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A SURVEY OF THE READING COORDINATOR'S ROLE AS PERCEIVED BY ELEMENTARY SCHOOL PRINCIPALS, CLASSROOM TEACHERS, AND READING COORDINATORS

By

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ABSTRACT

A SURVEY OF THE READING COORDINATOR'S ROLE AS PERCEIVED BY ELEMENTARY SCHOOL PRINCIPALS, CLASSROOM TEACHERS, AND READING COORDINATORS

By

Marjorie Troy Hart

Since research has shown that role ambiguity and role conflict exist in the perceived role of the reading coordinator, this study was designed to formulate a prioritized list of recognized roles of the reading coordinator and to determine if a difference existed among elementary school principals, elementary classroom teachers, and reading coordinators in their perceptions of this position. A rating scale was developed with four comprehensive roles and 32 role indicators and sent to all the elementary school principals and reading coordinators and a random sample of 220 classroom teachers from Midland, Bay City, and Saginaw. From the 191 returned surveys, data analysis found 12 of the 32 role indicators at the highest rating of the scale. The multivariate and univariate analyses of the data indicated significant differences at the .05 level of significance among the participants on 44% of the role indicators. These differences were found on the comprehensive roles of Bringing About Change and Consulting. The elementary school principals rated the role indicators from these

comprehensive roles much higher than the other two groups of respondents, except for the role indicator of Working with students with reading problems in a pull-out program, which the other two respondent groups rated much higher. Reading coordinators rated the role indicators of Help write criteria for evaluation reading personnel, Help set goals for school/grade, and Participate in professional reading-related activities much higher than the other two groups of respondents. Classroom teachers rated the role indicators of Bringing About Change and Consulting lower than the other two groups of respondents except for Working with students with reading problems in a pull-out program. There was 100% agreement among this population on the role of Working with Reading Materials and 78% agreement on the role of Coordinating District Programs. There was little significant difference (9%) among the respondents who had reading coordinators assigned to their schools and those without. Respondents from Midland, Bay City, and Saginaw differed significantly on 28% of the role indicators examined in this study.

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THE PROBLEM

Background

The roles and responsibilities of a reading coordinator are constantly changing. Although much research in reading has been amassed in the last decade, little attention has been given to the role of the reading coordinator itself. After polling state reading consultants, the Journal of Reading (1974) reported a continued lack of clarity concerning the reading coordinator position throughout the United States and four Canadian provinces. Responses to the survey reflected a wide range of poorly defined lines of personnel responsibility, which ranged from consultants who served as remedial specialists to those who headed Right-to-Read projects. These findings, along with those of other researchers, seem to indicate that ambiguity still exists concerning the role of the reading coordinator, which threatens the effectiveness of highly trained personnel in reading.

The need for trained reading consultants grew with the implementation of the Elementary and Secondary Education Act of 1966, P.L. 89-10. Title I sought to break the vicious circle of the disadvantaged student by establishing compensatory education programs. It states, in part:

> Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies serving areas with concentration of children from low-income families in order to expand and improve their educational programs by various means, which contribute particularly to meeting the special educational needs of educationally deprived children.

Large numbers of certified teaching personnel were engaged to fill the reading coordinator positions created by this congressional act. Yet the role and qualifications of this position are always changing because the guidelines of the Title I program and hiring practices are constantly in flux.

Title I programs began by employing certified classroom teachers who had had several reading methods classes. Those teachers who had not had such classes were sent to school to receive needed training in reading instruction. When they met the necessary qualifications, these teachers were assigned to designated schools in the school district as reading consultants. These consultants worked directly with the elementary school classroom teachers and principals but did not work with the designated elementary children. At the end of each school year, the pupils were tested on reading objectives chosen by the school district and with test items constructed by the school district's reading personnel.

Each year since its inception, the Title I program has been evaluated and changed to some extent, either by placing the reading coordinator directly in the classroom working directly with children or by having small groups of designated students pulled out of the classroom to be instructed in the reading skills in which they were found to be deficient. Consulting with teachers and principals has become a minor role because the Evaluation Department felt that the

effectiveness of the reading coordinators could not be evaluated unless they worked directly with the students. Qualifications for reading coordinators have also changed from personnel with specific reading credentials to the teacher with the highest seniority in the building when the position becomes available.

Each school district that qualifies for Title I aid establishes its own guidelines for the program and for its personnel. These guidelines are evaluated each year by the State Monitoring and Compliance Department. As a result, many changes have taken place within these programs over the years.

When the ever-changing needs of the classroom teacher and the elementary school principal are added to the constantly changing guidelines of the Title I programs, defining the role of the reading coordinator becomes very important.

Purpose of the Study

The purpose of the study is to formulate a prioritized list of recognized roles or expectations of reading coordinators, as perceived by elementary school principals, elementary classroom teachers, and reading coordinators. School districts could use this list to form realistic guidelines for the Title I program and for employing personnel to implement it. This prioritized list of recognized roles of reading coordinators might also be used as a guide by the appropriate decision-making groups that recommend practical and relevant courses of study for existing reading personnel.

Importance of the Problem

Few people would dispute the importance of a well-trained and well-educated reading coordinator. Because reading is the most important skill a child learns in elementary school, the reading consultant's role cannot be over-emphasized. Primary-grade reading instruction is the most crucial level in a comprehensive reading program. Nevertheless, an elementary school principal often avoids giving specific help or evaluation in primary reading. Many times the principal is somewhat uncomfortable about supervising primary reading programs and considers such supervision either too sensitive or too delicate a responsibility (McHugh, 1967). For many years, principals have sought aid from supervisors, consultants, or coordinators to help their teachers and reading programs.

One of the key factors responsible for a successful reading program is leadership. Rauch (1983) claimed that this leadership comes from either a concerned and knowledgeable principal or a reading supervisor or director with the full and open support of the principal. The reading coordinator is a valuable resource for the elementary school principal, as well as the elementary school.

Baker (1976) reported that few principals will admit to having the necessary time to devote to full-time management of a school's reading program. He suggested that it would be a welcome new strategy of overall management procedure to give necessary and specialized decision-making powers and responsibilities to staff members who work directly with clients. Further, he claimed that few principals possess

the range of specialized knowledge to qualify them to be both administrator and reading specialist--a dysfunctional concept from its genesis.

The illiteracy problem was addressed in a 1983 report by the National Commission on Excellence in Education, which stated:

> Business and military leaders complain that they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling, and computation. The Department of the Navy, for example, reported to the Commission that one-quarter of its recent recruits cannot read at the ninth grade level, the minimum needed simply to understand written safety instructions.

The 1982 Gallup Poll of the public's attitudes toward the public schools strongly supported the belief that people steadfastly believe that education is the major foundation for the future strength of the United States. According to this survey, education was the first priority for federal funds among 12 funding categories; 55 percent of those surveyed selected public education as one of their first three choices.

According to Rutledge (1970), "it is the post-industrial age--the age of the automobile, the airplane, the computer, the satellite, and the spaceship--that has made reading and writing ability a necessity." In 1979, the Michigan Department of Education published Proposed Standards in Reading for Classroom Teachers and Reading Personnel. The Department felt that the rapidly expanding interest in and knowledge of reading in American society has forced a change of role for those responsible for guiding and directing the learning

process in the reading area. Evidence of the need for training in reading was provided by Michigan Education Assessment Program data.

To upgrade reading instruction, state boards of education have recently begun endorsing reading teachers. The International Reading Association has developed a recommended list of attitudes, concepts, and skills that apply to all persons engaged in reading education. In addition, the Michigan Reading Association (1984) has developed guidelines for the professional preparation of reading teachers.

Therefore, based on the preceding discussion, it seems to follow that identifying the role of the reading coordinator, as perceived by elementary school principals, classroom teachers, and reading coordinators is very important.

Definition of Terms

The following terms are defined in the context in which they are used in this dissertation.

Reading coordinator: The term "reading coordinator" is interchangeable with reading consultant, reading supervisor, and reading resource person. A reading coordinator is a certified teacher who provides consultation in reading instruction to school personnel. A reading coordinator is a full-time employee who works directly with students, teachers, and administrators within a school to develop and implement a total reading program.

Elementary school principal: The elementary school principal is the site administrator who is delegated certain responsibilities by the school board, usually through the district superintendent. These

responsibilities usually include, but are not limited to, executing board of education policies; allocating available resources, both material and human; providing measurable growth toward predetermined district objectives; and supervising the education of elementary students enrolled at the designated school site.

Classroom teacher: Classroom teachers are certified personnel who are employed full time to be responsible for the educational growth of a group of children in a designated grade or curriculum.

Reading: Reading is the process of transforming the visual representation of language into meaning. An idea is transferred from the written page to the reader's mind. In 1983, the Michigan Reading Association developed a new definition of reading. According to this definition, reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. This new definition of reading is suited to today's technological society.

Compensatory funding: Compensatory funds are those monies made available under categorical eligibility, usually to compensate for specified needs of students in one location or school attendance area in which the specified need seems to be greater than in the general student population. An example is providing schools with additional money for reading programs when the reading level of students in those schools is a specified degree lower than that of their counterparts in the general population.

Research Questions and Hypotheses

Five research questions were constructed to guide the collection of data in this study. They are as follows:

1. What are the roles of the reading coordinator, as perceived by the elementary school principals, reading coordinators, and elementary classroom teachers?

2. In prioritizing roles, is there a difference among respondents with reading coordinators assigned to their buildings and those without such coordinators?

3. Is there a difference among the three groups of respondents in terms of their perceptions of the reading coordinator's role?

4. Is there a difference among the three groups of respondents in terms of the prioritized role indicators?

5. Are there differences among the three school districts with regard to respondents' perceptions of the reading coordinator's role?

The following null hypotheses were formulated to analyze the data gathered in the study:

Hypothesis 1: There is no statistically significant difference among elementary school principals, reading coordinators, and elementary classroom teachers concerning their perceptions of the reading coordinator's role.

Hypothesis 2: There is no statistically significant difference between respondents with reading coordinators assigned to their buildings and those without such coordinators, concerning their perceptions of the reading coordinator's role.

Hypothesis 3: There is no statistically significant difference among respondents from the three school districts surveyed, concerning their perceptions of the reading coordinator's role.

Assumptions and Delimitation

The primary assumption of this study was that elementary education is considered important to all educators and that reading coordinators fill an important role in elementary education. It was assumed that the individuals surveyed would answer the survey questions to the best of their ability. The investigator also assumed that the findings regarding prioritized roles and role indicators would reflect the perceptions of the elementary school principals, reading coordinators, and classroom teachers in a day-to-day elementary school operation.

The study was delimited to the elementary school principals, reading coordinators, and a random sample of 200 elementary classroom teachers in the Tri-City area of Michigan, which includes the Bay City, Midland, and Saginaw School Districts.

Data-Analysis Procedures

Selection of the Sample

The sample was chosen from the Tri-City school districts of Bay City, Midland, and Saginaw, Michigan. All of the elementary school principals, all of the reading coordinators, and 200 elementary classroom teachers selected proportionally from the three school districts constituted the sample. Approximately 300 surveys were mailed out, using the participants' elementary school addresses.

Development and Process of the Survey

The survey instrument was a self-administered instrument listing the four recognized reading coordinator roles and their indicators (see Appendix). These recognized roles were selected from those identified by studies and research in various areas of the United States. The survey instrument provided respondents an opportunity to rank, according to priority, the roles of reading coordinators and their role indicators.

Along with the survey, a stamped return-addressed envelope and a return-addressed postcard were mailed to 47 elementary school principals, 39 elementary school reading coordinators, and the 200 elementary classroom teachers from the Bay City, Midland, and Saginaw School Districts. Participants were asked to return the completed survey and the signed postcard within two weeks after receiving them. In this way, the respondent's name could be checked off upon receipt of the postcard. An attempt was made to reach nonrespondents by telephone, or a second survey was mailed to those individuals whose names were not checked off. The cover letter (see Appendix) stressed the importance of returning the survey and ensured complete anonymity of responses.

Data Analysis

Multivariate (Wilks lambda) and univariate analyses were used to analyze the data. Comparative differences of mean scores were the basis for reporting the survey results.

Overview of the Study

This dissertation is divided into five chapters. In Chapter I, the basic problem of identifying the role of the reading coordinator was introduced and developed. The need for and importance of the study were considered. General and specific purposes of the study were stated, as were the research questions and hypotheses tested. Assumptions underlying the study were listed, and key terms used in the dissertation were defined.

Chapter II contains a review of literature that relates to this study and the role of reading coordinators. Important studies in the areas of perception, role, role ambiguity, and role conflict are discussed. The identified role of the reading coordinator is also explored.

The design of the study is explained in Chapter III. In this chapter the study population is identified. The selection and development of the survey instrument are described, and the pilot study is reviewed. Included in the chapter are a description of data-collection procedures and statistical-analysis techniques employed in the study.

In Chapter IV, the analysis of the data is reported. Each research hypothesis is restated, followed by the survey results and the statistical relationships discovered. A prioritized list of role indicators that was developed from the statistical analysis of the study is included in Chapter IV.

Chapter V contains the conclusions of the study. Significant differences among the respondent groups concerning their perceptions of

the role of the reading coordinator are discussed. Recommendations are presented for further research on perceptions of the reading coordinators' role and on fulfilling their educational needs.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of literature provides an essential background for this study. Included in the review are important studies in the areas of perception, role, role ambiguity, and role conflict. The identified role of the reading coordinator is also discussed. The review of studies concerning the role of the reading coordinator demonstrates the role conflict and role ambiguity that exist in the perceptions of this important educational role.

Perception

The importance of observation in research is so great, and its relation to theory so intimate and so complex, that no clear insight into an investigation of this kind is possible without the study of perception. The external world is a vast array of qualified objects whose character, structure, movements, and changes constitute a mass of information. One's only access to knowledge of the external world is through the physical senses. Such knowledge must be conveyed to the mind if one is to know it, and the primary means of conveyance are the physical influences that stimulate the sense organs from the objects the information is about. The sense organs are receptors, and sensory

information is transmitted through the nerves to the brain, where it is recorded as perception, stored in memory, and made available as knowledge (Locke, 1690). In their raw and unprocessed form, as they are originally received, the deliverances of sense are simple, particular qualities, Locke's "simple ideas of sensation" or the sensory data of modern theories. These are the original building blocks, out of which all knowledge and science as the most faithful representation of the outer world is obtained.

Whether perception is among the innate characteristics of the organism or is an outcome of the individual's interactions with his environment is among the fundamental questions with which experimental psychology began. During the eighteenth and nineteenth centuries, the issue of innate origins of perception (nativism) versus perception as learned during contact with the environment (empiricism) was often posed in extreme terms. The question today is more often a matter of which aspects of perception occur without previous experience, which are an outcome of learning, and how innate and learned perceptual activities interact. Since it maintains the organism's contact with the environment, perception is essential for the organism's adaptation and survival.

