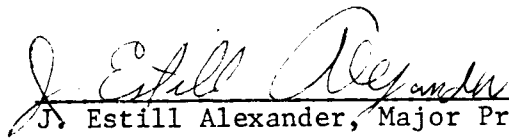
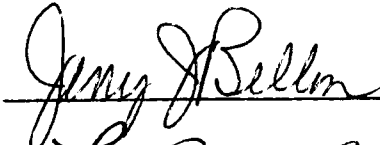
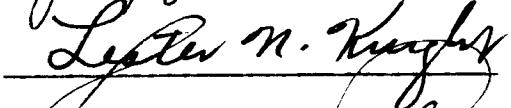
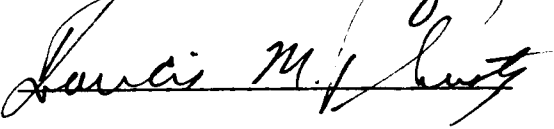


To the Graduate Council:

I am submitting herewith a dissertation written by Robert Bruce Cooter, Jr. entitled "Development of an Instrument for the Evaluation of Secondary Reading Programs Derived from a Modified Delphi Technique." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.


J. Estill Alexander, Major Professor

We have read this dissertation
and recommend its acceptance:

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DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF
SECONDARY READING PROGRAMS DERIVED FROM A
MODIFIED DELPHI TECHNIQUE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Robert Bruce Cooter, Jr.

June 1983

1482837

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DEDICATION

to

My wife Debby, our children
Shelley, Jina, Melanie, Michelle and Robert

and

to the memory of Kerry Dale O'Neal

ACKNOWLEDGEMENTS

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ABSTRACT

The purpose of this study was to identify the characteristics of a theoretically sound secondary reading program and to develop an evaluation instrument which may be used to assess the relative strengths and weaknesses of existing secondary reading programs. The investigation was designed to review the literature pertaining to secondary reading and survey expert opinion through the use of a modified Delphi technique, then determine which characteristics are most essential to a theoretically sound program. This study represented a first effort to achieve consensus among secondary reading experts regarding essential program characteristics.

The primary methods and procedures were the literature review, and a three-round Delphi probe of expert opinion as to the essential characteristics of a theoretically sound secondary reading program. Categories logically derived from the literature review were used to initiate the Delphi process. This phase of the study resulted in a list of some forty-four (44) characteristics of a theoretically sound program. These data were utilized in the construction of the Secondary Reading Program Inventory (SRPI), a checklist which may help in determining areas of congruence or discrepancy in existing secondary reading programs as compared to a theoretically sound program.

The major conclusions of the investigation were that while the characteristics identified in this study are well formulated in the minds of experts in the field, unanimous agreement as to the essential characteristics of a theoretically sound secondary reading program does not exist at this time.

It was further concluded that the instrument developed appears to provide an acceptable tool to initiate the evaluation process of an existing secondary reading program.

Interpretation of many characteristics in secondary reading may vary among educators. Similarly, experts in the field of secondary reading differ in their opinions regarding essential characteristics. Therefore, a general implication is that further refinement, development of descriptions, and field testing is necessary. Once a meaningful dialogue is initiated regarding secondary reading research and evaluation, more systematic plans for improvement may be initiated.

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CHAPTER I

INTRODUCTION

"Reading instruction in secondary schools has become an accepted goal, though it is still an infrequently achieved one" (Early, 1969, p. 40). While it is apparent that there has been a significant increase in the number of school systems offering secondary reading programs nationwide (Summers, 1964), their overall effectiveness is questionable. According to recent findings by the National Assessment of Educational Progress (NAEP), no significant gains have been measured in secondary reading for the past ten years (IRA, 1981, p. 1). Indeed, inferential comprehension skills have actually declined (Tierney and Lapp, 1979, p. 18; IRA, 1981).

Another area of concern is access to secondary reading programs by students in need of services. In a recent study in middle Tennessee (Cooter and Amoroso, 1981), it was found that up to thirty percent of many high school student bodies need, but do not receive, help in reading.

For many years, a debate has raged regarding the necessity of secondary reading programs. Palmer (1978) cites four reasons why reading should be taught in the secondary schools.

1. Print is dominant in the curriculum.
2. Textbooks too difficult for many students to comprehend serve as the principal source of school learning.
3. Reading facilitates and reinforces other factors involved in learning.
4. Reading is a unique mode of learning.

When one considers the reasons listed above amplified by the public outcry resulting from competency testing, then the need for more and better secondary reading programs becomes apparent. Karlin (1972) states that a good reading program reaches all students who need the instruction, has all faculty members contributing to the effectiveness and operation of the program, embraces all aspects of reading, is directed to specific needs, and is evaluated periodically and modified as needed. While many educators will agree in principle to the goals of a secondary reading program, no real guidelines, or even a consensus of opinion by reading experts for these programs, have been developed to date.

I. STATEMENT OF THE PROBLEM

The current status of secondary reading is problematic in several areas which were of particular interest in this study. These areas are most closely related to student performance, evaluation, and administrative leadership.

A primary concern is that the evidence regarding the effectiveness of secondary reading programs is far from substantial and often questionable (Evans, 1972, p. 111). In fact, achievement test data from most states reveals that many high school students are not reading on a socially or academically acceptable level. This problem is exacerbated by the fact that reading instruction has not yet become a true priority in many secondary schools. In reading programs there seems to be few tangible

guidelines for judging the value received for the dollar granted (Wood, 1976, p. 618). To determine which reading programs and program components are best suited to the secondary school, one must have an objective method for comparison. However, a review of the relevant literature did not reveal such a method or procedure. Neither had a comprehensive review of the literature targeting the evaluation of secondary reading programs been initiated prior to this study. All of these problems make the decision-making process for the assessment and improvement of secondary programs in reading difficult and inefficient. Unfortunately, much of the belief in the effectiveness of a secondary reading program is a matter of faith rather than fact.

II. PURPOSE OF THE STUDY

The purpose of this study was to identify the characteristics of a theoretically sound secondary reading program and to develop an evaluation instrument which may be used to assess the relative strengths and weaknesses of existing secondary reading programs. This was accomplished through a review of books, professional journal articles, and unpublished doctoral dissertations, and a Delphi study of expert opinion in the field of secondary reading. Based on these data, an instrument was constructed to help facilitate future evaluations of secondary reading programs. This instrument was field tested by two reading specialists to determine its utility value in actual secondary school settings.

III. QUESTIONS

This study sought to answer five major questions.

1. What are the characteristics of a theoretically sound secondary reading program as reported in books, professional journals, and unpublished doctoral dissertations?
2. What do experts in the field of secondary reading believe to be the characteristics of a theoretically sound secondary reading program?
3. What, if any, evaluation instruments or frameworks have been developed for the specific purpose of evaluating secondary reading programs?
4. If an evaluation instrument or framework has been developed, how well does it measure the characteristics of a theoretically sound secondary reading program as identified in the literature and through the Delphi study of expert opinion?
5. If no evaluation instruments or frameworks presently exist, can an evaluation checklist be developed and field tested which will accurately measure the characteristics of a theoretically sound secondary reading program as identified in the literature and through the Delphi study of expert opinion?

IV. NEED FOR THE STUDY

This study added to the knowledge base on secondary reading in several ways. First, reading teachers in the field may now gain a better understanding of what characteristics are vital to a sound reading program at the secondary level. Second, this review of the literature promotes

a better understanding of the important findings and implications of recent research in this area. Third, by investigating the assessment perspective, an evaluation instrument was constructed which may be useful in determining relative strengths and weaknesses of secondary reading programs. Such an advancement in the field may be useful in terms of bringing a new understanding of secondary reading program needs, both in remedial and developmental settings. Finally, the need for a study of this nature is indicated in light of recent findings by the National Assessment of Educational Progress (1981) indicating that no significant gains have been measured in secondary reading programs nationally since the inception of the commission.

V. DEFINITION OF TERMS

1. Secondary reading program - A developmental, remedial, and/or corrective reading program taught by certified reading specialists or classroom teachers in grades seven through twelve.
2. Secondary reading experts - Nationally recognized researchers or practitioners in secondary reading with a publication history.
3. Evaluation instrument - An objective instrument whose purpose is "to take a comprehensive, unbiased and cooperative look at the reading program and to decide what modifications or changes, if any, should be made to improve the program" (Rauch, 1970, p. 244).
4. Theoretically sound secondary reading program - A comprehensive program of instruction containing the characteristics recognized by reading experts as necessary to accommodate the needs of secondary students.

5. Delphi study - Traditionally a method for achieving consensus among experts about a given problem (Cyphert and Gant, 1971; Weaver, 1971). The procedures involved are many and varied (Weaver, 1971), but typically include a questionnaire mailed to respondents who are initially anonymous to one another. Once the respondents have given their answers, they are collated and returned to each respondent to revise their statements (p. 267). Three rounds of questionnaires complete the process with a final collation and analysis of the data.

VI. ASSUMPTIONS

The research design and procedures for this study were based upon the following assumptions.

1. Agreement by experts in secondary reading on the characteristics of a theoretically sound program fulfills the requirements for content validity in an instrument to measure the strengths and weaknesses in secondary reading programs.
2. The Delphi procedure is a recognized method of surveying, from a panel of experts, the criteria for judging the quality of educational programs.
3. A list of professional journals, books, and unpublished doctoral dissertations compiled through a computer terminal search of the ERIC Document Service, Dissertation Abstracts, and the William S. Gray Collection constitutes an authoritative source list for a thorough review of the literature concerning the characteristics and evaluation of secondary reading programs.

VII. METHODS AND PROCEDURES

A two-phase process was completed in order to ascertain what characteristics make up a theoretically sound secondary reading program. The first phase was a thorough review of books, journal published articles, and unpublished doctoral dissertations. The Educational Resource Information Center (ERIC), Dissertation Abstracts International, and the William S. Gray Research Collection In Reading were the primary sources for locating this information.

The second phase of the search for characteristics of a theoretically sound secondary reading program was a Delphi study of expert opinion. This Delphi study had three separate probes sent during the 1982-83 academic year. The first probe was entirely open-ended with only suggested categories mentioned. The overall categories were selected based upon the review of the literature. The final two probes presented a composite list of characteristics for the experts to consider. They were asked in the second and third probe to decide whether they were in low agreement, moderate agreement, or high agreement, after which an appropriate value was attached for analysis purposes. In all probes, the experts could add to the list any characteristics previously omitted if they so desired. A final collation and rank-ordering of the data completed the process.

Based upon the review of the literature, it was determined that an evaluation instrument for secondary reading programs had not been constructed to date. Therefore, after the two initial phases of the study were complete, an evaluation checklist was constructed from the data.

Specific characteristics were drawn from the Delphi study. The checklist was field tested by two reading specialists in an effort to determine usefulness and utility of the instrument.

Analysis of responses involved:

1. rank ordering of the characteristics identified according to how often the factor was included (frequency),
2. rank ordering based upon the weighted sum of each characteristic,
3. listing of the weighted total for each category, and
4. categorization for content analysis purposes of the responses derived from the Delphi probes in compliance with Holsti's (1969) requirements. Content analysis "should reflect the purposes of the research, be exhaustive, and be mutually exclusive, independent, and be derived from a single classification principle" (p. 95; Touzel, 1978).

In the first three steps listed above, it was possible to ascertain how often each characteristic was mentioned and how vital it was according to the Delphi panel of experts. The final step synthesized the data in such a way as to facilitate the development of an evaluation checklist.

VIII. LIMITATIONS

The Delphi technique has a number of recognized limitations relative to reliability, compression of estimates, and interpretation of questionnaire items.

IX. ORGANIZATION OF THE STUDY

A six chapter format is used to report this study.

Chapter I includes the introduction and a brief description of the study.

Chapter II presents a summary of pertinent information found in the review of books, professional journals and unpublished doctoral dissertations.

Chapter III discusses the methods and procedures of this study.

Analysis of the data gathered from the Delphi probes comprises Chapter IV.

The fifth chapter discusses the construction and field testing of the evaluation checklist for secondary reading programs.

Chapter VI presents the conclusion and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

I. INTRODUCTION

Literature of relevance to this study lies in two areas: descriptions of existing secondary reading programs, and the characteristics of theoretically sound secondary reading programs.

The first part of this chapter discusses areas related to existing secondary reading programs. This includes information related to goals and philosophy and program components which seem to enhance learner outcomes. Likewise, this section deals with personnel who ought to be concerned with the success of secondary reading programs. Existing programs that are felt to be successful are discussed and the various factors related to success are explicated.

The second part of the chapter reviews the various writings pertaining to components of a theoretically sound secondary reading program by several researchers. These represent a variety of perspectives in the field at present. Assessment considerations for determining program effectiveness are also discussed.

II. CHARACTERISTICS OF EXISTING SECONDARY READING PROGRAMS

Goals and Philosophy

An analysis of research pertaining to secondary reading reveals a significant increase in the past few decades of school systems offering

some form of reading instruction beyond the elementary grades (Summers, 1964; Mangieri, 1979). However, it appears that there is a relative decline in reading growth beginning at about the seventh grade level (Artley, 1968; IRA, 1981). That this situation need not exist is indicated by many studies showing that students on all levels showed significant improvement when reading instruction, either developmental or corrective, was provided (Artley, 1968, p. 107). What seems to be needed is a concerted effort to provide a systematic secondary reading program to students who need it.

In order to establish a sound educational program, one must first identify the philosophy and/or goals of the school system as they relate to secondary reading.

Frederick (1974) describes the philosophy of one program during the 1960's as involving students of all reading levels. It is important to help students extend, reinforce, and master basic reading skills. While efforts are made to maintain skills previously learned, new skills should also be introduced. The students should be encouraged to develop their individual reading interests.

Thomas and Robinson (1972) describe the goals of the vocabulary component of one successful secondary reading program. First, it is vital to help students maintain interest and enthusiasm in the learning tasks if a superior vocabulary is to be developed. They should be helped to realize that vocabulary growth is a lifetime process, for which they must assume the major responsibility. Introducing students to self-help methods which are appropriate for their personal vocabulary development is desirable. Also, the learner should be helped to attend to unfamiliar words encountered during various reading assignments and

to use effective and appropriate procedures to help make selected words permanently their own. Finally, students should be helped to appreciate the precision, power, and artistry of words.

Ley (1979) offers ten (10) concepts about reading and reading instruction in the secondary school. They represent a mixture of both philosophical and goal statements which may be useful in constructing secondary reading programs.

