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ABSTRACT
                This report describes a project to provide Texas with
a training model for reading consultant use in training adult basic
education teachers. The first section lists three project purposes:
to provide a training model, to develop teacher resources for staff
development, and to provide teachers with information about the
reading process and diagnosis and remediation of reading problems.
Section 2 describes the process used in two adult education
cooperatives that worked with Southwest Texas State University which
provided a reading consultant. Activities to meet these objectives
are summarized: (1) assess staff's ability to diagnose and remediate
reading problems, (2) train staff to diagnose and choose materials
and strategies to remediate problems, (3) assess materials and
operational design used in the cooperatives and propose changes, and
(4) evaluate consultation process effectiveness. Topics addressed
include resource identification: assessment instruments to assess
teachers' needs, students' progress, and feedback on training:
initial and final workshops: and individualized training based on
needs. Section 3 focuses on project evaluation. It also contains a
question and answer segment addressing choosing a consultant,
consultation process effectiveness in various settings, and length of
contact time. Appendixes, amounting to approximately one-half of the
report, include assessment instruments and workshop agendas. (YLB)

THE DEVELOPMENT OF AN INTER-COOPERATIVE CONSULTATION MODEL FOR READING IN ADULT BASIC EDUCATION

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OBJECTIVES
OF
1979-80   ADULT READING PROJECT

SOUTHWEST TEXAS STATE UNIVERSITY

1. Assess the staff's ability in both cooperatives to diagnose

    and remediate reading problems.

2. Train staff members to diagnose and effectively choose materials

    and strategies to remediate reading problems.

3. Assess the materials and operational design used in the

    cooperatives to facilitate reading diagnosis and remediation

    and propose needed changes.

4. Evaluate the effectiveness of the consultation process.

5. Produce a report outlining an effective model for the use of

    a reading consultant to train ABE teachers.

INTRODUCTION AND BACKGROUND INFORMATION

I. Introduction and Background Information

The primary purpose of this project has been to provide the state of Texas with a training model for the teachers and potential teachers in adult reading. This project was initiated because there was evidence to suggest that teachers and administrators recognized the need for staff development in the area of literacy instruction (Clark, Mitchell, and Radeka, 1978; Longnion, 1974; and Robinson, 1974).

Many staff development resources have emerged in recent years: texts, journal articles, kits, project reports, and modules. Some of these resources are comprehensive in nature; they focus on the nature of the adult learner and how to assess and teach literacy skills. Other resources are much narrower in focus and provide little relevant information for the teacher. There have been problems with the actual use of such resources.

In informal surveys of teachers at workshops throughout the state this year, the project staff found very few teachers knew of the resources available to them, and even fewer use them. This is not a surprising revelation. Survey results of 12 Texas universities in the Spring of 1980 (Longnion) revealed that there were no courses addressing the teaching of reading to adults. So the traditional vehicle of college courses has not been available to the Adult Basic Education teachers. Teachers in workshops throughout the state have been concerned about their teaching of reading, but they have not received training nor do they have enough information to choose effective staff development resources on the market. How can they be expected to know if their resources are comprehensive in nature? For the most part they do not have enough information to even know what questions to ask or to even identify what they do not know!

This project has had several purposes:

1. To provide a training model for teachers of reading that supervisors can use in their own cooperatives or in cooperation with several cooperatives.
2. To develop resources -- lists for teachers interested in pursuing their own staff development.
3. To provide teachers with information about the reading process and the diagnosis and remediation of reading problems through workshops and individualized training.

There were five specific objectives of the project. There were as follows:

1. To assess the staff's ability in two adult education cooperatives to diagnose and remediate reading problems.
2. To train staff members to diagnose and effectively choose materials and strategies to remediate reading problems.

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3. To assess the materials and operational design used in the coopera-
   tives to facilitate reading diagnosis and remediation and propose
   needed changes.
4. To evaluate the effectiveness of the consultation process.
5. To produce a report outlining an effective model for the use of
   a reading consultant to train ABE teachers.

The project has featured a cooperative and unique effort between a univer-
sity and two adult education cooperatives, one with a public school sponsor and
the other with a community college prime sponsor, to achieve the above objectives.
Southwest Texas State University served as a fiscal agent and provided the pro-
ject staff: the reading consultant for the training project and two additional
consultants -- The Department Head of Education and the Director of the Reading
Program. The two cooperatives provided the teachers for the project. In
addition, the two cooperatives' directors and teacher represenatives worked
cooperatively with the Southwest Texas State University staff in planning and
implementing project goals and objectives.

The following few pages provide a description of the process used in the two
cooperatives. This model might be used in other local cooperatives.

DESCRIPTION OF THE TRAINING PROCESS

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II. Description of the Training Process

Daily logs were kept for the entire project which may be obtained from the Texas Education Agency Adult Program Division. The following pages will only summarize the process. The chart on the following page provides a visual representation of the activities of the project. Explanations of the process follow on the next few pages.

A. Identifying Resources

Resources were identified and lists compiled in several areas:

    1. Material resources available in the two adult education cooperatives in which the training occurred,
    2. Instructional materials available on the market,
    3. Project reports in the area of staff development in reading,
    4. Texts in the field of reading,
    5. Journal articles on adult reading,
    6. Names of journals and organizations that contribute to the body of knowledge in adult reading,
    7. Assessment resources in adult reading, and
    8. Names of publishing companies of texts and materials.

