An assessment (funded by ESEA/Title V) was made of the reading programs, practices, and personnel in the New England public schools. The data derived from questionnaire responses are given in three survey sections: elementary, secondary, and consultant/supervisor. A discussion of the responses of elementary school principals; kindergarten, first-, fourth-, seventh-, and tenth-grade teachers; and consultant/supervisors is included. Every item of the survey and the corresponding responses are presented in a 43-page appendix to facilitate indepth examination. Tables and charts are included. (RT)
Reading Instruction in New England’s Public Schools

Prepared by
THE NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT
A cooperative regional project of the six New England States funded under Title V, Section 505, of the Elementary and Secondary Education Act of 1965.
Providence, Rhode Island . February, 1969

DEDICATION
This report is dedicated to the thousands of correspondents consisting of superintendents, principals, consultants, supervisors, and teachers whose cooperation in completing the response forms of this survey made this study possible. The administrative staff and the reading committee of the New England Educational Assessment Project pay public tribute to these professionals.
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Joe R. Gordon
The New England Educational Assessment Project Reading Committee was organized in December, 1966, and has since conducted 18 monthly two-day working conferences. Attending these conferences were New England State Departments of Education Consultants and Supervisors of Reading, special advisory consultants in reading and research, and State Project Directors of the New England Educational Assessment Project.

The work of the Reading Committee passed through five major phases:
1. The Exploratory Phase,
2. The Problem-posing Phase,
3. The Integration and Development Phase,
4. The Review and Reconstruction Phase, and
5. The Implementation Phase.

The exploratory phase involved an examination of needs, definitions, interpretations, objectives and goals of reading programs as viewed by the several Departments of Education. This phase was difficult. However, the Committee persisted and it is to the credit of the professional attitude of the Committee members that they did so and continued on to the subsequent phases of their work.

The problem-posing phase brought to the fore such questions as:
1. How should the time when formal reading instruction is begun with children be determined?
2. Do we need more refined measuring instruments to assist us in determining when we should teach reading and to whom?
3. What classroom competencies, understandings and knowledge do New England teachers have in the field of reading?
4. What pre-service and in-service training programs do we need in reading education?
5. What are the attitudes of teachers and administrators toward existing reading problems?
6. What correlation exists between reading achievement and the availability of libraries, the use of professionally trained librarians, library budget, and so on?

Any one of the problems could have held the Committee’s attention and required its energies for indefinite periods. But the major and significant outcome of this period led to the next phase; namely the integration and development phase.

Here, the Committee turned its attention to defining its objectives. They are: to collect, assess, and disseminate information that might be of value in strengthening state leadership for improving local reading programs:
1. by determining the current status of local reading programs in the New England states by collecting data on the components of reading instruction (e.g., materials, methods, etc.) in current use in these schools;
2. by providing an initial base for research now and in the future; and
3. by providing a basis for decision-making in many areas (e.g., in-service training programs, policy making, curriculum development, budget needs, etc.).

It became evident that the development of a frame of reference was needed against which a “model” reading program might be projected and current practices might be assessed. The frame of reference became “those areas of the reading program that [should] produce desired student behavioral outcomes”—six areas outlined as follows:
1. Skills development—word recognition and word meaning, comprehension, critical analysis (interpretative and integrative), and study skills;
2. Attitudes;
3. Taste—maturity of appreciation;
4. Independence—self-perception of need to read for pleasure and knowledge;
5. Habits; and
6. Transfer of skills to specialized subjects (social studies, science, literature, etc.).

Further integration of ideas and delineation of objectives was evidenced by the Committee’s selection of grade levels and timing that seemed, to them, most critical in terms of reading progress. It was agreed that data would be collected concerning reading programs in kindergarten and grades 1, 4, 7, and 10. This selection, it was hoped, would yield data that would reflect longitudinal changes in local reading programs.

Finally, it was agreed that the project required an assessment of existing reading programs in terms of structure, instructional characteristics, and staffing of local reading programs. Development of guide-lines for the elementary level assessment were readily forthcoming. The secondary level analysis presented some problems and a decision was reached to do a preliminary survey of the secondary
schools in order to achieve some insights into existing secondary programs so that those areas for which greater in-depth questioning should be structured could be ascertained.

At this point, the Committee turned the results of its deliberation over to two reading specialists who were requested to develop the instruments that would yield data to meet the objectives established. Once drafts of these survey instruments were ready, the Committee entered the review and reconstruction phase.

The implementation phase began with the “preliminary survey” of secondary school reading programs which was sent to New England secondary school principals in May of 1967. It consisted of 15 questions dealing with school organizational patterns, reading personnel availability, and developmental and/or remedial offerings to students. The results of this survey provided the basis for the design of the secondary survey conducted at the seventh- and tenth-grade levels.

Drafts of the elementary level survey instruments were made final in November of 1967. Science Research Associates, Incorporated, of Chicago was commissioned to design and print the questionnaires and response sheet for the “preliminary survey.” This firm also designed all survey instruments in this study. In January of 1968, the elementary survey instruments were sent to every school containing a kindergarten, first grade, or fourth grade. Teachers of those grades and the principals of those schools were the designated respondents.

Meanwhile, from December, 1967, to April, 1968, the Committee and its consultants completed the instrument for the secondary-level survey. S.R.A. designed the instruments and sent them to local schools in May of 1968. Thus, the implementation phase of the survey of reading programs at the kindergarten, first, fourth, seventh, and tenth grades was completed. The report that follows is the result of that effort.

1 A Frame of Reference ........................................ 5

2 Elementary School Survey ............................. 7
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   B. Organization for Instruction .................... 8
   C. Curriculum and Evaluation ...................... 11
   D. Materials, Facilities, Expenditures .......... 16
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3 Secondary School Survey ................................ 19
   A. Seventh-grade Survey ............................. 19
   B. Tenth-grade Survey ................................ 22
   C. Comparison of Programs and Practices
      at the Seventh- and Tenth-grade Levels .... 27

4 Consultant Survey Data .................................. 29

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The purpose of this section is to develop a frame of reference for interpreting the data. It presents a description of the responding population; limitations inherent in the survey instruments; and the basis for the recommendations included in the report.

DESCRIPTION OF RESPONDING POPULATION

The New England Assessment Project in Reading is a study of reading programs in the six New England states during the 1967-68 academic year. The study assesses reading programs at the elementary and secondary school levels through the use of survey-questionnaire technique.

Elementary school survey materials were sent to elementary school principals, kindergarten, first-, and fourth-grade teachers. Secondary school materials were sent to teachers with responsibilities for the reading program at the seventh- and tenth-grade levels. Wherever more than one teacher of reading and/or content area teacher was responsible for some phase of the reading program at grades 7 or 10, one questionnaire for the group at the seventh- and one for the group at the tenth-grade level were completed. Questionnaires were also sent to reading consultants, who were defined by the Committee as those individuals who spend 50% or more of their time supervising or consulting with teachers or working with administrative personnel on matters concerning the teaching of reading or the reading program.

The levels of personnel treated were selected because of their role in the total reading program. That is, programs were assessed at the beginning (kindergarten and first grade), middle (fourth), and end (seventh and tenth grade). Total overviews were obtained from elementary principals and reading consultant/supervisors. Further, the selection of seventh- and tenth-grade teachers was based on the results of a preliminary survey conducted prior to the actual survey (fall, 1967).

Table 1.1 presents data relevant to the total responding population in this study.

The N-Response is the basis of the study. Hence, if it is reported that 50% of the principals responded to an item in a particular way, the 50%, in reality, represents half of the 67% of the principals who responded. Caution, then, should be placed on interpretation of items that indicate a low percentage of personnel sampled.

The six New England states are not homogeneous in terms of socio-economic, population or employment fac-

<table>
<thead>
<tr>
<th>Survey Level</th>
<th>Number of Questionnaires Distributed</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (Elementary)</td>
<td>4,736</td>
<td>3,163</td>
<td>67</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>3,955</td>
<td>2,530</td>
<td>64</td>
</tr>
<tr>
<td>First Grade</td>
<td>11,310</td>
<td>6,426</td>
<td>57</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>11,542</td>
<td>5,571</td>
<td>48</td>
</tr>
<tr>
<td>*Seventh Grade and</td>
<td>1,501</td>
<td>849</td>
<td>57</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Consultants</td>
<td>570</td>
<td>124</td>
<td>**</td>
</tr>
</tbody>
</table>

*State of Vermont did not participate in this phase.
**Questionnaires were mailed to all communities, very many of which had no consultant.

Table 1.2 presents an analysis of respondents by state for the purpose of further analyzing the population.

It is more important, in terms of the New England picture as a whole, to focus on the number of responses for each state in relation to the total responses for New England. For example, when considering first grade programs, Massachusetts' responses represent 43.2% of the total responses in New England. When considering kindergarten programs, Vermont's responses represent 2.7% of the total responses at that level for New England. In terms of number of responses, Massachusetts' totals at each level exceed the combined totals of Maine, New Hampshire, Rhode Island, and Vermont. When considering kindergarten programs, Vermont's responses represent 2.7% of the total responses at that level for New England.

The percentage of respondents in this study compares favorably with the actual percentage of the teaching force in New England: Massachusetts 49%, Connecticut 24%, Maine 9%, Rhode Island 8%, New Hampshire 6%, and Vermont 4%*. When interpreting the results of the study on a New England basis one must consider the bias toward the two most highly populated and industrial states of Massachusetts and Connecticut. Table 1.2 presents data relevant to the total responding population for each state.

The results of the study should be interpreted in light of the limitations imposed by the questionnaire method. Limiting length of the instrument necessitated selection as to topics and the type of responses. Obviously, the total gamut of reading could not be assessed because of the breadth of the topic.

Further limitations were imposed by the length of the questionnaire. It had to be kept reasonably short in deference to the respondent. Also, the responses were analyzed by computer, thereby imposing certain restrictions. For example, only one opportunity in the seven instruments was given for “write-in” responses. Hence, the choices afforded the respondents were limited.

The reader should be constantly aware of the unit responding to items. That is, responses may be from principals, individual teachers, or groups of teachers. Also, the reader should keep in mind that the conclusions and recommendations are based on the responding population and not on responses gathered from the total population of New England’s schools.

The appendix enclosed in this report contains a complete tabulation of responses to all the questions on the survey. However, it should be noted that the sum of percentages for each item is not necessarily 100%. This is so because a number of answer sheets were incorrectly marked and could not be tabulated.

**LIMITATIONS OF QUESTIONNAIRE**

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**BASIS FOR CONCLUSIONS AND RECOMMENDATIONS**

Conclusions and recommendations are presented in the body of this report. Conclusions appear in bold type and were formulated on the evidence presented. They represent those areas that the Reading Committee felt were clearly indicative of a trend. Whenever questions arose regarding the data, or the evidence was not clear-cut, no conclusion was formulated.

Recommendations for future action are presented in italics. The Committee was of the opinion that some direction should be given for those using the report as a means of upgrading instruction or changing the basic program. Their intent is to suggest a possible course of action. To do this, the Reading Committee of the New England Educational Assessment Project considered the numerous recommendations that originally appeared in First R: The Harvard Report on Reading in Elementary Schools, Mary C. Austin and Coleman Morrison and others, the Macmillan Company, New York, 1963. A number of recommendations in First R were used because they were appropriate to the study and were acceptable to the Committee. It should be noted that some of the recommendations were reworded in order to relate to the corresponding conclusions. Other recommendations were formulated by the Reading Committee itself.

**FORMAT OF THE REPORT**

The data are presented in three parts: elementary, secondary, and consultant/supervisors. Chapter 2 contains a discussion of the responses of elementary school principals, kindergarten, first-, and fourth-grade teachers. Chapter 3 contains a discussion of the responses of the seventh- and tenth-grade teachers who have some responsibility for the reading programs in their respective schools. Chapter 4 contains a discussion of the reading consultant/supervisor responses.
CHAPTER 2
ELEMENTARY SCHOOL SURVEY

This chapter is organized into five sections: characteristics of children in the study; organization of school and classroom for reading instruction; curriculum and evaluation; materials, facilities and expenditures; and personnel and training.

A. Characteristics of Children

FAMILY BACKGROUND
Fifty per cent of the respondents indicate that more than half of the children in their schools come from homes where the family income is $4,000 to $9,999. Nine per cent indicate the majority of children come from families where the income is above $10,000, and 9% say the majority of children come from families with incomes below $4,000.

The majority of children come from families where the father could be classified as either skilled or unskilled, with fewer numbers from white collar and professional groups. Most children live in homes owned by their parents and some come from rented apartments in multiple family dwellings. The smallest number come from rented single family dwellings. Thirty-six per cent of the children attend schools in suburban communities, 25% in rural and 23% in urban areas.

In 46% of the schools the majority of fathers have a high school education; some fathers have elementary or junior high school training; fewer fathers have a college education.

LANGUAGE FACTOR
Eighty-six per cent of the respondents indicate very few or none of the children speak another language at home. Sixty-eight per cent indicate few or none of the children speak another language at home.

PRE-KINDERGARTEN EXPERIENCE
Sixteen per cent of the kindergarten teachers indicate that all or most children participated in pre-kindergarten programs. Sixty-eight per cent of the kindergarten teachers have some children who attended private nursery schools, and 49% have some who had Project Head Start experience.

Three per cent of the kindergarten teachers feel that all or most children and 78% feel that some children would have benefited by remaining at home for one more year. Ninety-four per cent feel that all, most or some children would have profited from some type of pre-kindergarten program.

Conclusion: Most kindergarten teachers are of the opinion that many more children in their present classes would have benefited from pre-kindergarten programs. Many kindergarten teachers feel that the chronological age for entrance to kindergarten for at least some children should be advanced by one year.

The opportunity for attendance at pre-kindergarten programs should be available to all children.

It is further recommended that schools examine their programs to see whether the program itself should be changed rather than advancing the chronological age for admission.

FIGURE 2.1—PROPORTION OF SCHOOL POPULATION WITH FOREIGN LANGUAGE BACKGROUND

![Proportion of School Population with Foreign Language Background](chart)

* Principals’ Survey, Questions 19-21
B. Organization for Instruction

Organization patterns of the total school and within each classroom are vital aspects of the reading program. Factors that relate to organization are: admission policy to kindergarten and Grade 1, early admission-retention policy, class size, total school organization, within-class grouping, and time devoted to the reading program.

ADMISSION POLICY

Eighty-eight per cent of the kindergarten teachers indicate that admission to kindergarten is based upon a single criterion: chronological age. Eight per cent of the kindergarten teachers say their school uses a combination of factors for entrance; namely, chronological age, readiness test results, maturity evaluation, and/or intelligence test results.

Sixty-eight per cent of the first-grade teachers state that chronological age is the only criterion for first-grade admission. Teacher judgment (coupled with chronological and/or other factors) is the basis for admission in 18% of the schools. Reading readiness tests are used in 8% of the schools as a criterion for admission to first grade.

Conclusion: Admission to kindergarten for the majority of children is based primarily upon chronological age. Chronological age is also the primary factor for admission to Grade 1. Multiple criteria tend to be used for first-grade entrance in only a small number of those schools having kindergarten programs.

If chronological age is to be the main criterion for admission to kindergarten and/or first grade, then the school program must be adjusted to make it appropriate for the variability of mental, anatomical, and social maturity of children. However, it is recommended that the use of chronological age as an exclusive criterion for admission to kindergarten and/or first grade be re-examined.

EARLY ADMISSION-RETENTION POLICY

Early admission policy (admission of children who are ready for school but have not attained entrance age) is practiced in 9% of the schools. In these instances, entrance is based upon the results of reading readiness, intelligence, and/or developmental test results.

Eighty-seven per cent of the kindergarten teachers say their schools have a retention policy in kindergarten. Seventeen per cent indicate that their schools have a transition class (a class for children not quite ready for first grade but not repeating kindergarten).

In schools with retention policies, 44% of the kindergarten teachers state they have from one to three “repeaters” in their present classes. In addition, 31% say their school has a retention policy, although no children are being retained during the current year.

The three characteristics that best describe children who are retained in kindergarten are: short attention span, social immaturity, and below-average readiness test scores. Other characteristics less frequently mentioned include: poor auditory and visual discrimination ability, young chronological age, below-average intelligence, little or no motivation, and poor speech patterns.

The teachers feel that the most important factor in determining readiness for Grade 1 is kindergarten teacher judgment. Ninety-one per cent of the respondents indicate teacher judgment as “very important” or “important.” Some importance is placed upon social maturity, reading readiness test results, chronological age, and language ability (vocabulary and sentence length). The least important factors are attendance records in kindergarten and intelligence test scores.

There appears to be a contradiction in the fact that chronological age is rated low by teachers as a factor in determining readiness for Grade 1 and yet the majority of schools use chronological age as the single admission criterion.

It should be noted that the statutes in all New England states mandate minimum and maximum entrance age. This factor plus the money and personnel that would be necessary for the implementation of a testing program at the pre-school level tend to discourage school systems from instituting flexible admission policies.

Conclusion: Retention in kindergarten appears to be the most common method for providing for children not ready for first grade.

If retention is to be a policy, then retention must be accompanied by an adjustment in and not mere repetition of the reading program of the retained child. The policy of retention should be re-examined.
CLASS SIZE

Eighty-three per cent of the schools have two half-day kindergarten sessions each day. Class size of 21-25 pupils is found in 36%. Sixteen per cent of the kindergarten classes have more than 30 pupils.

Fewer than 26 pupils are reportedly enrolled in 48% of the first-grade classes and 26-30 children are in 37% of the classrooms. Thirty-eight per cent of the fourth-grade teachers indicate class size of fewer than 26 children and a similar percentage report 26-30 children are enrolled in their classroom. Twenty-two per cent of the fourth-grade teachers report class size of 31 children or more.

Sixty per cent of the teachers at the kindergarten, first-, and fourth-grade levels are of the opinion that their efficiency would be increased if the number of children assigned to their classrooms decreased. (Other choices teachers made among factors that might increase their efficiency were: assignment of a teacher-aide, more time allowable for reading instruction, more homogeneous grouping of children, and availability of more equipment and/or materials.)

Conclusion: Class size tends to increase as the grade level increases. Teachers regard class size as a vital factor in determining teaching efficiency.

*It is recommended that schools establish

TOTAL SCHOOL ORGANIZATION

Forty-eight per cent of the schools in the study contained
13 or more classrooms. Only 14% of the schools contained one to four rooms.

Principals of elementary schools indicate that the self-contained classroom (73% of the first- to third-grade level and 53% at the fourth- to sixth-grade level) is the most-used organizational plan. With the decrease in self-contained classrooms in the intermediate grades comes an increase in departmentalization (14%) and within-grade grouping (14%). Nongraded and cross-grade grouping (Joplin) plans appear in few schools.

In schools where classrooms are self-contained, 24% of the principals describe their organization as homogeneous, 40% use heterogeneous grouping, and 34% make some effort to control the broad range. Forty-six per cent of the first-grade teachers and 39% of the fourth-grade teachers describe the reading instructional needs of children in their classes as “very broad.” Only 5% of the first-grade teachers and 8% of the fourth-grade teachers describe the reading instructional needs of children in their classrooms as “very narrow.” In Grade 1, 40% of the teachers indicate that children are assigned randomly from kindergarten populations and 24% indicate the random assignment of the total populations where there is no kindergarten. Twenty per cent of the teachers indicate that children are grouped homogeneously from the kindergarten population.

Conclusion: Schools tend to organize children in graded, self-contained classrooms. Regardless of the grouping practices in the school, the reading instructional needs of many classroom groups are very broad.

It is recommended that school administrators and teachers examine the effectiveness of school grouping procedures in meeting the reading needs of children. It is further recommended that special provision be made to help teachers cope with the broad range of reading instructional needs (use of different kinds of classroom staffing, use of new materials and methods, etc.).

WITHIN-CLASS GROUPING

Sixty-nine per cent of the first-grade and 67% of the fourth-grade teachers indicate that grouping for basic instruction in reading within the classroom is on the basis of general instructional level. Twenty-two per cent of the teachers group children on the basis of specific skills. Individualized instruction is used by 4% of the first- and fourth-grade teachers.

In determining the instructional level of children in the first grade, the four most commonly used factors were: previous book completed (79%), skills tests (78%), basal reader tests (73%) and informal reading inventories (70%). Forty-four per cent of the first-grade teachers use basal reader tests and 40% use previous book completed “almost always” when determining instructional level. In determining the instructional level at the fourth-grade level, teachers rely on a variety of tests and practices; namely, individual reading tests, standardized tests, previous book completed, basal reader tests, and skill tests.

The opinion of first- and fourth-grade teachers indicates that the two most reliable instruments for grouping are individual reading tests and skills tests. There is an apparent disparity between the teachers’ opinion of what should be used and the instruments they actually use to determine instructional levels. The study did not
delve into the causes for this difference.

Conclusion: The individual differences of children seem to be most frequently met through instruction in small, within-class groups based on general instructional level. Specific-skill grouping occurs in a small number of classrooms and the incidence of individualized grouping practices is negligible.

Individual reading tests are judged to be the most reliable instruments for determining instructional level. However, in actual practice, a variety of tests are used to determine instructional level.

It is recommended that the grouping plans for reading instruction be based not only on the general instructional level indicated by an informal reading inventory, but also on tests of specific skills.

TIME FOR READING INSTRUCTION

Eighty-six per cent of the kindergarten sessions are between two and three hours in length. Eleven per cent have sessions longer than three hours. The actual time devoted to reading readiness activities or the actual teaching of reading in kindergarten was not determined by this study.

First-grade teachers indicate they generally have two instructional periods a day for reading. Forty-three per cent of the teachers have two hours in the morning and one hour in the afternoon on reading instruction. The next most common pattern finds 32% of the teachers spending one hour in the morning and one hour in the afternoon. Forty-nine per cent of the teachers devote 11-15 hours per week to reading instruction; 35% spend 6-10 hours per week.

At the fourth-grade level, 56% of the respondents indicate they spend 6-10 hours per week in reading instruction; 36% spend five hours or less. The decrease in instructional time at the fourth-grade level as compared to that at the first-grade level becomes significant because the decrease is not accompanied by an increase in time in other aspects of the total reading program. For example, a very small portion of time is devoted to teaching skills in content areas and to independent reading activities at the fourth-grade level.

Conclusion: As grade level increases, time devoted to reading decreases.

It is recommended that school personnel plan time allotments to permit adequate attention to all major aspects of the reading program: skills program, reading in the content areas (including literature), and independent reading. As instructional time in the basic skills program tends to decrease, the time devoted to teaching reading in content areas and to independent reading should increase.

C. Curriculum and Evaluation

The broad spectrum of the reading curriculum will be considered in terms of the developmental program, the remedial/corrective program, and evaluation of materials and practices.

DEVELOPMENTAL READING PROGRAM

The developmental reading program is defined as a specific, organized, sequential program for the development of pupils' reading skills and interests. The program should involve all pupils at any grade level.

Seventy-three per cent of the principals report that the manual accompanying the basal reader is the basis for the reading program. Twenty per cent use a guide developed within the system as the basis for the reading program. Twenty per cent use a guide developed within the system as the basis for the reading program.