1. Reading requires a set of competencies that develop at varying rates in individuals.
2. Students in any class represent a wide range of reading abilities, and the higher the grade, the greater the range.
3. Readers are disabled for a variety of personal and school-related reasons, some of which educators can control.
4. Intelligence apparently influences the potential that students have for becoming skillful readers.
5. Too many of the students in our secondary schools are expected to be able to read materials that are too difficult for them.
6. Text materials reflect the uniqueness of the content areas for which they are written.
7. Teacher-constructed informal reading inventories allow teachers to assess how well students are able to read specific materials.
8. By directing student reading activity, teachers can facilitate student understanding of concepts crucial to the content areas and encourage development of reading skills at the same time.
9. When assistance from teachers is not enough . . . when reading skills are poorly developed and a single textbook inappropriate -

teachers must seek alternatives to reading as the primary means of communicating concepts and skills important to their content areas.

10. A comprehensive secondary reading program should emphasize reading skills development in content area classrooms . . . [and] must also offer developmental or remedial reading assistance to those who need or desire it, usually administered by a reading specialist or otherwise qualified teacher.

A central theme around which most school systems organize their philosophies and goals is that "every school has the obligation to continue the development of reading skills initiated in elementary schools (Ley, 1979, p. 50).

Role of the Reading Specialist

Once the philosophy and goals of the school system have been established, the various job descriptions must be developed which complement both the school system's structure and the needs of the students. One of the most essential personnel is the reading specialist. The position of reading specialist in public secondary schools is still in its embryonic period in many ways. What one's responsibilities are varies from place to place, but a distinct pattern is emerging (Cooter, 1982, p. 25).

Pikulski and Ross (1979) surveyed classroom teachers in elementary, middle, and high schools in a Delaware school district for their opinions as to the necessity and duties of the reading specialist. The answer to a question relating to how important it is for the school to have a reading specialist was indeed interesting. Fifty-four (54) percent of high school teachers surveyed felt that it was "absolutely essential,"

but only forty-four (44) percent of the elementary teachers concurred (p. 129). The authors concluded that these results may simply reflect a feeling of greater confidence on the part of elementary teachers with respect to the teaching of reading.

When Pikulski and Ross (1979) asked these same teachers to rank-order a list of competencies a reading specialist should possess, the top ten (10) items were:

1. Can diagnose.
2. Knows approaches to remedial reading.
3. Is familiar with materials.
4. Knows approaches to teaching comprehension.
5. Knows approaches to teaching word recognition.
6. Spends funds wisely.
7. Has a clear concept of how reading relates to the content areas.
8. Is self confident.
9. Can accept and deal with feelings.
10. Can articulate a philosophy and goals.

Clearly these expectations reveal that the reading specialist is viewed as the central figure around whom a successful program may grow.

Role of Administrators

One of the key elements of successful educational programs is administrative leadership. However, very little published research is available which directly investigates administrative leadership as it relates to secondary reading instruction. This next section will briefly

discuss the several articles found which offer some insights into this crucial area.

Raugh (1974) discussed characteristics of successful administrators of elementary and secondary reading programs. Administrators are knowledgeable about the reading process. He takes advantage of the training and expertise of reading specialists. Similarly, before new programs are instituted or changes are made, he will consult with supervisory and teaching personnel. The administrator recognizes the importance of learning aids and that teachers are severely handicapped if materials are lacking. He encourages and supports experimentation and innovation. The successful administrator of reading programs has the respect and support of the community, both as a person and an educational leader.

Rauch (1974) concludes that it is the principal who sets the tone for the reading program. His interest and concern for better reading permeates the entire program. Above all, he provides the leadership necessary for total involvement of the faculty (p. 298).

In similar research, Mangieri (1979) offers a number of suggestions to principals which are practices found in many successful reading programs. Principals should remember that a reading program is much like any other program in his school. A program should be developed which is suited to the reading needs of the student population being served. A well qualified teaching staff is essential to program success. Evaluation should be seen as an integral component of the reading program. Finally, information about the secondary reading program should be shared regularly with the faculty.

It is concluded by Mangieri (1979) that it will be necessary for a principal to assume an active role in the school's reading program.

Research has consistently shown that active administrative support and leadership is characteristic of quality reading programs (p. 61).

Another recent study of interest (Stallings, 1978) was aimed at district level administration. The first phase of the research involved the use of an observation instrument, student ratings, a teacher questionnaire, and a reading achievement test to identify teaching processes that are efficient in helping secondary students learn to read or to read better. These findings are translated in the second phase of the study into information that could be used "by school districts to improve the morale of reading teachers and increase their efficiency in teaching basic reading skills to secondary students" (p. 31). Stallings states that these suggestions are based on both "reason and research" (p. 32).

1. Provide inservice training to help teachers learn to organize and manage reading classes.

2. Provide information regarding efficient strategies to use the different levels of reading.

3. Provide inservice training to assist teachers in coping with and changing the disruptive behavior and low morale of students who have a long history of failure.

4. Provide inservice training to diagnose learning problems and select appropriate reading materials.

5. Assign rooms so that reading teachers can have diagnostic and criterion test materials, and a wide range of high-interest reading materials available as needed.

6. Arrange the size of remedial reading classes to the severity of the reading difficulties.

In each of these studies, the administrator is seen as a knowledgeable and active participant in the secondary reading program. Mangieri (1979) states that "research has consistently shown that active administrative support and leadership is characteristic of quality reading programs" (p. 61).

In conclusions, Smith (1983) writes

Evidence from successful schools indicates that no strong educational thrust will exist within a school unless the administrator shows outward support for it. This means that secondary school administrators must be willing to name reading as a priority and to provide the time and resources necessary in order to carry it out. If they don't do that, there is little likelihood that there will be a successful effort within the secondary level.

Descriptions of Existing Programs

A number of recent studies describe existing programs in secondary reading and the components which seem to help them to be successful.

Early (1969) described a number of schools reaching for a total program which may include special classes of a corrective as well as those of a developmental nature. She reports that

In a New York City high school, for example, reading is taught in all English classes and in several subject matter classes, but there is also a corrective course for students two or more years retarded in reading and a tutorial program for those needing individual attention (p. 43).

One method offers school-wide integration of reading skills (Early, 1969).

In a junior high school a nearly total program was achieved through developing special units for mathematics, science, and social studies classes and assigning to homeroom teachers the responsibility for basic reading instruction. A reading clinic was available for the most retarded students, and a reading consultant coordinated the total program (p. 44).

Another supplementary program offered was described thus (Early, 1969).

In Lakewood High School (Ohio) the extra developmental classes which supplement the integrated program are conducted in the reading center to which students come voluntarily thrice weekly from their study halls (p. 43).

Graham (1969) studied the practices of reading programs in secondary schools of California. A questionnaire was mailed to three hundred and fifty-five (355) schools, representing at least one school per district. The sample included schools of "every size, grade level, geographic location, and socioeconomic status" (p. 563). Responses from three hundred and three (303) or eighty-five (85) percent of the total group revealed that seventy-eight (78) percent of the secondary schools had some type of reading program.

Another finding by Graham (1969) was that the most common method of organization was through the establishment of special reading classes (82 percent). Reading classes were more frequently found at the seventh grade level, with the numbers decreasing thereafter. The average class size was fifteen (15). When looking at the curriculum, only one-third of the schools with a reading program claimed to have a course of study for reading. Reading teachers at these schools claimed training and experience in reading instruction, for the most part (84 percent). The estimate of students needing reading instruction was twenty (20) percent, but the estimate for those actually receiving help was about ten (10) percent. For assessment purposes, about seventy (70) different reading and achievement tests were reported being used. A large variety of reading materials were in use (200+) including kits, commercial reading

materials, and such mechanical devices as controlled readers, tape recorders, tachistoscopes, pacers, and reading films. Likewise, a large number of teacher-made reading materials were in use. Staff involvement was also rather prominent. Sixty-three (63) percent of the schools claimed to be trying to involve the total staff in the reading program. However, only fourteen (14) schools stated that reading scores were made available to all staff members and only fifteen (15) percent indicated having a plan of continuous instruction in reading for grades K-12.

In a more recent study, Seifert (1978) surveyed high schools where achievement test scores have steadily improved over the past several years. These schools were characterized by a strong English curriculum, experienced and enthusiastic staff, and programs which emphasized expository writing, vocabulary development, language usage, and literature. Such practices as "tracking" were not in use.

Cooter and Amoroso (1981) investigated secondary reading programs in middle Tennessee. Eighteen (18) of twenty-one (21) questionnaires were returned in the study, with all schools reporting some sort of organized reading program (p. 10). Few schools, however, appeared to provide comprehensive and well-defined programs for their students. Most schools utilized homogeneous grouping to form single ability resource rooms. Members of the English faculty staffed the ongoing remedial classes in most instances. Similarly, only ten (10) certified reading specialists were identified in the responding school systems.

In the Tennessee study (Cooter and Amoroso, 1981), most principals felt that their reading programs were inadequate. They estimated that some sixteen (16) percent of their students needed, but did not receive,

remedial reading instruction during the 1980-81 academic year. Staffing and financial problems were felt to be significant. The researchers concluded that present provisions for school-wide reading programs in middle Tennessee were isolated from other curriculum areas, narrow in scope, inadequately funded and largely staffed by uncertified personnel (pp. 16-17).

Noland and Craft (1976) summarized clinical practices which seem to help motivate reluctant secondary school-age readers. The following approaches were found to be successful with students, many of whom read at the primer level or below

1. Removing technical obstacles to learning through careful diagnosis of strengths and weaknesses.
2. Use of high impact [interest] reading materials.
3. Use of individual and small group instruction.
4. Charting of self-concepts on a continuum from "very happy" to "very sad."
5. Simplified behavior modification.
6. Innovative uses of space and materials.
7. Stressing enjoyment of reading.
8. Success and touching.
9. Providing language experiences.
10. Encouraging student authors.
11. Providing aural experiences.
12. Positive [classroom] control.
13. Setting realistic goals (p. 388).

14. Having a wide variety of games.
15. Encouraging student record keeping.

III. CHARACTERISTICS OF THEORETICALLY SOUND SECONDARY READING PROGRAMS

Educators have been debating for many years as to what comprises a theoretically sound secondary reading program. Though a consensus of opinion has been lacking, one may carefully construct some generalizations based upon the writings of several researchers over the past few decades.

Gray (1958) described the mature reader as having the:

Capacity to grasp the literal meaning accurately and thoroughly.

Ability to enrich the grasp of literal meaning through the recognition of implied meanings.

Ability to use the literal, implied and related meanings in reaching conclusions or generalizations not stated by the author.

A tendency to suspend judgement and to use rational standards in reacting thoughtfully to what is read (p. 76).

During the 1950's, reading experts addressed the issue as to what must be done to produce a "mature reader" (Frederick, 1974, p. 45). Materials during this time were contrived to simulate the isolated skills which could be mastered to build a better reader. Kits and more kits, machines and more machines overwhelmed secondary reading teachers (p. 45).

It was about this time that Early (1957) developed guidelines for an "All-School Developmental Program" (p. 395). The essential components were described as providing

1. Continuous instruction in reading skills from grades

2. Integration of reading skills with the communication skills [Holistic Approach].

3. Specific instruction by subject matter teachers in how to read and study in their special fields.

4. Cooperative planning by all teachers so that skills will not be overlooked or overstressed.

5. Adjusted reading materials in all subjects for slow, average, and superior students.

6. Guidance in free reading.

7. Emphasis in the uses of reading as a source of information.

8. Corrective and remedial instruction for seriously retarded readers.

9. Measurement of growth in skills by means of standardized and informal tests.

10. Evaluation of the uses of reading through study of the amount and quality of voluntary reading (pp. 395, 396).

The above suggestions were derived from a rather extensive survey of existing practices at that time, involving one hundred forty-seven (147) programs and a review of the professional literature since 1940 (Early, 1957, p. 402).

In similar research, Stallings (1978, 1979; Guthrie, 1980) investigated the characteristics present in both effective and ineffective secondary reading programs. She concluded that to achieve the most in reading, students should spend much of their time using workbooks and textbooks, and that teachers should strive to use positive feedback and work with groups of students as well as the total class. It was further

recommended that social interactions during class time be limited. This seems to be one of the few times that classroom control-related factors have been mentioned in secondary reading research.

Stallings (1979), in another study funded by the National Institute of Education (NIE), concluded that several factors are positively correlated to reading gain. Discussing homework or the reading content helped students to understand better the concepts involved. Similarly, time spent explaining new work was productive. Time should be allotted for drill and practice exercises. Students should be provided with opportunities for oral reading. Reading gains were often associated with programs which focused instruction on either small groups or total groups. Praise and support according to student responses were seen as important. Likewise, positive corrective feedback in the form of rephrasing or probing was often used. Regarding assessment, short quizzes were most often used. Similarly, it was reported that such factors as outside intrusions, social interactions, misbehavior or negative interactions, offering students choices, too many written assignments or silent reading time, teachers doing organization or managerial tasks, and spending too much time with one student at a time are all negative factors affecting reading gain (p. 197).

Romjue (1978) adds that the teaching of oral reading is a responsibility of secondary reading teachers that is often ignored. She describes a four-step process whereby the student selects his own material, edits the selection to five minutes, prepares a script. and then reads orally to the class.

A recent study (Burns, 1977) reviewed the literature in secondary reading and described five major components of ideal programs (p. 19). These components were organized around goals pertaining to philosophy, curriculum, organization, instruction, and evaluation. The researcher concluded that in an ideal program:

1. provisions [are] made for all-around social, personal, and intellectual development, both in the cognitive and affective domain (philosophy).
2. the curriculum clearly reflects the philosophy by explicitly defined objectives that reflect both cognition and affect.
3. the organization of the program facilitates the accomplishment of these program objectives . . . [and] has the coordinated effort of the entire staff and in-service training is a continuing factor in the program.
4. all teaching personnel are responsible for reading instruction, which is based upon the needs, interests, and abilities of the students, and this instruction reflects the union between skills and content.
5. there is continuous evaluation of student needs, interests, and abilities, and there is continuous appraisal of both the program as a whole and of its various components (p. 19).

IV. EVALUATION OF SECONDARY READING PROGRAMS

A recurrent problem from educators and researchers alike is attempting to assess the effectiveness of secondary reading programs. Historically this has been accomplished by either having an expert or a panel of experts rate the program according to prevailing professional thought or by assessing program effectiveness in terms of improvement on a reading or study skills test.

One problem with using an expert or experts is lack of consistency. Similarly, validity and reliability are questionable. Neither has this type of evaluation in secondary reading been based upon a consensus of expert opinion, since a consensus heretofore has not existed.

Similar problems have existed with the use of reading or study-skills tests. Artley (1968) writes that this practice is "failing to take into account changes, if any, that took place in functional reading or study situations where the competencies were being applied" (p. 62).

Several difficulties associated with evaluation designs for the assessment of secondary reading programs were discussed by McDonald (1965). First, while the test-retest method continues to be the most common means of evaluation, it relies on the questionable assumption that scores on a reading test are valid measures of the complex of reading skills needed for successful academic work.

