

THE ROLE OF THE EFFECTIVE ADMINISTRATIVE READING
COORDINATOR AS PERCEIVED BY THE COORDINATORS,
TEACHERS, PRINCIPALS, AND
OTHER ADMINISTRATORS

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CHAPTER 1

INTRODUCTION

Background of the Problem

Historically, a shift in the role of supervision has occurred. Supervision was first a form of inspection. Heald (1965) in the Encyclopedia of Educational Research stated that the inspection function originated in 1709, in Boston. The first coordinators were lay people. As administrative positions were created in growing school districts, the coordinator's role was shifted from lay people to the professionals.

Since the time that supervision was assigned to educators, there has been conflict between the "instructional" and the "administrative" aspects of the coordinator's job. Harris (1977) felt that many of the problems in supervision have this origin: teachers and principals do not understand the intended role and often equate the coordinator with what Harris called "a stereotype of limited and unpleasant practices" (p. 567).

The administrative demands of the coordinator's job are becoming more complex in today's schools. Government regulations, assessment mandates, and competency tests

require time that the coordinator needs for what Unruh (1977) called "more desired activities" (p. 566).

Political, social, economic, and philosophical upheavals are reflected by the many demands on coordinators of today (Campbell, 1977). In a time when guidance in role definitions is of prime importance, there is a great void in the research needed to give formal direction to the educational coordinator (Buchanan, 1971).

A new emphasis on instructional leadership in supervision has been the result of the increasing role of technology and the general explosion of knowledge. Osborne and Hurlburt (1971) see the solution in limiting the scope of supervisory operations and in developing curriculum specialists. The reading coordinator is one of these specialists.

The curriculum reading coordinator is placed in a position where instructional proficiencies in reading must be combined with expertise in organizing materials, mastering financial support, and directing personnel. Jurata (1975) felt that a good reading coordinator can "influence the direction and quality of a school system's reading program" (p. 123).

The lack of a formally defined role for the reading coordinator is affirmed by Albert Harris in a letter

received in November of 1978 (Reference Note 1). Harris (1979) stated:

I can really sympathize with you when you say you find nothing to read and no research in the area of the reading coordinator's role in rapidly growing school districts. So far as I know, there isn't any to speak of. You are really in a pioneer, exploratory part of the total field. So starting with perceptions of the job role is an intelligent place to begin.

Abrell (1974) felt that once a coordinator understands his or her role functions, there is a need to develop a process that provides instructional leadership and behavior that leads to "human growth and fulfillment" (p. 215). The process should emphasize the understanding of one's skills, talents, and resources. Self-responsibility, self-management, and decision making would be characteristics of the person. The performance of the role functions can result in the coordinator feeling emotionally enhanced and intellectually richer. The "self-actualized" person described by Maslow (1956) fits the description of the desired leadership traits for coordinators given by Abrell (1974, p. 213).

Robinson (1977) saw effective educational leaders as persons who are able to stimulate, challenge, and free the persons around them to perform at a high level of competence. Involving other people in fulfilling the

goals of the organization is essential. The good leader wants to work with people in conditions that motivate people to do their best.

This study, therefore, was designed because of the need for a formal role definition for the reading coordinator. It is hoped this study will provide a role definition which may facilitate providing leadership for teachers, principals, and other administrators as they plan and provide reading programs to students in schools. An attempt will be made to compare leadership traits of the "self-actualized" leader as defined by Maslow (1956) to the performance ratings given to the reading coordinator by the reading coordinator, the curriculum director, principals, and teachers.

Purpose of the Study

This study had two major purposes: (a) to determine the role of the administrative reading coordinator as perceived by teachers, elementary principals, the coordinators, and curriculum directors in 10 Texas suburban school districts, five of the districts employing an administrative reading coordinator, and (b) to determine the effectiveness of the five reading coordinators as evaluated by the coordinators themselves, their principals,

teachers, and curriculum directors. An attempt was made to determine whether the reading coordinators exhibit a high level of self-actualization as they perform their tasks.

More specifically, the study attempted to answer the following questions:

1. Is there a significant difference among the different role/role indicators as perceived by the administrative reading coordinator (ARC) and the same role/role indicators as perceived by teachers and/or principals and curriculum directors?

2. Is there a significant difference in the importance of any of the role indicators as perceived in districts with an ARC compared to districts without an ARC with each of the following groups: teachers, principals, and curriculum directors?

3. Is there a significant difference between the desired and actual performance of the ARC in role indicators as evaluated by teachers, principals, reading coordinators, and curriculum directors in the five districts with reading coordinators?

4. Is there a difference between the performance of the ARC in each role indicator as perceived by the

coordinator compared to the performance as seen by teachers, principals, or curriculum directors?

5. Are the five reading coordinators self-actualizing persons? Is there a relationship between self-actualization possessed by each coordinator and her effectiveness as measured by her principals, teachers, curriculum directors, and the coordinator herself?

6. Who assumes the leadership role in reading in districts without an administrative reading coordinator?

More specifically, the following null hypotheses were tested:

1. The mean for the role/role indicator item of the reading coordinators is not significantly different from the mean of the same role/role indicator of each of the other populations.

H_0 : mean (coordinators) = mean (teachers)

H_0 : mean (coordinators) = mean (principals)

H_0 : mean (coordinators) = mean (curriculum
directors)

2. The mean for the rated importance of each role/role indicator by teachers, principals, and curriculum directors in districts with and without ARCs are not significantly different.

H_0 : mean (teachers with coordinators) = mean (teachers without coordinators)

H_0 : mean (principals with coordinators) = mean (principals without coordinators)

H_0 : mean (curriculum directors with coordinators) = mean (curriculum directors without coordinators)

This will be a two-tailed test with an alpha level of .05.

3. The mean for the rated importance of each role indicator by each population group is not significantly different from the mean of the performance rating of the coordinator in that specific role indicator.

H_0 : mean (teacher rated importance of role indicator) = mean (teacher rated performance of coordinator in that role indicator)

H_0 : mean (principal rated importance of role indicator) = mean (principal rated performance of coordinator in that role indicator)

H_0 : mean (curriculum director rated performance of role indicator) = mean (curriculum director rated performance of coordinator in that role indicator)

H_0 : mean (ARC rated importance of role indicator) = mean (ARC rated performance of coordinator in that role indicator)

4. The mean of the rated performance in each role indicator as perceived by the ARC is not significantly different from the mean of the performance rating as perceived by the other three population groups.

H_0 : mean (coordinator ranked performance) = mean (teacher ranked performance)

H_0 : mean (coordinator rated performance) = mean (principal rated performance)

H_0 : mean (coordinator rated performance) = mean (curriculum director rated performance)

All hypotheses were tested at the alpha level of .05. For question 5, an ad hoc analysis of variance was done to determine if any significant differences were present between the means of the ratings given the reading coordinators in each of the four comprehensive roles on the Role/Role Indicators Assessment Instrument. The Newman-Keuls was used to determine which of the means were significantly different from each other. The scores of each reading coordinator from the Personal Orientation Inventory were compared to the findings of the Newman-Keuls test.

Question 6 was descriptively answered using information from the personal interviews with the curriculum directors and information from the data sheet attached to the Role/Role Indicators Assessment Instrument mailed to curriculum directors and principals in districts without reading coordinators.

Rationale

Importance of Research-Based Role Definition

Four areas will be discussed to support the need for a research-based role definition for reading coordinators. These areas include:

1. the lack of a research-based role definition;
2. the need for agreement between teacher and reading coordinator;
3. the need for agreement between administrators and reading coordinators; and
4. the presence of frustration on the part of the reading coordinator caused by the lack of a defined role.

A search of the literature by the investigator uncovered no research-based definition of the role of the reading coordinator. What little research there is is in the area of general curriculum supervision.

The International Reading Association's Professional Standards and Ethics Committee compiled Guidelines for the Professional Preparation of Reading Teachers (1978). Some attitudes and skills for reading coordinators are included in this instrument. An interview in October, 1978 with Olive Niles, who served on the committee, revealed the fact that the committee had no real research studies to use in compiling the instrument (Reference Note 2).

Teachers need and deserve the means and support to face the demands being placed on them in today's society (Niedermeyer, 1976). If effective reading supervision is to be a reality, teachers and administrators must agree on goals and standards. This agreement could make possible

a defined role for the reading coordinator that would result in a unified attempt to meet the needs of the students.

In reality there should be a parallel function for teacher and coordinator, to affect change in the student (Adsett, 1977). The teachers in the Nasca (1976) study felt coordinators spent too much time in general problem solving and not enough time solving individual problems. Eight percent of the teachers in a study by Lovell and Phelps (1977) reported having had no supervisory contact and more important, over 50% of the teachers in this study listed services were not available when needed.

Gordon (1976) investigated conferences held between teachers and coordinators. There was a great contrast in how the two groups viewed the successful conference. The teachers valued conferences that provided psychological support and a willingness by the coordinator to listen. The coordinator valued the opportunity to advise and inform the teacher. This lack of agreement indicates a real need for coordinators to look at teacher needs and expectations.

The importance of the formulation of common objectives for the principal and coordinators is stressed by Robinson (1977). Robinson is convinced that the principal must view reading as an important part of the school program and be willing to support the activities of the

reading coordinator. Common planning and working together can provide support for the reading program when the coordinator cannot be in the building. A study by Parson (1977) recognized the principal as the teachers' most-used consultant. Therefore, the identification of the role of the reading coordinator must be made in conjunction with the needs and desires of the principals.

The need for greater agreement between school administrators and reading specialists was studied by a special committee of the International Reading Association in 1966 (Avery, 1972). The committee discovered real animosities between administrators and reading specialists. Recommendations from the committee encouraged administrators to consider the quality of reading instruction, to establish an attitude and an atmosphere to enhance the program, and to provide funds to implement effective programs and reading coordinators to address the needs of the administrators who make the decisions that influence all students, teachers, and school personnel.

Crews (1979) found that coordinators became frustrated when the role definition assigned the coordinator was not clearly understood or stated. She stressed the importance of a commonality between the role assigned and the coordinator's conception and understanding of what his or her role should be.

Importance of Proper Leadership Attributes

The defined role of the reading coordinator and the proper leadership attributes are both important if a valid study of reading leadership is to be a reality. Fiedler (1967) stated that his research in leadership indicates that leadership performance depends on the leader's attributes and the organization utilizing his or her leadership. Fiedler defined the effective leader as "one who tends to be effective in one situation" (p. 261).

Abrell (1974) saw the successful coordinator as a "humanistic supervisor" (p. 212). He defined the humanistic supervisor as

one who possesses and develops characteristics that enable him or her to consistently affirm a constructive, other-centered action that leads to the growth of others, to the improvement of instruction, and to his or her own self-improvement. (p. 213)

Because of this leader, all persons in the organization emerge more fully as self-actualizing human beings.

Abrell's (1974) description of the humanistic leader is similar to that of Maslow's (1956) self-actualized person. Valett (1974) defined self-actualization as the "depth of a man's potential" (p. 11).

Maslow's (1956) motivational psychology implies that if psychological needs are satisfied, the higher level

needs become operative. There is a need for "self-actualization," the use of one's talents in a creative venture (p. 160). Real pleasure and satisfaction come from the self-actualized person's work. The coordinator with internalized values toward self-actualization must have an environment where these values may be expressed in behavioral characteristics (Margulies, 1979). If an individual environment does not include the basis for physical and psychological survival, no amount of effort on the part of the workers in that environment will result in success (Maddox, 1975). A defined role is part of this basis for psychological support that is necessary for success.

Assumptions

The following assumptions were made by the investigator after the rationale for the study was defined:

1. Reading coordinators can serve as effective consultants to teachers and principals as they work together to improve the school's reading program in suburban school districts.
2. Reading coordinators need to be aware of the needs and concerns of the teachers, the principals, and other administrators before they can meet these needs.

3. Reading coordinators need to possess special skills and aptitudes to carry out their defined roles.

4. The personal attributes of the coordinator can aid or hinder in the successful performance of his or her role.

Definition of Terms

The following definitions were adopted for the purpose of this study:

Administrative Reading Coordinator (ARC)--an administrative curriculum coordinator with multi-school assignments in the area of reading in one of five Texas suburban school districts. The ARC works under curriculum directors.

Curriculum Directors--ten directors or superintendents who serve as heads of curriculum departments in 10 suburban school districts.

Principals--elementary principals in 10 suburban school districts.

Self-actualized persons--persons with self-motivation who are able to work to their potential most of the time. These people are able to work with others in such a way that their co-workers also become more self-actualized (Valett, 1974).

Personal Orientation Inventory (POI)--an inventory for the measurement of self-actualization written by Everett L. Shostrom and published by Educational and Industrial Testing Service. The POI is a norm-referenced instrument.

Role/Role Indicators Assessment Instrument--a questionnaire based on research-based role functions in supervision. It was the formal instrument used in defining the role of the ARC and in evaluating the present performance of five ARCs.

Interview Questionnaire--script for interviews with reading coordinators, curriculum directors with reading coordinators, and curriculum directors without reading coordinators. There were three sets of interview questions.

Limitations of the Study

This study was conducted with the following limitations:

1. The school districts were all suburban districts. This localized the study and any generalizations from the study were limited to the 10 districts or similar districts.
2. This study was limited to the districts' elementary schools.

3. This study was limited by the number of questionnaires returned by the participants.

4. The responses to interview questions asked the curriculum directors and ARCs in the personal interviews must be accepted as true indications of the feelings of those who were interviewed.

5. The population groups to be studied were of various sizes. Total population participation was possible for the curriculum directors and ARCs. The total population of these two samples was smaller than the random sampling of the teacher group and the number of principals from the total principal sample who chose to participate.

6. The small number of coordinators and curriculum directors in the study indicated that the possibility of an inflated "t" score was somewhat greater. For a small number, the "t" distribution has a larger variance than the standard normal distribution (Schoeninger & Insko, 1971, p. 155).

7. The role indicators that comprise the Role/Role Indicators Assessment Instrument were from research studies that defined general roles of supervision. Each role indicator was chosen for use because it had already been identified as a highly-rated or highly-desired role

indicator. This previous screening of the role indicators may have prevented a wide range of ratings on the importance scale of the assessment instrument.

CHAPTER 2

REVIEW OF RELATED RESEARCH

This survey of the literature was designed (a) to look at the role functions for curriculum coordinators as defined in research, (b) to investigate the findings that pertain to evaluation of performance in particular curriculum role functions, (c) to explore the leadership traits of the self-actualized person from research, and (d) to discuss research studies in which self-actualized persons were identified.

Studies Designed to Define the Role of the Curriculum Coordinator

Five research studies, in which a formal role for coordinators was explored, were discussed. These five studies are by Lovell and Phelps (1977), Nasca (1976), Maddox (1975), Jeran (1974), and McCoy (1975).

In the Fall of 1974, a task force was appointed by the Tennessee Association of Supervision and Curriculum Development to study instructional supervision. There was a general concern in the state that the needs of teachers were not being met. The task force was composed of supervisors, principals, state personnel, a

superintendent, two assistant superintendents, and university personnel, including Lovell and Phelps.

The task force first reviewed literature and made assumptions about ideal leadership. Questionnaires were sent out to collect information about the number and length of classroom observations and conferences, personnel participating in the conferences, and the perceptions of teachers, principals, and supervisors of the visits and conferences. The task force also wanted to know which services were being provided and to what degree they were being provided.

The questionnaires were sent out in May of 1975, and were computer tabulated. A 65% return was received. The data were analyzed and published in May of 1976.

The following findings were listed:

1. Teachers stated they received more visits from principals than from supervisors.
2. Principals and supervisors agreed that they had frequent contact with each other.
3. Half of the teachers who received visits from supervisors did not have a conference before or after the visit with the supervisor.

4. Principals observed to evaluate teachers. Supervisors observed for other reasons, such as observing to give classroom management support or helping to diagnose learning needs of students.

5. Fifty percent of the teachers listed services they needed but did not have available.

6. Seventy percent of the teachers wanted to be more involved in district-wide planning.

7. Some desired services included teaching demonstration lessons, consulting about problems, sharing communications from administrators, helping define objectives, helping plan activities, sharing of motivational techniques for use with students, developing curriculum, conducting research, providing psychological support, suggesting new ideas, assisting in classroom organization, and bringing about change.

8. All groups in the study felt that services should be increased.

9. The greatest areas of teacher satisfaction with supervisors were in the areas of materials, providing information about opportunities for professional growth, and evaluating programs.

The Nasca study was reported in 1976. The 23 tasks for supervisors used in his questionnaire were based on

job descriptions for supervisors from 10 districts and on interviews with six supervisors. The tasks were divided into six categories: testing, curriculum, instruction, classroom management, professional tasks, and administration. The supervisors added three tasks to the list. The tasks were then put into questionnaire form to be used with teachers and supervisors. A 5-point scale allowed the weighing of the importance of the task and the degree to which the task was actually being accomplished by supervisors.

The findings included the following:

1. A moderate relationship existed between the frequency of the participation in a task and the perceived value of the task.
2. The teachers and the supervisors did not agree on the value of the inservice role.
3. The most valued tasks were related to direct input into the classroom. Tasks included assistance with curriculum writing, and help with specific problems of the classroom and/or the instructional program.
4. Teachers wanted inservice to be based on specific needs and preferred field-oriented inservice with classroom resource assistance.

5. The supervisors rated organizing and carrying on experiences with children as the most rewarding tasks. They also enjoyed giving advice about kinds of instruction.

6. The teachers ranked test interpretation, identification of materials, the offering of advice, and the teaching of demonstration lessons as the most helpful of the tasks.

7. The administrators requested more advice on tests, help in giving tests, and participation in team or grade-level meetings of teachers.

8. High-valued tasks performed with low frequency included the suggesting of curriculum ideas to teachers, carrying on of instructional activities with children, gathering of materials for teachers, informing teachers of professional meetings, organizing inservice, and participating in team and/or grade-level meetings.

9. The administering of tests was a low-valued task with high frequency performance.

Maddox's study in 1975, defined 37 desired behaviors for curriculum supervisors in Alabama. A questionnaire of 48 behaviors was written after Maddox had reviewed the literature. College professors, principals, supervisors, and classroom teachers participated in the study.

Ten behaviors were selected as being the most important. These behaviors fell into four categories: instructional improvement, curriculum development, administrative and personnel behaviors, and evaluation behaviors. The four tasks falling in the area of instructional improvement included keeping teachers informed about new methods and ideas, assisting teachers in the selection of instructional materials and services, and conferring with groups of teachers and individual teachers. Setting up and working with curriculum committees, supervising the development of curriculum guides and courses of study, providing assistance for teachers as they develop curriculum materials, and securing consultant assistance in curriculum development were highly rated. Participating in the development of policy related directly to instruction, providing opportunities for teachers to prepare evaluations, and giving suggestions for improvement of supervision concluded Maddox's list of the 10 most highly-rated functions of supervision.

A Colorado study by Jeran (1974) in open-space elementary schools was designed to decide what supervisory functions were important and to make recommendation for supervisors working in open-space schools. The data included the responses of 92 supervisors, 93 principals,

and 253 teachers from 27 Colorado districts. Jeran based his need for research upon the conclusion that open-space districts have special needs in the area of supervision, that there is a trend toward open-space schools, and that supervision has changed little, though the setting for education is changing.

Jeran (1974) reached the following conclusions:

1. Providing assistance and encouragement were the two most highly-desired services.
2. The principals and supervisors were in more agreement about the functions of supervision than were the teachers and principals.
3. Principals and supervisors ranked high in the function of supervisory time used in communicating with the principal regarding plans for staff, pupils, and school. The principals wanted frequent meetings with the supervisors.
4. The teachers felt a special need for helping in organizing to create a climate for learning.
5. Principals and supervisors stressed the importance of assisting teachers in organizing and managing classrooms.
6. Scheduling, grouping, creating materials, diagnosing student's needs, prescribing to meet the

student's needs, evaluating, creating interest centers, changing roles, and manipulating the environment were all concerns of all groups in the study. The effectiveness of the supervisor working in the open-space setting demands inservice training for teachers to help with the transition from the traditional to open-space. The principals and the supervisors felt the need to provide time within the day for teams to participate in planning with and consulting with the principals and supervisors.

Duval County, Florida, was the setting for a study by McCoy (1975) focused on the desirability of certain supervisory tasks for supervisors working in innovative programs. Questionnaires were used with 151 teachers and eight principals. Personal interviews were used for verbal responses about the helpfulness of supervisors in innovations. The participants in the McCoy study rated four specific areas of supervisory support as important: curriculum materials and resources, instructional principles and practices, human relations and communications, and comprehensive planning.

The principals and teachers were in agreement that the five most important areas of supervisory behaviors were as follows:

1. Making provisions for cooperative decision making.
2. Helping teachers build confidence in themselves by helping them be successful in small tasks and by creating a climate conducive to change.
3. Helping teachers see how a desired new behavior has an advantage over present practices.
4. Providing for teacher involvement in all facets of innovation.
5. Providing for adequate communication.

The study indicated a need for supervisors to spend much time in buildings where teachers are to be served. The supervisors' time spent in demonstrating and showing new ideas for classroom use was appreciated by teachers. Teachers needed encouragement as they worked with new program ideas and materials.

The Evaluations of Performance of Curriculum Supervisors in Specified Role Functions

The following studies were based on evaluations of the performance of supervisors in specified roles of supervision. The roles of inservice, conferencing, support for principals, and resource support for teachers were discussed.

A look at desired supervisory practices in providing inservice for teachers was the project of Zigarmi, Betz, and Jensen (1977) in a statewide study in South Dakota. Teachers in all districts of the state responded to a questionnaire designed to find out what inservice experiences teachers had had in the past 2 years and how useful the experiences had been. The number of teachers responding was 1,239 and they listed 21 types of inservice that fell into five groups: workshops, college classes, faculty meetings, observations of and assistance from other teachers, and professional reading.

The most used, one-day regional workshops, was cited as being least useful. Outside consultants brought into workshops received low ratings. Faculty meetings planned by the teachers were ranked as the most useful. There were six common factors in high ratings of inservice types: qualities of newness, opportunity to choose between several options, emphasis on teacher interests, longer inservice experiences, support for the idea that teachers learn from teachers, to provide more intensive study, and teacher involvement in planning the inservice. Teachers rated bulletins, newsletters, use of outside consultants, faculty meetings planned by administrators, and use of

sales representatives from companies as less favorite inservice activities.

The hypothesis that teachers learn from other teachers was the basis for a study by Coody (1967), in which four groups of teachers observed demonstration teaching. There was a control group, a group which observed without supervision of any kind, and a group that was briefed before the demonstration lesson and given opportunities for participation in group discussion led by a supervisor after the demonstration. A fourth group had briefings before the demonstration and individual conferences with supervisors afterward. All groups profited from the demonstration teaching sessions but the fourth group showed positive changes in attitude toward teaching.

The personalized follow-up to inservice was a part of a study by Boyd (1961) on the use of television for inservice with math teachers. Three groups of teachers participated. One group saw the television workshops and had follow-up conferences with consultants. A second group saw television workshops but had no consultant contact. The third group had face-to-face lecture, no television or personal consultation. The group watching television workshops and receiving personal conferences with consultants after the workshops profited more than the other two

groups. Just as the personal conference is desirable as a companion tool with inservice, the personal contact between supervisor and teacher or supervisor and principal is important on a more informal basis.

Gordon (1973) defined the conference as anything "from a casual meeting in the faculty lounge to a highly structured conference planned as the result of a predetermined understanding" (p. 461). He conducted his study to determine what behaviors supervisors felt were the most effective for working with teachers in the one-to-one conference. One hundred and twenty-two persons serving as supervisors in eleven districts of New York responded to a questionnaire that employed the Critical Incident Technique as outlined by Flanagan. The supervisors were asked to describe briefly a successful conference they had had and determine what they had done to make the conference successful.

Five reasons for having conferences were suggested: information gathering, listening, advising and informing, diagnosing, and supporting. Advising and informing was the most reported behavior in the conference setting. Supporting, listening, diagnosing, and information gathering followed in order. Experienced supervisors used advising and informing more than the less experienced

supervisors. Fully-certified supervisors did less advising and informing. Supervisors initiated 62% of the conferences. Teachers were responsible for 29%, and other persons for 9%.

Gordon's 1976 follow-up study included teachers and their perceptions of conferences with supervisors. The elementary teachers reported the supporting purpose of the conference most frequently, while secondary teachers rated this purpose second. Seventy percent of the respondents were females who perceived supervisors as being most effective in a supporting role. The males in the study valued the advising and informing functions the most.