Kindergarten program. The developmental reading program at the kindergarten level consists mainly of readiness activities, both informal and formal. Eighty per cent of the teachers state that all children are involved in informal readiness activities related to reading. Sixty-two per cent also use published reading readiness materials with all children.

Reading per se is taught to all children in 5% of the classes, to most children in 6%, and to some children in 21% of the classes.

Kindergarten teachers were asked to rate four needs of children in terms of their observation of their own pupils' needs. The percentage of teachers who rated each of the following needs as important are: need for developing good listening skills (55%), need for developing ability to follow directions (20%), need for developing oral language patterns (15%), and the need for learning to work and play with other children (8%).

In terms of skill development, the typical kindergarten
teacher gives much emphasis to the development of visual and auditory discrimination. Some to much emphasis is given to the development of the ability to maintain attention, improve motor abilities related to reading, and learn letter forms. The least amount of emphasis is directed toward the development of a sight vocabulary.

The activities that teachers emphasize in order to develop skills and meet the needs of children are: listening to stories, discussing pictures, developing vocabulary, and playing listening games. Least emphasis is placed on developing language-experience stories.

Conclusion: Kindergarten programs tend to be oriented toward the development of reading readiness in an informal rather than a formal setting. A very small segment of the kindergarten population is taught reading during the kindergarten year.

It is recommended that appropriate reading activities be initiated for those children who are already reading and for those who appear to be ready to begin reading, and that the kindergarten program be adjusted according to each child's strengths and weaknesses as revealed by an appraisal of readiness.

First-grade Developmental Program. Before analyzing the first-grade developmental reading program, it may be well to describe the abilities of children at this level. Fifty per cent of the teachers indicated that no children in their room were able to read at the beginning of the school year. Forty-eight per cent of the teachers stated that at least some children were already able to read at the beginning of the school year.
Five per cent of the first-grade teachers responded that all children and 32% indicated that most of their children were ready to start reading at the beginning of the school year, and 48% said some children were ready to start reading. However, 31% of the first-grade teachers said that all or most children were in need of informal activities, and 41% pointed out that all or most children needed formal readiness training at the beginning of the year. The formal readiness activities listed in the questionnaire were all responded to with the indication that they received much emphasis. The activities included: sound-letter relationships, auditory and visual discrimination, and skills such as left-to-right progression, letter names, and a beginning sight vocabulary.

### FIGURE 2.7—TIME DEVOTED TO INFORMAL READINESS ACTIVITIES IN GRADE 1

<table>
<thead>
<tr>
<th></th>
<th>Above-Average Pupils</th>
<th>Average Pupils</th>
<th>Below-Average Pupils</th>
</tr>
</thead>
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<tr>
<td>9 or more weeks</td>
<td>40%</td>
<td>30%</td>
<td>40%</td>
</tr>
<tr>
<td>5-8 weeks</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>1-4 weeks</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Less than 1 week</td>
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<td>20%</td>
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</tbody>
</table>

*First-grade Teachers' Survey, Questions 70-72

While it appears that kindergarten teachers differentiate their program to some extent, an analysis of responses (see Figure 2.7) seems to indicate that programs in the first grade are not widely differentiated. For example, 48% of the first-grade teachers spend one to four weeks, 8% spend five to eight weeks, and 6% spend nine or more weeks on informal activities with above-average children. This type of program occurs with above-average children in 62% of the classes despite the fact that all or most children are able to read or are ready to begin reading at the beginning of the first grade in 39% of the classrooms. Also, the analysis of data for average children and below-average children shows no difference from the program offered above-average children—except that longer periods of time are devoted to informal reading readiness activities.

Once reading instruction is begun at the first-grade level, the word recognition program consists of much emphasis on phonics (94% of the teachers indicate much emphasis) and context clues (58% indicate much emphasis). Configuration (39% of the teachers say much and 42% say some emphasis), and structural clues such as compound words and inflectional endings (36% much and 46% some emphasis), receive a fairly heavy amount of attention in the development of word recognition skills. The least used approaches are kinesthetic and dictionary use.

Within the basic skills phase of the reading program, the introduction of new words and the building of background for stories in the texts receive much attention in 81% of the classrooms. Oral reading receives the next largest amount of attention, followed by development of word pronunciation and word-meaning skills. Teachers indicate that at least some attention is given to other aspects of the basic skills program; namely, silent reading, developing purpose for reading, and developing literal and higher comprehension skills. If there is any particular area of dissatisfaction because of time or material limitations, it would be in developing literal and higher comprehension skills.

With respect to time devoted to the total reading program, 43% of the first-grade teachers spend 47 hours per week on the basic skills phase. Sixty-four per cent spend less than one hour per week on library activities; 55% spend 1-3 hours per week on the independent reading program. Forty-seven per cent spend 1-3 hours per week on enrichment activities, and 44% spend less than one hour per week.

**Conclusion:** First-grade teachers tend to take all children through an informal and then a formal readiness program regardless of a child's ability to read or readiness to read.

Of the items surveyed in this questionnaire, the only differentiation of first-grade programs for children of differing abilities appears to be in terms of duration of programs rather than materials or activities.

The basic skills program receives the largest amount of time within the total reading program at the first-grade level. A relatively small portion of time is distributed...
among independent reading, enrichment, and library activities.

**Fourth-grade developmental programs.** At this intermediate grade level, the basic skills phase of the program receives most of the attention, whether it is taught by the 58% of the teachers who devote 4-7 hours per week to this phase or by the 31% who spend 1-3 hours per week in the basic skills program.

Fifty-seven per cent of the fourth-grade teachers spend 1-3 hours per week on reading skills in content areas, and 63% spend 1-3 hours per week on independent reading activities. Fifty-six per cent of the teachers spend less than one hour per week on library activities, and 50% spend less than one hour per week on enrichment activities.

In the basic skills program all aspects of reading that were surveyed received much or some attention in the majority of cases. Most emphasis is given to silent reading, developing word meaning, and introducing new words. Oral reading and speed development receive the least amount of attention. The use of structural clues, phonics, and context receive much attention in the word recognition programs of most fourth-grade teachers. The procedures for teaching word recognition that receive little use are configuration, kinesthetic, and linguistic.

In the survey, teachers were asked to give their opinion regarding the adequacy of their skills program. Seventy-one per cent report that, because of factors beyond their control, inadequate attention is given to speed development, and 54% feel that inadequate attention is given to the development of literal and higher comprehension skills.

Locational skills (alphabetical order, table of contents, and index) receive much attention in the study skills programs of 69% of the teachers. Approximately half of the teachers surveyed give some attention to organizational critical reading, retention, and descriptive skills (use of maps, charts, and graphs).

Forty-nine per cent of the teachers indicate some emphasis is given to browsing and selecting books (in both the classroom and central school library), reading and reporting on books, and researching and writing reports that relate to curriculum areas. Twenty-seven per cent give much emphasis to reading selected books independently, and 22% to browsing and selecting books. Twenty per cent of the fourth-grade teachers give little emphasis to doing research related to curriculum areas.

Conclusion: Fourth-grade teachers spend most of the time in reading instruction on the basic skills phase, and give relatively little time to library and enrichment activities.

The study skills program at the fourth-grade level exhibits heavy emphasis on locational skills and much less consideration to other study-type skills; i.e., organizational and critical reading, retention, and descriptive skills (use of maps, charts, and graphs).

It is recommended that all schools develop a program for all children, with strong emphasis on critical and interpretive reading skills.

It is further recommended that a balanced program in the study skills be developed.

**REMEDIAL/CORRECTIVE PROGRAM**

The remedial/corrective program is defined as a specialized program designed to help disabled readers, whose handicaps have been systematically diagnosed, to overcome their handicaps and achieve within the limits of their potential. Such a program may be taught to groups or to individual pupils.

Although a strong developmental program may decrease
the need for remedial/corrective programs, it is doubtful if it would ever completely eliminate this need. Problems within the child or his socio-cultural environment may cause reading difficulties.

Eighty-one per cent of the kindergarten and 59% of the first-grade teachers could not refer children for remedial/corrective instruction. However, only 28% of the fourth-grade teachers could not refer children for remedial/corrective work. Hence, teachers at the fourth-grade level have a greater opportunity to refer children than kindergarten or first-grade teachers. These figures represent, to some degree, a traditional pattern in that the prevailing thought for many years has been to postpone remedial work until the child reaches the intermediate grades.

The most common procedure for providing short-term help at the kindergarten and first-grade level is for classroom teachers to provide such help before or after school. Fifty-seven per cent of the fourth-grade teachers indicate that a remedial teacher is available almost always or at least some of the time for short-term help. However, 52% also say that they, the classroom teachers, provide help either before or after school.

Principals' responses reveal that 53% of the schools do not have the services of a reading consultant. Of the schools that do have consultant services, 22% have services less than one day per week.

The teacher load or pupil load of the reading specialist is important when attempting to determine his effectiveness. In 62% of the schools no consultant is available. In the 36% of the schools where consultants are available, the ratio of teachers to consultants is less than 20:1 in approximately one-half of these schools. In the 82% of the schools where remedial teachers are available, the case load in most situations is between 21 and 50 pupils per reading teacher.

In general, the data indicate that consultants are not directly responsible to any one particular administrative officer more than another. There is a fairly even distribution of responses revealing that the consultant is responsible to the supervisor, principal, or superintendent depending upon the structure of the individual school system. Reading teachers are generally responsible to the principal (38% of the cases) or to the supervisor (18% of the cases).

The lack of consultant and/or reading teacher assistance is evident in kindergarten and first grade; such assistance simply isn't available in the vast majority of schools. At the fourth-grade level, 40% of the teachers say they would have referred five to eight children during the year if unlimited facilities and staff were available. Only 16% of the fourth-grade teachers say that five or more children had been accepted for remedial work during the past year. Once a child is referred, the pattern in most cases finds the remedial teacher doing the diagnosis and the classroom teacher continuing to work with the child concurrently with remedial work being performed by the remedial reading teacher. Most reading teachers use special materials that are not found in the classroom almost always or at least some of the time. Also, the reading teacher generally informs the classroom teacher of each child's progress.

In diagnosing reading difficulties of children, classroom teachers use specific skills tests most frequently. Forty-eight per cent of the kindergarten, 64% of the first- and 53% of the fourth-grade teachers use tests evaluating specific reading skills. Individual reading inventories are used by 50% of the first- and 48% of the fourth-grade teachers.
Classroom teachers’ responses indicate that reading consultants and specialists use the following types of tests when diagnosing reading difficulties of children: audiometric, visual screening, perceptual, emotional, physical, and speech. Classroom teachers also report that many of the tests are administered with greater frequency by “other” specialists. For example, 17% of the classroom teachers report that their reading specialist uses an audiometric test, while 27% of the teachers report the administration of the hearing test by “other” personnel. Teachers report, too, the infrequent use of certain diagnostic tests. In 44% of the schools, audiometric and visual screening tests are not available. Perceptual, emotional, and/or physical tests and speech tests are not available in 36% of the schools.

Conclusion: Kindergarten and first-grade teachers are generally unable to refer children for remedial/corrective work. Whatever remedial or corrective work is performed at these grade levels is generally performed by the classroom teacher before or after school hours.

It is recommended that every school have access to diagnostic services and a program of corrective help with emphasis on early identification.

FIGURE 2.10-USE OF STANDARDIZED READING TESTS

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Schools</td>
<td>2,393*</td>
<td>6,355**</td>
<td>5,509**</td>
</tr>
</tbody>
</table>

*Kindergarten Teachers’ Survey, Question 43
**First-grade Teachers’ Survey, Question 43
***Fourth-grade Teachers’ Survey, Question 43

STANDARDIZED TESTING

The results of the survey indicate that standardized tests are used in the vast majority of schools. Seventy-eight per cent of the kindergarten teachers say that a standardized reading readiness test is used at that level. Also administered during the kindergarten year are intelligence tests (21%) and developmental tests (14%). Eighty-four per cent of the first-grade teachers and 91% of the fourth-grade teachers use standardized reading tests at their respective levels. Teachers at all grade levels almost always administer, score, and interpret tests—very few (6%) select them.

Conclusion: The vast majority of schools use a standardized test as part of the evaluation of programs. Most teachers administer, score, and interpret tests but few have a voice in selecting them.

It is recommended that the planning of the testing program and selection of standardized tests be a cooperative venture of school personnel.

D. Materials, Facilities, Expenditures

The basal reader is the most used type of material in reading instruction in Grades 1 and 4. Ninety-five per cent of the principals indicate that basal readers are used as a basis for the reading programs in their respective schools.

The data indicate that 77% of the first-grade teachers supplement the basal reader with intensive phonics materials. Teacher-made materials also receive much use. The least used materials at the first-grade level include programmed material, periodicals, newspapers, and multilevel instructional kits.

At the fourth-grade level, basal readers are used most often, and workbooks and trade books are next in order of frequency. Teacher-made materials and supplementary materials also receive frequent use in the instructional program.

Teacher responses indicate that basal reader manuals and workbooks receive much emphasis in the teaching of study skills at the fourth-grade level. Teacher-made skill material, content-area textbooks, and multilevel skill-building kits receive some attention. When considering the use of resources other than texts in content areas, teacher-pupil discussion and the use of pictures are the two most used mediums at both the first-
FIGURE 2.11—USE OF INSTRUCTIONAL MATERIALS

<table>
<thead>
<tr>
<th>GRADE 1</th>
<th>Basal readers</th>
<th>Commercial workbook</th>
<th>Teacher-made material</th>
<th>Intensive phonics material</th>
<th>Supplementary basal readers</th>
<th>Trade books</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 4</td>
<td>Basal readers</td>
<td>Commercial workbook</td>
<td>Teacher-made material</td>
<td>Intensive phonics material</td>
<td>Supplementary basal readers</td>
<td>Trade books</td>
</tr>
</tbody>
</table>

*First-grade Teachers' Survey, Questions 120-125 (Much responses only)  **Fourth-grade Teachers' Survey, Questions 114-119 (Much responses only)

fourth-grade levels. Field trips and films or filmstrips are the least used resources in content-area development.

The particular piece of equipment that receives the most use in teaching reading at the kindergarten and first-grade level is the record player. The least used at these levels are the film projector, tape recorder, and overhead projector. At the fourth-grade level, all types of equipment are used at least some of the time. Listening stations and teaching machines are generally unavailable in most schools.

Conclusion: Basal readers accompanied by workbooks comprise the major vehicle for teaching reading. Supplementary intensive phonics programs in Grade 1 and trade books in Grade 4 are also widely used.

It is recommended that materials such as trade books, newspapers, magazines, and audio-visual media be given a more prominent role in the reading program.

FACILITIES
It is through library books that children discover the thrill of reading, and it is through reading these books that children practice the skills taught in the instructional phase. Sixty-two per cent of the elementary schools have a central library. Library books are also housed in 68% of the classrooms. In addition to the central and classroom libraries, a public library is easily accessible to children in 65% of the schools.

Within these schools, the children have a ratio of 1-5 books per child in 41% of the schools, 6-10 books per child in 34% of the schools, and 11-20 books per child in 14% of the schools.

Thirty-two per cent of the schools contain libraries staffed part-time by an adult. Twenty-seven per cent of the schools have a part-time librarian. Only 17% of the central school libraries are staffed full-time.

In 64% of the schools, individuals or small groups of children are permitted to use the library during school hours. Approximately the same percentage of schools have part-time or full-time librarians. From these data it appears that the use of the central library is generally dependent upon staffing.

Conclusion: Library facilities are inadequate for most children, and the staffing of them appears to be part-time in most cases. The number of books in the majority of central libraries is well below the number recommended in American Library Association standards.
It is recommended that a central library be established in every elementary school with the minimum number of volumes and adequate staff as recommended by the American Library Association.

EXPENDITURES
Forty-one per cent of the schools expend $2.00-3.99 per pupil for materials and equipment specifically related to reading. Fifteen per cent of the schools spend $6.00 or more per pupil. (Note: These expenditures do not include funds expended for library books and content subject materials.)

Most principals give higher priority to needs other than acquisition of material. When asked: “Assuming adequate budget, which of the following would you do first to improve and/or extend your present program?” the three most frequent responses were: hire remedial teachers (38%), give classroom teachers released time (26%), and hire reading consultants (25%). Only 9% of the principals indicated they would purchase more material. The preference appears to be toward personnel rather than materials.

E. Personnel and Training
Teachers at the kindergarten, first-, and fourth-grade levels have a fairly even distribution of years of teaching experience. The largest percentage of teachers (24% of kindergarten and first-grade teachers and 25% of fourth-grade teachers) have more than 20 years of experience. Seventeen per cent of the kindergarten teachers and 21% of first- and fourth-grade teachers have less than three years of experience.

Fifty-one per cent of teachers at the kindergarten level, 54% at the first- and 64% at the fourth-grade level have six or fewer years of experience at their respective, present grade levels. At the other end of the scale, 26% of the kindergarten, 26% of the first- and 17% of the fourth-grade teachers have had 13 or more years of experience at their present grade levels. These data suggest that there may be a fairly high degree of reassignment of teachers to different grade levels from time to time. The trend favors teachers remaining at lower grade levels for longer periods of time than at the intermediate grade levels.

Fifty-nine per cent of the kindergarten, 74% of the first- and 70% of the fourth-grade teachers have had at least one reading course in the past six years. The majority of teachers who took a reading course within the past three years rated the course very good or good.

In-service programs of one-day duration (or equivalent) were rated very good or good by the majority of teachers who participated within the past three years. Teachers rated the in-service programs conducted by the state department, professional organization and/or college or university as more effective than those programs conducted by local personnel or by a commercial enterprise. In-service programs were funded more frequently through use of local funds (78% of the time) as compared with federal funds (17% of the time).

All things considered, the teachers indicate that the greatest influence upon them has been the help given by an experienced colleague. Forty-seven per cent of the kindergarten, 52% of the first- and 45% of the fourth-grade teachers indicate that an experienced colleague was a very valuable source of help. Also highly rated was aid given by the local supervisor or consultant.
The results of the secondary school survey are reported in terms of total school responses. Teachers responsible for teaching reading in a school were directed to complete one questionnaire, as a group, for each school. Teachers were surveyed at two grade levels, the seventh and the tenth. The seventh-grade study represents 559 schools and approximately 1,200 teachers. The tenth-grade study represents 296 schools and approximately 600 teachers.

This chapter consists of three parts: conclusions and recommendations based on the data obtained from the seventh-grade survey; conclusions and recommendations based on the data obtained from the tenth-grade survey; and an analysis of the major similarities and differences between the seventh- and tenth-grade findings.

A. Seventh-grade Survey

This section presents data obtained from the seventh-grade questionnaire. It describes the schools surveyed, the developmental reading program, the remedial reading program, materials used in reading programs, library facilities, and teachers’ background.

DESCRIPTION OF SCHOOLS SURVEYED

The 559 schools reporting are located in five of the New England states: Connecticut (178), Maine (145), Massachusetts (188), New Hampshire (33) and Rhode Island (15). Vermont did not participate in the secondary school survey.

Eighty-four per cent of the schools surveyed contain 800 or fewer seventh-grade pupils, and 14% have more than 300 pupils assigned to the seventh grade.

In 35% of the schools, most of the student population comes from rural areas. In 34% most reside in suburban areas, and in 22% the majority dwell in urban areas. Thirty-six per cent of the schools have pupils mainly from average-income homes, while in 17% of the schools the students come mainly from homes with below-average income, and in 16% from homes with above-average income. An additional 29% of the schools surveyed draw their pupils mainly from homes with a wide range of income.

In 47% of the schools reporting, the majority of students’ parents have a high school diploma. In another 29% of the schools, the majority of the parents have some education beyond high school. Fifteen per cent report that most of the students’ parents have less than a high school diploma, while in 7% of the schools the majority of students have parents who have been graduated from college.

Forty-nine per cent of the schools report the existence of a specific reading program for the college-bound student. Forty-five per cent say they have special reading programs for physically, emotionally, perceptually, neurologically or mentally handicapped students. Forty-two per cent indicate they have programs for gifted or superior students. The culturally disadvantaged student will find a specific program designed for him in 37% of the schools, and the bilingual or non-English-speaking pupil will find a specific program designed for him in 17% of the schools.

A FIGURE 3.1: AVAILABILITY OF READING PROGRAMS FOR SPECIAL STUDENTS IN GRADE 7

10% 20% 30% 40% 50% 60% 70% 80% 90%

College-bound
Handicapped
Academically gifted
Culturally disadvantaged
Bilingual or non-English speaking

Conclusion: The majority of responding schools are concentrated in three states: Connecticut, Maine, and Massachusetts. There is a wide distribution among those schools in terms of school size, residential area, family income and education of parents.

Fewer than 50% of the schools have special programs to meet the needs of college-bound, academically-gifted or handicapped pupils.

It is recommended that every school develop and/or maintain several kinds of reading programs designed to meet the educational needs of all of its pupils and closely coordinated with corresponding programs in the elementary schools.
DEVELOPMENTAL READING PROGRAM

For purposes of this survey the developmental reading program was defined as a specific, organized, sequential program aimed at the development of pupils' reading skills and interests.

In 41% of the schools, the developmental program is based on a curriculum guide that was written or revised since 1960. The remaining schools either do not have a written guide or have one that has not been revised since 1960.

Sixty per cent of the schools report that no consultant or supervisor is available. In 20% of the schools a consultant is available one or more days per week, and in 17% a consultant is available for varying amounts of time.

Forty-six per cent of the schools provide all or most seventh graders with developmental reading instruction in separate reading classes; 30% in English classes; and 11% in other content-area classes. In 20% of the schools there is no developmental reading instruction in separate classes; 46% report no reading instruction in their English classes, and 69% have no instruction in other content-area classes. Table 3.1 contains a complete analysis of schools providing developmental reading classes.

Thirty-one per cent of the schools have four or more class periods per week in reading for the “typical” student. Sixteen per cent of the schools have three periods per week, and 22% have two periods per week.

Conclusion: The majority of reading programs are not based on an up-to-date curriculum guide.

It is recommended that curriculum guides be developed or revised so that an up-to-date document will form a basis for school reading programs.

REMEDIAL READING PROGRAM

For the purposes of this survey, remedial reading is defined as a specialized program designed to help disabled readers, whose handicaps have been systematically diagnosed, to overcome their handicaps and achieve within the limits of their potential. Sixty-three per cent of the schools report a remedial/corrective program for seventh-grade pupils. In 39% of the schools, 1-10% of the students receive remedial instruction. In 20% of the schools, 11-25% of the population receive remedial help. In 6% of the schools, more than one-fourth of the students are in the remedial/corrective program.

Remedial students in 29% of the schools receive instruction for a varied number of periods per week, depending upon individual needs. In 32% of the schools, three or more periods per week are devoted to remedial instruction for students in the program. Pupils in 17% of the schools have two periods per week, and in 8% they have only one period per week for remedial instruction.

Forty-seven per cent of the schools have one teacher, 8% have two, and 6% have three or more teachers at the seventh grade level who teach remedial reading. A substantial number of these teachers, it would appear, are not teaching reading as their major assignment. Thirty-two per cent of the schools have one reading teacher and 6% have two or more reading teachers devoting more than half their time to the remedial/corrective program. Fifty-nine per cent of the schools report no teachers devoting more than half-time to the remedial/corrective...
program.