So many variables other than reading are involved in evaluating the efficiency of a reading program in terms of changed academic performance such that investigations would have to employ very sophisticated controls, extended over a considerable period of time, and be guided by operational definitions presently lacking or not sufficiently precise (p. 418).

A second point is that too many reports of reading course benefits rely on increased rate of reading, better comprehension, and improved vocabulary (McDonald, 1965, p. 419). According to Spache (1964), problems with these types of assessments are a lack of a universally accepted definition of comprehension, the fact that faster readers are not necessarily better readers, that there is no such entity as rate of reading and to consider it apart from other reading abilities is inappropriate.

McDonald (1965) sees a fourfold solution to the assessment problem in secondary reading. First, select an instrument which measures the facets of the reading process which the course is to teach. Second, the assessment must be conducted under conditions that unambiguously

define the purpose for which the reading is done while providing that this purpose is being fulfilled by the reader (p. 419). Third, tests should be used which measure reading in various types of materials and for different purposes. Fourth, procedures for testing should minimize invalid variance due to external factors.

Other research advocates the use of informal assessment procedures which rely heavily on expert opinion and by utilizing broad goal statements which are compared to the existing program. Wood (1976) suggests five observational techniques which may help evaluators judge the effectiveness of their program.

First, talk with the teachers who spend the money and run the program. Find out if they are responsible, take student needs seriously, are sensitive to maintaining fluidity in levels, and work well with content area teachers.

Second, come into the classroom and look around. Pay particular attention to the climate of learning, materials, record-keeping procedures, and if the physical facilities contribute to the learning process.

Third, look and listen to the students. Are they absorbed in their work, developing a businesslike attitude, feeling that someone cares if they learn, and tackling difficult work at times?

Fourth, talk to parents. Do they see voluntary reading taking place at home, marked improvement in behavior and attitude, and see their children bringing home books they want to read?

Fifth, talk to the counselors and the other teachers. Do they see positive changes in their classes related to the reading process?

In a similar article, Winkeljohann (1974) suggests four criteria for the evaluation of secondary reading programs based upon recommendations by the National Council of Teachers of English Committee on Curriculum. They are as follow:

- Criterion I: The reading program provides for the teacher to determine readiness.
- Criterion II: The reading program suggests procedures to help teachers develop students' reading skills.
- Criterion III: The program recognizes that a total reading program reaches beyond the development of basic reading skills.
- Criterion IV: The reading program relates the skills of reading to the total or regional program.

V. SUMMARY

The field of secondary reading has been researched in a number of areas for the past few decades. In the development of curriculum, instruction, and evaluation procedures for secondary reading, however, educators have had to rely on extrapolated theory from elementary reading research or methodology other than secondary reading research per se. The secondary reading theory that does exist may not necessarily represent a consensus of opinion or current practice, since a process for attempting to achieve a valid consensus has not been attempted or achieved as of this date. Consequently, this chapter included a brief review of current secondary school practices, descriptions of perceived needs and duties of secondary reading personnel, descriptions of theoretically sound secondary reading programs, and assessment procedures as reported in books, professional journals, and unpublished doctoral dissertations.

It is apparent from this review that there is a decline in reading growth at about the seventh grade level, which continues through the

secondary years. There is an urgent need to provide a systematic secondary reading program which is in harmony with the elementary program.

Two key personnel in the implementation of such a program are the reading specialist and the administrators at the school and district level. The reading specialist is the central person around whom the program is organized. He must help develop the philosophy and goals in many cases, help design the building-level program, and provide inservice instruction to the content area teachers who will implement the program. The administrator should be knowledgeable of current trends and practices in secondary reading instruction, consult with his reading specialist regularly, and help provide the necessary materials. In other words, the administrator is actively involved in a quality secondary reading program.

Studies of current practice are most revealing. In most situations, secondary reading programs are taught as lower-track English classes, maintained in a building-level reading center, and/or comprised of special units for content area classes. In many situations, a reading class will be provided at the seventh grade level, with available classes rapidly declining thereafter. It appears that most secondary reading programs are isolated from other content areas, narrow in scope, and largely staffed by personnel not certified in reading.

Programs considered to be theoretically sound in secondary reading are usually said to provide continuous instruction in all grades, are implemented largely by content area teachers, provide appropriate materials according to readability level, and involves cooperative effort between reading specialists, administrators, and content area teachers.

The program should also provide for continuous student and program evaluation.

The evaluation of secondary reading programs relies heavily upon professional opinion and data derived from pre-test/post-test information on reading and/or study skills tests. Informal assessment is also quite common, but a problem arising from any of these methods is the question of validity and reliability. Perhaps the method most useful in determining program strengths and weaknesses in a relatively short period of time is a checklist. This method could provide the means for quickly determining the status of an existing program and defining its characteristics. However, a consensus of opinion among secondary reading experts relative to the essential characteristics of a theoretically sound program has not been established and a checklist as described above has not been constructed to date.

It was difficult for the researcher to develop a uniform set of characteristics from the literature because of a lack of consistency and cohesion relative to the delineation of a theoretically sound secondary reading program. Therefore, it seemed logical to identify as a starting point for modification by the experts the following eight categories which were either directly or indirectly the subject of extensive research during the past few decades.

Goals	Evaluation
Curriculum	Teacher Competencies
Materials	Physical Facilities
Instructional Strategies	Personnel

CHAPTER III

METHODS AND PROCEDURES

I. INTRODUCTION

The purpose of this study was to identify the characteristics of a theoretically sound secondary reading program and to develop an instrument which may be used to assess the relative strengths and weaknesses of existing secondary reading programs. To determine the characteristics of a theoretically sound secondary reading program, the researcher surveyed a panel of experts using a three round Delphi probe to arrive at a consensus of beliefs on the subject. To determine the philosophies and curricula in actual use, a comprehensive review of the literature was made. Based on these data, an instrument was constructed to help facilitate future evaluations of secondary reading programs and was field tested in actual secondary school settings.

II. RATIONALE FOR USE OF THE DELPHI

The Delphi technique is a process uniquely suited to a study of this type, since no consensus of opinion exists as to which characteristics are essential to a theoretically sound secondary reading program. This study required a method by which a consensus of opinion could be achieved by a panel of experts without having to actually assemble them at any given time and which could provide diversity of opinion.

Critical literature on the use of Delphi is still rather uneven and sparse (Sackman, 1975, p. 30). Even though Delphi is only one of

many possible approaches and no claim is made that it will prove to be the most significant in the long run, it does appear to be one of the more promising techniques available for decision makers (Dalkey, 1972, p. 2).

The early uses of Delphi by the Rand Corporation in 1948 were primarily concerned with scientific and technological forecasting. Delphi has since spread rapidly, with hundreds of studies appearing in the United States, and in other countries (Sackman, 1975, p. 5). Delphi has been justified primarily on the grounds that it prevents professional status and high position from forcing judgments in certain directions, as frequently occurs when panels of experts meet (Weaver, 1971, p. 267).

Delphi Procedures

Weaver (1971) states that the procedure usually includes

. . . a questionnaire, mailed to respondents who remain anonymous to one another. Respondents first generate several rather concise statements of events, and in the second round give estimates as to the probability of each event occurring at a given date in the future (p. 267).

Another use of Delphi in educational research was described by Blackmon (1978).

A panel of knowledgeable persons is interrogated by a sequence of questionnaires in which the responses to one questionnaire are used to produce the next questionnaire. Any set of information available to part of the group and not others is thus passed to the others enabling the entire panel to have access to all of the available information for forecasting (p. 48).

Encel et al. (1975) report that there may be two or three such rounds, after which point further rounds would have rapidly diminishing returns (p. 79). At this point, the views of the respondents will

either converge somewhat or the reasons why convergence is unlikely will have been documented (Amara, 1975, p. 7). The writings and research on the use of the Delphi technique indicate that many variations are possible.

Advantages and Disadvantages of Delphi

One intention of Delphi (Weaver, 1971) is to ensure that changes in estimates reflect rational judgment and not the influence of certain opinion leaders. Chambers et al. (1971) add that this technique eliminates the bandwagon effect of majority opinion.

Another important benefit (Weaver, 1971) is that:

Delphi, in combination with other tools, is a very potent device for teaching people to think about the future of education in much more complex ways than they ordinarily would. . . . What this means is that initially the way to get educators to make better decisions - decisions which account for alternative consequences - is to enhance their capacity to think in complex ways about the future, and Delphi seems ideally suited to such a purpose. Indeed, educators may find in Delphi and other forecasting tools a better pedagogy (p. 271).

Weaver (1971) adds that Delphi may also be used as a planning tool which can aid in probing priorities held by members and constituencies of an organization.

Other research (Dalkey et al, 1972) indicates that a distinct advantage in Delphi is the possibility of anonymous interaction. They state that more often than not, discussion in a face to face setting leads to a degradation of group estimates (pp. 24-25).

In a review of Delphi publications, Touzel (1978) reports that the use of this technique avoids time-consuming meetings and conferences,

as well as reluctance on the part of an expert to change his mind for fear that his change might be interpreted as weakness.

A number of disadvantages are apparent with the Delphi technique. Sackman (1975) states that there has been practically no serious scientific literature on Delphi. He concludes that Delphi is basically an unreliable and scientifically unvalidated technique in principle and probably in practice.

Weaver (1971) cites certain fundamental weaknesses in its present form which have to do with interpreting the significance of convergence of opinion under the conditions imposed by Delphi. Specifically, there is rather meager evidence to suggest that compression of estimates over rounds produces a final consensus closer to the true answer. A problem with this conclusion, however, is that it is drawn from some very short-term predictions in the field of economics.

An important limitation in the use of the Delphi technique (Encel et al, 1975) relates to the interpretation of questionnaire items, and of questionnaire design in general. That is, do the respondents all understand the same thing by the question (p. 80).

Another reason for some skepticism in the use of Delphi, according to Encel et al. (1975), is the assumption that intuition provides a sound basis for forecasting future trends. These writers suggest that Delphi should best be viewed as a form of social survey, whose results reflect the expectations, feelings and knowledge of official plans among the group members (p. 81).

After careful consideration of both the advantages and disadvantages of Delphi, and other possible means for attaining a consensus of opinion

in the field of secondary reading instruction, Delphi seemed to be the most appropriate method. The following reasons suggested by Touzel (1978) in a similar study provide a rationale for the use of a modified Delphi technique in this study.

1. It allows for input from nation-wide experts without the expense of assembling them in one location.
2. It provides a rational means for the experts to arrive at a consensus, and
3. It provides for the development of consensus untainted by social pressure or the bandwagon effect (p. 72).

III. SOURCE OF THE DATA

A panel of some forty (40) experts was chosen as the prospective Delphi panel members. These names represented prominent educators in the field of secondary reading who had published journal articles or books in the past five years, and were active members or officers in the International Reading Association or the College Reading Association. The final Delphi panel of ten (10) members was selected by four (4) members of The University of Tennessee, College of Education reading staff who teach courses in secondary reading.

The addresses and telephone numbers of the ten (10) prospective panel members were located in the directory of the International Reading Association. Each panelist was subsequently contacted by telephone and asked to participate in the study. While all agreed to serve on the Delphi panel, one member did not return the Round I instrument and was eliminated from further participation. The remaining nine (9) panel members participated fully in the first two rounds, but one (1) other panelist failed to complete the Round III instrument in time for analysis.

The panel represented eight (8) institutions of higher education in three (3) distinct geographical areas of the United States. Their university departments included Elementary and Secondary Reading, Research, Linguistics, Clinical Practice, English Education, and Curriculum and Instruction. One institution had two members participating in the study, but no institution had more than two Delphi members in this study.

Those panel members selected represented a wide range of experience and training representative of the entire nation. No one was selected to serve on the panel from outside the United States by the initial screening committee. The panelists represented five (5) states - Tennessee, Ohio, Indiana, New York, and Texas. The panel consisted of six (6) male members and three (3) female members.

IV. PROCEDURES OF DATA COLLECTION AND ANALYSIS

In order to identify the essential characteristics of a theoretically sound secondary reading program which would facilitate the development of an instrument for the evaluation of existing secondary reading programs, a three-round Delphi probe was used. This procedure was selected so as to determine from a panel of experts which components they felt to be essential.

Factors Used in Content Analysis

As each round of the Delphi study was completed, the researcher developed categories for the purpose of analyzing the content. Prior to initiating the content analysis, a brief review of related procedures for the process was conducted. This allowed the researcher to conduct

the analysis under established guidelines. They shall briefly be discussed below.

Berelson (1971) offers the following definition of content analysis, "Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p. 18). It is clear from Berelson's review of the history and uses of content analysis, that it is quite appropriate for a study of this type. Another writer points out that it is intended for anyone who wishes to put questions to individuals in the various media forms available to get data that will facilitate reaching certain conclusions (Carney, 1972).

Another advantage of content analysis which parallels that of a Delphi probe is its relative convenience. It allows the investigator to observe a communicator's message at times and places of the investigator's own choosing. The procedure also allows him to carry out his observation without fear that the attention will bias the communicator (Budd et al., 1967).

In the construction of categories for the content analysis of each Delphi probe, Holsti's (1969) general principals of category construction were adopted. That is, categories should reflect the purposes of the research, be exhaustive, be mutually exclusive, independent, and derived from a single classification principle (p. 95).

Development of Round I of the Delphi Probe

It was the purpose of Round I of the Delphi probe to solicit as much information as possible from the experts through the use of an objective and unbiased instrument. The directions asked the panelists

to list or describe what they felt to be the essential components of a theoretically sound secondary reading program. Eight (8) categorical headings that emerged from the review of the literature (see page 35) were suggested to facilitate the feedback, and the panel was directed to use, delete, or add to them in any way they wished. The procedure seemed to hold instrument bias and contamination to a minimum. Prior to the dissemination of the instrument, final approval was secured by the major professor and a committee member acquainted with the procedure.

The Round I probe (Appendix B) was then distributed to the panel of experts.

Data Analysis of Round I and Development of Round II

The researcher initially arranged the data for analysis according to the suggested categories, as the panel seemed to find them organizationally useful. No new categories were suggested by a consensus of the panel [two (2) or more]. Characteristics appearing in the "other" category and which were essentially the same as characteristics mentioned in one of the eight (8) other categories were combined under that heading.

Touzel (1978, p. 78) states that a Delphi probe is constructed so that similarities in responses, definitions, descriptions and/or rationales submitted by panel members form categories of agreement. Each characteristic suggested by two (2) or more panel members was noted and listed as an item for the Round II probe (see Appendix C for items deleted after Round I). It was then possible to rank order each characteristic according to how often it was mentioned by the panel of experts. With these characteristics so ordered, it was then possible to construct

the Round II Delphi probe (see Appendix B). Percentile figures were added to indicate the frequency of occurrence during Round I. Eight (8) of the ten (10) panel members responded to Round I in the time allotted before construction of Round II. One (1) other panelist responded late, but after careful analysis, it was determined that no new categories were created and he was allowed to continue in subsequent rounds.