How should perception be defined? What are its essential characteristics? Perception concerns one's awareness of the objects or conditions about him. It depends on the impressions these objects make on the senses. Perception is the way things look, sound, feel, taste, or smell. To some degree, perception also involves an understanding

awareness, a "meaning," or a "recognition" of these objects (Allport, 1955). Perception is an activity of the organism. It involves receptors, neural impulses, cortical patterns, and motor elements, to say nothing of the possible influence of bodily states such as need, motivation, and emotion.

In 1866, Von Helmholtz recognized that past experience contributes to perception and that process resembles in its outcome a correct judgment about what experience would lead the perceiver to expect. Von Helmholtz's research led to the statement that perception is an instantaneous, unconscious inference, made on the basis of whatever sensory data are received from the object and its surroundings. Therefore, it has been theorized that one does not always have perception, then will, and then action; a pre-established attitude may determine what is to be perceived and how one will react.

According to Titchener (1909), a perception consists in its earliest stage of the following three items: (1) a number of sensations consolidated and incorporated into a group under the laws of attention and special principles of sensory connection; (2) images from past experience to supplement the sensations; and (3) meaning--the context to explain individual differences in perceiving. The sensory core would be the same for different individuals, but the imagery supplied as context (and also meaning) would be different for different persons, according to their past experiences.

Many theories and much research have evolved over the years in regard to perception. The set theory (Kulpe & Bryan, 1904), the

gestalt theory (Kohler, 1929; Koffka, 1935), the cortical field theory (Kohler & Wallach, 1944; Kohler & Held, 1949; Lashley, Chow, & Semmes, 1951), the associative theory (Hebb, 1949), the decision theory (Swets, Tanner, & Birdsall, 1964), attention theory (Muller, 1904, 1923; the figure-ground theory (Rubin, 1951); and the transactionalist theory (Dewey, 1896; Brunswick, 1940; Heider, 1958) are but a few theories and researchers who have contributed to present knowledge of the scientific term "perception."

Role

The word "role" was traced by Moreno (1960) to the Latin word rotula, meaning little wheel or round log. In ancient Greece and Rome, this log held sheets of parchment paper upon which were written the theatrical parts or roles. More recently, the term "role" has been defined as a part or function taken or assumed by any person or structure; a set of standards, descriptions, norms, or concepts held by anyone for the behaviors of a person or a position. Perhaps the most common definition of the term "role" is that it is a set of prescriptions defining what the behavior of a person holding that position should be. The concept of role, then, applies neither to unique individual personalities nor to a persona, but to positions within a structural system that includes persons, positions, and tasks. In some cases, the definition of "role" encompasses only the expectations that outsiders hold for incumbents of assigned positions and ignores the part the incumbents play in role specifications.

Walker, Churchill, and Ford (1975) asserted that individuals' roles are defined through a three-step process. In the first step, the expectations and demands of the appropriate behaviors are communicated to role occupants by members of the role set. In the second step, occupants of roles perceive these role expectations and develop conceptions of how the roles should be performed. During the third step, role perceptions are converted into role behaviors. Walker et al. ignored the possibility that incumbents have their own ideas about the roles they perform.

Although role theory is a relatively new field of inquiry, it began as early as 1893 with Durkheim's classic work on the division of labor. At about the same time, James (1890), Baldwin (1897), and Cooley (1902) made important contributions to the theory of self; Sumner (1906) proposed the well-known distinctions between folkways and mores; Dewey (1922) analyzed habit and conduct; Maine (1861) introduced the idea of status; and Simmel (1920) discussed interaction. These early researchers employed concepts of role that survive today or that have their counterparts in modern role theory.

Role Ambiguity

Individuals in society occupy positions, and their role performance in these positions is determined by social norms, demands, and rules; by the individual's particular capabilities and personality; by the role performance of others in their respective positions; and by those who observe and react to the performance. The behavior of the individual is examined in terms of how it is shaped by the demands and

rules of others, by their sanctions for his conforming and nonconforming behavior, and by the individual's own understanding and conceptions of what his behavior should be.

Members of the focal individual's role set (role senders) have expectations about the way the focal person should behave and about how he is actually performing (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). The adequacy of communication of role expectations by the role senders determines the amount of ambiguity experienced by the focal person. If the role senders' role expectations are not adequately communicated, the focal person will experience ambiguity. Van Sell et al. (1977) defined role ambiguity as the degree to which clear information is lacking regarding the expectations associated with a role, the methods for fulfilling known role expectations, and the consequences of role performance.

Organizational research has shown that role ambiguity is related to dissatisfaction, tension, anxiety, distrust, turnover, absenteeism, and poor performance. Role ambiguity seems to be widespread in organizations. Weick (1969) asserted that all organizational environments are characterized by ambiguity. Thirty-five percent of Kahn et al.'s (1964) sample reported significant amounts of role ambiguity, and 65 percent of French and Caplan's (1972) sample reported experiencing considerable amounts of role ambiguity.

According to classical management theory, every position in a formal organizational structure should have a specific set of tasks or position responsibilities (Rizzo, House, & Lirtzman, 1970). Such

formal specifications of duties should reduce the role ambiguity experienced by organizational members.

Role Conflict

Another type of role strain that has received attention recently is role conflict. Role conflict is a situation in which the individual perceives inconsistencies in the role behaviors that are expected of him. Role conflict has also been defined as the simultaneous occurrence of two or more sets of pressures, such that compliance with one would make compliance with the other more difficult (Kahn et al., 1964).

Miles and Perreault (1976) found that individuals experience different kinds of role conflict. They described four types of role conflict: (1) person-role conflict--the situation in which role expectations are incongruent with the orientations, expectations, or values of the role occupants; (2) intersender conflict--the situation in which one or more role expectations from one role sender oppose those from one or more other role senders; (3) intrasender conflict--the situation in which two or more role expectations from a single role sender are mutually incompatible; and (4) overload--the situation in which various role expectations communicated to role occupants exceed the amount of time and resources available for their accomplishment. Additional types of role conflict are conflicting expectations and organizational demands in the form of incompatible policies,

conflicting requests from others, and incompatible standards of evaluations (Rizzo et al., 1970).

Role conflict occurs when the actor is exposed to conflicting sets of legitimized role expectations and realizes that fulfillment of both sets is impossible (Parsons, 1951). For Parsons, legitimized role expectations are institutionalized expectations. Differences in role expectations must be adjusted by ordering or allocating the claims of the different roles--expectations to which the actor is subject. This ordering occurs by establishing priorities and by distributing role expectations among alters.

Legitimacy was defined by Getzels and Guba (1954) as mutual acceptance by ego and alter of expectations in a given situation. A legitimate expectation of a role is one the incumbent of a focal position feels others have a right to hold. An illegitimate expectation is one he does not feel others are entitled to hold (Gross, Mason, & McEachern, 1958). Role conflict has been defined as a situation in which an actor is exposed to incompatible expectations, whether he is aware of the conflict or not. Other social scientists have used the term "role conflict" to denote a situation in which the actor perceives incompatible expectations (Gross et al., 1958).

Numerous studies have been conducted to determine the consequences of general role conflict, and several researchers have studied the effects of various forms of role conflict. This type of role strain has been associated with many dysfunctional effects on individuals and organizations. Role conflict affects individuals'

attitudes toward role senders (Miles, 1975) and changes cholesterol levels and heart rates (French & Caplan, 1972). Individuals are less satisfied with work, supervision, pay, and opportunities for promotion (Keller, 1975) and have less self-esteem (Brief & Aldag, 1976) as they experience more role conflict. A direct relationship has been found to exist between the level of role conflict experienced and the amount of job-related stress, tension, anxiety (Rizzo et al., 1970); ineffectiveness (Getzels & Guba, 1954); job-related threat (Hammer & Tosi, 1974); and uncertainty (Whetten, 1978).

The effects of role conflict on organizations include individuals' decision-making difficulties (Seeman, 1953), lower organizational commitment (Oliver & Brief, 1977-78), perception that the organization is less effective (House & Rizzo, 1972), and greater propensity to leave the organization (Schuler, Aldag, & Brief, 1977).

Research on the Role of the Reading Coordinator

The range of duties and responsibilities associated with the position of reading coordinator is illustrated by the number of names for the position: reading consultant, reading resource teacher, reading director, reading specialist, and reading supervisor. When the Evaluation Committee of the International Reading Association (IRA) sought to define the role of reading specialist, they found that survey respondents in this role performed a broad range of duties. Likewise, Lanfrey (1975) found that principals, professors, and reading specialists did not agree about the competencies needed to become a successful

reading specialist or about the manner in which these competencies might be gained.

Further role conflict was reported by Wylie (1969), who found that reading specialists, classroom teachers, and school administrators had conflicting perceptions of the reading specialist's major functions. Although many reading specialists, dissatisfied with the results of remedial teaching, prefer to leave what Stauffer (1967) termed the "bottomless pit of remediation" to do staff development and consulting to prevent reading failure, many administrators and teachers continue to prefer that reading specialists work only as remedial teachers (Pikulski & Ross, 1979). Many reading specialists manifest a classic role conflict in which different and sometimes conflicting role expectations exist for the same position. Whereas school administrators in Mangieri and Heimberger's (1980) study perceived instruction and diagnosis to be the reading consultant's most important role, consultants preferred an inservice and resource-person role.

More information is needed about the value of the various roles performed by reading specialists and the specialist's influence on children's reading growth. Bean (1979) reported on a project conducted by the Pittsburgh City School District and seven other school districts across the country. The basic goal of this project was to study the various roles of reading specialists. Findings indicated that the specialists in the study assumed four major roles: diagnosis, instruction, inservice training of teachers, and resource to parents. Three of the most highly valued roles of the specialist (as perceived by

classroom teachers) were those demanding that the reading specialist function as a resource person to the teacher (inservice, development of materials, and conferring). Instruction with children (outside of the classroom) was rated fourth in importance. The least valued of the 14 roles that classroom teachers rated were: individual diagnosis in the classroom, group diagnosis in the classroom, and group instruction in the classroom. Although the project emphasized the instructional role of the reading specialist, the time spent with teachers was valued more highly than instruction.

Role ambiguity in the position of reading coordinator was discovered in Kinder's (1968) survey of state education agency certification officers in the 50 states, the District of Columbia, and Puerto Rico. Each officer was asked to respond to seven or eight questionnaire items (seven items for states that did not require and eight items for states that did require specific certification for reading teachers or specialists).

Responses to the question, "Does your state now have specific certification requirements for reading teachers, specialists, consultants, or supervisors?," indicated that 25 of the 52 state agencies had certification or endorsement for reading specialists, and 23 of the 52 agencies required certification for at least some of the people who do this work in their local schools. In many of the states, an elementary- or secondary-school teaching certificate was considered sufficient indication that a person could provide reading instruction for special groups or classes; a supervisor's, elementary-school teacher's,

or principal's credential was sufficient for supervising a school reading program. Therefore, most states required no special training or experience for the personnel who taught special reading groups and classes or for persons who supervised a school reading program.

Although the 38 different certification credentials in existence among the 23 states that required special reading certification had several identical characteristics, most of them did not meet the "Minimum Standards for the Professional Training of Reading Specialists" published by the International Reading Association (IRA) in 1965. Only eight reading credentials appeared to meet the IRA's minimum standards. The areas of study mentioned in these certification credentials were generally very different. Most of the surveyed states anticipated state certification of reading personnel in the future; all but 13 states reported that some work was being done in this area.

Kinder was certain that many highly qualified reading teachers and specialists were working in all 50 states, the District of Columbia, and Puerto Rico, but he believed that improved state reading-certification standards could protect the professional status of these teachers and specialists and also strengthen reading instruction for more children and youths.

A reading supervisor experiences conflicting roles when he is in the position of wearing two cloaks: one identifying the supervisor as a resource to help teachers and the other a mantle of authority, which may be seen by teachers as largely judgmental and closely related to job security and promotion (Burg et al., 1978). The conflict is a

real one, which is evident not only in examining the supervisor's role but also in examining teachers' perceptions of that role. A supervisor who is perceived as helping, encouraging, and trusting will have a better chance of working closely with teachers. Supervisors who are perceived as evaluators, controllers, and organizers may experience greater difficulty in having teachers who are open and frank about their needs, problems with children, or problems within the curriculum. To develop an atmosphere within which a suitable teacher/supervisor relationship may exist is very difficult and complex. It is often hampered by different expectations, as well as by conflicts in terms of perceptions of the supervisor's role.

For 20 years, Rauch (1983) has observed and surveyed classroom teachers, reading- and learning-disabilities specialists, librarians, administrative personnel, pupils, and parents in attempting to evaluate school reading programs. According to Rauch, the key factors for a successful reading program are as follows:

Leadership. Every successful program had a guiding force behind it, either a concerned and knowledgeable principal or a reading supervisor or director (with the full and open support of the administration).

Time on Task. Rauch found that a successful elementary reading program averaged two hours a day on specific reading and language activities.

Concerned Teachers. Every successful program Rauch observed had a faculty of dedicated and concerned teachers, who made a concerted

effort to improve pupils' reading. Also included were content-area teachers who recognized that the acquisition of content required effective reading skills.

Community Involvement. Parents were continually informed about the purposes and content of the reading program through newsletters, individual conferences, grade-level meetings, book fairs, and exhibits of children's work. In turn, the parents supported requests for additional personnel, special classes, and materials.

Sharing of Ideas. Through informal conversations, grade-level meetings, and/or regularly scheduled inservice sessions, teachers were encouraged to exchange ideas and materials.

Evaluation. Pupil progress was carefully monitored, but with the understanding that many factors affected test scores and that the scores were not absolute values. Equal weight was given to teacher judgment and informal testing. Reading was regarded as more than an accumulation of skills. The ultimate goal was to develop enthusiastic, discriminating readers.

Since the reading specialist may fill many different roles, Hutson et al. (1982) felt that the time spent on a given role may be influenced not only by the specialist's own values, but also by the perceived values of his administrator. Twenty-three reading specialists were surveyed about the percentage of time they spent on eight different roles, their own skill assessment of these roles, their value of the roles, and their principals' perceived values of the roles. Respondents were asked to assign values to the seven roles identified

by Robinson and Rauch (1965), as well as to an eighth one--that of remedial teacher. Results of the study indicated that the roles most highly valued by these reading specialists were those of resource person, instructor of other teachers, diagnostician, and advisor. The reading specialists thought their principals would value these same roles (except for that of advisor) but would attach a high value to the role of remedial teacher. The role of remedial teacher plays a prominent part in the value system and time allocation of many reading specialists but has a low priority for others. This role is also a potential point of discrepancy between reading specialists and administrators and could be considered a role conflict.