These resources have been listed in the rough draft copy of the Handbook for Teaching Reading to the Adult Basic Education Student which has been sent to each local cooperative director.
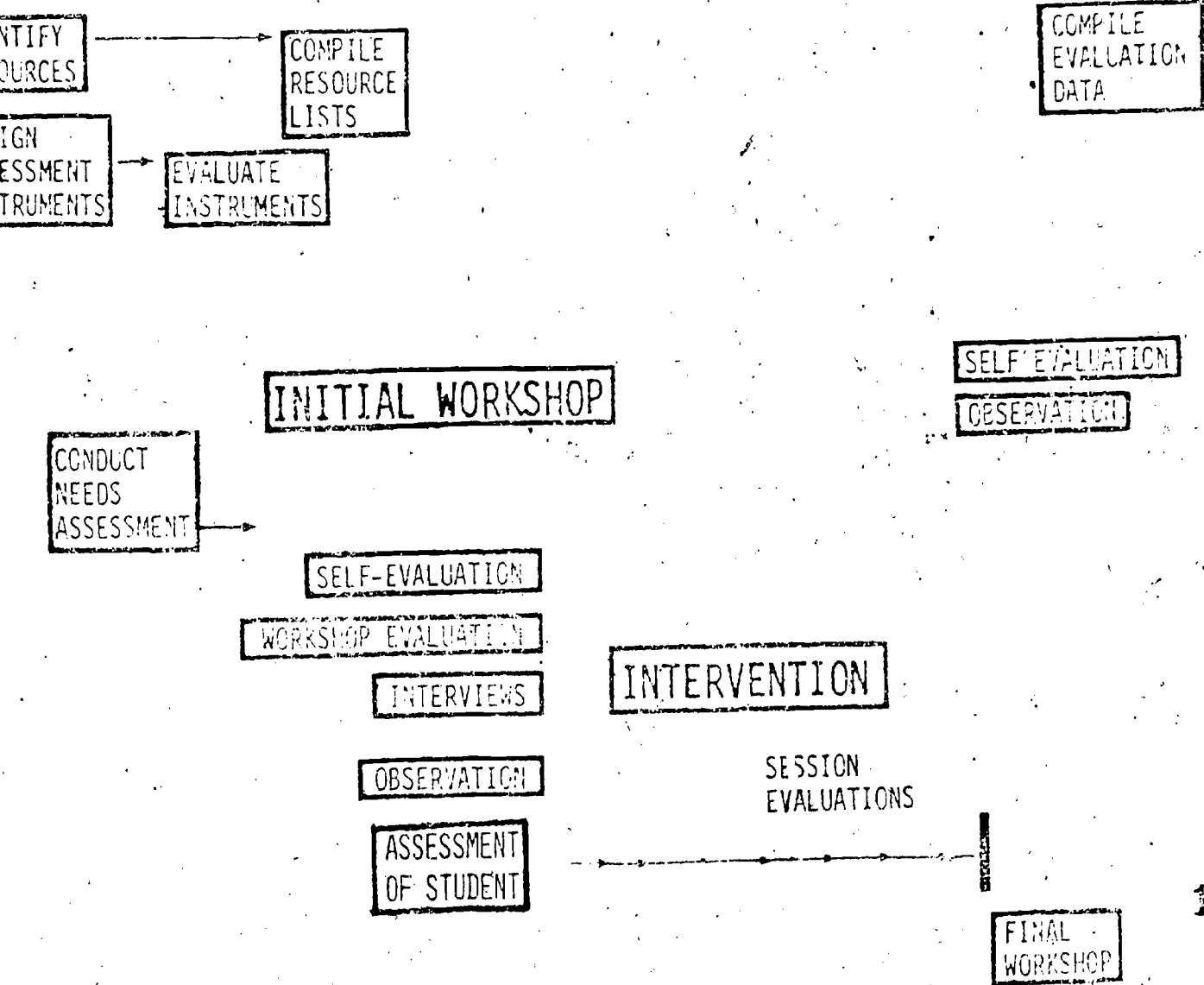
B. Assessment Instruments

Several instruments were designed and utilized in the project year to collect information. Most of the instruments were designed to assess the teacher's needs. A few were created to assess the student's progress. A third group of instruments were designed to receive feedback on the training in the project.

The instruments that were used can be found in Appendix A and are as follows:

    1. Teacher Questionnaire -- This instrument was used in September as a needs assessment. It was used to identify workshop topics and to identify possible participants for the individualized training in the project. In Part II of the instrument, 10 of the 13 possible ways to learn were taken from a list suggested by Otto and Erickson in Inservice Education to Improve Reading Instruction.
    2. Teacher Self-Evaluation Instrument -- This instrument was administered as a pre and post measure of the teacher's own evaluation of his/her knowledge and performatnce. It was administered at the beginning of the initial workshop and at the conclusion of the final workshop.
    3. Goal Sheet -- This instrument was used at the initial workshop to obtain specific goals of each teacher for the year.
    4. Survey of Teachers (Interview) -- This survey was used as a guideline to interview teachers in the initial stage of the individualized training sessions.

ADULT READING PROJECT

| Y | AUGUST | SEPT. | OCT. | NOV. | DEC. | JAN. | FEB. | MARCH | APRIL | MAY |

NTIFY OURCES → **COMPILE RESOURCE LISTS**

COMPILE EVALUATION DATA

IGN ESSMENT TRUMENTS → **EVALUATE INSTRUMENTS**

INITIAL WORKSHOP

SELF EVALUATION

OBSERVATION

CONDUCT NEEDS ASSESSMENT →

SELF-EVALUATION

WORKSHOP EVALUATION

INTERVIEWS

INTERVENTION

OBSERVATION

SESSION EVALUATIONS

ASSESSMENT OF STUDENT

FINAL WORKSHOP

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5. Individual Session Evaluations -- This instrument was used to
    evaluate the individual sessions. The information was collected
    two or three times throughout the individualized training period.
    The information provided valuable feedback to the consultant in
    planning future sessions.

6. Evaluation of Your Students' Performance -- This instrument was
    designed to collect information on how the project affected the
    students' performance.

7. Observation -- The first two pages of this instrument are part of
    an observation instrument designed and implemented in an staff
    development project at Texas A&M University (Fellenz, 1979). The
    instrument had originally been designed to be a pre and post
    assessment of teacher behavior in the classroom. However, it was
    actually used as a diagnostic instrument. It provided information
    to the consultant for use in planning activities for the participants
    in the project. The instrument is a very subjective instrument,
    but it did prove to be helpful in collecting information for training
    purposes.

8. Project Evaluation -- This instrument was used to obtain teachers'
    evaluations of the entire project. This evaluation was not given to
    all teachers in the two cooperatives. It was given only to the
    participants who participated in the individualized training.

9. Workshop Evaluation -- The Texas Education Agency's workshop eval-
    uation forms were given to all workshop participants in the Fall and
    in the Spring to evaluate the effectiveness of the two workshops.

C. Initial Workshop

    After resources were identified, instruments were designed, and information
from the teacher questionnaire was gathered; the initial workshop was planned.
(See Appendix B for the agenda and a brief description of the presentations).
Twelve presentations were planned. Five staff members of the reading department
at SWTSU provided their time and skills in conducting the sessions at the initial
workshop. Teachers were asked to complete the Teacher Self-Evaluation Instrument
and their Goal Sheets.

    Approximately 70 teachers attended the workshop and 29 teachers chose to
participate in the individualized training.

D. Individualized Training

    After the workshop, the specialist began conducting individual sessions with
each of the 29 participants. Initially, short interviews were held with each
teacher and observations made of their teaching performance. Not all teachers were
observed, for not every teacher requested the reading specialist for assistance in
the classroom.

    The training program for each participant was very different. There is a
breakdown of percentages on the next page of how teachers spent their time in the
training program. The information on page 6 lists the breakdown of the reading
specialist's time on the project. Page 7 lists the goals of the participants
obtained from the teacher questionnaire, interviews and goal sheets. The needs
were varied.