Purpose and Format of the Round II Delphi Probe

It was the purpose of Round II to finalize the categories, determine the level of consensus for each category, and to discover any new categories which may have been omitted. The panel was provided an instrument which listed each category in rank-order, a percentile consensus figure derived from the analysis of Round I, and a rating scale to determine "LOW AGREEMENT," "MODERATE AGREEMENT," or "HIGH AGREEMENT." Panelists were instructed to review each category, mark the level of agreement, and/or delete each item as they wished. A weighted value of three (3) was assigned to responses by the panelists marked "HIGH AGREEMENT," two (2) to "MODERATE AGREEMENT," and one (1) to "LOW AGREEMENT." The researcher then placed each response and weighted value into one of the categories. In this way it was possible to prioritize the characteristics in each category for the second and third rounds of the Delphi probe. Space was also provided for additional categories the experts felt had been omitted and for remarks.

Data Analysis of Round II and the Development of Round III

Data were received for analysis from eight (8) of the nine (9) panel members who participated in Round II. A weighted value was ascribed

to each of the prioritized reactions by the participants. This procedure facilitated both quantifying the reactions and permitted tallying by item to determine rank order preference. It was not necessary to eliminate any characteristic due to lack of consensus as to its merit. However, the wording for some characteristics (which was taken verbatim in most cases from Round I) was objectionable to a consensus of the experts and was edited as suggested. The panelists in some cases reprimanded the researcher for the use of said language, though every effort was made to use the Round I responses as written. Another result of Round II which affected the construction of Round II was a request by two (2) panelists for an opportunity to rank order the characteristics on the final instrument. This suggestion was implemented and the final probe was constructed from the data received from Round II (see Appendix B).

Purpose and Format of the Round II Delphi Probe

It was the purpose of Round III to determine levels of agreement and consensus for each characteristic, obtain a consensus for the rank order or importance placed on each characteristic, and to discover any additional characteristics felt to be essential to a theoretically sound secondary reading program. The wording of several items was refined to reflect the suggestions obtained from Round II. Panelists were again asked to state whether they were in low agreement, moderate agreement, or high agreement with each characteristic, or to delete as necessary any items they opposed to being listed.

Data Analysis of Round III of the Delphi Probe

In the final round of the Delphi probe, responses from the eight (8) panelists participating were categorized and tallied for analysis purposes. Each response was assigned a weighted value, and each characteristic with moderate to high agreement among the experts was later used in the evaluation checklist developed by the researcher.

A comparison between characteristics derived from the review of the literature and those listed by the experts in the Delphi probe was made. The discrepancies between the literature and the consensus of experts in this study were listed as areas of future interest in secondary school evaluations and research. The recommendations are discussed at length in Chapter VI.

Development of the Secondary Reading Program Inventory

After careful review of the data derived from the three-round Delphi probe, a checklist was constructed to aid in future evaluations of secondary reading programs. The construction and field testing of the instrument is discussed in Chapter V of this study.

CHAPTER IV

ANALYSIS OF THE DATA

I. INTRODUCTION

This study sought to answer five major questions relative to secondary reading programs. They were

1. What are the characteristics of a theoretically sound secondary reading program as reported in books, professional journals, and unpublished doctoral dissertations?

2. What do experts in the field of secondary reading believe to be the characteristics of a theoretically sound secondary reading program?

3. What, if any, evaluation instruments or frameworks have been developed for the specific purpose of evaluating secondary reading programs?

4. If an evaluation instrument or framework has been developed, how well does it measure the characteristics of a theoretically sound secondary reading program as identified in the literature and through the Delphi study of expert opinion?

5. If no evaluation instruments or frameworks presently exist, can an evaluation checklist be developed and field tested which will accurately measure the characteristics of a theoretically sound secondary reading program as identified in the literature and through the Delphi study of expert opinion?

In this chapter, each question will be discussed and the techniques used to generate and analyze data are also explicated.

II. CHARACTERISTICS OF A THEORETICALLY SOUND SECONDARY READING PROGRAM AS REPORTED IN THE LITERATURE

Information regarding the characteristics of a theoretically sound secondary reading program as reported in books, professional journals, and unpublished doctoral dissertations was discussed in Chapter II. It was determined that the various characteristics may be grouped into broad categories which include goals, curriculum, materials, instructional strategies, evaluation, teacher competencies, physical facilities, and personnel.

III. CHARACTERISTICS OF A THEORETICALLY SOUND SECONDARY READING PROGRAM ACCORDING TO EXPERTS IN THE FIELD

In order to determine the characteristics of a theoretically sound secondary reading program according to experts in the field, a three round Delphi probe was conducted during the 1982-83 academic year. Procedures for the Delphi probe were discussed in Chapter III. Analysis of the data is explicated in this section for each round.

In Round I, each panelist was asked to list the components of a theoretically sound secondary reading program, using the suggested categories derived from a review of the literature (see Chapter II). Responses were then collated and rank-ordered according to frequency. These data went into the construction of the Delphi Probe, Round II instrument (see Appendix B). The percentage of panel consensus was noted to the left of each component.

Round II of the Delphi probe asked each panelist to note their reaction to each characteristic by checking the appropriate column marked low agreement, moderate agreement, or high agreement. If the panelists so desired, they could add to or delete characteristics as they wished. Results for each category are briefly discussed below.

Goals, Round II

Experts serving on this Delphi panel felt that developing the ability to read effectively for different purposes and providing for content-area reading in the regular classroom were the most important goals of a secondary reading program (see Table 1). Fostering recreational reading and appreciation were next in importance followed by the proper use of textbooks as a primary source of learning. Other examples of proper goal statements in order of importance were individualizing instruction, providing for remedial/disabled readers, establishment of functional literacy as a minimum competency, and helping learners develop metacognitive strategies.

No items were eliminated from the initial nine items presented in Round II, but the order of importance shifted noticeably from Round I. Since no new items were suggested by two or more panelists in any of the categories, single new items were deleted (see Appendix C, Table 33).

Curriculum, Round II

Five items were suggested in this category after Round I (see Appendix B). Table 2 illustrates the findings after Round II was completed. Secondary reading programs should provide for the development

TABLE 1

DELPHI PROBE ROUND II GOALS

Categories of Response	Indicates Level of Agreement			Not Rated	Weighted Total
	Low	Moderate	High		
1. Read for appreciation and/or pleasure	0	1	8	0	26
2. Develop ability to read effectively for different purposes	0	0	9	0	27
3. Use of textbooks as the primary source of learning	2	4	3	0	23
4. Use of individualized instruction	1	3	5	0	22
5. Develop basic reading skills in adolescence	0	4	5	0	23
6. Provide content-area reading in regular classroom	0	0	9	0	27
7. Provide remedial/disabled readers instruction by a reading specialist	1	5	3	0	20
8. Attain functional literacy as a minimum competency.	0	5	3	1	19
9. Develop metacognitive strategies	0	2	5	2	19

TABLE 2

DELPHI PROBE ROUND II CURRICULUM *

Categories of Response	Indicates Level of Agreement			Not Rated	Weighted Total
	Low	Moderate	High		
1. Reading instruction tied to the content-areas	0	1	8	0	26
2. Develop comprehension skills	0	0	9	0	27
3. Develop appreciation and motivation to read	0	1	8	0	26
4. Develop reading/study skills	0	0	9	0	27
5. Provide remedial reading instruction for those who need help	0	2	7	0	25

*See Appendix C, Table 42 for categories deleted.

of comprehension skills and develop effective reading/study skills as the central component of the curriculum. Nearly as important was the notion that reading should be taught as a tool, tied to the content of each subject course. Also, the program should develop an appreciation and motivation to read for enjoyment. Remedial reading instruction should be provided in a special setting apart from the content-area classroom for those who need extra help.

Materials, Round II

It is interesting to note that after Round II all experts felt that the two most essential materials were content textbooks (written at various reading levels) and a variety of trade books. Next in importance was a variety of literary genre (modern novels, classics, mysteries, etc.) and environmental print, such as newspapers. As may be seen in Table 3, such items as reading textbooks and other specialized laboratory aids were deemed least important.

Instructional Strategies, Round II

Consistent with earlier data, the experts unanimously felt that strategies which can be utilized in the content classroom should be uppermost in the selection of instructional strategies. As may be seen in Table 4, text study strategies like SQ3R and outlining should be taught. It is the consensus of the panel that the Directed Reading Approach and vocabulary improvement exercises be integrated across the curriculum.

The final strategies suggested were reading-oriented activities which could be easily implemented in the content classroom. Panelists

TABLE 3

DELPHI PROBE ROUND II MATERIALS

Categories of Response	Indicates Level of Agreement			Not Rated	Weighted Total
	Low	Moderate	High		
1. Content texts at various reading levels	0	0	9	0	27
2. Trade books	0	0	9	0	27
3. Laboratory aids	2	4	3	0	19
4. Environmental print	0	3	6	0	24
5. Published textbooks for teaching reading/study skills	1	3	5	0	22
6. Reference sources	0	1	7	1	23
7. Literary genre	0	2	7	0	25

TABLE 4
DELPHI PROBE ROUND II INSTRUCTIONAL STRATEGIES

Categories of Response	Indicates Level of Agreement			Not Rated	Weighted Total
	Low	Moderate	High		
1. Text study strategies	0	0	9	0	27
2. Reading strategies integrated across the curriculum	0	0	9	0	27
3. A broad range of reading/writing strategies	0	0	8	1	24
4. Use of study guides	0	5	4	0	22
5. Comprehension-centered instructional	0	0	7	2	21
6. Prepare students for learning	0	1	7	1	23

also indicated that activities which incorporate both reading and writing skills are desirable.

Evaluation, Round II

Informal assessment first by teachers, then students themselves was the preferred means by which the secondary reading program should be evaluated (see Table 5). The affective mode should likewise be carefully considered. The least desirable method of assessment was through the use of standardized tests.

Teacher Competencies, Round II

All members of the Delphi panel felt that content area teachers should be aware of reading demands in their individual specialty(s). Similarly, they should be knowledgeable in the various techniques for teaching reading skills (see Table 6). Other essential teacher competencies include a knowledge of diagnostic/testing procedures, awareness of basic reading skills appropriate for secondary learners, and of the various materials available.

Physical Facilities, Round II

Only four types of physical facilities were listed as essential in a theoretically sound secondary reading program. Table 7 indicates that an area to display books and other reading materials, an area for small group instruction, a reading lab, and an audio-visual area are important components. It should be noted, however, that only moderate to low agreement was registered by several experts concerning the audio-visual and reading lab areas.

TABLE 5

DELPHI PROBE ROUND II EVALUATION *

Categories of Response	Indicates Level of Agreement			Not Rated	Weighted Total
	Low	Moderate	High		
1. Informal assessment	0	0	9	0	27
2. Standardized tests	3	1	5	0	20
3. Student assessment	0	1	8	0	26
4. Interest and attitude inventories	0	2	7	0	25

*See Appendix C, Table 42 for categories deleted.

TABLE 6

DELPHI PROBE ROUND II TEACHER COMPETENCIES*

Categories of Responses	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate High		
1. Knowledge of diagnostic/testing procedures to help make instruction fit student needs	1	2 6	0	23
2. Knowledge of techniques for teaching reading skills	0	2 7	0	25
3. Awareness of content-reading demands in their subject specialty	0	0 9	0	27
4. Awareness of basic reading skills appropriate for secondary learners	1	1 6	1	21
5. Awareness of the various materials available	1	4 4	0	21

*See Appendix C, Table 42 for categories deleted.

TABLE 7

DELPHI PROBE ROUND II PHYSICAL FACILITIES*

Categories of Responses	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate High		
1. A reading lab	3	1 5	0	20
2. An audio-visual area	2	3 4	0	20
3. A display area for reading materials	0	2 7	0	25
4. An area for small group instruction	0	2 7	0	25

*See Appendix C, Table 42 for categories deleted.

Personnel, Round II

Panelists involved with this study felt that it is essential to have a reading consultant available for grades seven through twelve. Most felt that this should be a person who can serve as a resource person for classroom teachers, is a reading and language specialist, and is qualified by demonstration (see Table 8).

It is also important that teachers have the benefit of quality administrative leadership and support. Such personnel as principals and coordinators are seen as key people to the success of the secondary reading program.

Content-area teachers should be considered as an integral and active part of the reading staff. While the support staff is considered to be essential, only the position of librarian received unanimous support by this panel. Others in order of importance according to the data were guidance staff, the school psychologist, a media specialist, and medical assistance.

Introduction to Round III

In Round III, no new characteristics were added by a consensus of two or more panelists in those or any other category. Data presented in this section is reported in two ways - according to levels of agreement, and rank-ordering from least important to most important. An additional set of tables allow for direct comparison of the two types of data.

Goals, Round III

The Round III probe revealed no significant shifts in opinion as to which goals were felt to be most essential (see Tables 9, 10,

TABLE 8

DELPHI PROBE ROUND II PERSONNEL

Categories of Responses	Indicates Level of Agreement			Not Ranked	Weighted Total
	Low	Moderate	High		
1. A reading consultant	0	0	9	0	27
2. Content-area teachers as reading teachers	0	2	7	0	25
3. Administrative support	0	0	9	0	27
4. Special reading teachers to teach remedial courses	0	4	4	1	20
5. Support staff	0	1	7	1	23

TABLE 9

DELPHI PROBE ROUND III GOALS,* LEVELS OF AGREEMENT

Categories of Responses	Indicates Level of Agreement			Not Ranked	Weighted Total
	Low	Moderate	High		
1. Develop ability to read effectively for different purposes	0	0	8	0	24
2. Provide content-area reading in regular classrooms	0	0	8	0	24
3. Read for appreciation and/or pleasure	0	1	7	0	23
4. Use of textbooks as the primary source of learning	1	1	6	0	21
5. Develop basic reading skills in adolescence	0	5	3	0	19
6. Provide individualized instruction	0	3	5	0	21
7. Provide remedial/disabled readers instruction by a reading specialist	1	3	4	0	19
8. Attain functional literacy as a minimum competency	0	3	5	0	21
9. Develop metacognitive strategies	1	2	4	0	17

*See Appendix C, Table 43 for categories deleted.