Role conflict was also evident in a study reported by Wylie (1969), in which 100 classroom teachers and 100 reading consultants chosen randomly from four New England states were surveyed. The results of the study showed dramatic differences between classroom teachers' and reading consultants' concepts of the role of the elementary-school reading consultant. Wylie found that:

1. Elementary classroom teachers viewed the consultant as a supplier of materials, a demonstrator of techniques, and a director of informal diagnostic and corrective classroom procedures. The consultants were also concerned with materials; however, they emphasized administrative organization, time allotment, grouping, and school curriculum.

2. The implementation of aid by the reading consultant was viewed by the classroom teacher as a personalized, informal,

small-group activity. The consultants themselves favored approaches that emphasized involvement with greater numbers, grade-level meetings, orientation programs, and bulletins or letters to teachers.

3. The views expressed by the classroom teachers and the reading consultants did not vary appreciably in terms of the information, materials, and/or procedures that the consultant should use to help the new teacher. The three most important areas reported were materials to vary the program, meaningful seatwork, and introduction of new materials.

4. The characteristics that classroom teachers viewed as most important for the consultant to possess included in-depth knowledge of reading and related areas, ability to give constructive criticism, and willingness to consult. Consultants viewed the following characteristics as important: ability to establish rapport, ability to give constructive criticism, and equal treatment of all teachers. Both teachers and consultants viewed elementary-classroom experience as being extremely important.

Wylie felt that if the elementary-school reading consultant is to improve the quality of reading instruction, the role(s) of the specialists must be well defined, universally understood, and agreed upon.

In formulating the job description of a newly created position of reading coordinator, Burgy (1974) found that her responsibilities lay in five major areas: direct and indirect supervision of instruction; inservice teacher education; reading curriculum development;

public relations, both with the community at large and with the faculties of various schools within the school system; and one's own continuing professional growth.

Supervision of instruction, which took about 65 percent of the coordinator's time, consisted in performing the following activities: visiting classes and conferring with teachers about reading problems, conferring with principals about problem areas, attending central-office staff meetings and conferring with the director of curriculum and the director of administration and instruction, and writing and publishing monthly supervisory bulletins.

Inservice teacher education took about 15 percent of the coordinator's time and consisted of the following activities: conducting grade-level meetings, teaching demonstration lessons, publishing a monthly reading inservice bulletin along with additional service bulletins, conferring with teachers about their professional reading and obtaining materials for them, and participating in the RISE program, a training program for parent volunteers.

Reading curriculum development, which took about 15 percent of the coordinator's time, consisted of the following activities: meeting with the reading committee; conferring with sales representatives and their consultants; ordering, examining, and evaluating new reading materials; and conducting a faculty-wide evaluation of the newly installed reading program.

Public relations took about 5 percent of the coordinator's working hours, as well as numerous after-school and evening hours, and

consisted of these activities: working with the press in developing feature articles and news stories for the local daily newspaper, addressing PTA groups and community-service clubs, preparing video tapes of classroom reading instruction and presenting and interpreting them to PTA groups and community-service clubs, and visiting homes to confer with parents about their children's reading problems. In addition, the reading coordinator's physical presence in the schools and in the classrooms, to the maximum extent possible, was considered to be closely related to the public-relations function.

Professional growth and development consisted of such activities as reading professional journals and new publications in the field of reading; attending reading conferences, workshops, and meetings; maintaining memberships in various professional organizations; and becoming familiar with new materials through visits to area instructional materials centers. The time allotted to this responsibility varied greatly from month to month, and the percentage of time overlapped the allotment for each of the other four responsibilities.

As a result of this research, Burgy felt it might be wise for a reading coordinator to estimate and plan a strategy for a forthcoming year's activities. She also provided insights into the daily activities of reading coordinators and gave a realistic description of their role.

The purpose of Garry's (1974) study was to compare the perceptions of specialized reading personnel employed in the Pennsylvania Public Schools regarding the relative importance of 50 task

competencies essential to the execution of position responsibilities and the adequacy of their graduate preparatory programs in developing these task competencies. Garry developed the list of 50 task competencies after reviewing the literature on the necessary competencies expected of specialized reading personnel, interviewing reading authorities and reading-education advisors from the state department of education, and investigating graduate preparatory programs for reading specialization. The 50 task competencies expected of specialized reading personnel surveyed in this study were as follows:

1. Stimulating and guiding analysis and selection of instructional materials for reading through committees and arranging for their distribution to teachers.

2. Promoting creation of games, devices, word cards, and worksheets for use in the classroom reading program.

3. Supervising inventory of all supplies, books, and equipment used in regular and special reading classes.

4. Suggesting and demonstrating use of instructional materials and procedures to teachers.

5. Selecting and developing materials to promote higher-level reading competency.

6. Providing direct technical aid to classroom teachers by directing attention to sources of instruction to answer their problems and questions for purposes of helping them increase their own skill and performance in teaching reading in all areas, including the content subjects.

7. Helping teachers plan and provide corrective and remedial-reading instruction and suggesting remedial techniques for disabled readers both in the classroom and in special reading programs.

8. Teaching small groups of disabled readers.

9. Encouraging, helping, and stimulating teachers to use different strategies of teaching reading.

10. Providing assistance to new and experienced teachers for reading instruction, according to the plan the teacher will use.

11. Selecting and suggesting the most valid techniques for appraising readiness to read.

12. Developing sample lessons, with the assistance of classroom teachers, to teach various word-identification and comprehension skills.

13. Developing, teaching, or helping teach directed-reading activities.

14. Assisting in personalized, informal, small-group activities and using this means to demonstrate teaching techniques that teachers may use.

15. Observing classroom behavior of children during reading instruction to learn about specific students or techniques.

16. Ascertaining the reading difficulty of various materials.

17. Assisting in the selection of appropriate reading tests.

18. Supervising the administration of reading tests.

19. Assisting in the interpretation of standardized and informal reading test results.

20. Assisting classroom teachers in diagnosing and analyzing students' strengths and weaknesses in various skill areas.

21. Diagnosing and recommending treatment for more complex and severe reading-disability cases.

22. Providing guidance in writing case studies of reading disabilities, giving background information, interpreting test data, and making a prognosis of a child's retardation.

23. Referring pupils with special problems to proper agencies, such as guidance and psychological services.

24. Constructing, administering, and evaluating informal reading inventories.

25. Providing guidance in administering, scoring, and interpreting nonverbal intelligence tests, sensory motor tests, personality tests, and tests of perceptual ability.

26. Providing guidance in determining the extent of reading retardation by using various procedures.

27. Helping to implement experimentation in reading and to evaluate published research in reading.

28. Reading and interpreting research and new developments in the field to other members of the staff.

29. Informing school administrators and teachers of existing problems, trends, and needed research.

30. Writing local or federally funded reading proposals with the assistance of others.

31. Providing guidance in selecting and identifying candidates for remedial-reading classes or a reading clinic.

32. Assisting in regularly scheduled meetings for reading personnel, administrators, and teachers to discuss the reading program and to evaluate students' progress.

33. Assisting classroom teachers with parent-teacher conferences, when necessary.

34. Defining the reading philosophy of the district, together with teachers, remedial instructors, and specialized personnel.

35. Informing the public-service organizations, libraries, and health agencies of the goals, needs, and rationale of the reading program and their role in education.

36. Developing reading goals and objectives in coordination with teachers and administrators.

37. Assisting inexperienced teachers with reading instruction as part of the orientation program.

38. Attending and participating in local, regional, and national meetings concerned with the improvement of reading instruction.

39. Heading committees to develop guides, curriculum, or courses of study in reading.

40. Acting as a resource person and advisor to teachers developing curriculum units.

41. Providing book lists and source materials for appropriate literature for children and helping teachers select books.

42. Taking part with many others in the school system in preparing reading bulletins, pamphlets, and handbooks to publicize good ideas coming out of the reading program.

43. Helping provide internship training for prospective clinicians or reading teachers.

44. Acquainting the board of education and the administration with the reading goals of the district and the rationale for the financial support needed to attain them.

45. Demonstrating reading lessons and techniques for workshops, inservice meetings, training sessions for new teachers, or study groups.

46. Helping arrange, conduct, and participate in inservice meetings, workshops, and conferences.

47. Helping write reports to the central office on the status of the reading program.

48. Guiding the preparation of record forms for appraising individual students' progress.

49. Appraising and evaluating the success or failure of the reading program.

50. Providing guidelines and practical assistance for evaluating student progress in remediation.

This survey of competencies was sent to randomly chosen specialized reading personnel. Respondents were asked to assign a degree of relative importance to each task competency. Respondents were also asked to rate each of the task competencies in terms of the

relative adequacy of their graduate preparatory programs in developing these competencies.

Garry found a wide diversity of practices and policies in the employment of specialized reading personnel in Pennsylvania elementary schools. Factors involving title of position, acceptable certification and qualifications, and nature of the work revealed role ambiguity.

The author recommended that public-elementary-school administrators and supervisors examine the task competencies that were ranked in the low-middle quarter and the lowest quarter in importance in position responsibility to determine areas in which specialized reading personnel could assume more responsibility. Garry also suggested that school administrators should familiarize themselves with the range of competencies possessed by qualified reading personnel and permit their reading staffs broad flexibility in operating the reading program, extending far beyond the limitations presently confining them.

In an attempt to determine public-school administrators' attitudes, knowledge, and concepts about reading programs, Haggard and Meeks (1979) surveyed 100 public-school administrators in a midwestern metropolitan area. Ambiguity concerning the reading specialist's role was evident in the administrators' responses. The superintendents' responses concerning the reading specialist's role were fairly evenly distributed among three major areas: testing, teaching (developmental and remedial), and resource. Secondary-school principals indicated emphasis should be placed on teaching remedial classes and functioning as a resource person. Elementary-school principals also felt that the

job priority of the reading specialist should be as a remedial teacher and resource person. Only half of the principals responded that emphasis should be placed on testing. Their comments suggested that the reading specialist should establish the reading program, combine developmental and remedial reading where necessary, diagnose and relay practical information to establish remediation programs within the classroom, and work in a team situation with the classroom teachers. Findings led the authors to conclude that the general trend among administrators was to view the reading specialist as a sort of "person for all seasons."

The different roles a reading coordinator can and should fill were listed by Robinson and Rauch (1965). They summarized these roles as follows:

1. As a resource person, the reading consultant supplies materials on request, helps select and evaluate materials (including tests), suggests methods appropriate to individual needs, and answers questions about reading asked by staff members and members of the community.

2. As an adviser, the reading consultant advises administrators, teachers, and other members of the staff about the teaching of reading within the school or school system, keeps the school staff up to date on new developments in reading as reflected in research reports, experimentation in other school districts, and reports at professional meetings, and confers with parents, in order to interpret the school reading program or discuss individual problems.

3. As an in-service leader, the reading consultant arranges for and occasionally teaches in-service courses in reading, conducts demonstration lessons in the classrooms of individual teachers or before groups of teachers, directs or arranges for short-term informal sessions, or workshops, in which groups of teachers may give specific attention to certain problems that arise in carrying out the instructional program in reading, and

plans and helps to implement the total school in-service program, especially those aspects which are directed toward the training of new teachers.

4. As an investigator, the reading consultant encourages teachers to experiment with new materials and methods, designs research plans involving a group of teachers, the school, or the school system, and reports the results of these research studies.

5. As a diagnostician, the reading consultant directs or conducts diagnoses of individual students who appear to be severely retarded in reading, helps teachers learn to diagnose more effectively, interprets the results of diagnoses to staff members, to parents, and sometimes to students themselves, and attempts to help teachers, in regular classrooms or remedial situations, to make use of information from diagnoses in their teaching.

6. As an instructor, the reading consultant helps teachers, formally and informally, to learn about methods and materials that will be useful to them, helps specific students at times, especially those very retarded in reading, and may teach a group (remedial or developmental) in order to try out new ideas or demonstrate certain procedures as a part of teacher training.

7. As an evaluator, the reading consultant directs, supervises, or coordinates schoolwide testing programs involving reading achievement and capacity testing, interprets test results to the staff and community, investigates the curriculum and teaching procedures to ascertain ways of correcting faults demonstrated in test results, conducts with help of the total staff complete periodical evaluations of the reading program, and assists in the selection of new tests to be used in a school program.

This list of seven roles was used in a study conducted by Mangieri and Heimberger (1980). A sample of reading specialists and school administrators in New York, Ohio, West Virginia, Pennsylvania, and South Carolina was asked to rank-order the goals. The investigators wanted to ascertain which activities were perceived to be the most crucial functions of a reading consultant.

Role conflict was evident in the results of this study. Reading consultants perceived their roles as inservice leader and as resource person; working as a diagnostician was ranked least important. On the other hand, school administrators ranked the roles of instructor first and diagnostician second; they ranked the role of resource person least important. Although the data collected in this study showed that reading consultants and school administrators had widely varying beliefs about how reading consultants can best spend their time, neither reading specialists nor administrators expressed disapproval of any of the seven roles described by Robinson and Rauch. All felt that the seven functions should be performed.

Role ambiguity also exists among reading specialists themselves. The Evaluation Committee of the International Reading Association surveyed 39 percent of its members who identified themselves as reading specialists. When asked to check a list of reasons why they referred to themselves as reading specialists, 20 of the respondents decided that they did not refer to themselves in this way, even though they had done so on the original survey. The remaining respondents checked the following reasons:

1. a. Other professionals tend to come to me with questions about reading.
   b. My administrators refer to me as the reading specialist in my building.
2. a. I have read and studied a great deal about the teaching of reading on my own.

b. My job description requires me to provide consultative services to other teachers.

3. I have had a great deal of success in teaching reading to my students.
4. I have been assigned to teach reading more than half of my working time.
5. I have completed a reading degree program (in Hutson et al., 1979).

In a rank ordering of the activities that occupy the time of reading specialists in states with and without such certification, the four most frequently performed activities were remedial reading, diagnostic work, developing instructional materials, and teaching developmental reading. The view of self as a reflection of others emerged from the study findings. Assignments by administrators, self-study, and completion of a reading degree clustered closely but were decidedly behind recognition by colleagues. The IRA survey found that as long as "reading specialist" is treated as both a generic term and a specific certification term, members will be confused about how to identify themselves professionally.

Ngandu and Strum (1981) investigated the reading specialist's role as perceived by reading specialists, administrators, special education instructors, and classroom teachers. Questionnaires identifying ten roles a reading specialist might perform were sent to elementary-school reading specialists, administrators, special education instructors, and classroom teachers in a medium-sized Maryland county school

district. Among the 22 reading specialists who returned their questionnaires, remediation was their number-one choice, followed by helping teachers assess and plan instruction for their students. The specialists' third choice of roles was to inform teachers about effective materials and methods, whereas their fourth priority was to tutor students. Organizing the school's reading program, providing parents with suggestions, teaching gifted students, developing materials with teachers, evaluating the reading curriculum, and teaching in regular classrooms followed in the order of their choices. The roles ranked in the top three positions by reading specialists were also rated in the top three positions by the administrators, special education instructors, and classroom teachers. Helping teachers assess and plan instruction for their students was the first choice of administrators and classroom teachers and was the second choice of reading specialists. Although they felt this role was very important, both the classroom teachers and reading specialists lamented the lack of time in a day to carry out the role.

