

DOCUMENT RESUME

ED 218 602

CS 006 748

TITLE Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 82

NOTE 12p.; Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Black Dialects; Childrens Literature; Decision Making; \*Doctoral Dissertations; Educational Research; Elementary Secondary Education; English Instruction; \*Language Arts; Parent Participation; Principals; \*Reading Instruction; \*Reading Research; Staff Development; Teacher Attitudes; \*Teacher Characteristics; \*Teacher Education

IDENTIFIERS Theory Practice Relationship

ABSTRACT This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) teacher behavior patterns during episodes of reading instruction in grades 4, 5, and 6; (2) the influence of teachers' conceptual frameworks of reading on their instructional decision making; (3) the perceptions of parents and teachers toward parent involvement in reading; (4) use of language arts instructional time by teachers with and without aides; (5) implications of a staff development program for improving the language arts achievement of urban minority youths; (6) teachers' knowledge of and attitudes toward black English and correction of dialect-related reading miscues; (7) characteristics of teacher feedback related to students' oral reading behaviors; (8) the effectiveness of a teacher training program on the achievement and attitudes of academically talented ninth grade students in reading and mathematics; (9) the reading knowledge of selected learning disabilities teachers; (10) teachers' perceptions of the principals' role and involvement in elementary reading programs and the teachers' perceptions of the work environment; and (11) teachers' anxiety levels in response to using children's literature on death in the classroom. (HTH)

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Gove, Mary K.  
THE INFLUENCE OF TEACHERS' CONCEPTUAL FRAMEWORKS OF READING ON THEIR INSTRUCTIONAL DECISION MAKING

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**AN EXAMINATION OF TEACHER BEHAVIOR PATTERNS  
DURING EPISODES OF READING INSTRUCTION IN GRADES  
FOUR, FIVE, AND SIX**

Order No. DA8210457

BERKLEY, DELORES IRENE, Ed.D. *Temple University*, 1982. 126pp.  
Major Adviser: Dr. Stanley Rosner

The purposes of this study were (a) to examine teacher verbal behavior patterns directed towards pupils organized for reading instruction by placement in top, middle, and bottom groups; (b) to examine the relationship, if any, that existed between pupil perception of teacher leadership behavior and pupil placement in a reading group; and (c) to investigate the relationship, if any, that existed in reading group placement and achievement as revealed in performance on a standardized reading test and report card grades. The subjects were three teachers and nine student groups in an inner-city school. The Flanders Interaction Analysis Category System was utilized to categorize and analyze classroom verbal behavior during reading instruction. The Teacher Leadership Questionnaire was utilized to study pupil perception of the task, authority, and expressive dimensions of teacher leadership behavior. A 3 (ability group) by 3 (grade) analysis of variance was utilized to test hypotheses concerning teacher behavior. In order to compare the relationship between pupils' reading group placement and measures of achievement, the Pearson product-moment correlation was utilized. The broadest of findings was that both observed behavior and pupil perception of teacher behavior did not yield significant differences in teacher treatment of groups but significant differences were found in teacher treatment of classes. Additionally, the findings indicated that there were no significant differences in the amount or patterns of teacher statements employed with ability groups in reading. Anecdotal records of classroom events indicated that teachers closely followed the sequence and format of activities as provided in the teachers' instructional manuals of the basal reader series. There were significant correlations between reading group placement and scores on a reading achievement test and selected report card grades. Implications of these findings for reading instruction were reported, as were suggestions for future research.

The Conceptual Framework of Reading Interview is a potentially useful instrument to measure changes in instructional practices called for by the National Institute of Education staff. Also teacher educators can use it as a heuristic device to encourage teachers to analyze their belief systems of reading.

Further research and theorizing on teachers' implicit theories of reading should not lead to isolation and division of groups of reading educators. Rather, an interactive model of the learning to read process could be devised that could help teachers decide under what conditions lower order linguistic cues and higher order ones should be emphasized in aiding students in becoming effective and efficient readers. Finally, the power of research on teachers' implicit theories of reading in explaining the decision making processes used by teachers was discussed.

**AN INVESTIGATION OF SECONDARY ENGLISH TEACHERS'  
PERCEPTIONS OF THE AIMS AND PURPOSES OF ENGLISH  
WHEN TEACHERS RESPOND TO A QUESTIONNAIRE BASED  
ON THREE MODELS OF ENGLISH**

Order No. 8200406

HUMPHRESS, MARY CATHERINE, Ph.D. *Georgia State University  
College of Education*, 1981. 263pp.