TABLE 10

DELPHI PROBE ROUND III GOALS,* RANK-ORDERED

Categories of Responses	Number of Respondents Who Rank-ordered Categories in Specific Priorities										Not Ranked	Weighted Total
	1	2	3	4	5	6	7	8	9	10		
1. Develop ability to read effectively for different purposes	2	1	3	0	0	0	0	0	0	0	2	53
2. Provide content-area reading in regular classrooms	3	1	1	1	0	0	0	0	0	0	2	54
3. Read for appreciation and/or pleasure	0	2	1	0	1	2	0	0	0	0	2	42
4. Use of textbooks as the primary source of learning	0	1	0	3	0	0	0	0	2	0	2	34
5. Develop basic reading skills in adolescence	0	0	0	0	2	1	0	2	0	0	3	23
6. Provide individualized instr.	0	0	1	1	1	0	2	0	0	0	3	29
7. Provide remedial/disabled readers instruction by a reading specialist	0	0	0	1	0	0	2	2	0	0	3	21

TABLE 10 (Cont'd)

Categories of Responses	Number of Respondents Who										Not Ranked	Weighted Total
	Rank-ordered Categories in Specific Priorities											
	1	2	3	4	5	6	7	8	9	10		
8. Attain functional literacy as a minimum competency	0	1	0	0	0	2	1	1	0	0	3	26
9. Develop metacognitive strategies	1	0	0	1	1	0	0	0	2	0		27

*See Appendix C, Table 43 for categories deleted.

and 11). For example, levels of agreement for the top four goals were unchanged from Round II, and the process of rank-ordering merely reversed the top two items. Similar shifts were noted for the final five items. Only the goal pertaining to developing metacognitive strategies changed significantly (from the ninth position to the fifth).

Curriculum, Round III

Curriculum priorities according to the levels of agreement were unchanged in Round II as compared to Round III. Similarly, when analyzing the rank-order data only the first two characteristics were reordered (see Tables 12, 13 and 14). The findings of Round II remain virtually unchanged in this section of Round III.

Materials, Round III

A shift in levels of agreement was noted for Round II. Most notable was the shift in priorities for content texts written at various levels, and the provision of environmental print. The former moved from first to fifth place, the latter from fourth to second (see Tables 15, 16 and 17). However, when the experts rank-ordered the materials from most important to least important, there was no change in priorities from Round II.

Instructional Strategies, Round III

There was only one significant change in the instructional strategies that should be employed in a theoretically sound secondary reading program. In the rank-ordering process, most experts felt that comprehension-centered strategies should be included as one of the top three items. Tables 18, 19, and 20 reveal that no other significant

TABLE 11

DELPHI PROBE ROUND III CONSENSUS COMPARISONS OF
RANK-ORDERING AND LEVELS OF AGREEMENT

I. Goals	Most Important (1) to Least Important (9)	
	Rank-Order	Levels of Agreement
1. Develop ability to read effectively for different purposes	2	1
2. Provide content-area reading in regular classroom	1	2
3. Read for appreciation and/or pleasure	3	3
4. Use of textbooks as the primary source of learning	4	4
5. Develop basic reading skills in adolescence	8	7
6. Provide individualized instruction	5	5
7. Provide remedial/disabled readers instruction by a reading specialist	9	8
8. Attain functional literacy as a minimum competency	7	6
9. Develop metacognitive strategies	6	9

TABLE 12

DELPHI PROBE ROUND III CURRICULUM,* LEVELS OF AGREEMENT

Categories of Response	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate		
1. Develop comprehension skills	0	0	0	24
2. Develop reading/study skills	0	0	0	24
3. Reading instruction is tied to the content-areas	0	0	0	24
4. Develop appreciation and motivation to read	0	1	0	23
5. Provide remedial reading instruction for those who need help	1	1	0	21

*See Appendix C, Table 43 for categories deleted.

TABLE 13

DELPHI PROBE ROUND III CURRICULUM,* RANK-ORDERED

Categories of Responses	Number of Respondents Who						Not Ranked	Weighted Total
	Rank-ordered	1	2	3	4	5	6	
1. Develop comprehension skills	1	2	3	0	0	0	2	28
2. Develop reading/study skills	3	2	0	1	0	0	2	31
3. Reading instruction tied to the content-areas	2	1	1	2	0	0	2	27
4. Develop appreciation and motivation to read	0	2	2	1	1	0	2	23
5. Provide remedial reading instruction for those who need help	0	0	0	2	3	1	2	13

*See Appendix C, Table 43 for categories deleted.

TABLE 14

DELPHI PROBE ROUND III CURRICULUM CONSENSUS COMPARISONS
OF RANK-ORDERING AND LEVELS OF AGREEMENT

II. Curriculum	Most Important (1) to Least Important (5)	
	Rank-Order	Level of Agreement
1. Develop comprehension skills	2	1
2. Develop reading/study skills	1	2
3. Reading instruction tied to the content-areas	3	3
4. Develop appreciation and motivation to read	4	4
5. Provide remedial reading instruction for those who need help	5	5

TABLE 15

DELPHI PROBE ROUND III MATERIALS, LEVELS OF AGREEMENT

Categories of Response	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate High		
1. Content textx at various reading levels	0	2 5	1	19
2. Trade books	0	0 8	0	24
3. Literary genre	0	1 7	0	23
4. Environmental print	0	0 8	0	24
5. Reference sources	0	0 8	0	24
6. Published textbooks for teaching reading/study skills	3	2 3	0	15
7. Laboratory aids	0	4 3	1	17

TABLE 16
DELPHI PROBE ROUND III MATERIALS, RANK-ORDERED

Categories of Responses	Number of Respondents Who							Not Ranked	Weighted Total
	Rank-ordered Categories in Specific Priorities								
	1	2	3	4	5	6	7		
1. Content texts at various reading levels	4	1	0	0	1	0	0	2	37
2. Trade books	2	2	2	0	0	0	0	2	36
3. Literary genre	0	2	2	1	0	0	1	2	27
4. Environmental print	0	1	3	0	1	1	0	2	26
5. Reference sources	0	0	2	3	1	0	0	2	25
6. Published textbooks for teaching reading/study skills	0	0	0	1	1	3	1	2	14
7. Laboratory aids	0	0	0	0	1	2	3	2	10

TABLE 17

DELPHI PROBE ROUND III MATERIALS CONSENSUS COMPARISONS
OF RANK-ORDERING AND LEVELS OF AGREEMENT

III. Materials	Most Important (1) to Least Important (7)	
	Rank-Order	Levels of Agreement
1. Content texts at various reading levels	1	5
2. Trade books	2	1
3. Literary genre	3	4
4. Environmental print	4	2
5. Reference sources	5	3
6. Published textbooks for teaching reading/study skills	6	7
7. Laboratory aids	7	6

TABLE 18

DELPHI PROBE ROUND III INSTRUCTIONAL STRATEGIES, LEVELS OF AGREEMENT

Categories of Response	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate High		
1. Text study strategies	0	0 8	0	24
2. Reading strategies integrated across the curriculum	0	0 8	0	24
3. A broad range of reading/writing strategies	0	0 7	1	21
4. Prepare students for learning	0	1 7	0	23
5. Use of study guides	0	4 3	1	17
6. Comprehension-centered instructional strategies	0	1 6	1	20

TABLE 19

DELPHI PROBE ROUND III INSTRUCTIONAL STRATEGIES, RANK-ORDERED

Categories of Responses	Number of Respondents Who Rank-ordered Categories in Specific Priorities						Not Ranked	Weighted Total
	1	2	3	4	5	6		
1. Text study strategies	3	2	1	0	0	0	2	32
2. Reading strategies integrated across the curriculum	2	1	1	2	0	0	2	27
3. A broad range of reading/writing strategies	0	1	2	1	1	1	2	19
4. Prepare students for learning	0	0	2	1	1	2	2	15
5. Use of study guides	0	0	0	1	3	2	2	10
6. Comprehension-centered instructional strategies	1	2	0	1	1	1	2	22

TABLE 20

DELPHI PROBE ROUND III INSTRUCTIONAL STRATEGIES CONSENSUS
COMPARISONS OF RANK-ORDERING AND LEVELS OF AGREEMENT

IV. Instructional Strategies	Most Important (1) to Least Important (6)	
	Rank-Order	Levels of Agreement
1. Text study strategies	1	1
2. Reading strategies integrated across the curriculum	2	2
3. A broad range of reading/writing strategies	4	4
4. Prepare students for learning	5	3
5. Use of study guides	6	6
6. Comprehension-centered instructional strategies	3	5

changes occurred from Round II and all instructional strategies listed are essential.

Evaluation, Round III

The evaluation section of Round III was the only category in which both lists were unchanged from Round II (see Tables 21, 22, and 23). As mentioned in the Round II analysis, the panel feels that informal assessment is most practicable and standardized instruments are least desirable.

Teacher Competencies, Round III

The top two competencies that are essential according to the experts relate to teacher knowledge of content-reading demands and techniques for teaching reading skills (see Tables 24, 25, and 26). The final three competencies shifted only in a minor way from Round II.

Physical Facilities, Round III

The trend of the panel toward facilities common in most public secondary schools was virtually unchanged in Round III. The rank-ordering was in complete agreement with Round II and levels of agreement shifted only in the last two items (see Tables 27, 28, and 29).

Personnel, Round III

Levels of agreement pertaining to essential personnel were unchanged from Round II. The only significant shift due to the rank-ordering feature of Round III related to content-area teachers serving as reading teachers. According to the rank-ordering perspective, this notion of content teachers as reading teachers was

TABLE 21

DELPHI PROBE ROUND III EVALUATION,* LEVELS OF AGREEMENT

Categories of Responses	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate High		
1. Informal assessment	0	0 8	0	24
2. Student assessment	0	2 6	0	22
3. Interest and attitude inventories	1	3 4	0	19
4. Standardized tests	2	1 4	1	16

*See Appendix C, Table 43 for categories deleted.

TABLE 22

DELPHI PROBE ROUND III EVALUATION,* RANK-ORDERED

Categories of Responses	Number of Respondents Who Rank-ordered Categories in Specific Priorities					Not Ranked	Weighted Total
	1	2	3	4	5		
1. Informal assessment	5	1	0	0	0	2	29
2. Student assessment	1	1	1	3	0	2	18
3. Interest and attitude inventories	0	2	3	0	1	2	18
4. Standardized tests	0	2	1	3	0	2	17

*See Appendix C, Table 43 for categories deleted.

TABLE 23

DELPHI PROBE ROUND III EVALUATION CONSENSUS COMPARISONS
OF RANK-ORDERING AND LEVELS OF AGREEMENT, RANK-ORDERED

V. Evaluation	Most Important (1) to Least Important (4)	
	Rank-Order	Levels of Agreement
1. Informal assessment	1	1
2. Student assessment	2	2
3. Interest and attitude inventories	3	3
4. Standardized tests	4	4

TABLE 24

DELPHI PROBE ROUND III TEACHER COMPETENCIES, LEVELS OF AGREEMENT

Categories of Responses	Indicates Level of Agreement			Not Ranked	Weighted Total
	Low	Moderate	High		
1. Awareness of content-reading demands in their subject specialty	0	0	8	0	24
2. Know techniques for teaching reading skills	0	1	7	0	23
3. Knowledge of diagnostic/testing procedures to help make instruction fit student needs	0	3	4	1	18
4. Awareness of basic reading skills appropriate for secondary learners	0	3	5	0	21
5. Awareness of the various materials available	0	2	5	1	19

TABLE 25

DELPHI PROBE ROUND III TEACHER COMPETENCIES, RANK-ORDERED

Categories of Responses	Rank-ordered Categories in Specific Priorities					Number of Respondents Who	
	1	2	3	4	5	Not Ranked	Weighted Total
1. Awareness of content-reading demands in their subject specialty*	6	0	0	0	0	2	30
2. Knowledge of techniques for teaching reading skills	1	3	0	2	0	2	22
3. Knowledge of diagnostic/testing procedures to help make instruction fit student needs	0	0	3	2	1	2	14
4. Awareness of basic reading skills appropriate for secondary learners	1	1	0	1	3	2	14
5. Awareness of the various materials available	0	2	2	2	0	2	18

*Unanimous agreement.

TABLE 26

DELPHI PROBE ROUND III TEACHER COMPETENCIES CONSENSUS COMPARISONS
OF RANK-ORDERING AND LEVELS OF AGREEMENT

VI. Teacher Competencies	Most Important (1) to Least Important (5)	
	Rank-Order	Levels of Agreement
1. Awareness of content-reading demands in their subject specialty	1	1
2. Knowledge of techniques for teaching reading skills	2	2
3. Knowledge of diagnostic/testing procedures to help make instruction fit student needs	4	5
4. Awareness of basic reading skills appropriate for secondary learners	5	3
5. Awareness of the various materials available	3	4

TABLE 27

DELPHI PROBE ROUND III PHYSICAL FACILITIES, LEVELS OF AGREEMENT

Categories of Responses	Indicates Level of Agreement		Not Ranked	Weighted Total
	Low	Moderate High		
1. A display area for reading materials	0	0 8	0	24
2. An area for small group instruction	0	2 6	0	22
3. A reading lab	1	2 4	1	17
4. An audio-visual area	0	5 3	0	19

TABLE 28

DELPHI PROBE ROUND III PHYSICAL FACILITIES, RANK-ORDERED

Categories of Responses	Number of Respondents Who Rank-ordered Categories in Specific Priorities				Not Ranked	Weighted Total
	1	2	3	4		
1. A display area for reading materials	3	2	1	0	2	20
2. An area for small group instruction	2	2	0	2	2	16
3. A reading lab	1	1	1	3	2	12
4. An audio-visual area	0	1	4	1	2	12

TABLE 29

DELPHI PROBE ROUND III PHYSICAL FACILITIES CONSENSUS COMPARISONS
OF RANK-ORDERING AND LEVELS OF AGREEMENT

VII. Physical Facilities	Most Important (1.) to Least Important (4)	
	Rank-Order	Levels of Agreement
1.. A display area for reading materials	1	1
2. An area for small group instruction	2	2
3. A reading lab	3	4
4. An audio-visual area	4	3

considered to be the most essential personnel factor. Support staff was considered to be important, but the least essential of the four personnel types listed (see Tables 30, 31, and 32).

IV. EVALUATION INSTRUMENTS OR FRAMEWORKS DEVELOPED SPECIFICALLY FOR THE PURPOSE OF EVALUATING SECONDARY READING PROGRAMS

In the researcher's review of the literature for Chapter II, no instruments were found for the evaluation of secondary reading programs. While some instruments have been developed for elementary programs, none were applicable to secondary settings.

V. DEVELOPMENT OF AN INSTRUMENT FOR THE EVALUATION OF SECONDARY READING PROGRAMS

Since no instrument presently exists for the evaluation of secondary reading programs, a purpose of the study was therefore to construct an evaluation checklist based upon a careful review of the literature and a Delphi study of expert opinion. The construction and field testing of the checklist by reading specialists in Knox County, Tennessee, is discussed in Chapter V.