PERCENTAGE INDICATING
HOW TEACHERS PARTICIPATED IN TRAINING

ID # of Participant	Consultant Modeled Diagnostic and Teaching Strategies	Discussions Were Held About Problems, Methodologies, Materials. and Resources	Consultant Reviewed or Shared Materials and Resources	Consultant Brought Teachers to Visit With Other Teachers
1	40	60	0	0
2	0	40	0	60
3	20	40	20	20
4	30	40	30	0
5	40	20	20	20
6	0	100	0	0
7	25	25	25	0
8	40	20	20	25
9	0	50	50	20
10	0	0	80	0
11	30	20	30	20
12	80	10	10	20
13	40	30	30	0
14	50	30	20	0
15	80	20	0	0
16	30	40	30	0
17	0	80	20	0
18	0	80	20	0
19	30	30	40	0
20	0	50	50	0
21	0	80	20	0
22	30	30	40	0
23	40	40	20	0
24	0	20	80	0
25	20	40	40	0
26	60	30	10	0
27	50	40	10	0
28	0	50	50	0
29	30	40	30	0
Mean Percentage	16.38	39.83	27.41	6.38

CONSULTANT'S JOB TASK SUMMARY SHEET

CAMPUS REGISTRATION	1 hr.	
CLASS	77 hrs.	30 min.
CLASS PREPARATION	32 hrs.	
CONFERENCE	87 hrs.	
INSTRUMENTS	52 hrs.	
MANAGEMENT	173 hrs.	45 min.
MEETINGS	48 hrs.	55 min.
PLANNING	294 hrs.	15 min.
PRESENTATIONS	72 hrs.	30 min.
RECORDKEEPING	66 hrs.	50 min.
REPORTS	21 hrs.	
RESOURCE LIST	74 hrs.	30 min.
STAFF MEETINGS	14 hrs.	10 min.
TEACHER VISITS	315 hrs.	30 min.
TRAINING	6 hrs.	30 min.
TRAVEL	125 hrs.	45 min.
WORKSHOP PREPARATION	263 hrs.	30 min.

PARTICIPANT'S GOALS

MASTER LIST

INSTRUCTION:
Word attack skills	1
Comprehension	5
Methodologies	4
ESL	1
Rate	
Retention	1
Vocabulary	3
Client to pass Math GED	1
total	16

MATERIALS:
Selection or use of material	2
Content Material	
A-V Material	1
New courses of study completed--that I am writing	1
total	4

DIAGNOSIS:
Finding Level or Appropriate Test	?
Learning Style	2
total	4

MANAGEMENT:
Reward system	1
Individualized	3
Better record keeping; testing more frequently, at least once a month or every two months	1
Better organization	1
total	6

MISCELLANEOUS:
Locate and identify new students for the adult education programs	1
To stay at one site for one year	1
To work toward advanced degree	1
Increase enrollment	1
Set up monthly entrances into the GED	
total	

Some teachers chose to meet before class and after class while others chose to utilize some assistance from a reading specialist during class. Resource lists, instructional materials, and resource texts were delivered to teachers. Occassionally, groups of teachers met for a demonstration or a discussion on a specific topic. Some teachers requested the specialist to model assessment and remediation strategies for an entire class. Others requested that the specialist only work with one or two students. Some instructors limited the training program to out of class activities such as reviewing materials, designing lessons, and reading text materials.

Two cooperatives used one reading specialist to train the teachers. The consultant traveled as far as 90 miles to Kerrville and as short a distance as 25 miles to New Braunfels. Some days only one teacher was visited. Other days as many as eight teachers convened for a group discussion.

E. Final Workshop

After five months of individualized training, a final workshop was planned and implemented (See Appendix B for the agenda). Eleven sessions were presented. Nine of the eleven sessions addressed the theme of adult reading. Those participants in the individualized training sessions of the project were asked to evaluate the project. All workshop participants were asked to complete the Teacher Self-Evaluation Questionnaire.

EVALUATION OF THE PROJECT

III. Evaluation of the Project

Generally, the project staff was very pleased with the results of the project. The staff felt that progress had been made in training the teachers to more effectively diagnose and remediate reading problems in the ABE classroom. The training received positive evaluations from the participants, but there was little evidence that the training had a positive effect on students' performance. The training period and evaluation period was too short to effectively measure and change teacher behavior in time to measure student improvement. The fact that so many students drop out for reasons beyond the teacher's control only complicated the problem of measuring the teacher's effectiveness in class.

The entire training model was based on Wood and Thompson's guidelines for better staff development. They share the following:

1. Adults will commit to learning something when the goals and objectives of the inservice are considered realistic and important to the learner, that is, job related and perceived as being immediately useful.
2. Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.
3. Adult learners need to see the results of their efforts and have accurate feedback about progress toward their goals.
4. Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgment that we adults are less than adequate, which produces anxiety during new learning situations such as those presented in inservice training programs.
5. Adults come to any learning experience (inservice) with a wide range of previous experiences, knowledge, skills, self-directions, interests, and competence. Individualization, therefore, is appropriate for adults as well as children.
6. Adults want to be the origins of their own learning; that is, involved in selection of objectives, content, activities, and assessment in inservice education.
7. Adults will resist learning situations which they believe are an attack on their competence, thus the resistance to imposed inservice topics and activities.
8. Closely related, adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing. Doesn't that sound like current inservice practice? We typically use inservice training to eliminate weakness we see in our personnel.
9. Adult motivation for learning and doing one's job has two levels. One is to participate and do an adequate job. The second level is to become deeply involved, going beyond the minimum or norm. The first level of motivation comes as the result of good salary, fringe benefits, and fair treatment. The second builds on the first, but comes from recognition, achievement, and increased responsibility—the result of our behavior and not more dollars.

10. Motivation is produced by the learner; all one can do is encourage and create conditions which will nurture what already exists in the adult.
11. Adult learning is enhanced by behaviors and inservice that demonstrate respect, trust, and concern for the learner.

Several components of the process were viewed as positive:

1. Training was geared toward perceived needs of teachers;
2. The training allowed for all types of learning environments;
   a. Large and small group settings at the workshops
   b. Structured presentations in lecture, demonstration, and participation formats at workshops
   c. Individualized training in classroom settings and home settings for a less structured format; and
3. Continuous assessment occurred throughout the project.

After the committee and staff reviewed the feedback, they felt other cooperatives could benefit from adopti $_{\rm J}$ the model used or adapting it to their own staff development needs. The strengths of the model are illustrated below.

SEPT.	OCT.	NOV. -- MAY	MAY	JUNE
Identify resources	Design initial workshop based on needs assessment	Continue assessment and begin individualized training	Plan and implement final workshop according to feedback obtained in evaluation forms	Final evaluation of training
Identify teacher's perceived needs				

Several questions were listed in the initial proposal for this project that should be addressed in this report. The next few pages will address those questions:

1. How do I choose a consultant?

   It would be desirable that the reading consultant have both course work and experience in teaching reading. Be aware of the consultant or staff development leader who offers simple solutions to the complex problem of reading instruction and especially in adult reading.

