesirable or worthy versus valueless.

Example: Teachers in a school take sides over whether the existing basal reading series should be kept or discarded. No one explores ways it could be supplemented or improved.

Solution:

2. Emphasize that program development is a process, open to modification of proposed activities and procedures.

Example: A volunteer tutor program is established in an adult basic education center. There are provisions for feedback from teachers, tutors and students, but no one expresses his/her doubts or concerns.

Solution:

## RESISTANCE TO CHANGE

The early writings that dealt with change assumed that the initiative for it came from a leader or communicator, with the effects being exclusively on those who were led. Success was judged on the basis of the results intended by the communicator. Little consideration was given to the audience. This one-way exploitative process of communication has given way to the transactional, problem-solving process, which considers the intentions of both the leader and the group members.

Goodwin Watson, in his essay on Resistance to Change, states that "All of the forces which contribute to stability in personality and in social systems can be perceived as resisting change. From the standpoint of an ambitious and energetic change agent, those energies are seen as obstructions. From a broader and more inclusive perspective the tendencies to achieve, to persevere and to return to equilibrium are most salutary. They permit the duration of character, intelligent action, institution, civilization and culture."<sup>4</sup>

Watson reviews forces of resistance as they operate within the individual personality. He then inventories similar forces in the social system. Although they are treated as separate for the purpose of discussion, forces at both levels are so completely interrelated that they function as one.

The chart that follows lists types of resistance to change and instances when they might be encountered in a local Right to Read effort. The "Solutions" column has been left blank for your own suggestions.

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<sup>4</sup>Goodwin Watson, "Resistance to Change," in Warren G. Benne and Robert Chin. The Planning of Change, p. 488.



RESISTANCE IN PERSONALITY

Resistance	Example	Solution(s)
<p>1. Homeostasis-Also called complacency, this stabilizing force favors constancy over change.</p>	<p>The director of the public library turns down an offer to serve on the Advisory Council because he/she "doesn't want to get involved."</p>	
<p>2. Habit-The familiar is preferred. Unless a situation changes noticeably, people will respond in their accustomed way.</p>	<p>An interested parent hesitates to attend a series of parental education programs on "Reading in the Home" because he/she has never been in the school before.</p>	
<p>3. Primacy-The first successful means of coping are patterned and persistent as models for future behavior.</p>	<p>A primary grade teacher teaches reading the way she was taught. "If it worked for me, it can work for the others."</p>	
<p>4. Selective perception/retention-People respond to new suggestions within the structure of existing attitudes. Even dissonant situations are perceived as reinforcing.</p>	<p>The reading teacher at the adult basic education center has three bilingual pupils and is therefore convinced that segment of the population is being served adequately.</p>	

Resistance	Example	Solution (s)
<p>5. Dependence-People incorporate the values, attitudes and beliefs of those they trust and depend on.</p>	<p>A sixth grade boy hears his father talk about how he never liked to read and decides he feels the same way.</p>	
<p>6. Superego-Individuals enforce the moral standards acquired in childhood from authoritative adults.</p>	<p>A Mexican-American parent does not want the childrer. to attend schools where their culture is not reinforced.</p>	
<p>7. Self-distrust-People feel they do not know enough or are not in a position to follow their impulses to change.</p>	<p>A former illiterate citizen on the Advisory Council appears to be attentive but never speaks during meetings.</p>	
<p>8. Insecurity and regression-There is a tendency to seek security in the past, especially in frustrating situations, when change would be the most effective solution.</p>	<p>A third grade teacher is reluctant to give up the classroom collection of books for accession into the school's media center. This teacher can see only that the books might no longer be available when needed and does not understand that a much wider variety of materials can be checked out at any time.</p>	

RESISTANCE IN SOCIAL SYSTEMS

Resistance	Example	Solution(s)
<p>1. Conformity to norms-Norms are customary and expected ways of behaving in a group.</p> <p>2. Systematic and cultural coherence-Innovations which are helpful in one area may have negative repercussions in the other.</p> <p>3. Vested interests-Immediate resistance can come from a threat to the economic or prestige interests of individuals.</p>	<p>A school principal hesitates to get involved in Right to Read because none of the other principals are interested in doing so.</p> <p>The Board of Education decides not to allocate the funds requested for a Right to Read program because other program areas would have to undergo budget cuts.</p> <p>The teacher's union will not endorse the use of volunteer reading tutors because they fear these volunteers will eventually cause a reduction in the number of professional staff positions.</p>	

Resistance	Example	Solution(s)
<p>4. The sacrosanct-A reform that comes close to taboos and sacred rituals faces the greatest resistance.</p> <p>5. Rejection of "outsiders"- Most changes come from outside an institution with little local initiative and participation.<sup>5</sup></p>	<p>A black person offers to help tutor people from an all-white church and is turned down.</p> <p>The local Right to Read director, who is employed by the community college, goes to the school district superintendent with suggestions on how the district's reading program could be improved. The suggestions are rejected.</p>	

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<sup>5</sup>Ibid., pp. 489-496.