The three main reasons for conferences initiated by teachers were curriculum planning (38%), classroom problems (27%), and classroom performance (9%). The three major reasons for the supervisor initiated conferences were discussing classroom observation (34%), curriculum planning (22%), and classroom performance (15%). Teachers with a master's degree plus 20 semester hours valued the advising and informing role (86%). Teachers with the bachelor's degree and those with a master's but no additional hours beyond the master's showed a greater need for the supporting role.

Experienced supervisors in Gordon's (1976) study used advising and informing more than other conference roles. Supervisors with less experienced placed greater emphasis on listening and information gathering. Teachers in the study preferred conferences with supervisors who provided psychological support. The perspective supervisor who has personal contact with teachers and is willing to use opportunities to share ideas and teaching resources is highly valued as a resource person.

A Right-to-Read funded program in Pittsburgh employed four reading specialists. The specialists worked under the guidance of the University of Pittsburgh in the roles of diagnosis, instruction, building inservice, and resource help for teachers and parents. Bean's (1979) study was designed to identify role functions of the reading specialists according to the impact of the role functions on students. Fourteen role functions were identified. The time the specialists spent in the different role functions differed according to the time of the year. The frequency of the resource role was small; yet, it received the highest rating.

Interpersonal and communication skills were as important as the knowledge of the reading process and methodology. The specialists had been given guidance and

instruction in leadership skills, awareness of their leadership styles, steps in the decision-making process, and techniques for communicating. Frequent meetings of the specialists and the university coordinator permitted group discussion and problem sharing. The specialists were required to give frequent feedback to the teachers about the students and methods being used in the special program, to solicit and accept information from teachers about cognitive and affective needs of each child, to coordinate their programs with classroom teachers and to make changes when feasible for the classroom program. The principals' recognition of the need for time to plan and the need for consultant support from the specialists and the university was a reality in Bean's study.

Traits of the Self-actualized

Leader from Research

Maslow (1956) conducted studies based on psychologically healthy individuals. He was looking for a firmer foundation for the theory of therapy, of pathology and, therefore, of values. He observed differences that existed in the motivational lives of healthy people and of others "i.e., people motivated by growth needs contrasted with those motivated by the basic needs" (1968, p. 25). The healthy people have gratified their basic

needs for safety, belongingness, love, respect, and self-esteem so that they are motivated primarily by

trends to self-actualization (defined as ongoing actualization of potentials, capacities, and talents, as fulfillment of mission, as a fuller knowledge of, and acceptance of, the person's own intrinsic nature, as an unceasing trend toward unity, integration or synergy within the person. (1968, p. 25)

Maslow's later research (1968) redefined self-actualization to make it less of an all-or-none state into which few people enter. It is now defined as an "episode, or a spurt in which the powers of the person come together in a particularly efficient way" (p. 97). The person is more integrated, more open for experience, more perfectly spontaneous, or more fully functioning. In the self-actualizing person, these episodes seem to come more frequently, more intensely, and perfectly than in the average people. The newer definition is more amenable to research procedures.

Research in the Identification of Self-Actualized Persons or Groups of Persons

The research in which self-actualized leaders or workers have been identified is based on the use of the Personal Orientation Inventory (POI) by Shostrom (1972). The manual written by the author lists 106 research

studies done throughout the nation in which the POI was used. Many of the studies are in the disciplines of psychology, sociology, medicine, industry, and religion. No entry showed the inventory used to measure the traits of practicing educators.

A review of the POI was published by Raanan in 1973. In the review, Raanan described the instruments as composed of items based on long-term observations of clients by several therapists. The instrument consists of 150 two-choice items dealing with comparative value and behavior judgments. Two scales are used: Inner Directed Support and Time Competence. Raanan concluded that the POI could be useful in comparing individuals and that discrimination between individuals who have and have not attained a relatively high level of self-actualizing was possible with the instrument.

Two studies designed to explore to what degree self-actualization is present in a person or group of persons will be discussed. Margulies (1969) and Hamilton (1971) used the POI as the basis for their studies.

The study by Margulies was performed at Non-Linear Systems Incorporated at Del Mar, California. Four departments participated in the study. Two departments were organized in such a way that individuals and work

groups could relate tasks to goals and purposes of the organization. The other two groups were traditional assembly-line groups with little interchange between group members. The hypothesis was that values, attitudes, and behavioral norms are related to the degree of self-actualization possessed by members of a group. A work values questionnaire was used to measure various values. Attitudes were measured by a "picture frustration" test. Behavioral norms were found by using open-minded questions and interviews. Psychological growth and the degree for self-actualization were measured by the Personal Orientation Inventory.

Intrinsic work values included "creativity, independence, achievement, and social-artistic" (p. 496). Extrinsic work values included "economic, security, work conditions, and associates" (p. 496). No persons with extrinsic work values were self-actualizing persons. Of 21 self-actualizing persons identified out of 66, 16 possessed intrinsic work values.

Self-actualization and attitude orientation were found not to be independent of each other. Higher self-actualizing groups did exhibit more awareness of the inter-connectedness between task achievement and social need satisfaction. The behavior of the more

self-actualized groups was less determined by formal structure and formal role prescriptions. The behavior of the self-actualized individuals was determined more by internal values than by formal authority or group ideology. The norms in the most self-actualizing department and least self-actualizing department were summed up in the following way:

Norms in the Most Self-Actualizing Department

1. A group member should consider the feelings of his fellow workers.
2. A group member should be willing to learn and improve his technical competence.
3. A group member should cooperate in achieving the task objectives of the group.
4. A group member should share in the training of other members.
5. A group member should assist when others need help.

Norms in the Least Self-Actualizing Department

1. A group member should be loyal to the department.
2. A group member should not let personal feelings show on the job.
3. A group member should accept full responsibility for his errors.
4. A group member should not disagree with a superior's judgement.
5. A group member should learn quickly. (Margulies, 1969, p. 505).

Margulies (1969) concluded by stating that "managerial function and subsequent managerial style must incorporate what has been learned about human behavior in organizations" (p. 506). He felt that production can be

organized in such a way that workers can exercise initiative and be motivated by intrinsic satisfaction gained from the work activity.

The study by Margulies looked at "self-actualizing" departments comprised of self-actualizing workers. Hamilton's (1971) study was designed to look at a group of graduate level students in educational administration. The purpose of the study was to discover if this group in administration possessed a greater degree of self-actualization than a group of graduate level students in other departments. One hundred and seven students were divided into five groups. The other three groups from other departments took the POI in educational research classes. The examinees in each group read the directions for the instrument and proceeded to take the inventory. Analyses of variance were made to decide if there was a significant difference at the .05 level among the five groups relative to three attributes: self-actualizing values, levels of existentiality, and conceptualization of the nature of man. All three attributes are measured by the POI. No significant difference was found in the self-actualizing values of the five groups or the levels of existentiality. The hypothesis of no significant difference in the area of conceptualization of man was

rejected. The administrative students seemed to be able to better discern the complex nature of man, indicating a greater ability to understand and appreciate the needs of people.

Summary

The first section of this review of literature explored studies by Lovell and Phelps (1977), Nasca (1976), Maddox (1975), Jeran (1974), and McCoy (1975). Each of these studies was designed to designate specific role functions in supervision. Common role functions outlined by the studies included tasks related to consulting with teachers, parents, and principals, providing inservice and professional growth opportunities, helping in setting of school and/or program goals, working with committees to prepare or revise curriculum materials, sharing specific information about programs or techniques, and providing psychological support for teachers.

The next group of studies discussed were designed to look at the possible success or failure in particular role functions that involve inservice, conferences with teachers, and providing resource help to teachers and principals. Zigarmi, Betz, and Jensen (1975) drew the conclusion that the more teacher involvement in planning

and providing inservice, the greater the inservice is appreciated by teachers. Coody (1967) also found teacher participation to greatly enhance inservice opportunities for growth. In the study, briefing before demonstration teaching, and personal conferences after the demonstration resulted in greater teacher growth. Boyd (1961) found that television workshops with follow-up personal conferences with teachers had better outcomes than television or person-to-person lectures without the conferences. Personal conferences with teachers were studied by Gordon (1973). Teachers and supervisors disagreed about who initiated conferences and the uses of conferences. Teachers said supervisors initiated the conferences. Supervisors claimed teachers were initiators. Teachers felt conferences were best used for supporting purposes. The supervisors valued the advising and informing function of conferencing more highly. The Right-to-Read study by Bean (1979) supported the great value attached to individual conferencing by teachers. The teachers in this study rated the service of the reading specialist as a resource person to the teacher as the most important role of the specialists.

Teachers are joined by principals in the need for resource support. The study of Orlich, Ruff, and Hansen

(1976), indicated that the district resources which include the supervisor are the second most important source of information about specific programs for principals. Principals in this study used publishers as the chief source of information.

The traits of the self-actualized leader as defined by Maslow's research were discussed. The self-actualized person is working to his or her potential. He relates well to others, considers the feelings of others, finds satisfaction in goal setting and problem solving, and possesses inner motivation. He is able to use time efficiently, recognizing the importance of the past, present, and future.

The last section of the chapter discussed studies by Margulies (1969) and Hamilton (1971) in the use of the Personal Orientation Inventory, which resulted in the identification of groups of self-actualized persons. The self-actualized workers in the Margulies (1969) research considered the feelings of fellow workers, were willing to learn and grow in skills, cooperated in achieving task goals of their groups, shared in the training of others, and assisted others when help was needed. They were motivated by internal values and received satisfaction from a job well done. Hamilton's research indicated that

one group of graduate students in educational administration did not possess overall a higher degree of self-actualization than students in other departments. The educational administration students did indicate a greater ability to discern the complex nature of man.

In an effort to explore the research literature, the investigator has discussed role descriptions in general supervision as defined by research studies and looked at studies that involved evaluating the performance of supervisors in some of the defined roles. The importance of effective leadership was introduced and studies that identified self-actualized persons were discussed. The following chapter will provide a detailed description of the design and procedure to be used in this investigation.

CHAPTER 3

PROCEDURES

This study had two major purposes: (a) to determine the role of the administrative reading coordinator as perceived by teachers, elementary principals, the coordinators, and curriculum directors in 10 Texas suburban school districts, five of the districts employing an administrative reading coordinator, and (b) to determine the effectiveness of the five reading coordinators as evaluated by the coordinators themselves, their principals, teachers, and curriculum directors. An attempt was made to determine whether reading coordinators exhibit a high level of self-actualization as they perform their tasks.

The first four questions were answered through statistical analysis of the Role/Role Indicator Assessment Instrument. These four questions were:

1. Is there a significant difference among the different role/role indicators as perceived by the administrative reading coordinator (ARC) and the same role/role indicators as perceived by teachers and/or principals and curriculum directors?

Null hypothesis: The mean for the role/role indicator item of the reading coordinators is not significantly different from the mean of the same role/role indicator of each of the other populations.

- | | | | |
|---------|---------------------|---|--------------------------------|
| H_0 : | mean (coordinators) | = | mean (teachers) |
| H_0 : | mean (coordinators) | = | mean (principals) |
| H_0 : | mean (coordinators) | = | mean (curriculum
directors) |

2. Is there a significant difference in the importance of any of the role indicators as perceived in districts with an ARC compared to districts without an ARC with each of the following groups: teachers, principals, and curriculum directors?

Null hypothesis: The mean for the rated importance of each role/role indicator by teachers, principals, and curriculum directors in districts with and without ARCs are not significantly different.

- | | | | |
|---------|-----------------------------------------------------|---|--------------------------------------------------------|
| H_0 : | mean (teachers with
coordinators) | = | mean (teachers without
coordinators) |
| H_0 : | mean (principals with
coordinators) | = | mean (principals without
coordinators) |
| H_0 : | mean (curriculum
directors with
coordinators) | = | mean (curriculum
directors without
coordinators) |

3. Is there a significant difference between the desired and actual performance of the ARC in role indicators as evaluated by teachers, principals, reading

coordinators, and curriculum directors in the five districts with reading coordinators?

Null hypothesis: The mean for the rated importance of each role indicator by each population group is not significantly different from the mean of the performance rating of the coordinator in that specific role indicator.

H_0 : mean (teacher rated importance of role indicator)	= mean (teacher rated performance of coordinator in that role indicator)
-----------------------------------------------------------	--------------------------------------------------------------------------

H_0 : mean (principal rated importance of role indicator)	= mean (principal rated performance of coordinator in that role indicator)
-------------------------------------------------------------	----------------------------------------------------------------------------

H_0 : mean (curriculum director rated performance of role indicator)	= mean (curriculum director rated performance of coordinator in that role indicator)
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H_0 : mean (ARC rated importance role indicator)	= mean (ARC rated performance of coordinator in that role indicator)
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4. Is there a difference between the performance of the ARC in each role indicator as perceived by the coordinator compared to the performance as seen by teachers, principals, or curriculum directors?

Null hypothesis: The mean of the rated performance in each role indicator as perceived by the ARC is not significantly different from the mean of the performance rating as perceived by the other three population groups.

H_0 : mean (coordinator rated performance)	= mean (teacher rated performance)
H_0 : mean (coordinator rated performance)	= mean (principal rated performance)
H_0 : mean (coordinator rated performance)	= mean (curriculum director rated perfor- mance)

5. Are the five reading coordinators self-actualizing persons? Is there a relationship between self-actualization possessed by each coordinator and her effectiveness as measured by her principals, teachers, curriculum directors, and the coordinator herself?

This question was answered with ad hoc tests including an analysis of variance done between the mean performance ratings of the ARCs and a Newman-Keuls used to determine which of the means were different. The scores of the Personal Orientation Inventory were compared to the findings of the Newman-Keuls test.

6. Who assumes the leadership role in reading in districts without an administrative reading coordinator?

The leadership in the districts without ARCs was determined after a study of the interviews with curriculum directors and a study of the data sheet attached to the Role/Role Indicators Assessment Instrument and returned by the principals and curriculum directors in the districts without ARCs.

The first section includes the development and validation of three measuring instruments used in the study. These instruments are the Role/Role Indicator Assessment Instrument and two questionnaires for interviews with the reading coordinator and the curriculum director. The first instrument was designed to compare the perceived roles of the reading coordinator. The interviews were designed to determine sources of leadership in districts without a coordinator. Also a description of the Personal Orientation Inventory, used to measure self-actualization, is presented and reasons for its selection shared.

The second section outlines the major procedures for the study, including selection of subjects, procedures for administration of the assessment instrument to answer each question in the study, and statistical treatment of the data.

Development and Validation of Assessment Instruments

Pilot Study

A pilot study was done in a large suburban district with 17 elementary schools in order to evaluate and validate instruments to be used in the study. The

researcher is the reading coordinator in the school district. Permission to conduct the study was obtained from the school district.

Seventeen principals, 48 teachers, one curriculum director, and the reading coordinator participated in the pilot. All elementary principals participated. The teachers were selected randomly by using lists of teachers by schools and a random numbers table. Teachers from all 17 schools participated.

The results of the pilot study in regard to changes made for each instrument are indicated in the following discussions of the Role/Role Indicators Assessment Instrument and the questionnaires for the interviews.

Development of the Role/Role Indicators

Assessment Instrument

A review of the literature revealed no research-based role for the administrative reading coordinator. The investigator collected research defined roles in general supervision and compared the defined role functions to suggested skills or attitudes recommended by the International Reading Association for the reading supervisor. The assessment instrument was then compiled. Only role functions or indicators defined in at least one formal study were included in the suggested role indicator

instrument. Table 1 outlines the role indicators and the research base or bases for each indicator selected.

The role indicators were divided into four subgroups: consulting, serving as change agent, working with reading materials, and coordinating a district program. The placement of the role indicator in each group was based upon careful consideration of the indicated task. A committee of 11 educators in administration served as an advisory committee. This committee was composed of two elementary principals, one elementary teacher, one curriculum director, one special education director, three secondary curriculum coordinators, and three elementary curriculum coordinators.

Letters were written to Nasca (1976), Lovell and Phelps (1977), and Harris (1976, 1977) asking for advice and more detailed analyses of their studies. Nasca and Lovell and Phelps replied. Both replies included the questionnaires used by the researchers in their respective studies which were aimed at defining the general role functions of supervision. These questionnaires were used as one criterion in compiling Table 3 and the Role/Role Indicators Assessment Instrument (see Appendix A).

Table 1

Research Bases for Suggested Role Indicators Assessment Instrument

Role/Role Indicator	I.R.A. Committee	Bean	Boyd	Coody	Gordon	Harris Hartgraves	Jeran	Lovell Phelps	Maddox	McCoy	Nasca	Orlich Ruff Hansen	Zigram Betz Jensen
<u>1.0 CONSULTING</u>													
1.1 Serves as resource to teachers/grade levels	X	X	X	X	X	X	X	X	X	X	X		X
1.2 Teach demonstration lessons	X					X		X			X		X
1.3 Help in diagnostic testing	X	X					X	X			X		
1.4 Inform teachers of professional activities	X						X	X		X	X		X
1.5 Work with content area teachers	X	X											
1.6 Serve as consultant to parents	X	X									X		
1.7 Provide psychological support for teacher	X	X	X	X	X	X	X	X	X	X	X		X
<u>2.0 BRINGING ABOUT CHANGE</u>													
2.1 Help write criteria for evaluating reading personnel	X							X					
2.2 Help evaluate reading personnel	X										X		
2.3 Help with needs assessments to use in setting goals	X						X	X		X	X	X	

Table 1--Continued

Role/Role Indicator	I.R.A. Committee	Bean	Boyd	Coody	Gordon	Harris Hartgraves	Jeran	Lovell Phelps	Maddox	McCoy	Nasca	Orlich Ruff Hansen	Zigram Betz Jensen
2.4 Help plan inservice	X					X	X	X		X	X	X	
2.5 Present inservice sessions	X					X	X	X		X	X		X
2.6 Help set goals for school and/or grade level	X					X	X	X		X	X		
2.7 Help set objectives for district	X							X		X	X		
2.8 Recommend policy changes involving reading programs	X										X		
2.9 Work with committee to bring about change	X									X	X	X	
<u>3.0 WORKING WITH READING MATERIALS</u>													
3.1 Help construct or revise reading curriculum materials	X						X	X		X	X		
3.2 Work with committees to evaluate and recommend textbooks	X										X		
3.3 Be familiar with a wide variety of teaching materials in the area of reading	X	X				X	X			X	X		
3.4 Share information about reading materials with teachers	X	X		X	X	X	X	X		X	X	X	

Table 1--Continued

Pole/Role Indicator	J.R.A. Committee	Bean	Boyd	Coody	Gordon	Harrio Hartgraves	Jeran	Lovell Phelps	Maddox	McCoy	Nasca	Orlich Ruff Hansen	Zigam Betz Jensen
3.5 Help make reading materials available to teachers	X	X				X	X		X	X		X	
4.0 COORDINATING DISTRICT PROGRAM													
4.1 Involve community in reading program	X						X			X			
4.2 Conduct and share research in reading	X	X						X				X	
4.3 Help plan budgets to make reading a priority	X										X		
4.4 Serve as a resource person to principal	X	X					X	X		X	X	X	
4.5 Prepare reading reports for board, community	X										X		
4.6 Serve as a communication link between administration and school	X											X	
4.7 Participate in professional reading related activities	X										X	X	

Validation of Role/Role Indicators

Assessment Instrument

After editorial changes suggested by the advisory committee were made to the Role/Role Indicators Instrument, the instrument was sent to a curriculum director, 17 principals, 60 teachers, and the reading coordinator of the pilot district. All principals, the coordinator, the curriculum director, and 48 teachers responded.

A brief survey instrument was included with each instrument. The participants' educational history, length of career, areas of specialization, levels of teaching experiences, sex, and other information were requested. The revised form for each of the population samples is included in Appendix B.

The Personal Orientation Inventory

The decision to use the Personal Orientation Inventory was made after a study of the following five instruments:

1. The Leadership Opinion Questionnaire, written by Fleishman (1979) and published by Science Research Associates, was not used because its purpose was to determine a desired type of leadership. The investigator rejected this instrument because it does not measure present leadership performance.

2. A questionnaire used by Farris and Butterfield was found in Fleishman and Hunt (1973). The questionnaire was designed to measure flexibility in leadership. This attribute of leadership is only one of the leadership traits to be considered in the study. This instrument was rejected because of the incomplete definition of leadership upon which it is designed.

3. The California Personality Inventory by Hough (1975) has 480 items and requires 60 minutes to give. The inventory is designed to predict what an individual will do in a specific context. The scores are expressed only as "high," "average," or "low" and are hard to interpret. This instrument was rejected because of the difficulty in interpreting scores.

4. The Eysenck Personality Inventory by Eysenck and Eysenck (1979) is designed to identify high "neuroticism" persons and persons of high and low "extraversion." The "neuroticism" group was extra-sensitive people. The high "extraversion" group are carefree, playful, and seek excitement. This instrument was rejected because the practical application of these traits in the area of leadership would be difficult.

5. The Personal Orientation Inventory by Shostrom (1972) is designed to investigate the presence of

self-actualization a person possesses. There are numerous examples of the use of this inventory in leadership studies. The inventory is not lengthy. The interpretation of scores is facilitated by a well-written manual. This instrument was accepted for the study because of the well-written manual, the proved usefulness of the instrument in other studies, and the ease with which it can be used and studied.

The investigator responded to the Personal Orientation Inventory. A time period of 18 minutes was required. The scoring of the inventory was done by the investigator with the assistance of a certified counselor. The investigator interpreted the inventory with the guidance of a school counselor. This experience gave the investigator practical knowledge needed to administer and evaluate the inventory.

Development of the Questionnaires for Interviews

The ARC and the curriculum director were to participate in "twin" interviews designed to provide information to use in comparing the perceived role for the reading coordinator as defined by two groups. An attempt was made to determine agreement and/or disagreement about the coordinator's use of time, setting of priorities, and understanding of strengths and weaknesses in job

performance. The second type of interview was designed to determine who provides leadership in reading in districts without a coordinator.

The questions were written by the investigator after an analysis of research in the area of supervision. A committee of five elementary coordinators and a statistician from a major North Texas university reviewed the interview instruments. Recommendations for wording of questions were received. The interview instruments can be found in Appendix C. The explanations put in parentheses after certain questions were a recommendation of the committee.

Validation of the Interview Instruments

The interview instruments for the coordinator and the curriculum director were used with the reading coordinator and curriculum director in the pilot district. The interviews were taped. A study of the tapes was made by the interviewer and the two individuals who were interviewed. The investigator made changes that were recommended by the committee.

The interviews with the coordinator and the curriculum director were conducted and taped by a certified elementary consultant. The coordinator in the pilot district was the investigator. The investigator practiced the

interview procedure by using the interview for the curriculum director without a coordinator with the special education director of the pilot district. This interview was also taped.

The tapes were analyzed by a committee of two certified supervisors, one in secondary English and one in science. Suggestions for the researcher to consider included speaking more slowly, allowing time for individual being interviewed to think before responding, and taping in a room without a telephone.

The Study

Selection of Subjects

The subjects for the study were selected from 10 suburban school districts. Five of the districts employed an administrative reading coordinator. Five of the districts had no reading coordinator. The districts had several common denominators:

1. All were suburban.
2. All were in close proximity to several universities which offer reading certification and/or degree programs in reading.
3. All were districts that are growing and/or have grown rapidly in the past decade.
4. All had at least seven elementary schools.

Table 2 provides information on the number of administrative staff members for each school district in the study. A copy of the letter sent to the districts asking for the information is found in Appendix D.

Table 2

Numbers of Principals, Curriculum Directors,
and Reading Coordinators Employed by
Ten Districts in the Study

District	Elementary Principals Employed	Curriculum Directors Employed	Reading Coordinators Employed
1	7	1	0
2	7	1	0
3	7	1	0
4	16	1	0
5	35	1	0
6	20	1	1
7	10	1	1
8	11	1	1
9	17	1	1
10	<u>32</u>	<u>1</u>	<u>1</u>
Total	162	10	5

School district directories were obtained for each of the 10 districts. From the lists of elementary teachers, 200 teachers were randomly selected by using a table of random numbers (Mendenhall, McClave, & Raney, 1977, p. 487). The number of teachers from each district was determined by using the number 25 as an average number of students assigned to a teacher. The total number of teachers with a 25 pupil-to-teacher ratio was determined by dividing the total pupil population of a district by 25. The percentage of teachers constituting the total number of 200 was computed for each district. District 1 had 136 teachers or 9% of the total 1,562 teachers for the five districts with no ARCs. Since 100 teachers were to be in the sample, nine teachers from district 1 were chosen to receive the invitation to respond to the Role/Role Indicators Assessment Instrument. If a quota of teachers from a district had not responded at the end of two weeks, new names were randomly selected and more teachers invited to respond. This process was continued until the quota of 65% of teachers was obtained. Principals who did not respond within two weeks received a phone call and/or a second letter asking them to participate. All reading coordinators and curriculum directors agreed to participate as permission was obtained

from the districts to conduct the study. The permission forms are in Appendix E.