*Purpose* The purpose of this study was to examine the ways in which secondary English teachers perceived the aims and purposes of English when teachers responded to a questionnaire based on three curriculum models which have dominated English instruction in the last three decades. Those models are the academic, the industrial, and the British. By investigating teachers' perceptions, this study attempted to penetrate the confusion surrounding the teaching of English, part of the confusion is brought about by teachers' confrontation with divergent curriculum models.

*Methods and Procedures.* The population for this study consisted of the full-time secondary English teachers of DeKalb County, to whom a questionnaire was administered. The questionnaire was devised so that the teachers chose what they perceived to be the rightful aims and purposes of English. Such choices were made from selective but representative aspects of the English curriculum based on the academic, the industrial, and the British models of English.

Five hypotheses were postulated; the hypotheses were concerned with differences in perceptions of teachers with varying years and grade levels of teaching experience, educational experience, and departmental responsibilities. On data relative to the four hypotheses which could be handled statistically, the chi-square test of independence was applied; data related to one hypothesis were analyzed descriptively.

*Results and Conclusions.* A descriptive analysis of the one hypothesis which could not be handled statistically showed that when responding to a questionnaire based on the three models, 64% of the teachers perceived the rightful aims and purposes of English to be those of the British model, as indicated by their preference for the British model, while 26% indicated a preference for the academic model, and 10% indicated a preference for the industrial model. A statistically significant difference was found in the perceptions of the teachers of the lower grades (8-9) and the teachers of the upper grades (10-12). No statistically significant differences were found in the perceptions of teachers holding different educational degrees or having different years of experience. A statistically significant difference was not found in the perceptions of the department heads and other English teachers. Because of the teachers' preponderate preference for the British model, the researcher concludes that the teachers in this study generally appear to be sensitive to changing trends in the teaching of English; however, the researcher also concludes that articulation is needed across grade levels so as to maintain a continuous growth experience for students and to assure that a bifurcation does not exist in the educational aims and purposes of English for the developing adolescent.

**THE INFLUENCE OF TEACHERS' CONCEPTUAL  
FRAMEWORKS OF READING ON THEIR INSTRUCTIONAL  
DECISION MAKING**

Order No. 8128490

GOVE, MARY K., Ph.D. *Kent State University*, 1981. 215pp. Directors:  
Jo Anne Vacca, Richard Hawthorne

The purpose of this study was twofold: First, to determine the extent teachers' implicit theories of reading reflect models of reading found in the literature, and second, to explore how teachers' implicit theories of reading influence their instructional decision making. The models of two reading theorists, S. J. Samuels and Kenneth Goodman, were used as exemplars of two kinds of information processing models, bottom-up and top-down. Drawing from the writings of these theorists and from research conducted at Michigan Institute for Research on Teaching, the investigator defined the Bottom-up and Top-down Conceptual Frameworks of Reading.

In Phase one of the study, 86 teachers were screened with the Theoretical Orientation to Reading Profile, a forced choice Likert scale with response items concerning beliefs about specific reading practices emphasizing differing levels of language. In Phase two, 20 teachers were interviewed to determine the extent the Bottom-up and Top-down Conceptual Frameworks of Reading were construct systems held by them. In Phase three four teachers, two of each Conceptual Framework, were videotaped instructing one or two average readers in a directed reading procedure involving oral reading.

Based on analysis of interview responses and videotaped instructional sessions the following conclusions were drawn. First, teachers do hold beliefs about the learning to read process and often behave in ways which reflect these beliefs. Second, teachers can be reliably identified as holding Strong Bottom-up, Moderate Bottom-up, Moderate Top-down, and Strong Top-down Conceptual Frameworks of Reading using the Conceptual Framework of Reading Interview. Third, the relationship between these two construct systems is a continuum and not a dichotomy. Further, specific patterns of beliefs by each of the four groups of teachers were described.

**A COMPARATIVE STUDY OF THE PERCEPTIONS OF PARENTS AND TEACHERS TOWARD PARENT INVOLVEMENT IN READING**

Order No. 8202248

JURKIEWICZ, KATHLEEN-TERESE, Ph.D. *University of Pittsburgh*, 1981  
145pp.

The purpose of this investigation was to compare teacher perceptions with perceptions of parents as to types of parent involvement in their children's reading programs, and to investigate the differences in perceptions between parents of good and poor readers. Parental roles were classified into five components: parent as audience, parent as teacher at home, parent as volunteer, parent as paid employee, and parent as decision maker.

The school district selected as the site for this study is located in the northwest section of the state of Pennsylvania. A random sample of three elementary schools was selected by the investigator, and the parents of intermediate grade students in those schools became the sampling group. All classroom teachers of students in the intermediate grades in the selected school district comprised the sample of teachers. A total of 563 parents and 30 teachers participated in the study. The identification of parents of good and poor readers in these grades was based on the results of a standardized achievement test.