Conclusion: In more than one-third of the schools no remedial/corrective instruction is available at the seventh-grade level.

FIGURE 3.2-PERCENTAGE OF SEVENTH-GRADE PUPILS RECEIVING REMEDIAL/CORRECTIVE INSTRUCTION

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 25%</td>
<td>10%</td>
</tr>
<tr>
<td>11%-25%</td>
<td>20%</td>
</tr>
<tr>
<td>1%-10%</td>
<td>30%</td>
</tr>
<tr>
<td>None</td>
<td>40%</td>
</tr>
</tbody>
</table>

N (Gr. 7) = 544*

*Seventh-grade Teachers' Survey, Question 42

It is highly improbable that the schools that have no remedial/corrective program have no pupils who experience reading difficulty. It is recommended that all schools establish and maintain remedial/corrective programs to meet the needs of pupils with reading handicaps.

Conclusion: Although almost two-thirds of the schools report they conduct remedial/corrective programs, the size of the staff for such programs appears inadequate.

It is recommended that remedial/corrective programs be adequately staffed with qualified reading personnel.

MATERIALS USED IN READING PROGRAMS

Reading teachers use a wide variety of materials in the developmental reading programs at the seventh-grade level. Reading texts and workbooks receive frequent or very frequent use in 80% of the schools, and library books receive frequent or very frequent use in 66% of the schools. Kits or boxed materials are used frequently or very frequently in 51% of the schools. Among the least used materials in developmental reading programs are audio-visual materials and such reading machines as tachistoscopes and pacers.

A wide variety of materials are also used in the remedial/corrective programs. Reading texts and workbooks are used frequently or very frequently in 61% of the schools. Kits or boxed materials receive frequent or very frequent use in 48% of the schools. In remedial/corrective programs, the least used materials are periodicals and pamphlets.

LIBRARY FACILITIES

A central library is available in 79% of the schools surveyed. In 30% of these schools, the central library is available to students during the full school day and out-of-school hours as well, while 26% of the schools have the central library available throughout the school day only. Seventeen per cent make the library available after school hours only or for only part of the school day.

Full-time librarians staff the libraries in 52% of the schools. In 78% of these schools instructional periods are devoted to the teaching of library skills, such as locational skills and use of the card catalog.

In more than half of these schools the approximate number of library books available per student is fewer than 10. This would mean that, in schools with approximately 100 pupils in grade 7, there are fewer than 1,000 books available. In 17% of these schools, 20 or more books are available per pupil.

Conclusion: School libraries are available to the majority of seventh-grade students. The number of books available in most school libraries appears to be inadequate to meet the reading needs of pupils.

It is recommended that school libraries be available to every seventh-grade student, and that they meet the 1968 minimum standards of the American Library Association.
READING TEACHER EXPERIENCE AND TRAINING

Thirty-three per cent of the schools have one teacher who has had one or two years of experience teaching, and the same percentage of schools have one teacher who has had five or more years experience teaching reading. Two or more teachers with one or two years experience teaching reading are in 36% of the schools, and two or more teachers with five or more years of such experience are in 26% of the schools.

Generally, content-area teachers do not have assignments teaching reading. Sixteen per cent of the schools have one content teacher with one or two years of experience teaching reading, and 19% have two or more teachers with one or two years of such experience. Eleven per cent of the schools have one content-area teacher with five or more years of experience teaching reading, and 16% report two or more teachers have five or more years of such experience.

Forty-seven per cent of the schools have one teacher who has three or more college credits in developmental reading, 44% have one teacher with three or more credits in remedial/corrective reading, and 45% have one teacher with three or more credits in children's or young adult literature. Thirty-two per cent of the schools have two or more teachers with three or more credits in developmental reading, 18% have two or more teachers with three or more credits in remedial/corrective reading, and 24% have two or more teachers with three or more credits in children's or young adult literature.

During the 1967-68 academic year, 45% of the schools surveyed had no seventh-grade teacher taking a college course in the teaching of reading, 82% had no one participating in State Department of Education programs, 61% had no one participating in locally sponsored workshops, and 82% had no one participating in publishers' workshops. In at least 68% of those schools, however, one or more individuals would like to participate in a college course or State Department-sponsored program.

Teachers, in terms of content of in-service programs, desire help in teaching such reading skills as study skills, word analysis, and development of speed. Eighty-two per cent of the schools indicate that one or more teachers would like such a program. Diagnosing reading problems and organizing reading programs are also topics most teachers would like to study. Also, 70% of the schools report that one or more teachers would like an in-service program on emotional, social, perceptual, or intellectual factors and how they affect reading.

Conclusion: Of the total number of seventh-grade respondents (approximately 1,000 reading teachers), less than one-third have three or more credits in teaching reading.

Reading personnel participation in in-service programs during the 1967-68 academic year was very limited; yet very large numbers of teachers express a desire to participate in in-service programs.

It is recommended that the minimal amount of training for any individual engaged in teaching reading be one course in each of the following areas: developmental, remedial, children's or young adult literature.

It is also recommended that individuals engaged in teaching reading who have these minimal qualifications be encouraged to work toward the New England Reading Association and International Reading Association standards.

Further, it is recommended that more state and local in-service programs be offered to meet the expressed needs of reading personnel.

B. Tenth-grade Survey

This section presents data obtained from the tenth-grade questionnaire. It describes the schools surveyed, the developmental reading program, the remedial reading program, materials used in reading programs, library facilities, and teachers' background.

DESCRIPTION OF SCHOOLS SURVEYED

The 296 schools reporting are located in five of the New England states: Connecticut (78), Maine (56), Massachusetts (129), New Hampshire (25), and Rhode Island (8). Vermont did not participate in the secondary school survey.

Seventy-two per cent of the schools surveyed enroll 300 or fewer tenth-grade pupils; 25% have more than 300 pupils assigned to the tenth grade.

In 36% of these schools the majority of students come from suburban areas. In 29% they come mainly from
rural areas, and in 22% they come mainly from urban areas. The majority of pupils in 41% of these schools are from homes of average family income, while in 17% most pupils come mainly from homes with above-average income, and in 18% from below-average homes.

The parents of pupils in 48% of these schools may best be described as having received a high school education, and in 28% as having completed work beyond high school. Thirteen percent of the schools report that parents generally have less than a high school diploma, and 7% report that most parents have completed college work.

Seventy percent of these schools indicate they have a specific program to meet the needs of the college-bound students, and 50% have programs for academically-gifted or superior students. Forty-one percent of them have programs for physically, emotionally, perceptually, neurologically, or mentally handicapped students. Thirty-six percent of the schools have specific programs for culturally disadvantaged pupils, and 16% have programs for bilingual or non-English speaking students.

Conclusion: Eighty-nine percent of the schools reporting are located in Connecticut, Maine, and Massachusetts. On the basis of school size, residential area, family income, and parental educational level, there is a wide range represented within the group of responding schools. The majority of schools offer a special program for college-bound and superior students. Programs for culturally disadvantaged, physically, emotionally, perceptually, neurologically, or mentally handicapped students do not exist in most schools.

It is recommended that every school develop and/or maintain specific reading programs designed to meet the educational needs of all of its pupils.

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**FIGURE 3.4—AVAILABILITY OF READING PROGRAMS FOR SPECIAL STUDENTS IN GRADE 10**

<table>
<thead>
<tr>
<th></th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-bound</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Academically gifted</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Handicapped</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Culturally disadvantaged</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bilingual or non-English speaking</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

N (Gr. 10) = 291*

*Tenth-grade Teachers' Survey, Questions 10-14*
DEVELOPMENTAL READING PROGRAM

In this survey, the developmental reading program is defined as a specific, organized, sequential program for the development of pupils' reading skills and interests.

At the tenth-grade level, 36% of these schools have a developmental reading program based on a curriculum guide that was written or revised since 1960. The remaining schools either have no written guide or have one that has not been revised since 1960. Furthermore, 70% of the schools do not have a reading consultant available. In 12% of the schools a consultant is available one or more days per week. In 16% a consultant is available less than one day a week or is available on request for varying amounts of time.

Forty-seven per cent of the schools report that no program in developmental reading, taught in separate classes, is available for any tenth-grade student. But in 5% of the schools, most (85% or more) of the pupil population receives developmental reading instruction in separate classes. Forty-two per cent of the schools report that no developmental reading instruction is given in English classes, but in 26% of the schools most (85% or more) of the student population receives developmental reading instruction in English classes. In 73% of the schools, no developmental reading instruction is given in content-area classes other than English.

In 46% of the schools, one teacher teaches developmental reading at the tenth-grade level. There are two teachers who teach developmental reading in 10% of the schools, and three or more teachers in 12% of the schools. No one teaches developmental reading in 30% of the schools.

In 64% of the schools, no content-area teacher teaches reading as a regularly assigned part of his content-area teaching. In 58% of the schools, no one teaches developmental reading 50% or more of his time. In 35% of the schools, one person teaches developmental reading 50% or more of his time.

Developmental reading instruction in separate reading classes is taught for two periods per week in 20% of the schools, and three or more periods per week in 21% of the schools. In schools that have instruction in content-area classes, one class period a week is devoted to developmental reading in 14% of the schools, two periods per week in 8%, and three or more periods a week in 13% of the schools. The "typical" student in 51% of the schools receives no developmental reading instruction in separate classes, and in 62% of the schools he does not receive reading instruction in content-area classes.

Conclusion: Developmental reading instruction at the tenth-grade level is offered infrequently. When it is offered, it is most likely to appear as part of the instruction in English classes.

It is recommended that in all schools, even those that have separate reading classes, responsibility for the developmental reading program be shared by all content-area teachers.

Conclusion: Reading programs at the tenth-grade level generally lack reading consultant services.

It is recommended that in all schools the developmental reading program be supported by adequate consultative services.

REMEDIAL/CORRECTIVE READING PROGRAMS

Remedial reading is defined, for the purpose of this survey, as a specialized program designed to help disabled readers, whose handicaps have been systematically diagnosed, to overcome their handicaps and achieve within the limits of their potential. Fifty-five per cent of the schools report remedial/corrective programs at the tenth-grade level.

In 41% of the schools, 1-10% of the students receive remedial/corrective instruction, and in 17% of the schools 11-25% are in remedial programs. Generally, the pupils in such programs receive instruction two, three, four, or more periods per week. Thirty-five per cent of
the schools vary the number of instructional periods to meet the needs of individual pupils. In 46% of the schools, one remedial teacher is responsible for the remedial/corrective program at the tenth-grade level.

Conclusion: Remedial/corrective instruction is available in slightly more than half the schools at the tenth-grade level.

It is recommended that all schools establish and maintain remedial corrective programs to meet the needs of pupils with reading handicaps.

MATERIALS USED IN READING PROGRAMS
A wide variety of materials are used in the developmental reading program at the tenth-grade level. Reading texts or workbooks receive frequent or very frequent use in 57% of the schools. Content-area texts, library books, kits or boxed materials receive frequent or very frequent use in 45% of the schools. In 31% of the schools, periodicals and pamphlets are used infrequently. The least frequently used materials in developmental reading programs are reading machines, such as tachistoscopes and pacers.

Reading texts or workbooks receive frequent or very frequent use in the remedial/corrective programs in 53% of the schools. Kits or boxed materials receive frequent or very frequent use in 47% of the schools. The least used materials in remedial/corrective programs at the tenth-grade level are periodicals, pamphlets, and library books.

Conclusion: A wide variety of materials are used in both the developmental and remedial/corrective programs, with heaviest emphasis on reading texts and workbooks.

It is recommended that greater emphasis be given to materials, i.e., periodicals and pamphlets, which are more closely related to the current needs and interests of students.

LIBRARY FACILITIES
In 95% of the schools, a central school library is available. Sixty-one per cent of the schools make the library available during the full school day and out-of-school hours as well, while 29% of the schools make the library available throughout the full school day only.

Eighty per cent of these schools have one or more full-time librarians.

In 78% of these schools, instructional periods are devoted to the teaching of library skills, such as locational skills and the use of the card catalog.
There is a wide variation among schools with respect to the number of volumes contained in the school libraries. In 33% of the libraries, there is an average of 5-9 books available per student; in 28% there are 10-14 books available per student. At the extremes, 20 or more books per student are available in 16% of the schools, and 0-4 books per student are available in 10% of the school libraries.

Conclusion: School library facilities are available to tenth-grade students in the large majority of schools.

The number of books available in many libraries appears to be inadequate to meet the reading needs of students.

It is recommended that central school libraries be available to every tenth-grade student, and that they contain an adequate number of volumes as recommended by the 1968 Standards of the American Library Association.

READING TEACHER EXPERIENCE AND TRAINING

Thirty per cent of these schools have one teacher with one or two years of experience in teaching reading, and 35% have one teacher with five or more years of such experience. Schools with two or more persons teaching reading tend to have teachers with one or two years of experience in teaching reading rather than more experienced teachers. Among the relatively small number of content-area teachers who teach reading, 15% of the schools have one person, 9% have two, and 10% have three or more individuals with one or two years of experience in teaching reading. Smaller percentages of schools report content-area personnel with five or more years of experience in teaching reading.

In 45% of the schools one reading teacher has three or more college credits in developmental reading, and one reading teacher has three or more college credits in remedial/corrective reading. Thirty-four per cent of the schools report that none of the teachers has three or more credits in developmental reading. In 17% of the schools there are two or more reading teachers with three or more credits in developmental reading, and 15% of the schools have two or more reading teachers with three or more credits in remedial/corrective reading. In 38% of the schools, one teacher has three or more credits in children’s or young adult literature. In 57% of the schools, there are no content-area teachers who have college credits in developmental reading.

During the 1967-68 academic year, no teacher in 45% of the schools and one teacher in 38% of the schools participated in college or university reading courses. Seventy-eight per cent of the schools have no teacher who participated in State Department of Education programs. One or more teachers in 14% of the schools participated in such programs. Twenty-seven per cent of the schools had one or more teachers who participated in locally sponsored programs.

In 45% of the schools, one or more persons expressed an interest in college or university reading courses, or in State Department of Education or locally sponsored in-service programs. In more than 25% of the schools, no individual expressed an interest in participating in such in-service programs. It may be noted that these responses are from groups of teachers who have responsibility for the reading program.

Conclusion: Of the total number of tenth-grade respondents (approximately 500 reading teachers), slightly more than one-third have three or more credits in teaching reading.

Reading personnel participation in in-service programs during the 1967-68 academic year was slight. However, teachers in nearly half of the schools expressed a desire to participate in in-service programs.

It is recommended that the minimal amount of training for any individual engaged in teaching reading be one course in each of the following areas: developmental, remedial, children’s or young adult literature.

It is also recommended that individuals engaged in teaching reading who have these minimal qualifications be encouraged to work toward the New England Reading Association and International Reading Association standards.

Further, it is recommended that more state and local in-service programs be offered to meet the expressed needs of reading personnel.
C. Comparison of Programs and Practices at the Seventh- and Tenth-grade Levels

The population surveyed is essentially the same at the seventh- and tenth-grade levels. The tenth-grade study includes a few more schools in suburban areas and slightly fewer in rural areas. The tenth-grade classes also tend to be larger. For example, only 4% of the seventh grades but 15% of the tenth grades enrolled more than 400 pupils.

An almost identical number of schools at the two grade levels provide programs to meet the special needs of pupils. The one difference between the two levels lies in the provision of programs for the college-bound: only 49% of the schools provide such programs in grade seven while 70% provide them in grade ten.

Although reading consultants are not generally available at either level, they are even less frequently available at the tenth-grade level.

There is a marked decrease in developmental reading instruction in separate classes at the tenth-grade level. Whereas 43% of the schools give all seventh graders developmental reading instruction, only 4% of the schools provide all tenth graders such instruction in separate classes.

Developmental reading instruction in English classes is approximately the same at both grade levels. There is a slight decrease in reading instruction in other content-area classes at the tenth-grade level.

In schools that have developmental programs, the pattern at the seventh grade tends to be either four or more periods per week or two periods per week. At the tenth grade, almost half of the schools that offer a developmental program follow a two-period-per-week program. When contrasted with programs at the seventh-grade level, there is a marked decrease at the tenth-grade level in frequency of programs offered and in numbers of teachers.

Reading texts or workbooks for teaching reading skills appear to be the mainstay of the majority (80%) of the seventh-grade developmental programs. At the tenth-grade level, there is somewhat less dependence on reading texts and slightly increased use of reading machines and audio-visual materials.

There is a slight decrease in remedial/corrective programs from the seventh- to the tenth-grade levels (63% as contrasted with 55%). Approximately the same percentage of schools offer remedial/corrective instruction to 1-10% of their students, but far fewer tenth-grade programs give instruction to 11% or more of their student populations. The number of periods per week for remedial instruction is approximately the same at both levels, and there is a very slight decrease in the number of remedial teachers at the tenth-grade level.

Possibly the greatest difference between seventh- and tenth-grade programs occurs in library facilities. Tenth graders in 95% of the schools have access to central school libraries, and 61% of the schools make these libraries available during the full school day and out-of-school hours as well. In contrast, seventh graders in 79% of the schools have access to central school libraries, and 39% of the schools make these libraries available during the full school day and out-of-school hours as well. Eighty per cent of the libraries serving tenth graders are staffed by one or more full-time librarians, whereas only 52% of those serving seventh graders are so staffed.

Reading teachers at the seventh-grade level appear to be somewhat better prepared than tenth-grade reading teachers in terms of college credits in developmental reading. There is little or no difference between seventh- and tenth-grade reading teachers in terms of credits in remedial/corrective reading and children's or young adult literature.

Seventh-grade reading teachers have participated in more in-service programs than have tenth-grade teachers. Seventh-grade teachers also indicate somewhat more interest than tenth-grade teachers in participating in in-service programs if they become available.
For the purpose of this study, a consultant is defined as a person who spends 50% or more of his time supervising or consulting with teachers, or working with administrators on matters concerning the teaching of reading at some level, kindergarten through grade 12. A total of 124 consultants responded to the questionnaire. Fifty-three per cent of these are in Connecticut, 29% in Massachusetts, 12% in Maine, 3% in New Hampshire, and 3% in Rhode Island. Vermont did not participate in the consultant survey.

Twenty-five per cent of the consultants are full-time supervisors. Twenty per cent spend most of their time in reading supervision/consultant work and the rest of the time teaching reading or diagnosing pupils' reading abilities. Twenty-eight per cent spend about half of their time doing remedial work. More time is spent with reading-connected programs or personnel at the primary grade levels than at upper grade levels.

Most of the consultants are experienced teachers. Thirty per cent have more than 20 years of teaching experience, 29% have 13-20 years, and 28% have 7-12 years. The relative newness of the consultants' position in education is indicated by the fact that 31% of the consultants have been in that position fewer than three years and 33% have been consultants for 3-6 years. Only 18% have been consultants for 13 or more years.

Prior to assuming their present roles, 51% of the consultants were elementary school teachers, 20% were reading teachers, and 18% were English teachers.

Forty-nine per cent of the consultants hold Masters degrees and 37% hold Masters degrees plus 30 hours in graduate education. Six per cent hold doctoral degrees. In their preparation, 60% have more than 21 credit hours in reading courses and 29% have 16-21 credit hours, while only 2% have fewer than nine credit hours in reading. Sixty-nine per cent have had at least one reading course within the past two years.

In descending order, according to time spent in each, consultant's time is spent working: (1) with teachers (outside their teaching periods), administrators, or other supervisors; (2) with teachers (during their teaching periods); (3) with children in the remedial/corrective program; (4) with children in developmental or content classes; (5) on the curriculum development; and (6) in "other" activities.

Working with teachers (outside their teaching periods), administrators, or other supervisors. Among the consultants responding, 92% spend some or much time discussing existing programs with teachers or administrative personnel, and 83% indicate they spend some or much time planning or developing new programs and formulating or assessing procedures for evaluating the existing program. In contrast, 37% spend little or no time planning or participating in orientation programs, and 42% spend little or no time planning, implementing or conducting in-service programs.

Working with teachers (during their teaching periods). These consultants report they spend the largest portion of time in this category diagnosing pupils' reading progress. Seventy-nine per cent of the consultants spend some or much time diagnosing pupils' progress. In addition, 60% spend some or much time observing teachers for the purpose of offering assistance. On the other hand, little or no time is spent by most of the consultants in evaluating teacher performance.

Working with children in remedial/corrective programs. Among the consultants responding, 92% spend no time in this activity while 66% spend some or much time diagnosing individual pupils' problems. Sixty-four per cent spend some or much time selecting pupils for remedial work, and 91% of these consultants spend much time teaching remedial reading.

Working with children in developmental or content classes. When asked to indicate whether they spend much, some, little or no time, the majority of consultants indicated they do not spend much time working with children in developmental reading or content classes. The 41% who do devote much or some of their time to this category do so by teaching developmental reading or other special reading classes.

Working on curriculum development. The consultants' responses indicate a very small amount of time is devoted to activities within this category. The selection and ordering of materials and equipment receive some attention by 31% of the consultants, while 40% spend some time revising curriculum guides.

Working in "other" activities. When compared to the other categories surveyed, the least amount of consultant time was devoted to "other" activities. The major portion of "other"-activity time is devoted to attending
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<th>Activity</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
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<td>Discussing existing reading program with teachers: its problems, materials, etc.</td>
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<td>Attending meetings and participating in the work of professional organizations</td>
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<td>Planning or developing new or experimental reading programs with teachers</td>
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<td>Selecting reading material or equipment (including library materials)</td>
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<td>Diagnosing pupils’ reading progress to help teachers establish classroom instructional groupings</td>
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<td>Approving and implementing orders for reading materials and equipment (including library materials)</td>
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<td>Formulating or assessing procedures for evaluation of the reading program</td>
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<td>Observing teachers for purposes of offering assistance</td>
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<td>Diagnosing individual pupils’ reading problems</td>
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<td>Selecting pupils for remedial/corrective work</td>
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<td>Planning or participating in orientation programs for newly assigned teachers</td>
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<td>Developing or revising a curriculum guide in reading</td>
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<td>Teaching demonstration lessons</td>
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<td>Planning, implementing, or conducting in-service training programs in reading</td>
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<td>Consulting with other school-connected agencies (health, social, etc.)</td>
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<tr>
<td>Conferring with content teachers on the progress or instruction of pupils receiving remedial instruction</td>
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</table>
Coordinating the reading curriculum with other school curricula

Miscellaneous activities not otherwise mentioned

Preparing in-service bulletins or newsletters on special topics having to do with reading

Teaching remedial/corrective reading to individual pupils or to groups

Determining readability of content textbooks and other instructional materials

Teaching developmental reading classes

Coordinating the reading program with the school library program

Teaching special classes (speed reading, study skills, etc.)