VI. SUMMARY

Questions one and two sought to identify the essential characteristics of a theoretically sound secondary reading program according to expert opinion. From the review of the literature, a number of global categories were identified. These categories

TABLE 30

DELPHI PROBE ROUND III PERSONNEL, LEVELS OF AGREEMENT

Categories of Responses	Indicates Level of Agreement			Not Ranked	Weighted Total
	Low	Moderate	High		
1. A reading consultant	0	0	8	0	24
2. Administrative support	0	0	8	0	24
3. Content-area teachers as reading teachers	0	1	7	0	23
4. Support staff	0	1	7	0	23

TABLE 31

DELPHI PROBE ROUND III PERSONNEL, RANK-ORDERED

Categories of Responses	Number of Respondents Who Rank-ordered Categories in Specific Priorities				Not Ranked	Weighted Total
	1	2	3	4		
1. A reading consultant	1	4	1	0	2	18
2. Administrative support	3	0	3	0	2	18
3. Content-area teachers as reading teachers	2	3	1	0	2	19
4. Support staff*	0	0	0	6	2	6

*Unanimous consensus.

TABLE 32

DELPHI PROBE ROUND III PERSONNEL CONSENSUS COMPARISONS
OF RANK-ORDERING AND LEVELS OF AGREEMENT

VIII. Personnel	Most Important (1) to Least Important (4)	
	Rank-Order	Levels of Agreement
1. A reading consultant	2	1
2. Administrative support	3	2
3. Content-area teachers as reading teachers	1	3
4. Support staff	4	4

provided guidelines and impetus in a Delphi study of expert opinion in the field of secondary reading which resulted in an expanded list of essential characteristics (see Tables 1 - 32, pp. 44 - 82).

The final three questions related to the evaluation of secondary reading programs. There were no evaluation instruments available for reading programs of this type.

Chapter V discusses the construction and field testing of an evaluation checklist which is based on the findings of this study.

CHAPTER V

CONSTRUCTION AND FIELD TESTING OF AN EVALUATION

CHECKLIST FOR SECONDARY READING PROGRAMS

I. INTRODUCTION

The purpose of this chapter is to discuss the construction and field testing of an evaluation instrument based on a Delphi study of expert opinion and a review of the literature described in this study.

From the review of the literature (Chapter II), it was learned that there were no evaluation instruments in existence for secondary reading programs. Therefore, a purpose of this study was to construct an evaluation checklist in response to this need.

II. CONSTRUCTION OF THE INSTRUMENT

The review of the literature discussed in Chapter II led to the formulation of eight (8) broad categories frequently discussed in secondary reading research. These eight (8) categories were later used in the Delphi probe as suggested guidelines for the experts (see p. 29). In the initial construction of the evaluation checklist, these same categories were retained and used as the instrument's framework.

Similarly, after Round III of the Delphi probe, a listing of characteristics for a theoretically sound secondary reading program had been formulated (see Tables 9 - 32, pp. 55 - 82). These characteristics were then reworded in affirmative language for the purpose of the evaluation checklist.

The next step in the development of the evaluation checklist involved the selection of categories for the evaluator to mark. A variety of similar instruments were reviewed, but none were found to have desirable categories. It was therefore decided to utilize four (4) categories analytically drawn from the review of the literature and the Delphi process. These categories indicate whether the characteristics exist only in the reading class or subject area, school-wide, or are not in evidence.

Other sections were planned into the instrument in order to explain to the evaluator the intent of the instrument, terminology, and facilitate the compilation of data. A section was also added for characteristics which should be considered, but may have not been listed on the instrument.

A final section was added so that areas of congruence and/or discrepancy could be noted. The final instrument derived from this study may be seen in Figure 1. It is entitled the Secondary Reading Program Inventory (SRPI).

III. FIELD TESTING OF THE SECONDARY READING PROGRAM INVENTORY (SRPI)

The researcher felt that it was desirable to discover in a cursory way whether or not the SRPI was communicating effectively the desired concepts derived from this study as applied to secondary reading evaluation, both at the system and building levels. Therefore, two reading specialists in Knox County, Tennessee, were asked to study and use the instrument during the spring of 1983, and offer their reactions as to the potential of the SRPI in future evaluations.

SECONDARY READING PROGRAM INVENTORY (SRPI)

The SRPI is an instrument designed to help Reading Consultants begin a status description (Bellon and Handler, 1982) of an existing secondary reading program. The characteristics for a theoretically sound program which comprise this list were determined in a Delphi probe (Cooter, 1983) of expert opinion and are listed from most important to least important in each section. The SRPI is not intended to take the place of a thorough evaluation of an existing secondary reading program, but simply to provide a valid means of beginning the process. Descriptions of each category are briefly discussed below.

- I. Goals - This section is intended to help compare existing goals with those which may have not been included. If no written goals exist, this section will need to be temporarily omitted until direct study and observations can determine the intended goals of the secondary reading program.
- II. Curriculum - These program components were suggested by experts as being essential to a theoretically sound program in secondary reading.
- III. Materials - This suggests the specific types of materials that should be available in any secondary reading program.
- IV. Instructional Strategies - These strategies are appropriate in both content-area classrooms and special reading classes.
- V. Evaluation - The Evaluation section pertains not only to the classroom-level, but also to the school and district level.
- VI. Teacher Competencies - These competencies apply to both content-area and special reading teachers.
- VII. Physical Facilities - The facilities listed should be available to all teachers.
- VIII. Personnel - It will be necessary here to simply check whether or not these specific positions exist in the school. Specific qualities, skills, and abilities of each staff member will be examined more closely by the evaluator(s) during the course of the program evaluation.
- IX. Special Considerations - Many times secondary reading programs are modified to fit the special needs of the community it serves. This section is intended to help note special program components, or other considerations which may affect the reading program either positively or negatively.

Definitions

Environmental print - newspapers and other periodicals.

Figure 1. Secondary Reading Program Inventory (SRPI).

Holistic - relates to the integration of all learning modes, especially reading and writing skills.

IRI - Informal Reading Inventory

Literary genre - modern novels, classics, mysteries, etc.

Metacognitive strategies - comprised of two clusters of activities relating to (1) the knowledge that learners have about various aspects of the learning situation, and (2) the self-regulatory mechanisms used by active learners during an ongoing attempt to read (Brown, 1982, p. 28).

Trade books - library books

Directions

Check each characteristic on the SRPI which exists in the reading class, content-area classes, or is available in all classrooms. If the characteristic is not currently available, it should be duly noted. From this process, one should develop a list of program areas of Congruence and/or Discrepancies in sections XI and XII, respectively.

	Reading Subject			
	<u>Class</u> <u>Only</u>	<u>Area</u> <u>Only</u>	<u>School-</u> <u>wide</u>	<u>Not In</u> <u>Evidence</u>
I. GOALS				
1. To develop the ability to read effectively for different purposes.	_____	_____	_____	_____
2. To help students understand content texts by providing for content-area reading in the regular classroom.	_____	_____	_____	_____
3. To foster recreational reading and help students appreciate and derive pleasure from reading.	_____	_____	_____	_____
4. To be able to use textbooks as a primary source of learning.	_____	_____	_____	_____
5. To adjust reading assignments to individual capabilities (individualized instruction).	_____	_____	_____	_____

Figure 1. (Continued)

I. GOALS (Continued)	Reading	Subject	School- wide	Not In Evidence
	Class Only	Area Only		
6. To attain functional literacy as a minimum competency.	_____	_____	_____	_____
7. To provide an opportunity for developing basic reading skills during adolescence.	_____	_____	_____	_____
8. To provide remedial/disabled readers appropriate reading instruction by a reading specialist.	_____	_____	_____	_____
9. To develop metacognitive strategies for processing discourse.	_____	_____	_____	_____
II. CURRICULUM				
1. The reading program develops comprehension skills (literal, interpretive, critical, creative).	_____	_____	_____	_____
2. The reading program develops reading/study skills.	_____	_____	_____	_____
3. Reading is taught as a tool, tied to the content of each subject course.	_____	_____	_____	_____
4. The reading program develops an appreciation and motivation to read for enjoyment.	_____	_____	_____	_____
5. A complete program provides remedial reading instruction for those students who need special help which cannot be provided in the regular content-area classroom.	_____	_____	_____	_____

Figure 1. (Continued).

III. MATERIALS	Reading	Subject	School-	Not In
	Class Only	Area Only	wide	Evidence
1. A variety of trade books are available.	_____	_____	_____	_____
2. Environmental print (news-papers and other periodicals) are available for reading instruction and recreational reading purposes.	_____	_____	_____	_____
3. Reference sources are available.	_____	_____	_____	_____
4. A variety of literary genre are available for instructional and recreational purposes both in reading and content classes.	_____	_____	_____	_____
5. Content texts (at various reading levels) including supplemental readings for each course.	_____	_____	_____	_____
6. A variety of laboratory aids (programmed materials, skill practice materials, etc.) are available.	_____	_____	_____	_____
7. Published textbooks for teaching reading and study skills are available.	_____	_____	_____	_____
IV. INSTRUCTIONAL STRATEGIES				
1. Text study strategies are taught (SQ3R, outlining, mapping, etc.).	_____	_____	_____	_____
2. Reading strategies are integrated across the curriculum (including the Directed Reading Approach, vocabulary improvement exercises, organization skills, etc.).	_____	_____	_____	_____

Figure 1. (Continued)

IV. INSTRUCTIONAL STRATEGIES (Cont'd)	Reading	Subject	School-	Not In
	Class Only	Area Only	wide	Evidence
3. Teachers prepare students for most learning experiences.	_____	_____	_____	_____
4. Teachers use a broad range of reading/writing (Holistic) strategies.	_____	_____	_____	_____
5. Thinking skills (comprehension centered instructional strategies) are stressed.	_____	_____	_____	_____
6. Study guides are used in content classes.	_____	_____	_____	_____
V. EVALUATION				
1. Informal testing/evaluation (essay answers, free response, unaided recall, teacher-made tests, IRI, observational techniques, etc.) are an integral evaluation component.	_____	_____	_____	_____
2. Student assessment (reactions, discussion, student-devised tests, self-monitoring, etc.) is part of assessing the secondary reading program.	_____	_____	_____	_____
3. The affective mode of learning is assessed through the use of such instruments as interest and attitude inventories.	_____	_____	_____	_____
4. Standardized tests (criterion and norm-referenced, group, etc.) are used to help assess the reading program.	_____	_____	_____	_____

Figure 1. (Continued)

VI. TEACHER COMPETENCIES	Reading	Subject	School-	Not In
	<u>Class</u> <u>Only</u>	<u>Area</u> <u>Only</u>	<u>wide</u>	<u>Evidence</u>
1. Teachers are aware of content reading demands in their individual subject specialty(s).	_____	_____	_____	_____
2. Teachers are knowledgeable in techniques for teaching reading skills.	_____	_____	_____	_____
3. Teachers have a basic understanding of the reading skills appropriate for secondary learners.	_____	_____	_____	_____
4. Teachers are aware of the various materials available (including supplemental aids).	_____	_____	_____	_____
5. Teachers have a knowledge of diagnostic/testing procedures so as to help make instruction appropriate to the needs of the students.	_____	_____	_____	_____
VII. PHYSICAL FACILITIES				
1. A display area for books, magazines, etc.	_____	_____	_____	_____
2. An area for small group instruction.	_____	_____	_____	_____
3. An audio-visual area with a well stocked media center.	_____	_____	_____	_____
4. A reading lab for independent student work, which is coordinated with the content-area classroom.	_____	_____	_____	_____

Figure 1. (Continued)

VIII. PERSONNEL	Reading Subject			
	<u>Class</u> <u>Only</u>	<u>Area</u> <u>Only</u>	<u>School-</u> <u>wide</u>	<u>Not In</u> <u>Evidence</u>
1. A reading consultant for grades 7-12 who can serve as a resource person for classroom teachers, is a reading/language specialist, and is qualified by demonstration.	_____	_____	_____	_____
2. Administrative leadership and support is evident (principals, coordinators, etc.).	_____	_____	_____	_____
3. Content-area teachers are considered to be an integral and active part of the reading staff.	_____	_____	_____	_____
4. Support staff is essential	_____	_____	_____	_____
-librarian	_____	_____	_____	_____
-guidance staff	_____	_____	_____	_____
-school psychologist	_____	_____	_____	_____
-media specialist	_____	_____	_____	_____
-medical input	_____	_____	_____	_____
IX. SPECIAL CONSIDERATIONS NOT MENTIONED ABOVE				
X. AREAS OF CONGRUENCE (ACCORDING TO THE SRPI)				
XI. DISCREPANCIES (ITEMS MARKED "NOT IN EVIDENCE")				

Figure 1. (Continued)

Reactions of the Reading Specialists Regarding the SRPI

The reading specialists felt that the SRPI would be useful in future evaluations at the building or system-wide level. Several minor modifications in some of the categories are discussed below.

In the category related to goals, teacher direction was felt to be essential in helping students understand content texts (see item 2).

Related to curriculum concerns, reading should be taught as a tool which is "applied" in the content areas (see item 3). Also, the reading program should provide the personnel, attitudes, and opportunity(s) which help develop motivation in the learners (see item 4).

It is important that instructional strategies reflect a consistent methodology and that a wide range of reading/writing strategies be utilized for individualizing instruction (see items 1 and 4).

Evaluation is important in order to demonstrate accountability (see item 4), but all forms should be used in moderation.

A needed characteristic expressed by both reading specialists was the importance of inservice training. Many secondary content teachers have had little or no formal training in the fundamentals of reading instruction for any age learner. Therefore, the inservice program becomes a crucial factor in the success of any secondary reading program. While this component was not suggested by the Delphi panel, the reading specialists felt that it should be included.

•

IV. SUMMARY

An instrument for the evaluation of secondary reading programs was constructed based on a review of related literature and information derived from a modified Delphi technique. It was field tested by two (2) secondary reading specialists at the system-wide and building level during the spring of 1983. Several minor modifications of the instrument (Secondary Reading Program Inventory - SRPI) were recommended related to goals, curriculum, instructional strategies, evaluation, and inservice training. The characteristic inservice training was not suggested by a consensus of members of the Delphi panel, but the reading specialists felt that it should be included.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

I. SUMMARY

The purpose of this study was to identify the characteristics of a theoretically sound secondary reading program and to develop an evaluation instrument which may be used to assess the relative strengths and weaknesses of existing secondary reading programs.