   Check to make sure the consultant is not narrow in his/her approaches and methodologies. If the consultant proposes every one learns to read by phonics and only phonics then it is possible they do not have insight into the complex problem of teaching reading. The interaction of teacher, content, student, and method variables will dictate the instructional strategies used for each student.

2. How effective is the consultation process in group workshops?

The quality of the workshops depends on the quality of the presentors. If the workshop is well-organized and presents relevant topics, then it can be an effective means of staff development. The workshops in this project were rated high due to their meeting the expressed needs of the participants. The teachers felt that their time was well invested.

3. How effective is the consultation process in individual conferences?

Again, as in the workshop, the effectiveness of the sessions depend largely on the quality of ideas and resources offered by the consultant at the sessions. If one has a competent resource person or consultant, then both workshops and sessions can be effective. Most teachers expressed their concern that they never wanted to have to choose between the workshops or individual sessions. The teachers felt they offered different vehicles for the content. Most teachers wanted the variation of having both.

4. Approximately how many contact hours are needed to train educators with no reading background, with reading course work and/or experience? Is an experienced staff member easier to train?

There seems to be no magical number of hours that will suffice for every teacher. Some teachers participated as little as two hours of training while others chose close to 50 hours of training.

The trained reading teacher versus the untrained reading teacher seemed to make little difference in who sought to change their behavior. Teachers with experience and coursework in the field of reading were easier to communicate with, for they knew the terminology. They were also reluctant to change behavior -- possibly because they felt they already knew about reading. Some of the reading teachers had difficulty adjusting methodologies to the adult education setting. Some reading teachers were very easy to train, and they were receptive to new ideas.

One might assume that the experienced staff was easier to train. Not always. They like the reading teachers often were reluctant to change familiar habits and practices in the class.

The observations made by the consultant in this project did not find experienced versus inexperienced teachers to be an important variable in the training program. Nor did formal training in reading appear to be a critical variable.

Motivation seemed to be critical. Those teachers who were faced with students they could not help were intensely interested in obtaining new strategies and information.

5. What are some realistic performance expectations when hiring a consultant?

   If one is considering using a resource staff member to work with teachers, it is good to note that it takes time to change values and behavior. Much of the consultant's responsibilities included record-keeping and the development of instruments that would not have to be addressed in local cooperatives. The instruments of an adaptation of of them could be used in other local cooperatives. Five or six months of training will probably not be enough. Without having to develop their own instruments, other consultants could spend more time in actual training.

   Resources (texts, journal articles, variety of materials) are essential. An unexpected outcome of this project is a notebook of resources. It is possible for local cooperative staff members to identify resources with the aid of the notebook.

   The individualized training aspect of staff development can be very demanding when resources are limited and travel distances are great. Scheduling sessions to meet all the participants can be demanding. Some teachers requested aid at 8:00 a.m. Others selected 8:00 p.m. as their prime time. To be effective, flexible scheduling will have to occur.

6. How effectively can training occur when sharing costs with another cooperative?

   The two cooperative directors involved in the project were very pleased with the outcome of the project. Neither cooperative could or would have hired someone full time. A half time position to train their teachers seemed feasible. The two cooperative directors were very cooperative with the project staff and very supportive of the project.

7. How instrumental is a consultant in disseminating information from other sources?

   Feedback from project participants indicated that they received much valuable information. A well informed and resourceful staff development leader can disseminate information at both workshops and individual sessions. Workshops as a vehicle disseminate lots of information quickly, but sessions may offer more relevant information to individual teachers.

8. Can the use of a consultant make a difference in the staff's performance and their confidence in their performance? If so, can their performance make a difference in the students?

   Most of the limited information in the project suggested teachers felt they had learned something to aid them in their classrooms. As mentioned earlier in this report, some teachers began to change behavior, but little is known about the effect of their change on students' performance.

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APPENDIX A

TEACHER QUESTIONNAIRE

General Information

Name _____   Cooperative _____

Work Phone _____   Instructional Site _____

Home Phone _____   Teaching Responsibility _____

I. Please check the specific areas of reading instruction about which you currently
    feel a need for information, next to the number of the topic.

_____ 1.   selecting appropriate assessment instrument   _____

_____ 2.   minimal assessment needed to begin teaching   _____

_____ 3.   diagnosing reading levels of students   _____

_____ 4.   development of individual prescription for students   _____

_____ 5.   assessing students' interests   _____

_____ 6.   diagnosing visual/hearing problems   _____

_____ 7.   diagnosing comprehension skills   _____

_____ 8.   diagnosing word attack skills   _____

_____ 9.   diagnosing vocabulary, and language competence   _____

_____ 10. diagnosing rate   _____

_____ 11. diagnosing learning style   _____

_____ 12. diagnosing of listening skills.   _____

_____ 13. efficient organization and management of reading class _____
                and curriculum

_____ 14. selecting materials for specific students   _____

_____ 15. organizing materials for best utilization within classroom_____

_____ 16. recordkeeping   _____

_____ 17. assessment of reading materials   _____

_____ 18. establishing realistic goals for students   _____

_____ 19. how to balance a reading program   _____

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_____ 20. scope and sequence of skills - which are essential?   _____

_____ 21. survey of instruments (formal and informal) that can be   _____
               utilized

_____ 22. knowledge about reading process   _____

_____ 23. knowledge about reading philosophies   _____

_____ 24. conducting individual conferences   _____

_____ 25. grouping strategies   _____

_____ 26. teaching word attack skills   _____

_____ 27. teaching comprehension skills   _____

_____ 28. teaching rate   _____

_____ 29. teaching reading as you teach content - math, science,   _____
               social studies, or coping skills

_____ 30. directed reading activities   _____

_____ 31. create my own comprehension questions to accompany   _____
               magazine article, newspaper, etc.

_____ 32. group activities for specific skills   _____

_____ 33. Other (Please specify)   _____

II. Please rank order the following according to your preference for the ways
     in which you like to learn.

_____ 1. lecture

_____ 2. lecture with illustrations

_____ 3. demonstration

_____ 4. observation

_____ 5. interviewing

_____ 6. brainstorming

_____ 7. group discussion

_____ 8. role playing

_____ 9. guided practice

_____ 10. visits by a resource person to my class

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_____ 11. read resource material

_____ 12. film

_____ 13. tapes

III. Please complete the following statement by checking your response.

I would accept a resource person into my class:

_____ 1. if she/he contacted me

_____ 2. as many times as we deem necessary

_____ 3. during the year to enable me to reach my goals

_____ 4. only once or twice

_____ 5. outside of class time only

_____ 6. during class time only

_____ 7. during or outside of class time (as long as its convenient)

_____ 8. with no reservations

_____ 9. with reluctance

_____ 10. if I were convinced it would be helpful

IV. Please check off ways you would utilize a reading resource person.

_____ 1. demonstrate diagnostic techniques with my student

_____ 2. demonstrate teaching strategies in my class

_____ 3. present specific lessons to my class and/or students

_____ 4. to conduct individual conferences with my students so I can observe technique

_____ 5. to provide me with articles or texts that I can read on specified topics

_____ 6. to answer specific questions

_____ 7. to obtain feedback about my own teaching

_____ 8. help me select appropriate materials

_____ 9. help me select appropriate assessment instruments

_____ 10. help me select appropriate methodology

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_____ 11.   resource for designing a management system of my own

_____ 12.   resource for ideas on activities

_____ 13.   discuss specific student needs or problems

_____ 14.   Other (please specify)

V. Please review the methods of learning that are listed under the Section # II
    in this questionnaire. Then reexamine the topics listed in Section # I that
    you checked you were interested in learning more about. Please denote the
    preference of method by which you want to learn each topic. Do this by
    placing the number of the method to the right of the topic listed in Section # I.

    EXAMPLE: If you feel you would learn to diagnose visual/hearing problems
              by a lecture with illustrations, place a 2 next to the topic.

    ___✓___   6. diagnosing visual/hearing problems   ___2___

    Note: You can select more than one method for each topic.

VI. What do you perceive are three of your most critical needs in teaching
    your students reading? In other words, what do you need to know to become
    a more effective teacher?

    (Content teachers can answer this question also since so much of your
    time has to be spent in teaching students to comprehend reading passages.)

1. _____

2. _____

3. _____

What keeps your students from improving their reading skills:

General Information:

Name_____   Cooperative_____

Work Phone_____   Instructional Site_____

Home Phone_____   Teaching Responsibility_____

Directions: Under the major categories Materials, Student Behavior or Traits, and Administrative Support, please indicate your impression of the effect of the listed factors on adults learning to read by circling the appropriate number.

    1. Has no effect on students improving their skills.

    2. Has some effect on students improving their skills but is not significant.

    3. Has significant effect on students improving their skills and is, in fact, essential.

Example: If you feel that regular attendance has a great effect and is signifi-ficant to students improving their reading skills, then you would do the following:

	No Effect	Some Effect	Significant Effect
Regular Class Attendance	1	2	(3)

If you feel that possessing adequate social skills has no effect on students learning to read, then you would do the following:

	No Effect	Some Effect	Significant Effect
Possess adequate social skills	(1)	2	3

What effect do the following factors, <u>Materials</u>, <u>Student Behavior or Traits</u>, and <u>Administrative Support</u>, have on your students learning to read?

MATERIALS

	No Effect	Some Effect	Significant Effect
Sufficient Materials	1	2	3
Variety of Materials	1	2	3
Appropriate Materials(grade level/ content)	1	2	3
Appropriate practice and reinforcement activities	1	2	3
Multi-sensory Materials	1	2	3
Adequate A-V equipment	1	2	3

STUDENT BEHAVIOR OR TRAITS

Regular class attendance	1	2	3
Financial Stability	1	2	3
Realistic Goals	1	2	3
Emotional Stability	1	2	3
Value for Reading	1	2	3
Interest in Materials	1	2	3
Appropriate Rate of Learning	1	2	3
Positive Self-Concept	1	2	3
Good Health	1	2	3
Average or Above Average Intelligence	1	2	3
Free of physical disabilities	1	2	3
Free of learning disabilities	1	2	3
Adequate Social Skills	1	2	3
Adequate Time to Study	1	2	3
Good Command of Language	1	2	3

ADMINISTRATIVE SUPPORT

Adequate inservice training and/or professional literature available	1	2	3
Adequate support staff such as an aide, counselor, reading specialist, and/or curriculum expert available	1	2	3
Adequate instructional setting	1	2	3
Adequate resources	1	2	3
Appropriate Work Load	1	2	3
Appropriate Student Load	1	2	3

	What effect do these factors have on your students learning to read?			Your competency rating in assessment, instruction and management.					Does a lack of time influence your competency?	
	No	Some Effect	Sign.	1	2	3	4	5	Yes	No

Assessment con't.

Ability to Diagnose:

vocabulary skills	1	2	3	1	2	3	4	5	___	___
writing skills	1	2	3	1	2	3	4	5	___	___
spelling skills	1	2	3	1	2	3	4	5	___	___
comprehension skills	1	2	3	1	2	3	4	5	___	___
rate	1	2	3	1	2	3	4	5	___	___
language competency	1	2	3	1	2	3	4	5	___	___

INSTRUCTION

Knowledge of methodologies to use with disabled readers	1	2	3	1	2	3	4	5	___	___
Knowledge of available materials	1	2	3	1	2	3	4	5	___	___
Ability to use available materials (content, skill sequence, purpose)	1	2	3	1	2	3	4	5	___	___
Ability to organize materials and match student needs to materials	1	2	3	1	2	3	4	5	___	___
Ability to group students for instruction	1	2	3	1	2	3	4	5	___	___
Ability to provide necessary feedback to students as needed	1	2	3	1	2	3	4	5	___	___
Ability to construct and implement sound instructional strategies	1	2	3	1	2	3	4	5	___	___
Ability to provide directed reading activities	1	2	3	1	2	3	4	5	___	___
Ability to create comprehension questions to articles at varying levels of difficulty (literal, inferential, critical)	1	2	3	1	2	3	4	5	___	___
Ability to provide appropriate instruction based on knowledge of the scope and sequence of skills	1	2	3	1	2	3	4	5	___	___
Ability to assist learner in measuring and evaluating his own learning	1	2	3	1	2	3	4	5	___	___
Ability to stimulate motivation to read	1	2	3	1	2	3	4	5	___	___
Ability to operate equipment	1	2	3	1	2	3	4	5	___	___

Directions: For the next part of the self-evaluation, there are two additional steps. Please follow the directions listed below:

1. It is important to know how you rate yourself. The second column is added for the following competency rating:

   How Competent Am I?
   1—no degree of competency
   2—have a slight degree of competency
   3—have a moderate degree of competency
   4—have a high degree of competency
   5—have a superior degree of competency

2. In the third column if you feel the statement is a problem for you in teaching reading due to lack of TIME to assess, or diagnose, or plan for students, then place a (✓) in the blank.