Table 3 gives the information on procedure for selecting teacher sample size by district. Table 4 gives the summary of the total number in each population group that responded to the Role/Role Indicators Assessment Instrument.

Procedures for Administration of Role/Role Indicators Assessment Instrument

A copy of the letters in Appendix E was sent to the appropriate population group to be sampled. A self-addressed envelope was included for the return of the permission to mail the instrument. As soon as permission to mail was received, the instruments were mailed.

The information from the Role/Role Indicators Assessment Instrument was key-punched and analyzed by the computer department of a local university. The computer program used was SPSS-20, Release 7.02a from the University of Pittsburg. Technical advice for interpreting the computer print-out was received by a phone call to the director of the University of Pittsburg Computer Center, V. Beader (Reference Note 3).

Table 3

Explanation of Determination of Teacher
Mailing Samples by Districts

District	Pupils \div 25	% Teachers for Sample
Districts with No ARC		
Teachers = Total Pupils \div 25		
1	136	9
2	155	10
3	119	8
4	402	26
5	<u>750</u>	<u>47</u>
Total	1,562	100
Districts with ARC		
Teachers = Total Pupils \div 25		
6	295	17
7	217	13
8	181	11
9	415	24
10	<u>600</u>	<u>35</u>
Total	1,708	100

Table 4

Total Responses by Population Groups to Role/Role
Indicators Assessment Instrument

District	Reading Coordinators Responding	Curriculum Directors Responding	Principals Responding	Teachers Responding
1	0	1	5	9
2	0	1	7	9
3	0	1	5	6
4	0	1	10	9
5	0	1	25	33
6	1	1	7	9
7	1	1	4	10
8	1	1	5	13
9	1	1	10	15
10	<u>1</u>	<u>1</u>	<u>16</u>	<u>19</u>
Total	5	10	94	132

Statistical Analysis of First Four Questions

Question 1.

Null hypothesis: The mean for the role/role indicator item of the reading coordinators is not significantly different from the mean of the same role/role indicator of each of the other populations.

- H_0 : mean (coordinators) = mean (teachers)
 H_0 : mean (coordinators) = mean (principals)
 H_0 : mean (coordinators) = mean (curriculum directors)

One of the basic assumptions in using a t-test is the equal variances in comparing two populations. Until data have been analyzed, a researcher cannot know if this will occur. If variances are equal, a t-test with a large number of degrees of freedom is safe for use. The following formula was used.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where the degrees of freedom are:

$$\frac{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}{\left[\frac{\left(\frac{s_1^2}{n_1} \right)^2}{n_1 - 1} + \frac{\left(\frac{s_2^2}{n_2} \right)^2}{n_2 - 1} \right]}$$

These formulas took into account the possibility of unequal variances and were included in the computer program. This comparison of means with populations with unequal variances is recommended by Nie, Hull, Jenkins,

Steinbrenner, and Bent (1975, p. 270). The computer program tabulated the means for each role/role indicator for each population group and performed the statistical task of comparing the mean and calculating the t scores.

Question 2.

Null Hypothesis: The mean for the rated importance of each role/role indicator by teachers, principals, and curriculum directors in districts with and without ARCs are not significantly different.

$$\begin{array}{ll}
 H_0: \text{mean (teachers with coordinator)} & = \text{mean (teachers without coordinator)} \\
 H_0: \text{mean (principals with coordinator)} & = \text{mean (principals without coordinator)} \\
 H_0: \text{mean (curriculum directors with coordinator)} & = \text{mean (curriculum directors without coordinator)}
 \end{array}$$

Because the population variances were more equal, there was no need for the use of the second formula used in answering the first question. Only the formula for the t score was needed.

Question 3.

Null hypothesis: The mean for the rated importance of each role indicator by each population group is not significantly different from the mean of the performance rating of the coordinator in that specific role indicator.

H_0 : mean (teacher rated importance of role indicator)	= mean (teacher rated performance of coordinator in that role indicator)
H_0 : mean (principal rated importance of role indicator)	= mean (principal rated performance of coordinator in that role indicator)
H_0 : mean (curriculum director rated performance of role indicator)	= mean (curriculum director rated performance of coordinator in that role indicator)
H_0 : mean (ARC rated importance role indicator)	= mean (ARC rated performance of coordinator in that role indicator)

The population variances were equal.

Question 4.

Null hypothesis: The mean of the rated performance in each role indicator as perceived by the ARC is not significantly different from the mean of the performance rating as perceived by the other three population groups.

H_0 : mean (coordinator rated performance)	= mean (teacher rated performance)
H_0 : mean (coordinator rated performance)	= mean (principal rated performance)
H_0 : mean (coordinator rated performance)	= mean curriculum director rated performance)

The formula for adjusting the t score when there is a difference in the size of the samples was used. Tests for questions 1, 2, 3, and 4 were two-tailed with an alpha of .05. The critical regions in the lower

and upper tails each cut off at .025 of the t distribution.

Procedures for Administration of the Personal Orientation Inventory

Each of the administrative reading coordinators took the POI by Shostrom (1974) as a comprehensive measure of values of importance in the self-actualized person. The inventory was given after the interview, but on the same day.

The instrument is self-administering. The items are self-explanatory. The instrument is not timed, but testing time averages about 30 minutes. The examinee read the test directions and worked independently. Responses were put on an answer sheet. Scoring was done with the aid of scoring keys by the researcher.

If the ARC desired to know the POI results, the results were shared privately. The coordinators also had the right to decide to refuse to answer any or none of the items. There was 100% participation.

Analysis of Question 5. Are the five reading coordinators self-actualizing persons? Is there a relationship between self-actualization possessed by each coordinator and her effectiveness as measured by her

principals, teachers, curriculum directors, and the coordinator herself?

The POI profile of each coordinator and a mean ranking of the total performance ratings of performance from the role indicator instrument for that coordinator were compared. The attempt was made to see if coordinators with higher mean performance ratings were the more self-actualized coordinators. The mean of the population group was compared to the POI result. An ad hoc analysis of the means of the performance ratings of the ARCs from the Role/Role Indicators Assessment Instrument was done with an analysis of variance. The Newman-Keuls test was used to find which performance means were significantly different. The teacher scores from the POI were ranked from the highest to the lowest and compared to the means from the Role/Role Indicators Assessment Instrument performance ratings.

Procedures for Administration of Interviews

The curriculum directors and the reading coordinators were interviewed by the investigator using researcher-developed instruments (see Appendix C). The arrangements for the interviews were made by phone. Before the interviews began, the investigator informed the person being interviewed of his or her right to refuse to answer any

question and of the fact that no names were to be used in recording or reporting the information obtained in the interview. Written permission form for the interviews is found in Appendix E.

The interviews required about 30 minutes. With permission of the subject, the interviews were taped for later analysis. When analyses were complete, the tapes were destroyed.

The investigator read each question exactly as it was written. Possible additions to clarify meaning of certain questions were in parenthesis after the questions. A neutral attitude on the part of the interviewer was maintained throughout the interview.

Analysis of Question 6. Who assumes the leadership role in reading in districts without an administrative reading coordinator?

The answer to this question was partially obtained from the interview with the curriculum directors without reading coordinators. A composite list was made of sources of leadership cited by the administrators in the interviews. Principals without ARCs also gave leadership sources as part of information returned with the Role/Role Indicators Assessment Instrument.

Summary

An instrument to be used in defining the perceived role of the administrative reading coordinator was designed by the investigator using research-based role indicators for rating as possible priority role indicators by teachers, principals, curriculum directors, and administrative reading coordinators in 10 districts. Five of the districts had reading coordinators and rated the coordinators' present performance in each role indicator.

Computer analysis of the results of the instrument made it possible to compare the role/role indicators as perceived by the coordinator as compared to each of the other population groups, the role/role indicators as perceived by the districts without an ARC as compared to the districts with an ARC, the ranked performance of the ARC in each role indicator compared to the ranked importance of the role indicator, and the performance evaluation of the ARC as perceived by herself as compared to each of the other population groups. The individual coordinator's present performance was compared to her scores on the POI. An interview instrument for use with the curriculum director without an ARC, and information

returned by principals without an ARC located leadership in reading in these districts.

Twin interview instruments were designed to use with reading coordinators and their curriculum directors. Information from these interviews were used in comparing the ARC and the curriculum director's perception of the role indicators as discussed in the first research question.

The hope of the investigator was that a role for the reading coordinator could be defined and that conclusions could be drawn about the similarity or lack of similarity of the role indicators as perceived by teachers, principals, curriculum directors, and reading coordinators. An attempt was made to see if the self-actualized person was the person most likely to meet the expectations of the four population groups for the reading leadership role.

CHAPTER 4

RESULTS

This study had two major purposes: (a) to determine the role of the administrative reading coordinator as perceived by teachers, elementary principals, the coordinators, and curriculum directors in 10 Texas suburban school districts, five of the districts employing an administrative reading coordinator, and (b) to determine the effectiveness of the five reading coordinators as evaluated by the coordinators themselves, their principals, teachers, and curriculum directors. An attempt was made to determine whether the reading coordinators exhibited a high level of self-actualization as they performed their tasks. Six questions will be addressed in this chapter in regard to these purposes.

Question 1

Is there a significant difference among the different role/role indicators as perceived by the administrative reading coordinator (ARC) and the same role/role indicators as perceived by teachers and/or principals and curriculum directors?

Null hypothesis: The mean for the role/role indicator item of the reading coordinators is not significantly different from the mean of the same role/role indicator of each of the other populations.

Teachers and ARC

Table 5 indicates that one major role and eight role indicators were significantly different for the ARC and the teachers. The teachers perceived the following as less of a role for the administrative reading coordinators than did the ARCs: the major role of serving as change agent (2.0), including role indicators of helping with needs assessments to use in setting goals (2.3), helping plan inservice (2.4), helping set objectives for the district (2.7), recommending policy changes involving reading programs (2.8), and working with committees to bring about change (2.9). In one role indicator under consulting (1.0), the teachers did not see as great a need as the coordinators did for a consultant to serve as resource to teachers/grade levels (1.1). In the role indicators under coordinating the district program (4.0), the teachers perceived the role indicator of participating in professional activities (4.7) and the role indicator of serving as a resource person to the principal (4.4), as less of a role for the ARC than did the coordinators.

Table 5

**Significant Differences in Importance of Role/Role Indicators
as Perceived by Reading Coordinators and Teachers**

Role/Role Indicator	No. of Cases		Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers	ARCs	Teachers			
<u>1.0 CONSULTING</u>									
1.1 Serve as resource to teachers/grade levels	5	130	5.0	4.34	.000	0.84	8.98	129	<.001
<u>2.0 BRINGING ABOUT CHANGE</u>	5	115	5.0	3.85	.000	0.891	13.82	114	<.001
2.3 Help with needs assessments to use in setting goals	5	129	4.8	3.84	.447	1.019	4.36	128	.005
2.4 Help plan inservice	5	129	5.0	4.18	.000	0.939	9.94	128	<.001
2.7 Help set objectives for district	5	129	4.8	4.09	.447	0.909	3.57	128	.016
2.8 Recommend policy changes involving reading programs	5	129	4.8	4.06	0.447	0.873	3.44	128	.018
2.9 Work with committees to bring about change	5	128	5.0	4.12	.000	0.884	11.30	127	<.001
<u>4.0 COORDINATING DISTRICT PROGRAM</u>									
4.4 Serve as resource person to principal	5	128	4.8	4.05	.447	0.863	3.48	127	.018
4.7 Participate in professional activities	5	129	5.0	4.11	.000	0.954	10.61	128	<.001

Principals and ARC

The role/role indicators as perceived by the five reading coordinators and the 92 principals revealed one role indicator, that of serving as a resource to teachers/grade levels (1.1) under the major role of consulting (1.0) as a less important role for the reading coordinator. The perceptions of the two samples in the specific role of bringing about change (2.0) and change role indicators of helping with needs assessments to use in setting goals (2.3), helping plan inservice (2.5), recommending policy changes involving reading programs (2.8) and work with committees to bring about change (2.9) were significantly less important to the principals. Participating in professional reading related activities (4.7) under the major role of coordinating the district program (4.0) was of significantly less importance to the principals than to the coordinators. Table 6 indicates these significant differences. Appendix G is a summary of the comparison of the principals and ARCs.

Teachers and Principals

As can be noted in Table 7, the major role of bringing about change (2.0) and six role indicators were significantly different between the ARC and the principals as were between the ARC and the teachers except for

Table 6
Significant Differences in Importance of Role/Role Indicators
As Perceived by Reading Coordinators and Principals

Role/Role Indicator	No. of Cases		Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals			
<u>1.0 CONSULTING</u>									
1.1 Serve as resource to teachers/grade level	5	92	5.0	4.40	.000	.755	7.73	91	<.001
<u>2.0 BRINGING ABOUT CHANGE</u>	5	81	5.0	4.03	.000	.955	9.08	80	<.001
2.3 Help with needs assessments to use in setting goals	5	93	4.8	3.98	.0447	.921	3.71	92	.010
2.4 Help plan inservice	5	93	5.0	4.33	.000	.727	8.84	92	<.001
2.8 Recommend policy changes involving reading programs	5	92	4.8	4.04	.447	.984	3.39	91	.015
2.9 Work with committees to bring about change	5	92	5.0	4.00	.000	.938	10.23	91	<.001
<u>4.0 COORDINATING DISTRICT PROGRAM</u>									
4.7 Participate in professional reading related activities	5	91	5.0	4.19	.000	.829	9.36	90	<.001

Table 7

Common Significant Differences in Importance of Role/Role Indicators
As Perceived by ARCs and Teachers and as Perceived by
ARCs and Principals

Role/Role Indicator	Teachers		Principals	
	t-Value	2-Tail Probability	t-Value	2-Tail Probability
<u>1.0 CONSULTING</u>				
1.1 Serve as resource to teachers/grade levels	8.98	<.001	7.73	<.001
<u>2.0 BRINGING ABOUT CHANGE</u>	13.82	<.001	9.08	<.001
2.3 Help with needs assessment to use in setting goals	4.36	.005	3.71	.010
2.4 Help plan inservice	9.94	<.001	8.84	<.001
2.8 Recommend policy changes involving reading programs	3.44	.018	3.39	.015
2.9 Work with committees to bring about change	11.30	<.001	10.23	<.001
<u>4.0 COORDINATING DISTRICT PROGRAM</u>				
4.7 Participate in professional activities	10.61	<.001	9.36	<.001

helping set up objectives for the district (2.7) which was significantly less important with the teachers but not the principals. Therefore, the principals in agreement with the teachers found one major role and six role indicators of significantly lesser importance than the ARCs.

Curriculum Directors and ARC

The comparison of the role/role indicator differences as perceived by the coordinators and the curriculum directors revealed one significant difference, participating in professional reading related activities (4.7) (see Table 8). Appendix H is a summary of the comparison of the curriculum directors and ARCs.

Summary

The null hypothesis of nonsignificant differences between the means for the role/role indicator items between means for the role/role indicator items between the ARCs and the teachers and the ARCs and principals and the curriculum directors must be rejected. The ARCs and the curriculum directors disagreed on one indicator, participating in professional activities (4.7). There were significant differences between the perceptions of the teachers and the principals and the ARCs in the following areas: the role of serving as a change agent (2.0),

Table 8

Significant Difference in Importance of Role/Role Indicators as Perceived by
Reading Coordinators and Principals

Role/Role Indicator	No. of Cases		Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors			
<u>4.0 COORDINATING DISTRICT PROGRAM</u>									
4.7 Participate in professional activities	5	9	5.0	4.2	.000	.883	2.80	8	.023

including indicators of helping with needs assessments to use in setting goals (2.3), helping plan inservice (2.4), recommending policy changes involving reading programs (2.8), and working with committees to bring about change (2.9). The principals and teachers also perceived the following role indicators as less important than the ARCs' perception of the role: serving as a resource to teachers/grade levels (1.1) in the consulting role and participating in professional activities in the coordinating district role (4.7). Though the teachers perceived less importance in the role indicators of helping set objectives for the district (2.7), the principals were more in agreement with the ARC.

Question 2

Is there a significant difference in the importance of any of the role indicators as perceived in districts with an ARC compared to districts without an ARC with each of the following groups: teachers, principals, and curriculum directors?

Null hypothesis: The mean for the rated importance of each role/role indicator by teachers, principals, and curriculum directors in districts with and without ARCs are not significantly different.

Teachers With and Without ARC

Table 9 indicates the two major roles and six role indicators which were perceived in a significantly different way between the teachers with ARCs and the teachers without ARCs. The teachers without ARCs perceived the following as more important roles and role indicators for the ARC: the major role of bringing about change (2.0), including role indicators of planning inservice (2.4), helping write criteria for evaluating reading personnel (2.1), helping with needs assessments to use in setting goals (2.3), recommending policy changes involving reading programs (2.8), the major role of consulting (1.0), including the role indicator of informing teachers of professional growth activities (1.4), and the role indicator of serving as a communication link between administration and school (4.6) in the major role of coordinating district program (4.0) (see Appendix I).

Principals and Curriculum Directors With and Without Reading Coordinators

The comparison of the role/role indicator differences as perceived by the principals without reading coordinators and principals with reading coordinators revealed no significant differences. The comparison of the role/role indicators as perceived by the curriculum directors without

Table 9

Significant Differences in Importance of Role/Role Indicators
As Perceived by Teachers Without and With ARCs

Role/Role Indicator	No. of Cases		Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
	Without	With	Without	With	Without	With			
<u>1.0 CONSULTING</u>	59	66	4.36	3.95	.804	0.919	2.60	122.95	.010
1.4 Inform teachers of professional growth activities available	66	66	4.18	3.80	.763	1.060	2.36	118.33	.020
<u>2.0 BRINGING ABOUT CHANGE</u>	52	63	4.15	3.60	.724	0.943	3.54	112.47	.001
2.1 Help write criteria for evaluating reading personnel	62	64	3.69	3.22	.879	1.061	2.74	121.12	.007
2.3 Help with needs assessments to use in setting goals	64	65	4.078	3.61	.896	1.090	2.64	123.28	.009
2.4 Help plan inservice	64	65	4.45	3.91	.815	0.980	3.43	127.00	.001
2.8 Recommend policy changes involving reading programs	65	64	4.25	3.88	.867	0.845	2.46	126.99	.015
<u>4.0 COORDINATING DISTRICT PROGRAM</u>									
4.6 Serve as communication link between administration and school	63	65	4.22	3.63	.941	1.07	3.33	124.86	.001

reading coordinators and the curriculum directors with reading coordinators were not significantly different. The nonsignificant difference results for the two groups are in Appendix J and Appendix K.

Summary

Therefore, the null hypothesis of nonsignificant differences between the rated importance of the role/role indicators between teachers without and with reading coordinators must be rejected. There were significant differences in the major roles of consulting (1.0) and bringing about change (2.0). Teachers without ARCs rated the following role indicators as significantly more important: informing teachers about professional growth activities (1.4), helping write criteria for evaluating reading personnel (2.1), helping with needs assessments to use in setting goals (2.3), recommending policy changes involving reading programs (2.8), helping plan inservice (2.4), and serving as communication link between administration and school (4.6). However, the null hypothesis between the means of the principals without and with reading coordinators and curriculum directors without and with reading coordinators must be accepted. Teachers without ARCs found two major

roles and six role indicators to be of more importance as roles of the ARC than teachers with ARCs. The principals and curriculum directors in schools with and without ARCs were in agreement.

Question 3

Is there a significant difference between the desired and actual performance of the ARC in role indicators as evaluated by teachers, principals, reading coordinators, and curriculum directors in the five districts with reading coordinators?

Null hypothesis: The mean for the rated importance of each role indicator by each population group is not significantly different from the mean of the performance rating of the coordinator in that specific role indicator.

Teachers' Comparisons of Desired and Actual Performance of ARC

Table 10 indicates that teachers in districts with reading coordinators rated the actual performance of ARCs significantly lower in each role indicator than the desired performance of an ARC in the same role indicator. Appendix L contains the significant and nonsignificant differences for the comparisons of the importance of

Table 10

Significant Differences from the Comparison of Desired and Actual Performance
of Reading Coordinators in Role Indicators as Perceived by Teachers
with Reading Coordinator

Role/Role Indicator	No. of Cases	Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
		Actual	Desired	Actual	Desired			
<u>1.0 CONSULTING</u>								
1.1 Serve as resource to teachers/grade level	59	3.6271	4.4746	1.049	.751	-5.70	58	<.001
1.2 Teach demonstration lessons	60	2.4500	3.2667	1.294	1.148	-4.28	59	<.001
1.3 Help with diagnostic testing and grouping of students	60	2.7833	3.8500	1.403	1.071	-4.96	59	<.001
1.4 Inform teachers of professional growth activities available	61	3.4590	4.2295	1.259	0.761	-4.79	60	<.001
1.5 Work with content area teachers to integrate reading activities	58	2.8103	3.8793	1.235	0.818	-5.98	57	<.001
1.6 Serve as consultant to parents	56	2.3571	3.3214	1.327	1.097	-5.38	55	<.001
1.7 Provide psychological support to teachers	60	3.1833	3.9833	1.396	1.157	-4.15	59	<.001
<u>2.0 BRINGING ABOUT CHANGE</u>								
2.1 Help write criteria for evaluating reading personnel	53	2.9623	3.6415	1.315	0.922	-3.54	52	.001
2.2 Help evaluate reading personnel	52	2.5385	3.3269	1.179	1.115	-4.09	51	<.001
2.3 Help with needs assessments to use in setting goals	59	3.3898	4.0678	1.232	0.907	-4.25	58	<.001

Table 10--Continued

Role/Role Indicator	No. of Cases	Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
		Actual	Desired	Actual	Desired			
2.4 Help plan inservice	59	3.9322	4.4576	1.311	0.816	-3.03	58	.004
2.5 Present inservice sessions	58	3.6379	4.2586	1.435	0.890	-3.21	57	<.001
2.6 Help set goals for school and/or grade level	58	3.4655	3.9828	1.260	0.946	-3.20	57	.002
2.7 Help set objectives for district	57	3.6491	4.2456	1.232	0.851	-3.60	56	.001
2.8 Recommend policy changes involving reading programs	56	3.6250	4.2679	1.214	0.904	-3.39	55	.001
2.9 Work with committees to bring about change	55	3.4727	4.2364	1.303	0.838	-4.16	54	<.001
<u>3.0 WORKING WITH READING MATERIALS</u>								
3.1 Help construct or revise reading curriculum materials	58	3.8276	4.5172	1.258	0.755	-3.77	57	<.001
3.2 Work with committees to evaluate and recommend textbooks	55	3.7273	4.6364	1.239	0.589	-5.45	54	<.001
3.3 Be familiar with a wide variety of teaching materials in the area of reading	58	4.3103	4.7759	0.940	0.460	-3.85	57	<.001
3.4 Share information about reading materials with teachers	60	3.8667	4.7167	1.255	0.524	-5.17	59	<.001

Table 10--Continued

Role/Role Indicator	No. of Cases	Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
		Actual	Desired	Actual	Desired			
3.5 Help make reading materials available to teachers	58	3.6724	4.7759	1.276	0.497	-6.24	57	<.001
<u>4.0 COORDINATING DISTRICT PROGRAM</u>								
4.1 Involve community in reading program	56	2.7321	3.8571	1.421	0.819	-5.84	55	<.001
4.2 Conduct and share research in reading	56	2.7500	3.8036	1.365	0.883	-6.07	55	<.001
4.3 Help plan budgets to make reading a priority	52	3.1538	4.2308	1.258	0.807	-5.61	51	<.001
4.4 Serve as a resource person to principal	57	3.4737	4.2807	1.226	0.840	-4.95	56	<.001
4.5 Prepare reading reports for board, community	52	3.3846	3.9615	1.286	1.028	-3.35	51	.002
4.6 Serve as a communication link between administration and school	57	3.6316	4.1930	1.263	0.972	-3.20	56	.002
4.7 Participate in professional reading related activities	56	3.7143	4.2500	1.246	0.879	-3.17	55	.002

the role indicators as perceived by the two groups of teachers.

