

## DOCUMENT RESUME

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## ABSTRACT

This booklet outlines the details of a training workshop to provide Right to Read directors with the knowledge and skills necessary to develop comprehensive reading programs for their districts. In the first section, 26 criteria for the development of successful reading programs are listed under the three categories of organization and administration, instruction, and facilities and materials. The second section contains a fold-out chart which diagrams an overview of the workshop and an outline of the objectives of workshop activities. The last section consists of a schedule of the workshop, based on the 26 criteria. This schedule provides information on topics to be covered, the date and time of the topic, and the consultant conducting the presentation. Lists of members of the liaison committee at Auburn University and of the workshop staff are included. (JM)

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U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION



ALABAMA RIGHT TO READ PROGRAM

STAFF DEVELOPMENT TRAINING WORKSHOP

PHASE II 1974-75  
JULY 8-AUGUST 9, 1974

HALEY CENTER, AUBURN UNIVERSITY

001 709

## ALABAMA RIGHT TO READ PROGRAM

### Criteria for Success and the Staff Development Training Workshop

This training workshop will provide the knowledge and skills necessary for Right to Read Directors to develop comprehensive reading programs for their districts. The workshop has been prepared from a series of 26 criteria developed by key reading groups within the state. These criteria have been suggested as being essential for any effective/successful reading program at the district level. These criteria are listed below:

#### CRITERIA FOR THE DEVELOPMENT OF SUCCESSFUL READING PROGRAMS

##### I. ORGANIZATION AND ADMINISTRATION

###### A. Program

1. Each local education agency teacher of reading uses a scope and sequence of learnings designed to insure the acquisition of reading skills.
2. There is coordination and articulation between all federally funded, volunteer, and other reading and language arts programs with the basic reading curriculum.
3. A continuous record-keeping system of reading progress is maintained for each individual student.
4. The local education agency works cooperatively with existing pre-school components to coordinate and articulate reading programs.
5. The local education agency has an adult basic education reading component.
6. The local education agency has a continuous educational program which includes provision for summer instruction in reading.
7. The board of education of the local education agency has an incentive program for teacher staff development in reading.
8. Each school in the local education agency has a media center which is operated on an open basis and is readily accessible to students and teachers.
9. The local education agency has a complete testing system which includes the use of criterion-referenced measures.

## I. ORGANIZATION AND ADMINISTRATION (Continued)

### B. Staff

1. The local education agency varies the student/teacher ratios as necessary to meet the objectives of the reading instructional program.
2. The local education agency has a continuous staff development program in reading for all teachers, administrators and supportive personnel.
3. The local education agency provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.
4. The local education agency has trained volunteer helpers in reading instruction.
5. Each school in the local education agency has a media center which is staffed by professional and supportive personnel.
6. The local education agency has a director of all reading activities who has the authority, responsibility and time granted by the superintendent and board of education to organize, implement and coordinate a comprehensive reading program.

### C. Community Relations

1. Each local education agency has a reporting system that fully, accurately, and specifically communicates a student's progress in reading to parents.
2. The local education agency introduces, explains and periodically reports the reading program to the school community.
3. The local education agency shows willingness to share instructional methods and materials which have proved effective in reading programs.

## II. INSTRUCTION

1. Teachers of reading at the junior and senior high school levels have a demonstrated knowledge of development reading as it relates to the reading curriculum of the local education agency.
2. Provisions are made for teaching every student at his own instructional level and learning rate.
3. The teaching-learning environment is conducive to the development of positive attitudes toward reading.
4. Every teacher demonstrates a knowledge of various methods and techniques used in the teaching of reading to make provision for the differences that exist among students.

### III. FACILITIES AND MATERIALS

1. Appropriate supplementary reading materials to support the basic reading curriculum are provided and utilized.
2. Materials are utilized which recognize different races, cultures and sexes.
3. A wide variety of supportive media on all levels of learning is available and readily accessible.
4. Instructional and practice reading materials are filed in a central location in each school for use by all teachers as needed.