A high level of agreement existed between the specialists' rankings of these ten roles and the rankings of the other three groups. Ngandu and Strum felt the consensus among these educators regarding the reading specialist's role should positively affect students' progress.

Pikulski and Ross (1979) surveyed classroom teachers' perceptions of the reading specialist. The purpose of the study was to try to determine (1) the extent to which classroom teachers valued special reading personnel, (2) the ways in which classroom teachers felt the

consultants should spend their time, and (3) the skills that classroom teachers felt were most important for the reading consultant to possess. Responses to the 432 questionnaires returned by elementary, middle school, and high school teachers showed that the high school teachers thought having a reading specialist in a school was much more important than did elementary and middle school classroom teachers. However, a majority of the respondents said that having a reading specialist in a school was very important or absolutely essential. The time reading specialists spent working with students also varied among the three groups; the high school and elementary teachers were in closer agreement than were the middle school teachers. According to the survey, classroom teachers felt the need of a reading specialist's direct help about one-fourth of the time.

The researchers categorized the most important skills and attitudes that one would expect from a successful reading specialist into three primary areas: (1) knowledge, (2) interpersonal, and (3) administrative. The same classroom teachers were asked to rate each of 30 items from these categories on a five-point scale. Knowledge items were clearly rated as most important, with interpersonal skills next and administrative/organizational skills seen as least important. Since there was not a great deal of difference in the mean scores of the most important and the least important skills and attitudes, the authors inferred that classroom teachers felt many skills are very important and even absolutely essential for a reading specialist. The authors concluded that reading specialists seemed to be seen

as important, necessary personnel who are available for consultation but spend the vast majority of their time working directly with children. Classroom teachers saw a wide variety of skills and attitudes as important for effective reading specialists: They should know their area well, should have positive attitudes about people, and should respond well in interpersonal relationships.

Cohen et al. (1977) surveyed 414 classroom teachers in 46 elementary schools in the San Francisco area concerning the services they received from the reading specialists in their schools. Almost 50 percent of the teachers said that the reading specialist instructed selected students, usually outside of the classroom, and provided no other services to the teachers. Only 20 percent reported that they received one service (diagnostic feedback, suggestions, or materials) on a weekly basis, in addition to instruction for students. Only 10 percent of the teachers reported receiving two or more services weekly, in addition to instruction for students. The investigators also found a marked association between the degree of teacher/specialist cooperation and the following instructional practices: use of detailed formal planning and record keeping for individual students and use of complex information in making instructional decisions for daily student activities. The results of the study suggested that the instructional program might be strengthened by promoting a more cooperative relationship between the reading specialist and the classroom teacher.

In another study, 300 elementary- and secondary-school teachers from across the United States responded to a survey concerning their attitudes toward the role and performance of reading specialists in their schools (Gaus & Smith, 1981). Factors included in the survey were as follows:

Factor 1: Definition of the Role of Reading Specialist With Respect to Teachers

a. Reading specialists should be concerned with assisting teachers to teach reading in the content areas.
b. Reading specialists should train teachers to teach remedial reading.
c. Reading consultants should supply information concerning student placement in appropriate instructional materials.
d. Reading specialists should assist teachers in the selection of classroom reading materials.
e. Reading specialists should assist teachers to determine students' instructional level.
f. All reading skills are taught in the reading class.
g. A primary role of the reading specialist should be to remediate.

Factor 2: Role of the Reading Specialist With Respect to Students

a. Instruction from reading specialists is welcomed by students.
b. Students who receive remedial instruction show improvement.
c. Students who are poor in reading like reading classes.
d. Students who receive remediation make some progress.

Not as significantly related to this factor was the following:

e. Reading specialists should maintain open communication with parents.

Factor 3: Teachers' Perceptions of the Effectiveness of the Reading Specialists in Role Fulfillment

a. Reading specialists assist teachers in choosing materials.
b. Students with reading problems are sent to reading specialists.
c. Diagnostic reports of reading specialists are helpful.

d. Reading specialists are available to consult with classroom teachers.
e. Reading specialists and teachers should select materials.
f. Reading specialists help teachers plan lessons.
g. Reading specialists are available to consult and demonstrate teaching techniques.

Not significantly related to this factor was the following:

h. Teachers prefer to send their students to the reading specialist.

Factor 4: Classroom Teachers' Perceptions of Their Own Role in Teaching Reading

These factors are not included here because they do not apply to the present research.

Factor 5: Classroom Teachers' Dispositions Toward Innovative Ideas and Techniques of Reading Specialists

a. Teachers seek reading specialists' assistance when planning new reading techniques.
b. Classroom teachers receive assistance when incorporating reading activities into lessons.
c. Teachers receive assistance in implementing new strategies and materials.
d. Teachers understand diagnostic reports from reading specialists.

The factor mean score for Factor 1 was 3.1, for Factor 2 it was 3.7, for Factor 3 it was 3.5, and for Factor 5 it was 3.7. Means for each item on the questionnaire ranged from 4.4 to 2.8, and the grand mean was 3.7. The researchers determined that a mean score of 3.5 or more indicated a positive viewpoint toward the reading specialist's role.

The results of the study indicated that, in general, teachers did not have a negative attitude toward reading specialists. The authors felt that reading specialists should look favorably on these

findings, which indicated that, by and large, school personnel perceived specialists and their role homogeneously and in positive terms.

Summary

In this chapter, the concepts of perception, role, role ambiguity, and role conflict were discussed to provide an essential background for the study. Relevant research on the role of the reading coordinator was discussed. Many of these studies reflected the ambiguity and conflict surrounding the role of reading coordinator, thus adding support to the need for the present investigation.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The researcher's primary objective in conducting this study was to identify the role of the reading coordinator. A list of identified role indicators was compiled from the research literature, and the individual roles were categorized into four major role areas. The roles were prioritized by the survey respondents. In addition, responses to the Base Data Survey provided information relevant to the study and important to the data analysis and interpretation.

This chapter contains information on the composition of the sample, the data-collection instruments used in the study, the gathering of the data, the pilot study, and the procedures used in analyzing the data.

Study Population

The study population comprised all of the elementary school principals, all of the reading coordinators, and a random sample of elementary school classroom teachers from the Bay City, Midland, and Saginaw public schools, as described in Chapter I. The names and school addresses of the elementary school principals, reading coordinators, and classroom teachers were obtained from a current personnel

directory of each school district. Forty-seven elementary school principals, 33 reading coordinators, and 650 classroom teachers were listed in the directories of these school districts.

Survey instruments were mailed to each of the 47 elementary school principals in the population; 33 were mailed to the reading coordinators; and 220 were mailed to randomly selected elementary school classroom teachers. One hundred ninety-six instruments were returned to the researcher. Of that number, 191 were completed, validated instruments--an overall response rate of 63.7 percent. No follow-up letter was sent. The 196 returned questionnaires were categorized as follows:

Completed, validated instruments	191
Instruments returned as having "nondeliverable address"	1
Instruments returned with a statement that the recipient did not wish to be included in the study	4

Question 1 on the Base Data Survey requested the respondent to identify the school district in which he/she was employed. The three responses--Midland, Bay City, and Saginaw--were used in testing relationships for Hypothesis 3.

Question 2 of the Base Data Survey concerned the respondent's present position in the school district. Again, three categories--classroom teacher, principal, and reading coordinator--were used in testing relationships for Hypothesis 1.

Two categories, "Yes, there is a reading coordinator assigned to my school" or "No, there is not," were used to test Hypothesis 2.

The Research Instrument

A hand-addressed business envelope containing a cover letter, the survey instrument, a stamped and addressed return envelope, and an addressed return postal card was sent to 220 elementary school classroom teachers, 33 elementary school reading coordinators, and 47 elementary school principals. In the cover letter, the researcher stated that the survey was being sent only to elementary school principals, reading coordinators, and classroom teachers in the Bay City, Midland, and Saginaw school districts. Some background information and the purpose of the study were also included in the letter. The cover letter told the recipients about how long it would take them to complete the survey. Directions for completing the instrument were also provided. (See Appendix for a copy of the cover letter and the survey instrument.)

Included in the packet of materials was the Base Data Survey, which contained questions concerning the respondent's school's qualifications for compensatory funding, whether a reading coordinator was assigned to his/her school, number of years experience the respondent had had in education, degrees held by respondent, and major area of study. (See Appendix.)

Also included in the materials sent to participants was a rating scale on which respondents were to rate 32 selected role indicators of the reading coordinator. (See Appendix.) The scale ranged from 1 ("not at all important") to 6 ("very extremely important"). In the six columns to the left of the listed role indicators,

respondents were to rate each indicator according to its perceived importance in relation to their perceived role of a reading coordinator. These role indicators were categorized under four general areas: Consulting, Bringing About Change, Working With Reading Materials, and Coordinating District Programs. Under each general role, space was provided for the respondent to add other role indicators he/she felt were important but had not been selected for the study.

The Pilot Study

The researcher conducted the pilot study by individually selecting principals, reading coordinators, and classroom teachers from school districts that were not to be surveyed in the study. One principal, five reading coordinators, and two classroom teachers completed the pilot survey.

Each pilot study participant completed the survey in less than 20 minutes. None of the individuals objected to any part of the survey. One classroom teacher commented that there was no inservice in her school district, so Items 2.3 and 2.4 of the survey did not apply. She also commented, "In our school, it has been total staff involvement to bring about change." The other classroom teacher added as Item 3.8: "Make lesson plans for very lowest reading groups in classroom."

Processing and Coding Survey Responses

Each of the 32 identified role indicators of reading coordinators was classified into one of four areas: Consulting, Bringing

About Change, Working with Reading Materials, and Coordinating District Programs.

Included under Consulting were:

1.1 Serve as resource to teachers/grade.

1.2 Teach demonstration lessons.

1.3 Help with diagnostic testing and grouping of students.

1.4 Inform teachers of professional-growth activities available.

1.5 Work with content-area teachers to integrate reading activities.

1.6 Serve as consultant to parents.

1.7 Work with students with reading problems in a pull-out program.

1.8 Work with students with reading problems within the regular classroom.

Included under Bringing About Change were:

2.1 Help write criteria for evaluating reading personnel.

2.2 Help with needs assessments to use in setting goals.

2.3 Help plan inservice.

2.4 Present inservice sessions.

2.5 Help set goals for schools and/or grade levels.

2.6 Help set objectives for district.

2.7 Recommend policy changes involving reading programs.

2.8 Help implement changes in reading instruction.

Included under Working with Reading Materials were:

3.1 Help construct or revise reading curriculum materials.

3.2 Work with committees to evaluate and recommend textbooks.

3.3 Be familiar with a wide variety of teaching materials in the area of reading.

3.4 Share information about reading materials with teachers.

3.5 Help make reading materials available to teachers.

3.6 Help make vacation packets of reading materials for students.

3.7 Work with parents in making and learning reading games (game workshops).

Included under Coordinating District Program were:

4.1 Involve community in reading program.

4.2 Conduct and share research in reading.

4.3 Help plan budgets to make reading a priority.

4.4 Serve as resource person to principal.

4.5 Prepare reading reports for board, community.

4.6 Serve as communication link between administration and school.

4.7 Participate in professional reading-related activities.

4.8 Coordinate district reading-incentive programs (R.I.F., etc.).

4.9 Coordinate district reading-testing program.

The data collected and the relationships developed through these classifications were used to test Hypotheses 1 through 3. The researcher coded the survey data with the assistance of personnel from the Michigan State University Computer Center. The researcher sorted

the surveys according to the respondents' school districts. Michigan State University Computer Center personnel transferred the coded responses to computer punch cards. (The computer codes used are shown in the Appendix.) Control punch cards were made for all 191 coded surveys.

Research Questions and Hypotheses

Research Questions

Four research questions were posed to guide the collection of data for the study:

1. What reading coordinator roles will be chosen as "very extremely important" by most respondents in the rating scale section of the survey instrument?

2. Is there a significant difference among respondents, based on whether a reading coordinator is assigned to his/her building?

3. Is there a significant difference among elementary school classroom teachers, elementary school principals, and reading coordinators as to the roles chosen as the most important among those listed on the rating scale?

4. Is there a significant difference among respondents from the three school districts--Bay City, Midland, and Saginaw--as to the roles chosen as most important for the reading coordinator?

Hypotheses

Three hypotheses were formulated to guide the statistical analysis of data in the study:

Hypothesis 1: There is no statistically significant difference among elementary school principals, reading coordinators, and elementary classroom teachers concerning their perceptions of the reading coordinator's role.

Hypothesis 2: There is no statistically significant difference between respondents with reading coordinators assigned to their buildings and those without such coordinators, concerning their perceptions of the reading coordinator's role.

Hypothesis 3: There is no statistically significant difference among respondents from the three school districts surveyed, concerning their perceptions of the reading coordinator's role.

Treatment of the Data

The data were programmed using the Statistical Package for the Social Sciences, Version 9 (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975), and processed by the Control Data Corporation Cyber 750 computer at Michigan State University. The following analyses were performed:

1. A multivariate analysis of variance (MANOVA) procedure with appropriate F-tests was used to determine whether significant differences existed among respondents in terms of mean scores on the prioritized list of role indicators in the areas of Consulting, Bringing About Change, Working with Reading Materials, and Coordinating District Programs.

2. A MANOVA procedure with F-tests was used to determine whether significant differences existed among respondents in different positions (elementary classroom teacher, elementary school principal,

or reading coordinator), in terms of mean scores on the prioritized list of reading coordinator roles.

3. A MANOVA procedure with F-tests was used to determine whether significant differences existed among respondents from the three school districts, in terms of mean scores on the prioritized list of reading coordinator roles.

4. A MANOVA procedure with F-tests was used to determine whether significant differences existed among respondents with and without reading coordinators assigned to their buildings, in terms of mean scores on the prioritized list of reading coordinator roles.

The .05 level of significance was selected for all of the statistical tests. The results of the data analyses conducted in this research are presented and discussed in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The major purpose of this study was to identify the role of the reading coordinator. In this chapter, the data collected through the survey instrument is presented. The results of various analyses of the data are examined, and implications of the research findings are discussed. The chapter concludes with a summary.

The Prioritized List of Role Indicators

The rating scale selection process was used to formulate a prioritized list of role indicators for reading coordinators. The researcher identified 32 role indicators, which were classified under four comprehensive roles. These comprehensive roles and role indicators were printed on a rating scale, ranging from 1 (not at all important) to 6 (very extremely important) and sent to the study participants. A multiple-response program was used to record the respondents' ratings of the role indicators.