Coordinating the work of other reading consultants or supervisors in the system

Working with the PTA or other school-connected or community groups

Scheduling or coordinating the work of reading consultants from outside the system

Observing teachers for purposes of evaluating their teaching

Supervising in areas other than reading

Teaching content classes or in a self-contained classroom where reading is a definitely assigned part of program

Teaching content classes or in a self-contained classroom where reading is not a definitely assigned part of program

N (Cons.) - 122*

* Consultants' Survey, Questions 12-42 (Much and some responses only)
meetings. (Forty-two per cent of the consultants say they spend much time attending meetings.) Another significant portion of this time is spent by some consultants in coordinating the work of other reading consultants. (Thirty-five per cent spend some or much time in this activity.)

Conclusion: Reading consultants are experienced teachers and well-trained in teaching reading. Many are relatively new to their jobs. They have had recent courses in reading.

Consultants spend a large part of their time diagnosing individual pupils' problems, selecting pupils for remedial/corrective work, and discussing existing programs with teachers and administrative personnel.

More consultant time is spent at beginning grade levels than at upper grade levels.

It is recommended that more reading consultant services be provided at upper grade levels, preferably through the addition of staff rather than a shift in responsibility of existing staff. The duties and responsibilities should be reviewed and consultant responsibility for curriculum development, experimentation, in-service training, and work with content teachers should receive priority as suggested by the International Reading Association's statement of roles.
APPENDIX:

NEW ENGLAND EDITION

TO THE READER: This publication presents the survey responses for all of New England. Its purpose is to facilitate examination in depth of the present state of reading instruction in New England's schools.

Every item of the survey is presented in the following tables. However, percentages for individual items may not total 100% either because a certain number of answer sheets were incorrectly marked or because the item was omitted by some respondents. These unidentified responses are not included.
ELEMENTARY SCHOOL PRINCIPALS' SURVEY

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ALTERNATIVES</th>
<th>NEW ENGLAND RESPONSES</th>
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<tbody>
<tr>
<td>1. What is your school's per pupil expenditure for materials and</td>
<td>A. Less than $2</td>
<td>11.6 367</td>
</tr>
<tr>
<td>equipment used specifically to teach reading? (Exclude library books</td>
<td>B. $2 to $3.99</td>
<td>41.5 1312</td>
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<tr>
<td>and content subject materials.)</td>
<td>C. $4 to $5.99</td>
<td>26.6 842</td>
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<td>D. $6 and over</td>
<td></td>
<td>14.8 468</td>
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<tr>
<td>2. Which of the following best describes the basis of your reading</td>
<td>A. Curric. guide developed within system</td>
<td>20.4 644</td>
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<tr>
<td>program?</td>
<td>B. Curric. guide adapted from others</td>
<td>2.6 82</td>
</tr>
<tr>
<td>C. Manual of the basal reader program</td>
<td>D. No specific guide</td>
<td>72.8 2301</td>
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<tr>
<td>D. None</td>
<td></td>
<td>3.4 107</td>
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<tr>
<td>3. Which of the following best describes grouping for self-contained</td>
<td>A. Homogeneous</td>
<td>24.1 762</td>
</tr>
<tr>
<td>classrooms in your school?</td>
<td>B. Heterogeneous</td>
<td>40.2 1270</td>
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<td>C. Modified heterogeneous (some attempt made to control a very broad</td>
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<td>1312 468</td>
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<td>range of achievement)</td>
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<td>4. How many classrooms do you have in your school?</td>
<td>A. 1 - 4</td>
<td>14.1 445</td>
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<td></td>
<td>B. 5 - 8</td>
<td>19.6 620</td>
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<td></td>
<td>C. 9 - 12</td>
<td>18.2 576</td>
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<td></td>
<td>D. 13 - 16</td>
<td>18.3 579</td>
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<td></td>
<td>E. More than 16</td>
<td>29.4 931</td>
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<td>5-17. On the basis of your knowledge of your total school population,</td>
<td>A. 0-10%</td>
<td>69.8 2207</td>
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<td>assign the appropriate percentage for each of the following:</td>
<td>B. 11-25%</td>
<td>13.3 420</td>
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<tr>
<td>5. Family income—above $10,000</td>
<td>C. 26-50%</td>
<td>6.4 203</td>
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<td></td>
<td>D. More than 50%</td>
<td>8.6 272</td>
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<tr>
<td>6. Family income—$4,000 to $9,999</td>
<td>A. 0-10%</td>
<td>7.6 241</td>
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<td></td>
<td>B. 11-25%</td>
<td>15.1 478</td>
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<td></td>
<td>C. 26-50%</td>
<td>25.4 803</td>
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<td></td>
<td>D. More than 50%</td>
<td>50.0 1582</td>
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<td>7. Family income—less than $4,000</td>
<td>A. 0-10%</td>
<td>60.1 1901</td>
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<td>B. 11-25%</td>
<td>17.0 536</td>
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<td></td>
<td>C. 26-50%</td>
<td>11.5 363</td>
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<td></td>
<td>D. More than 50%</td>
<td>9.1 289</td>
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<td>8. Father can be classified—professional</td>
<td>A. 0-10%</td>
<td>74.6 2361</td>
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<td></td>
<td>B. 11-25%</td>
<td>12.9 407</td>
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<td></td>
<td>C. 26-50%</td>
<td>15.5 173</td>
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<td></td>
<td>D. More than 50%</td>
<td>5.0 157</td>
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<td>9. Father can be classified—white collar</td>
<td>A. 0-10%</td>
<td>35.9 1135</td>
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<td>B. 11-25%</td>
<td>35.2 1112</td>
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<td></td>
<td>C. 26-50%</td>
<td>18.7 592</td>
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<td></td>
<td>D. More than 50%</td>
<td>8.0 261</td>
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<td>10. Father can be classified—skilled</td>
<td>A. 0-10%</td>
<td>14.3 453</td>
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<td>B. 11-25%</td>
<td>30.8 975</td>
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<td></td>
<td>C. 26-50%</td>
<td>36.0 1140</td>
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<td>D. More than 50%</td>
<td>16.6 525</td>
</tr>
<tr>
<td>11. Father can be classified—unskilled</td>
<td>A. 0-10%</td>
<td>48.6 1537</td>
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<tr>
<td></td>
<td>B. 11-25%</td>
<td>13.8 437</td>
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<tr>
<td></td>
<td>C. 26-50%</td>
<td>16.2 515</td>
</tr>
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<td></td>
<td>D. More than 50%</td>
<td>19.2 607</td>
</tr>
<tr>
<td>12. Parents—own their own home</td>
<td>A. 0-10%</td>
<td>13.2 418</td>
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<td></td>
<td>B. 11-25%</td>
<td>11.6 368</td>
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<td>C. 26-50%</td>
<td>19.1 664</td>
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<td>D. More than 50%</td>
<td>54.1 1712</td>
</tr>
<tr>
<td>13. Parents—rent (single family dwelling)</td>
<td>A. 0-10%</td>
<td>59.3 1875</td>
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<tr>
<td></td>
<td>B. 11-25%</td>
<td>23.5 743</td>
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<tr>
<td></td>
<td>C. 26-50%</td>
<td>12.7 400</td>
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<td></td>
<td>D. More than 50%</td>
<td>2.2 69</td>
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<tr>
<td>14. Parents—rent (multiple family dwelling)</td>
<td>A. 0-10%</td>
<td>57.8 1827</td>
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<tr>
<td></td>
<td>B. 11-25%</td>
<td>13.9 440</td>
</tr>
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<td></td>
<td>C. 26-50%</td>
<td>11.1 350</td>
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<td>D. More than 50%</td>
<td>14.8 468</td>
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<td>15. Education of father—college</td>
<td>A. 0-10%</td>
<td>59.5 1882</td>
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<td></td>
<td>B. 11-25%</td>
<td>19.3 610</td>
</tr>
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<td></td>
<td>C. 26-50%</td>
<td>9.8 310</td>
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<td></td>
<td>D. More than 50%</td>
<td>9.0 283</td>
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<td>16. Education of father—high school</td>
<td>A. 0-10%</td>
<td>7.5 237</td>
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<td></td>
<td>B. 11-25%</td>
<td>16.2 511</td>
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<td></td>
<td>C. 26-50%</td>
<td>28.1 888</td>
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<td></td>
<td>D. More than 50%</td>
<td>45.9 1451</td>
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<tr>
<td>17. Education of father—elementary or junior high school</td>
<td>A. 0-10%</td>
<td>44.5 1408</td>
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<tr>
<td></td>
<td>B. 11-25%</td>
<td>15.7 496</td>
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<tr>
<td></td>
<td>C. 26-50%</td>
<td>14.4 455</td>
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<tr>
<td></td>
<td>D. More than 50%</td>
<td>22.9 725</td>
</tr>
</tbody>
</table>
18. How many parents attend your PTA meetings?
A. Most 11.3 358
B. Some 42.2 1335
C. Few 28.4 899
D. None 16.4 518

19-21. Sometimes school problems arise because children speak or hear at home a language other than English. For how many of your total school population does each of the following apply?
19. Children neither hear nor speak another language at home
A. All 10.4 330
B. Most 60.5 1914
C. Some 9.2 290
D. Very few 15.1 476
E. None 4.3 135

20. Children hear but do not speak another language at home
A. All 1.6 51
B. Most 4.3 137
C. Some 25.9 819
D. Very few 55.4 1752
E. None 12.2 387

21. Children speak another language at home
A. All 1.4 44
B. Most 1.6 52
C. Some 10.8 341
D. Very few 60.2 1905
E. None 25.5 805

22. Which of the following best describes your school organization for reading in grades 1-3?
A. Self-contained 73.5 2324
B. Departmentalized 2.2 70
C. Across grade 5.9 188
D. Within grade 11.1 350
E. Nongraded 5.2 163

23. Which of the following best describes your school organization for reading in grades 4-6?
A. Self-contained 53.3 1687
B. Departmentalized 14.2 448
C. Across grade 10.0 316
D. Within grade 13.9 438
E. Nongraded 3.6 113

24-25. On the average, how often during the course of a school year does a reading consultant or a remedial reading teacher work in your school?
24. A reading consultant (major task is to supervise reading program) is available
A. Less than 1 day a week 22.3 706
B. 1 day a week 8.1 256
C. 2 days a week 4.7 149
D. 3 days or more a week 10.6 336
E. Not available 53.3 1685

25. A remedial reading teacher (major task is teaching reading) is available
A. Less than 1 day a week 6.9 218
B. 1 day a week 8.2 260
C. 2 days a week 12.0 380
D. 3 days or more a week 37.6 1189
E. Not available 34.4 1088

26. Every principal wants to provide for his students the best possible reading program. Assuming adequate budget, which of the following would you do first to improve and/or extend your present program?
A. Purchase additional materials 8.8 277
B. Hire reading consultants to work with teachers 25.1 794
C. Hire remedial reading teachers 37.7 1193
D. Hire teachers with special training in teaching reading to children for whom English is a second language 1.8 56
E. Give classroom teachers release time for working with individual children to improve their reading 25.5 807

27-36. Library services can be provided in various ways. In your school, how do you provide for a library facility, library staffing, and library activities?
27. Central school library is available
A. Yes 61.6 1947
B. No 37.7 1193

28. Library book collections are housed in classrooms
A. Yes 68.4 2163
B. No 30.8 973

29. Public library is easily accessible
A. Yes 65.1 2060
B. No 34.0 1076

30. Mobile library visits regularly
A. Yes 16.4 520
B. No 82.7 2617

31. Our school has a full-time school librarian
A. Yes 8.1 256
B. No 91.2 2883

32. Our school has a part-time school librarian
A. Yes 27.1 856
B. No 72.0 2276

33. Our library is staffed all the time by adults other than librarians
A. Yes 8.7 276
B. No 90.0 2846

34. Our library is staffed part of the time by adults other than librarians
A. Yes 32.2 1017
B. No 66.7 2110

35. The librarian has sessions devoted to locating books, use of reference books, etc.
A. Yes 33.7 1067
B. No 65.1 2060

36. Individuals or small groups of children may use library during school hours
A. Yes 64.0 2024
B. No 34.7 1097
37-42. In which grade(s) are standardized reading achievement tests administered annually? (The test may be a separate reading test or part of a total achievement battery.)

37. Grade 1
A. Yes 69.2 2190
B. No 28.0 887
C. Experimental 75.3 2380
D. Not available 21.8 689

38. Grade 2
A. Yes 84.8 2683
B. No 11.2 355
C. Experimental 86.2 2726
D. Not available 8.4 265

39. Grade 3
A. Yes 78.7 2489
B. No 13.3 421
C. Experimental 81.8 2586
D. Not available 8.2 258

40. Grade 4
A. Yes 22.6 714
B. No 36.1 1143
C. Rural 25.5 806
D. Combination of the above 15.2 481

41. Grade 5

42. Grade 6

43. Children in a school can come from one or more types of neighborhood areas. From which of the following areas do the majority of your children come?

44-47. What is the major use of each of the following in your current reading program?

44. Basal readers
A. Basic 95.2 3012
B. Supplemental 3.6 115
C. Experimental 0.2 5
D. Not available 0.3 10

45. Linguistic
A. Basic 5.1 162
B. Supplemental 27.0 854
C. Experimental 14.5 459
D. Not available 52.1 1647

46. Intensive phonics
A. Basic 37.0 1171
B. Supplemental 47.9 1516
C. Experimental 3.4 106
D. Not available 10.7 337

47. Modified alphabetic
A. Basic 2.5 78
B. Supplemental 6.3 199
C. Experimental 4.0 125
D. Not available 85.5 2704

48. In your school, what is the approximate number of library books available per child? (Include central library and classroom libraries.)

49-52. Indicate the teacher case load for the reading consultant and the pupil case load for the remedial reading teacher for your school, and the person to whom each of these resource people reports. (If the service is not available, select alternative D.)

49. Teacher case load of consultant
A. Fewer than 20 19.1 603
B. 21 - 50 9.0 285
C. 51 - 100 7.7 242
D. Not available 62.1 1963

50. Pupil case load of remedial reading teacher
A. Fewer than 20 24.2 765
B. 21 - 50 30.4 961
C. 51 - 100 7.6 241
D. Not available 36.1 1143

51. The reading consultant is directly responsible to
A. Supervisor 12.1 383
B. Principal 14.8 469
C. Superintendent 12.3 390
D. Not available 59.2 1873

52. The remedial reading teacher is directly responsible to
A. Supervisor 18.3 579
B. Principal 38.4 1216
C. Superintendent 6.8 214
D. Not available 35.3 1117

53. Many school systems expand facilities by using mobile units. Which of the following best describes your situation? The mobile unit
A. Is used only as a classroom 1.9 61
B. Is used only for a remedial/instructional center 5.1 160
C. Has multipurpose uses 2.2 70
D. Is not available 89.8 2840

54. If you have an early admission policy, which of the following criteria is most often the basis for admission? (If you do not have early admission, select alternative D.)
A. Reading readiness test scores 2.2 70
B. Intelligence test scores 4.3 137
C. Developmental test scores (physical social measurements) 8.4 261
D. Is not available 2.6 81

55. If you offered in-service programs in your school at any time during the last five years, how were they funded? (If you did not have a program that required funding, select alternative D.)
A. Federal funds 7.1 225
B. State funds 1.3 41
C. Local funds 32.4 1025
D. Does not apply 56.7 1794
### KINDERGARTEN TEACHERS' SURVEY

**QUESTION**

1-5. Short-term special help in reading can be provided in several ways. How often is help in reading provided for a child in your classroom by each of the following?

1. Remedial teacher
2. Teacher aide
3. Classroom teacher on released school time
4. Classroom teacher before or after school
5. Nonschool staff available on tutorial basis (college students, former teachers, etc.)

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<th>ALTERNATIVES</th>
<th>NEW ENGLAND RESPONSES</th>
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</table>

6-9. Rate the effectiveness of each of the following reading training programs in which you have participated during the past three years. (Select alternative E for the program(s) in which you have not participated.)

6. College reading course taken during the school year (night school, extension course, etc.)

7. In-service program of one day (or equivalent time)

8. In-service program of two or more days (or equivalent time)

9. College course in reading taken in summer school

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<th>ALTERNATIVES</th>
<th>NEW ENGLAND RESPONSES</th>
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<td>%</td>
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</table>

10-14. If you have participated in any of the in-service programs in reading listed below, rate the effectiveness of the program(s). If you have not participated, select alternative E.

10. State Department of Education

11. Local personnel

12. Commercial (textbook company)

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<th>ALTERNATIVES</th>
<th>NEW ENGLAND RESPONSES</th>
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<td>%</td>
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</table>
13. College or university
   A. Very good 3.5 89
   B. Good 4.6 115
   C. Fair 1.3 34
   D. Poor 0.2 4
   E. Does not apply 86.2 2182

14. Professional organization
   A. Very good 3.0 76
   B. Good 2.7 67
   C. Fair 0.8 19
   D. Poor 0.2 5
   E. Does not apply 89.5 2264

15-19. How valuable in improving your teaching is each source of help listed below? (If the resource is not available to you, select alternative D.)
   15. An experienced colleague
   A. Very valuable 47.2 1194
   B. Some value 23.0 581
   C. Little or no value 2.3 57
   D. Does not apply 23.3 594
   E. Does not apply 86.5 2182

   16. Book company consultant(s)
   A. Very valuable 4.4 110
   B. Some value 25.9 656
   C. Little or no value 16.3 413
   D. Does not apply 49.2 1244

   17. Local school supervisor(s) and/or consultant(s)
   A. Very valuable 25.8 653
   B. Some value 33.0 834
   C. Little or no value 8.9 224
   D. Does not apply 28.3 716

   18. Special consultant(s) hired by local school board
   A. Very valuable 9.5 240
   B. Some value 13.8 348
   C. Little or no value 5.4 136
   D. Does not apply 67.1 1697

   19. State Department consultant(s)
   A. Very valuable 2.6 65
   B. Some value 2.7 144
   C. Little or no value 5.2 132
   D. Does not apply 82.3 2082

20. If you could choose one administrative policy that would make your instruction more effective, which of the following would it be?
   A. Fewer children in class 59.6 1508
   B. Assignment of teacher aide 13.2 335
   C. More time allowable for reading instruction 2.7 69
   D. More homogeneous grouping of children 9.6 242
   E. Availability of more equipment and/or materials 11.2 263

21. Can you refer children for remedial/corrective instruction?
   A. Yes 14.1 356
   B. No 80.8 2045

22-27. How often does each of the following take place after a child is referred for remedial/corrective instruction? (Select alternative E for any procedure not followed in your school.)
   22. Remedial teacher diagnoses in depth
   A. Almost always 6.2 157
   B. Some of the time 2.9 72
   C. Rarely 0.8 20
   D. Never 0.7 17
   E. Does not apply 83.7 2117

   23. Remedial teacher discusses diagnosis with classroom teacher
   A. Almost always 8.1 205
   B. Some of the time 1.8 45
   C. Rarely 0.4 10
   D. Never 0.4 11
   E. Does not apply 83.3 2108

   24. Remedial teacher plans approach for classroom work for these children
   A. Almost always 4.0 100
   B. Some of the time 3.6 90
   C. Rarely 1.3 32
   D. Never 1.5 39
   E. Does not apply 83.6 2116

   25. Remedial teacher informs classroom teacher of child's progress
   A. Almost always 7.6 192
   B. Some of the time 1.9 47
   C. Rarely 0.3 7
   D. Never 0.6 14
   E. Does not apply 83.8 2120

   26. Remedial teacher uses special materials that may not be used in classroom reading program(s)
   A. Almost always 5.5 139
   B. Some of the time 3.3 83
   C. Rarely 0.5 13
   D. Never 0.7 18
   E. Does not apply 84.1 2128

   27. Classroom teacher continues to work with these children in reading simultaneously with remedial instruction
   A. Almost always 7.3 185
   B. Some of the time 1.6 41
   C. Rarely 0.4 11
   D. Never 0.5 12
   E. Does not apply 84.4 2124
28-34. To diagnose reading difficulty for children in your school, what types of tests are used and by whom are they used? (Select alternative D for those not used.)

### 28. Audiometric (individual)
<table>
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<tr>
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<th>Classroom teacher</th>
<th>Reading consultant</th>
<th>Other personnel</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
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<td>5.5</td>
<td>16.8</td>
<td>27.0</td>
<td>43.7</td>
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<td>B.</td>
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<td>C.</td>
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### 29. Visual screening (at near point)
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<tbody>
<tr>
<td>A.</td>
<td>9.0</td>
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<td>27.9</td>
<td>44.0</td>
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### 30. Individual intelligence
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<tbody>
<tr>
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<td>17.9</td>
<td>21.3</td>
<td>19.6</td>
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### 31. Individual reading inventory
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### 32. Specific skills (auditory-visual discrimination, comprehension, etc.)
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### 33. Perceptual, emotional and/or physical
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### 34. Speech
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### 35-42. In teaching reading, how much use is made of equipment listed below? (Select alternative D for equipment not available to you.)