The *Parent Involvement in Reading Survey*, developed by the investigator, was utilized as a means for comparing perceptions of parents and teachers in each of the five roles. Statistical and descriptive treatment of the data was conducted on items and components in the two-part survey instrument. The first part of the *Parent Involvement in Reading Survey* makes use of a 40-item instrument designed on a four-point scale to measure parent and teacher perceptions. A frequency distribution of individual item responses and a statistical comparison ("t" test) of component means found between parent and teacher responses showed both similarity and variation within each component.

The second part of the *Parent Involvement in Reading Survey* makes use of a 9-item instrument designed to generate responses about practical activities and strategies which can be implemented in parent involvement programs. The similarities and differences between parent and teacher responses are presented in tabular form, utilizing percentages and frequency distribution.

The *Parent Involvement in Reading Survey* seemed to be an effective tool for eliciting the perceptions of parents and teachers toward selected aspects of the five types of parent involvement in reading. Both parents and teachers showed positive perceptions toward the following three components: parent as audience, parent as teacher at home, and parent as volunteer. Both parents and teachers showed negative perceptions toward the "parent as paid employee" component.

The most diversity between parent and teacher perceptions in this study was found in the "parent as decision maker" component. Parents favored becoming involved in central decision making roles in the reading classroom, while teachers were not as positive in this same area. Teachers agreed that communication between parents and teachers may be strengthened if parents have a voice in the educational program for their child, yet they disagreed with any statements about parents making instructional and/or operational decisions in the schools.

A second aspect of this study focused on the investigation of the perceptions of parents of good and poor readers. The responses showed great similarity between members of both groups. Parents were positive about all roles, except the "parent as paid employee" component. Parents of good and poor readers support parent involvement in the schools.

A series of five flow charts illustrate those parent involvement activities suggested by the majority of parents and teachers who participated in the investigation. The summary can be used as a listing of practical considerations to include in each of the five components.

**A COMPARISON OF THE UTILIZATION OF LANGUAGE ARTS INSTRUCTIONAL TIME FOR TEACHERS WITH AIDES AND TEACHERS WITHOUT AIDES**

Order No. 8200967

KASIAS, LOU ANN WILSON, Ed.D. *The University of North Carolina at Greensboro*, 1981. 222pp. Director: Dr. Dale L. Brubaker

This study examined the effect aides have on teacher utilization of language arts instructional time. Eighty observations were made in 40 first-, second-, and third-grade classrooms in North Carolina's central Piedmont section. Teachers in half of these self-contained classrooms had the services of an aide and those in the other half did not. Each class was observed during 90-minute periods for two consecutive days. Both teacher and aide behaviors were coded 60 times each according to specified categories on an observation instrument.

Analyses were made using a two-sample t test with a .05 level of significance. Teachers were compared as to how much time they spent engaged in noninstructional, monitorial, and instructional duties; in different aspects of the language arts and reading; in teaching, assessing, assigning, and helping with assignments; and in interacting with students individually, in small groups, and in large groups. Finally, comparisons were made as to how much adult human resource time was directed at students individually, in small groups, and in large groups.

After comparing teachers with and without aides, the findings supported the following: (1) No significant difference was found in the proportion of time spent on noninstructional duties. (2) Teachers with aides spent significantly less time on monitorial duties. (3) Teachers with aides spent significantly more time on instructional duties. (4) No significant differences were found in the proportions of time spent on reading, oracy, writing, spelling, and handwriting. (5) No significant differences were found in the proportions of time spent on word identification, word meaning, oral reading, silent reading, text comprehension, and study skills. (6) No significant differences were found in the proportions of time spent teaching ( $p = .0524$ ), assessing, and assigning. (7) Teachers with aides spent significantly less time helping students with difficult assignments. (8) No significant differences were found in the proportions of time spent directly involved with students individually, in small groups, and in large groups. (9) More human resource time was provided individual students and small groups of students in classrooms with teacher-aide teams.

In conclusion, this study found that aides had a positive (though not always statistically significant) effect upon the classrooms and teachers they served.