The Rating Scale Process

Each participant was asked to circle one number to the left of each role indicator, which would show how important he or she thought the role indicator was. In Table 1, the role indicators are listed

according to the scale rating preference, from Very Extremely Important to Important. The largest number of respondents selecting the role indicator was used as the criterion for the ranking. This ranking of role indicators fulfilled one of the purposes of the study, namely, to formulate a prioritized list of role indicators as determined by practicing elementary classroom teachers, elementary school principals, and reading coordinators. The highest ranking, Very Extremely Important, had 12 role indicators with the highest percentages of respondents prioritizing them in this ranking. The 12 role indicators of the reading coordinators' role that were ranked Very Extremely Important were:

Be familiar with a wide variety of teaching materials in the area of reading

Share information about reading materials with teachers

Help make reading materials available to teachers

Help with diagnostic testing and grouping of students

Serve as resource to teachers/grade

Work with students with reading problems in a pull-out program

Work with committees to evaluate and recommend textbooks

Help implement changes in reading instruction

Coordinate district reading incentive programs (RIF, etc.)

Serve as resource person to principal

Work with parents in making and learning reading games (game workshops)

Table 1.--Ranking of 32 role indicators, with number of times selected and percentage of respondents selecting each indicator (N = 191).

Role Indicator	Rank	Times Selected	Percent of N
Very Extremely Important			
Be familiar with a wide variety of teaching materials in reading	1	100	52.4
Share information about reading materials with teachers	2	98	51.3
Help make reading materials available to teachers	3	94	49.2
Help with diagnostic testing and grouping of students	4	71	37.2
Serve as resource to teachers/grade	5	65	34.0
Work with students with reading problems in a pull-out program	6	64	33.5
Work with committees to evaluate and recommend textbooks	7	63	33.0
Help implement changes in reading instruction	8	56	29.3
Coordinate district reading incentive programs (RIF, etc.)	9	50	26.2
Recommend policy changes involving reading programs	9	50	26.2
Serve as resource person to principal	10	49	25.7
Work with parents in making and learning reading games (game workshops)	11	44	23.0
Extremely Important			
Coordinate district reading-testing programs	12	68	35.6
Help set objectives for district	13	62	32.5
Help set goals for schools and/or grade levels	14	58	30.4
Participate in professional reading-related activities	15	51	26.7
Serve as consultant to parents	15	51	26.7

Table 1.--Continued.

Role Indicator	Rank	Times Selected	Percent of N
Help construct or revise reading curriculum materials	16	49	25.7
Present inservice sessions	17	48	25.1
Help with needs assessments to use in setting goals	18	47	24.6
Help plan inservice	19	45	23.6
Very Important			
Help make vacation packets for students	20	50	26.2
Important			
Help write criteria for evaluating reading personnel	21	56	29.3
Teach demonstration lessons	21	56	29.3
Inform teachers of professional-growth activities available	22	53	27.7
Involve community in reading program	22	53	27.7
Conduct and share research in reading	23	51	26.7
Work with content-area teachers to integrate reading activities	24	50	26.2
Prepare reading reports for board, community	25	49	25.7
Serve as communication link between administration and school	26	48	25.1
Help plan budgets to make reading a priority	27	42	22.2
Work with students with reading problems within the regular classroom	28	41	21.5

Results of Hypothesis Testing

Hypothesis 1

The data were analyzed to determine whether there was a statistically significant difference among elementary school principals, reading coordinators, and elementary classroom teachers concerning their perceptions of the reading coordinator's role. Hypothesis 1 stated:

> There is no statistically significant difference among elementary school principals, reading coordinators, and elementary classroom teachers concerning their perception of the reading coordinator's role.

In the Base Data Survey, the respondents indicated their present position: classroom teacher, principal, or reading coordinator. In analyzing the data for this hypothesis, ratings of the role indicators were examined by position group. Statistically significant differences (at the .05 level of significance) existed among respondents in the three position groups, in terms of their perceptions of the reading coordinator's role. (See Tables 2 through 5). As Tables 2, 3, and 5 indicate, there were statistically significant differences among respondents in the three position groups concerning their perceptions of the reading coordinator's role of Consulting, Bringing About Change, and Coordinating District Programs.

As shown in Table 2, the role indicators of Consulting on which there were significant differences at the .05 level in the multivariate analysis were: Serve as resource to teacher/grade, Teach demonstration lessons, Work with content area teachers, and Work with students in a pull-out program.

Table 2.--Results of multivariate and univariate analyses of variance for the role of Consulting.

Role Indicator	Classroom Teacher (N=127)		Elementary Principal (N=36)		Reading Coordinator (N=24)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Serve as resource to teachers/ grade	4.4567	1.3845	5.3056	.8559	4.8333	1.0901	.00209**
Teach demonstration lessons	3.5512	1.5260	4.3056	1.1166	3.8750	1.2619	.03249*
Help with diagnostic testing and grouping of students	4.6953	1.3075	4.8571	1.2866	4.8000	1.1902	
Inform teachers of professional-growth activities available	3.9844	1.4141	4.0278	1.4240	4.1200	1.0924	
Work with content-area teachers to integrate reading activities	3.8492	1.3450	4.8333	1.0823	4.3200	1.3760	.00028***
Serve as consultant to parents	4.0703	1.3814	4.0541	1.0527	4.3600	1.1504	
Work with students with reading problems in a pull-out program	4.3651	1.6666	3.9189	1.7540	5.0800	.7594	.00991*
Work with students with reading problems within the regular classroom	3.2677	1.7157	3.6667	1.8516	3.5200	1.4754	

*p < .05. **p < .01. ***p < .001.

Table 3.--Results of multivariate and univariate analyses of variance for the role of Bringing About Change.

Role Indicator	Classroom Teacher (N=127)		Elementary Principal (N=36)		Reading Coordinator (N=24)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Help write criteria for evaluating reading personnel	3.4000	1.4368	3.8649	1.5840	4.2500	1.5108	.01818*
Help with needs assessments to use in setting goals	3.9683	1.3968	4.9459	1.0527	4.5833	1.1765	.00015***
Help plan inservice	4.0709	1.3926	4.8649	1.1823	4.3750	1.2091	.00548*
Present inservice sessions	3.9843	1.4638	4.8108	1.1284	4.0833	1.2825	.00463**
Help set goals for schools and/or grade levels	4.0079	1.3123	4.5946	1.0919	4.6000	1.0801	.01221*
Help set objectives for district	4.1339	1.2747	4.6216	1.0633	4.6400	.9950	.02986*
Recommend policy changes involving reading programs	4.1811	1.3594	4.9730	.9570	4.8800	1.1662	.00047***
Help implement changes in reading instruction	4.3203	1.3037	5.1351	1.0045	4.8800	1.2689	.00059**

*p < .05. **p < .01. ***p < .001.

Table 4.--Results of multivariate and univariate analyses of variance for the role of Working With Reading Materials.

Role Indicator	Classroom Teacher (N=127)		Elementary Principal (N=36)		Reading Coordinator (N=24)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Help construct or revise reading curriculum materials	4.3622	1.2451	4.8000	1.3890	4.2500	1.3270	
Work with committees to evaluate and recommend textbooks	4.5433	1.2895	4.9730	1.2580	4.6800	1.0693	
Be familiar with a wide variety of teaching materials in the area of reading	5.1406	1.0849	5.4054	.7249	5.3600	.9522	
Share information about reading materials with teachers	5.1016	1.1000	5.3784	.8284	5.2000	1.1180	
Help make reading materials available to teachers	5.2126	1.0050	4.9459	1.1772	5.0000	1.1180	
Help make vacation packets of reading materials for students	3.9603	1.5200	3.8108	1.4877	4.0800	1.3204	
Work with parents in making and learning reading games (game workshops)	3.9370	1.6073	4.3514	1.4947	3.8400	1.3748	

Table 5.--Results of multivariate and univariate analyses of variance for the role of Coordinating District's Program.

Role Indicator	Classroom Teacher (N=127)		Elementary Principal (N=36)		Reading Coordinator (N=24)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Involve community in reading program	3.7087	1.3634	4.0541	1.4327	4.0417	1.3667	
Conduct and share research in reading	3.6563	1.3483	4.2973	1.4882	3.7917	1.3181	
Help plan budgets to make reading a priority	3.8672	1.5286	3.9459	1.4327	3.8750	1.5691	
Serve as resource person to principal	3.9843	1.4692	5.1081	.9940	4.8000	1.2910	.00008**
Prepare reading reports for board, community	3.5794	1.3526	3.7568	1.2997	3.3200	1.4059	
Serve as communication link between administration and school	3.5120	1.4952	3.8378	1.5548	3.8000	1.5275	
Participate in professional reading-related activities	4.2835	1.3087	4.7287	1.1702	4.9167	1.3160	.03386*
Coordinate district reading-incentive programs (RIF, etc.)	4.4603	1.2500	4.6111	1.3369	4.2800	1.3699	
Coordinate district reading-testing program							

*p < .05. **p < .0001.

The mean differences among the three groups on these four role indicators of Consulting are shown in Figure 1.

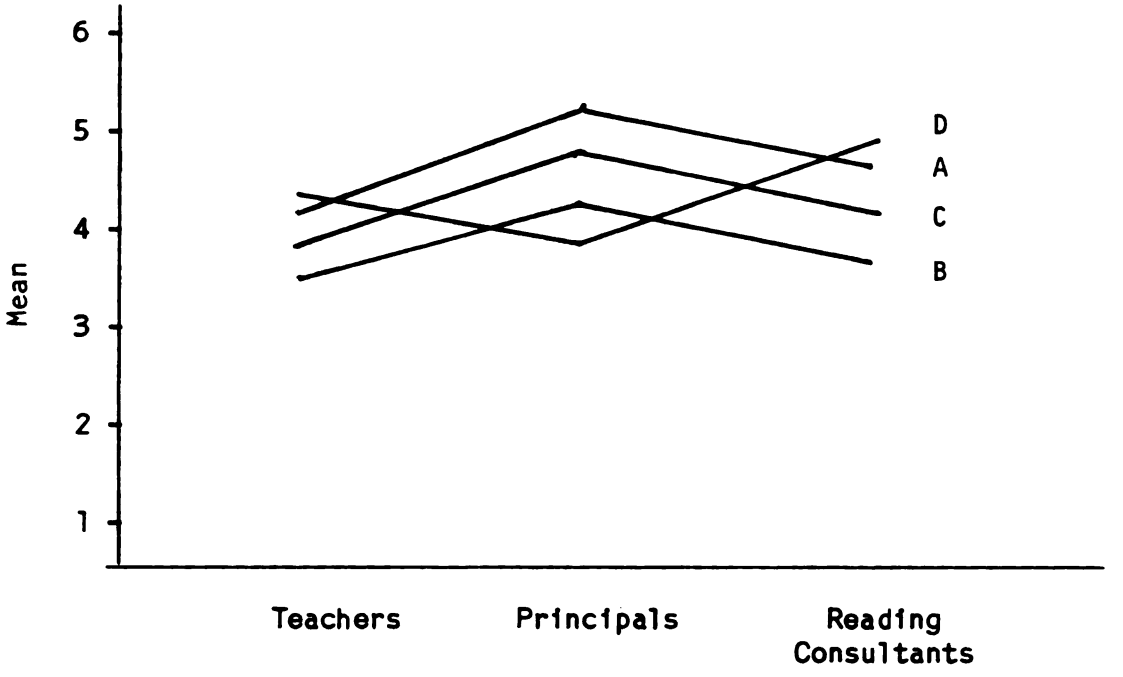

Figure 1.--Mean differences among position groups on role indicators for Consulting. (A = Serve as resource to teacher/grade, B = Teach demonstration lessons, C = Work with content area teachers, D = Work with students in a pull-out program)

The results of this study did not specifically support any of the research reported in Chapter II, except for the fact that the classroom teachers, principals, and reading coordinators did not clearly agree on the perceived role of the reading coordinator (Wylie, 1969). Although all three groups of respondents in this study agreed that the reading coordinator's role should include diagnostic testing and grouping of students, informing teachers of professional growth activities available, serving as consultant to parents, and working

with students with reading problems within the regular classroom, there seemed to be disagreement on the other four role indicators under the comprehensive role of Consulting (see Figure 1).

Bean's (1979) report of the project conducted by the Pittsburgh City School District and seven other school districts across the country noted that the classroom teachers' most highly valued role for reading coordinators was that of resource person to the teacher. The least valued roles chosen by classroom teachers in that study were individual diagnosis in the classroom, group diagnosis in the classroom, and group instruction, which disagreed with the results of the present study. Although the Pittsburgh project emphasized the instructional role of the reading specialist, respondents in the present study valued time spent with the teacher more highly than instructional time.

In this study, the reading coordinator's serving as resource to the teacher or grade was rated highest by principals, next highest by reading coordinators, and lowest by classroom teachers (see Figure 1). Magieri and Heimberger's (1980) research findings differed from the findings of this study with regard to administrators perceiving the reading coordinator's most important role to be instruction and diagnosis, whereas reading coordinators preferred an inservice and resource person role.

The principals in this study seemed to rate serving as resource to teacher/grade, teaching demonstration lessons, and working with content area teachers much more highly than did classroom teachers and reading coordinators. The principals rated the role indicator working

with students in a pull-out program much lower than did reading coordinators and classroom teachers (see Figure 1). This might be interpreted to indicate a need that principals perceive in staff development.

All of the role indicators for Bringing About Change indicated a statistically significant difference at the .05 level among respondents in the three position groups in the multivariate analysis. The role indicators on which significant differences existed among participant groups' ratings were: Help write criteria for evaluating reading personnel, Help with needs assessments to use in setting goals, Help plan inservice, Present inservice sessions, Help set goals for schools and/or grade levels, Help set objectives for district, Recommend policy changes involving reading programs, and Help implement changes in reading instruction. The mean differences of all the role indicators of Bringing About Change are shown in Figure 2.

The results of the analysis of classroom teachers', principals', and reading coordinators' perceptions of the role of Bringing About Change were highly significant. Help write criteria for evaluating reading personnel and Help implement changes in reading instruction were the most diversified of the eight role indicators. Principals gave a higher rating than the other respondent groups to all of the role indicators except Help write criteria for evaluating reading personnel (see Figure 2). The findings seem to indicate that principals felt the role indicators for bringing about change were more important than did the classroom teachers or reading coordinators. The

researcher interpreted this to mean that the principals perceived the role of the reading coordinator to be that of a change agent in the area of reading.