CHECKLIST  
OVERCOMING RESISTANCE TO CHANGE

A. Who brings the change?

Resistance will be less if:

\_\_\_\_\_ administrators, teachers, members of the Board of Education and community leaders feel that the project is their own - not one devised and operated by outsiders.

\_\_\_\_\_ the project clearly has the wholehearted support from top officials.

B. What kind of change?

Resistance will be less if:

\_\_\_\_\_ participants see the change as reducing rather than increasing their responsibilities and burdens.

\_\_\_\_\_ the project is in accord with values held by the participants.

\_\_\_\_\_ the project offers a new experience that interests participants.

\_\_\_\_\_ the project does not threaten the autonomy and security of those involved.

C. How can the change be implemented?

Resistance will be less if:

\_\_\_\_\_ participants help diagnose the problem. This fosters agreement on the definition and importance of the problem.

\_\_\_\_\_ the project is adopted by group consensus.

\_\_\_\_\_ proponents of the program can work with its opponents, recognizing valid objections and relieving unnecessary fears.

\_\_\_\_\_ it is recognized that misunderstandings and misinterpretations are likely. Provisions for feedback and further clarification should be made.

\_\_\_\_\_ the project can be modified if evaluation and experience indicate that it is desirable or necessary.

## V. CONFLICT MANAGEMENT

A basic issue often facing a leader is how to operate in situations of dissention. Those involved must be willing to collaborate toward a common goal and commit themselves to its achievement. Conflicts should be resolved in a way that does not weaken or jeopardize group objectives. At the same time, group members should be able to maintain their personal dignity and position in the system. As much as possible, conflicts that arise should be solved to everyone's satisfaction.

People dictate the meaning and consequences of conflict situations. Outcomes are often influenced more by the way the problem is handled than by the nature of the conflict itself. The process of resolving conflict can be enhanced if the leader and group members have a mutual understanding and acceptance of each other's beliefs and attitudes.

There are many ways the leader can approach a problem situation. One way is to ignore, avoid or deny that the conflict exists at all. Forced cooperativeness and cheerful compliance characterize this method.

Some people see conflicts as having only two outcomes: winning and losing. Those who hold opposing opinions are viewed as adversaries, who have to be coerced into compliance.

Another way of dealing with conflict is to leave it psychologically and sometimes even physically. This strategy is governed by hopelessness and is designed to protect the individual from the punishment of being involved in struggles that cannot be won. The end result is usually compliance without commitment, coupled with frustration and hostility.

A fourth method of conflict resolution mixes a little bit of winning with a little bit of losing. It softens the effects of losing by limiting the gains. Constant compromise, however, can cause confusion of values and goals.

Finally, there is a style based on the assumption that working through differences may lead to a more creative solution of both personal and interpersonal problems than

any single group member could achieve. Differences serve primarily as symptoms of incomplete understanding and less than acceptable levels of commitment on the part of group members. There is tolerance for individual beliefs in a climate of openness and trust. This style is predicated on the notion that everyone profits from effective conflict resolution and that relationships can be enhanced by it.

#### WIN-WIN STRATEGY

This last strategy is often called the win-win or no-lose method of conflict management. Because it has proven to be the most effective one, more detail about it will be provided here. There are six steps in the win-win method, listed and discussed below.

##### Step 1: Identify and define the conflict

1. Select an appropriate time to meet with the group.
2. Explain that there is a problem that needs solving.
3. State clearly what feelings you have, what needs of yours are not being met or what is bothering you.
4. Avoid messages that put down or blame someone.
5. Indicate that you want the group to join with you in finding a solution acceptable to those representing both sides of the issue.

##### Step 2: Generate possible solutions

1. Try first to identify all solutions; you can add your own later.
2. Do not evaluate, judge, or belittle any of the solutions offered. Accept all ideas for solutions.

##### Step 3: Evaluate the alternative solutions

1. Work with the group to explore each alternative. Use questions like:
  - a. Which of these solutions looks best?
  - b. Which solution is the one we want?
  - c. What are the strengths and weaknesses of the solutions?
  - d. What other factors affect the feasibility of the solutions?

Step 4: Select the best solution

1. Test the best solutions against the feelings of others.
2. Remember that decisions are not necessarily final and impossible to change.
3. If there are a number of steps or elements in the solution, clarify and record them.
4. Be sure that everyone in the group understands that each member is making a commitment to carry out the decision once it is made.

Step 5: Implement the decision

1. Identify when, where and how each person will help implement the decision.

Step 6: Conduct a follow-up evaluation

1. Gather information about the effectiveness of the decision and its implementation.
2. Make needed modifications in the strategy.



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*People usually fail  
when they are on the  
verge of success.  
So give as much care to  
the end as to the  
beginning;  
Then there will be no  
failure.*

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