**IMPROVING THE ACHIEVEMENT OF URBAN MINORITY YOUTHS: IMPLICATIONS FOR A STAFF DEVELOPMENT PROGRAM FOR LANGUAGE ARTS TEACHERS**

Order No. 8129049

LACEY-PARKS, RENA ELIZABETH, Ph.D. *The Ohio State University*, 1981. 165pp. Adviser: Professor Frank Zidonis

The education of Black people in America has been an experience in segregation, futility, uncaring teachers, disinterested boards of education, inferior schools, poor materials and bad conditions. This kind of education given to Blacks has sorely deprived them of the salable skills needed for an ever-changing society. The urban Black youths of today are a by-product of the inferior quality of education and are among the highest unemployed group in America which has caused them to become disenchanted with school, disrespectful toward their parents, bitter about all authority figures and prone to violence.

Language Arts teachers have one of the best opportunities to change the destructive behaviors of urban youths by using literature as equipment for living when selected works by and about minorities are incorporated within the Language Arts Curriculum. These teachers also need to become more attuned to the cultural background, value system and aspirations of these youths which would ultimately ameliorate some of the difficulties teachers have encountered.

Many Language Arts teachers of urban youths have been involved in Staff Development meetings but rarely have the meetings centered the discussion around the teacher-pupil connection. What is needed is a hard-hitting Staff Development Program designed to effectively illustrate how literary models with similar backgrounds can enhance the self-concept of the urban youths, help the teacher understand the pupils better and quite possibly lead to greater self-understanding. This self-understanding may cause the teachers to change some of their behaviors and attitudes toward the urban youths.

Teacher attitudes and expectations toward minority children are influenced by the stereotypic and racist ideology that persists even today. With a Staff Development program that will encourage teachers to be more humanistic and self-actualized in their approach to teaching urban youths perhaps the youths will appreciate literature.

### TEACHERS' KNOWLEDGE OF AND ATTITUDES TOWARD BLACK ENGLISH AND CORRECTION OF DIALECT-RELATED READING MISCUES

Order No. DA82047-12

McCULLOUGH, MICHELE PAGE, Ph.D. *The University of Michigan*, 1981. 140pp. Chairman: Peter Fodale

The purposes of the study were (a) to analyze elementary school teachers' attitudes toward children who speak Black English and (b) to determine whether teachers' correction of miscues arising from Black dialect is influenced by their attitudes toward Black English, knowledge of the linguistic features of the dialect, and perceptions of the reading process.

The sample included sixty-three elementary school teachers from three Title I elementary schools in Michigan. Teachers responded to questionnaire items indicating their reported attitudes, knowledge and decisions to correct reading miscues.

Results showed that teachers held significantly less positive attitudes toward Black English-speaking children. Black teachers, moreover, demonstrated significantly less positive attitudes than White teachers.

Respondents perceived as more positive toward Black English corrected significantly fewer of the dialect miscues than those with less positive attitudes. Furthermore, teachers characterized as more psycholinguistic in their views of reading corrected significantly fewer of the dialect miscues than those characterized as less psycholinguistic. No significant relationship was found to exist between knowledge of the linguistic features of Black English and teachers' correction of dialect miscues.

Based on these findings, it was concluded that the reading problems of Black lower-class children may stem from teachers' unconscious less favorable attitudes toward them and their non-standard language patterns. The oral reading process may be one situation where these attitudes surface producing interaction patterns dysfunctional to the acquisition of reading skills.

The findings support those of previous studies of teacher attitudes toward children who speak a nonstandard variety of English and therefore lend support to the hypothesis of self-fulfilling prophecy. Furthermore, they are strongly suggestive of a relationship between teachers' attitudes toward Black English and their treatment of dialect during the reading acquisition process. This relationship may have important consequences for whether such children become successful readers of standard English. Implications of the findings are discussed and directions for future research are explored.

### THE RELATIONSHIP AMONG PSYCHOLINGUISTIC VARIABLES, SELECTED SCHOOL VARIABLES AND READING INSTRUCTION

Order No. DA8207511

MARTONCIK, KATHY O'BRIEN, Ed.D. *West Virginia University*, 1981. 196pp.

This exploratory study was an ethnographic examination of the relationship among psycholinguistic variables, school variables, and reading instruction. Six case studies of primary teachers were conducted to determine factors influencing teacher instructional decisions during reading lessons.

Two research questions were examined in this study. The first question was: Is there a relationship between teachers' theoretical orientation to reading, teachers' verbal cues, and specified internal and external variables in the teachers' backgrounds? Internal variables were individual attitudes toward language as measured by the Language Inquiry scale (1969), and knowledge of reading as measured by the Artley-Hardin Inventory of Teacher Knowledge of Reading (1975). External variables were teacher situation and teacher preparation. The second research question was: Is there a relationship between teachers' theoretical orientations to reading as measured by the DeFord Theoretical Orientation to Reading Profile (1979) and teachers' actual classroom verbal cueing behavior?