Principals' Comparisons of Desired and Actual
Performance of ARC

The desired and the actual performance in each role indicator as perceived by principals were compared (see Table 11). There was a significantly lower actual than desired performance of the ARC indicated by the principals for every role indicator but three--the planning of inservice (2.4), presenting inservice sessions (2.5), and participation in professional activities (4.7). Table 11 shows these significant differences. The insignificant differences are shown in Appendix M.

Curriculum Directors' Comparisons of Desired
and Actual Performance of ARC

The comparison of the actual and desired performance in each role indicator as perceived by the curriculum directors with reading coordinators revealed no significant differences. These insignificant differences are shown in Appendix N.

Table 11

Significant Differences from the Comparison of Desired and Actual Performance
of Reading Coordinators in Role Indicators as Perceived by Principals
with Reading Coordinators

Role/Role Indicator	No. of Cases	Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
		Actual	Desired	Actual	Desired			
<u>1.0 CONSULTING</u>								
1.1 Serve as resource to teachers/grade level	41	3.4390	4.3171	1.163	0.756	-4.30	40	<.001
1.2 Teach demonstration lessons	41	2.6585	3.7805	1.087	0.881	-6.82	40	<.001
1.3 Help with diagnostic testing and grouping of students	41	3.0244	3.6585	1.332	1.039	-3.33	40	.002
1.4 Inform teachers of professional growth activities	42	3.6190	4.1905	1.268	0.969	-2.83	41	.007
1.5 Work with content area teachers to integrate reading activities	42	2.9762	3.8810	1.024	0.916	-4.57	41	<.001
1.6 Serve as consultant to parents	41	2.6098	3.1707	1.181	1.181	-3.50	40	.001
1.7 Provide psychological support to teachers	42	3.2143	3.8333	1.220	1.208	-3.38	41	.002
<u>2.0 BRINGING ABOUT CHANGE</u>								
2.1 Help write criteria for evaluating reading personnel	39	2.8205	3.6923	1.295	1.195	-4.73	38	<.001
2.2 Help evaluate reading personnel	41	2.6585	3.0976	1.334	1.281	-2.33	40	.025
2.3 Help with assessments to use in setting goals	42	3.4286	3.9524	1.016	0.764	-2.95	41	.005

Table 11--Continued

Role/Role Indicator	No. of Cases	Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
		Actual	Desired	Actual	Desired			
2.6 Help set goals for school and/or grade levels	42	3.3095	4.0476	1.070	0.764	-4.96	41	<.001
2.7 Help set objectives for district	42	3.6905	4.2143	1.070	0.717	-3.12	41	.003
2.8 Recommend policy changes involving reading programs	42	3.5238	4.0238	0.890	0.811	-2.86	41	.007
2.9 Work with committees to bring about change	41	3.2683	4.0488	1.141	0.740	-3.86	40	<.001
<u>3.0 WORKING WITH READING MATERIAL</u>								
3.1 Help construct or revise reading curriculum materials	41	3.6341	4.3902	1.220	0.703	-4.04	40	<.001
3.2 Work with committees to evaluate and recommend textbooks	39	3.7692	4.2308	1.158	0.872	-2.89	38	.006
3.3 Be familiar with a wide variety of teaching materials in the area of reading	41	4.1951	4.6585	0.845	0.530	-3.31	40	.002
3.4 Share information about reading materials with teachers	41	3.9512	4.6098	1.224	0.542	-3.53	40	.001
3.5 Help make reading materials available to teachers	40	4.0500	4.6750	1.154	0.616	-3.44	39	.001

∞
∞

Table 11--Continued

Role/Role Indicator	No. of Cases	Means		Standard Deviation		t-Value	Degrees of Freedom	2-Tail Probability
		Actual	Desired	Actual	Desired			
<u>4.0 COORDINATING DISTRICT PROGRAM</u>								
4.1 Involve community in reading program	41	2.8537	3.7561	1.131	0.994	-5.67	40	<.001
4.2 Conduct and share research in reading	40	3.0250	3.8750	1.121	0.883	-3.93	39	<.001
4.3 Help plan budgets to make reading a priority	40	3.1750	3.9000	1.152	0.982	-4.42	39	<.001
4.4 Serve as a resource person to principal	40	3.6500	4.3250	1.331	0.730	-3.26	39	.002
4.5 Prepare reading reports for board, community	39	3.0513	3.8462	1.413	1.204	-3.76	38	.001
4.6 Serve as communication link between administration and school	40	3.3250	3.9000	1.347	1.215	-3.04	39	.004

Administrative Reading Coordinators' Comparisons
of Desired and Actual Performance of ARC

The comparison of the actual and desired performance in each role indicator as perceived by the reading coordinators revealed two significant differences. Table 11 shows these differences. The reading coordinators' actual performance was perceived as significantly lower than the desired performance on the two role indicators--serving as a resource to teachers/grade levels (1.1) and conducting and sharing research (4.2). Nonsignificant differences are shown in Appendix O.

Summary

The null hypothesis for question 3 must be rejected for the teachers, principals, and reading coordinators. The teachers gave significantly lower actual than desired performance ratings for all the role indicators. The principals agreed with the teachers with the exception of the two role indicators--planning and presenting inservice (2.4) and participating in professional activities (4.7). The reading coordinators gave themselves significantly lower actual performance ratings in two role indicators--serving as resource to teachers/grade level (1.1) and conducting and sharing research in reading (4.2).

Table 12

Significant Differences from the Comparison of Desired and Actual Performance
of Reading Coordinators in Role Indicators as Perceived
by the Reading Coordinators

Role/Role Indicator	No. of Cases	Mean		Standard Deviation		t-Value	2-Tail Probability
		Actual	Desired	Actual	Desired		
<u>1.0 CONSULTING</u>							
1.1 Serve as resource to teachers/grade level	5	4.200	5.000	0.447	0.000	-4.00	.016
<u>4.0 COORDINATING</u> <u>DISTRICT</u> <u>PROGRAM</u>							
4.2 Conduct and share research in reading	5	2.200	3.000	0.837	0.707	-4.00	.016

Coordinators' responses were different from either the principals' or the teachers' rankings.

The null hypothesis can be accepted in the responses of the curriculum directors. No significant differences were indicated in the actual and desired performance of the ARC on each role indicator perceived by the curriculum directors.

Question 4

Is there a difference between the performance of the ARC in each role indicator as perceived by the coordinator compared to the performance as seen by teachers, principals, or curriculum directors?

Null hypothesis: The mean of the rated performance in each role indicator as perceived by the ARC is not significantly different from the mean of the performance rating as perceived by the other three population groups.

Teachers and ARC

The first comparison was between the reading coordinators and the teachers. Eight significant differences were found. The teachers' ratings of the performance of the ARCs were significantly lower than the ratings by the ARCs on two role indicators under consulting (1.0): helping with diagnostic testing and grouping of students

(1.3) and providing psychological support for teachers (1.7); three role indicators under bringing about change (2.0): helping set goals for schools and/or grade levels (2.6), helping set objectives for districts (2.7), and working with committees to bring about changes (2.9); two indicators under working with reading materials (3.0): helping construct or revise reading curriculum materials (3.1) and helping make reading materials available to teachers (3.5); and one role indicator under coordinating district program (4.0): participating in professional reading related activities (4.7) (see Table 13). Appendix P shows the results for the teachers and ARCs.

Principals and ARC

The comparison of the performance of the ARCs in role indicators as perceived by the principals and the ARCs revealed significant differences for nine role indicators. The role indicators fell into three major categories: consulting (1.0, bringing about change (2.0), and working with reading materials (3.0). The nine role indicators were serving as resource to teachers/grade levels (1.1), helping with diagnostic testing and grouping of students (1.3), providing psychological support for teachers (1.7), helping plan inservice (2.4), helping set goals for school/grade level (2.6), helping set objectives

Table 13

Significant Differences from the Comparison of Perceived Performance
of Coordinators in Selected Role Indicators as Perceived by
Reading Coordinators and Teachers Served by Coordinators

Role/Role Indicators	No. of Cases		Means		t-Value	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers		
<u>1.0 CONSULTING</u>						
1.3 Help with diagnostic testing and grouping of students	5	61	4.4	2.79	-3.68	.010
1.7 Provide psychological support for teachers	5	60	4.4	3.18	-4.00	.003
<u>2.0 BRINGING ABOUT CHANGE</u>						
2.6 Help set goals for schools and/or grade levels	5	59	4.4	3.49	-3.08	.015
2.7 Help set objectives for district	5	57	4.8	3.65	-4.46	.001
2.9 Work with committees to bring about change	5	56	4.6	3.48	-3.73	.005
<u>3.0 WORKING WITH READING MATERIALS</u>						
3.1 Help construct or revise curriculum materials	5	59	4.8	3.83	-3.76	.003
3.5 Help make reading materials available to readers	5	61	4.6	3.74	-2.93	.019
<u>4.0 COORDINATING DISTRICT PROGRAM</u>						
4.7 Participate in professional reading related activities	5	57	4.6	3.72	-2.99	.017

for district (2.7), recommending policy changes involving reading program (2.8), working with committees to bring about change (2.9), and helping construct or revise reading curriculum materials. Table 14 contains these significant differences.

Agreement between Teachers and Principals

The principals and teachers agreed in their lower performance ratings for six of the role indicators--helping with diagnostic testing and grouping of students (1.3), providing psychological support for teachers (1.7), helping set goals for school/grade level (2.6), helping set objectives for district (2.7), working with committees to bring about change (2.9), and helping construct or revise reading curriculum materials (3.1). Table 15 contains these common significant differences. The null hypothesis for the teacher-principal comparisons must be rejected. The total results for the principals' and ARCs' comparisons are shown in Appendix Q.

Curriculum Director and ARC

There were no significant differences indicated in the comparison of the performance of the ARCs in the role indicators as perceived by the curriculum directors and ARCs. The null hypothesis for this question can be accepted. The nonsignificant differences are shown in Appendix R.

Table 14

Significant Differences from the Comparison of Perceived Performance
of Coordinators in Selected Role Indicators as Perceived by
Reading Coordinators and Principals Served by Coordinators

Role/Role Indicators	No. of Cases		Means		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals		
<u>1.0 CONSULTING</u>						
1.1 Serve as resource to teachers/grade levels	5	42	4.2	3.48	-2.68	.020
1.3 Help with diagnostic testing and grouping of students	5	41	4.4	3.02	-3.05	.022
1.7 Provide psychological support for teachers	5	42	4.4	3.21	-3.84	.003
<u>2.0 BRINGING ABOUT CHANGE</u>						
2.4 Help plan inservice	5	42	4.8	4.03	-3.13	.012
2.6 Help set goals for school and/or grade level	5	42	4.4	3.01	-3.69	.006
2.7 Help set objectives for district	5	42	4.8	3.69	-4.28	.001
2.8 Recommend policy changes involving reading program	5	42	4.4	3.53	-3.12	.017
2.9 Work with committees to bring about change	5	41	4.6	3.27	-4.40	.002
<u>3.0 WORKING WITH READING MATERIALS</u>						
3.1 Help construct or revise reading curriculum materials	5	42	4.8	3.62	-4.32	.001

Table 15

Common Significant Differences from the Comparison of Perceived
Performance of Coordinators in Selected Role Indicators As
Perceived by Reading Coordinators and Teachers
Served by Coordinators and Principals

Role/Role Indicator	Teachers		Principals	
	t-value	2-Tail Probability	t-value	2-Tail Probability
<u>1.0 CONSULTING</u>				
1.3 Help with diagnostic testing and grouping of students	-3.68	.010	-3.05	.022
1.7 Provide psychological support for teachers	-4.00	.003	-3.84	.003
<u>2.0 BRINGING ABOUT CHANGE</u>				
2.6 Help set goals for schools and/or grade levels	-3.08	.015	-3.69	.006
2.7 Help set objectives for district	-4.46	.001	-4.28	.001
2.9 Work with committees to bring about change	-3.73	.005	-4.40	.002
<u>3.0 WORKING WITH READING MATERIALS</u>				
3.1 Help construct or revise reading curriculum material	-3.76	.003	-4.32	.001

Summary

The null hypothesis for the comparison of the performance of the ARC as perceived by the teachers and ARCs had to be rejected. Eight role indicators received lowerevaluations by the teachers. Three of the eight role indicators were in the major category of bringing about change (2.0).

The null hypothesis for the comparison of the performance of the ARC as perceived by the principals and the ARCs had to be rejected. Nine role indicators were given significantly lower means by principals.

The null hypothesis for the comparison of the performance of the ARC as perceived by the curriculum director and the ARC was accepted. There were no significant differences among the perceived performance ratings.

Question 5

Are the five reading coordinators self-actualizing persons? Is there a relationship between self-actualization possessed by each coordinator and her effectiveness as measured by her principals, teachers, curriculum directors, and the coordinator herself?

The five reading coordinators responded to the Personal Orientation Inventory. There was no average score for the inventory to indicate a total degree of

self-actualization, but subscale scores and ratio scores indicated self-actualization in special areas. All five of the reading coordinators had at least one self-actualized subscale score and one had a self-actualizing ratio score. Appendix S shows the reverse side of the "Profile Sheet for the Personal Orientation Inventory." A description of what the POI measures is given. The profile sheet for the entire test which lists the subscale categories that fall under the general headings of Valuing, Feeling, Self-Perception, Synergistic Awareness, and Interpersonal Sensitivity is shown in Appendix T. A brief description is given under each general category. Table 16 presents the subscale scores for the five coordinators.

Table 17 presents the ratio scores for the coordinators. The ratio scores were explained in the Profile Sheet. The $T_I - T_C$ "normal" is thought of as being time incompetent one-sixth of the time with a ratio of approximately 1:5. The self-actualized ratio is 1:8 or being time incompetent one-ninth of the time. The nonself-actualized ratio is 1:3 or being incompetent one-third of the time. The support ratio (O-I) looks at other-directedness and inner-directedness. The ratio for the nonself-actualizing person is about 1:1. They appear to not know whether to conform or act autonomously. The self-actualizing person

Table 16

Standard Scores of Five Coordinators on
Personal Orientation Inventory

Subscale Title	Coordinator					Mean Standard Score
	1	2	3	4	5	
Time Competent	41	58*	55*	33	48	47
Inner Directed	36	48	48	37	45	43
Self-Actualizing Value	43	39	52*	52*	59*	49
Existentiality	28	41	48	23	32	34
Feeling Reactivity	33	53*	46	28	51*	42
Spontaneity	44	52*	62	55*	52*	52*
Self-Regard	66	53*	51*	55*	47	54*
Self-Acceptance	52*	45	42	39	33	42
Nature of Man, Constructive	48	48	48	38	47	46
Synergy	48	48	55*	39	55*	49
Acceptance of Aggression	29	58*	42	33	42	41
Capacity for Intimate Contact	32	48	53*	27	41	40

*Scores between 50-60 considered self-actualizing.

would have a ratio of 1:3. This person is characterized as having more of an autonomous self-supportive, or being-orientation. The normal ratio falls between the two extremes.

Table 17

Ratio Scores of Coordinators from
Personal Orientation Inventory

Coordinator	Ratio	Score	Self-Actualization
1	$T_I - T_C$	1:1.9	Nonself-actualizing (No)
	0-I	1:1.55	Nonself-actualizing (No)
2	$T_I - T_C$	1:1.0	Self-actualized (Yes)
	0-I	1:2.2	Normal
3	$T_I - T_C$	1:4.75	Normal
	0-I	1:2.2	Normal
4	$T_I - T_C$	1:1.3	Nonself-actualizing (No)
	0-I	1:1.2	Nonself-actualizing (No)
5	$T_I - T_C$	1:2.8	Nonself-actualizing (No)
	0-I	1:1.6	Nonself-actualizing (No)

T_I --Time Incompetent

T_C --Time Competent

0-I--Other-Inner

Figure 1 presents the mean POI subscale scores. Two subscales were within the self-actualizing range. The two were spontaneity and self-regard. Existentiality, the ability to use good judgment in applying values or principles is the lowest subscale. This low score indicates a general tendency of these five coordinators to hold values so rigidly that compulsive or dogmatic behavior may result.

The mean performance rating for each of the five coordinators in the four comprehensive roles was computed. This was a summary of the performance of the ARC as perceived by the teachers, principals, and curriculum director in her district and as perceived by herself. This was a part of the computer program. Table 18 contains this summary.

An analysis of variance was done to determine if the means were equal. Since the test statistic F is larger than 3.06 (Mendenhall, McClave, & Ramey, 1977, p. 466), at least two of the means are significantly different (see Table 19).

The Newman-Keuls comparison test was used to determine which of the means were different (Mendenhall, et al., 1977, p. 315). Table 20 gives these statistics.

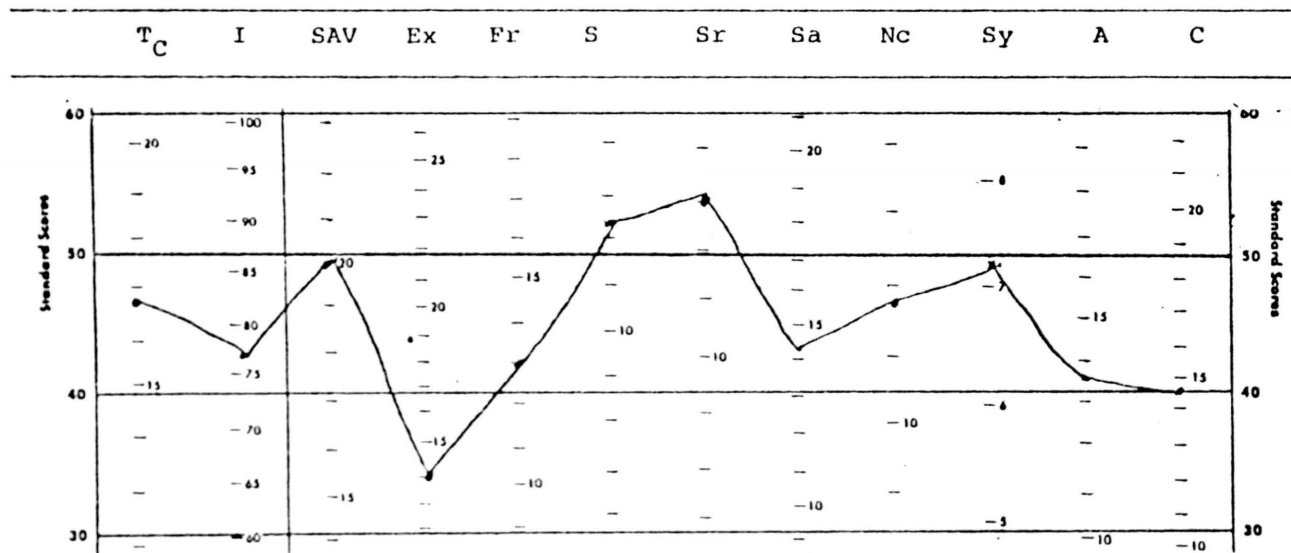


Figure 1. Profile based on mean POI subscale scores for five reading coordinators.

Table 18

Mean Performance Ratings for Five Reading
Coordinators in the Four
Comprehensive Roles

Comprehensive Roles	Means for Coordinators by Districts				
	1	2	3	4	5
Consulting	3.467	3.371	3.384	2.642	3.839
Bringing About Change	3.465	3.668	4.023	2.921	3.228
Working with Reading Materials	4.124	4.375	4.332	3.533	3.791
Coordinating District Program	<u>3.651</u>	<u>3.630</u>	<u>3.845</u>	<u>2.618</u>	<u>3.209</u>
Means for Four Roles	3.677	3.761	3.896	2.929	3.267

Table 19

ANOVA Summary Table for Means of Four
Comprehensive Roles

Source	df	SS	MS	F
Treatment	4	2.56	.64	4.57*
Error	<u>15</u>	<u>2.03</u>	.135	
Total	19	4.59		

*3.06 was significant level.

Table 20

Newman-Keuls Statistics for Comparison of Performance
Means of ARCs in Four Comprehensive Roles

Districts Compared	Means Compared	Q Needed for .05 Alpha Level	Test Q	Significant Difference
1 & 2	3.677 & 3.761	3.01	0.457	No
1 & 3	3.677 & 3.896	3.67	1.190	No
1 & 4	3.677 & 2.929	3.67	4.070	Yes
1 & 5	3.677 & 3.267	3.01	2.230	No
2 & 3	3.761 & 3.896	3.01	0.734	No
2 & 4	3.761 & 2.929	4.08	4.520	Yes
2 & 5	3.761 & 3.267	3.67	2.690	No
3 & 4	2.896 & 2.929	4.37	5.260	Yes
4 & 5	2.929 & 3.267	3.01	1.840	No

The Q-statistic needed for .05 significant level came from Table 8, Appendix 11 (p. 470) of Mendenhall, et al., 1977. The performance means for the ARCs in districts 1, 2, and 3 are significantly higher than those for districts 4 and 5.

Table 21 compares the mean performance rating for each coordinator with her ratio scores from the POI.

Table 21

Summary Chart for Comparison of Coordinators'
Effectiveness and POI Scores

District	Performance Mean	No. of Subscale Scores Indicating Self-Actualized	Ratio Scores
3	3.896	5	$T_I - T_C$ (Normal) 0-I (Normal)
2	3.761	5	$T_I - T_C$ (Self- actualized) 0-I (Normal
1	3.677	1	$T_I - T_C$ (Nonself- actualized) 0-I (Nonself- actualized)
5	3.267	4	$T_I - T_C$ (Nonself- actualized) 0-I (Nonself- actualized)
4	2.929	3	$T_I - T_C$ (Nonself- actualized) 0-I (Nonself- actualized)

Because means for districts 3, 2, and 1 are significantly different from the means for districts 5 and 4 and coordinators from districts 3 and 2 indicated a greater degree of self-actualization, there is a possibility of a relationship between effectiveness and possession of self-actualization. The two significantly lower evaluation means and absence of a ratio score indicating self-actualization for the coordinators from districts 5 and 4 may indicate that less effective coordinators are less self-actualized than the more effective coordinators. The coordinator for district 1 possessed the lowest degree of self-actualization, but had higher performance means than coordinators in districts 4 and 5. Table 16 presented the individual subscale scores for each coordinator. Coordinator 1 has subscale scores that are possibly not valid because they are characteristic of an individual wanting to make a good impression on the POI (POI Manual, p. 22).

There is not enough evidence to make a definite conclusion about the relationship between effectiveness in leadership and the possession of self-actualization, but a relationship is not disproved. Correlations could not be run because of the lack of a single score to use from the POI to indicate overall self-actualization.

Question 6

Who assumes the leadership role in reading in districts without an administrative reading coordinator?

Information for use in answering this question was obtained through interviews with curriculum directors without ARCs and information from the total principal population accompanying the returned Role/Role Indicators Instrument.

The curriculum directors were asked questions that were designed to designate sources of leadership in reading. The curriculum directors emphasized their own leadership role in giving guidance in planning of inservice. Committees of teachers were designated as helping in planning of inservice, setting goals, and developing curriculum. Four of the five curriculum directors named principals as reading resource helpers. General consultants, outside consultants, and librarians were also cited as reading leaders. The general supervisors were classified as grade level supervisors or consultants. Three of the districts had general consultants working under the curriculum director. One curriculum director stated that reading was the priority concern of all of the consultants in that district.

The curriculum directors all considered leadership in reading as part of their role. Teachers were also a recognized source of leadership cited by the curriculum directors. Teachers helped plan inservice, served on curriculum committees, served on Right-to-Read committees, helped set goals, wrote curriculum guides, and helped evaluate programs. Table 22 shows the sources of leadership in reading given by the curriculum directors without reading coordinators.

Table 22

Sources of Leadership in Reading as Stated
By Curriculum Directors Without
Reading Coordinators

Source of Leadership	Number Responding	Percentage
Curriculum Director	5	100
General Supervisors	3	60
Principals	4	80
Parents	1	20
Publishers	4	80
Other teachers	5	100
Universities	2	40
Vice principals	1	20

N = 5

Four of the districts were piloting basal reading programs being considered for state adoption. The publishers were providing materials and technical assistance. The leadership of the principal was emphasized in four districts. Special reading inservice for principals is a reality in these four districts.