#### 35. Filmstrip projector
<table>
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<th>Some of the time</th>
<th>Rarely</th>
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<tbody>
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<td>9.6</td>
<td>52.9</td>
<td>21.0</td>
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#### 36. Film projector
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<td>33.3</td>
<td>37.7</td>
<td>18.7</td>
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#### 37. Tape recorder
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<th>Rarely</th>
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<td>C.</td>
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<tr>
<td>D.</td>
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#### 38. Overhead projector
<table>
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<tr>
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<th>Some of the time</th>
<th>Rarely</th>
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</tr>
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<tbody>
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<td>D.</td>
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#### 39. Record player
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<td>D.</td>
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#### 40. Electronic listening stations
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<tbody>
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<td>C.</td>
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<tr>
<td>D.</td>
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#### 41. Teaching machines
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<td>C.</td>
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<td>D.</td>
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#### 42. Television
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</tr>
<tr>
<td>D.</td>
<td></td>
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</tr>
</tbody>
</table>

#### 43. Are standardized reading tests used in your school?
- A. Yes 78.5
- B. No 16.1

#### 44-47. What part does the teacher play in the use of standardized tests? Are they

#### 44. Selected by teacher?
- A. Always 5.7
- B. Sometimes 15.9
- C. Never 59.1

#### 45. Administered by teacher?
- A. Always 63.3
- B. Sometimes 12.0
- C. Never 5.6

#### 46. By whom are they used?
- Classroom teacher 16.8
- Reading consultant 27.0
- Other personnel 27.0
46. Scored by teacher?
   A. Always 53.7% 1258
   B. Sometimes 18.6% 471
   C. Never 8.4% 212

47. Interpreted by teacher?
   A. Always 52.7% 1332
   B. Sometimes 18.8% 476
   C. Never 9.2% 232

48. Which of the following standardized achievement tests is used in your classroom? (If none is used, skip this item.)
   A. California Achievement Tests 2.1% 54
   B. Iowa Test of Basic Skills 2.4% 60
   C. Metropolitan Achievement Series 27.0% 682
   D. SRA Achievement Series 5.8% 147
   E. Stanford Achievement Test 6.2% 157

49-51. Complete items 49-51 with regard to your present status, including this school year.
49. Number of years teaching experience
   A. Less than 3 17.2% 435
   B. 3-6 20.4% 515
   C. 7-12 17.8% 450
   D. 13-20 17.4% 440
   E. More than 20 23.6% 599

50. Number of years at present grade level
   A. Less than 3 27.4% 692
   B. 3-6 23.2% 588
   C. 7-12 19.1% 484
   D. 13-20 13.4% 340
   E. More than 20 12.9% 326

51. Number of years since last reading course
   A. Less than 3 31.1% 786
   B. 3-6 27.5% 696
   C. 7-12 18.5% 469
   D. 13-20 9.7% 231
   E. More than 20 7.4% 186

52. Which of the following describes your kindergarten session plan?
   A. Morning session only 10.7% 270
   B. Afternoon session only 2.7% 68
   C. Morning session and afternoon session (two groups of children) 82.5% 2087
   D. Full-day session extending from morning through afternoon (same group of children) 3.0% 76

53. How many children are enrolled in each kindergarten session? (If you teach two groups, one in a morning session and one in an afternoon session, answer the item with reference to the larger group.)
   A. Fewer than 20 17.2% 429
   B. 21-25 35.7% 904
   C. 26-30 30.2% 765
   D. More than 30 15.9% 403

54. How long is each kindergarten session? (If you teach a morning session and an afternoon session, answer the item with reference to the longer session.)
   A. 120 minutes or less 1.1% 28
   B. 121-180 minutes 86.5% 2188
   C. More than 180 minutes 11.3% 286
   D. Combination of above 8.4% 212

55. Which of the following best describes the criterion for admission to kindergarten?
   A. Chronological age 87.6% 2217
   B. Readiness test result 0.8% 20
   C. Maturity evaluation 1.9% 49
   D. Intelligence test result 0.1% 2
   E. Combination of above 8.4% 212

56-59. How many children in your class participated in each of the following programs?
56. Project Head Start
   A. All 0.8% 20
   B. Most 2.8% 70
   C. Some 48.6% 1230
   D. None 48.3% 1170

57. Educational television readiness program
   A. All 2.0% 50
   B. Most 0.9% 23
   C. Some 8.5% 214
   D. None 86.6% 2190

58. Private nursery school program
   A. All 0.6% 14
   B. Most 6.9% 174
   C. Some 68.3% 1727
   D. None 22.6% 571

59. Informal preschool program
   A. All 0.8% 19
   B. Most 1.8% 46
   C. Some 30.9% 791
   D. None 64.4% 1629

60-61. In your opinion, how many children in your class would have benefited from each of the following?
60. Participating in a preschool program
   A. All 14.7% 371
   B. Most 24.7% 626
   C. Some 54.7% 1383
   D. None 4.4% 112

61. Remaining at home for one more year
   A. All 0.8% 20
   B. Most 2.2% 56
   C. Some 78.3% 1981
   D. None 17.4% 439
62. In your opinion, which of the following best describes the greatest need of most of your kindergarten children?

63-69. Over the entire school year, how much emphasis is placed in your class on each of the following activities?

70. Of the total number of kindergarten children you are teaching this year, how many are repeating kindergarten?

71-77. In your school, how important is each of the following in determining a child's readiness for Grade 1? (Select alternative E for those factors not considered.)
77. Chronological age  
A. Very important  
B. Important  
C. Somewhat important  
D. Not important  
E. Does not apply

78-89. From the following, select the four items that best describe the children retained in kindergarten last year. (Indicate your judgment by choosing alternative A no more than four times, and alternative B for the remainder. If your school does not retain in kindergarten, select alternative B for all items. The child retained

78. Is chronologically young  
79. Has below average speech pattern  
80. Has below average readiness test score  
81. Is physically small  
82. Has no sight vocabulary  
83. Has an intelligence level average or below  
84. Has a very short attention span  
85. Has little or no motivation  
86. Has irregular attendance record  
87. Is socially immature  
88. Has below average auditory discrimination  
89. Has below average visual discrimination

90-92. If standardized tests are administered during the kindergarten year in your school, indicate which type(s) are used:

90. Reading readiness  
91. Intelligence  
92. Developmental school readiness

93. Does your school have a transition class, that is, a class not quite ready for first grade but not repeating kindergarten?

94-100. During the school year, how much time would the typical child in your class spend in each of the following activities?

94. Developing auditory discrimination  
95. Developing visual discrimination  
96. Developing a sight vocabulary  
97. Developing ability to maintain attention for longer duration  
98. Learning letter forms  
99. Matching words or letters
100. Improving motor abilities related to reading

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Much</td>
<td>56.7%</td>
<td>1434</td>
</tr>
<tr>
<td>B. Some</td>
<td>33.3%</td>
<td>893</td>
</tr>
<tr>
<td>C. Little</td>
<td>5.6%</td>
<td>141</td>
</tr>
<tr>
<td>D. None</td>
<td>1.3%</td>
<td>33</td>
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</table>

101-103. For how many pupils in your kindergarten program does each of the following apply?

101. Informal readiness activities directly related to reading are conducted

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<td>A. All</td>
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<td>B. Most</td>
<td>11.4%</td>
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<td>C. Some</td>
<td>5.9%</td>
<td>149</td>
</tr>
<tr>
<td>D. None</td>
<td>1.4%</td>
<td>35</td>
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</table>

102. Published reading readiness materials are used

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<tr>
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<tbody>
<tr>
<td>A. All</td>
<td>62.5%</td>
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<td>B. Most</td>
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<td>D. None</td>
<td>10.7%</td>
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103. Reading is taught (as differentiated from readiness activities)

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<th>Response</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. All</td>
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</tr>
<tr>
<td>B. Most</td>
<td>5.8%</td>
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<tr>
<td>C. Some</td>
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<tr>
<td>D. None</td>
<td>66.1%</td>
<td>1671</td>
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</table>

104-107. On the basis of your experience, how effective do you consider each of the following to be?

104. Project Head Start

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<tr>
<th>Response</th>
<th>Percentage</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Very effective</td>
<td>28.7%</td>
<td>727</td>
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<tr>
<td>B. Somewhat effective</td>
<td>39.6%</td>
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<tr>
<td>C. Ineffective</td>
<td>6.6%</td>
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<tr>
<td>D. No opinion</td>
<td>23.0%</td>
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105. Educational television readiness program

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<thead>
<tr>
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<th>Percentage</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>A. Very effective</td>
<td>7.4%</td>
<td>187</td>
</tr>
<tr>
<td>B. Somewhat effective</td>
<td>28.5%</td>
<td>722</td>
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<tr>
<td>C. Ineffective</td>
<td>3.5%</td>
<td>88</td>
</tr>
<tr>
<td>D. No opinion</td>
<td>59.1%</td>
<td>1494</td>
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106. Nursery school program

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<tr>
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</thead>
<tbody>
<tr>
<td>A. Very effective</td>
<td>28.4%</td>
<td>718</td>
</tr>
<tr>
<td>B. Somewhat effective</td>
<td>55.3%</td>
<td>1398</td>
</tr>
<tr>
<td>C. Ineffective</td>
<td>5.9%</td>
<td>148</td>
</tr>
<tr>
<td>D. No opinion</td>
<td>9.0%</td>
<td>227</td>
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107. Early kindergarten admission policy

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<tr>
<th>Response</th>
<th>Percentage</th>
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<tr>
<td>A. Very effective</td>
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<td>B. Somewhat effective</td>
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<td>C. Ineffective</td>
<td>46.6%</td>
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<tr>
<td>D. No opinion</td>
<td>35.9%</td>
<td>908</td>
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### FIRST-GRADE TEACHERS' SURVEY

#### QUESTION

1. Short-term special help in reading can be provided in several ways. How often is help in reading provided for a child in your classroom by each of the following?

1. Remedial teacher
2. Teacher aide
3. Classroom teacher on released school time
4. Classroom teacher before or after school
5. Nonschool staff available on tutorial basis (college students, former teachers, etc.)

6-9. Rate the effectiveness of each of the following reading training programs in which you have participated during the past three years. (Select alternative E for the program(s) in which you have not participated.)

6. College reading course taken during the school year (night school, extension course, etc.)
7. In-service program of one day (or equivalent time)
8. In-service program of two or more days (or equivalent time)
9. College course in reading taken in summer school

10-14. If you have participated in any of the in-service program(s) in reading listed below, rate the effectiveness of the program(s). (If you have not participated, select alternative E.)

10. State Department of Education
11. Local personnel
12. Commercial (textbook company)

#### ALTERNATIVES

<table>
<thead>
<tr>
<th>A. Almost always</th>
<th>B. Some of the time</th>
<th>C. Rarely</th>
<th>D. Never</th>
<th>E. Not available</th>
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<tr>
<td><strong>NEW ENGLAND RESPONSES</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
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<td><strong>1. Remedial teacher</strong></td>
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<td><strong>2. Teacher aide</strong></td>
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<td><strong>3. Classroom teacher on released school time</strong></td>
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<td>14.0</td>
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<td><strong>5. Nonschool staff available on tutorial basis</strong></td>
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<td></td>
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<td><strong>7. In-service program of one day</strong></td>
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</tr>
<tr>
<td>Very good</td>
<td>6.2</td>
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<td>Good</td>
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<td>Fair</td>
<td>8.2</td>
<td>528</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>2.1</td>
<td>135</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not available</td>
<td>69.8</td>
<td>4488</td>
<td></td>
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<tr>
<td><strong>8. In-service program of two or more days</strong></td>
<td></td>
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<tr>
<td>Very good</td>
<td>4.7</td>
<td>300</td>
<td></td>
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<tr>
<td>Good</td>
<td>5.2</td>
<td>335</td>
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<tr>
<td>Fair</td>
<td>3.1</td>
<td>196</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0.7</td>
<td>48</td>
<td></td>
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<tr>
<td>Not available</td>
<td>84.8</td>
<td>5449</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9. College course in reading taken in summer school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>7.9</td>
<td>506</td>
<td></td>
<td></td>
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<tr>
<td>Good</td>
<td>5.4</td>
<td>348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1.9</td>
<td>124</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0.5</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not available</td>
<td>83.3</td>
<td>5354</td>
<td></td>
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<tr>
<td><strong>10. State Department of Education</strong></td>
<td></td>
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</tr>
<tr>
<td>Very good</td>
<td>1.5</td>
<td>98</td>
<td></td>
<td></td>
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<tr>
<td>Good</td>
<td>1.8</td>
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<tr>
<td>Fair</td>
<td>0.6</td>
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<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0.3</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not available</td>
<td>94.7</td>
<td>6084</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11. Local personnel</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>5.6</td>
<td>357</td>
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<tr>
<td>Good</td>
<td>8.4</td>
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<td></td>
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<tr>
<td>Fair</td>
<td>4.6</td>
<td>293</td>
<td></td>
<td></td>
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<tr>
<td>Poor</td>
<td>0.7</td>
<td>43</td>
<td></td>
<td></td>
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<tr>
<td>Not available</td>
<td>79.6</td>
<td>5115</td>
<td></td>
<td></td>
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<tr>
<td><strong>12. Commercial (textbook company)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>5.2</td>
<td>335</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>11.0</td>
<td>704</td>
<td></td>
<td></td>
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<tr>
<td>Fair</td>
<td>8.5</td>
<td>547</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>2.0</td>
<td>131</td>
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<td></td>
</tr>
<tr>
<td>Not available</td>
<td>72.1</td>
<td>4634</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. College or university

14. Professional organization

15-19. How valuable in improving your teaching is each source of help listed below? (If the resource is not available to you, select alternative D.)

15. An experienced colleague

16. Book company consultant(s)

17. Local school supervisor(s) and/or consultant(s)

18. Special consultant(s) hired by local school board.

19. State Department consultant(s)

20. If you choose one administrative policy that would make your instruction more effective, which of the following would it be?

21. Can you refer children for remedial/corrective instruction? (If yes, answer items 22-27. If no, choose alternative E for items 22-27.)

22-27. How often does each of the following take place after a child is referred for remedial/corrective instruction? (Select alternative E for any procedure not followed in your school.)

22. Remedial teacher diagnoses in depth

23. Remedial teacher discusses diagnoses with classroom teacher

24. Remedial teacher plans approach for classroom work for these children

25. Remedial teacher informs classroom teacher of child’s progress

26. Remedial teacher uses special materials that may not be used in classroom reading programs

27. Classroom teacher continues to work with these children in reading simultaneously with remedial instruction
28-34. To diagnose reading difficulty for children in your school, what types of tests are used, and by whom are they used? (Select alternative D for those not used.)

28. Audiometric (individual)
   A. Used by classroom teacher 9.0
   B. Used by reading consultant 18.3
   C. Used by other personnel 31.7
   D. Not available 2036

29. Visual screening (at near point)
   A. Used by classroom teacher 31.7
   B. Used by reading consultant 13.4
   C. Used by other personnel 33.2
   D. Not available 2131

30. Individual intelligence
   A. Used by classroom teacher 25.9
   B. Used by reading consultant 26.3
   C. Used by other personnel 24.3
   D. Not available 1560

31. Individual reading inventory
   A. Used by classroom teacher 19.6
   B. Used by reading consultant 29.7
   C. Used by other personnel 3.4
   D. Not available 220

32. Specific skills (auditory-visual discrimination, comprehension, etc.)
   A. Used by classroom teacher 44.4
   B. Used by reading consultant 16.0
   C. Used by other personnel 3.8
   D. Not available 245

33. Perceptual, emotional and/or physical
   A. Used by classroom teacher 50.3
   B. Used by reading consultant 19.7
   C. Used by other personnel 3.4
   D. Not available 220

34. Speech
   A. Used by classroom teacher 64.4
   B. Used by reading consultant 16.0
   C. Used by other personnel 3.8
   D. Not available 245

35-42. In teaching reading, how much use is made of each piece of equipment listed below? (Select alternative D for equipment not available to you.)

35. Filmstrip projector
   A. Almost always 6.2
   B. Some of the time 46.6
   C. Rarely 40.6
   D. Not available 6.0

36. Film projector
   A. Almost always 24.9
   B. Some of the time 55.0
   C. Rarely 16.5
   D. Not available 21.3

37. Tape recorder
   A. Almost always 28.8
   B. Some of the time 46.0
   C. Rarely 21.3
   D. Not available 21.3

38. Overhead projector
   A. Almost always 4.2
   B. Some of the time 23.4
   C. Rarely 49.6
   D. Not available 16.5

39. Record player
   A. Almost always 15.6
   B. Some of the time 46.4
   C. Rarely 31.6
   D. Not available 5.7

40. Electronic listening stations
   A. Almost always 1.1
   B. Some of the time 4.2
   C. Rarely 1.1
   D. Not available 85.5

41. Teaching machines
   A. Almost always 0.5
   B. Some of the time 4.3
   C. Rarely 8.5
   D. Not available 85.5

42. Television
   A. Almost always 7.0
   B. Some of the time 29.8
   C. Rarely 24.3
   D. Not available 38.2

43. Are standardized reading tests used in your school? (If yes, answer items 44-47. If no, skip items 44-47.)

44-47. What part does the teacher play in the use of standardized tests? Are they

44. Selected by teacher?
   A. Always 5.5
   B. Sometimes 14.0
   C. Never 66.7

45. Selected by reading consultant?
   A. Always 1.1
   B. Sometimes 4.2
   C. Never 85.5

46. Selected by other personnel?
   A. Always 15.6
   B. Sometimes 46.4
   C. Never 31.6

47. Not available?
   A. Always 7.0
   B. Sometimes 29.8
   C. Never 24.3

48. In teaching reading, how much use is made of each piece of equipment listed below? (Select alternative D for equipment not available to you.)

49. Filmstrip projector
   A. Almost always 6.2
   B. Some of the time 46.6
   C. Rarely 40.6
   D. Not available 6.0

50. Film projector
   A. Almost always 24.9
   B. Some of the time 55.0
   C. Rarely 16.5
   D. Not available 21.3

51. Tape recorder
   A. Almost always 28.8
   B. Some of the time 46.0
   C. Rarely 21.3
   D. Not available 21.3

52. Overhead projector
   A. Almost always 4.2
   B. Some of the time 23.4
   C. Rarely 49.6
   D. Not available 16.5

53. Record player
   A. Almost always 15.6
   B. Some of the time 46.4
   C. Rarely 31.6
   D. Not available 5.7

54. Electronic listening stations
   A. Almost always 1.1
   B. Some of the time 4.2
   C. Rarely 1.1
   D. Not available 85.5

55. Teaching machines
   A. Almost always 0.5
   B. Some of the time 4.3
   C. Rarely 8.5
   D. Not available 85.5

56. Television
   A. Almost always 7.0
   B. Some of the time 29.8
   C. Rarely 24.3
   D. Not available 38.2

57. Are standardized reading tests used in your school? (If yes, answer items 58-61. If no, skip items 58-61.)

58-61. What part does the teacher play in the use of standardized tests? Are they

58. Selected by teacher?
   A. Always 5.5
   B. Sometimes 14.0
   C. Never 66.7
45. Administered by teacher?
A. Always 73.6
B. Sometimes 9.6
C. Never 3.3

46. Scored by teacher?
A. Always 66.5
B. Sometimes 15.1
C. Never 4.8

47. Interpreted by teacher?
A. Always 66.3
B. Sometimes 14.8
C. Never 5.2

48. Which of the following standardized tests is used in your classroom? (If none is used, skip this item.)
A. California Achievement Tests
B. Iowa Test of Basic Skills
C. Metropolitan Achievement Tests
D. SRA Achievement Series
E. Stanford Achievement Test

49-51. Complete items 49-51 with regard to your present status, including this school year.

49. Number of years teaching experience

50. Number of years at present grade level

51. Number of years since last reading course

52. How do you group your children most of the time for basic reading instruction?
A. Individualized
B. Groups based on instructional level
C. Groups based on skill needs
D. All or most of the class taught together

53. On the average, how much time do you devote to reading instruction each week?
A. 0 - 5 hours
B. 6 - 10 hours
C. 11 - 15 hours
D. More than 15 hours

54. Which of the following best describes the range in reading instructional needs of children in your classroom?
A. Less than 3
B. 3 - 6
C. 7 - 12
D. 13 - 20

55. How many children do you have in your present classroom?

56-59. Look back at the beginning of this school year and describe your present classroom of children as they entered first grade, by selecting the appropriate proportion of your class.

56. Able to read
A. All 2.7
B. Most 3.7
C. Some 41.8
D. None 50.3

57. Ready to start reading
A. All 5.0
B. Most 32.4
C. Some 48.5
D. None 12.6

58. in need of formal reading readiness
A. All 12.2
B. Most 28.6
C. Some 51.0
D. None 6.8

59. in need of informal reading activities
A. All 16.5
B. Most 14.0
C. Some 58.0
D. None 9.9

60-64. How much emphasis do you place on the following activities in your informal reading readiness program?

60. Games or activities for developing eye-hand coordination
A. Much 32.6
B. Some 50.3
C. Little 12.3
D. None 2.6

61. Games or activities for developing auditory discrimination
A. Much 60.2
B. Some 34.4
C. Little 3.2
D. None 0.9

62. Which of the following tests is used in your classroom? (If none is used, skip this item.)
A. California Achievement Tests
B. Iowa Test of Basic Skills
C. Metropolitan Achievement Tests
D. SRA Achievement Series
E. Stanford Achievement Test

63. On the average, how much time do you devote to reading instruction each week?
A. 0 - 5 hours
B. 6 - 10 hours
C. 11 - 15 hours
D. More than 15 hours

64. Which of the following best describes the range in reading instructional needs of children in your classroom?
A. Less than 3
B. 3 - 6
C. 7 - 12
D. 13 - 20

65. How many children do you have in your present classroom?
62. Games or activities for developing visual discrimination
   A. Much 59.9 3849
   B. Some 34.6 2220
   C. Little 3.5 225
   D. None 0.9 55

63. Developing interest in reading (reading to children, discussing books, etc.)
   A. Much 80.8 5195
   B. Some 16.5 1059
   C. Little 1.0 62
   D. None 0.6 36

64. Picture books in use by children
   A. Much 63.6 4066
   B. Some 29.6 1900
   C. Little 4.4 281
   D. None 1.3 85

65-69. How much emphasis do you place on the following activities in your formal reading readiness program?

65. Developing auditory discrimination
   A. Much 86.9 5581
   B. Some 10.9 703
   C. Little 0.8 50
   D. None 0.3 18

66. Developing visual discrimination
   A. Much 85.3 5479
   B. Some 12.3 789
   C. Little 1.0 61
   D. None 0.3 17

67. Developing sound-letter relationships
   A. Much 91.6 5884
   B. Some 6.0 384
   C. Little 0.9 58
   D. None 0.4 27

68. Developing a beginning sight vocabulary
   A. Much 65.9 4235
   B. Some 23.6 1516
   C. Little 7.0 448
   D. None 2.3 147

69. Developing skill needs such as left-to-right sequence, letter names, attention span
   A. Much 84.2 5412
   B. Some 13.0 838
   C. Little 1.2 79
   D. None 0.3 20

70-75. In your own mind, classify your children into three reading ability groups—above average, average, and below average. Then, using items 60-64 as examples of informal readiness activities and items 65-69 as examples of formal readiness activities, indicate the amount of time during the school year you generally devote to reading readiness.

70. Informal readiness for above-average pupils
   A. Less than 1 week 33.7 2166
   B. 1-4 weeks 48.4 3109
   C. 5-8 weeks 8.3 530
   D. 9-12 weeks 2.2 138
   E. More than 12 weeks 4.2 268

71. Informal readiness for average pupils
   A. Less than 1 week 9.1 583
   B. 1-4 weeks 45.7 2936
   C. 5-8 weeks 30.7 1970
   D. 9-12 weeks 6.5 416
   E. More than 12 weeks 5.4 346

72. Informal readiness for below-average pupils
   A. Less than 1 week 3.2 204
   B. 1-4 weeks 13.8 888
   C. 5-8 weeks 29.7 1906
   D. 9-12 weeks 24.6 1580
   E. More than 12 weeks 26.3 1688

73. Formal readiness for above-average pupils
   A. Less than 1 week 23.0 1475
   B. 1-4 weeks 46.1 3089
   C. 5-8 weeks 15.6 1004
   D. 9-12 weeks 4.6 295
   E. More than 12 weeks 5.4 349

74. Formal readiness for average pupils
   A. Less than 1 week 4.6 297
   B. 1-4 weeks 34.2 2200
   C. 5-8 weeks 35.8 2299
   D. 9-12 weeks 15.2 974
   E. More than 12 weeks 7.4 472

75. Formal readiness for below-average pupils
   A. Less than 1 week 1.5 99
   B. 1-4 weeks 5.4 349
   C. 5-8 weeks 21.4 1373
   D. 9-12 weeks 28.2 1814
   E. More than 12 weeks 41.0 2634
76. Which of the following best describes how children were assigned to your class?

A. Randomly from kindergarten population 38.5
B. Homogeneously from kindergarten population 19.9
C. On the basis of your approach to teaching, materials you use, or your personality traits 4.8
D. Randomly from total entering population (no kindergarten) 24.2
E. On the basis of some screening criterion (no kindergarten) 9.2

77. Which one of the following is most frequently the basis for admission to first grade in your school?

A. Reading readiness test 8.3
B. Intelligence test 0.8
C. Chronological age 67.9
D. Developmental school readiness test 2.4
E. Teacher judgment 18.5

78-85. In your opinion, which types of reading instruction listed below do not receive enough of your attention because of factors beyond your control (such as lack of time or materials)? (For those you feel have enough attention, select alternative A; for those with inadequate attention, select alternative B. If you are satisfied with your program, indicate by selecting alternative A for item 85 and omitting items 78-84.)