Two teachers from each theoretical orientation of phonics, skills, and whole language were matched on age and years of experience. All teachers were employed in the same school and taught grades one through four. Each teacher taped his/her reading lessons for four days and was observed during reading instruction. The researcher conducted an in-depth interview with each teacher, asking the teacher's rationale for specific taped behaviors and instructional practices. Two independent raters categorized the teachers' taped verbal cues according to the Harste, Burke (1977) definitions of the three theoretical orientations.

Results suggested that external variables seemed more influential than internal variables on teachers' reading instruction. Observation and interview data indicated the type of basal and supplementary materials used, the principal's expectations, and student numbers and abilities may determine the teachers' instructional strategies and type of verbal cues. The type of material used seemed especially influential on reading instruction in that all six teachers showed strict adherence to teaching the prescribed basal skills and their verbal cues often reflected these previously taught skills.

The only internal variable which seemingly influenced the teachers' reading instruction was the teachers' attitudes toward language.

The teachers' use of verbal cues did not reflect the teachers' theoretical orientations as measured by the TORP.

### CHARACTERISTICS OF TEACHER FEEDBACK RELATED TO STUDENTS' ORAL READING BEHAVIORS

Order No. DA8208227

O'NEAL, LINDA SHARON FONTENOT, Ph.D. *The University of Texas at Austin*, 1981. 251pp. Supervisors: Dr. Frank J. Guszak, Dr. James V. Hoffman

Findings from previous investigations indicate that teacher-pupil interaction may be a crucial variable in any instructional situation, yet our present knowledge of "teacher talk," specifically during oral reading, appears limited (Kirby, 1975; Niles, et al. 1978; Epstein and Lynch, 1974; Kirby, 1975; Terry and Cohen, 1977; Jenkins and Larsen, 1978).

The purpose of this study was to enhance the current understanding of the relationship that exists between teacher and student as they interact during oral reading. Teachers' verbal feedback patterns were examined during oral reading. The following relationships were studied: (1) teacher feedback across different students, (2) teacher feedback and the subsequent behavior of the pupil, and (3) teacher feedback and the difficulty level of the text being read.



Sixteen university students and 32 elementary students comprised 32 pupil-teacher dyads. University students were observed while reading individually with two students, each in two different difficulty levels of text. University students were encouraged to respond as if they were a teacher in a classroom.

Results indicated that these "teachers" provided students with no verbal feedback following a miscue more often than they chose a verbal response. When verbal feedback did occur, teachers chose to intervene immediately (in less than 3 seconds and prior to the end of the sentence in the text) in most cases. When feedback was examined across two students, teachers were found to be significantly more verbal with their second student ( $p < .05$ ).

Conditional probabilities were calculated for miscues and reactions to miscues that followed a type of teacher feedback. Following all types of feedback the most probable reader behavior to occur involved a substitution miscue followed by continued reading of the text.

When teacher feedback patterns were examined while students read at two different levels of text data revealed that teachers changed feedback behavior according to the text from which the student read. Verbal feedback increased significantly in more difficult texts as did conceptual cuing prompts.

Thus, findings from this investigation reveal that a relationship may exist between the characteristics of teachers' feedback to miscues and subsequent reading behavior of the student.

#### AN ASSESSMENT OF THE EFFECTIVENESS OF A TEACHER BEHAVIOR TRAINING PROGRAM ON THE ACHIEVEMENT AND ATTITUDES OF ACADEMICALLY TALENTED NINTH-GRADE STUDENTS IN READING AND MATHEMATICS

Order No. DA8209348

PORTER, ELIJAH, Ed.D. Wayne State University, 1981. 254pp.

The purpose of this study was to assess the effectiveness of a teacher behavior training program on the achievement and attitudes of academically talented ninth-grade students. Specifically, the purpose was fourfold: First, to describe an inservice training program; second, to determine if the training program altered the teachers' classroom behavior; third, to assess the students' achievement; and, finally, to assess the students' attitudes.

The research was a pretest-posttest control group design which analyzed data obtained from (1) the Teacher Coding Forms of the Equal Opportunity in the Classroom Project, (2) the Stanford Test of Academic Skills, Level I, Forms A and B, (3) the Rhody Secondary School Reading Attitude Scale, and (4) the Dutton Attitude Scale in Mathematics.