ALABAMA RIDE  
STAFF DEVELOPMENT

WORKSHOP

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# RIGHT TO READ TRAINING WORKSHOP

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  - COMPARISON OF MATERIALS
  - FIELD TRIAL STUDY
- 2.3 ● PLANNING AND COORDINATION OF PROGRAMS
  - READ-ALONG PROGRAM
  - COMMUNITY READING PROGRAM
  - LOCAL READING PROGRAMS
  - ADULT BASIC EDUCATION PROGRAMS
  - PRE-SCHOOL PROGRAMS
  - COMMUNITY PROGRAMS
  - PUBLIC LIBRARIES
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  - APPROPRIATE MEDIA
- 2.5 ● INSTRUCTIONAL MATERIALS
  - REFERENCE MATERIALS FILE

ALABAMA RIGHT TO READ PROGRAM  
OBJECTIVES OF STAFF DEVELOPMENT  
TRAINING WORKSHOP

In addition to the content areas indicated, there is a concern that workshop participants demonstrate their knowledge and skills through a series of carefully planned activities. Objectives indicating the results of seminar participants' activities are listed below. While it is not possible to list all the objectives or the results expected, the participants should be able to see how selected topics have been considered to provide the best means of developing a comprehensive reading program for the local district.

1.0 ORGANIZATION AND ADMINISTRATION

1.1 Program

- 1.1.1 The Right to Read Director will understand the philosophy and structure of the national, state, and local Right to Read programs, along with the commitments made as a basis for the development of Right to Read programs.
- 1.1.2 The Right to Read Director will understand the organizational structure of the Alabama State Department of Education and its programs, services and resources that are available to support the Right to Read effort.
- 1.1.3 The Right to Read Director will understand how the various patterns of school district and local school organization affect the coordination and articulation of a Right to Read program.

1.2 Staff

- 1.2.1 The Right to Read Director will understand the organizational relationships for key personnel and groups at the state and local level required to implement Right to Read programs.
- 1.2.1 The Right to Read Director will develop an outline of a procedure for orienting the local school district personnel and groups to their respective roles in the reading program.

### 1.3 Community relations

- 1.3.1 The Right to Read Director will develop a reading program information system using data from the Right to Read program efforts, the student reporting system, and from interagency and system sharing that will be used to disseminate to the public.

## 2.0 INSTRUCTION

### 2.1 Reading Theory and Methodology

- 2.1.1 The Right to Read Director will demonstrate the ability to coordinate measurement and evaluation data generated in each classroom with the school system reading program. In order to accomplish this objective, the director should understand:

- norm-referenced testing
- statistical analysis
- criterion-referenced testing
- assessment of reading level
- diagnostic-prescriptive teaching

- 2.1.2 The Right to Read Director will demonstrate an understanding of continuous progress organization and grouping for reading instruction in order to assist a teacher or school faculty to select the most appropriate organization for reading instruction.

- 2.1.3 The Right to Read Director will demonstrate the ability to design a scope and sequence of reading skills for the local school district which will include readiness factors, word attack skills, comprehension skills, and study skills.

- 2.1.4 The Right to Read Director will demonstrate the ability to develop a student reporting system which will fulfill the following conditions:

- account for both cognitive and affective changes in behavior
- report reading progress to both students and parents through the development of a functional reading record-keeping system for individual students
- include diagnosis of reading abilities and disabilities

- 2.1.5 The Right to Read Director will demonstrate the ability to design and implement a program of reading instruction in the content areas within the school district scope and sequence of reading skills.

## 2.2 Program Development

2.2.1 The Right to Read Director will develop a comprehensive reading program for the local school district based on the instructional concepts which are essential to effective organizational planning. Participants will be able to use information in the organization and administration of reading to assist them in the program development. Specifically, each participant will develop a comprehensive reading program that:

1. Includes procedures and skills to conduct a needs assessment, develop performance program objectives, design a program which includes projecting activities and indicating required resources, conduct evaluation, and carry out dissemination.
2. Includes using the research on each of the Criteria for Success to justify the emphasis or use of components of local Right to Read programs.

As a result of the training in program development, each Right to Read Director will return to the local district with an operational comprehensive plan which facilitates the development of the Right to Read program. The products of the session will be:

1. A structural overview of every major program component the Right to Read Director will implement.
2. An activity network that will indicate when the activities of the program will be carried out.
3. A dissemination plan that specifies the precise use of project and district resources and efforts.
4. A system which will permit the roles of all key groups and individuals to be specified in advance of program implementation.
5. A design that permits internal evaluation of the program.