Example: If you feel that the ability to conduct individual conferences has a great impact on adults learning to read, but you feel that you lack the skills to conduct these interviews, and that you could do a better job if you had adequate time, you should mark your sheet as follows:

	What effect do these factors have on your students learning to read?			Your competency rating in assessment, instruction and management.					Does a lack of time influence your competency?	
	No	Some	Sign. Effect	1	2	3	4	5	Yes	No
Ability to conduct individual conferences	1	2	③	①	2	3	4	5	✓	___
ASSESSMENT										
Ability to identify learning styles	1	2	3	1	2	3	4	5	___	___
Ability to identify vision/ hearing problems	1	2	3	1	2	3	4	5	___	___
Ability to assess interests of students	1	2	3	1	2	3	4	5	___	___
Ability to choose and administer appropriate standardized and informal tests	1.	2	3	1	2	3	4	5	___	___
Ability to design informal assessment instruments	1	2	3	1	2	3	4	5	___	___
Ability to design a reading profile sheet	1	2	3	1	2	3	4	5	___	___
Ability to set student at ease during diagnosis	1	2	3	1	2	3	4	5	___	___

	What effect do these factors have on your student learning to read?			Your competency rating in assessment, instruction and management.					Does a lack of time influence your competency?	
	No	Some Effect	Sign.	1	2	3	4	5	Yes	No

Instruction con't.

Ability to integrate writing, listening, and reading skills	1	2	3	1	2	3	4	5	___	___
Ability to integrate content and the reading process	1	2	3	1	2	3	4	4	___	___
Ability to teach:										
word recognition	1	2	3	1	2	3	4	5	___	___
vocabulary skills	1	2	3	1	2	3	4	5	___	___
writing skills	1	2	3	1	2	3	4	5	___	___
spelling skills	1	2	3	1	2	3	4	5	___	___
comprehension skills	1	2	3	1	2	3	4	5	___	___
rate	1	2	3	1	2	3	4	5	___	___
study skills	1	2	3	1	2	3	4	5	___	___

MANAGEMENT

Ability to design, organize, and implement an individualized program	1	2	3	1	2	3	4	5	___	___
Ability to design a workable management system(assessment, instruction, evaluation)	1	2	3	1	2	3	4	5	___	___
Ability to design organize and implement an adequate record keeping system	1	2	3	1	2	3	4	5	___	___
Ability to determine readability of materials	1	2	3	1	2	3	4	5	___	___
Ability to alter readability levels of specific articles	1	2	3	1	2	3	4	5	___	___
Ability to conduct individual conferences	1	2	3	1	2	3	4	5	___	___

NAME_____   COOPERATIVE_____

                                          INSTRUCTIONAL SITE_____

Listed below are my three goals for this year.

1.

2.

3.

SURVEY OF TEACHERS (Interview)

General Information:

Name _____   Cooperative _____

Work Phone _____   Instructional Site _____

Home Phone _____

Educational Background: (Please check the highest education level attained. If
  you have a degree, please list your major and minor).

_____ High School

_____ Some College

_____ Bachelors Degree: Major _____   Minor _____

_____ Masters Degree: Major _____   Minor _____

_____ Doctorate: Major _____   Minor _____

Experience:

How many years have you taught? _____   How many years have you taught adults?
_____ Are you employed elsewhere? _____   If yes, are you teaching? _____
If yes, what grade level are you teaching and what content? _____
If you are employed and not teaching, what do you do? _____

Instructional Responsibilities:

ESL _____   GED _____   ABE _____   (check one)

What subjects do you teach? _____

What subjects do you like best? _____

What subjects do you like to teach that you are presently not teaching ? _____

_____

In what capacity are you employed? Part-time _____   Full-time _____

In what kind of instructional setting do you teach? (check one)

   Learning Center _____   Library Center _____

   Scheduled Classes _____   Other (please specify) _____

How much of your instructional time is spent in assessing and teaching reading
  skills? (check one)

   0-10% _____
   11-40% _____
   41-60% _____

51-70%_____
71-90%_____
91-100%_____

How much of your instructional time should be spent in assessing and teaching reading skills? (check one)

0-10%_____
11-30%_____
31-50%_____
51-70%_____
71-90%_____
91-100%_____

Characteristics of students:

What percentage of your students read at the following grade levels?

Nonreader_____   9-10_____
1-3   _____   11-12_____
4-6   _____   13 + _____
7-8   _____

What percentage of your students utilize a language other than English at least 50% of the time?

0-20% _____
21-40%_____
41-60%_____
61-80%_____
81-100%_____

What kind of initial assessment do you conduct?

General

Specific

How do you perceive adults learn to read?

What materials do you employ most?

What methods do you employ?

Name_____ Instructional Site_____ Teaching_____

INDIVIDUAL SESSION EVALUATIONS

1	2	3	4	5	6	7
DATE	SETTING	GOAL	ACTIVITY	SESSION RATING Choices: 1-5 (see below)	DID YOU APPLY IDEAS TO CLASS? Choices: yes/no	IF SO, WHAT IS YOUR RATING? (see below)
I.						
II.						
III.						
IV.						

Column 5:
RATING SCALE FOR SESSION WITH MRS. LONGNION

1. I found the session to be extremely valuable, and I am confident I can apply the information to my classroom setting with great success in improving my student's reading skills.
2. I found the session to be very valuable, and with more practice and information, I plan to apply it to my classroom setting with success.
3. I found the session to be valuable, but I do not believe I can use the information to improve my students' reading skills.
4. I did find the session to be valuable, but I will have to meet again before I apply it to my classroom setting.
5. I did not find the session to be valuable, and I will not use the information in my calssroom.

Column 7:
RATING SCALE FOR APPLICATION OF INFORMATION:

1. I found the information extremely valuable as I applied it to my classroom, and I believe it really made a difference in my student's ability to improve his reading skills.
2. I found the information to be valuable as I applied it to my classroom, and I believe it made a difference in my students' ability to read at a later date.
3. I found the information to be useful as I applied it to my classroom, but I am not sure whether it has made a difference in my students' ability to read.
4. I did not find the information to be useful as I applied it to my classroom, and I do not believe it helped my students to read better.
5. The information was not valuable as I applied it to the classroom, for I believe I must have misunderstood the information.

Observer_____Teacher Observed_____

Date_____Time_____a/m p/m Coop_____

DIRECTIONS: Look carefully around the classroom noting bulletin board exhibits, pictures, etc. as well as items referred to on checklist. Consider total class-room environment when responding to checklist. You may revise your responses to this checklist at any time during your observation visit as new information sur-faces.

Check, circle or fill in the blank as appropriate.