The teachers and students were randomly assigned to two groups (experimental and control). The teachers were observed before and after the training program, and the students were pretested and posttested. It was found that the experimental teachers had altered their classroom behavior, as a result of Chi-square tests. The null hypotheses relating to reading achievement and mathematics achievement were rejected as a result of the analysis of covariance statistics with the pretest scores as the covariant. However, the null hypotheses relating to reading attitudes and mathematics attitudes were accepted, as a result of the analysis of covariance statistics. The results supported claims made in previous studies that improved interpersonal skills of teachers, from a humanistic frame of reference, had a positive impact on student achievement. Because the research findings did not support any significant changes in students' attitudes toward reading and mathematics, recommendations were made for further studies of this type in other subject areas and over longer periods of time. Also, further studies to assess the impact of educational administrators' behavior on the performance of teachers of academically talented students were recommended.

#### AN EVALUATION OF THE READING KNOWLEDGE OF SELECTED LEARNING DISABILITIES TEACHERS

Order No. DA8205418

SALUZZI, MARY ELIZABETH DWYER, Ph.D. University of Missouri - Columbia, 1981. 73pp. Supervisor: Veralee B. Hardin

**Purpose.** This study sought to determine if a relationship existed between a learning disabilities teacher's score on the *Inventory of Teacher Knowledge of Reading* and a linear combination of the following variables: (1) type of degree held, either graduate or undergraduate; (2) itinerant or non-itinerant teaching assignment; (3) number of hours of formal course work in reading; (4) number of years of teaching experience; and (5) amount of reading in-service during the past three years through workshops, conferences, or resource persons encountered.

**Procedures.** The population for the study was composed of all learning disabilities teachers who were employed in a large metropolitan school district in the Midwest, for the 1979-1980 school year. Of the 57 teachers, 25 were classified as itinerant teachers and 32 as non-itinerant teachers.

The instrument used in this study was the *Inventory of Teacher Knowledge of Reading*. It was constructed by A. Sterl Arley and Veralee B. Hardin for the purpose of measuring the extent of a teacher's professional understanding of the reading act and the reading process.

A simultaneous multiple regression was the statistical approach used for the treatment of the data in this study. An overall multiple R was obtained to determine if a significant non-zero relationship existed. The regression coefficient of each of the independent variables was also calculated together with the standard error of the coefficient to determine if the coefficients were significantly different from zero. An F test was performed in order to ascertain if an overall significant relationship existed between a teacher's score on the *Inventory* and a linear combination of the respective independent variables which were previously cited in the purpose.

**Results.** The following findings resulted from the data collected: No significant relationship existed between the score of each learning disabilities teacher on the *Inventory of Teacher Knowledge of Reading* and a linear combination of the following variables: (1) type of degree held, either graduate or undergraduate, (2) itinerant or non-itinerant teaching assignment; (3) number of hours of formal course work in reading, (4) number of years of teaching experience, and (5) amount of reading in-service during the past three years through workshops, conferences, or resource persons encountered.

#### ELEMENTARY TEACHERS' PERCEPTIONS OF THE PRINCIPALS' ROLE AND INVOLVEMENT IN ELEMENTARY READING PROGRAMS AND THE TEACHERS' PERCEPTIONS OF THE WORK ENVIRONMENT

Order No. DA8205841

SHANNON, ELAINE LOWERY, Ed.D. George Peabody College for Teachers of Vanderbilt University, 1981. 125pp. Major Professor: Price M. Michael

This study investigated teachers' perceptions of the principals' role, level of involvement, and teachers' preferred level of the principals' involvement in elementary reading programs. The basic proposition underlining this study was that role congruency would be significantly related to the perceived work environment.

Teachers in one district in the Chicago Public School System were surveyed with the Elementary Administrative Reading Task Survey (EARTS) and the Work Environment Scale (WES). Both instruments have been field tested and determined to be valid and reliable. Role congruency was determined by computing the differences between teachers' perceptions of the principals' role and involvement scores on the EARTS. Pearson product-moment correlation and the two-tailed analysis of variance were used to analyze the data gathered from the EARTS and WES. The five null hypotheses for testing this study were not supported at the .05 level of significance. A summary of the findings is as follows: (1) Significant correlations exist between teachers' perceptions of the principals' role, level of involvement and teachers' preferred level of principals' involvement in elementary

reading programs. (2) Significant differences exist between teachers' perceptions of the principals' role, level of involvement and teachers' preferred level of principals' involvement in elementary reading programs. (3) Significant correlations exist between teachers' perceptions of the principals' role, level of involvement, teachers' preferred level of principals' involvement in elementary reading programs, and the perceived work environment. (4) Significant differences exist between teachers' perceptions of the principals' role, level of involvement, teachers' preferred level of principals' involvement in elementary reading programs and the perceived work environment. (5) Significant relationships exist between teachers' perceptions of the work environment and role congruency.