The above products comprise the comprehensive plan which the Right to Read Directors will take back to their local school districts.

2.2.2 The Right to Read Director will demonstrate an understanding of the development of the Criteria for the Development of Successful Reading Programs and their validation through the Delphi Survey and the search of the literature.

2.2 Program Development (continued)

- 2.2.3 The Right to Read Director will outline a year round program of reading instruction, which includes summer reading instruction, commensurate with the resources and facilities of the local school district and community agencies.

The Right to Read Director will demonstrate an understanding of all federally funded reading programs in the local school district and how the Right to Read program can provide coordination and articulation in the development of a unified and comprehensive program of reading instruction.

The Right to Read Director will demonstrate an understanding of the content and practice of Adult Basic Education Programs in order to provide assistance with the Adult Basic Education activities in the local school district.

The Right to Read Director will demonstrate an understanding of the content and practices of pre-school reading programs such as private kindergartens within the local school district's boundaries.

The Right to Read Director will design training program materials and demonstrate an understanding of their use in developing a volunteer program to assist in the local school district's reading program.

The Right to Read Director will demonstrate an understanding of the content and practices of library programs other than the school libraries and how they can be effectively utilized in developing a comprehensive Right to Read Program in the local school district.

- 2.2.4 The Right to Read Director will demonstrate the knowledge of how to organize a media (resource) center for an elementary and a secondary school which will include a plan for use by students and teachers.

The Right to Read Director will demonstrate an understanding of the appropriate reading materials and supportive media which should be found in a properly equipped media (resource) center.

- 2.2.5 The Right to Read Director will demonstrate an understanding of how to develop instructional materials for use in the local school district's reading instructional program.

The Right to Read Director will demonstrate the ability to develop a centrally located filing system (repository) for instructional and practice reading materials.

## 2.2 Change Agent

- 2.3.1 The Right to Read Director will demonstrate an understanding of change strategies and develop the skills needed to apply these strategies in implementing the reading program with individuals and groups in the local school district.

The Right to Read Director will develop an understanding of various types of incentive programs to encourage participation in the program of local staff development by all administrators, teachers, and support personnel.

- 2.3.2 The Right to Read Director will demonstrate an understanding of communication skills that teachers must develop to improve reading instruction.

- 2.3.3 The Right to Read Director will demonstrate an understanding of the techniques for developing the type of affective classroom climate that enhances and supports the teaching of reading.

## 2.4 Commercial Materials

- 2.4.1 The Right to Read Director will develop a series of criteria which will make possible the identification and selection of commercial materials for the local reading program. Using the criteria that have been developed, the Director will apply them to a commercial material presentation. From the criteria application, the Director will select those that could be appropriate for the proposed reading program in the local school district.

ALABAMA RIGHT TO READ PROGRAM

Schedule of Content Topics for  
Staff Development Training Workshop

Based on the criteria a schedule of the workshop follows which indicates the major topics that will be covered during the 25 days over which it will be conducted. The schedule provides information regarding the topics to be covered, the date and time of the topic and the consultant conducting the presentation.

ALABAMA RIGHT TO READ

PHASE II 1974-75

TRAINING WORKSHOP FOR LOCAL DIRECTORS

Haley Center, Auburn University

July 8 - August 9, 1974

Monday, July 8

Registration

Welcome

Dr. Truman Pierce, Dean  
School of Education  
Auburn University

- |       |  |                     |
|-------|--|---------------------|
| 1.1.1 | National Right to Read Program   | Dr. Edwin E. Cain   |
| 1.1.1 | State Right to Read Program  | Dr. Richard McBride |
| 1.1.1 | Local Right to Read Program<br>- Commitments of Local School Districts<br>- Criteria for Success | Mrs. Nelle Hause    |

Tuesday, July 9 8:00 - 12:00

- |       |  |                     |
|-------|--|---------------------|
| 1.2.1 | Roles and Functions<br>- State Right to Read<br>-- Staff<br>-- Advisory Commission<br>-- State Department Task Force             | Mrs. Elaine Goodwin |
| 1.2.1 | Local School District Organization<br>- Line and Staff<br>- Right to Read Director<br>- Advisory Commission<br>- Unit Task Force | Dr. Richard McBride |