78. Introducing new words and building background
A. Yes 43.2
B. No 2778

79. Developing purposes for reading
A. Yes 11.1
B. No 713

80. Reading silently
A. Yes 33.2
B. No 2132

81. Reading orally
A. Yes 18.6
B. No 1198

82. Developing word pronunciation skills
A. Yes 33.7
B. No 2164

83. Developing word meaning skills
A. Yes 17.8
B. No 1146

84. Developing literal and higher comprehension skills
A. Yes 37.7
B. No 2424

85. None
A. Yes 13.8
B. No 889

86-93. Which two of the following would be most reliable to use for grouping? (Indicate your opinion by selecting alternative A for two items and alternative B for all others. If you consider none reliable, select alternative B for item 93 and omit items 86-92.)

86. Standardized reading tests
A. Yes 33.6
B. No 2140

87. Previous teacher’s anecdotal record
A. Yes 54.5
B. No 3502

88. Previous teacher’s grouping list
A. Yes 19.3
B. No 1239

89. Individual reading tests (informal reading inventories)
A. Yes 68.4
B. No 4394

90. Skill tests (auditory discrimination, visual discrimination, etc.)
A. Yes 14.4
B. No 928

91. Basal reader tests (accompany basal reader)
A. Yes 73.0
B. No 4693

92. Previous book completed
A. Yes 47.1
B. No 3024

93. None
A. Yes 41.3
B. No 2655

94-97. On the average, how much time during school hours is spent each week by a pupil in your class in the following activities?

94. Basic reading instructional program
A. Less than 1 hour 2.6
B. 1-3 hours 24.5
C. 4-7 hours 43.2
D. More than 7 hours 28.1

95. Library activities (selecting books, locating material, etc.)
A. Less than 1 hour 64.2
B. 1-3 hours 31.3
C. 4-7 hours 2.4
D. More than 7 hours 0.6

96. Enrichment activities (plays, discussions, trips, research)
A. Less than 1 hour 43.8
B. 1-3 hours 47.0
C. 4-7 hours 6.6
D. More than 7 hours 1.1

17
97. Independent reading

98-104. In your instructional reading program, how much emphasis do you place on each of the following?

98. Introducing new words and building background

99. Developing purposes for reading

100. Reading silently

101. Reading orally

102. Developing word pronunciation skills

103. Developing word meaning skills

104. Developing literal and higher comprehension skills

105-111. How much emphasis do you place on each of the following in your word recognition program?

105. Configuration or whole word

106. Phonics (letter sounds)

107. Linguistics (word patterns)

108. Context

109. Structure (compounds, inflectional endings)

110. Kinesthetic (tracing)

111. Dictionary

112-113. How much time do you spend each morning and each afternoon on basic reading instruction? (If your total reading instruction each day typically falls in either the morning or the afternoon, select alternative D for item 112 or item 113.)

112. Morning

113. Afternoon
114. How often do you use each of the following activities to introduce material to be read silently? (If any of these activity resources is not available to you, select alternative E. If any of the activities is available but is not used by you, select D.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>A. Almost always</th>
<th>B. Some of the time</th>
<th>C. Rarely</th>
<th>D. Never</th>
<th>E. Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing a film or filmstrip</td>
<td>1.9</td>
<td>22.4</td>
<td>25.6</td>
<td>31.1</td>
<td>17.0</td>
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<tr>
<td>Reading a related story to pupils</td>
<td>9.2</td>
<td>59.5</td>
<td>62.1</td>
<td>65.5</td>
<td>32.7</td>
</tr>
<tr>
<td>Preparing a bulletin board</td>
<td>11.5</td>
<td>74.0</td>
<td>8.0</td>
<td>3.3</td>
<td>19.6</td>
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<tr>
<td>Discussing topic with children</td>
<td>17.1</td>
<td>109.9</td>
<td>1.3</td>
<td>2.5</td>
<td>16.1</td>
</tr>
<tr>
<td>Directing pupil attention to pictures</td>
<td>27.8</td>
<td>176</td>
<td>2.0</td>
<td>1.3</td>
<td>82</td>
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<tr>
<td>Affording experiences</td>
<td>31.1</td>
<td>2000</td>
<td>6.5</td>
<td>2.0</td>
<td>149</td>
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</table>

120-128. How often during the total year’s reading program will each of the following be used?

<table>
<thead>
<tr>
<th>Activity</th>
<th>A. Much</th>
<th>B. Some</th>
<th>C. Little</th>
<th>D. Never, although available</th>
<th>E. Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basal readers</td>
<td>93.6</td>
<td>3.1</td>
<td>0.8</td>
<td>0.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Supplementary basal readers</td>
<td>40.4</td>
<td>47.8</td>
<td>6.5</td>
<td>1.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Trade books (library books)</td>
<td>39.5</td>
<td>46.7</td>
<td>10.3</td>
<td>1.3</td>
<td>2.0</td>
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<td>Commercial workbook material</td>
<td>70.2</td>
<td>20.6</td>
<td>4.8</td>
<td>0.8</td>
<td>1.2</td>
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<tr>
<td>Teacher-made material</td>
<td>65.2</td>
<td>31.8</td>
<td>3.3</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Intensive phonic material</td>
<td>76.7</td>
<td>17.6</td>
<td>2.2</td>
<td>0.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Programmed material</td>
<td>12.8</td>
<td>22.6</td>
<td>15.1</td>
<td>4.4</td>
<td>42.6</td>
</tr>
<tr>
<td>Periodicals and/or news materials</td>
<td>11.7</td>
<td>39.4</td>
<td>25.6</td>
<td>7.8</td>
<td>13.6</td>
</tr>
</tbody>
</table>

19
128. Multilevel instructional kits  
A. Much  4.3  278  
B. Some  14.6  935  
C. Little  12.5  806  
D. Never, although available  6.7  433  
E. Not available  51.6  3829  

129-135. Once formal reading instruction has begun, how often do you consider each of the following in determining the instructional level or grouping in the basic instructional program throughout the school year?  

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129. Standardized tests  
A. Almost always  13.1  842  
B. Some of the time  31.0  1990  
C. Rarely  19.4  1248  
D. Never, although available  6.4  410  
E. Not available  27.7  1780  

130. Previous teacher's anecdotal records  
A. Almost always  4.4  281  
B. Some of the time  23.5  1508  
C. Rarely  23.8  1532  
D. Never, although available  12.5  804  
E. Not available  33.3  2142  

131. Previous teacher's grouping list  
A. Almost always  3.5  227  
B. Some of the time  15.2  977  
C. Rarely  19.5  1253  
D. Never, although available  15.5  993  
E. Not available  43.6  2804  

132. Individual reading tests (informal reading inventories)  
A. Almost always  30.7  1974  
B. Some of the time  39.3  2523  
C. Rarely  11.0  708  
D. Never, although available  2.5  158  
E. Not available  14.7  942  

133. Skill tests (auditory discrimination, visual discrimination, etc.)  
A. Almost always  27.2  2387  
B. Some of the time  40.7  2012  
C. Rarely  8.6  552  
D. Never, although available  1.4  91  
E. Not available  10.1  650  

134. Basal reader tests (accompany basal reader)  
A. Almost always  44.4  2850  
B. Some of the time  28.7  1843  
C. Rarely  6.3  402  
D. Never, although available  2.8  182  
E. Not available  16.0  1028  

135. Previous book completed  
A. Almost always  40.6  2611  
B. Some of the time  38.5  2474  
C. Rarely  11.0  704  
D. Never, although available  2.7  176  
E. Not available  5.2  336
FOURTH-GRADE TEACHERS' SURVEY

QUESTION

1-5. Short-term special help in reading can be provided in several ways. How often is help in reading provided for a child in your classroom by each of the following?

1. Remedial teacher
   A. Almost always 28.5
   B. Some of the time 28.5
   C. Rarely 5.3
   D. Never 12.6
   E. Not available 24.1

2. Teacher aide
   A. Almost always 1.7
   B. Some of the time 7.1
   C. Rarely 3.6
   D. Never 23.0
   E. Not available 63.4

3. Classroom teacher on released school time
   A. Almost always 1.9
   B. Some of the time 5.0
   C. Rarely 3.9
   D. Never 38.6
   E. Not available 11.5

4. Classroom teacher before or after school
   A. Almost always 10.8
   B. Some of the time 41.5
   C. Rarely 20.1
   D. Never 15.1
   E. Not available 11.5

5. Nonschool staff available on tutorial basis (college students, former teachers, etc.)
   A. Almost always 1.8
   B. Some of the time 9.2
   C. Rarely 8.3
   D. Never 19.7
   E. Not available 69.7

6-9. Rate the effectiveness of each of the following reading training programs in which you have participated during the past three years. (Select alternative E for the program(s) in which you have not participated.)

6. College reading course taken during the school year (night school, extension course, etc.)
   A. Very good 11.3
   B. Good 10.2
   C. Fair 5.7
   D. Poor 7.1
   E. Does not apply 70.1

7. In-service program of one day (or equivalent time)
   A. Very good 5.4
   B. Good 10.4
   C. Fair 8.1
   D. Poor 2.1
   E. Does not apply 73.0

8. In-service program of two or more days (or equivalent time)
   A. Very good 4.2
   B. Good 4.4
   C. Fair 2.7
   D. Poor 0.9
   E. Does not apply 86.9

9. College course in reading taken in summer school
   A. Very good 6.4
   B. Good 5.5
   C. Fair 2.3
   D. Poor 0.8
   E. Does not apply 84.1

10-14. If you have participated in any of the in-service program(s) in reading listed below, rate the effectiveness of the program(s). (If you have not participated, select alternative E.)

10. State Department of Education
    A. Very good 1.5
    B. Good 1.7
    C. Fair 0.8
    D. Poor 0.2
    E. Does not apply 94.9

11. Local personnel
    A. Very good 5.0
    B. Good 7.5
    C. Fair 4.2
    D. Poor 0.8
    E. Does not apply 81.5

12. Commercial (textbook company)
    A. Very good 3.6
    B. Good 9.0
    C. Fair 8.5
    D. Poor 2.1
    E. Does not apply 75.7
13. College or university
A. Very good 5.1 283
B. Good 4.1 338
C. Fair 2.1 116
D. Poor 0.6 31
E. Does not apply 85.3 4752

14. Professional organization
A. Very good 2.3 129
B. Good 2.3 128
C. Fair 1.1 59
D. Poor 0.3 18
E. Does not apply 93.1 5189

15-19. How valuable in improving your teaching is each source of help listed below? (If the resource is not available to you, select alternative D.)

15. An experienced colleague
A. Very valuable 44.9 2502
B. Some value 30.6 1706
C. Little or no value 4.0 224
D. Does not apply 19.4 1082

16. Book company consultant(s)
A. Very valuable 26.0 1447
B. Some value 36.5 2031
C. Little or no value 12.0 668
D. Does not apply 24.8 1381

17. Local school supervisor(s) and/or consultant(s)
A. Very valuable 10.7 595
B. Some value 15.8 879
C. Little or no value 6.1 339
D. Does not apply 66.5 3704

18. Special consultant(s) hired by local school board
A. Very valuable 1.6 87
B. Some value 4.4 243
C. Little or no value 5.9 327
D. Does not apply 87.1 4851

19. State Department consultant(s)
A. Fewer children in class 52.8 2941
B. Assignment of teacher aide 13.3 742
C. More time allowable for reading 7.7 450
D. More homogeneous grouping of children 15.3 852
E. Availability of more equipment and/or material 9.9 553

20. If you could choose one administrative policy that would make your instruction more effective, which of the following would it be?

21. Can you refer children for remedial/corrective instruction? (If yes, answer items 22-27. If no, choose alternative E for any procedure not followed in your school.)

22. Remedial teacher diagnoses in depth
A. Almost always 44.2 2461
B. Some of the time 15.8 878
C. Rarely 4.5 250
D. Never 2.3 127
E. Does not apply 31.6 1759

23. Remedial teacher discusses diagnoses with classroom teacher
A. Almost always 37.2 2072
B. Some of the time 19.8 1104
C. Rarely 6.7 372
D. Never 3.9 217
E. Does not apply 30.8 1718

24. Remedial teacher plans approach for classroom work with these children
A. Almost always 14.4 802
B. Some of the time 17.9 998
C. Rarely 13.2 734
D. Never 18.2 1016
E. Does not apply 34.6 1926

25. Remedial teacher informs classroom teacher of child's progress
A. Almost always 38.1 2125
B. Some of the time 18.1 1010
C. Rarely 6.9 385
D. Never 3.9 218
E. Does not apply 31.2 1756

26. Remedial teacher uses special materials that may not be used in classroom reading program(s)
A. Almost always 39.3 2187
B. Some of the time 20.4 1134
C. Rarely 3.9 218
D. Never 2.3 129
E. Does not apply 32.3 1799

27. Classroom teacher continues to work with these children in reading simultaneously with remedial instruction
A. Almost always 50.9 2837
B. Some of the time 9.4 523
C. Rarely 3.1 175
D. Never 3.3 181
E. Does not apply 31.6 1758
28-34. To diagnose reading difficulty for children in your school, what types of tests are used, and by whom are they used? (Select alternative D for those not used.)

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<tbody>
<tr>
<td>28.</td>
<td>Audiometric (individual)</td>
<td>A. Used by classroom teacher</td>
<td>6.8 308</td>
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<tr>
<td></td>
<td></td>
<td>B. Used by reading consultant</td>
<td>24.4 1360</td>
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<td></td>
<td></td>
<td>C. Used by other personnel</td>
<td>26.7 1487</td>
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<td>D. Not available</td>
<td>39.3 2188</td>
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<td>29.</td>
<td>Visual screening (at near point)</td>
<td>A. Used by classroom teacher</td>
<td>8.4 469</td>
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<td></td>
<td></td>
<td>B. Used by reading consultant</td>
<td>19.6 1091</td>
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<td></td>
<td></td>
<td>C. Used by other personnel</td>
<td>28.4 1580</td>
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<td>D. Not available</td>
<td>40.2 2219</td>
</tr>
<tr>
<td>30.</td>
<td>Individual intelligence</td>
<td>A. Used by classroom teacher</td>
<td>38.2 2127</td>
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<td></td>
<td>B. Used by reading consultant</td>
<td>24.3 1352</td>
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<td></td>
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<td>C. Used by other personnel</td>
<td>24.8 1383</td>
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<tr>
<td></td>
<td></td>
<td>D. Not available</td>
<td>10.4 581</td>
</tr>
<tr>
<td>31.</td>
<td>Individual reading inventory</td>
<td>A. Used by classroom teacher</td>
<td>47.9 2668</td>
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<td></td>
<td></td>
<td>B. Used by reading consultant</td>
<td>32.4 1806</td>
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<td></td>
<td></td>
<td>C. Used by other personnel</td>
<td>4.7 260</td>
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<td>D. Not available</td>
<td>12.7 706</td>
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<td>32.</td>
<td>Specific skills (auditory-visual discrimination, comprehension, etc.)</td>
<td>A. Used by classroom teacher</td>
<td>52.7 2938</td>
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<td>B. Used by reading consultant</td>
<td>28.9 1610</td>
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<td>C. Used by other personnel</td>
<td>5.6 310</td>
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<td>D. Not available</td>
<td>10.3 571</td>
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<td>33.</td>
<td>Perceptual, emotional and/or physical</td>
<td>A. Used by classroom teacher</td>
<td>12.0 668</td>
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<td></td>
<td>B. Used by reading consultant</td>
<td>22.4 1249</td>
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<td>C. Used by other personnel</td>
<td>34.3 1913</td>
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<td>D. Not available</td>
<td>28.5 1587</td>
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<tr>
<td>34.</td>
<td>Speech</td>
<td>A. Used by classroom teacher</td>
<td>7.0 390</td>
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<td>B. Used by reading consultant</td>
<td>28.5 1590</td>
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<td>C. Used by other personnel</td>
<td>38.0 2117</td>
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<td>D. Not available</td>
<td>24.0 1336</td>
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35-42. In teaching reading, how much use is made of each piece of equipment listed below? (Select alternative D for equipment not available to you.)

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<tr>
<td>35.</td>
<td>Filmstrip projector</td>
<td>A. Almost always</td>
<td>3.9 219</td>
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<td></td>
<td></td>
<td>B. Some of the time</td>
<td>40.1 2234</td>
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<td></td>
<td></td>
<td>C. Rarely</td>
<td>49.0 2732</td>
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<td>D. Not available</td>
<td>5.9 331</td>
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<tr>
<td>36.</td>
<td>Film projector</td>
<td>A. Almost always</td>
<td>2.6 146</td>
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<td>B. Some of the time</td>
<td>25.2 1402</td>
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<td></td>
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<td>C. Rarely</td>
<td>59.0 3284</td>
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<td>D. Not available</td>
<td>12.1 676</td>
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<td>37.</td>
<td>Tape recorder</td>
<td>A. Almost always</td>
<td>2.7 148</td>
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<td>B. Some of the time</td>
<td>35.2 1961</td>
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<td>C. Rarely</td>
<td>45.9 2558</td>
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<td>D. Not available</td>
<td>15.3 854</td>
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<td>38.</td>
<td>Overhead projector</td>
<td>A. Almost always</td>
<td>3.5 193</td>
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<td></td>
<td></td>
<td>B. Some of the time</td>
<td>28.2 1573</td>
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<td></td>
<td></td>
<td>C. Rarely</td>
<td>51.2 2852</td>
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<td>D. Not available</td>
<td>16.2 902</td>
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<td>39.</td>
<td>Record player</td>
<td>A. Almost always</td>
<td>4.6 255</td>
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<td>B. Some of the time</td>
<td>35.2 1958</td>
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<td></td>
<td></td>
<td>C. Rarely</td>
<td>52.2 2907</td>
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<td></td>
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<td>D. Not available</td>
<td>7.1 398</td>
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<tr>
<td>40.</td>
<td>Electronic listening station</td>
<td>A. Almost always</td>
<td>0.5 26</td>
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<td></td>
<td>B. Some of the time</td>
<td>3.1 175</td>
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<td></td>
<td>C. Rarely</td>
<td>9.4 526</td>
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<td></td>
<td></td>
<td>D. Not available</td>
<td>85.9 4787</td>
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<tr>
<td>41.</td>
<td>Teaching machines</td>
<td>A. Almost always</td>
<td>0.9 49</td>
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<td>B. Some of the time</td>
<td>6.7 374</td>
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<td>C. Rarely</td>
<td>9.4 521</td>
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<td>D. Not available</td>
<td>82.1 4573</td>
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<td>42.</td>
<td>Television</td>
<td>A. Almost always</td>
<td>2.5 141</td>
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<td>B. Some of the time</td>
<td>17.4 967</td>
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<td>C. Rarely</td>
<td>36.0 2115</td>
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<td>D. Not available</td>
<td>41.2 2295</td>
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43. Are standardized reading tests used in your school? (If yes, answer items 44-47. If no, skip items 44-47.)

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<td>44.</td>
<td>Selected by teacher?</td>
<td>A. Always</td>
<td>4.2 236</td>
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<td>B. Sometimes</td>
<td>14.9 830</td>
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<td>C. Never</td>
<td>73.0 4068</td>
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<td>45.</td>
<td>Administered by teacher?</td>
<td>A. Always</td>
<td>7.6 821</td>
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<td>B. Sometimes</td>
<td>12.5 697</td>
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<td>C. Never</td>
<td>2.9 162</td>
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</tbody>
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46. Scored by teacher?
A. Always 42.9 2391
B. Sometimes 31.3 1746
C. Never 17.9 996

47. Interpreted by teacher?
A. Always 59.8 3278
B. Sometimes 24.6 1371
C. Never 8.7 483

48. Which of the following standardized achievement tests is used in your classroom? (If none is used, skip this item.)
A. California Achievement Tests 8.0 444
B. Iowa Test of Basic Skills 30.2 1681
C. Metropolitan Achievement Tests 14.5 808
D. SRA Achievement Series 5.4 291
E. Stanford Achievement Test 28.4 1583

49-51. Complete items 49-51 with regard to your present status including this school year.

49. Number of years teaching experience
A. Less than 3 21.3 1184
B. 3 - 6 22.0 1268
C. 7 - 12 17.3 966
D. 13 - 20 15.1 840
E. More than 20 23.0 1280

50. Number of years at present grade level
A. Less than 3 36.5 2033
B. 3 - 6 27.5 1530
C. 7 - 12 17.9 997
D. 13 - 20 10.5 592
E. More than 20 6.9 392

51. Number of years since last reading course
A. Less than 3 40.6 2261
B. 3 - 6 29.8 1661
C. 7 - 12 17.3 964
D. 13 - 20 6.1 338
E. More than 20 4.5 253

52. On the average, how much time do you devote to reading instruction each week?
A. 0 - 5 hours 35.9 1997
B. 6 - 10 hours 55.5 3092
C. 11 - 15 hours 5.2 292
D. More than 15 hours 1.7 92
E. Individualized 9.3 516

53. How do you group your children most of the time for basic reading instruction?
A. Very broad 38.7 2154
B. Average 51.7 2881
C. Very narrow 8.0 446

54. Which of the following best describes the range in reading needs of children in your classroom?
A. Fewer than 26 38.0 2114
B. 26 - 30 38.4 2139
C. 31 - 35 18.1 1009
D. 36 - 40 3.9 216
E. More than 40 0.3 18

55. How many children do you have in your present classroom?
A. Less than 3 24.0 1371
B. 3 - 6 21.6 1208
C. 7 - 12 19.5 1089
D. 13 - 20 12.6 719
E. More than 20 5.5 310

56-60. On the average, how much time each week during school hours would be spent by a pupil in your class in each of the following activities?

56. Basic reading instructional program
A. Less than 1 hour 3.7 208
B. 1 - 3 hours 31.2 1739
C. 4 - 7 hours 58.5 3260
D. More than 7 hours 4.8 269

57. Library activities (selecting books, locating material, etc.)
A. Less than 1 hour 55.5 3094
B. 1 - 3 hours 40.6 2263
C. 4 - 7 hours 2.0 113
D. More than 7 hours 0.3 17

58. Enrichment-type activities (plays, discussions, trips, research)
A. Less than 1 hour 49.7 2769
B. 1 - 3 hours 44.2 2460
C. 4 - 7 hours 3.9 215
D. More than 7 hours 0.7 41

59. Developing reading skills in content areas
A. Less than 1 hour 13.3 738
B. 1 - 3 hours 57.3 3193
C. 4 - 7 hours 23.3 1299
D. More than 7 hours 4.4 245

60. Independent reading
A. Less than 1 hour 20.8 1158
B. 1 - 3 hours 63.5 3536
C. 4 - 7 hours 12.3 684
D. More than 7 hours 1.9 107

61-69. On the average, how much emphasis do you give to each of the following in your instructional reading program?