It is concluded that teachers who perceive a high level of principal involvement prefer greater principal involvement in elementary reading programs and perceive their work environment positively. Similarly, teachers who perceive low principal involvement, prefer less principal involvement and perceive their work environment less positively. The perceived work environment is significantly related to teachers' perceptions of the principals' role and level of involvement in elementary school reading programs.

### TEACHERS' ANXIETY LEVELS IN RESPONSE TO THE SUGGESTION OF USING CHILDREN'S LITERATURE ON DEATH IN THE CLASSROOM

Order No. DA8203907

SHAW-NYE, BETTY ANN, Ed.D. *Boston University School of Education*, 1981. 150pp. Major Professor: LeRoy Clinton

The focus of the study was to explore the effect of an in-service workshop on teacher anxiety associated with children's literature on death. Anxiety was recorded along two dimensions (state and trait anxiety) for pre- and post-workshop conditions and measured by the State-Trait Anxiety Inventory. State anxiety is an uncomfortable feeling that is said to be situationally aroused. Trait anxiety, on the other hand, is considered to be a more enduring personality characteristic. Also under investigation was the change in teacher attitude toward ideas associated with death education in the classroom.

The workshop was conducted in a middle-high class suburban town in the Northeast, in the spring of 1981. Thirty-four subjects attended the hour and forty minute workshop. The workshop included: (1) a brief quiz exploring children's reactions to death, (2) a slide-tape show on six children's books, which summarized the story and explored the stages of death or the benefits to be derived in relation to each story, and (3) a discussion of eighteen other books about death.

To discover the influence of treatment on anxiety levels, the Wilcoxon Signed Ranks was the measure used. Similarly, the same test was used to investigate the change in attitude. The Spearman Rank Order was selected as the test to determine the correlation between state and trait anxiety and the correlation between state anxiety and attitude. Significance levels were set at .02 for each comparison.

The effect of the treatment was to significantly reduce the state of anxiety found in teachers and to sway attitude toward agreement with ideas proposed on death education. The correlation between state anxiety and attitude, however, was not significant. The greatest lowering of state anxiety occurred with those individuals who were most anxious. Although trait anxiety was a more stable component than state, it significantly correlated with state anxiety under post-workshop conditions.

Chronological age, teaching experience, grade level taught, and recency of death experience were recorded in an attempt to isolate organismic variables, which would correlate with state anxiety associated with death issues. Stepwise regression indicated that none of these factors were predictors of state anxiety.

In conclusion, the workshop, which was economical in terms of time and money, appeared to be effective in making teachers more comfortable with the suggestion of death education in the classroom. It was especially effective with those who were the most anxious

members of the group. This may point to the usefulness of scheduling workshops with other groups of teachers during in-service sessions.

### A QUANTITATIVE AND QUALITATIVE EVALUATION OF TEACHER USE OF INSTRUCTIONAL TIME AS IT RELATES TO STUDENT ACHIEVEMENT IN READING

Order No. DA8203092

SHELLEY, ANNE CROUT, Ph.D. *Indiana University*, 1981. 186pp. Chairperson: Dr. Anabel P. Newman

Given current emphasis on educational accountability and the back-to-basics movement, this dissertation addressed the impact of teacher use of instructional time on student achievement in reading. Both the dimension of quantity and the dimension of quality of time were considered in this process-product study.

Independent variables for the study included quantity and quality of time spent on reading instruction. Dependent variables included two measures of student achievement. Subjects were 22 third and fourth grade teachers. Achievement data were gathered on two groups: (a) the entire group of students, and (b) a selected group of 52 high and low achievers.

Structured log sheets were designed for gathering information concerning quantity of time spent on reading instruction. An observation instrument was designed for gathering data concerning quality of instruction. Five categories of behavior comprise the quality measure: (a) individualization, (b) teacher-student rapport, (c) teacher use of recommended pre-teaching activities, (d) teacher use of recommended direct instruction procedures, and (e) teacher use of recommended follow-up activities. Instruments for gathering data addressing independent variables included: (a) a CLOZE test, and (b) the *Comprehensive Test of Basic Skills*.

The study covered the span of the 1980-81 school year. Teachers submitted data concerning time usage over the course of the year and provided the researcher with pre- and post-year achievement data. Each teacher was observed three times for a forty-five minute session during the reading instructional period. These observations occurred once in the fall, once in the winter, and once in the spring. Data were tabulated and evaluated using correlational analysis.

Findings included: (a) for low achieving third graders, quantity of time spent on reading instruction is significantly correlated with CLOZE achievement gain. (b) For low achieving fourth graders, quantity of time spent on reading instruction has a significant negative relationship with CLOZE achievement gain. (c) Time spent on reading instruction using a basal model is significantly correlated with achievement gain on the *Comprehensive Test of Basic Skills*. (d) Pre-teaching defined as setting context, pre-teaching vocabulary, and making assignments has a strong positive correlation with student achievement in reading.