Tuesday, July 9 1:00 - 5:00

- |       |  |  |
|-------|--|--|
| 1.1.3 | Patterns of School District Organization | Dr. R. Stafford Clark<br>Auburn University |
| 1.1.3 | Patterns of School Organization          |  |

Wednesday, July 10 8:00 - 9:30

- |       |   |                               |
|-------|---|-------------------------------|
| 2.1.1 | Measurement and Evaluation<br>- Norm-Referenced Testing<br>(State Evaluation Model) | Mr. Clifton Nash and<br>Staff |
|-------|---|-------------------------------|

Wednesday, July 10 10:00 - 12:00

- |       |  |                     |
|-------|--|---------------------|
| 2.1.1 | Measurement and Evaluation                     | Mrs. Elaine Goodwin |
|       | - Statistical Analysis                         | Mrs. Nelle Hause    |
|       | (Item analysis of California Achievement Test) |                     |

Wednesday, July 10 1:00 - 5:00

- |       |                              |                       |
|-------|------------------------------|-----------------------|
| 2.1.1 | Measurement and Evaluation   |                       |
|       | - Criterion-Referenced Tests |                       |
|       | Wisconsin Design -           | Mrs. Fronia Moore     |
|       | Fountain Valley -            | Mrs. Maggie Walker    |
|       | McGraw-Hill -                | Mrs. Marianna Gibson  |
|       | SRA -                        | Mrs. Frances Thompson |

Thursday, July 11 - Friday, July 12

- |       |                                    |                  |
|-------|------------------------------------|------------------|
| 2.1.1 | Measurement and Evaluation         | Dr. Frank Guszak |
|       | - Assessment of Reading Levels     |                  |
|       | - Diagnostic-Prescriptive Teaching |                  |

Monday, July 15

- |       |   |                                     |
|-------|---|-------------------------------------|
| 1.1.2 | Organization of State Department of Education | State Department of Education Staff |
| 1.1.2 | State Programs                                |                                     |
| 1.1.2 | Federal Programs                              |                                     |
| 1.1.2 | Special Projects                              |                                     |

Tuesday, July 16 - Friday, July 19

- |       |  |                   |
|-------|--|-------------------|
| 2.1.3 | Scope and Sequence                           | Dr. Hazel Simpson |
|       | - Reading Readiness                          | Dr. I. E. Aaron   |
|       | - Word Attack Skills                         | Mr. Jim Bigaj     |
|       | - Comprehension Skills                       |                   |
|       | - Study Skills                               |                   |
| 2.1.2 | Classroom Organization and Management        |                   |
|       | - Continuous Progress Organization           |                   |
|       | - Grouping                                   |                   |
| 2.1.4 | Student Reporting System                     |                   |
|       | - Cognitive and Affective Factors in Reading |                   |
|       | - Reporting to Parents                       |                   |
|       | - Diagnosis and Prescription                 |                   |

Monday, July 22 - Tuesday, July 23

2.1.5 Reading in Content Areas Dr. Gil Shiffman

Wednesday, July 24 - Friday, July 26

2.2.5 Instructional Materials Dr. David Hill  
- Reading Materials File

Monday, July 29 8:00 - 12:00

2.2.4 Media Centers Dr. Dan Wright  
- Supportive Media Mrs. Carol Anthony

Monday, July 29 1:00 - 5:00

2.4.1 Criteria for Identifying and Selecting Dr. Betty Allen  
Commercial Materials

Tuesday, July 30 8:00 - 4:00

2.4.1 Commercial Presentation Company Representatives

Tuesday, July 30 4:00 - 5:00

2.4.1 Criteria Application Dr. Betty Allen

Wednesday, July 31 - Thursday, August 1

2.3.1 Change Agent Strategies Dr. Ron Werner  
- Groups  
- Incentive Program

2.3.2 Communication Skills  
- Interpersonal Relations  
- Group Dynamics

2.3.3 Classroom Climate

Friday, August 2 8:00 - 9:30

2.2.2 Criteria for Success Dr. Richard McBride  
- Delphi Survey  
- Search of the Literature

Friday, August 2 10:00 - 5:00

1.3.1 Reading Program Information System Sister Mary Johanna Crabtree  
- Local Program Mrs. Adileen Prescott  
- Student Reporting System Mrs. Ruth Strong  
- Interagency Sharing Mrs. Dottie McQueen