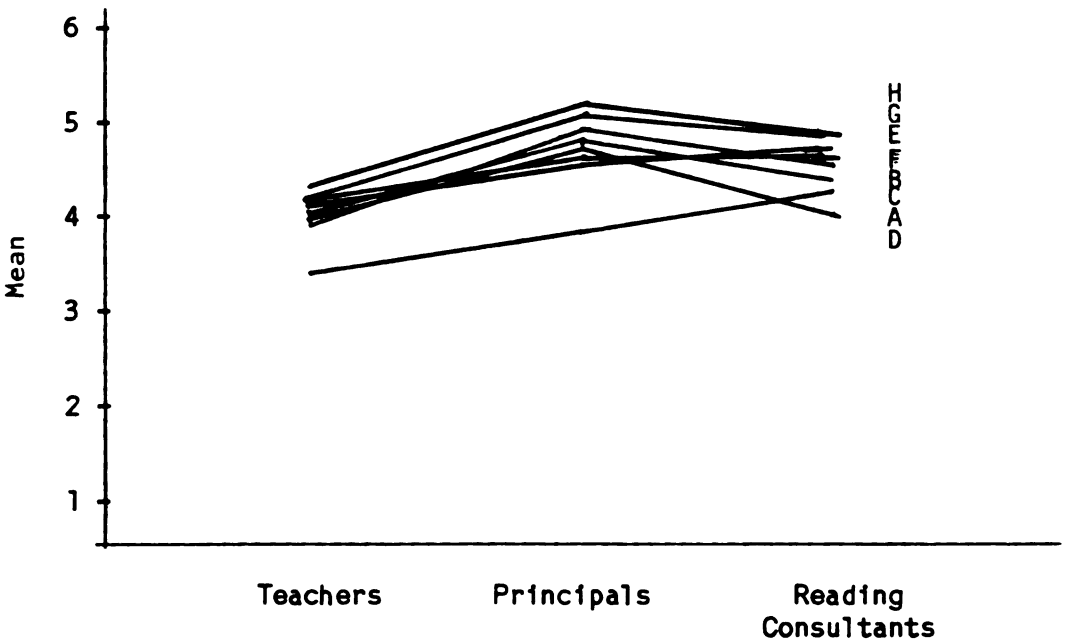

Figure 2.--Mean differences among position groups on role indicators for Bringing About Change. (A = Help write criteria for evaluating reading personnel, B = Help with needs assessments to use in setting goals, C = Help plan inservice, D = Present inservice sessions, E = Help set goals for schools and/or grade levels, F = Help set objectives for district, G = Recommend policy changes involving reading programs, H = Help implement changes in reading instruction)

The role indicators for Bringing About Change include many staff-development items, such as Help plan inservice, Present inservice sessions, Help set goals for school and/or grade level, and Help set objectives for district. These results support Bean's (1979) report of the project conducted by the Pittsburgh City School District, one of

whose priorities was inservice training of teachers. The present study also lends support to the Stauffer investigation (1967), in which the reading coordinators preferred to do staff development and consulting to prevent reading failure rather than to do remediation. The findings of Wylie's (1969) study were again supported in the present research; classroom teachers, reading coordinators, and school administrators had conflicting perceptions of the reading specialist's major functions.

In the multivariate analysis, no statistically significant differences were found at the .05 level among the three respondent groups concerning their perceptions of the role indicators of Working with Reading Materials. All of the respondent groups in this study seemed to accept the reading coordinator's role of Working with Reading Materials because no significant differences existed among respondents' ratings of the role indicators.

As there were no significant differences among the respondents' ratings of these role indicators, there was more agreement within this role than the other general roles. The two role indicators that were rated lower than the others in this comprehensive role were Help make vacation packets of reading materials for students and Work with parents in making and learning reading games (game workshop). The mean scores for the other five role indicators were around the 5.0 mark, which, according to the rating scale, is Extremely Important.

Wylie (1969) found that elementary teachers viewed the role of the reading coordinator as a supplier of materials. In this study, the

respondents also felt the coordinator should be concerned with materials.

On two role indicators under the general role Coordinating District Programs, statistically significant differences (at the .05 level) existed among respondent groups. These role indicators were Serve as resource person to principal and Participate in professional reading-related activities. The mean differences among the three groups for these role indicators are shown in Figure 3.

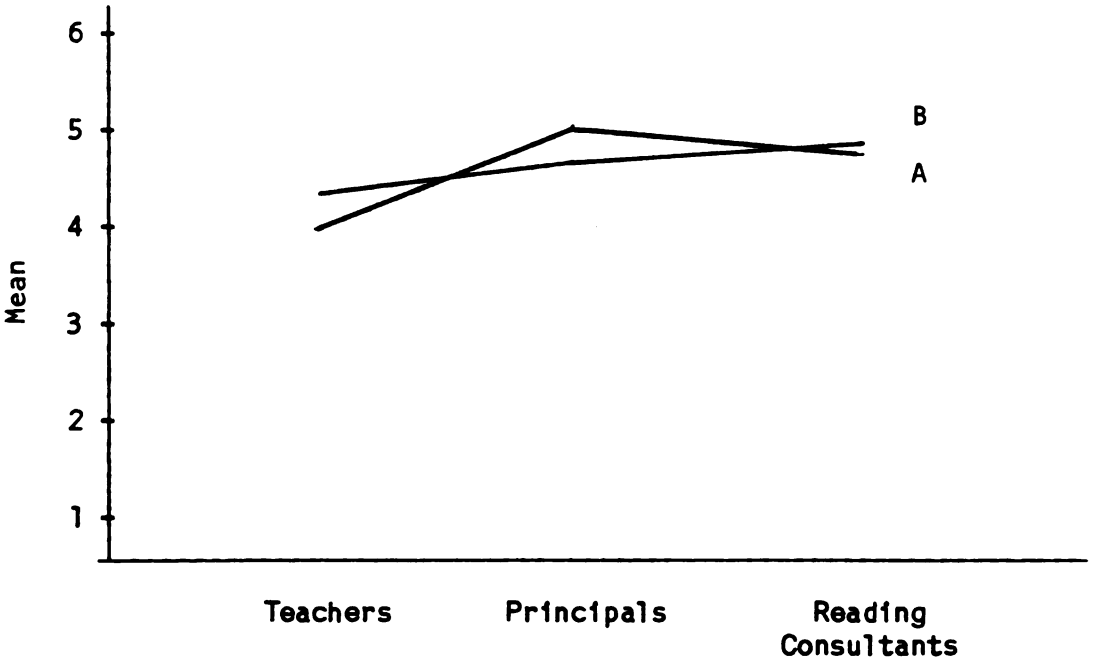

Figure 3.--Mean differences among position groups on role indicators for Coordinating District's Programs. (A = Serve as resource person to principal, B = Participate in professional reading-related activities)

Of the three position groups surveyed, principals rated these two role indicators higher than did classroom teachers. The role

indicator concerning participating in professional reading-related activities was rated slightly higher by reading coordinators than by classroom teachers or principals. Respondents agreed that the remaining role indicators under this comprehensive role area were Important to Very Important.

As a result of the data analysis, Hypothesis 1 was rejected. Statistically significant differences did exist among respondents in the three position groups with regard to their perceptions of the reading coordinator's role.

Hypothesis 2

The data were analyzed to determine whether there was a statistically significant difference in how respondents perceived the role of the reading coordinator, depending on whether a reading coordinator was assigned to their building. On the Base Data Survey, classroom teachers and principals were asked if a reading coordinator was assigned to their school. Hypothesis 2 stated:

> There is no statistically significant difference between respondents with reading coordinators assigned to their buildings and those without such coordinators, concerning their perceptions of the reading coordinator's role.

A multivariate and a univariate test were performed on the 32 identified role indicators. Tables 6 through 9 show the results of these tests. Statistically significant differences existed on two role indicators of the Consulting role (Table 6). The two role indicators on which a significant difference was found between respondents with reading coordinators assigned to their buildings and those without

were: Work with students with reading problems in a pull-out program and Work with students with reading problems within the regular classroom. The mean differences between respondents with and those without reading coordinators in terms of how they perceived these two role indicators are shown in Figure 4.

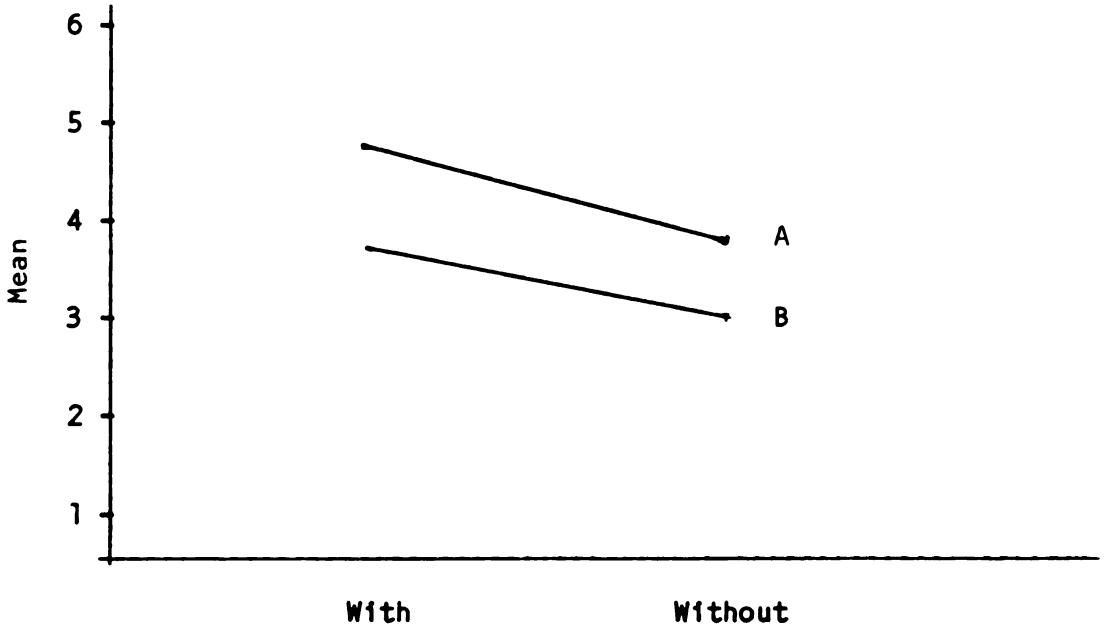

Figure 4.--Mean differences between respondents with and without reading coordinators on role indicators for Consulting. (A = Work with students with reading problems in a pull-out program, B = Work with students with reading problems within the regular classroom)

Both groups of respondents viewed the role of the reading coordinator very much the same. The respondents who had reading coordinators rated working with students with reading problems in a pull-out program higher than did those without reading coordinators. The respondents who had reading coordinators assigned to their

Table 6.--Results of multivariate and univariate analyses of variance for the role of Consulting among respondents with/without reading coordinators.

Role Indicator	With (N=118)		Without (N=52)		Univariate F-Ratio
	Mean	SD	Mean	SD	
Serve as resource to teachers/ grade	4.6724	1.2702	4.5577	1.4473	
Teach demonstration lessons	3.6810	1.3487	3.6538	1.7022	
Help with diagnostic testing and grouping of students	4.8462	1.1935	4.5385	1.4614	
Inform teachers of professional-growth activities available	4.0678	1.4126	3.8846	1.4094	
Work with content-area teachers to integrate reading activities	4.1197	1.2259	3.9412	1.6421	
Serve as consultant to parents	4.0840	1.1902	4.1731	1.5304	
Work with students with reading problems in a pull-out program	4.6525	1.4285	3.7059	1.9728	.00084**
Work with students with reading problems within the regular classroom	3.6271	1.6631	2.9216	1.8313	.01367*

*p < .05. **p < .001.

Table 7.--Results of multivariate and univariate analyses of variance for the role of Bringing About Change among respondents with/without reading coordinators.

Role Indicator	With (N=118)		Without (N=52)		Univariate F-Ratio
	Mean	SD	Mean	SD	
Help write criteria for evaluating reading personnel	3.5470	1.5114	3.5098	1.4748	
Help with needs assessments to use in setting goals	4.1780	1.3116	4.1961	1.5234	
Help plan inservice	4.1513	1.3444	4.3529	1.4117	
Present inservice sessions	4.0840	1.3121	4.1765	1.6457	
Help set goals for schools and/or grade levels	4.2941	1.1301	3.8039	1.5102	
Help set objectives for district	4.3025	1.1757	4.1176	1.3213	
Recommend policy changes involving reading programs	4.4286	1.2661	4.2745	1.3868	
Help implement changes in reading instruction	4.4454	1.2934	4.5769	1.3038	

Table 8.--Results of multivariate and univariate analyses of variance for the role of Working With Reading Materials among respondents with/without reading coordinators.

Role Indicator	With (N=118)		Without (N=52)		Univariate F-Ratio
	Mean	SD	Mean	SD	
Help construct or revise reading curriculum materials	4.4701	1.3168	4.3725	1.1993	
Work with committees to evaluate and recommend textbooks	4.6387	1.2870	4.6078	1.2662	
Be familiar with a wide variety of teaching materials in the area of reading	5.2017	.9618	5.2500	1.1180	
Share information about reading materials with teachers	5.1429	1.0275	5.2500	1.0824	
Help make reading materials available to teachers	5.1429	.9939	5.1176	1.1941	
Help make vacation packets of reading materials for students	3.8462	1.4599	4.1346	1.6092	
Work with parents in making and learning reading games (game workshops)	4.0847	1.5223	4.0000	1.6803	

Table 9.--Results of multivariate and univariate analyses of variance for the role of Coordinating District Programs among respondents with/without reading coordinators.

Role Indicator	With (N=118)		Without (N=52)		Univariate F-Ratio
	Mean	SD	Mean	SD	
Involve community in reading program	3.6218	1.2887	4.0980	1.5265	.01701*
Conduct and share research in reading	3.7311	1.3759	3.8846	1.4640	
Help plan budgets to make reading a priority	3.8319	1.4457	3.9231	1.6550	
Serve as resource person to principal	4.2627	1.3801	4.1538	1.6135	
Prepare reading reports for board, community	3.5000	1.2523	3.7059	1.4737	
Serve as communication link between administration and school	3.5862	1.4146	3.4706	1.6656	
Participate in professional reading-related activities	4.4370	1.2257	4.1961	1.4425	
Coordinate district reading-incentive programs (RIF, etc.)	4.5470	1.2282	4.3137	1.3783	
Coordinate district reading-testing program	4.4188	1.2679	4.4902	1.3019	

*$p < .05$.

buildings also rated working with students with reading problems within the regular classroom much higher than did respondents without reading coordinators. This finding might be interpreted in two ways: (1) respondents with reading coordinators were in a situation in which a reading coordinator was needed, and/or (2) respondents without reading coordinators were in a situation that did not require such a resource person.

There was a significant difference at the .05 level concerning one role indicator in the role area of Coordinating District Programs (Table 9). The one indicator on which a significant difference existed between the respondents who had a reading coordinator and those who did not was Involve community in reading program. The mean difference between respondents with and without reading coordinators, concerning how they perceived that one role indicator, are shown in Figure 5.