Questions to be answered in the study were:

1. What are the characteristics of a theoretically sound secondary reading program as reported in books, professional journals, and unpublished doctoral dissertations?
2. What do experts in the field of secondary reading believe to be the characteristics of a theoretically sound secondary reading program?
3. What, if any, evaluation instruments or frameworks have been developed for the specific purpose of evaluating secondary reading programs?
4. If an evaluation instrument or framework has been developed, how well does it measure the characteristics of a theoretically sound secondary reading program as identified in the literature and through the Delphi study of expert opinion?
5. If no evaluation instruments or frameworks presently exist, can an evaluation checklist be developed and field tested which will accurately measure the characteristics of a theoretically sound

secondary reading program as identified in the literature and through the Delphi study of expert opinion?

The first part of the investigation was a review of the literature to determine what researchers in the field of secondary reading felt to be the essential components of a theoretically sound program. Because of a lack of cohesion and consistency relative to the delineation of secondary reading program components, the researcher was forced to develop logically a list of broad categories based on the literature review to continue the investigation.

The second part of the study was a survey of expert opinion through the use of a modified Delphi technique. The purpose was to establish among a panel of secondary reading experts a consensus of opinion regarding the essential components of a theoretically sound secondary reading program. Categories logically derived from the literature review were used to initiate the Delphi process. This phase of the study resulted in a list of some forty-four (44) characteristics which may be seen on Table 33.

As no instruments for the evaluation of secondary reading programs could be found in the literature, it was necessary to construct one. In order to provide for content validity, results of the Delphi probe of expert opinion were used in the construction of the instrument (Secondary Reading Program Inventory).

A trial testing of the instrument was performed during the 1982-83 academic year for the purpose of determining if the instrument was communicating the ideas intended regarding secondary reading program characteristics. Two secondary reading specialists in Knox County,

TABLE 33
CHARACTERISTICS OF A THEORETICALLY SOUND
SECONDARY READING PROGRAM

Goals

1. Develop ability to read effectively for different purposes
2. Provide content-area reading in regular classrooms
3. Read for appreciation and/or pleasure
4. Use of textbooks as the primary source of learning
5. Develop basic reading skills in adolescence
6. Individualized instruction
7. Provide remedial/disabled readers instruction by a reading specialist
8. Attain functional literacy as a minimum competency
9. Develop metacognitive strategies

Curriculum

1. Develop comprehension skills
2. Develop reading/study skills
3. Reading instruction tied to the content-areas
4. Develop appreciation and motivation to read
5. Provide remedial reading instruction for those who need help

Materials

1. Content texts at various reading levels
2. Trade books
3. Literary genre
4. Environmental print
5. Reference sources

TABLE 33 (Cont'd)

Materials

6. Publish textbooks for teaching reading/study skills
7. Laboratory aids

Instructional Strategies

1. Text study strategies
2. Reading strategies integrated across the curriculum
3. A broad range of reading/writing strategies
4. Prepare students for learning
5. Use of study guides
6. Comprehension-centered instructional strategies

Evaluation

1. Informal assessment
2. Student assessment
3. Interest and attitude inventories
4. Standardized tests

Teacher Competencies

1. Awareness of content-reading demands in their subject speciality
2. Knowledge of techniques for teaching reading skills
3. Knowledge of diagnostic/testing procedures to help make instruction fit student needs
4. Awareness of basic reading skills appropriate for secondary learners
5. Awareness of the various materials available

TABLE 33 (Cont'd)

Physical Facilities

1. A display area for reading materials
2. An area for small group instruction
3. A reading lab
4. An audio-visual area

Personnel

1. A reading consultant
 2. Administrative support
 3. Content-area teachers as reading teachers
 4. Support staff
-

Tennessee, participated in this process and offered reactions. It was determined through this process that the Secondary Reading Program Inventory (SRPI) may be useful in identifying areas of discrepancy and congruence in existing secondary reading programs as compared to the characteristics defined in the literature and by experts participating in the Delphi probe.

II. FINDINGS

The principle findings of the study were:

1. Question number one concerned the characteristics of a theoretically sound secondary reading program as reported in books, professional journals, and unpublished doctoral dissertations. The review of the literature revealed a lack of consistency and cohesion relative to the delineation of a theoretically sound secondary reading program. Therefore, the researcher was forced to rely on logic to develop the categories sent to the Delphi panelists. They were goals, curriculum, materials, instructional strategies, evaluation, teacher competencies, physical facilities, and personnel. It was found that these eight (8) categories were acceptable as points of departure for this study by the panel of experts assembled.

2. Question number two concerned the characteristics of a theoretically sound secondary reading program, according to a panel of experts. It was determined through the Delphi probe of expert opinion that there were some forty-four (44) characteristics (see Table 33) that are essential in theoretically sound secondary reading programs. It was further found that these characteristics are not all

of equal value and may be considered in order of importance, as evidenced by the rank-ordering phase of the study.

3. Questions three and four asked whether or not an instrument for the evaluation of secondary reading programs existed, and if so, did it correlate with the findings of the first part of the study. No instrument was found during the course of this investigation for the evaluation of secondary reading programs.

4. Question five concerned the construction of an evaluation checklist for secondary reading programs. It was possible to construct and field test an instrument which is designed to measure the characteristics of a theoretically sound secondary reading program as defined by the results of the literature search and Delphi probe of expert opinion. The instrument was felt to be potentially useful in future evaluations at the building or system-wide level by those field testing the instrument.

III. CONCLUSIONS

1. Although the literature was found to be lacking in consistency and cohesion relative to the delineation of a theoretically sound secondary reading program, it appears that the characteristics identified in this study are well formulated in the mind of experts in the field, since they were found to be appropriate for consideration.

2. Experts in the field of secondary reading are not in unanimous agreement as to the characteristics of a theoretically sound secondary reading program.

3. The instrument developed appears to provide an acceptable tool to initiate the evaluation process of a secondary reading program.

IV. RECOMMENDATIONS FOR FUTURE RESEARCH

The conclusions drawn from this study suggest the following:

1. It is possible to interpret many of the characteristics on the Secondary Reading Program Inventory (SRPI) in a variety of ways and degrees. Therefore, a general implication is that further refinement, development of descriptions, and field testing is necessary.

2. The degree to which the Secondary Reading Program Inventory (SRPI) correlates with existing secondary reading programs which are felt to be educationally sound has not been established. For that reason, normative data on the existing instrument should be gathered to the extent possible for an instrument of this type.

3. The Delphi study of expert opinion involved a relatively small number of leaders in the field. An implication for future research is that other experts in secondary should have an opportunity to review the study and offer their opinions for further refinement of a list of essential characteristics.

4. The Secondary Reading Program Inventory (SRPI) was designed to help begin the evaluation process, but to date has not been tested in an actual evaluative project. Future researchers might investigate the utility of this instrument, or a modified version, in an actual program evaluation.

5. Research reviewed in this study indicates that a trend may be emerging away from special reading personnel and programs in the

schools, and toward a more active reading instruction role for content area teachers. A possible question for future researchers to consider is - does reading instruction in content area classrooms lead to improved student performance over special reading classes?

6. During the trial testing of the Secondary Reading Program Inventory, reading specialists expressed the need to consider inservice training and its effect on secondary reading. The relationship between inservice training and secondary reading programs should be investigated.

7. Experts in the field of secondary reading have indicated a preference for informal evaluation procedures. Guidelines for this form of assessment should be investigated and identified which may lead to more uniform and reliable evaluations.

8. The nature and role of metacognition in secondary reading education should be investigated.

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APPENDICES

APPENDIX A

FACSIMILIES OF CORRESPONDENCE TO DELPHI PANEL
MEMBERS AND KNOX COUNTY SECONDARY READING
SPECIALISTS

November, 1982

Dear _____,

As mentioned in our recent telephone conversation, we are conducting a study which we think will make a significant contribution to the field of secondary reading. In order to conduct this study, we need your help.

We will be using the Delphi technique to establish a consensus among selected experts in the field of secondary reading as to the important components of a theoretically sound reading program in grades seven through twelve. You have been identified as one with expertise in this area on the basis of your research and publications in secondary reading.

It is estimated that not more than thirty to forty minutes of your time will be required for each of the three probes. We know that you are extremely busy, but we do hope that you will support this project. We will see that you get the results of this study which we believe will be of interest to you.

Because we are anxious to move ahead, we would appreciate your early response to the enclosed pre-paid survey. We greatly appreciate your help in this project and look forward to your response.

Sincerely yours,

Robert B. Cooter, Jr.
2212 Knollcrest Lane
Knoxville, Tennessee 37920

J. Estill Alexander
Director of Dissertation Research

Dear _____,

We deeply appreciate your responses to Round I of our Delphi Study concerning the essential characteristics of a theoretically sound secondary reading program.

Enclosed you will find Round II of our study and a prepaid envelope for its return. We would appreciate your completing this probe as soon as possible so that we will be able to send out the final round in February.

We anticipate completing this study by early spring and sharing our results with you at that time. Once again, thank you for your assistance and expertise in this project.

Sincerely yours,

Robert B. Cooter, Jr.
2212 Knollcrest Lane
Knoxville, TN 37920

J. Estill Alexander
Director of Dissertation Research

Dear _____,

Thank you for your prompt and informative response to Round II of our Delphi study. Enclosed you will find the third and final probe concerning the essential characteristics of a theoretically sound secondary reading program. This round should not require much of your time and we look forward to your response. If possible, we would like to have the completed probe by the first week of March so that we may complete the study and have the results to you this spring.

Thanks again for your time and participation.

Sincerely yours,

Robert B. Cooter, Jr.
2212 Knollcrest Lane
Knoxville, Tennessee 37920
(615) 573-2268

J. Estill Alexander
Director of Dissertation Research

Dear Fellow Educator,

I am currently concluding a doctoral study of secondary reading programs which included the development of an evaluation checklist. Because of your involvement with secondary learners, Ms. Bradford and I feel that you are uniquely qualified to assist in the development of this evaluation instrument.

If you agree to participate, I would simply like for you to take a few moments and complete one of the evaluation checklists enclosed as it relates to either your school or school system. As you work through each item, kindly note any remarks regarding the utility of the instrument. I would then like to meet with you briefly to discuss any recommended modifications in the instrument you feel would make it more useful.

Please note that you are not asked to turn in any information regarding the Knox County secondary reading program. Only your comments regarding the instrument itself are of interest in this process. If you choose not to participate, simply return the evaluation instrument in the envelope provided.

I appreciate your time and expertise, and hope to meet with you soon.

Sincerely,

Robert B. Cooter, Jr.
2212 Knollcrest Lane
Knoxville, Tennessee 37920

J. Estill Alexander
Director of Dissertation Research

APPENDIX B

DELPHI PROBES

DELPHI PROBE, ROUND I

SECONDARY READING PROGRAMS: GRADES 7-12

Please list or otherwise describe what you feel to be the essential components of a theoretically sound secondary reading program. The headings are only suggested and may be used, deleted, or added to in any way you wish.

I. GOALS

II. CURRICULUM

III. MATERIALS

IV. INSTRUCTIONAL STRATEGIES

V. EVALUATION

VI. TEACHER COMPETENCIES

VII. PHYSICAL FACILITIES

VIII. PERSONNEL

IX. OTHER(S)

DELPHI PROBE, ROUND II

SECONDARY READING PROGRAMS: GRADES 7 - 12

Below are the collated responses of ROUND I of this Delphi study concerning the essential characteristics of a theoretically sound secondary reading program. The responses have been rank-ordered from most common to least common and each represents a consensus opinion of at least two or more panel members. Please note your reaction to each characteristic by checking either "LOW AGREEMENT," "MODERATE," or "HIGH AGREEMENT," AND RETURN THIS PROBE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. You may add to each category or delete as you wish. The percentage of panel consensus is noted to the left of each component.

I. Goals	LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
(88%) 1. To foster recreational reading and help students appreciate and derive pleasure from reading.	_____	_____	_____
(50%) 2. To develop the ability to read effectively for different purposes.	_____	_____	_____
(38%) 3. To be able to use textbooks as the primary source of learning.	_____	_____	_____
(25%) 4. To adjust reading assignments to individual capabilities (individualized instruction).	_____	_____	_____
(25%) 5. To provide an opportunity for developing and refining basic reading skills during adolescence.	_____	_____	_____
(25%) 6. To help students understand content texts by providing for content-area reading in the regular classroom.	_____	_____	_____
(25%) 7. To provide remedial/disabled readers appropriate reading instruction by a reading specialist.	_____	_____	_____
(25%) 8. To attain functional literacy as a minimum competency.	_____	_____	_____

I. Goals (Continued)

LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
------------------	-----------------------	-------------------

- (25%) 9. To develop metacognitive strategies for processing discourse by placing major attention on superordinate ideas.

10. _____

II. Curriculum

LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
------------------	-----------------------	-------------------

- (63%) 1. Reading should be taught as a tool, tied to the content of each subject course.

- (50%) 2. The reading program should provide for the development of comprehension skills (literal, interpretive, critical, creative).

- (50%) 3. The reading program should develop an appreciation and motivation to read for enjoyment.

- (38%) 4. The reading program should develop effective reading/study skills.

- (38%) 5. A complete program should include remedial reading instruction for those students who need special help which cannot be provided in the regular content-area classroom.