61. Introducing new words and building background
A. Much 66.6 3655
B. Some 30.0 1671
C. Little 2.8 155
D. None 0.1 7

62. Developing purposes for reading
A. Much 46.9 2512
B. Some 46.7 2601
C. Little 4.7 262
D. None 0.2 11
63. Reading silently
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

64. Reading orally
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

65. Developing word pronunciation skills
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

66. Developing word meaning skills
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

67. Developing literal and higher comprehension skills
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

68. Developing study skills
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

69. Developing speed
   A. Much 66.7 3714
   B. Some 30.0 1669
   C. Little 1.7 96
   D. None 0.2 9

70-77. How often do you consider each of the following in determining instructional level or grouping in the basic instructional program?

70. Standardized tests
   A. Almost always 32.0 1781
   B. Some of the time 49.2 2740
   C. Rarely 11.2 625
   D. Never 2.9 160
   E. Not available 2.9 164

71. Previous teacher's anecdotal records
   A. Almost always 22.9 1278
   B. Some of the time 48.6 2750
   C. Rarely 16.7 928
   D. Never 4.5 253
   E. Not available 0.5 30

72. Previous teacher's grouping list
   A. Almost always 26.2 1460
   B. Some of the time 40.4 2248
   C. Rarely 16.3 908
   D. Never 10.2 568
   E. Not available 5.3 297

73. Individual reading test
   A. Almost always 35.1 1953
   B. Some of the time 40.6 2259
   C. Rarely 10.0 557
   D. Never 3.0 165
   E. Not available 9.8 546

74 Skill tests (auditory-visual discrimination, comprehension assessment)
   A. Almost always 28.6 1592
   B. Some of the time 40.3 2244
   C. Rarely 12.9 716
   D. Never 3.8 210
   E. Not available 12.8 713

75. Basal reader tests
   A. Almost always 30.8 1715
   B. Some of the time 39.1 2176
   C. Rarely 11.7 649
   D. Never 5.4 298
   E. Not available 11.4 637

76. Previous book completed
   A. Almost always 34.7 1934
   B. Some of the time 39.7 2212
   C. Rarely 14.1 787
   D. Never 8.2 454
   E. Not available 1.5 84

77. Multilevel instructional kit tests
   A. Almost always 4.6 257
   B. Some of the time 16.8 934
   C. Rarely 12.7 705
   D. Never 11.8 655
   E. Not available 52.5 2925
In your opinion, which types of reading instruction listed below do not receive enough of your attention because of factors beyond your control (such as lack of time or materials)? (For those you feel have enough attention, select alternative A; for those with inadequate attention, select alternative B.)

<table>
<thead>
<tr>
<th>Instruction</th>
<th>A. Yes</th>
<th>B. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing new words and building background</td>
<td>83.6</td>
<td>14.4</td>
</tr>
<tr>
<td>Developing purposes for reading</td>
<td>72.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Reading silently</td>
<td>25.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Reading orally</td>
<td>65.6</td>
<td>27.2</td>
</tr>
<tr>
<td>Developing word pronunciation skills</td>
<td>73.9</td>
<td>24.2</td>
</tr>
<tr>
<td>Developing word meaning skills</td>
<td>73.7</td>
<td>24.3</td>
</tr>
<tr>
<td>Developing literal and higher comprehension</td>
<td>43.9</td>
<td>54.1</td>
</tr>
<tr>
<td>Developing study skills</td>
<td>53.7</td>
<td>44.6</td>
</tr>
<tr>
<td>Developing speed</td>
<td>27.7</td>
<td>70.6</td>
</tr>
</tbody>
</table>

Which two of the following would be most reliable to use for grouping? (Indicate your opinion by selecting alternative A for two items and alternative B for all others.)

<table>
<thead>
<tr>
<th>Grouping Method</th>
<th>A. Yes</th>
<th>B. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized tests</td>
<td>35.5</td>
<td>62.1</td>
</tr>
<tr>
<td>Previous teacher's anecdotal records</td>
<td>20.9</td>
<td>76.9</td>
</tr>
<tr>
<td>Previous teacher's grouping list</td>
<td>20.4</td>
<td>77.4</td>
</tr>
<tr>
<td>Individual reading test</td>
<td>66.8</td>
<td>31.4</td>
</tr>
<tr>
<td>Skill tests (auditory-visual discrimination, comprehension assessment)</td>
<td>44.9</td>
<td>53.0</td>
</tr>
<tr>
<td>Basal reader tests</td>
<td>26.4</td>
<td>71.4</td>
</tr>
<tr>
<td>Multilevel Instructional kit tests</td>
<td>9.9</td>
<td>87.6</td>
</tr>
</tbody>
</table>

How much emphasis do you place on each of the following in your word recognition program?

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>A. Much</th>
<th>B. Some</th>
<th>C. Little</th>
<th>D. None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Configuration or whole word</td>
<td>26.7</td>
<td>47.6</td>
<td>17.1</td>
<td>7.0</td>
</tr>
<tr>
<td>Phonics (letter sounds)</td>
<td>75.3</td>
<td>12.1</td>
<td>1.9</td>
<td>0.2</td>
</tr>
<tr>
<td>Linguistics (word patterns)</td>
<td>24.5</td>
<td>46.7</td>
<td>20.7</td>
<td>6.4</td>
</tr>
<tr>
<td>Context</td>
<td>67.2</td>
<td>28.8</td>
<td>2.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Structural (affixes, roots, syllables)</td>
<td>77.0</td>
<td>19.7</td>
<td>1.4</td>
<td>0.3</td>
</tr>
<tr>
<td>Kinesthetic (tracing)</td>
<td>1.8</td>
<td>11.0</td>
<td>29.0</td>
<td>56.4</td>
</tr>
<tr>
<td>Referential (dictionary, glossary, etc.)</td>
<td>58.3</td>
<td>34.1</td>
<td>5.5</td>
<td>0.7</td>
</tr>
</tbody>
</table>
101-105. How much emphasis do you place on each of the following in developing study skills in your reading program?

101. Locational skills (alphabetical order, table of contents, index)
   - A. Much 69.4
   - B. Some 27.5
   - C. Little 1.5
   - D. None 0.1

102. Organizational skills (outlining, use of headings)
   - A. Much 53.6
   - B. Some 17.0
   - C. Little 2.5
   - D. None 1.9

103. Critical reading skills (inferences, connotation of words)
   - A. Much 46.5
   - B. Some 15.0
   - C. Little 1.9
   - D. None 0.1

104. Retention skills (summarizing, notetaking)
   - A. Much 20.5
   - B. Some 48.4
   - C. Little 25.4
   - D. None 4.3

105. Descriptive skills (maps, charts, graphs)
   - A. Much 26.5
   - B. Some 47.8
   - C. Little 20.2
   - D. None 4.0

106-111. How often do you use each of the following in introducing material that is to be read silently?

106. Showing a film or filmstrip
   - A. Almost always 1.9
   - B. Some of the time 23.1
   - C. Rarely 38.5
   - D. Never 34.8

107. Reading a related story to pupils
   - A. Almost always 5.3
   - B. Some of the time 50.1
   - C. Rarely 32.9
   - D. Never 10.1

108. Preparing a bulletin board
   - A. Almost always 7.4
   - B. Some of the time 41.8
   - C. Rarely 33.1
   - D. Never 15.8

109. Discussing topic with children
   - A. Almost always 79.5
   - B. Some of the time 17.9
   - C. Rarely 0.8
   - D. Never 0.2

110. Directing pupil attention to pictures
   - A. Almost always 63.2
   - B. Some of the time 31.9
   - C. Rarely 2.8
   - D. Never 0.5

111. Affording experiences
   - A. Almost always 1.6
   - B. Some of the time 13.9
   - C. Rarely 37.6
   - D. Never 45.0

112-113. If you have a program of referral for children who need remedial/corrective instruction, indicate the number you referred in the preceding school year and the number of referrals who were accepted. (If you did not teach in your present school last year, select alternative D.)

112. In the past year how many children did you refer for remedial/corrective instruction?
   - A. None 12.1
   - B. 1-4 30.3
   - C. 5 or more 20.6
   - D. Does not apply 34.5

113. How many were accepted?
   - A. None 11.0
   - B. 1-4 31.3
   - C. 5 or more 16.6
   - D. Does not apply 38.5

114-122. On the average, how often during the total year’s program will each of the following be used in your reading program?

114. Basal readers
   - A. Much 90.6
   - B. Some 5.2
   - C. Little 1.2
   - D. Never, although available 1.0
   - E. Not available 0.5

115. Supplementary basal readers
   - A. Much 28.1
   - B. Some 52.4
   - C. Little 10.7
   - D. Never, although available 2.8
   - E. Not available 4.3
116. Trade books (library books)
   A. Much 51.1 2846
   B. Some 39.2 2184
   C. Little 6.4 356
   D. Never, although available 1.0 56
   E. Not available 0.7 37

117. Commercial workbook material
   A. Much 64.6 3397
   B. Some 24.0 1338
   C. Little 5.6 314
   D. Never, although available 1.0 54
   E. Not available 3.0 168

118. Teacher-made material
   A. Much 33.5 1854
   B. Some 50.0 2783
   C. Little 13.1 729
   D. Never, although available 0.7 40
   E. Not available 1.1 39

119. Intensive phonic material
   A. Much 28.7 1601
   B. Some 42.4 2364
   C. Little 20.6 1146
   D. Never, although available 2.1 118
   E. Not available 4.3 241

120. Programmed material
   A. Much 7.7 427
   B. Some 23.7 1318
   C. Little 10.7 1044
   D. Never, although available 4.8 269
   E. Not available 42.8 2886

121. Periodicals and/or news material
   A. Much 15.5 862
   B. Some 43.8 2441
   C. Little 27.0 1504
   D. Never, although available 4.8 268
   E. Not available 7.1 396

122. Multilevel instructional kits
   A. Much 14.3 797
   B. Some 24.4 1351
   C. Little 9.2 510
   D. Never, although available 6.8 380
   E. Not available 43.2 2409

123-127. How much emphasis do you place on each of the following in developing study skills in the reading program?

123. Teacher-made material
   A. Much 30.4 1692
   B. Some 48.1 2678
   C. Little 16.8 933
   D. Never, although available 1.4 77
   E. Not available 1.6 89

124. Workbooks
   A. Much 63.2 3519
   B. Some 28.8 1604
   C. Little 3.6 199
   D. Never, although available 0.5 29
   E. Not available 2.2 125

125. Basal reader manual
   A. Much 72.8 4058
   B. Some 20.5 1144
   C. Little 3.1 174
   D. Never, although available 1.0 53
   E. Not available 0.8 47

126. Content area textbooks
   A. Much 39.7 2210
   B. Some 40.0 2226
   C. Little 12.5 696
   D. Never, although available 2.0 112
   E. Not available 3.8 214

127. Multilevel skill-building kits
   A. Much 13.3 740
   B. Some 24.9 1389
   C. Little 9.9 501
   D. Never, although available 6.6 368
   E. Not available 44.0 2449

128-134. On the average, how much time during school hours will the typical student spend in each of the following activities? (If you do not provide an activity, select alternative E.)

128. Browsing and selecting books in central library
   A. Much 6.7 373
   B. Some 48.1 2678
   C. Little 18.1 1009
   D. None 2.0 112
   E. Does not apply 23.1 1288

129. Browsing and selecting books in room library
   A. Much 22.3 1244
   B. Some 57.8 3221
   C. Little 12.4 692
   D. None 1.0 55
   E. Does not apply 4.6 254
130. Reading selected books independently
   - A. Much: 27.1
   - B. Some: 58.0
   - C. Little: 11.2
   - D. None: 0.9
   - E. Does not apply: 0.9

131. Reporting on books (oral or written)
   - A. Much: 19.2
   - B. Some: 58.5
   - C. Little: 17.2
   - D. None: 2.2
   - E. Does not apply: 2.2

132. Doing research related to curriculum areas
   - A. Much: 17.4
   - B. Some: 54.7
   - C. Little: 20.3
   - D. None: 3.1
   - E. Does not apply: 2.4

133. Writing reports related to curriculum areas
   - A. Much: 15.5
   - B. Some: 54.1
   - C. Little: 22.4
   - D. None: 3.6
   - E. Does not apply: 2.3

134. Making murals, role playing, preparing scientific experiments, etc.
   - A. Much: 14.2
   - B. Some: 52.6
   - C. Little: 25.2
   - D. None: 4.2
   - E. Does not apply: 1.9

135. If you had unlimited facilities and staff for referring children for remedial/corrective instruction, how many children do you estimate you would refer during the school year?
   - A. 0 - 4: 4.9
   - B. 5 - 8: 33.6
   - C. 9 - 12: 40.5
   - D. More than 12: 13.0

   Much: 27.1
   Some: 58.0
   Little: 11.2
   None: 0.9
   Does not apply: 0.9

   Much: 19.2
   Some: 58.5
   Little: 17.2
   None: 2.2
   Does not apply: 2.2

   Much: 17.4
   Some: 54.7
   Little: 20.3
   None: 3.1
   Does not apply: 2.4

   Much: 15.5
   Some: 54.1
   Little: 22.4
   None: 3.6
   Does not apply: 2.3

   Much: 14.2
   Some: 52.6
   Little: 25.2
   None: 4.2
   Does not apply: 1.9

   0 - 4: 4.9
   5 - 8: 33.6
   9 - 12: 40.5
   More than 12: 13.0
SEVENTH-GRADE TEACHERS' SURVEY

QUESTION

1. For which grade level are you completing this survey questionnaire?
   A. Seventh-grade

2. How many teachers are completing the survey?
   A. 10 or more
   B. 7-9
   C. 4-6
   D. 2-3
   E. 1

3. How many pupils are in the grade for which you are completing the survey?
   A. More than 400
   B. 301-400
   C. 151-300
   D. 51-150
   E. 50 or less

4-6. Describe the residence areas in which pupils live who are in this grade.
   A. More than 50%
   B. 26-50%
   C. 11-25%
   D. Less than 10%

7. In general, which of the following best describes the income level of the homes from which students in this grade come?
   A. Above average income
   B. Average income
   C. Below average income
   D. Wide range of income from above average to below average

8. In general, which of the following best describes the education level of the parents or the head of the household?
   A. Completed college
   B. Some work beyond high school
   C. High school diploma
   D. Less than high school diploma

9. On the average, how often during the course of an entire school year does a reading consultant-supervisor work in your school?
   A. Three or more days a week
   B. One or two days a week
   C. Less than one day a week
   D. Amount of time varies from week to week, but the consultant-supervisor is available upon request
   E. Does not apply (no consultant-supervisor available)

10-14. Do you have a specific program designed to meet the special needs of students in this grade who are
   A. Yes
   B. No

11. Culturally disadvantaged?
   A. Yes
   B. No

12. Physically, emotionally, perceptually, neurologically, or mentally handicapped?
   A. Yes
   B. No

13. Bilingual or non-English speaking?
   A. Yes
   B. No

14. Academically gifted or superior students?
   A. Yes
   B. No

15. In your school, what is the approximate number of library books available per student? (Include books in central library and classroom libraries.)
   A. 20 or more
   B. 15-19
   C. 10-14
   D. 5-9
   E. 0-4

16-18. In your school this year
   A. Yes
   B. No
   C. Does not apply (no central library)

16. Is a central school library available?
   A. Yes
   B. No
   C. Does not apply (no central library)

17. Is the central school library staffed by one or more full-time librarians?
   A. Yes
   B. No
   C. Does not apply (no central library)

18. Are instructional periods devoted to the teaching of library skills such as locational skills, use of card catalog, etc.?
   A. Yes
   B. No
   C. Does not apply (no central library)
19. When are central school library facilities available to students?

20. How many teachers teach developmental reading at the grade level for which you are completing this survey?

21. For which grade are you completing the survey?

22. At this grade level, do you have a curriculum guide in reading that was written or revised no later than 1960?

23-25. What percentage of pupils in this grade receive developmental reading instruction.

23. In separate reading classes?

24. In English classes?

25. In content-area classes other than English?

26-28. At this grade level

26. How many reading teachers teach developmental reading fifty percent or more of their time?

27. How many reading teachers teach developmental reading less than fifty percent of their time?

28. How many content-area teachers teach reading as a regular assigned part of their content-area teaching?

29-30. At this grade level, how many class periods per week does the typical student receive developmental reading instruction taught in

29. Separate reading classes?

30. Content-area classes?

31-38. How often is each of the following used in the developmental reading program for this grade?

31. Texts or workbooks intended for teaching reading skills

32. Content-area text or workbooks

33. Periodicals (including newspapers and pamphlets)
34. Kits or boxed material
   A. Very frequently 14.5 81
   B. Frequently 37.8 211
   C. Infrequently 21.5 120
   D. Never, although available 5.2 29
   E. Not available 19.3 108

35. Library books
   A. Very frequently 18.3 102
   B. Frequently 48.1 269
   C. Infrequently 20.4 114
   D. Never, although available 4.5 25
   E. Not available 6.8 38

36. Reading machines (tachistoscopes, pacers, etc.)
   A. Very frequently 7.2 41
   B. Frequently 16.6 93
   C. Infrequently 23.3 130
   D. Never, although available 8.8 49
   E. Not available 41.7 233

37. Audiovisual materials (tapes, filmstrips, transparencies, etc.)
   A. Very frequently 7.7 43
   B. Frequently 26.7 149
   C. Infrequently 39.9 223
   D. Never, although available 8.9 50
   E. Not available 14.5 81

38. Teacher-made materials
   A. Yes 63.0 352
   B. No 36.1 202

39. Do you have a remedial-corrective program in your school?
   A. 5 or more 1.1 6
   B. 3-4 5.2 29
   C. 2 8.2 46
   D. 1 46.9 262
   E. None 35.8 200

40. How many teachers teach remedial-corrective reading at the grade level for which you are completing this survey?
   A. More than 25% 6.3 35
   B. 11-25% 19.7 110
   C. 1-10% 39.2 219
   D. None 32.2 180

41. For which grade level are you completing this survey?
   A. Seventh-grade 96.8 541

42. What percentage of pupils at this grade level receive remedial-corrective instruction?
   A. Very frequently 34.4 192
   B. Frequently 27.0 151
   C. Infrequently 7.9 44
   D. Never, although available 3.6 20
   E. Not available 16.5 92

43-44. At this grade level
   A. 4 or more 3.9 22
   B. 3 3.4 19
   C. 2 6.3 35
   D. 1 28.9 145
   E. None 57.4 321

45. For how many class periods per week do the majority of pupils enrolled in remedial-corrective reading instruction receive training?
   A. Very frequently 18.1 181
   B. Frequently 14.0 78
   C. 2 17.2 96
   D. 1 7.9 44
   E. Number varies 26.6 160

46-53. How often is each of the following used in the remedial-corrective program for this grade?
   A. Texts or workbooks intended for teaching reading skills
   A. Very frequently 34.4 192
   B. Frequently 27.0 151
   C. Infrequently 7.9 44
   D. Never, although available 3.6 20
   E. Not available 16.5 92

   B. Content-area texts or workbooks
   A. Very frequently 5.6 31
   B. Frequently 21.1 118
   C. Infrequently 32.0 179
   D. Never, although available 9.7 54
   E. Not available 20.9 117

   C. Periodicals (including newspapers) and pamphlets
   A. Very frequently 19.1 107
   B. Frequently 30.6 171
   C. Infrequently 14.0 78
   D. Never, although available 6.4 36
   E. Not available 19.0 103
50. Library books

51. Reading machines (lachistoscopes, pacers, etc.)

52. Audiovisual materials (tapes, filmstrips, transparencies, etc.)

53. Teacher-made materials

54-57. How many teachers have participated in the following types of training in the teaching of reading this school year or last school year?

54. College or university course

55. State Department of Education sponsored program

56. Locally sponsored program or workshop

57. Publisher's workshop

58-61. How much experience have teachers in the group had in teaching reading?

58. 1 or 2 years of experience in full- or part-time reading teaching

59. 5 or more years of experience in full- or part-time reading teaching

60. 1 or 2 years of experience as full- or part-time teachers of reading in content-area classes

61. 5 or more years of experience as full- or part-time teachers of reading in content-area classes

62-64. How many reading teachers have three or more credits (including both graduate and undergraduate levels) in the following areas?

62. Teaching developmental reading

63. Teaching of remedial-corrective reading

64. Content-area teachers teaching reading as a regularly assigned part of content area instruction

<table>
<thead>
<tr>
<th>Reading teachers</th>
<th>A. 3 or more</th>
<th>B. 2</th>
<th>C. 1</th>
<th>D. None</th>
<th>E. Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.3</td>
<td>12.5</td>
<td>33.3</td>
<td>26.8</td>
<td>47.9</td>
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<td></td>
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<td>20.8</td>
<td>49.4</td>
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</table>

<table>
<thead>
<tr>
<th>Content-area teachers teaching reading as a regularly assigned part of content area instruction</th>
<th>A. 3 or more</th>
<th>B. 2</th>
<th>C. 1</th>
<th>D. None</th>
<th>E. Does not apply</th>
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<tbody>
<tr>
<td></td>
<td>11.8</td>
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<td>15.9</td>
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<td>10.6</td>
<td>20.8</td>
<td>49.4</td>
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</table>

<table>
<thead>
<tr>
<th>A. 4 or more</th>
<th>3.4</th>
<th>4.5</th>
<th>11.5</th>
<th>33.5</th>
<th>45.4</th>
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<tbody>
<tr>
<td>B. 3</td>
<td>0.4</td>
<td>1.4</td>
<td>3.6</td>
<td>10.2</td>
<td>81.9</td>
</tr>
<tr>
<td>C. 2</td>
<td>6.3</td>
<td>3.0</td>
<td>6.6</td>
<td>21.1</td>
<td>30.5</td>
</tr>
<tr>
<td>D. 1</td>
<td>2.3</td>
<td>1.8</td>
<td>5.2</td>
<td>10.2</td>
<td>30.0</td>
</tr>
<tr>
<td>E. None</td>
<td>81.9</td>
<td>455</td>
<td>458</td>
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</table>

<table>
<thead>
<tr>
<th>A. 4 or more</th>
<th>10.0</th>
<th>5.6</th>
<th>3.4</th>
<th>2.0</th>
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<td>B. 3</td>
<td>1.8</td>
<td>6.3</td>
<td>4.7</td>
<td>4.7</td>
<td>11.0</td>
</tr>
<tr>
<td>C. 2</td>
<td>5.2</td>
<td>11.3</td>
<td>6.3</td>
<td>4.7</td>
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<td>112</td>
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<tr>
<td>E. None</td>
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<td>B. 3</td>
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<table>
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<th>17.4</th>
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<td>17.9</td>
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<td>8.1</td>
<td>17.4</td>
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<table>
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<th>A. 4 or more</th>
<th>6.4</th>
<th>8.1</th>
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<th>46.9</th>
<th>17.9</th>
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<td>8.1</td>
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<td>46.9</td>
<td>17.9</td>
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<td>E. None</td>
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<td>8.1</td>
<td>17.4</td>
<td>46.9</td>
<td>17.9</td>
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</tbody>
</table>
64. Children's or young adult literature

<table>
<thead>
<tr>
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<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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<tbody>
<tr>
<td></td>
<td>4.5</td>
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<td>13.8</td>
<td>42.6</td>
<td>29.0</td>
</tr>
</tbody>
</table>

65-67. How many content-area teachers have three or more credits (including both graduate and undergraduate levels) in the following areas?