The principals who responded to the questionnaire also responded to an information sheet attached to the questionnaire. The principals were asked to list sources of leadership in reading excluding the reading coordinator. Table 23 shows the response to this question.

The principals named general supervisors (50%), curriculum directors (24%), and the Regional Service Center (13.5%) as the three most common sources of reading leadership when no reading coordinator is available. Principals did not see themselves as leaders in reading. Seventeen percent of the principals felt no leadership was available. Other teachers, universities, principals, vice principals, special education personnel, publishers, Right-to-Read directors, grade level chairmen, and professional organizations were cited by less than 5% of the principals.

The principals (50%) and the curriculum directors (60%) agreed general supervisors provided leadership in

Table 23

Sources of Leadership in Reading as Stated by
Principals Without Reading Coordinators

Source of Leadership	Number Responding	Percentage
Curriculum Director	12	23.08
General Supervisors	26	50.00
Other teachers	3	0.06
Principals	3	0.06
Universities	2	0.04
Vice principals	2	0.04
Special education (diagnosticians)	1	0.02
Publishers	2	0.04
Right-to-Read director	2	0.04
Grade level chairman	2	0.04
Regional education service center	7	13.50
Professional organizations	1	0.02
No leadership	9	17.30

N = 52

reading. The curriculum directors felt reading leadership to be a part of their role, but principals did not. All of the curriculum directors recognized teacher leadership. Six percent of the principals felt teachers were reading leaders.

Summary

This study was designed to determine the role of the administrative reading consultant as perceived by the teachers, principals, curriculum directors, and reading coordinators; to compare the role perceptions of the districts with and without a reading coordinator; to compare the desired and actual performance of the reading coordinator in each role indicator as perceived by each of the four populations in districts with reading coordinators, and to compare the performance of the reading coordinator as she sees it to the performance as seen by teachers, principals, and curriculum directors in the five districts with reading coordinators. An attempt was made to determine if the self-actualized coordinator was more effective than the nonself-actualized coordinator and to define sources of leadership in reading in districts without a reading coordinator.

Significantly lower means were found for teachers and principals than for the ARC for role indicators

serving as resources, helping with needs assessments, helping plan inservice, recommending policy changes, working with committees to bring about change, and participating in professional activities. The mean for the role of bringing about change was also significantly lower for teachers and principals than for ARCs. Teachers gave working with committees to bring about change and serving as resource to principals lower scores than did the ARCs. There was one difference in the perceptions of the role/role indicators between the ARCs and the curriculum directors, that of participating in professional activities.

Teachers without reading coordinators placed significantly more importance on the major roles of consulting and bringing about change than did the teachers with reading coordinators. The role indicators of informing teachers of professional growth activities, writing criteria for evaluating, helping with needs assessments, helping plan inservice, recommending policy changes, and serving as the communication link between administration and schools were more highly valued by teachers without coordinators compared to the teachers with coordinators. There were no significant differences in the role/role indicators as perceived by the principals and curriculum directors without and with reading coordinators.

Teachers who compared the desired and actual performance of the coordinators in each role indicator gave significantly lower performance ratings for every role indicator than did the ARCs. Principals gave lower actual performance ratings for every role indicator but helping plan inservice and participating in professional activities. The ARCs gave themselves significantly lower actual performance ratings on serving as a resource to teachers/grade levels and conducting and sharing research. The curriculum directors showed satisfaction with actual performance in all of the role indicators.

The actual performance in each of the role indicators as seen by the ARC and each of the other three groups was compared. Teachers and principals had a significantly lower performance rating compared to the ARC for helping with testing and properly providing psychological support for teachers, helping set goals for teachers/grade levels, helping set objectives, working with committees to bring about change, and helping construct or revise curriculum materials. Teachers ranked helping make reading materials available and participating in professional activities significantly lower than did the ARCs. The principals ranked serving as resource to teacher/grade levels, helping plan inservice, and recommending policy

changes lower than the ARCs. There were no differences in the performance rankings as seen by the ARCs and the curriculum directors.

All five of the reading coordinators showed subscale scores on the Personal Orientation Inventory that fell in the self-actualizing range. Only one self-actualized ratio score was present, a time ratio. Each coordinator's performance was evaluated by herself, her curriculum director, and elementary principals and teachers in her district using the Role/Role Indicators Assessment Instrument. An analysis of variance was done to determine if the performance from means were different. A significant difference for the means was indicated. The Newman-Keuls test revealed that three coordinators had significantly higher mean ratings than the other two. The two highest-rated coordinators had the most self-actualized scores in the POI. The two lowest-rated coordinators had ratio scores that were nonself-actualizing. The third ranked coordinator had a POI profile that was characteristic of a person who wanted to make a good impression. There was not enough evidence to make a definite conclusion about the possibility of the most self-actualized coordinators also being the coordinators with the highest performance ratings. The possibility is not disproved.

The curriculum directors and principals in districts without reading coordinators designated general supervisors, the curriculum directors, and teachers as the three sources of leadership in the districts. Principals, vice principals, parents, publishers, universities, Education Service Centers, and special education people were named by a very small percent of the two groups. Principals also listed grade-level chairmen and professional organizations as leadership sources. Seventeen percent of the principals said no leadership was available.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Summary

This study had two major purposes: (a) to determine the role of the administrative reading coordinator as perceived by teachers, elementary principals, the coordinators, and curriculum directors in 10 Texas suburban school districts, five of the districts employing an administrative reading coordinator, and (b) to determine the effectiveness of the five reading coordinators as evaluated by the coordinators themselves, their principals, teachers, and curriculum directors. An attempt was made to determine whether the reading coordinators exhibited a high level of self-actualization as they performed their tasks.

More specifically, the study attempted to answer the following questions:

1. Is there a significant difference among the different role/role indicators as perceived by the administrative reading coordinator (ARC) and the same

role/role indicators as perceived by teachers and/or principals and curriculum directors?

2. Is there a significant difference in the importance of any of the role indicators as perceived in districts with an ARC compared to districts without an ARC with each of the following groups: teachers, principals, and curriculum directors?

3. Is there a significant difference between the desired and actual performance of the ARC in role indicators as evaluated by teachers, principals, reading coordinators, and curriculum directors in the five districts with reading coordinators?

4. Is there a difference between the performance of the ARC in each role indicator as perceived by the coordinator compared to the performance as seen by teachers, principals, or curriculum directors?

5. Are the five reading coordinators self-actualizing persons? Is there a relationship between self-actualization possessed by each coordinator and her effectiveness as measured by her principals, teachers, curriculum directors, and the coordinator herself?

6. Who assumes the leadership role in reading in districts without an administrative reading coordinator?

Development of Role/Role Indicators

Assessment Instrument

A review of the literature revealed no research-based role for the administrative reading coordinator. The suggested skills and attitudes for reading supervisors as recommended by the International Reading Association and the Professional Standards and Ethics Committee were studied. Research defined roles in general supervision were collected and compared to the International Reading Association defined role. Only role functions or indicators defined in at least one formal study were included in the suggested role indicator instrument.

The role indicators were divided into four subgroups: consulting, serving as change agent, working with reading materials, and coordinating a district program. The placement of the role indicators in each group was based upon careful consideration of the indicated task. A committee of 11 educators in administration served as an advisory committee. This committee made recommendations for changes in the original instrument.

Development and Validation of Interview Instruments

The interview instruments for the coordinator and the curriculum director were developed by the researcher. The questions for the interviews were written after a study of research in the area of supervision. A committee of five elementary coordinators and a university statistician reviewed the interview instruments. Recommendations for changes were made. The interview instruments can be found in Appendices H and I. A reading coordinator and the curriculum director in the pilot district were interviewed. The interviews were taped, were analyzed, and then revised.

Decision to Use Personal Orientation Inventory

The decision to use the Personal Orientation Inventory was made after the study of five instruments: the Leadership Opinion Questionnaire (Fleishman), a questionnaire to measure flexibility in leadership (Farris & Butterfield); the California Personality Inventory (Hough); the Eysenck Personality Inventory (Eysenck & Eysenck); and the Personal Orientation Inventory (Shostrom). The latter was chosen because of its extensive use in leadership studies, its length, and its well-written manual containing the interpretation for scores.

Pilot Study

A pilot study in a large suburban district with 17 elementary schools was designed to evaluate and validate instruments to be used in the formal study. The investigator was the reading coordinator.

Seventeen principals, 48 teachers, one curriculum director, and one reading coordinator participated in the pilot. While all elementary principals participated, teachers were selected randomly from each school, using a table of random numbers.

A brief information sheet was developed to accompany the questionnaire. This form provided information about the educator responding to the questionnaire. Participants in the pilot study gave suggestions for improving the form.

The Study

Subjects were selected from 10 suburban school districts. Five of the districts employed an administrative reading coordinator. Five of the districts had no reading coordinator. All districts were in close proximity to several universities, and growing and/or have grown rapidly in the past decade, and had at least seven elementary schools. Five reading coordinators, 10

curriculum directors, 94 principals, and 132 teachers participated.

The investigator mailed letters to the four population groups requesting permission to send the Role/Role Indicators Assessment Instrument. These letters were sent to all reading coordinators, all curriculum directors, all elementary principals, and 200 teachers. As permission was received, the questionnaires were mailed. Phone calls were made to reading coordinators, curriculum directors, and principals who did not return the permission form. A new random sampling of teachers from districts with too few teacher responses was made and letters of permission mailed until the desired number of questionnaires was obtained. The computer program used to analyze data was SPSS-20, Release 7.02A from the University of Pittsburg. Technical advice for interpreting the computer printout was received (Beader, Reference Note 3).

The investigator made appointments with the five reading coordinators and the 10 curriculum directors for the interviews. The interviews were taped and later transcribed. The text of the interviews is in Appendices H and I. At the visit for the interview, the reading

coordinators also responded to the Personal Orientation Inventory.

Findings

Question 1

Is there a significant difference among the different role/role indicators as perceived by the administrative reading coordinator (ARC) and the same role/role indicators as perceived by teachers and/or principals and curriculum directors?

Null hypothesis: The mean for the role/role indicator item of the reading coordinators is not significantly different from the mean of the same role/role indicator of each of the other populations.

H_0 : mean (coordinators) = mean (teachers)

H_0 : mean (coordinators) = mean (principals)

H_0 : mean (coordinators) = mean (curriculum directors)

Significantly lower means were found for teachers and principals compared to the means of the ARC for role indicators serving as a resource (1.1), helping with needs assessments (2.3), helping plan inservice (2.4), recommending policy changes (2.8), working with committees to bring about change (2.9), and participating in professional activities (4.7). The mean for the role

of bringing about change (2.0) was also significantly lower for teachers and principals. The one difference in the perceptions of the role/role indicators between the ARCs and the curriculum directors was participating in professional activities (4.7).

Question 2

Is there a significant difference in the importance of any of the role indicators as perceived in districts with an ARC compared to districts without an ARC with each of the following groups: teachers, principals, and curriculum directors?

Null hypothesis: The mean for the rated importance of each role/role indicator by teachers, principals, and curriculum directors in districts with and without ARCs are not significantly different.

- | | | | |
|---------|-----------------------------------------------|---|--------------------------------------------------|
| H_0 : | mean (teachers with coordinators) | = | mean (teachers without coordinators) |
| H_0 : | mean (principals with coordinators) | = | mean (principals without coordinators) |
| H_0 : | mean (curriculum directors with coordinators) | = | mean (curriculum directors without coordinators) |

Teachers without reading coordinators placed significantly more importance on the major roles of

consulting (1.0) and bringing about change (2.0) than did the teachers with reading coordinators. The role indicators of informing teachers of professional growth activities (1.4), writing criteria for evaluation (2.1), helping with needs assessment (2.3), helping plan inservice (2.4), recommending policy changes (2.8), and serving as the communication link between administration and schools (4.6) were more highly valued by teachers without coordinators compared to the teachers with coordinators. There were no significant differences in the role/role indicators as perceived by the principals and curriculum directors without and with coordinators.

Question 3

Is there a significant difference between the desired and actual performance of the ARC in role indicators as evaluated by teachers, principals, reading coordinators, and curriculum directors in the five districts with reading coordinators?

Null hypothesis: The mean for the rated importance of each role indicator by each population group is not significantly different from the mean of the performance rating of the coordinator in that specific role indicator.

H_0 : mean (teacher rated importance of role indicator)	= mean (teacher rated performance of coordinator in that role indicator)
H_0 : mean (principal rated importance of role indicator)	= mean (principal rated performance of coordinator in that role indicator)
H_0 : mean (curriculum director rated performance of role indicator)	= mean (curriculum director rated performance of coordinator in that role indicator)
H_0 : mean (ARC rated importance of role indicator)	= mean (ARC rated performance of coordinator in that role indicator)

Teachers who compared the desired and actual performance of the coordinators in each role indicator gave significantly lower performance ratings for each role indicator. Principals gave lower actual performance ratings for every role indicator but helping plan inservice (2.4), participating in professional reading-related activities (4.7), working with committees to evaluate and recommend textbooks (3.2). The ARCs gave themselves significantly lower actual performance ratings on serving as a resource to teachers/grade levels (1.1) and conducting and sharing research (4.2). The curriculum directors showed satisfaction with the actual performance in all of the role indicators.

Question 4

Is there a difference between the performance of the ARC in each role indicator as perceived by the coordinator compared to the performance as seen by teachers, principals, or curriculum directors?

Null hypothesis: The mean of the rated performance in each role indicator as perceived by the ARC is not significantly different from the mean of the performance rating as perceived by the other three population groups.

H_0 :	mean (coordinator rated performance)	= mean (teacher rated performance)
H_0 :	mean (coordinator rated performance)	= mean (principal rated performance)
H_0 :	mean (coordinator rated performance)	= mean (curriculum director rated performance)

The actual performance in each of the role indicators as seen by the ARC and each of the other three groups was compared. Teachers and principals had a significantly lower performance rating compared to the ARC for helping with testing and grouping (1.3), providing psychological support for teachers (1.7), helping set goals (2.6), helping set objectives (2.7), working with committees to bring about change (2.9), and helping construct or revise curriculum materials (3.1). Teachers ranked helping make reading materials available (3.5) and participating in professional activities (4.7) significantly lower than did

the ARCs. The principals also rated serving as a resource to teachers/grade levels (1.1), helping plan inservice (2.4), and recommending policy changes (2.8) lower than the ARCs. There were no differences in the performance rankings as seen by the ARCs and the curriculum directors.

Question 5

Are the five reading coordinators self-actualizing persons? Is there a relationship between self-actualization possessed by each coordinator and her effectiveness as measured by her principals, teachers, curriculum directors, and the coordinator herself?

All five of the reading coordinators showed one or more subscale scores on the Personal Orientation Inventory that fell in the self-actualization range. Each coordinator's performance was evaluated by herself, her curriculum director, and elementary principals and teachers in her district. An analysis of variance was done to determine if the performance means of the five ARCs were different. A significant difference for the means was indicated. The Newman-Keuls test revealed that three coordinators had significantly higher ratings than the other two. The two highest rated coordinators had the most self-actualized scores on the Personal Orientation Inventory. The two lowest rated coordinators had ratio

scores that were nonself-actualizing. The third rated coordinator had a Personal Orientation Inventory profile that was not valid. Her profile was characteristic of a person who wanted to make a good impression. There was not enough evidence to make a definite conclusion about the relationship between effectiveness in leadership and the possession of self-actualization, but a relationship is not disproved.

Question 6

Who assumes the leadership role in reading in districts without an administrative reading coordinator?

The curriculum directors and principals in districts without reading coordinators designated general supervisors, the curriculum directors, and teachers as the three main sources of leadership in the districts. Principals, vice principals, parents, publishers, universities, Education Service Centers, and special education people were named by a very small percent of the two groups. Principals also listed grade-level chairmen and professional organizations as leadership sources. Seventeen percent of the principals said no leadership was available.

Conclusions

The conclusions are based on an analysis of the Role/Role Indicators Assessment Instrument, interviews with ARCs and curriculum directors, and the results of the POI when used with the five ARCs. Within the limitations of this study, the following conclusions were drawn:

1. There are some significant differences in the perception of the role/role indicators when a comparison is made between the perception of the role as seen by the ARC and the principals and teachers.
2. The reading coordinators and the curriculum directors demonstrated unity throughout the study. The two groups perceived the role/role indicators' importance in the same way and also agreed in their evaluations of the performance of the reading coordinators.
3. The principals and teachers agreed very closely as they ranked the importance of role/role indicators and evaluated the ARCs' performances. This common perception of the role and the ARCs' performance in the role is different from the perception of the ARCs and the curriculum directors.
4. The greatest number of role perception differences is in the major category of bringing about change (2.0).

5. With the exception of teachers, the three groups (principals and curriculum directors) viewed the role/role indicators in the same way in districts with and without ARCs.

6. Teachers without ARCs perceived eight role/role indicators as more important than teachers with ARCs. Five of the eight differences were in the area of bringing about change.

7. Teachers indicated dissatisfaction with the performance of the ARC in every role indicator. The principals expressed dissatisfaction with performance of the ARCs in all role indicators but two.

8. There is a possibility that the coordinators with significantly high performance ratings also possess the greater number of ratio and subscale scores indicating self-actualization as measured by the POI.

9. There is no one recognized source of leadership in reading that is recognized by principals and curriculum directors in districts without ARCs.

Discussion

After the review of the data collected for the study, the following conclusions were drawn. The conclusions have served as the basis for recommendations for further study.

There seems to be disagreement between the school-based educators and central-office educators about the importance of one-third of the role/role indicators. The bulk of disagreement was in the role of bringing about change (2.0). The teachers and principals perceived the bringing about of change as less important. Jeran (1974) also found that teachers and principals valued the provision of assistance in planning and encouragement more highly than other services. The information sheet returned by teachers with the Role/Role Indicators Assessment Instrument listed major concerns as time for instruction (31.5%), motivating students (24.6%), having enough materials (24.6%), and teaching comprehension (21.5%). This group of role indicators is based on the day-to-day activities of the teacher in the classroom.

The principals and teachers are in agreement in direct contrast to the agreement of the curriculum directors and reading coordinators. This lack of unity may be the result of the closer relationship to the actual teaching of reading experienced daily by the principals and teachers.

The fact that there were some significant differences in the perception of the role of the reading coordinator as seen by the ARC and each of the other three population samples indicates that there may be a tendency to violate

someone's expectations. If the ARC chooses to comply fully with personal expectations, others may be disappointed. If the ARC complies to expectations of principals and other administrators, he may be dissatisfied with the results of the final performance. Another possibility might be for the ARC to try to conform to only a part of each set of expectations.

Teachers in schools without reading coordinators placed greater importance on five role/role indicators in bringing about change (2.0) than did the teachers with reading coordinators. Maddox (1975) found that the most valued behaviors were in the area of instructional improvement, curriculum development, administrative, and personnel behaviors and evaluation behavior. The teachers with ARCs in this study did not indicate this. The teachers with ARCs may be unaware of the services, take the services for granted, or feel the services are unavailable. The ARCs may need to develop a program of awareness about their services.

The dissatisfaction of the teachers and principals in this investigation is in accord with the results of the Lovell and Phelps (1977) study in which 50-70% of the teachers wanted more services in all areas of supervision, the results of Nasca's (1976) study in which tasks of

supervisors were highly valued but evaluation of the supervisors was low, and the study of McCoy (1975) that indicated teachers and principals wanted more of the supervisors' time. The ARCs possibly need to spend more time in the actual school setting where the teachers are based.

The subscale and ratio scores of the five ARCs from the Personal Orientation Inventory revealed some possible explanations for the lower performance ratings given the ARCs by the teachers and principals on the Role/Role Indicators Assessment Instrument. The reading coordinators had mean raw scores on the subscales of "spontaneity" and "self-regard" that indicated they are self-actualized as a group in the two areas. This good feeling about self was indicated in the higher performance ratings they gave themselves compared to the performance ratings given by the principals and teachers. The high score in "self-regard" indicated the ability to like one's self because of one's strength as a person. Only one of the reading coordinators had a self-actualized score in "self-acceptance." This lower mean score for the coordinators indicated a difficulty in accepting one's weaknesses. The lack of self-actualization in the area of "self-acceptance" could indicate that the coordinators

are aware of some needs and/or weaknesses they possess, but find it hard to admit the reality of the awareness.

The two coordinators with the highest evaluations showed self-actualization in the "Time Competent" subscale of the Personal Orientation Inventory. Three coordinators were nonself-actualized in this subscale. There is a possibility that the multi-role expectations are creating an overload that could create anxiety and frustration on the part of the ARC. The interviews with the ARCs included statements made by all five coordinators that indicated an overwhelming concern on their part about the amount of time needed to do a better job.

The fact that none of the coordinators possessed a self-actualized score in the subscale of "Inner Directed" could possibly indicate that motivation from the ARCs comes from outside pressures or immediate obvious needs around the coordinator. This could make the task of bringing about real change more complicated. In the interviews with the coordinators, the discouraging aspects of the coordinators' jobs were discussed. The coordinators' responses seemed to indicate some of these pressures.

No coordinator had a self-actualizing subscale score in "Existentiality." This scale measured one's flexibility in applying values. Low scores indicated a tendency

to hold values so rigidly that they become compulsive, or dogmatic. The coordinators may be so rigid in their perception of the role that they are not considering the perception of the role as possessed by their publics.

Only one coordinator possessed self-actualization in the subscale of "Capacity for Intimate Contact." The coordinators may need to become more closely involved with teachers and principals on a personal level. From this might come a deeper understanding of the reading task and more teamwork. The results might be an improved image of the reading coordinator.

None of the coordinators had a self-actualized score in the subscale of "Nature of Man." A low score in this area indicated a tendency to distrust others and to see little good in others. There may be a lack of respect on the part of the coordinator that might cause some of the dissatisfaction of the teachers and principals.

A study of the responses of the curriculum directors and the principals to the question concerning the sources of leadership in reading in districts without reading coordinators revealed the lack of agreement between the two groups. The absence of a common perception of who is providing leadership seems to indicate a lack of knowledge about what is actually happening.

Only three out of the 52 principals without reading coordinators considered themselves to be reading leaders. Eighty percent of the curriculum directors felt the principals were providing leadership. The information form returned with the principals' Role/Role Indicators Assessment Instrument revealed that one-fourth of the principals had never taught reading. Twenty-two percent of the principals had no college hours in reading. The possibility exists that the curriculum directors need to work more closely with the principals to become more aware of what is now happening in the area of reading leadership. Visits in the schools might inform the curriculum director of the presence or absence of leadership on the part of the principal.

All of the curriculum directors considered themselves leaders in reading. Only 23% of the principals saw the curriculum directors in this role. Again it seemed evident that the principal and curriculum directors need more direct communication.

Curriculum directors (80%) compared to principals (4%) depend upon publishers for information in districts without an ARC. This influence by publishers with the curriculum director could influence the programs bought

in districts with no trained coordinator to evaluate the materials.

Principals (50%) and curriculum directors (60%) cited general supervisors as reading leaders. It is probable that districts are employing supervisors who lack the training or ability to be leaders in reading and/or reading is not a priority in the districts in which general supervisors do not lead in reading.

Recommendations for Further Study

Further research could investigate the following questions:

1. How great is the awareness of the need for change as perceived by principals, teachers, and/or curriculum directors in districts with and without reading coordinators?
2. Why do the teachers in school districts without reading coordinators value the coordinator's role of change agent more highly than teachers in districts with reading coordinators? Is the need for change less in the districts with coordinators?
3. What are the causes for the great dissatisfaction of the teachers and principals with the coordinator's actual performances? Could possible causes

include the heavy load, the undefined role, and lack of cooperation or teamwork?

4. Would a study with a larger number of reading coordinators indicate a relationship between effectiveness in the role of reading coordinator and the possession of self-actualization?

5. Why did the principals in the study not feel reading leadership to be their responsibility?

6. Does the unity shown between the curriculum directors and the reading coordinators indicate a close, shared responsibility in reading or are the reading coordinators molding themselves and their jobs to fit the curriculum directors' expectations?

7. What assistance could be given to the reading coordinators to facilitate their growth in the area of self-actualization in the use of time and the possession of inner-motivation?

8. What are the universities doing to prepare the reading coordinator for his or her performance in the role/role indicators?