The researcher interpreted the fact that the two respondent groups differed on the comprehensive role of Coordinating District Programs (the respondents with reading coordinators rated the role indicator Involve community in reading program lower than did those without a reading coordinator) to mean that the need for this role indicator was not as great as if there were no reading coordinator to function in this capacity.

The multivariate and univariate tests showed no statistically significant differences at the .05 alpha level between respondents who had reading coordinators and those who did not, concerning the role areas Bringing About Change and Working with Reading Materials (Tables

7 and 8). Perceptions of respondents with and those without reading coordinators were alike concerning the role indicators under these two role areas. The researcher interpreted this to mean that these are acceptable roles as perceived by most educators in the elementary schools.

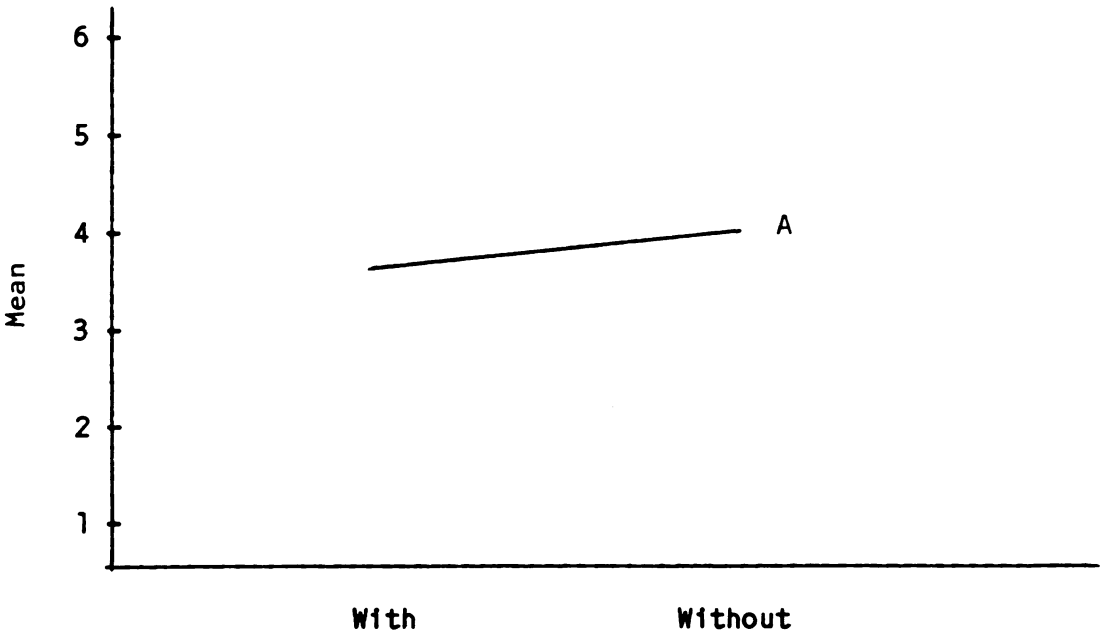

Figure 5.--Mean differences between respondents with and without reading coordinators on role indicator for Coordinating District Programs. (A = Involve community in reading program)

Not enough difference at the .05 alpha level was indicated by the multivariate and univariate tests to indicate a statistically significant difference existed between respondents who had reading coordinators assigned to their buildings and those who did not,

concerning their perceptions of the role of the reading coordinator. Therefore, Null Hypothesis 2 could not be rejected.

Hypothesis 3

The data were analyzed to determine whether there was a statistically significant difference among respondents from the Midland, Bay City, and Saginaw school districts concerning their perceptions of the reading coordinator's role. Hypothesis 3 stated:

> There is no statistically significant difference among respondents from the three school districts surveyed, concerning their perceptions of the reading coordinator's role.

A multivariate and a univariate analysis of variance were performed on the data to determine whether there was a statistically significant difference among participants from the three school districts concerning how they perceived the role of the reading coordinator. The results of these tests are shown in Tables 10 through 13.

There was a statistically significant difference at the .05 alpha level among respondents from the three districts in terms of their perceptions of the reading coordinator's Consulting role (Table 10). The two role indicators on which a significant difference existed were Work with students with reading problems in a pull-out program and Work with students with reading problems within the regular classroom. The mean differences among respondents from the three school districts in how they perceived these two indicators under the role of Consulting are shown in Figure 6.

Table 10.--Results of multivariate and univariate analyses of variance for the role of Consulting among the school districts.

Role Indicator	Midland (N=38)		Bay City (N=49)		Saginaw (N=101)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Serve as resource to teachers/ grade	5.0526	1.1613	4.4490	1.4151	4.6337	1.2706	
Teach demonstration lessons	3.4474	1.4275	3.7347	1.6805	3.8317	1.3347	
Help with diagnostic testing and grouping of students	4.3421	1.4755	4.8163	1.3334	4.8529	1.1552	
Inform teachers of professional-growth activities available	4.1579	1.3462	3.8163	1.3795	4.0388	1.3786	
Work with content-area teachers to integrate reading activities	3.8947	1.4666	4.0417	1.4726	4.1765	1.2852	
Serve as consultant to parents	4.0789	1.2602	4.4490	1.2258	3.9615	1.3140	
Work with students with reading problems in a pull-out program	3.9211	1.7612	4.1224	1.8443	4.6765	1.3942	.03746*
Work with students with reading problems within the regular classroom	2.6842	1.5787	3.2041	1.7438	3.6961	1.6815	.00534**

*p < .05. **p < .01.

Table 11.--Results of multivariate and univariate analyses of variance for the role of Bringing About Change among the school districts.

Role Indicator	Midland (N=38)		Bay City (N=49)		Saginaw (N=101)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Help write criteria for evaluating reading personnel	3.8947	1.3713	3.4694	1.6470	3.5700	1.4720	
Help with needs assessments to use in setting goals	4.2895	1.2926	4.0408	1.5674	4.3267	1.2815	
Help plan inservice	4.9474	1.0892	4.1633	1.4627	4.0686	1.3295	.00169**
Present inservice sessions	4.4737	1.4470	4.2857	1.4860	3.9902	1.3460	
Help set goals for schools and/or grade levels	4.6316	1.0246	3.8163	1.3490	4.2330	1.2618	.01397*
Help set objectives for district	4.6579	1.1918	3.9706	1.2330	4.3204	1.1899	.02875*
Recommend policy changes involving reading programs	4.6842	1.1415	4.1042	1.5192	4.4904	1.2385	
Help implement changes in reading instruction	4.9737	.9440	4.3673	1.3948	4.4808	1.3145	.04509*

*p < .05. **p < .01.

Table 12.--Results of multivariate and univariate analyses of variance for the role of Working With Reading Materials among the school districts.

Role Indicator	Midland (N=38)		Bay City (N=49)		Saginaw (N=101)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Help construct or revise reading curriculum materials	4.6316	1.3032	4.3760	1.2653	4.3861	1.2959	
Work with committees to evaluate and recommend textbooks	5.3947	.8555	4.3061	1.2943	4.5340	1.2666	.00006*
Be familiar with a wide variety of teaching materials in the area of reading	5.5526	.7240	5.0612	1.2317	5.1827	.9630	
Share information about reading materials with teachers	5.4737	.7255	5.0612	1.2650	5.1058	1.0327	
Help make reading materials available to teachers	5.3947	.7181	4.9796	1.2664	5.1165	1.0843	
Help make vacation packets of reading materials for students	3.5789	1.4262	4.1250	1.4964	4.0000	1.4819	
Work with parents in making and learning reading games (game workshops)	4.0526	1.8001	4.1224	1.6410	3.9515	1.4374	

*$p < .0001$.

Table 13.--Results of multivariate and univariate analyses of variance for the role of Coordinating District Programs among the school districts.

Role Indicator	Midland (N=38)		Bay City (N=49)		Saginaw (N=101)		Univariate F-Ratio
	Mean	SD	Mean	SD	Mean	SD	
Involve community in reading program	4.0270	1.5182	3.9796	1.3461	3.6602	1.3325	
Conduct and share research in reading	4.0789	1.4215	3.6735	1.4199	3.7767	1.3715	
Help plan budgets to make reading a priority	4.2105	1.6951	3.6735	1.5192	3.8835	1.4301	
Serve as resource person to principal	4.3684	1.4031	4.0000	1.4577	4.4466	1.4330	
Prepare reading reports for board, community	4.3158	1.3578	3.3878	1.3200	3.4118	1.2770	.00297**
Serve as communication link between administration and school	3.7297	1.5925	3.3265	1.4345	3.7129	1.5122	
Participate in professional reading-related activities	4.9737	1.1965	4.3265	1.2811	4.3333	1.3151	.04720*
Coordinate district reading-incentive programs (RIF, etc.)	4.6053	1.1517	4.1224	1.3171	4.5743	1.2833	
Coordinate district reading-testing program							

*p < .05. **p < .01.

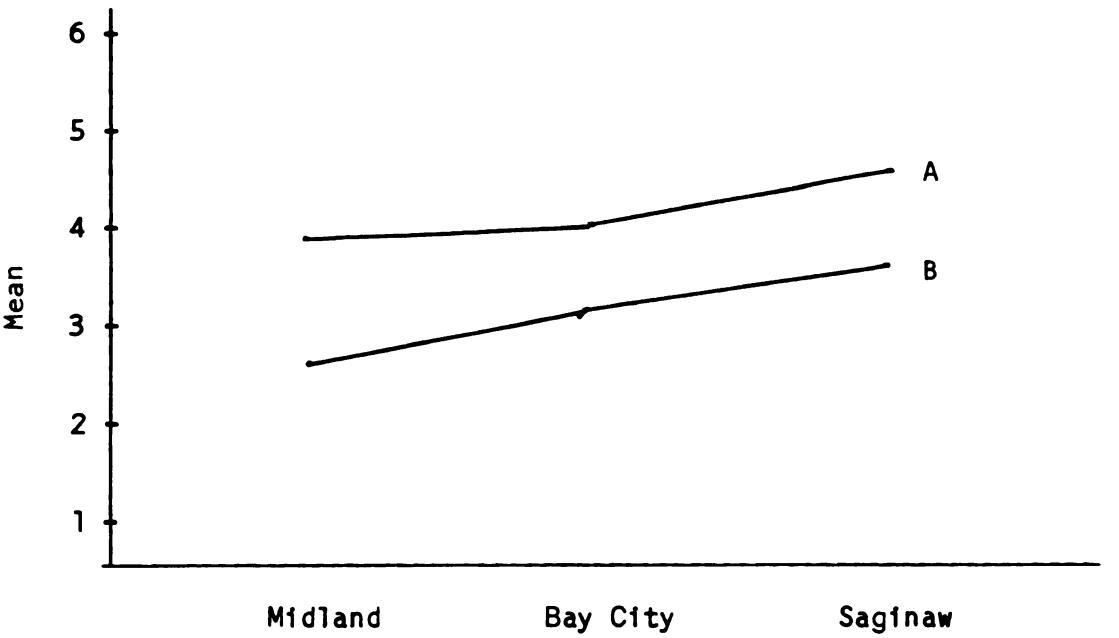

Figure 6.--Mean differences among respondents from the three school districts on role indicators for Consulting. (A = Work with students with reading problems in a pull-out program, B = Work with students with reading problems in the regular classroom)

Concerning the role area of Bringing About Change, the tests showed a statistically significant difference at the .05 level among respondents from the three school districts concerning four role indicators (Table 11). These indicators were Help plan inservice, Help set goals for schools and/or grade levels, Help set objectives for district, and Help implement changes in reading instruction. The mean differences among respondents from the three school districts concerning how they perceived these four indicators under Bringing About Change are shown in Figure 7.

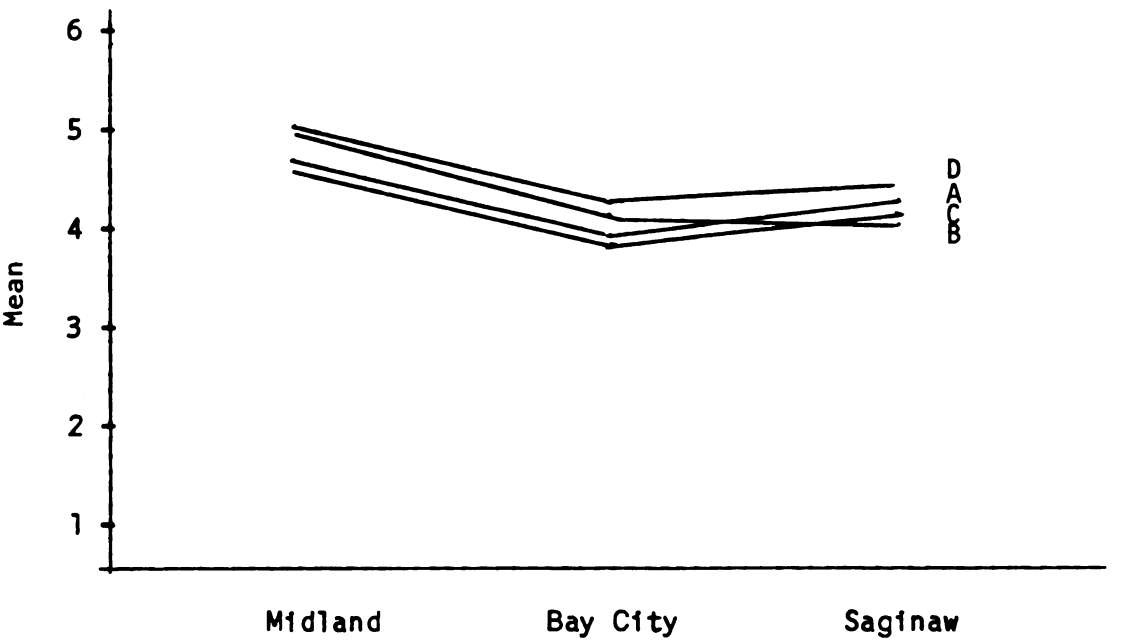

Figure 7.--Mean differences among respondents from the three school districts on role indicators for Bringing About Change. (A = Help plan inservice, B = Help set goals for schools and/or grade levels, C = Help set objectives for district, D = Help implement changes in reading instruction)

Participants from the three school districts differed significantly (at the .05 level) concerning one role indicator under the role area Working with Reading Materials (Table 12). The indicator was Work with committees to evaluate and recommend textbooks. Figure 8 shows the mean differences among participants from the three districts concerning how they perceived this role indicator.