I. The Setting
    A. Description of instructional situation (check one or more)

        1. type of site
            a._____learning center   d. _____Library center

            b._____self-contained   e. _____other (specify_____
                                                                 _____)

            c._____media center
        2. instructional approach (check one or more)

            a._____tutorial   d. _____individualized

            b._____skill level grouping   e. _____traditional (all learners
                                                          on same topic, level, etc.)

            c._____interest/content grouping f. _____other (specify_____
                                                                 _____

        3. number of students present during
            observation period_____

        4. number of instructors_____ number of teacher aides_____

        5. physical arrangement (check one or more)

            a._____work tables   e. _____random arrangement

            b._____desks   f. _____circular

            c._____chairs   g. _____other (specify_____
                                                                 _____)

            d._____structured rows

        6. room climate

            a. temperature (circle one) cold cool moderate warm hot

            b. lighting (circle one)   dim   moderate   glaring

            c. ventilation (circle one) stuffy   moderate   drafty

            d. noise level (circle one) minimal   moderate   distracting

B. Teacher Goals for Students
(in brief narrative format, describe what teacher has identified during
interview as class goal (s))

C. The Lesson
1. content (check one)

a._____English as a Second Language

b._____mathematics

c._____communication skills (listening,
speaking, reading, writing)

d. _____ life coping skills

e. _____combination (specify_____
_____)

f. _____other (specify_____
_____)

2. level (check one or more)

a._____basic (0-3)

b._____intermediate (4-6)

c._____advanced (7-8)

d. _____GED preparation (9+)

e. _____combination

f. _____other (specify_____
_____)

3. materials/equipment (check one or more)

a._____workbooks/worksheets

b._____instructional kits

c._____real life materials

d._____community resources

e. _____audio-visual

f. _____charts, maps, graphs

g. _____chalkboard

h. _____other (specify_____
_____)

NAME_____   TEACHING RESPONSIBILITY_____

DATE_____   VISIT # 1_____ 2_____ 3_____

OBSERVATION

Marking Code:

1. the instructor can perform this skill and appears to be highly effective
    in the classroom

2. the instructor can perform this skill and is effective as could be in the
    classroom. The instructor could change the following behavior:

3. the instructor attempts to perform this skill but is not very effective
    for the following reasons:

4. the instructor does not attempt to perform this skill but needs to change
    his strategies and do so to be more effective in the classroom.

5. the instructor performs this skill well, but it has little impact on the
    students for the following reasons.

6. the instructor does not perform this skill well or attempt to perform this
    skill, but it would not make a difference in the student's performance
    for the following reasons:

7. not observable. I was not able to observe this teacher's behavior today.

_____1. The instructor has assessed the student's strengths and weaknesses
        in reading:

                                                              Comments:

        _____uses appropriate formal or informal
               instruments
        _____chooses appropriate skills to assess
        _____can assess variety of factors that contribute to
               successful reading
                    _____Comprehension skills
                    _____Word recognition skills
                    _____Interest
                    _____Attitude
                    _____Vocabulary
                    _____Spelling
                    _____Visual and auditory acuity
                    _____Rate
                    _____language competence

_____can use informal interview as an assessment
technique
_____sets learner at ease during testing
_____Utilizes assessment as a continuous
process for instruction

_____2. The instructor uses the information gathered in
assessment to teach students.

_____is able to capitalize on student's
strengths in teaching to student's weaknesses
_____utilizes information gathered in assessment to
choose appropriate instructional setting
_____utilizes information to choose appropriate
material
_____Utilizes information to choose specific
methodologies
_____utilizes information to establish goals with students
_____utilizes information in choosing learning tasks
_____utilizes information to manage classroom
_____plans instruction based on needs of students

_____3. The teacher has selected appropriate methods to
teach students.

_____uses methodology appropriate to adult learner
_____uses methodology that provides for self-pacing
_____uses methodology that matches students instructional
needs
_____uses methodology that provides for appropriate
reinforcement
_____uses methodology that provides for transfer of skill
_____uses methodology that provides for retention of skill
_____continues to respond to individual's needs during
instructional process
_____methodology provides for motivation of the learner

_____4. The instructor has selected appropriate materials
to teach students

_____has chosen material with appropriate grade level
_____has chosen material with appropriate content
_____has chosen material that provides appropriate
practice of skill
_____has chosen variety of material to insure transfer
of skill
_____has chosen material that matches intent of lesson-
practice, introduction of new skill, reinforcement
_____has chosen material that matches students needs
_____uses multi-sensory material when appropriate

_____5. The teacher utilizes a management system that allows
him/her to offer effective instruction to all students.

_____has a system of record keeping that can be utilized in teaching

_____ utilizes on-going assessment technique
_____ materials are organized for both students and instructor's
efficient use
_____ assists students in establishing goals
_____ makes prescriptions based on diagnosed needs
_____ provides for teacher-directed instruction
_____ provides for self-paced learning
_____ provides for independent activities
_____ provides activities that meet social needs of students
_____ has an evaluation plan for student progress
_____ has an evaluation plan for program effectiveness
_____ has an evaluation plan for own teaching effectiveness

_____ 6. The best things the teacher did in class were:

_____ 7. I would recommend the following changes:

SKILL   RESOURCES,OR ACTIVITIES

_____   _____

_____   _____

_____   _____

_____   _____

_____ 8. The teacher's strengths are as follows:

1. What are your reasons for attending these classes?

2. Do you feel you do not read as well as you ought to or want to ? Why?

3. Do you like to read? Why?

4. What skills do you need to improve the most?

5. What can you do well in reading?

6. How has not being able to read as well as you like affected your life?

7. What changes do you want to occur because of this class?

STUDENT POST-EVALUATION OF READING PROGRAM

1. Have you reached your goal/s in attending these classes? Why or Why not?

2. Do you feel the instructor has enabled you to read better? Why or why not?

3. Has your attitude toward reading improved? Are you reading more outside of class due to this experience?

4. Have you improved the skills you wanted to improve due to your attendance in class? Why?

5. Has your teacher shared with you what you do well in class? Could you use these skills in class to improve your weaker skills? Have you improved these skills even more because of your experiences in class?

6. How has learning to read better in this program affected your life?

7. What changes have occurred due to this class?

8. Has your teacher been an important factor in you improving your reading skills? How?

9. Did your teacher help you to understand what skills you needed to work on and why?

10. Did you learn from the materials you used? Why or why not?

11. What methods or activities did you learn best from? What methods or activities did you learn the least from?

12. Were you given progress reports from your teacher?

13. Were you asked to do about the right amount of work to improve your skills?

14. Were you given a chance to make decisions about your activities in class?

15. The best learning experience in class has been: Why?
    The worst learning experience in class has been: Why?

16. What would you change about your teacher?

17. What would you change about the classes?

18. Are you better understanding what you read due to your visits to class?

EVALUATION OF YOUR STUDENTS' PERFORMANCE

In some cases on the project, I assisted you in working with an individual. Would you mind providing me with some feedback on that students' performance?

_____
Student Name

1. Did you feel the information obtained from me was helpful in working with the student?   Why or Why not?

2. Were the ideas presented to you relevant to your teaching situation?

DIRECTIONS: Please read through the following list of skills and check which skill the student improved in due to our efforts and then in the right column please check how much progress the student made.