9. How could information from this study be used by a district considering the employment of a reading coordinator?

10. Could the POI be effectively used in interviewing potential administrative reading coordinators?

11. How effective would the Role/Role Indicators Assessment Instrument be when used to evaluate the supervision program in reading in a district?

12. How effective would the Role/Role Indicators Assessment Instrument be in giving guidance to a reading coordinator in a new assignment?

13. Would replication of the study in other school districts yield similar results?

14. How effective would the Role/Role Indicators Assessment Instrument be in evaluating the work of a curriculum director?

APPENDIX A

LEADERSHIP IN READING STUDY SUGGESTED ROLE INDICATORS:

ASSESSMENT INSTRUMENT

Directions:

- Step 1. Read the first comprehensive role listed below and circle the number in the right-hand column that best reflects your perception of how important you think the role is. Each comprehensive role is in all capitals and requires only one response.
- Step 2. Read each role indicator below the comprehensive role and circle the number at the left that indicates how important you feel the role indicator to be.
- Step 3. Circle the number to the right of the goal indicator that indicates how effective _____ present performance is in that role.

IMPORTANCE					ROLE/ROLE INDICATORS	PRESENT PERFORMANCE				
Low				High		Low				High
1	2	3	4	5		1	2	3	4	5
					1.0 CONSULTING		1	2	3	4 5
1	2	3	4	5	1.1 Serve as resource to teachers/grade level.		1	2	3	4 5
1	2	3	4	5	1.2 Teach demonstration lessons.		1	2	3	4 5
1	2	3	4	5	1.3 Help with diagnostic testing and grouping of students.		1	2	3	4 5
1	2	3	4	5	1.4 Inform teachers of professional growth activities available.		1	2	3	4 5
1	2	3	4	5	1.5 Work with content area teachers to integrate reading activities.		1	2	3	4 5
1	2	3	4	5	1.6 Serve as consultant to parents.		1	2	3	4 5
1	2	3	4	5	1.7 Provide psychological support for teacher.		1	2	3	4 5
					2.0 BRINGING ABOUT CHANGE		1	2	3	4 5
1	2	3	4	5	2.1 Help write criteria for evaluating reading personnel.		1	2	3	4 5
1	2	3	4	5	2.2 Help evaluate reading personnel.		1	2	3	4 5
1	2	3	4	5	2.3 Help with needs assessments to use in setting goals.		1	2	3	4 5
1	2	3	4	5	2.4 Help plan inservice.		1	2	3	4 5
1	2	3	4	5	2.5 Present inservice sessions.		1	2	3	4 5

IMPORTANCE					ROLE/ROLE INDICATORS	PRESENT PERFORMANCE				
Low		High				Low		High		
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	2.6 Help set goals for schools and/or grade levels.	1	2	3	4	5
1	2	3	4	5	2.7 Help set objectives for district.	1	2	3	4	5
1	2	3	4	5	2.8 Recommend policy changes involving reading programs.	1	2	3	4	5
1	2	3	4	5	2.9 Work with committees to bring about change.	1	2	3	4	5
					3.0 WORKING WITH READING MATERIALS	1	2	3	4	5
1	2	3	4	5	3.1 Help construct or revise reading curriculum materials.	1	2	3	4	5
1	2	3	4	5	3.2 Work with committees to evaluate and recommend textbooks.	1	2	3	4	5
1	2	3	4	5	3.3 Be familiar with a wide variety of teaching materials in the area of reading.	1	2	3	4	5
1	2	3	4	5	3.4 Share information about reading materials with teachers.	1	2	3	4	5
1	2	3	4	5	3.5 Help make reading materials available to teachers.	1	2	3	4	5
					4.0 COORDINATING DISTRICT PROGRAM	1	2	3	4	5
1	2	3	4	5	4.1 Involve community in reading program	1	2	3	4	5
1	2	3	4	5	4.2 Conduct and share research in reading.	1	2	3	4	5
1	2	3	4	5	4.3 Help plan budgets to make reading a priority.	1	2	3	4	5
1	2	3	4	5	4.4 Serve as a resource person to principal.	1	2	3	4	5
1	2	3	4	5	4.5 Prepare reading reports for board, community.	1	2	3	4	5
1	2	3	4	5	4.6 Serve as communication link between administration and school.	1	2	3	4	5
1	2	3	4	5	4.7 Participate in professional reading-related activities.	1	2	3	4	5

Now that you have ranked the roles and role indicators individually, please rank the four comprehensive roles by placing a number by each. Place a 1 by the role you perceive as most important, etc.

- _____ Consulting
- _____ Working with reading materials
- _____ Bringing about change
- _____ Coordinating district program

APPENDIX B

LEADERSHIP IN READING STUDY

FORM: Teacher

This questionnaire is designed to collect information about the roles of the administrative reading coordinator.

Please begin by providing the following information:

1. Number of years as a teacher, not counting present year. _____
2. Levels of reading you have taught. _____
3. Number of hours in reading you have earned. _____
4. Your sex. _____
5. Circle degrees you hold:
Bachelor Master's Work above Master's
6. What are the three major problems you feel you have in the area of reading?
(a) _____
(b) _____
(c) _____
7. Have you ever used the services of a reading coordinator? _____ If so, what services? _____
When? _____
8. If your district has a reading coordinator, how do you obtain her services? _____
9. Have you ever served on a committee to make decisions about reading? _____ If so, what committee? _____
(textbook, advisory, curriculum, planning, etc. _____
When? _____

LEADERSHIP IN READING STUDY

FORM: Principal

This questionnaire is designed to collect information about the roles of the administrative reading coordinator.

Please begin by providing the following information:

1. Number of years as teacher before becoming a principal _____ (Elementary, Secondary) Circle one or both.
2. Did you teach reading? _____ If your answer is "yes," how long did you teach reading? _____ What grade levels in reading did you teach? _____
3. Number of hours in reading in bachelor and graduate degrees. _____
4. Your sex. _____
5. Number of years as principal (excluding the present year). _____
6. Does your school have a reading committee? _____
7. Do you have a supervision certificate? _____ (yes, no)
8. Did you serve as a supervisor before becoming a principal? _____
9. Do you have an administrator's certificate? _____
10. What degrees do you hold? _____
11. Are you enrolled in a graduate degree program? If so, what program? _____

LEADERSHIP IN READING STUDY

FORM: Curriculum Director

This questionnaire is designed to collect information about the roles of the administrative reading coordinator.

Please begin by providing the following information.

1. How long have you worked in education, not counting the present year? _____
2. What teaching positions did you fill? _____
3. Did you ever teaching reading? _____
If your answer is yes, what levels of reading?

4. How long have you been in the present position, not counting this year? _____
5. How many hours in reading have you earned on any level? _____
6. What degrees do you hold? _____
7. Do you have a supervision certificate? _____
8. Do you have an administrator's certificate? _____
9. How many people work as consultants under you? _____
10. Are you enrolled in a graduate degree program? _____
If so, what program? _____

LEADERSHIP IN READING

FORM: Administrative Reading Coordinator

This questionnaire is designed to collect information about the roles of the administrative reading coordinator.

Please begin by providing the following information:

1. How long did you teach before becoming a reading coordinator? _____
2. What other special reading jobs have you filled? _____
3. How many years have you served as a reading coordinator? _____ (Do not count the present year.)
4. How many hours in reading have you earned? _____
5. How many of these have been earned since you became a coordinator? _____
6. What degrees do you hold? _____
7. Do you hold a supervision certificate? _____
8. Do you hold a reading specialist certificate? _____
9. Do you hold an administrator's certificate? _____
10. What is your job title? _____
11. Are you enrolled in a graduate degree program? _____
If so, what program? _____

APPENDIX C

INTERVIEW QUESTIONNAIRE FOR CURRICULUM

DIRECTOR WITH ARC

1. Approximately how many hours weekly does your reading coordinator spend in the office? in schools? in other activities? (workshops, community, etc.)
2. Does your reading coordinator have some long-term goals? (5 yrs., 4 yrs., 3 yrs., 2 yrs.) What are they? Does your reading coordinator have some short-term goals? What are they?
3. Does your reading coordinator work with committees? (textbook, curriculum development, advisory, etc.) If so, what committees?
4. What are the two greatest strengths your reading coordinator brings to her job?
5. Approximately how many hours of inservice does your reading coordinator conduct annually?
6. Does your reading coordinator have other assignments outside the field of reading? (gifted, etc.)
7. Approximately how many classroom visits does the reading coordinator average weekly?
8. If you were to choose one area in which you feel your reading coordinator should grow, what area would it be?
9. Does your reading coordinator work with other curriculum coordinators? If so, with whom, and in what way?
10. Does the reading coordinator visit classrooms by invitation only? How does she make contact with classroom teachers? with principals?
11. Is your reading coordinator involved in evaluation of staff? of programs?
12. What aspect of your reading coordinator's job do you think is the most discouraging to her?

13. Is your reading coordinator training other teachers or supervisory personnel to help coordinate the reading program?
14. What kind of paper work (or records) is the reading coordinator required to keep?
15. Does the reading coordinator provide follow-up activities for inservice? If so, how? After visits in classrooms? If so, how?
16. Is your district studying the Criteria of Excellence (Texas goals for reading programs)? How?
17. Has your reading coordinator set personal goals based on the Criteria of Excellence?
18. Does the reading coordinator help teachers do diagnostic testing with individual students or groups of students? How and how often?
19. What does your reading coordinator enjoy the most about her job?
20. What do you feel is the greatest challenge that your reading coordinator faces?
21. Does your district have curriculum guides in reading and/or language arts? How were they developed? When?
22. Has your district ever conducted a needs assessment in the area of reading? If so, when and how?
23. Are there any district guidelines in reading that attempt to create a continuity in district philosophy or practices?

INTERVIEW QUESTIONNAIRE FOR CURRICULUM DIRECTORS

WITHOUT ADMINISTRATIVE READING COORDINATOR

1. Does your district have any reading personnel within schools who have at least one extra period to use in serving other teachers as resource person?
2. Who plans and conducts reading inservice in your district? How many hours yearly?
3. To whom do teachers go for advice and guidance in the teaching of reading?
4. Is your district studying the Criteria of Excellence (Texas goals for reading programs)? How?
5. Does your district have long-term reading goals? (5 yrs., 4 yrs., 3 yrs., 2 yrs.) If so, how were they made and by whom?
6. Does your district have curriculum guides in reading and/or language arts? If so, how were they compiled? When?
7. What is the greatest challenge your district has in the area of reading?
8. Does your district employ any curriculum consultants? If so, do they work partly in the area of reading? How?
9. Has your district ever conducted a needs assessment of any kind in the area of reading? If so, when and How?
10. Is there a plan for evaluating school reading programs in your district? If so, describe the plan?
11. If you were to employ a reading coordinator, what do you feel would be some of his or her first assignments?
12. What traits would you want in a reading coordinator?
13. Do staff members belong to professional groups in reading? (teachers, administrators)

14. Are there any district guidelines in reading that attempt to create a continuity in district philosophy or practices?
15. Is there a pilot or experimental program of any kind in reading in your district? If so, what and where?

INTERVIEW QUESTIONNAIRE FOR ADMINISTRATIVE
READING COORDINATORS

1. Approximately how many hours weekly do you spend in the office? in schools? in other activities? (workshops, community, etc.)
2. Do you have some long-term goals? (5 yrs., 4 yrs., 3 yrs., 2 yrs.) What are they? Do you have some short-term goals? What are they?
3. Do you work with committees? (textbook, curriculum development, advisory, etc.)? If so, what committees?
4. What are the two greatest strengths you bring to your job?
5. Approximately how many hours of inservice do you conduct annually?
6. Approximately how many classroom visits do you average weekly?
7. Do you have other assignments outside the field of reading? (gifted programs, etc.)
8. If you were to choose one area in which you feel the need for growth, what area would it be?
9. Do you work with other curriculum coordinators? If so, with whom and in what way?
10. Do you visit classrooms only when invited? How do you make contact with classroom teachers? with principals?
11. Are you involved with evaluation of staff? of programs?
12. What aspect of your job is the most discouraging to you?
13. Are you training other supervisory personnel to help coordinate the reading program?

14. What kind of paper work (or records) are you required to keep?
15. Do you provide follow-up activities for inservice? If so, how? After visits in classrooms? If so, how?
16. Is your district studying the Criteria of Excellence (Texas goals for reading programs)? How?
17. Have you set personal goals based on the Criteria of Excellence?
18. Do you help teachers do diagnostic testing with individual students or groups of students? How and how often?
19. What do you enjoy the most about your job?
20. What do you feel is your greatest challenge as an administrative reading consultant?
21. Does your district have curriculum guides in reading and/or language arts? How were they developed? When?
22. Has your district ever conducted a needs assessment in the area of reading? If so, when and how?
23. Are there any district guidelines in reading that attempt to create a continuity in district philosophy or practices?

APPENDIX D

January 11, 1979

To Whom It May Concern:

I am in the process of designing a research study on the role of the administrative reading coordinator. I need the following information to complete my initial planning:

Name of School District _____

Elementary Enrollment _____

Name of Administrative Reading Consultant (Elementary)

Name of Assistant Superintendent or Curriculum Director

Is a personnel directory available? _____

How could one be obtained? _____

APPENDIX E

CONSENT FORM

CONSENT FOR DISTRICT TO PARTICIPATE
IN RESEARCH AND INVESTIGATION

I hereby authorize Mrs. Geraldine Haggard to perform the following procedures:

Questionnaire: A questionnaire designed to define the role of the reading coordinator and to evaluate the work presently being done in that area as perceived by reading coordinators (in districts with one) will be mailed to reading coordinator, curriculum director, all elementary principals, and a group of randomly-selected elementary teachers from your districts. The questionnaires will remain anonymous. Return will be by mail with self-addressed, stamped envelopes provided.

Interview: An interview with the curriculum director will be arranged in all participating districts. If the district has a reading coordinator, she will be interviewed. The interviews will be directed at investigating the use of the coordinator's time and the results of reading leadership in the district. If a district does not have a coordinator, the questions will be directed at determining who in the district provides leadership in reading.

Inventory: If the district has a reading coordinator, she will take the Personal Orientation Inventory to determine self-actualization traits in the coordinator. Results of the inventory will remain confidential and used in analyzing the information from the questionnaires.

Mrs. Haggard has explained the procedures to me. I understand the procedures described involve the following risks or discomforts:

1. Time required to participate in interviews and inventory must be scheduled.

2. The results of the Personal Orientation Inventory taken by the reading coordinator could cause embarrassment if the results were not kept secret. This privacy will be guaranteed. No names will be used on profile sheets or in reporting the investigation. I understand that as a

reading coordinator I have the right to request the results of the inventory.

3. The interviews will be taped. No names will be used during the interview. After analyses of the tapes, the tapes will be destroyed. No names will be used in the reporting of the interview results.

I understand that the procedures and investigations described have the following potential benefits to myself and/or others:

1. A defined role for the reading coordinator.
2. Knowledge of the role as perceived by coordinators, principals, teachers, and curriculum directors.
3. Ideas for more effective use of coordinators' time and efforts in the districts with a coordinator.
4. Knowledge of most appreciated coordinator leadership traits could be used in interviewing and/or writing role description for a coordinator.

An offer to answer all of my questions regarding the study has been made. If alternative procedures are more advantageous to me, they have been explained. I understand that I may terminate my participation in the study at any time.

Superintendent's Signature

Date

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Date _____
Plano, Texas 75074

(Curriculum Director)

(School Address)

(Town, State)

Dear Curriculum Director,

As a doctoral student at Texas Woman's University, I am involved in research designed to identify the role of the reading coordinator or supervisor as perceived by the coordinator, elementary teachers, elementary principals, and curriculum directors in 10 North Texas suburban districts. Permission has been received from your district for your participation in the study. All 10 curriculum directors will be invited to participate.

Your participation would involve responding to a questionnaire based on the roles of supervision and a personal interview. The questionnaire would take about 20 minutes of your time. It would be mailed to you. A self-addressed, stamped envelope would be included for your return of the questionnaire. The interview would be scheduled at your convenience. The interview is designed to explore supervisory leadership in reading.

The results of the questionnaire would remain confidential. You would have the option to refuse to answer any or all questions in the questionnaire and/or the interview. Written permission for the interview will be given on the date of the interview.

No medical service or compensation is provided to subjects by the university as a result of injury from participation in research.

If you are willing to help by completing the questionnaire, please sign the attached letter and return to me by _____.

Thank you for your interest and cooperation.

Sincerely,

Geraldine Haggard
Reading Coordinator
Plano Independent School District
214-424-5602 (Office)
214-424-7091 (Home)

Date _____

I give my permission for Geraldine Haggard to mail to me in January or February of 1980 the questionnaire on roles of supervision in reading. I understand that to complete the questionnaire would take about 20 minutes. The results will be confidential. I have the option to refuse to respond to any part of the questionnaire.

I am also willing to discuss a date for a personal interview. I understand that Mrs. Haggard will make this personal contact by telephone.

No medical service or compensation is provided to subjects by the university as a result of injury from participation in research.

Curriculum Director

or _____
(other title)

Address:

Date _____
Plano, Texas 75074

(Coordinator)

(School Address)

(City and State)

Dear Reading Coordinator,

As a doctoral reading student at Texas Woman's University, I am involved in research designed to identify the role of the reading coordinator as perceived by the coordinator, elementary teachers, elementary principals, and curriculum directors. An attempt will be made to evaluate the work presently being done by you and four other Texas suburban reading coordinators in the perceived role functions. The role definition and ratings for coordinators present emphases will be based on the questionnaire sent to the four population groups.

A questionnaire is designed to evaluate the importance of the supervision roles in reading and the work being done in these roles. The questionnaire would take about 20 minutes of your time. A self-addressed, stamped envelope would be included for your return of the questionnaire. You would have the option to refuse to respond to any part of the questionnaire.

The reading coordinators are being asked to participate in an interview based on questions relating to reading leadership. The questions asked during the interview with the coordinator will be used in an interview with her curriculum director supervisor. The results of both interviews will be confidential. The persons being interviewed will have the option not to answer any question asked.

The reading coordinators will also be invited to complete, in a private setting, the Personal Orientation Inventory by Shostrom. This paper-and-pencil task takes approximately 30 minutes. The results indicate areas in which the responding person is approaching self-actualization. The results of this instrument will remain anonymous and will not be shared with anyone but the coordinator. If she desires, she may have the results for personal use.

The taping of the interview and the inventory would be scheduled in February or March of 1980. A personal phone call by Mrs. Haggard would arrange an appointment for this interview and administration of the inventory on the same day. You may decide at any time not to participate in the project. Your written permission will be obtained before the administration of the interview and inventory.

Thank you for your interest and cooperation.

Sincerely,

Geraldine Haggard

Date _____

I give my permission for Geraldine Haggard to mail to me in January or February of 1980 the questionnaire on roles of supervision in reading. I understand that to complete the questionnaire would take about 20 minutes of my time. The results will be confidential. I have the option to refuse to respond to any part of the questionnaire.

I understand that Mrs. Haggard will make a personal contact by telephone to arrange a date for the taping of the interview and the administration of the inventory.

No medical service or compensation is provided to subjects by the university as a result of injury from participation in research.

Reading Coordinator

Address:

Date _____

Plano, Texas 75074

(Principal) or (Teacher)_____
(School)_____
(Address)_____
(City and State)

Dear Elementary Principal (or Teacher),

As a doctoral student at Texas Woman's University, I am involved in research designed to identify the role of the reading coordinator or supervisor as perceived by the coordinator, elementary teachers, elementary principals, and curriculum directors. Your district is one of 10 districts participating in the study. Permission has been received from the superintendent for your participation in the study. All elementary principals in your district will be invited to participate.

A questionnaire based on roles of supervision from research literature in supervision is the basis for the principals' participation. The questionnaire would come to you in January or early February of 1980 and would require about 20 minutes to complete. A self-addressed, stamped envelope would be included for your return of the questionnaire. Your participation in the project would be confidential. You may withdraw at any time your permission to participate in the study.

No medical service or compensation is provided to subjects by the university as a result of injury from participation in research.

If you are willing to help by completing the questionnaire, please sign the attached letter and return to me by _____.

Thank you for your interest and cooperation.

Sincerely,

Geraldine Haggard
Reading Coordinator
Plano Independent School District
214-424-5602 (Office)
214-424-7091 (Home)

Date _____

I give my permission for Geraldine Haggard to mail the questionnaire on roles of supervision in reading to me. I understand that the questionnaire would take about 20 minutes to complete. The results are to be confidential. I have the option to refuse to respond to any part or all of the questionnaire.

No medical service or compensation is provided to subjects by the university as a result of injury from participation in research.

Elementary Principal
(or Teacher)

Address:

TEXAS WOMAN'S UNIVERSITY
Box 22487, TWU Station
Denton, Texas 76204

HUMAN RESEARCH REVIEW COMMITTEE

Name of Investigator: Geraldine Haggard Center: Denton
Address: 2017 Meadowcreek Date: 12-19-1979
Plano, Texas 75074

Dear Ms Haggard

Your study entitled The Role of the Effective Administrative Reading
Coordinator as Perceived by Coordinators, Teachers, Principals, and other
Administrators

has been reviewed by a committee of the Human Research Review Committee
and it appears to meet our requirements in regard to protection of the
individual's rights.

Please be reminded that both the University and the Department
of Health, Education, and Welfare regulations require that written
consents must be obtained from all human subjects in your studies.
These forms must be ~~kept on file by you~~ submitted to this committee when
the data are collected.

Furthermore, should your project change, another review by the
Committee is required, according to DHEW regulations.

Please add the following statement to your Informed Consent Form:
"No medical service or compensation is provided to subjects by the
University as a result of injury from participation in research."