### AN INVESTIGATION TO DEVELOP AND VALIDATE A RATING SCALE FOR THE ASSESSMENT OF THE SPEAKING COMPETENCE OF PRESERVICE TEACHERS

Order No. 8129218

SNYDER, SAKORA LABRECQUE, Ph.D. *The Pennsylvania State University*, 1981. 108pp. Adviser: Dr. Mary M. Dupuis

The investigation's purpose was to develop and validate an instrument to assess the speaking competence of prospective teachers. The instrument was designed for use in a competency-based teacher education program where results might be used for screening students to determine the need for remediation in speaking skills.

Development of the instrument began with a literature review of four research areas: teacher effectiveness, speech effectiveness, writing assessment, and speech assessment. The review resulted in the use of five general categories to be evaluated within the scale and a scoring technique adapted from three techniques used in writing assessment.

Four hypotheses were tested: (1) An instrument developed to measure oral communicative competence can be demonstrated to be a valid measure. (2) Raters can be trained to use the instrument in a single training session to produce reliable results. (3) There will be a positive correlation between scores acquired using the instrument and scores acquired as the result of holistic evaluation. (4) Ratings acquired for preservice teachers will indicate the number who are competent in oral communication skills.

Testing the hypotheses involved videotaping 5-minute speech performances of 97 students preparing to be secondary-level teachers of English, mathematics, science, social studies, or foreign language. The investigator trained three faculty members and six graduate students in two groups to use the instrument.

Acceptance of the first hypothesis was based on a theoretical rationale for the choice of categories as a demonstration of construct validity. Content validity was demonstrated by relating descriptors within the categories to behavioral objectives.

Two tests for interrater reliability resulting in coefficients of .92 and .93 supported acceptance of the second hypothesis.

Acceptance of the third hypothesis was based on the correlation coefficient .76 ( $p > .01$ ) that resulted when holistic scores (4-point scale) were correlated with total scores (100-point scale).

The fourth hypothesis was accepted on the grounds that procedures employed were practical for a competency-based program and results using the scale significantly correlated with other communication assessments.

### AN INVESTIGATION OF THE ADMINISTRATOR'S ROLE IN THE READING PROGRAMS OF THE SECONDARY (9-12) PUBLIC SCHOOLS IN DUPAGE COUNTY, ILLINOIS

Order No. DA8204976

WILHITE, ROBERT KEITH, Ed.D. *Loyola University of Chicago*, 1982.  
146pp. Chairman: Dr. Robert Cienkus

A survey of the reading journals of the 1960s and 1970s revealed how much is written on methods, materials, and kinds of reading programs but disclosed that less is written on the role and responsibilities of the principal for the reading program. This study focused on the functional role and responsibilities of the secondary principal in the operation of a reading program. Guidelines for the study were constructed from two sources: research reports of the International Reading Association combined with a role description of the secondary principal by Stephen Knezevich. These guidelines were as follows: (1) He participates in planning and developing the reading program. (2) He ensures proper funding for the program. (3) He makes provision for adequate facilities. (4) He provides competent personnel to guide and implement the program. (5) He plans and participates in inservice programs to bring about quality reading instruction. (6) He provides adequate lines of communication among administrators, reading, and other content area personnel about the status/operation of the program.

The purpose of the study was to survey the administrative practices of principals in the reading programs of selected public secondary (9-12) schools in DuPage County, Illinois. It was helpful to juxtapose theory and practice in order to determine if the state of the art reflected the state of the literature. The research method used for collecting data included a mailed questionnaire and an instrument with a structured interview format. The instruments were developed for securing descriptive data consistent with the purpose of the study.

The major conclusions of the study were as follows: (1) Each principal was committed in theory to program evaluation but realized that this area was in need of improvement in his building. (2) Each principal stated that reading in the content areas was an important program for staff development; yet, a majority of the schools did not have staff involvement in reading for the content areas. (3) Each principal assumed the final responsibility for establishing sound financial and budgetary practices for the secondary reading program even though this was a delegated task by a majority of the principals. (4) Each principal established guidelines for selecting and hiring specialized reading personnel. (5) Each principal was committed to community public relations but considered his role to be one of providing avenues of communication rather than providing programs to educate his staff in public relations. (6) Each principal received much help from two support areas, that of department chairpersons and assistant principals. These subordinates were delegated much of the day to day operations of the reading programs, including program planning, development, and evaluation of the reading personnel.

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