3. Skill student improved in-

	few weeks	few months	1 yr.	2-3 yr	4-5 yr.
Word Recognition					
Phonics					
Structural Analysis					
Vocabulary in Context					
Dictionary Usage					
Comprehension					
understanding literal questions					
understanding inferential questions					
understanding critical reading questions					
reading material in class					
reading at home					
own language experiences					
applications, forms,					
content area of math					
content area of social studies					
content area of science					
content area of literature					
thinking skills					
test taking ability					
study habits					
reading on job					
reading newspaper					

4. Affective changes

	Changed very Negatively	Changed Negatively	Changed Positively	Changed very Positively
Relaxation techniques				
attitude toward reading				
attitude toward himself				
attitude toward program				

45

___ attitude toward you
___ confidence
___ habit of reading

APPENDIX B

47

THE WONDERFUL WORLD OF ADULT READING

STAFF DEVELOPMENT WORKSHOP

October 20, 1979

SOUTHWEST TEXAS STATE UNIVERSITY

NEW EDUCATION BUILDING

8:00-9:00   REGISTRATION

Coffee
Visiting
Browsing through Materials
Pick up Workshop Packets
Informal gathering to discuss the intergrating of coping skills
into curriculum

9:00-9:45   GENERAL MEETING--Room 3064

Welcome -- Dr. William Bechtol, Head of Education Department

Purpose of Workshop -- Ms. Billie Chambers, Director of Travis County
        Cooperative

History of Special Adult Reading Grant Project -- Mr. Lloyd Longnion,
        Director of Six County Cooperative

Administration of "Self Evaluation Instrument" -- Ms. Bonnie Longnion

"The Why and How in Teaching Reading to the Adult" -- Ms. Bonnie Longnion

9:45-10:45   GROUP SESSIONS

"How Can I Diagnose Reading Levels and Determine Needs?" -- Dr.
Marguerite Gillis -- informal assessments such as the administration
or and Informal Reading Inventory and a cloze test: how to make them,
how to administer them, how to read the results, and the value in using
them.   ROOM 3064-D (orange chairs)

        (Geared toward all teachers, especially those who need to   ✓
          identify reading levels)

"Teaching Vocabulary and Concepts" --Ms. Mary Olson -- how to improve
adults' vocabulary and facilitate their acquisition of concepts.
ROOM 3008

        (Geared toward all teachers, especially interesting to
          ESL teachers)

"How Adults Read" -- Ms. Bonnie Longnion -- a description of what
actually occurs as adults attempt to read and the implications
for instruction and materials.   ROOM 3064-A (green chairs)

        (Geared toward all teachers, especially those who do not know about
          the reading process)

| 10:45 — 11:00 | BREAK |

11:00 — 12:00   GROUP SESSIONS

"Utilizing an Informal Reading Inventory and Cloze Test in My Classroom" — Dr. Marguerite Gillis — actual practice in administering and interpreting test results. ROOM 3064-D   (orange chairs)

    (Geared to teachers who need to know how to determine reading levels)

"Teaching Comprehension Skills" — Dr. Stinson Worley — strategies that can be employed to improve adults' comprehension skills. ROOM 3008

    (Geared to all teachers who are responsible for their students understanding what they read.)

"Teaching Reading As You Teach Content" — Dr. Betty Moore — how to teach reading as you teach math, social science, and science. ROOM 3007
    (Especially geared to the GED and APL teachers)

"What Do I Need to Assess in Teaching Reading; And When I Have Assessed It, What Do I Do About It?" — Ms. Bonnie Longnion — emphasis on diagnosis to gather information for prescriptions. ROOM 3064 A   (green chairs)

    (Specifically geared to teachers who are interested in individualizing reading instruction)

12:00 — 1:00   LUNCH

1:15 — 2:15   GROUP SESSIONS

"Teaching Reading as You Teach Content" — Dr. Betty Moore — continuation of morning session ROOM 3007

"Teaching Comprehension Skills" — Dr Stinson Worley — continuation of morning session ROOM 3008

"Assessing Learning Style" — Ms. Bonnie Longnion — how to tell how an adult best learns ROOM 3064 A   (green chairs)

    (Geared to reading teachers)

"Efficient Organization and Mangement of the Classroom" — Ms Becky Saavedra — how to manage several activities, how to set up an individualized program, how to organize materials, how to organize record keeping. ROOM 3064-D   (orange chairs)

    (Geared to all teachers)

2:15 — 3:15   GROUP BRAINSTORMING SESSIONS   (Coffee in small groups)

3:15 — 3;45   INDIVIDUAL COOPERATIVE MEETINGS

ROOM 3064 A Six County Cooperative, ROOM 3064 D Travis County Coopera

STAFF DEVELOPMENT WORKSHOP

April 26, 1980

SOUTHWEST TEXAS STATE UNIVERSITY

NEW EDUCATION BUILDING

3rd Floor

8:00-9:00   REGISTRATION

                   Browsing and Visiting

9:00-9:30   GENERAL MEETING

                   Welcome -- Dr. William Bechtol, Head of Education Department

                   Announcements -- Ms. Billie Chambers

                   Review Schedule -- Lloyd Longnion

                   "Where are We and Where Do We Go From Here?" -- Bonnie Longnion

9:30-10:30   GROUP SESSIONS

                   "Critical Reading Skills" -- Dr. Stinson Worley- Room 3008

                   "How to Write Your Own Comprehension Questions to Articles"--
                   Mary Olson -- Room 3007

                   "Nature of Adult Learner: Implications for Diagnosis and
                   Instruction" -- Dr. Arlen Tieken -- Room 3009

10:30-10:45   BREAK

10:45-11:45   GROUP SESSIONS

                   "Tricks of the Trade: A Discussion of Methods and Materials
                   that work"--Paul Dailey --Moderator. Panelist: Evelyn Dudley,
                   Pat Conquest, Maggie Cunningham, Rusty Tieken

                   "ESL as it Relates to Reading" -Ms. Laura Rodriquez   Room 3007

                   "Helping Students Read Math Word Problems" -- Ms. Bonnie Longnion
                   Room 3008

11:45-1:00   LUNCH

1:00-2:00   GROUP SESSIONS

                   "Comprehension Begins Before Reading" -- Dr. Margueritte Gillis
                   Room 3008

                   "Management System for ABE and/or GED Classroom: Diagnosis
                   through Completion of Goals" --Ms. Bonnie Longnion   Room 3009

2:15-3:15   GROUP SESSIONS
                   Project Participants meet with Ms. Longnion   Room 3009
                   (Names are attached)

For Non -Project Participants:

"A New Delivery System: Home Study Program"   --Lloyd Longnion
Room 3008

"TRENDS: How Can It Help Me?"   --Billie Chambers   Room 3064

3:15-3:45   COOPERATIVE MEETINGS   Room 3064

Evaluation of Workshop