Sincerely,

Marilyn Benson

Chairman, Human Research
Review Committee

at Denton

APPENDIX F

Table 24

Question 1--Summary of Differences in Importance of Role/Role Indicators
as Perceived by Reading Coordinators and Teachers

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers	ARCs	Teachers		
<u>1.0 CONSULTING</u>	4	125	4.14	4.5	1.000	0.886	-0.79	.533
1.1 Serve as resource to teachers/grade level	5	130	5.0	4.34	0.000	0.074	8.98	<.001
1.2 Teach demonstration lessons	5	131	3.4	3.47	1.140	1.111	-0.13	.905
1.3 Help with diagnostic testing and grouping of students	5	131	4.2	3.76	0.837	1.137	1.15	.303
1.4 Inform teachers of professional growth activities available	5	132	4.2	3.99	1.304	0.937	0.35	.742
1.5 Work with content area teachers to integrate reading activities	5	132	4.2	3.78	0.837	0.911	1.10	.334
1.6 Serve as consultant to parents	5	132	3.0	3.27	0.707	1.184	-0.80	.461
1.7 Provide psychological support to teachers	5	132	4.4	3.69	0.548	1.230	2.66	.038
<u>2.0 BRINGING ABOUT CHANGE</u>	5	115	5.0	3.85	0.000	0.891	13.82	<.001
2.1 Help write criteria for evaluating reading personnel	5	126	3.6	3.45	0.894	1.001	0.36	.737
2.2 Help evaluate reading personnel	5	128	3.4	3.26	1.140	1.103	0.37	.798
2.3 Help with needs assessments to use in setting goals	5	129	4.8	3.85	0.447	1.019	4.36	.005

Table 24--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCS	Teachers	ARCS	Teachers	ARCS	Teachers		
2.4 Help plan inservice	5	129	5.0	4.18	0.000	0.939	9.94	<.001
2.5 Present inservice sessions	5	128	4.6	4.09	0.894	0.980	1.26	.277
2.6 Help set goals for school and/or grade level	5	128	4.6	3.80	0.548	0.999	3.08	.027
2.7 Help set objectives for district	5	129	4.8	4.03	0.447	0.909	3.57	.016
2.8 Recommend policy changes involving reading programs	5	129	4.8	4.06	0.447	0.873	3.44	.018
2.9 Work with committees to bring about change	5	128	5.0	4.12	0.000	0.884	11.30	<.001
<u>3.0 WORKING WITH READING MATERIALS</u>	5	104	4.8	4.51	0.447	0.668	1.38	.226
3.1 Help construct or revise reading curriculum materials	5	128	4.8	4.35	0.447	0.759	2.13	.087
3.2 Work with committees to evaluate and recommend textbooks	5	129	4.6	4.50	0.548	0.708	0.38	.719
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	129	4.6	4.74	0.548	0.523	-0.55	.613
3.4 Share information about reading materials with teachers	5	129	4.8	4.71	0.447	0.565	0.46	.666
3.5 Help make reading materials available to teachers	5	127	4.8	4.77	0.447	0.522	0.14	.897

Table 24--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers	ARCs	Teachers		
<u>4.0 COORDINATING DISTRICT PROGRAM</u>	4	103	4.75	4.21	0.500	0.824	2.04	.111
4.1 Involve community in reading program	5	127	3.6	3.74	0.548	0.884	-0.54	.609
4.2 Conduct and share research in reading	5	129	3.0	3.70	0.707	0.853	-2.15	.098
4.3 Help plan budgets to make reading a priority	4	128	4.75	4.14	0.500	0.858	2.23	.080
4.4 Serve as a resource person to principal	5	128	4.8	4.05	0.447	0.863	3.48	.018
4.5 Prepare reading reports for board, community	5	129	4.6	3.73	0.894	1.014	2.13	.101
4.6 Serve as a communication link between administration and school	5	128	4.4	3.92	0.548	1.047	1.83	.127
4.7 Participate in professional reading related activities	5	129	5.0	4.11	0.000	0.954	10.61	<.001

APPENDIX G

Table 25

Question 1--Summary of Differences in Importance of Role/Role Indicators
as Perceived by Reading Coordinators and Principals

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals		
<u>1.0 CONSULTING</u>	4	86	4.5	4.36	1.000	0.810	0.27	.801
1.1 Serve as resource to teachers/grade level	5	92	5.0	4.39	0.000	0.755	7.73	<.001
1.2 Teach demonstration lessons	5	93	3.4	3.75	1.140	0.963	-0.68	.535
1.3 Help with diagnostic testing and grouping of students	5	93	4.2	3.60	0.837	0.968	1.54	.183
1.4 Inform teachers of professional growth activities available	5	92	4.2	4.14	1.304	0.979	0.10	.926
1.5 Work with content area teachers to integrate reading activities	5	93	4.2	4.02	0.837	0.955	0.46	.664
1.6 Serve as consultant to parents	5	93	3.0	3.33	0.707	1.116	-0.99	.368
1.7 Provide psychological support to teachers	5	93	4.4	3.94	0.548	1.196	1.69	.142
<u>2.0 BRINGING ABOUT CHANGE</u>	5	81	5.0	4.04	0.000	0.955	9.08	<.001
2.1 Help write criteria for evaluating reading personnel	5	91	3.6	3.70	0.894	1.140	-0.25	.814
2.2 Help evaluate reading personnel	5	93	3.4	3.40	1.140	1.261	0.000	.997
2.3 Help with needs assessments to use in setting goals	5	93	4.8	4.00	0.447	0.921	3.71	.010

Table 25--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals		
2.4 Help plan inservice	5	93	5.0	4.33	0.000	0.727	8.84	<.001
2.5 Present inservice sessions	5	93	4.6	4.06	0.894	0.870	1.31	.262
2.6 Help set goals for school and/or grade level	5	92	4.6	4.08	0.548	0.986	1.97	.096
2.7 Help set objectives for district	5	92	4.8	4.12	0.447	0.993	3.02	.023
2.8 Recommend policy changes involving reading programs	5	92	4.8	4.04	0.447	0.948	3.39	.015
2.9 Work with committees to bring about change	5	92	5.0	4.00	0.000	0.938	10.23	<.001
<u>3.0 WORKING WITH READING MATERIALS</u>	5	70	4.8	4.30	0.447	0.805	2.25	.065
3.1 Help construct or revise reading curriculum materials	5	91	4.8	4.29	0.447	0.750	2.39	.062
3.2 Work with committees to evaluate and recommend textbooks	5	91	4.6	4.20	0.548	0.806	1.55	.181
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	91	4.6	4.65	0.548	0.565	-0.19	.857
3.4 Share information about reading materials with teachers	5	91	4.8	4.68	0.447	0.555	0.57	.593
3.5 Help make reading materials available to teachers	5	90	4.8	4.64	0.447	0.624	0.74	.493

Table 25--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals		
4.0 COORDINATING DISTRICT PROGRAM	4	67	4.75	4.15	0.500	0.764	2.25	.088
4.1 Involve community in reading program	5	93	3.6	3.67	0.548	0.927	-0.28	.790
4.2 Conduct and share research in reading	5	92	3.0	3.78	0.707	0.862	-2.38	.063
4.3 Help plan budgets to make reading a priority	4	92	3.75	3.95	0.500	1.062	2.94	.042
4.4 Serve as a resource person to principal	5	82	4.8	4.30	0.447	0.882	2.28	.063
4.5 Prepare reading reports for board, community	5	91	4.6	3.77	0.894	1.086	2.00	.102
4.6 Serve as a communication link between administration and school	5	91	4.4	3.82	0.548	1.198	2.09	.081
4.7 Participate in professional reading related activities	5	91	5.0	4.19	0.000	0.829	9.36	<.001

APPENDIX H

Table 26

Question 1--Summary of Differences in Importance of Role/Role Indicators
as Perceived by Reading Coordinators and Curriculum Directors

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors		
<u>1.0 CONSULTING</u>	4	10	4.5	4.8	1.000	0.422	-0.58	.603
1.1 Serve as resource to teachers/grade level	5	10	5.0	4.9	0.000	0.316	1.00	.343
1.2 Teach demonstration lessons	5	10	3.4	3.16	1.140	0.994	0.50	.632
1.3 Help with diagnostic testing and grouping of students	5	10	4.2	3.6	0.837	0.966	1.24	.246
1.4 Inform teachers of professional growth activities available	5	10	4.2	4.4	1.304	0.699	-0.32	.761
1.5 Work with content area teachers to integrate reading activities	5	10	4.2	4.0	0.837	0.943	0.42	.686
1.6 Serve as consultant to parents	5	10	3.0	3.1	0.707	1.287	-0.19	.849
1.7 Provide psychological support to teachers	5	10	4.4	3.7	0.548	1.160	1.59	.136
<u>2.0 BRINGING ABOUT CHANGE</u>	5	9	5.0	4.44	0.000	0.726	2.29	.051
2.1 Help write criteria for evaluating reading personnel	5	10	3.6	3.3	0.894	1.337	0.52	.616
2.2 Help evaluate reading personnel	5	10	3.4	3.3	1.140	1.418	0.15	.886
2.3 Help with needs assessments to use in setting goals	5	10	4.8	4.5	0.447	0.527	1.15	.279

Table 26--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors		
2.4 Help plan inservice	5	10	5.0	4.7	0.000	0.483	1.96	.081
2.5 Present inservice sessions	5	10	4.6	4.5	0.894	0.707	0.22	.833
2.6 Help set goals for school and/or grade level	5	10	4.6	4.3	0.548	0.483	1.04	.333
2.7 Help set objectives for district	5	10	4.8	4.7	0.447	0.483	0.40	.700
2.8 Recommend policy changes involving reading programs	5	10	4.8	4.7	0.447	0.483	0.40	.700
2.9 Work with committees to bring about change	5	10	5.0	4.6	0.516	0.163	2.45	.037
<u>3.0 WORKING WITH READING MATERIALS</u>	5	8	4.8	4.88	0.447	0.354	-0.32	.760
3.1 Help construct or revise reading curriculum materials	5	10	4.8	4.8	0.447	0.442	0.00	1.000
3.2 Work with committees to evaluate and recommend textbooks	5	10	4.6	4.9	0.548	0.316	-1.13	.308
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	10	4.6	4.9	0.548	0.316	-1.13	.308
3.4 Share information about reading materials with teachers	5	10	4.8	4.9	0.447	0.316	-0.45	.670
3.5 Help make reading materials available to teachers	5	10	4.8	4.6	0.447	0.699	0.67	.515

Table 26--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors		
4.0 COORDINATING DISTRICT PROGRAM	4	7	4.75	4.0	0.500	1.291	1.37	.209
4.1 Involve community in reading program	5	10	3.6	3.4	0.548	0.843	0.55	.591
4.2 Conduct and share research in reading	5	10	3.0	3.5	0.707	0.850	-1.20	.256
4.3 Help plan budgets to make reading a priority	4	10	4.75	3.8	0.500	0.919	2.48	.033
4.4 Serve as a resource person to principal	5	10	4.8	4.3	0.447	0.823	1.52	.152
4.5 Prepare reading reports for board, community	5	10	4.6	3.5	0.894	0.850	2.28	.052
4.6 Serve as a communication link between administration and school	5	10	4.4	3.7	0.548	0.949	1.81	.094
4.7 Participate in professional reading related activities	5	9	5.0	4.22	0.000	0.833	2.80	.023

APPENDIX I

Table 27

Question 2--Summary of Differences in Perceived Importance of Role/Role Indicators
for ARCs as Perceived by Teachers Without and With ARC

Role/Role Indicator	No. of Teachers		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
<u>1.0 CONSULTING</u>	59	66	4.36	3.95	0.804	0.919	2.60	.010
1.1 Serve as resource to teachers/grade level	64	66	4.44	4.24	0.753	0.912	1.33	.010
1.2 Teach demonstration lessons	66	65	3.30	3.63	1.136	1.069	-1.70	.091
1.3 Help with diagnostic testing and grouping of students	65	66	3.86	3.65	1.044	1.222	1.06	.292
1.4 Inform teachers of professional growth activities available	66	66	4.18	3.80	0.763	1.056	2.36	.020
1.5 Work with content area teachers to integrate reading activities	66	66	3.88	3.68	0.851	0.963	1.25	.215
1.6 Serve as consultant to parents	66	66	3.35	3.18	1.074	1.288	0.81	.421
1.7 Provide psychological support to teachers	66	66	3.91	3.47	1.231	1.199	2.08	.040
<u>2.0 BRINGING ABOUT CHANGE</u>	52	63	4.15	3.60	0.724	0.943	3.54	.001
2.1 Help write criteria for evaluating reading personnel	62	64	3.69	3.21	0.879	1.061	2.74	.007
2.2 Help evaluate reading personnel	63	65	3.40	3.12	1.086	1.111	1.41	.161
2.3 Help with needs assessments to use in setting goals	64	65	4.08	3.62	0.896	1.085	2.64	.009

Table 27--Continued

Role/Role Indicator	No. of Teachers		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
2.4 Help plan inservice	64	65	4.45	3.90	0.815	0.980	3.44	.001
2.5 Present inservice sessions	63	65	4.25	3.92	0.879	1.050	1.93	.053
2.6 Help set goals for school and/or grade level	63	65	3.97	3.63	0.967	1.009	1.93	.056
2.7 Help set objectives for district	64	65	4.20	3.86	0.894	0.899	2.16	.032
2.8 Recommend policy changes involving reading programs	65	64	4.25	3.88	0.867	0.845	2.46	.015
2.9 Work with committees to bring about change	63	65	4.27	3.97	0.807	0.935	1.95	.054
<u>3.0 WORKING WITH READING MATERIALS</u>	44	60	4.61	4.43	0.618	0.698	1.39	.167
3.1 Help construct or revise reading curriculum materials	64	64	4.48	4.22	0.776	0.723	2.00	.047
3.2 Work with committees to evaluate and recommend textbooks	64	65	4.64	4.37	0.601	0.782	2.21	.029
3.3 Be familiar with a wide variety of teaching materials in the area of reading	64	65	4.77	4.71	0.463	0.579	0.63	.531
3.4 Share information about reading materials with teachers	64	65	4.67	4.77	0.565	0.567	-0.67	.505
3.5 Help make reading materials available to teachers	62	65	4.74	4.8	0.541	0.504	-0.62	.534

Table 27--Continued

Role/Role Indicator	No. of Teachers		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
4.0 COORDINATING DISTRICT PROGRAM	44	59	4.34	4.12	0.745	0.873	1.39	.167
4.1 Involve community in reading program	64	63	3.86	3.62	0.814	0.941	1.54	.126
4.2 Conduct and share research in reading	64	65	3.83	3.57	0.846	0.847	1.74	.085
4.3 Help plan budgets to make reading a priority	63	65	4.21	4.08	0.826	0.889	0.85	.395
4.4 Serve as a resource person to principal	63	65	4.22	3.89	0.832	0.868	2.20	.030
4.5 Prepare reading reports for board, community	64	65	3.92	3.54	0.997	1.001	2.18	.031
4.6 Serve as a communication link between administration and school	63	65	4.22	3.63	0.941	1.069	3.33	.001
4.7 Participate in professional reading related activities	64	65	4.23	3.98	0.850	1.038	1.50	.137

APPENDIX J

Table 28

Question 2--Summary of Differences in Perceived Importance of Role/Role Indicators
as Perceived by Principals Without and With Reading Coordinators

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
<u>1.0 CONSULTING</u>	36	50	4.17	4.50	0.811	0.789	-1.90	.061
1.1 Serve as resource to teachers/grade level	41	51	4.32	4.45	0.756	0.757	-0.84	.401
1.2 Teach demonstration lessons	42	51	3.76	3.75	0.878	1.036	0.08	.933
1.3 Help with diagnostic testing and grouping of students	42	51	3.64	3.57	1.032	0.922	0.36	.718
1.4 Inform teachers of professional growth activities available	42	50	4.2	4.10	0.969	0.995	0.44	.660
1.5 Work with content area teachers to integrate reading activities	42	51	3.88	4.14	0.916	0.980	-1.30	.197
1.6 Serve as consultant to parents	42	51	3.14	3.49	1.181	1.046	-1.49	.141
1.7 Provide psychological support to teachers	42	51	3.83	4.02	1.208	1.190	-0.74	.459
<u>2.0 BRINGING ABOUT CHANGE</u>	32	49	3.91	4.12	0.995	0.927	-0.98	.330
2.1 Help write criteria for evaluating reading personnel	41	50	3.68	3.72	1.213	1.089	-0.15	.880
2.2 Help evaluate reading personnel	42	51	3.10	3.65	1.265	1.214	-2.13	.036
2.3 Help with needs assessments to use in setting goals	42	51	3.95	4.00	0.764	1.039	-0.25	.800

Table 28--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
2.4 Help plan inservice	42	51	4.36	4.31	0.692	0.761	0.29	.774
2.5 Present inservice sessions	42	51	4.21	3.94	0.782	0.925	1.54	.126
2.6 Help set goals for school and/or grade level	42	50	4.05	4.10	0.764	1.147	-0.26	.795
2.7 Help set objectives for district	42	50	4.21	4.04	0.717	1.177	0.87	.386
2.8 Recommend policy changes involving reading programs	42	50	4.02	4.06	0.811	1.058	-0.19	.853
2.9 Work with committees to bring about change	42	50	4.03	3.98	0.749	1.078	-0.23	.819
<u>3.0 WORKING WITH READING MATERIALS</u>	27	43	4.22	4.34	0.892	0.752	-0.61	.542
3.1 Help construct or revise reading curriculum materials	41	50	4.39	4.2	0.703	0.782	1.22	.225
3.2 Work with committees to evaluate and recommend textbooks	41	50	4.22	4.18	0.881	0.748	0.23	.820
3.3 Be familiar with a wide variety of teaching materials in the area of reading	41	50	4.66	4.64	0.530	0.598	0.16	.876
3.4 Share information about reading materials with teachers	41	50	4.61	4.74	0.542	0.565	-1.12	.266
3.5 Help make reading materials available to teachers	40	50	4.68	4.62	0.616	0.635	0.42	.679

Table 28--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
<u>4.0 COORDINATING DISTRICT PROGRAM</u>	24	43	4.25	4.09	0.737	0.781	0.82	.417
4.1 Involve community in reading program	42	50	3.71	3.64	1.019	0.851	0.38	.709
4.2 Conduct and share research in reading	42	50	3.81	3.76	0.917	0.822	0.27	.788
4.3 Help plan budgets to make reading a priority	42	50	3.90	3.98	0.983	1.134	-0.34	.734
4.4 Serve as a resource person to principal	40	42	4.33	4.26	0.730	1.014	0.32	.746
4.5 Prepare reading reports for board, community	41	50	3.83	3.72	1.223	0.970	0.46	.643
4.6 Serve as a communication link between administration and school	41	50	3.88	3.78	1.208	1.200	0.39	.700
4.7 Participate in professional reading related activities	41	50	4.15	4.22	0.853	0.815	-0.42	.677

APPENDIX K

Table 29

Question 2--Summary of Differences in Perceived Importance of Role/Role Indicators
as Perceived by Curriculum Directors Without and With Reading Coordinators

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
<u>1.0 CONSULTING</u>	5	5	4.8	4.8	0.447	0.447	0.00	1.000
1.1 Serve as resource to teachers/grade level	5	5	4.8	5.0	0.447	0.000	-1.00	.374
1.2 Teach demonstration lessons	5	5	2.8	3.4	0.447	1.342	-0.95	.386
1.3 Help with diagnostic testing and grouping of students	5	5	3.4	3.8	0.548	1.304	-0.63	.555
1.4 Inform teachers of professional growth activities available	5	5	4.2	4.6	0.837	0.548	-0.89	.401
1.5 Work with content area teachers to integrate reading activities	5	5	4.2	3.8	1.304	0.447	0.65	.545
1.6 Serve as consultant to parents	5	5	3.2	3.0	1.643	1.000	0.23	.823
1.7 Provide psychological support to teachers	5	5	3.6	3.8	1.140	1.304	-0.26	.803
<u>2.0 BRINGING ABOUT CHANGE</u>	4	5	4.5	4.4	0.577	0.894	0.20	.845
2.1 Help write criteria for evaluating reading personnel	5	5	2.6	4.0	1.140	1.125	-1.87	.098
2.2 Help evaluate reading personnel	5	5	2.4	4.2	1.517	0.447	-2.55	.052
2.3 Help with needs assessments to use in setting goals	5	5	4.4	4.6	0.548	0.548	-0.58	.580

Table 29--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
2.4 Help plan inservice	5	5	4.8	4.6	0.447	0.548	0.63	.545
2.5 Present inservice sessions	5	5	4.6	4.4	0.548	0.894	0.43	.683
2.6 Help set goals for school and/or grade level	5	5	4.2	4.4	0.447	0.548	-0.63	.545
2.7 Help set objectives for district	5	5	4.6	4.8	0.548	0.447	-0.63	.545
2.8 Recommend policy changes involving reading programs	5	5	4.8	4.6	0.447	0.548	0.63	.545
2.9 Work with committees to bring about change	5	5	4.8	4.4	0.447	0.548	1.26	.242
<u>3.0 WORKING WITH READING MATERIALS</u>	4	4	5.0	4.75	0.000	0.500	1.00	.391
3.1 Help construct or revise reading curriculum materials	5	5	4.8	4.8	0.447	0.447	0.00	1.000
3.2 Work with committees to evaluate and recommend textbooks	5	5	4.8	5.0	0.447	0.000	-1.00	.374
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	5	4.8	5.0	0.447	0.000	-1.00	.374
3.4 Share information about reading materials with teachers	5	5	5.0	4.8	0.000	0.447	1.00	.374
3.5 Help make reading materials available to teachers	5	5	4.8	4.4	0.447	0.894	0.89	.406

Table 29--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	Without	With	Without	With	Without	With		
4.0 COORDINATING DISTRICT PROGRAM	5	5	4.0	4.0	1.732	1.155	0.00	1.000
4.1 Involve community in reading program	5	5	3.2	3.6	0.837	0.894	-0.73	.486
4.2 Conduct and share research in reading	5	5	3.2	3.8	0.837	0.837	-1.13	.290
4.3 Help plan budgets to make reading a priority	5	5	3.4	4.2	0.894	0.837	-1.46	.182
4.4 Serve as a resource person to principal	5	5	4.8	3.8	0.447	0.837	2.36	.057
4.5 Prepare reading reports for board, community	5	5	3.2	3.8	0.837	0.837	-1.13	.290
4.6 Serve as a communication link between administration and school	5	5	3.6	3.8	1.140	0.837	-0.32	.761
4.7 Participate in professional reading related activities	5	4	4.4	4.0	0.894	0.816	0.70	.507

APPENDIX L

Table 30

Question 3--Comparisons of Importances of Role Indicators and Performance of ARCs
in Role Indicators as Perceived by Teachers with ARCs

Role/Role Indicator	No. of Teachers	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
<u>1.0 CONSULTING</u>							
1.1 Serve as resource to teachers/grade level	59	3.63	4.48	1.049	0.751	-5.70	<.001
1.2 Teach demonstration lessons	60	24.5	3.267	1.294	1.148	-4.28	<.001
1.3 Help with diagnostic testing and grouping of students	60	2.78	3.85	1.403	1.071	-4.96	<.001
1.4 Inform teachers of professional growth activities available	61	3.46	4.23	1.259	0.761	-4.79	<.001
1.5 Work with content area teachers to integrate reading activities	58	2.81	3.88	1.235	0.818	-5.98	<.001
1.6 Serve as consultant to parents	56	2.36	3.32	1.327	1.097	-5.35	<.001
1.7 Provide psychological support to teachers	60	3.18	3.99	1.396	1.157	-4.15	<.001
<u>2.0 BRINGING ABOUT CHANGE</u>							
2.1 Help write criteria for evaluating reading personnel	53	2.97	3.64	1.315	0.922	-3.54	.001
2.2 Help evaluate reading personnel	52	2.54	3.33	1.179	1.115	-4.09	<.001
2.3 Help with needs assessments to use in setting goals	59	3.39	4.07	1.232	0.907	-4.25	<.001

Table 30--Continued

Role/Role Indicator	No. of Teachers	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
2.4 Help plan inservice	59	3.93	4.58	1.311	0.816	-3.03	.004
2.5 Present inservice sessions	58	3.64	4.26	1.435	0.890	-3.21	.002
2.6 Help set goals for school and/or grade level	58	3.47	3.99	1.260	0.916	-3.20	.002
2.7 Help set objectives for district	57	3.65	4.25	1.232	0.851	-3.60	.001
2.8 Recommend policy changes involving reading programs	56	3.63	4.27	1.214	0.904	-3.39	.001
2.9 Work with committees to bring about change	55	3.47	4.24	1.303	0.838	-4.16	<.001
<u>3.0 WORKING WITH READING MATERIALS</u>							
3.1 Help construct or revise reading curriculum materials	58	3.83	4.52	1.258	0.755	-3.77	<.001
3.2 Work with committees to evaluate and recommend textbooks	55	3.73	4.64	1.239	0.589	-5.45	<.001
3.3 Be familiar with a wide variety of teaching materials in the area of reading	58	4.31	4.78	0.940	0.460	-3.85	<.001
3.4 Share information about reading materials with teachers	60	3.87	4.71	1.255	0.524	-5.17	<.001
3.5 Help make reading materials available to teachers	58	3.67	4.78	1.276	0.497	-6.24	.001

Table 30--Continued

Role/Role Indicator	No. of Teachers	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
4.0 COORDINATING DISTRICT PROGRAM							
4.1 Involve community in reading program	56	2.73	3.86	1.421	0.819	-5.84	<.001
4.2 Conduct and share research in reading	56	2.75	3.80	1.365	0.883	-6.07	<.001
4.3 Help plan budgets to make reading a priority	52	3.15	4.23	1.258	0.807	-5.61	<.001
4.4 Serve as a resource person to principal	57	3.47	4.28	1.226	0.840	-4.95	<.001
4.5 Prepare reading reports for board, community	52	3.38	3.96	1.286	1.028	-3.35	.002
4.6 Serve as a communication link between administration and school	57	3.63	4.19	1.263	0.972	-3.20	.002
4.7 Participate in professional reading related activities	56	3.71	4.25	1.246	0.879	-3.17	.002

APPENDIX M

Table 31

Question 3--Comparisons of Importances of Role Indicators and Performance of ARCs
in Role Indicators as Perceived by Principals with ARCs

Role/Role Indicator	No. of Principals	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
<u>1.0 CONSULTING</u>							
1.1 Serve as resource to teachers/grade level	41	3.44	4.23	1.163	0.756	-4.30	<.001
1.2 Teach demonstration lessons	41	2.66	3.78	1.087	0.881	-6.82	<.001
1.3 Help with diagnostic testing and grouping of students	41	3.02	3.66	1.332	1.039	-3.33	.002
1.4 Inform teachers of professional growth activities available	42	3.62	4.19	1.268	0.969	-2.83	.007
1.5 Work with content area teachers to integrate reading activities	42	2.98	3.88	1.024	0.916	-4.57	<.001
1.6 Serve as consultant to parents	41	2.61	3.17	1.181	1.181	-3.50	.001
1.7 Provide psychological support to teachers	42	3.21	3.83	1.220	1.208	-3.38	.002
<u>2.0 BRINGING ABOUT CHANGE</u>							
2.1 Help write criteria for evaluating reading personnel	39	2.82	3.69	1.295	1.195	-4.73	<.001
2.2 Help evaluate reading personnel	41	2.66	3.10	1.334	1.281	-2.33	.025
2.3 Help with needs assess- ments to use in setting goals	42	3.42	3.96	1.016	0.764	-2.95	.005