6. _____

III. Materials

LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
------------------	-----------------------	-------------------

- | | | | |
|---|-------|-------|-------|
| (88%) 1. Content texts (at various reading levels) including supplemental readings for each course. | _____ | _____ | _____ |
| (63%) 2. A variety of trade books should be available. | _____ | _____ | _____ |
| (50%) 3. A variety of laboratory aids (programmed materials, skill practice materials, and materials aimed at specific content areas dealing with large thinking skills) should be available. | _____ | _____ | _____ |
| (50%) 4. Environmental print (newspapers and other periodicals) should be available for reading instruction and recreational reading purposes. | _____ | _____ | _____ |
| (25%) 5. Published textbooks for teaching reading and study skills should be available for secondary reading programs. | _____ | _____ | _____ |
| (25%) 6. Reference sources should be available. | _____ | _____ | _____ |
| (25%) 7. A variety of the literary genre (modern novels, classics, mysteries, etc.) should be available for instructional and recreational reading purposes. | _____ | _____ | _____ |

8. _____

IV. Instructional Strategies

- | | | | |
|--|-------|-------|-------|
| (75%) 1. Text study strategies should be taught (including SQ3R, outlining, mapping, etc.) | _____ | _____ | _____ |
|--|-------|-------|-------|

IV. Instructional Strategies (Continued)		LOW <u>AGREEMENT</u>	MODERATE <u>AGREEMENT</u>	HIGH <u>AGREEMENT</u>
(63%)	2. Reading strategies should be integrated across the curriculum (including the Directed Reading Approach, vocabulary improvement exercises, organization skills etc.).	_____	_____	_____
(63%)	3. Teachers should use a broad range of reading/writing (Holistic) strategies.	_____	_____	_____
(25%)	4. Study guides should be used in content-area classes.	_____	_____	_____
(25%)	5. Thinking-skills (comprehension-centered instructional strategies) should be stressed.	_____	_____	_____
(25%)	6. Teachers should prepare students for each learning experience.	_____	_____	_____
	7. _____			

V. Evaluation

(100%)	1. Informal testing/evaluation (essay answers, free response, unaided recall, teacher-made tests, IRI, etc.) should be an integral evaluation component.	_____	_____	_____
(75%)	2. Standardized tests (criterion and norm-referenced, group, etc.) should be used to help assess the reading program.	_____	_____	_____
(50%)	3. Student assessments (reactions, discussions, student-devised tests, self-monitoring, etc.) should be part of assessing the secondary reading program.	_____	_____	_____

V. Evaluation (Continued)

	LOW <u>AGREEMENT</u>	MODERATE <u>AGREEMENT</u>	HIGH <u>AGREEMENT</u>
(25%) 4. The affective mode of learning should be assessed through the use of such instruments as interest and attitude inventories.	_____	_____	_____
5. _____			

VI. Teacher Competencies

	LOW <u>AGREEMENT</u>	MODERATE <u>AGREEMENT</u>	HIGH <u>AGREEMENT</u>
(50%) 1. Teachers should have a knowledge of diagnostic/testing procedures so as to help make instruction appropriate to the needs of the students.	_____	_____	_____
(38%) 2. Teachers should be knowledgeable in techniques for teaching reading skills.	_____	_____	_____
(38%) 3. Teachers should be aware of content-reading demands in their individual subject specialty(s).	_____	_____	_____
(25%) 4. Teachers should have a knowledge of reading skills appropriate to secondary learners.	_____	_____	_____
(25%) 5. Teachers should be aware of the various materials available (including supplemental aids).	_____	_____	_____
6. _____			

VII. Physical Facilities

(50%) 1. A reading lab for independent student work, which is coordinated with the content-area classroom.	_____	_____	_____
--	-------	-------	-------

VII. Physical Facilities (Continued)

	LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
(50%) 2. An audio-visual area with a well stocked media center.	_____	_____	_____
(25%) 3. A display area for books, magazines, etc.	_____	_____	_____
(25%) 4. An area for small group instruction.	_____	_____	_____
5. _____			

VIII. Personnel

(88%) 1. A reading consultant for grades 7-12 who is qualified by demonstration, is a reading/language specialist, and can act as a resource person for classroom teachers.	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
(75%) 2. Content-area teachers should be considered to be an integral and active part of the reading staff.	_____	_____	_____
(75%) 3. Administrative leadership and support is essential (principals, coordinators, etc.).	_____	_____	_____
(50%) 4. A special reading teacher(s) to teach remedial reading courses.	_____	_____	_____
(50%) 5. Support staff is essential	_____	_____	_____
-guidance staff	_____	_____	_____
-librarian	_____	_____	_____
-medical	_____	_____	_____
-media specialist	_____	_____	_____
-school psychologist	_____	_____	_____
6. _____			

Remarks:

DELPHI PROBE, ROUND III

SECONDARY READING PROGRAMS: GRADES 7-12

In this final round of our Delphi study concerning the essential characteristics of a theoretically sound secondary reading program you will find the results of the previous survey. Each item has been rank-ordered according to its weighted value which is reported in parentheses.

Please respond by first stating whether you are in LOW AGREEMENT, MODERATE AGREEMENT, or HIGH AGREEMENT by checking the appropriate blank. Then rank-order each characteristic from most important to least important numerically, and RETURN THIS FINAL PROBE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. You may modify the wording for each characteristic as you wish.

	<u>LOW</u> <u>AGREEMENT</u>	<u>MODERATE</u> <u>AGREEMENT</u>	<u>HIGH</u> <u>AGREEMENT</u>
I. Goals			
_____ 1. To develop the ability to read effectively for different purposes (27).	_____	_____	_____
_____ 2. To help students understand content texts by providing for content-area reading in the regular classroom (27).	_____	_____	_____
_____ 3. To foster recreational reading and help students appreciate and derive pleasure from reading (26).	_____	_____	_____
_____ 4. To be able to use textbooks as a primary source of learning (23).	_____	_____	_____
_____ 5. To provide an opportunity for developing basic reading skills during adolescence (23).	_____	_____	_____
_____ 6. To adjust reading assignments to individual capabilities (individualized instruction) (22).	_____	_____	_____
_____ 7. To provide remedial/disabled readers appropriate reading instruction by a reading specialist (20).	_____	_____	_____
_____ 8. To attain functional literacy as a minimum competency (19).	_____	_____	_____

	LOW	MODERATE	HIGH
I. Goals (Continued)	<u>AGREEMENT</u>	<u>AGREEMENT</u>	<u>AGREEMENT</u>

____ 9. To develop metacognitive strategies
for processing discourse (19). _____

____ 10. _____

	LOW	MODERATE	HIGH
II. Curriculum	<u>AGREEMENT</u>	<u>AGREEMENT</u>	<u>AGREEMENT</u>

____ 1. The reading program should provide
for the development of comprehen-
sive skills (literal, interpretive,
critical, creative) (27). _____

____ 2. The reading program should develop
effective reading/study skills
(27). _____

____ 3. Reading should be taught as a
tool, tied to the content of
each subject course (26). _____

____ 4. The reading program should develop
an appreciation and motivation to
read for enjoyment (26). _____

____ 5. A complete program should include
remedial reading instruction for
those students who need special
help which cannot be provided in
the regular content-area
classroom (23). _____

____ 6. _____

III. Materials

____ 1. Content texts (at various reading
levels) including supplemental
readings for each course (27). _____

III. Materials (Continued)

	LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
_____ 2. A variety of trade books should be available (27).	_____	_____	_____
_____ 3. A variety of literary genre (modern novels, classics, mysteries, etc.) should be available for instructional and recreational purposes both in reading and content classes (25).	_____	_____	_____
_____ 4. Environmental print (newspapers and other periodicals) should be available for reading instruction and recreational reading purposes (24).	_____	_____	_____
_____ 5. Reference sources should be available (23).	_____	_____	_____
_____ 6. Published textbooks for teaching reading and study skills should be available for secondary reading programs (22).	_____	_____	_____
_____ 7. A variety of laboratory aids (programmed materials, skill practice materials, and materials aimed at specific content areas dealing with large thinking skills) should be available (19).	_____	_____	_____
_____ 8. _____ _____ _____	_____	_____	_____

IV. Instructional Strategies

_____ 1. Text study strategies should be taught (including SQ3R, outlining, mapping, etc.)(27).	_____	_____	_____
_____ 2. Reading strategies should be integrated across the curriculum (including the Directed Reading Approach, vocabulary improvement exercises, organization skills, etc.)(27).	_____	_____	_____

IV. Instructional Strategies (Continued)	LOW <u>AGREEMENT</u>	MODERATE <u>AGREEMENT</u>	HIGH <u>AGREEMENT</u>
____ 3. Teachers should use a broad range of reading/writing (Holistic) strategies (24).	_____	_____	_____
____ 4. Teachers should prepare students for most learning experiences (23).	_____	_____	_____
____ 5. Study guides (Holistic) should be used in content-area classes (22).	_____	_____	_____
____ 6. Thinking-skills (comprehension-centered instructional strategies) should be stressed (21).	_____	_____	_____
____ 7. _____ _____ _____	_____	_____	_____

V. Evaluation

____ 1. Informal testing/evaluation (essay answers, free response, unaided recall, teacher-made tests, IRI, observational techniques, etc.) should be an integral evaluation component (27).	_____	_____	_____
____ 2. Student assessments (reactions, discussion, student-devised tests, self-monitoring, etc.) should be part of assessing the secondary reading program (26).	_____	_____	_____
____ 3. The affective mode of learning should be assessed through the use of such instruments as interest and attitude inventories (25).	_____	_____	_____
____ 4. Standardized tests (criterion and norm-referenced, group, etc.) should be used to help assess the reading program (20).	_____	_____	_____

V. Evaluation (Continued)

	LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
--	------------------	-----------------------	-------------------

5. _____			

VI. Teacher Competencies

1. Teachers should be aware of content-reading demands in their individual subject specialty(s) (25).			
---	--	--	--

2. Teachers should be knowledgeable in techniques for teaching reading skills (25).			
---	--	--	--

3. Teachers should have a knowledge of diagnostic/testing procedures so as to help make instruction appropriate to the needs of the students (23).			
--	--	--	--

4. Teachers should have an understanding of the basic reading skills appropriate to secondary learners (21).			
--	--	--	--

5. Teachers should be aware of the various materials available (including supplemental aids) (21).			
--	--	--	--

6. _____			

VII. Physical Facilities

1. A display area for books, magazines, etc. (25).			
--	--	--	--

2. An area for small group instruction (25).			
--	--	--	--

VII. Physical Facilities (Continued)

LOW AGREEMENT	MODERATE AGREEMENT	HIGH AGREEMENT
------------------	-----------------------	-------------------

____ 3. A reading lab for independent student work, which is coordinated with the content-area classroom (20).

_____	_____	_____
-------	-------	-------

____ 4. An audio-visual area with a well stocked media center (20).

_____	_____	_____
-------	-------	-------

____ 5. _____

VIII. Personnel

____ 1. A reading consultant for grades 7-12 (27).
who can serve as a resource person for classroom teachers (27),
is a reading/language specialist (26),
and is qualified by demonstration (20).

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

____ 2. Administrative leadership and support is essential (principals, coordinators, etc.) (27).

_____	_____	_____
-------	-------	-------

____ 3. Content-area teachers should be considered to be an integral and active part of the reading staff (25).

_____	_____	_____
-------	-------	-------

____ 4. Support staff is essential (23)
-librarian (27)
-guidance staff (21)
-school psychologist (19)
-media specialist (18)
-medical (11)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

____ 5. _____

Remarks:

APPENDIX C

CHARACTERISTICS DELETED FROM THE DELPHI PROBE

TABLE 34

GOAL CHARACTERISTICS FOR A THEORETICALLY SOUND SECONDARY
READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Demonstrate ideas assimilation	1	11
Learn how to learn	1	11
Guide students toward independent processing	1	11
Interact with author	1	11
Develop and maintain language tools	1	11
Reach potential level	1	11

TABLE 35

CURRICULUM CHARACTERISTICS OF A THEORETICALLY SOUND SECONDARY
READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Listening activities	1	11
Basic developmental program	1	11
Supplemental libraries	1	11
Reading as a process	1	11

TABLE 36

MATERIALS CHARACTERISTICS OF A THEORETICALLY SOUND SECONDARY
READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Reading rate machines	1	11
Tape recorders	1	11
Standardized tests	1	11
Self-directing kits	1	11
Areas of student interest	1	11

TABLE 37

INSTRUCTIONAL STRATEGIES CHARACTERISTICS OF A THEORETICALLY
SOUND SECONDARY READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Developmental reading classes	1	11
Remedial classes	1	11
Reading laboratory	1	11
Small group discussion	1	11
Teacher responses	1	11
Skills hierarchy	1	11
Inductive teaching	1	11
Self-assessment	1	11
Language experience approach	1	11
Teaching units	1	11
Unlock schemata	1	11
Post-organizing	1	11
Free-reading time	1	11
Student's choice of materials	1	11

TABLE 38

EVALUATION CHARACTERISTICS OF A THEORETICALLY SOUND
SECONDARY READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Staff studies	1	11
Aptitude testing	1	11
Skill inventories	1	11

TABLE 39

TEACHER COMPETENCY CHARACTERISTICS OF A THEORETICALLY SOUND
SECONDARY READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Communication skills	1	11
Continuous staff development	1	11
Competency in English mechanics	1	11
Flexibility in goal setting	1	11
Holistic scoring skills	1	11
Miscue analysis skills	1	11
Closure procedures	1	11

TABLE 40

PHYSICAL FACILITY CHARACTERISTICS OF A THEORETICALLY SOUND
SECONDARY READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Storage cabinets	1	11
Work carrels	1	11
Testing area	1	11
Teacher offices	1	11
Reading textbooks	1	11

TABLE 41

PERSONNEL CHARACTERISTICS OF A THEORETICALLY SOUND SECONDARY
READING PROGRAM DELETED AFTER ROUND I

Suggested Characteristics	No. of Responses	Percentage of Panel Consensus
Staff development personnel	1	11
Department head	1	11
Chapter I teacher	1	11
Diagnostician	1	11
Steering committee	1	11

TABLE 42

CATEGORIES DELETED FROM ROUND II

Category	Characteristic	Number of Panelists
Curriculum	Provisions for the gifted	1
Evaluation	Observational techniques	1
Teacher Competencies	Well-read in their field	1
Physical Facilities	Moveable furniture	1

TABLE 43
CATEGORIES DELETED FROM ROUND III

Category	Characteristic	Number of Panelists
Goals	To help students acquire reading/study skills.	1
Curriculum	The reading teacher as a resource person for classroom teachers.	1
Evaluation	Student performance in content areas as part of program assessment.	1

APPENDIX D

NAMES OF DELPHI PANEL MEMBERS

NAMES OF DELPHI PANEL MEMBERS

It should be noted that the findings of this study in no way reflect the opinions of any one panel member.

Lou E. Burmeister
University of Texas at El Paso

Paul C. Burns
The University of Tennessee, Knoxville

Margaret J. Early
Syracuse University

Robert Karlin
Queens College of the City of New York

H. Alan Robinson
Hofstra University

Betty D. Roe
Tennessee Technological University

David Shepherd
Hofstra University

Carl B. Smith
Indiana University

Richard Vacca
Kent State University

VITA

Robert Bruce Cooter, Jr. was born in Portland, Oregon on July 11, 1951. His family later moved to Nashville, Tennessee where he attended elementary schools and was graduated from Overton High School in June 1969. In the summer of 1974, he entered The University of Tennessee, and in June of 1978 he received a Bachelor of Science degree in Elementary Education. In the fall of 1978, he accepted a teaching position in Wilson County, Tennessee and began study toward a Master's degree at George Peabody College for Teachers of Vanderbilt University. This degree was awarded in June 1980, with a major in Reading Education.

In the fall of 1980, he and his family returned to Knoxville, Tennessee to accept an elementary teaching position and begin work on a doctorate at The University of Tennessee. During this period, the author published articles in various professional journals related to secondary reading practices and school law, and lectured at state, local, and regional conferences of various teacher organizations. He received the Doctor of Education degree, with a major in Curriculum and Instruction, in June 1983.

Mr. Cooter is a member of Phi Delta Kappa, the International Reading Association, the National Education Association, the Tennessee Association for Supervision and Curriculum Development, and the Tennessee Education Association. He is currently employed with Knox County Schools and is negotiating for a position in higher education.

He is married to the former Deborah Lynn O'Neal of Mt. Juliet, Tennessee, and has five children - Shelley, Jina, Melanie, Michelle, and Robert.