65. Teaching of developmental reading

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>6.3</td>
<td>12.2</td>
<td>24.0</td>
<td>42.8</td>
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</table>

66. Teaching of remedial-corrective reading

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2.7</td>
<td>3.2</td>
<td>8.4</td>
<td>20.6</td>
<td>39.2</td>
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</table>

67. Children's or young adult literature

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.3</td>
<td>7.9</td>
<td>10.2</td>
<td>23.4</td>
<td>45.4</td>
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</table>

68-71. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs in the teaching of reading, if available?

68. College or university courses

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.7</td>
<td>7.9</td>
<td>15.6</td>
<td>35.8</td>
<td>25.4</td>
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</tbody>
</table>

69. State Department of Education sponsored program

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
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<th>E. None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.5</td>
<td>8.8</td>
<td>15.6</td>
<td>35.8</td>
<td>25.4</td>
</tr>
</tbody>
</table>

70. Locally sponsored program or workshop

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13.4</td>
<td>16.5</td>
<td>29.4</td>
<td>18.3</td>
<td>102</td>
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</table>

71. Publisher’s workshop

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.1</td>
<td>14.9</td>
<td>29.4</td>
<td>18.3</td>
<td>102</td>
</tr>
</tbody>
</table>

72-75. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs, if available?

72. Theory of reading

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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<tbody>
<tr>
<td></td>
<td>8.2</td>
<td>8.8</td>
<td>14.5</td>
<td>38.1</td>
<td>27.9</td>
</tr>
</tbody>
</table>

73. Organizing reading programs

<table>
<thead>
<tr>
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<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>9.3</td>
<td>10.4</td>
<td>19.0</td>
<td>41.7</td>
<td>17.4</td>
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</table>

74. Diagnosing reading problems

<table>
<thead>
<tr>
<th></th>
<th>A. 4 or more</th>
<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10.4</td>
<td>12.2</td>
<td>18.3</td>
<td>40.9</td>
<td>16.5</td>
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</table>

75. Methods in teaching reading

<table>
<thead>
<tr>
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<th>B. 3</th>
<th>C. 2</th>
<th>D. 1</th>
<th>E. None</th>
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<tbody>
<tr>
<td></td>
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<td>11.6</td>
<td>17.2</td>
<td>40.8</td>
<td>14.0</td>
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</table>
**TENTH-GRADE TEACHERS' SURVEY**

**QUESTION**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>NEW ENGLAND RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

1. For which grade level are you completing this survey questionnaire?

   A. Tenth-grade

2. How many teachers are completing the survey?

   A. 10 or more

3. How many pupils are in the grade for which you are completing the survey?

   A. More than 400

4. Describe the residence areas in which pupils live who are in this grade.

   A. More than 50%

5. What percentage live in urban residence areas?

   A. More than 50%

6. What percentage live in rural residence areas?

   A. More than 50%

7. In general, which of the following best describes the income level of the homes from which students in this grade come?

   A. Above average income

8. In general, which of the following best describes the education level of the parents or the head of the household?

   A. Completed college

9. On the average, how often during the course of an entire school year does a reading consultant-supervisor work in your school?

10. Do you have a specific program designed to meet the special needs of students in this grade who are

    A. Yes

11. Physically, emotionally, perceptually, neurologically, or mentally handicapped?

    A. Yes

12. Bilingual or non-English speaking?

    A. Yes

13. Academically gifted or superior students?

    A. Yes

14. College-bound?

    A. Yes

15. In your school, what is the approximate number of library books available per student? (Include books in central library and classroom libraries.)

    A. 20 or more

16. In your school this year

    A. Yes

17. Is the central school library staffed by one or more full-time librarians?

    A. Yes

18. Are instructional periods devoted to the teaching of library skills such as locational skills, use of card catalog, etc.?

    A. Yes

---

**35**
19. When are central school library facilities available to students?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Full school day plus out-of-school hours</td>
<td>61.3</td>
</tr>
<tr>
<td>Full school day only</td>
<td>29.0</td>
</tr>
<tr>
<td>Out-of-school hours only</td>
<td>1.4</td>
</tr>
<tr>
<td>Less than the full school day</td>
<td>4.4</td>
</tr>
<tr>
<td>Does not apply (no central library)</td>
<td>2.7</td>
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</table>

20. How many teachers teach developmental reading at the grade level for which you are completing this survey?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>5 or more</td>
<td>6.1</td>
</tr>
<tr>
<td>3-4</td>
<td>6.1</td>
</tr>
<tr>
<td>C. 2</td>
<td>9.8</td>
</tr>
<tr>
<td>D. 1</td>
<td>45.8</td>
</tr>
<tr>
<td>E. None</td>
<td>29.6</td>
</tr>
</tbody>
</table>

21. For which grade are you completing the survey?

<table>
<thead>
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<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenth-grade</td>
<td>97.3</td>
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</table>

22. At this grade level, do you have a curriculum guide in reading that was written or revised no later than 1960?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36.0</td>
</tr>
<tr>
<td>No</td>
<td>62.0</td>
</tr>
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</table>

23. What percentage of pupils in this grade receive developmental reading instruction in separate reading classes?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>4.4</td>
</tr>
<tr>
<td>85-99%</td>
<td>0.7</td>
</tr>
<tr>
<td>16-84%</td>
<td>13.5</td>
</tr>
<tr>
<td>1-15%</td>
<td>32.3</td>
</tr>
<tr>
<td>None</td>
<td>46.8</td>
</tr>
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</table>

24. In English classes?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>22.2</td>
</tr>
<tr>
<td>85-99%</td>
<td>3.7</td>
</tr>
<tr>
<td>16-84%</td>
<td>15.8</td>
</tr>
<tr>
<td>1-15%</td>
<td>14.1</td>
</tr>
<tr>
<td>None</td>
<td>42.1</td>
</tr>
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25. In content-area classes other than English?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>3.7</td>
</tr>
<tr>
<td>85-99%</td>
<td>0.3</td>
</tr>
<tr>
<td>16-84%</td>
<td>7.4</td>
</tr>
<tr>
<td>1-15%</td>
<td>12.1</td>
</tr>
<tr>
<td>None</td>
<td>73.4</td>
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26-28. At this grade level

26. How many reading teachers teach developmental reading fifty percent or more of their time?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or more</td>
<td>4.4</td>
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<td>3</td>
<td>0.7</td>
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<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>1</td>
<td>35.4</td>
</tr>
<tr>
<td>None</td>
<td>57.9</td>
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</table>

27. How many reading teachers teach developmental reading less than fifty percent of their time?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or more</td>
<td>2.4</td>
</tr>
<tr>
<td>3</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>4.0</td>
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<tr>
<td>1</td>
<td>18.5</td>
</tr>
<tr>
<td>None</td>
<td>71.4</td>
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</table>

28. How many content-area teachers teach reading as a regularly assigned part of their content-area teaching?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>4 or more</td>
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<td>4.0</td>
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<tr>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>1</td>
<td>10.4</td>
</tr>
<tr>
<td>None</td>
<td>65.6</td>
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29. Separate reading classes?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
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<td>7.1</td>
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30. Content-area classes?

<table>
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<th>Option</th>
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<tbody>
<tr>
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<tr>
<td>1</td>
<td>13.5</td>
</tr>
<tr>
<td>None</td>
<td>62.3</td>
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31-38. How often is each of the following used in the developmental reading program for this grade?

31. Texts or wordbooks intended for teaching reading skills

<table>
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<tr>
<th>Option</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Very frequently</td>
<td>25.3</td>
</tr>
<tr>
<td>Frequently</td>
<td>32.0</td>
</tr>
<tr>
<td>Infrequently</td>
<td>15.5</td>
</tr>
<tr>
<td>Never, although available</td>
<td>2.7</td>
</tr>
<tr>
<td>Not available</td>
<td>20.9</td>
</tr>
</tbody>
</table>

32. Content-area text or workbooks

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very frequently</td>
<td>16.8</td>
</tr>
<tr>
<td>Frequently</td>
<td>25.3</td>
</tr>
<tr>
<td>Infrequently</td>
<td>25.3</td>
</tr>
<tr>
<td>Never, although available</td>
<td>6.1</td>
</tr>
<tr>
<td>Not available</td>
<td>18.5</td>
</tr>
</tbody>
</table>

33. Periodicals (including newspapers) and pamphlets

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very frequently</td>
<td>9.1</td>
</tr>
<tr>
<td>Frequently</td>
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<td>Infrequently</td>
<td>31.0</td>
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<td>8.1</td>
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36
34. Kits or boxed material

35. Library books

36. Reading machines (tachistoscopes, pacers, etc.)

37. Audiovisual materials (tapes, filmstrips, transparencies, etc.)

38. Teacher-made materials

39. Do you have a remedial-corrective program in your school?

40. How many teachers teach remedial-corrective reading at the grade level for which you are completing this survey?

41. For which grade level are you completing this survey?

42. What percentage of pupils at this grade level receive remedial-corrective instruction?

43-44. At this grade level

43. How many reading teachers teach remedial-corrective reading 50 percent or more of their time?

44. How many reading teachers teach remedial-corrective reading less than 50 percent of their time?

45. For how many class periods per week do the majority of pupils enrolled in remedial-corrective reading instruction receive training?

46-53. How often is each of the following used in the remedial-corrective program for this grade?

46. Texts or workbooks intended for teaching reading skills

47. Content-area text or workbooks

48. Periodicals (including newspapers) and pamphlets

49. Kits or boxed materials
50. Library books
A. Very frequently 13.1 39
B. Frequently 21.2 63
C. Infrequently 24.9 74
D. Never, although available 11.1 33
E. Not available 21.2 65

51. Reading machines (tachistoscopes, pacers, etc.)
A. Very frequently 12.5 37
B. Frequently 17.5 52
C. Infrequently 17.5 52
D. Never, although available 10.1 30
E. Not available 33.3 99

52. Audiovisual materials (tapes, filmstrips, transparencies, etc.)
A. Very frequently 9.8 29
B. Frequently 18.2 54
C. Infrequently 22.6 67
D. Never, although available 10.8 32
E. Not available 33.3 99

53. Teacher-made materials
A. Very frequently 14.8 44
B. Frequently 23.2 69
C. Infrequently 22.2 66
D. Never, although available 5.4 16
E. Not available 25.6 76

54-57. How many teachers have participated in the following types of training in the teaching of reading this school year or last school year?
54. College or university course
A. 4 or more 2.7 8
B. 3 2.4 7
C. 2 8.8 26
D. 1 38.1 113
E. None 45.1 154

55. State Department of Education sponsored program
A. 4 or more 1.4 4
B. 3 0.0 0
C. 2 2.7 8
D. 1 14.5 43
E. None 77.8 231

56. Locally sponsored program or workshop
A. 4 or more 5.4 16
B. 3 2.0 6
C. 2 3.7 11
D. 1 15.8 47
E. None 69.0 205

57. Publisher's workshop
A. 4 or more 1.4 4
B. 3 1.0 3
C. 2 3.7 11
D. 1 16.8 50
E. None 74.1 220

58-61. How much experience have teachers in the group had in teaching reading?
58. 1 or 2 years of experience in full- or part-time reading teaching
A. 3 or more 16.2 48
B. 2 10.4 31
C. 1 30.3 90
D. None 36.7 109

59. 5 or more years of experience in full- or part-time reading teaching
A. 3 or more 8.4 25
B. 2 6.7 20
C. 1 35.4 105
D. None 39.7 118

60. 1 or 2 years of experience as full- or part-time teachers of reading in content-area classes
A. 3 or more 10.4 31
B. 2 8.8 26
C. 1 14.5 43
D. None 14.1 42
E. Does not apply 48.2 143

61. 5 or more years of experience as full- or part-time teachers of reading in content-area classes
A. 3 or more 6.4 19
B. 2 5.7 17
C. 1 10.4 31
D. None 24.9 74
E. Does not apply 49.5 147

62-64. How many reading teachers have three or more credits (including both graduate and undergraduate levels) in the following areas?
62. Teaching developmental reading
A. 4 or more 3.4 10
B. 3 3.7 11
C. 2 10.1 30
D. 1 44.8 133
E. None 34.3 102

63. Teaching of remedial-corrective reading
A. 4 or more 3.0 9
B. 3 3.0 9
C. 2 9.8 29
D. 1 45.1 134
E. None 35.7 106
64. Children’s or young adult literature

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<td>10</td>
<td>29</td>
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65-67. How many content-area teachers have three or more credits (include both graduate and undergraduate levels) in the following areas?

65. Teaching of developmental reading

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<td>18</td>
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66. Teaching of remedial-corrective reading

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<td>3.4</td>
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<td>10</td>
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67. Children’s or young adult literature

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<td>4.7</td>
<td>7.7</td>
<td>19.9</td>
<td>51.5</td>
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68-71. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs in the teaching of reading, if available?

68. College or university course

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<th>A. 4 or more</th>
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<td>21</td>
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69. State Department of Education sponsored program

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<td>8.4</td>
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<td>45.5</td>
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<td>19</td>
<td>12</td>
<td>38</td>
<td>135</td>
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70. Locally sponsored program or workshop

<table>
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<td>12.8</td>
<td>40.7</td>
<td>29.6</td>
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<td>20</td>
<td>20</td>
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71. Publisher’s workshop

<table>
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<td>23</td>
<td>17</td>
<td>39</td>
<td>126</td>
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72-75. Of the teachers completing this survey, how many would like to participate in each of the following types of in-service programs, if available?

72. Theory of reading

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<td>13.1</td>
<td>42.4</td>
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<tr>
<td>23</td>
<td>17</td>
<td>39</td>
<td>126</td>
<td>82</td>
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73. Organizing reading programs

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<th>D. 1</th>
<th>E. None</th>
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<td>14.5</td>
<td>46.5</td>
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<td>15</td>
<td>15</td>
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74. Diagnosing reading problems

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<th>C. 2</th>
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<td>46.1</td>
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<tr>
<td>24</td>
<td>24</td>
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75. Methods in teaching reading

<table>
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CONSULTANTS’ SURVEY

<table>
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<tr>
<th>QUESTION</th>
<th>ALTERNATIVES</th>
<th>NEW ENGLAND RESPONSES</th>
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</table>
| 1-4. What percentage of your total working time do you spend at each of the following chronological age levels in connection with any aspect of the reading program (teaching, consulting, supervising, etc.)? Use this school year as the basis for your answer.  
   1. Ages 5-8 (usually kindergarten and primary grades) | A. 76-100% | 13.7 17 |
| | B. 51-75% | 18.6 23 |
| | C. 26-50% | 21.8 27 |
| | D. 1-25% | 15.3 19 |
| | E. None | 28.2 35 |
| 2. Ages 9-11 (usually grades 4, 5, and 6) | A. 76-100% | 2.4 3 |
| | B. 51-75% | 13.7 17 |
| | C. 26-50% | 34.7 43 |
| | D. 1-25% | 18.6 23 |
| | E. None | 26.6 33 |
| 3. Ages 12-14 (usually grades 7, 8, and 9) | A. 76-100% | 8.1 10 |
| | B. 51-75% | 2.4 3 |
| | C. 26-50% | 25.8 32 |
| | D. 1-25% | 43.6 54 |
| | E. None | 16.9 21 |
| 4. Ages 15-18 (usually grades 10, 11, and 12) | A. 76-100% | 5.7 7 |
| | B. 51-75% | 3.2 4 |
| | C. 26-50% | 10.5 13 |
| | D. 1-25% | 32.3 40 |
| | E. None | 44.4 55 |
| 5. Which of the following best describes your present role as a reading consultant-supervisor? | A. Full time spent in supervision or consultant work | 25.0 31 |
| | B. Almost all of the time in reading supervision or consultant work, and a small portion of time teaching reading or diagnosing pupils' reading abilities | 20.2 25 |
| | C. Approximately 50 percent of time spent in reading supervision or consultant work, and the remainder of time spent in remedial/corrective work or teaching developmental reading | 28.2 35 |
| | D. Approximately 50 percent of time spent in reading supervision or consultant work and the remainder of time spent in other supervision or consultant work | 10.5 13 |
| | E. None of the above | 14.5 18 |
| 6-8. Describe your own background, including this school year. | A. More than 20 | 29.8 37 |
| | B. 13-20 | 29.0 36 |
| | C. 7-12 | 28.2 35 |
| | D. 3-6 | 8.9 11 |
| | E. Fewer than 3 | 0.0 0 |
| 7. How many years of consultant-supervisor experience do you have? | A. More than 20 | 3.2 4 |
| | B. 13-20 | 9.7 12 |
| | C. 7-12 | 21.0 26 |
| | D. 3-6 | 33.1 41 |
| | E. Fewer than 3 | 30.7 38 |
| 8. How many years have elapsed since the last reading course for which you received college credit? | A. More than 20 | 0.0 0 |
| | B. 13-20 | 3.2 4 |
| | C. 7-12 | 7.3 9 |
| | D. 3-6 | 18.6 23 |
| | E. Fewer than 3 | 69.4 86 |
| 9. In which area of specialization did you have the most work experience prior to your work as a reading consultant-supervisor? | A. Elementary (as a classroom teacher) | 50.8 63 |
| | B. English | 17.7 22 |
| | C. Content area other than English | 2.4 3 |
| | D. Reading (as a reading teacher) | 20.2 25 |
| | E. Other | 5.7 7 |
| 10. Which of the following best describes your highest academic attainment? | A. Doctorate | 5.7 7 |
| | B. Master's degree plus 30 hours or more | 37.1 46 |
| | C. Master's degree (or 30 hours or more beyond a bachelor's degree) | 49.2 61 |
| | D. Bachelor's degree | 4.8 6 |
| | E. Less than a bachelor's degree | 0.0 0 |
11. What is the total number of semester hours credit you hold in courses specifically related to the teaching of reading? (Include credit at both undergraduate and graduate levels. Do not include courses in measurement, psychology, or literature unless they were designed specifically to pertain to the teaching of reading.)

A. More than 21
B. 16-21
C. 10-15
D. 3-9

12-16. In your work with teachers (outside their teaching periods), administrators, and other supervisors, how much emphasis is given to each of the following?

12. Discussing the existing reading program: its problems, materials, etc.
13. Planning or developing new or experimental reading programs
14. Formulating or assessing procedures for evaluation of the reading program
15. Planning or participating in orientation programs for newly assigned teachers
16. Planning, implementing, or conducting in-service training programs in reading

17-21. In your work with teachers (during their teaching periods), how much emphasis is given to each of the following?

17. Observing teachers for purposes of offering assistance
18. Observing teachers for purposes of evaluating their teaching
19. Teaching demonstration lessons
20. Diagnosing pupils' reading progress to help teachers establish classroom instructional groupings
21. Conferring with content teachers on the progress or current classroom instruction of pupils who have received or are receiving remedial-corrective instruction

22-25. In your work with children in developmental or content classes, how much emphasis is given to each of the following?

22. Teaching developmental reading classes
23. Teaching special reading classes (speed reading, study skills, etc.)
24. Teaching content classes or in a self-contained classroom where reading is a definitely assigned part of the program
25. Teaching content classes or in a self-contained classroom where reading is not a definitely assigned part of the program

A. Much
B. Some
C. Little
D. None

41
26-28. In your work with children in the remedial-corrective program, how much emphasis is given to each of the following?

26. Selecting pupils for remedial-corrective work (with or without the cooperation of other school staff)
   A. Much 36.3 45
   B. Some 28.2 35
   C. Little 7.3 9
   D. None 12.9 16

27. Diagnosing individual pupils' reading problems
   A. Much 40.3 50
   B. Some 25.8 32
   C. Little 8.1 10
   D. None 10.5 13

28. Teaching remedial-corrective reading to individual pupils or to groups
   A. Much 31.5 39
   B. Some 16.1 20
   C. Little 10.5 13
   D. None 32.3 40

29-35. In your work with curriculum development, how much emphasis is given to each of the following?

29. Developing or revising a curriculum guide in reading
   A. Much 20.2 25
   B. Some 39.5 49
   C. Little 16.1 20
   D. None 16.9 21

30. Selecting reading material or equipment (include library materials)
   A. Much 46.0 57
   B. Some 33.9 42
   C. Little 8.1 10
   D. None 2.4 3

31. Approving and implementing orders for reading materials or equipment (include library materials)
   A. Much 41.9 52
   B. Some 31.5 39
   C. Little 10.5 13
   D. None 7.3 9

32. Determining the readability of content textbooks and other instructional materials for use in content classes
   A. Much 12.9 16
   B. Some 30.7 38
   C. Little 29.0 35
   D. None 23.4 29

33. Coordinating the reading program with the school library program
   A. Much 13.7 17
   B. Some 24.2 30
   C. Little 32.3 40
   D. None 25.8 32

34. Coordinating the reading curriculum with other curricula used in the school
   A. Much 14.5 18
   B. Some 37.9 47
   C. Little 28.2 35
   D. None 15.3 19

35. Preparing in-service bulletins and newsletters on special topics having to do with the reading curriculum
   A. Much 17.7 22
   B. Some 31.5 39
   C. Little 26.6 33
   D. None 21.8 27

36-42. With regard to your other activities, how much emphasis is given to each of the following?

36. Supervising in areas other than reading
   A. Much 8.1 10
   B. Some 12.1 15
   C. Little 9.7 12
   D. None 67.7 84

37. Coordinating the work of other reading consultants or supervisors employed in the system
   A. Much 21.0 26
   B. Some 15.7 17
   C. Little 16.1 20
   D. None 46.0 57

38. Scheduling or coordinating the work of reading consultants from outside the system (for example, publisher's consultant)
   A. Much 5.7 7
   B. Some 21.8 27
   C. Little 35.1 41
   D. None 37.1 46

39. Consulting with other school-connected agencies (health, social, etc.)
   A. Much 16.9 21
   B. Some 37.9 47
   C. Little 32.3 40
   D. None 10.5 13

40. Working with PTA and other school-connected groups or community groups
   A. Much 4.0 5
   B. Some 28.2 35
   C. Little 41.9 52
   D. None 22.6 28

41. Attending meetings and participating in the work of professional organizations
   A. Much 41.5 52
   B. Some 44.4 55
   C. Little 9.7 12
   D. None 0.8 1

42. Other activities not listed in Items 12-42
   A. Much 10.5 13
   B. Some 41.1 51
   C. Little 28.2 35
   D. None 12.1 15
You have indicated the emphasis given to activities in six major categories. Now indicate the percentage of time you devote to each of the six categories. Since these categories represent 100 percent of your work load, the six percentages should total 100 percent.

43. Teachers (outside their teaching periods), administrators, or other supervisors
44. Teachers (during their teaching periods)
45. Children in developmental or content classes
46. Children in the remedial-corrective program
47. Curriculum development
48. Other activities

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* New England responses only