Table 31--Continued

Role/Role Indicator	No. of Principals	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
2.4 Help plan inservice	42	4.02	4.36	0.950	0.692	-2.15	.037
2.5 Present inservice sessions	42	3.93	4.21	1.045	0.782	-1.70	.096
2.6 Help set goals for school and/or grade level	42	3.10	4.05	1.070	0.764	-4.96	<.001
2.7 Help set objectives for district	42	3.69	4.21	1.070	0.717	-3.12	.003
2.8 Recommend policy changes involving reading programs	42	3.52	4.02	0.890	0.811	-2.86	.007
2.9 Work with committees to bring about change	41	3.27	4.05	1.141	0.740	-3.86	<.001
<u>3.0 WORKING WITH READING MATERIALS</u>							
3.1 Help construct or revise reading curriculum materials	41	3.63	4.39	1.220	0.703	-4.04	<.001
3.2 Work with committees to evaluate and recommend textbooks	39	3.77	4.23	1.158	0.872	-2.89	.006
3.3 Be familiar with a wide variety of teaching materials in the area of reading	41	4.20	4.66	0.843	0.530	-3.31	.002
3.4 Share information about reading materials with teachers	41	3.95	4.61	1.224	0.542	-3.53	.001
3.5 Help make reading materials available to teachers	40	4.05	4.66	1.154	0.616	-3.44	.001

Table 31--Continued

Role/Role Indicator	No. of Principals	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
<u>4.0 COORDINATING DISTRICT PROGRAM</u>							
4.1 Involve community in reading program	41	2.85	3.76	1.131	0.994	-5.67	<.001
4.2 Conduct and share research in reading	40	3.03	3.88	1.121	0.883	-3.93	<.001
4.3 Help plan budgets to make reading a priority	40	3.18	3.9	1.152	0.982	-4.42	<.001
4.4 Serve as a resource person to principal	40	3.65	4.33	1.331	0.730	-3.26	.002
4.5 Prepare reading reports for board, community	39	3.05	3.85	1.413	1.204	-3.76	.001
4.6 Serve as a communication link between administration and school	40	3.33	3.90	1.347	1.215	-3.04	.004
4.7 Participate in professional reading related activities	39	3.82	4.13	0.914	0.864	-2.15	.038

APPENDIX N

Table 32

Question 3--Comparisons of Importances of Role Indicators and Performance of ARCs
in Role Indicators as Perceived by Curriculum Directors with ARCs

Role/Role Indicator	No. of Curriculum Directors	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
<u>1.0 CONSULTING</u>							
1.1 Serve as consultant to teachers/grade level	5	4.4	4.8	0.894	0.447	-1.63	.178
1.2 Teach demonstration lessons	5	2.4	2.8	1.140	0.447	-1.00	.374
1.3 Help with diagnostic testing and grouping of students	5	3.2	3.4	0.837	0.548	-0.53	.621
1.4 Inform teachers of professional growth activities available	5	4.2	4.2	0.837	0.837	0.00	1.000
1.5 Work with content area teachers to integrate reading activities	5	3.8	4.2	0.837	1.304	-0.78	.477
1.6 Serve as consultant to parents	5	3.4	3.2	1.517	1.643	0.41	.704
1.7 Provide psychological support to teachers	5	4.2	3.8	0.837	1.304	0.78	.477
<u>2.0 BRINGING ABOUT CHANGE</u>							
2.1 Help write criteria for evaluating reading personnel	5	2.6	2.6	1.140	1.140	0.00	1.000
2.2 Help evaluate reading personnel	4	2.25	2.75	1.258	1.500	-1.00	.391
2.3 Help with needs assessments to use in setting goals	5	4.4	4.4	0.894	0.548	0.00	1.000

Table 32--Continued

Role/Role Indicator	No. of Curriculum Directors	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
2.4 Help plan inservice	5	4.6	4.8	0.894	0.447	-0.41	.704
2.5 Present inservice sessions	5	4.6	4.6	0.894	0.548	0.00	1.000
2.6 Help set goals for school and/or grade level	5	4.2	4.2	0.837	0.447	0.00	1.000
2.7 Help set objectives for district	5	4.6	4.6	0.894	0.548	0.00	1.000
2.8 Recommend policy changes involving reading programs	5	4.2	4.8	0.837	0.447	-1.18	.305
2.9 Work with committees to bring about change	5	4.4	4.4	0.894	0.548	0.00	1.000
<u>3.0 WORKING WITH READING MATERIALS</u>							
3.1 Help construct or revise reading curriculum materials	5	4.6	4.8	0.894	0.447	-1.00	.374
3.2 Work with committees to evaluate and recommend textbooks	5	4.2	4.8	1.095	0.447	-1.56	.208
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	4.2	4.8	0.837	0.447	-1.18	.305
3.4 Share information about reading materials with teachers	5	4.6	5.0	0.894	0.000	-1.00	.374
3.5 Help make reading materials available to teachers	5	4.4	4.8	0.894	0.447	-1.00	.374

Table 32--Continued

Role/Role Indicator	No. of Curriculum Directors	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
<u>4.0 COORDINATING DISTRICT PROGRAM</u>							
4.1 Involve community in reading program	5	3.0	3.2	1.581	0.837	-0.22	.838
4.2 Conduct and share research in reading	5	3.4	3.2	1.140	0.837	0.25	.815
4.3 Help plan budgets to make reading a priority	4	2.75	3.75	0.500	0.500		
4.4 Serve as a resource person to principal	5	4.2	4.8	0.837	0.447	-2.45	.070
4.5 Prepare reading reports for board, community	5	3.0	3.2	1.225	0.837	-0.30	.778
4.6 Serve as a communication link between administration and school	4	3.5	4.0	0.557	0.816	-1.73	.182
4.7 Participate in professional reading related activities	5	4.4	4.4	0.894	0.894	0.00	1.000

APPENDIX O

Table 33

Question 3--Comparisons of Importances of Role Indicators and Performance of ARCs
in Role Indicators as Perceived by the ARCs

Role/Role Indicator	No. of ARCs	Mean		Standard Deviation		t-Value	2-Tail Probability
		Performance	Importances	Performance	Importances		
<u>1.0 CONSULTING</u>							
1.1 Serve as resource to teachers/grade level	5	4.2	5.0	0.447	0.000	-4.00	.016
1.2 Teach demonstration lessons	5	3.0	3.4	1.225	1.140	-1.63	.178
1.3 Help with diagnostic testing and grouping of students	5	4.4	4.2	0.894	0.837	1.00	.374
1.4 Inform teachers of professional growth activities available	5	3.8	4.2	1.304	1.304	-1.63	.178
1.5 Work with content area teachers to integrate reading activities	5	3.2	4.2	1.304	0.837	-3.16	.034
1.6 Serve as consultant to parents	5	3.0	3.0	1.225	0.707	0.00	1.000
1.7 Provide psychological support to teachers	5	4.4	4.4	0.548	0.548	0.00	1.000
<u>2.0 BRINGING ABOUT CHANGE</u>							
2.1 Help write criteria for evaluating reading personnel	5	2.6	3.6	1.517	0.894	-1.83	.142
2.2 Help evaluate reading personnel	5	2.2	3.4	1.304	1.140	-3.21	.033
2.3 Help with needs assessments to use in setting goals	5	4.2	4.8	1.304	0.447	-0.88	.426

Table 33--Continued

Role/Role Indicator	No. of ARCs	Mean		Standard Deviation		2-Tail	
		Performance	Importances	Performance	Importances	t-Value	Probability
2.4 Help plan inservice	5	4.8	5.0	0.447	0.000	-1.00	.374
2.5 Present inservice sessions	5	4.2	4.6	1.304	0.894	-1.63	.178
2.6 Help set goals for school and/or grade level	5	4.4	4.6	0.548	0.548	-1.00	.374
2.7 Help set objectives for district	5	4.8	4.8	0.447	0.447	0.00	1.000
2.8 Recommend policy changes involving reading programs	5	4.4	4.8	0.548	0.447	-1.63	.178
2.9 Work with committees to bring about change	5	4.6	5.0	0.548	0.000	-1.63	.178
<u>3.0 WORKING WITH READING MATERIALS</u>							
3.1 Help construct or revise reading curri- culum materials	5	4.8	4.8	0.447	0.447	0.00	1.000
3.2 Work with committees to evaluate and recommend textbooks	5	4.4	4.6	0.894	0.548	-1.00	.374
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	4.2	4.6	0.837	0.548	-1.63	.178
3.4 Share information about reading materials with teachers	5	4.6	4.8	0.548	0.447	-1.00	.374
3.5 Help make reading materials available to teachers	5	4.6	4.8	0.548	0.447	-1.00	.374

Table 33--Continued

Role/Role Indicator	No. of ARCs	Mean		Standard Deviation		2-Tail	
		Performance	Importances	Performance	Importances	t-Value	Probability
<u>4.0 COORDINATING DISTRICT PROGRAM</u>							
4.1 Involve community in reading program	5	2.6	3.6	1.817	0.548	-1.41	.230
4.2 Conduct and share research in reading	5	2.2	3.0	0.837	0.707	-4.00	.016
4.3 Help plan budgets to make reading a priority	5	3.25	4.75	1.258	0.500	-2.32	.103
4.4 Serve as a resource person to principal	5	4.4	4.8	0.894	0.447	-1.63	.178
4.5 Prepare reading reports for board, community	5	3.8	4.6	1.095	0.894	-1.63	.178
4.6 Serve as a communication link between administration and school	5	3.8	4.4	1.304	0.548	-1.50	.208
4.7 Participate in professional reading related activities	5	4.6	5.0	0.548	0.000	-1.63	.178

APPENDIX P

Table 34

Question 4--Comparisons of Perceived Performance of ARCs in Role Indicators
as Perceived by ARCs and Teachers with ARCs

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers	ARCs	Teachers		
<u>1.0 CONSULTING</u>								
1.1 Serve as resource to teachers/grade level	5	61	4.2	3.62	0.447	1.035	-2.40	.043
1.2 Teach demonstration lessons	5	60	3.0	2.45	1.225	1.294	-0.96	.381
1.3 Help with diagnostic testing and grouping of students	5	61	4.4	2.79	0.894	1.392	-3.68	.010
1.4 Inform teachers of professional growth activities available	5	61	3.8	3.46	1.304	1.259	-0.56	.597
1.5 Work with content area teachers to integrate reading activities	5	58	3.2	2.81	1.304	1.235	-0.64	.548
1.6 Serve as consultant to parents	5	56	3.0	2.36	1.225	1.327	-1.12	.315
1.7 Provide psychological support to teachers	5	60	4.4	3.18	0.548	1.396	-4.00	.003
<u>2.0 BRINGING ABOUT CHANGE</u>								
2.1 Help write criteria for evaluating reading personnel	5	54	2.6	2.96	1.517	1.303	0.52	.672
2.2 Help evaluate reading personnel	5	53	2.2	2.55	1.304	1.170	0.57	.591
2.3 Help with needs assessments to use in setting goals	5	61	4.2	3.39	1.304	1.215	-1.34	.239

Table 34--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers	ARCs	Teachers		
2.4 Help plan inservice	5	60	4.8	3.92	0.447	1.306	-3.38	.006
2.5 Present inservice sessions	5	60	4.2	3.63	1.304	1.414	-0.93	.396
2.6 Help set goals for school and/or grade level	5	59	4.4	3.49	0.548	1.265	-3.08	.015
2.7 Help set objectives for district	5	57	4.8	3.65	0.447	1.232	-4.46	.001
2.8 Recommend policy changes involving reading programs	5	56	4.4	3.63	0.548	1.214	-2.64	.030
2.9 Work with committees to bring about change	5	56	4.6	3.48	0.548	1.293	-3.73	.005
<u>3.0 WORKING WITH READING MATERIALS</u>								
3.1 Help construct or revise reading curriculum materials	5	59	4.8	3.83	0.447	1.248	-3.76	.003
3.2 Work with committees to evaluate and recommend textbooks	5	56	4.4	3.71	0.894	1.232	-1.59	.174
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	59	4.2	4.31	0.837	0.933	0.27	.800
3.4 Share information about reading materials with teachers	5	61	4.6	3.89	0.548	1.253	-2.44	.040
3.5 Help make reading materials available to teachers	5	61	4.6	3.74	0.548	1.277	-2.93	.019

Table 34--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Teachers	ARCs	Teachers	ARCs	Teachers		
4.0 COORDINATING DISTRICT PROGRAM								
4.1 Involve community in reading program	5	56	2.6	2.73	1.817	1.421	0.16	.882
4.2 Conduct and share research in reading	5	56	2.2	2.75	0.837	1.365	1.32	.235
4.3 Help plan budgets to make reading a priority	5	52	3.25	3.15	1.258	1.258	-0.15	.892
4.4 Serve as a resource person to principal	5	58	4.4	3.5	0.894	1.232	-2.09	.091
4.5 Prepare reading reports for board, community	5	52	3.8	3.38	1.095	1.286	-0.80	.462
4.6 Serve as a communication link between administration and school	5	58	3.8	3.64	1.304	1.252	-0.26	.800
4.7 Participate in professional reading related activities	5	57	4.6	3.72	0.548	1.236	-2.99	.017

APPENDIX Q

Table 35

Question 4--Comparisons of Perceived Performance of ARCs in Role Indicators
as Perceived by ARCs and Principals with ARCs

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals		
<u>1.0 CONSULTING</u>								
1.1 Serve as resource to teachers/grade level	5	42	4.2	3.48	0.447	1.174	-2.68	.020
1.2 Teach demonstration lessons	5	41	3.0	2.66	1.225	1.087	-0.60	.577
1.3 Help with diagnostic testing and grouping of students	5	41	4.4	3.02	0.894	1.332	-3.05	.022
1.4 Inform teachers of professional growth activities available	5	42	3.8	3.62	1.304	1.268	-0.29	.780
1.5 Work with content area teachers to integrate reading activities	5	42	3.2	2.98	1.304	1.024	-0.37	.726
1.6 Serve as consultant to parents	5	41	3.0	2.61	1.225	1.181	-0.68	.529
1.7 Provide psychological support to teachers	5	42	4.4	3.21	0.548	1.22	-3.84	.003
<u>2.0 BRINGING ABOUT CHANGE</u>								
2.1 Help write criteria for evaluating reading personnel	5	40	2.6	2.83	1.517	1.279	0.32	.763
2.2 Help evaluate reading personnel	5	41	2.2	2.66	1.304	1.334	0.74	.492
2.3 Help with needs assessments to use in setting goals	5	42	4.2	3.43	1.304	1.016	-1.28	.257

Table 35--Continued

Role/Role Indicators	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals		
2.4 Help plan inservice	5	42	4.8	4.03	0.447	0.950	-3.13	.012
2.5 Present inservice sessions	5	42	4.2	3.93	1.304	1.045	-0.45	.672
2.6 Help set goals for school and/or grade level	5	42	4.4	3.01	0.548	1.070	-3.69	.006
2.7 Help set objectives for district	5	42	4.8	3.69	0.447	1.070	-4.28	.001
2.8 Recommend policy changes involving reading programs	5	42	4.4	3.53	0.548	0.890	-3.12	.017
2.9 Work with committees to bring about change	5	41	4.6	3.27	0.548	1.141	-4.40	.002
<u>3.0 WORKING WITH READING MATERIALS</u>								
3.1 Help construct or revise reading curriculum materials	5	42	4.8	3.62	0.447	1.209	-4.32	.001
3.2 Work with committees to evaluate and recommend textbooks	5	40	4.4	3.80	0.894	1.159	-1.36	.222
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	42	4.2	4.21	0.837	0.842	0.04	.973
3.4 Share information about reading materials with teachers	5	42	4.6	3.98	0.548	1.220	-2.02	.071
3.5 Help make reading materials available to teachers	5	42	4.6	4.0	0.548	1.230	-1.94	.082

Table 35--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Principals	ARCs	Principals	ARCs	Principals		
4.0 COORDINATING DISTRICT PROGRAM								
4.1 Involve community in reading program	5	41	2.6	2.85	1.817	1.131	0.31	.775
4.2 Conduct and share research in reading	5	40	2.2	3.03	0.837	1.121	1.99	.093
4.3 Help plan budgets to make reading a priority	4	40	3.25	3.18	1.258	1.152	0.11	.914
4.4 Serve as a resource person to principal	5	41	4.4	3.68	0.894	1.331	-1.59	.163
4.5 Prepare reading reports for board, community	5	40	3.8	3.10	1.095	1.429	-1.30	.242
4.6 Serve as a communication link between administration and school	5	41	3.8	3.37	1.304	1.356	-0.70	.515
4.7 Participate in professional reading related activities	5	40	4.6	3.85	0.548	0.921	-2.63	.034

APPENDIX R

Table 36

Question 4--Comparisons of Perceived Performance of ARCs in Role Indicators
as Perceived by ARCs and Curriculum Directors with ARCS

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		T-Value	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors		
<u>1.0 CONSULTING</u>								
1.1 Serve as resource to teachers/grade level	5	5	4.2	4.4	0.447	1.894	0.45	.670
1.2 Teach demonstration lessons	5	5	3.0	2.4	1.225	1.140	-0.80	.446
1.3 Help with diagnostic testing and grouping of students	5	5	4.4	3.2	0.894	0.837	-2.19	.060
1.4 Inform teachers of professional growth activities available	5	5	3.8	4.2	1.304	0.837	0.58	.582
1.5 Work with content area teachers to integrate reading activities	5	5	3.2	3.8	1.304	0.837	0.87	.415
1.6 Serve as consultant to parents	5	5	3.0	3.4	1.225	1.517	0.46	.659
1.7 Provide psychological support to teachers	5	5	4.4	4.2	0.548	0.837	-0.45	.668
<u>2.0 BRINGING ABOUT CHANGE</u>								
2.1 Help write criteria for evaluating reading personnel	5	5	2.6	2.6	1.517	1.140	0.00	1.000
2.2 Help evaluate reading personnel	5	4	2.2	2.25	1.304	1.258	0.06	.955
2.3 Help with needs assessments to use in setting goals	5	5	4.2	4.4	1.304	0.894	0.28	.785

Table 36--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors		
2.4 Help plan inservice	5	5	4.8	4.6	0.447	0.894	-0.45	.670
2.5 Present inservice sessions	5	5	4.2	4.6	1.304	0.894	0.57	.589
2.6 Help set goals for school and/or grade level	5	5	4.4	4.2	0.548	0.837	-0.45	.668
2.7 Help set objectives for district	5	5	4.8	4.6	0.447	0.894	-0.45	.670
2.8 Recommend policy changes involving reading programs	5	5	4.4	4.2	0.548	0.837	-0.45	.668
2.9 Work with committees to bring about change	5	5	4.6	4.4	0.548	0.894	-0.43	.683
<u>3.0 WORKING WITH READING MATERIALS</u>								
3.1 Help construct or revise reading curriculum materials	5	5	4.8	4.6	0.447	0.894	-0.45	.670
3.2 Work with committees to evaluate and recommend textbooks	5	5	4.4	4.2	0.894	1.095	-0.32	.760
3.3 Be familiar with a wide variety of teaching materials in the area of reading	5	5	4.2	4.2	0.837	0.837	0.00	1.000
3.4 Share information about reading materials with teachers	5	5	4.6	4.6	0.894	0.548	0.00	1.000
3.5 Help make reading materials available to teachers	5	5	4.6	4.4	0.548	0.894	-0.43	.683

Table 36--Continued

Role/Role Indicator	No. of Cases		Mean		Standard Deviation		t-Value	2-Tail Probability
	ARCs	Curriculum Directors	ARCs	Curriculum Directors	ARCs	Curriculum Directors		
4.0 COORDINATING DISTRICT PROGRAM								
4.1 Involve community in reading program	5	5	2.6	3.0	1.817	1.581	0.37	.720
4.2 Conduct and share research in reading	5	5	2.2	3.4	0.837	1.140	1.90	.100
4.3 Help plan budgets to make reading a priority	4	4	2.75	3.25	1.258	0.500	-0.74	.501
4.4 Serve as a resource person to principal	5	5	4.4	4.2	0.894	0.837	-0.37	.724
4.5 Prepare reading reports for board, community	5	5	3.8	3.0	1.095	1.225	-1.09	.308
4.6 Serve as a communication link between administration and school	5	4	3.8	3.5	1.304	0.577	-0.46	.661
4.7 Participate in professional reading related activities	5	5	4.6	4.4	0.548	0.894	-0.43	.683

APPENDIX S

BRIEF DESCRIPTION OF WHAT THE POI MEASURES

Your profile on the *Personal Orientation Inventory (POI)* shows the degree to which your attitudes and values compare with those of self-actualizing people. A self-actualizing person is one who is more fully functioning and who lives a more enriched life than does the average person. Such a person is developing and utilizing his unique talents to the fullest extent. It is generally agreed that a self-actualizing person might be seen as the desired result of the process of counseling or psychotherapy.

The interpretation of your scores falls into two general categories, the ratio scores and the profile scores. If your ratio scores are close to the scores that self-actualizing persons make, you may consider your values and attitudes, as measured by the POI, to be similar to these people. Your profile scores will further help you to compare yourself with self-actualizing people.

RATIO SCORES

Interpretation of the $T_1 - T_C$ Ratio

In order to understand the Time Incompetent - Time Competent ($T_1 - T_C$) ratio, it is of help to consider time in its three basic components -- Past, Present, and Future.

The T_1 (Time Incompetent) person is one who lives primarily in the Past, with guilts, regrets, and resentments, and/or in the future, with idealized goals, plans, expectations, predictions, and fears.

In contrast to the T_1 person, the T_C (Time Competent) person lives primarily in the Present with full awareness, contact, and full feeling reactivity. Because it is known that the self-actualizing person is not perfect, he is understood to be partly T_1 and partly T_C . His $T_1 - T_C$ ratio is, on the average, 1 to 3. His ratio shows that he therefore lives primarily in the Present and only secondarily in the Past or Future.

If your score is significantly lower than 1 to 3, for example 1 to 3, this suggests that you are more time incompetent than the self-actualizing person. If your score is above 1 to 3, for example 1 to 10, this suggests that you are excessively time competent and this may perhaps reflect a need to appear more self-actualized than you really are.

Interpretation of the $O - I$ Ratio

In order to understand your score on the Support (Other - Inner) ratio, one should first understand that the self-actualizing person is both "other-directed" in that he is dependent upon and supported by other persons' views, and he is also "inner-directed" in that he is independent and self-supportive. The degree to which he is each of these can be expressed in a ratio. The $O - I$ ratio of a self-actualizing person is, on the average, 1 to 3, which means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions.

If your score is significantly higher than 1 to 3, that is 1 to 4 or above, it may be that this indicates an exaggerated independence and reflects a need to appear "too self-actualized" in responding to the POI. On the other hand, if your score is lower than 1 to 3, for example 1 to 1, it would suggest that you are in the dilemma of finding it difficult to trust either your own or others' feelings in making important decisions.

PROFILE SCORES

On the Profile Sheet, short descriptions of each of the sub-scales are shown which describe high and low scores. In general, scores above the average on these scales, that is, above the mid-line shown by a standard score of 50, but below a standard score of 60 are considered to be most characteristic of self-actualizing adults. The closer your scores are to this range, the more similar are your responses to the POI responses given by self-actualizing people. The further below the score 50 your scores are, the more they represent areas in which your responses are not like those of self-actualizing people. If most of your scores on the profile are considerably above 60, you may be presenting a picture of yourself which is "too" healthy or which overemphasizes your freedom and self-actualization. Your counselor can discuss the psychological rationale of each scale in greater detail with you.

The ratings from this inventory should not be viewed as fixed or conclusive. Instead they should be viewed as merely suggestive and to be considered in the light of all other information. The *Personal Orientation Inventory* is intended to stimulate thought and discussion of your particular attitudes and values. Your profile will provide a starting point for further consideration of how you can achieve greater personal development.

APPENDIX T

REFERENCE NOTES

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