Monday, August 5

2.2.3 Planning and Coordination of Programs Mrs. Carol O'Connell  
- Volunteer Program

Tuesday, August 6

2.2.3 Planning and Coordination of Programs  
- Basic Reading Program Dr. B. D. Whetstone  
- Summer Reading Program Dr. B. D. Whetstone  
- Federal Reading Programs Mr. Billy Mellown  
- ABE Program Mrs. Bobbie Walden  
- Pre-School Programs Mrs. Louise Higgins  
- Volunteer Program Mrs. Carol O'Connell  
- Public Libraries Mrs. Beamguard

Panel Discussion and Summation Dr. B. D. Whetstone

Wednesday, August 7 - Friday, August 9

2.2.1 Planning System Dr. Reynolds Ferrante  
- Needs Assessment  
- Objective Development  
- Program Design  
- Evaluation  
- Dissemination  
- Program Planning and Monitoring System

ALABAMA RIGHT TO READ

LIAISON COMMITTEE  
AUBURN UNIVERSITY

Dr. Truman Pierce, Dean  
School of Education  
Auburn University

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School of Education  
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Dr. Betty Allen  
School of Education  
Auburn University

Mrs. Carol Anthony  
Media Center  
Auburn University

Mrs. Elizabeth P. Beamguard  
Executive Director  
Alabama Public Library Service

Mr. Jim Bigaj  
School of Education  
University of Georgia

Dr. Ed Cain, Former Chief  
State Grants Agency  
National Right to Read  
U.S. Office of Education

Dr. Stafford Clark  
School of Education  
Auburn University

Sister Mary Johanna Crabtree, Director  
Right to Read, Phase I  
Mobile Catholic Schools

Dr. Reynolds Ferrante  
Pennsylvania State University

Mrs. Marianne Gibson, Director  
Right to Read, Phase II  
Bessemer City Schools

Mrs. Elaine Goodwin, Reading Specialist  
Right to Read  
Alabama State Department of Education

Dr. Frank Guszak  
University of Texas

Miss Claudia Hardy, Specialist  
Pupil Personnel Section  
Alabama State Department of Education

Mrs. Nelle Hause, Assistant Coordinator  
Right to Read  
Alabama State Department of Education

Mrs. Louise Higgins, Specialist  
Early Childhood Education  
Alabama State Department of Education

Mr. David Hill  
School of Education  
University of Mississippi

Mr. Floyd Johnson, Specialist  
Pupil Personnel Section  
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Dr. Richard McBride, Coordinator  
Right to Read  
Alabama State Department of Education

Mrs. Dottie McQueen, Director  
Right to Read, Phase I  
Barbour County Schools

Mr. Billy Mellown, Coordinator  
Federal Programs  
Alabama State Department of Education

Mrs. Fronia Moore, Director  
Right to Read, Phase I  
Cullman City Schools

Mr. Clifford Nash, Coordinator  
Pupil Personnel Services  
Alabama State Department of Education

Dr. Carol O'Connell, Reading Specialist  
Ohio State Department of Education

Mrs. Addieleen Prescott, Director  
Right to Read, Phase I  
Elba City Schools

Dr. Gil Shiffman, Director  
School of Education  
John Hopkins University

Dr. Hazel Simpson  
Department of Reading  
University of Georgia

Mrs. Ruth Strong, Director  
Right to Read, Phase I  
Birmingham City Schools

Mrs. Frances Thompson, Director  
Right to Read, Phase I  
Homewood City Schools

Mrs. Bobbie Walden, State Supervisor  
Right to Read Adult Basic Education

Mrs. Maggie Walker, Director  
Right to Read  
Montgomery County Schools

Dr. Ron Werner  
Regional Director  
Minnesota Right to Read

Dr. B. D. Whetstone, Dean  
School of Education  
Birmingham-Southern College

Mr. Don Whitacre  
Ohio State Department of Education

Mr. Dan Wright, Director  
Media Center  
Auburn University