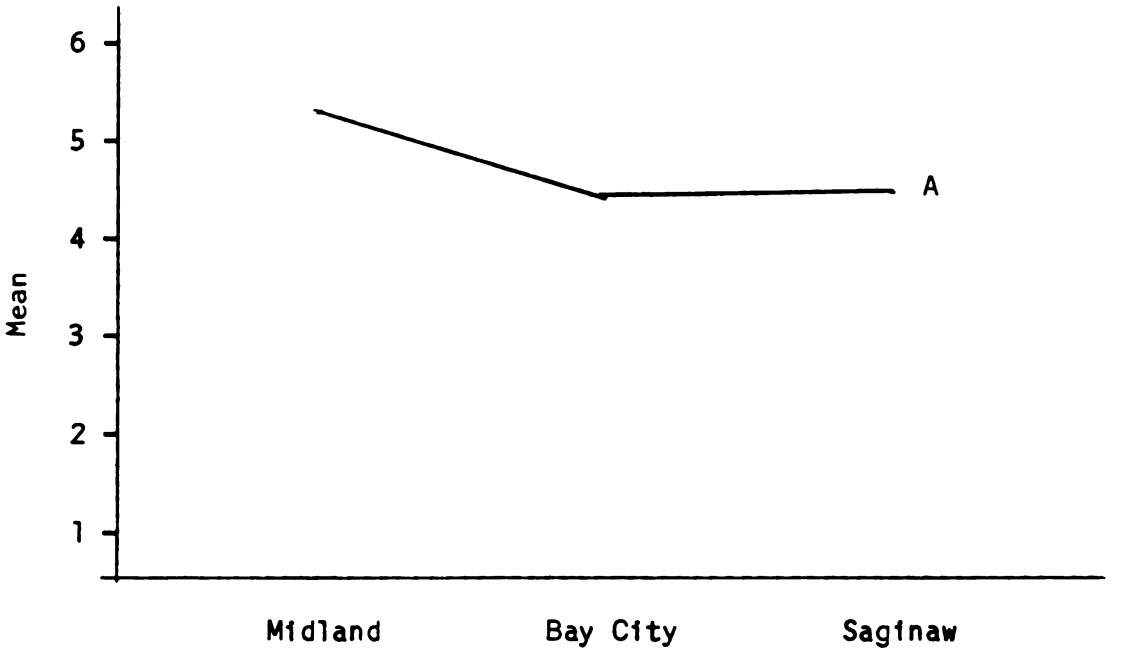

Figure 8.--Mean differences among respondents from the three school districts on role indicators for Working With Reading Materials. (A = Work with committees to evaluate and recommend textbooks)

On two role indicators under the role area Coordinating District Programs, a significant difference existed at the .05 level among participants from the three school districts. These two indicators were Prepare reading reports for board, community and Participate in professional reading-related activities. The mean differences among participants from the three districts concerning how they perceived these role indicators are shown in Figure 9.

At the .05 alpha level, enough statistically significant difference was found among participants from the Midland, Bay City, and Saginaw districts concerning their perceptions of the reading coordinator's role that Null Hypothesis 3 was rejected.

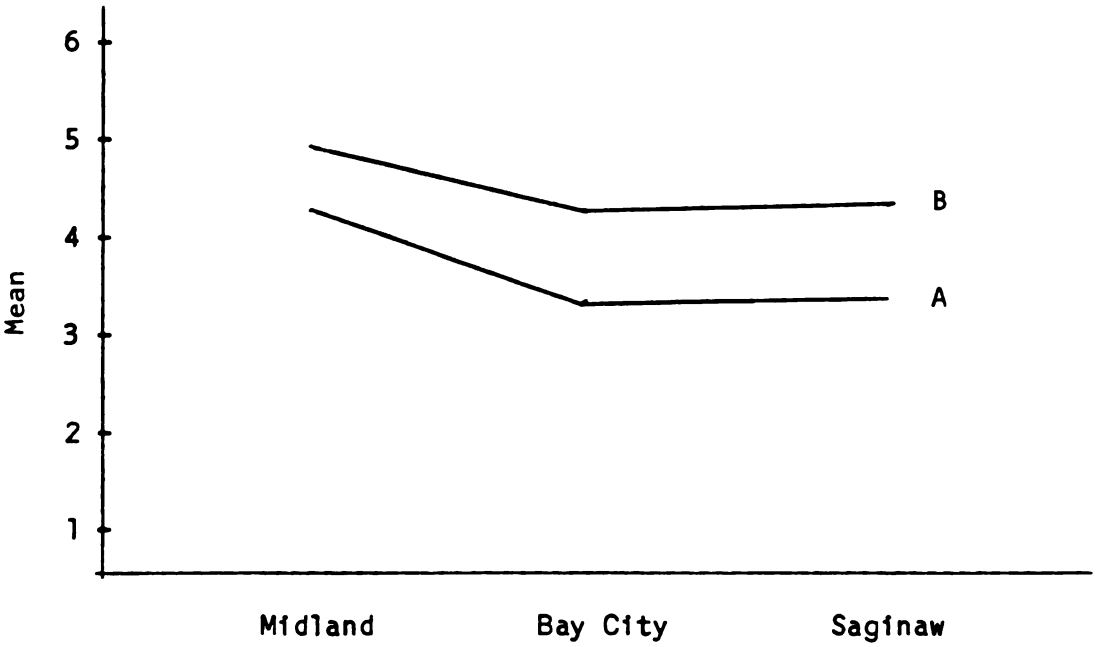

Figure 9.--Mean differences among respondents from the three school districts on role indicators for Coordinating District Programs. (A = Prepare reading reports for board, community; B = Participate in professional reading-related activities)

Chapter Summary

Data collected and analyzed in the research project were reported in this chapter. A prioritized list of role indicators was formulated, based on how survey participants perceived the role of the reading coordinator.

Multivariate analyses of variance were conducted to test the three hypotheses formulated for the study. An analysis of variance was performed to determine if a significant difference existed among classroom teachers, principals, and reading coordinators concerning how they perceived the reading coordinator's role (Hypothesis 1). An analysis of variance was also computed to determine whether there was a

significant difference in role perceptions between participants who had reading coordinators assigned to their buildings and those who did not (Hypothesis 2). An analysis of variance was performed to determine if a significant difference existed among respondents from the three school districts surveyed, concerning their perceptions of the reading coordinator's role (Hypothesis 3).

Based on the predetermined .05 level of significance, two of the three null hypotheses were rejected as a result of the analysis of variance. There was a significant difference among classroom teachers, principals, and reading coordinators concerning how they perceived the role of the reading coordinator. There was no significant difference in role perceptions of respondents who had a reading coordinator assigned to their buildings and those who did not. A significant difference was found among respondents from the Midland, Bay City, and Saginaw school districts concerning how they perceived the role of the reading coordinator.

In Chapter V, a further summary of results is provided and conclusions are drawn. In closing, recommendations are made for further research on the perceived role of the reading coordinator.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

In Chapter IV, results of the survey were presented. This chapter contains a summary of the study, the findings of this research, conclusions drawn from the study, and recommendations for further study and future action in using the survey results.

Summary

For this study null hypotheses were formulated that there would be no difference between elementary principals, classroom teachers, and reading coordinators in their perceptions of the role of the reading coordinator. A null hypothesis was formulated that there would be no difference between survey respondents who had a reading coordinator and those without, in terms of their perceptions of the reading coordinator's role. A null hypothesis was also formulated that there would be no difference between respondents from the three school districts as to their perceptions of the reading coordinator's role.

Three hundred surveys were mailed to all the elementary principals, all the reading coordinators, and a random sample of the classroom teachers from the Midland, Bay City, and Saginaw School Districts. From this mailing, 191 questionnaires were returned, and

these data were used for the study. Multivariate (Wilks lambda) and univariate analyses were used to analyze the data. Comparative differences in mean scores were the basis for reporting the survey results.

A prioritized list of role indicators was developed from the statistical analysis of the study. Significant differences were found among the respondent groups concerning their perceptions of the reading coordinator's role. These differences and their implications are discussed in this chapter. Recommendations for further study and future implementation for change are also examined.

Findings

Of the 32 role indicators for reading coordinators that were considered in this study, 12 were prioritized as Very Extremely Important. Nine of the role indicators were selected by the respondents as Extremely Important. One role indicator was selected by a majority of respondents as Very Important. Ten role indicators were rated by the majority of respondents as Important. Of the 12 that were prioritized as Very Extremely Important, 42 percent of the role indicators were from the comprehensive role of Working With Reading Materials.

Findings of multivariate and univariate analyses of the data indicated significant differences among respondent groups on several role indicators, but most strongly on the role indicators of Bringing About Change. The mean differences concerning the role indicators for this comprehensive role indicated that elementary school principals rated these roles as a higher level of importance than did the other

two respondent groups. These results indicated disagreement among the position groups and possibly role conflict and role ambiguity for the reading coordinator.

The other comprehensive role that showed the most significant difference among classroom teachers, elementary school principals, and reading coordinators was that of Consulting. Within this role and among the three groups of participants, four of eight (50 percent) role indicators showed disagreement. Although elementary school principals rated Serve as resource to teacher/grade, Teach demonstration lesson, and Work with content-area teachers much more highly than did classroom teachers and reading coordinators, they rated Work with students in a pull-out program much lower. These differences might lead to role conflict and role ambiguity for the reading coordinator.

The reading coordinators who participated in the study rated the role indicator Work with students in a pull-out program much more highly than did classroom teachers and elementary school principals. The other role indicators that reading coordinators rated more highly than did classroom teachers and principals were Help write criteria for evaluating reading personnel, Help set goals for schools and/or grade levels, and Participate in professional reading-related activities. The results indicated disagreement among participant groups and hence possible role conflict and role ambiguity for the reading coordinators.

The classroom teachers rated the role indicators under Bringing About Change much lower than did the other two groups of respondents. The four role indicators under Consulting on which there was a

significant difference were also rated much lower by teachers than the other two groups of participants. An exception was the role indicator, Working with students in a pull-out program, which teachers rated higher than principals did but lower than reading coordinators did.

No significant difference existed among respondent groups concerning their perceptions of the comprehensive role of Working With Reading Materials. All of the respondents rated the seven role indicators of this category between Important and Very Extremely Important. The survey results indicated that this comprehensive role was perceived by all three respondent groups to be the most important of the four roles examined in the study.

The other comprehensive role of reading coordinators on which there was considerable agreement among respondent groups was Coordinating District Programs. Participants differed significantly in their perceptions of two role indicators in this category. The two role indicators were Serve as resource person to principal, which principals rated much more highly than did the other two groups, and Participate in professional reading-related activities, which reading coordinators rated much more highly than the other two groups. Seven of the nine role indicators under Coordinating District Programs were agreed upon by the three groups of participants, who rated them from Important to Very Extremely Important.

The multivariate and univariate analyses showed a significant difference among classroom teachers, elementary school principals, and reading coordinators on 14 of the 32 role indicators (44 percent).

Based on these results, Null Hypothesis 1, which stated that there is no significant difference among classroom teachers, principals, and reading coordinators concerning their perceptions of the reading coordinator's role, was rejected. These findings supported a previous study conducted by Wylie (1969).

The multivariate and univariate analyses showed very little difference between respondents with and those without reading coordinators assigned to their buildings, in terms of their perceptions of the role indicators. The two groups differed significantly on 3 out of 32 (9 percent) role indicators. Two of these role indicators were under the comprehensive role of Consulting. They were Work with students with reading problems in a pull-out program and Work with students with reading problems within the regular classroom. Respondents with reading coordinators assigned to their buildings rated these two role indicators much more highly than did respondents without reading coordinators.

The other role indicator on which the respondent groups differed significantly was under the comprehensive role of Coordinating District Programs. The role indicator on which significant differences existed between respondents with and those without reading coordinators was Involve community in reading program. The respondents with reading coordinators rated this role indicator much lower than did those without reading coordinators.

Based on the results of the multivariate and univariate analyses of variance, Null Hypothesis 2, which stated that there is

no difference between respondents with reading coordinators assigned to their buildings and those without such coordinators concerning their perceptions of the reading coordinator's role, was not rejected.

The multivariate and univariate analyses showed a significant difference among respondents from the Midland, Bay City, and Saginaw School Districts concerning their perceptions of several role indicators. The greatest number of significant differences were under the comprehensive role of Bringing About Change. The four role indicators on which respondents from the three districts differed significantly were Help plan inservice, Help set goals for schools and/or grade levels, Help set objectives for district, and Help implement changes in reading instruction. The respondents from Midland rated these four role indicators higher in terms of importance than did respondents from the other two districts.

Another comprehensive role on which a significant difference existed among respondents from Midland, Bay City, and Saginaw was Coordinating District Programs. The two role indicators on which respondents differed significantly were Prepare reading reports for board, community and Participate in professional reading-related activities. Respondents from Midland rated these two role indicators higher in terms of importance than did respondents from the other two districts, who gave similar importance ratings.

A third comprehensive role on which respondents from the three districts differed significantly was Consulting. The two role indicators on which there was a significant difference were Work with

students with reading problems in a pull-out program and Work with students with reading problems in the classroom. Respondents from Saginaw gave a higher importance rating to these two role indicators than did those from the other two districts.

The last comprehensive role on which a significant difference was found in the multivariate and univariate analyses of the data was Working With Reading Materials. The role indicator on which respondents from the three school districts differed significantly was Work with committees to evaluate and recommend textbooks. Respondents from Midland gave this role a higher importance rating than did those from the other two districts, who were close to agreement at a lower importance rating.

Respondents from Midland, Bay City, and Saginaw differed significantly on 9 of the 32 (28 percent) role indicators examined in this study. Therefore, Null Hypothesis 3, which stated that there is no difference among respondents from the three school districts concerning their perceptions of the reading coordinator's role, was rejected.

Conclusions

Results of the survey answered the first research question: What reading coordinator roles will be chosen as Very Extremely Important by most respondents in the rating scale section of the survey instrument? It was observed that the number 1, 2, and 3 prioritized roles were in the comprehensive role of Working With Reading Materials

as well as 42 percent of 12 prioritized role indicators. The researcher concluded that the comprehensive role of Working With Reading Materials was the most important agreed-upon role to the respondents of this study.

The second research question--Is there a significant difference among respondents, based on whether a reading coordinator is assigned to their building?--was answered in the results of this study. Three role indicators (9 percent) showed a significant difference among the respondents with and those without reading coordinators. These differences were Working with students with reading problems in a pull-out program, Working with students with reading problems in the classroom, and Involve community in the reading program. To the researcher, these differences reflected the needs of the two groups of respondents in how the role of reading coordinator was perceived. Thus it was concluded that the role of the reading coordinator was perceived to be the same by both groups.

In answering the third research question--Is there a significant difference among elementary school classroom teachers, elementary school principals, and reading coordinators as to the roles chosen as the most important among those listed on the rating scale?--this study found a significant difference among these groups of respondents. From the results of the data analysis, it was concluded that the priorities of the elementary school principals for the role of reading coordinator lay within the roles of Bringing About Change, Staff Development, and having the reading coordinator Serve as a resource person to the

principal. The priorities of the reading coordinators among the role indicators on which there was a significant difference among respondents indicated that working for the students and the professional interests of reading coordinators were most important to them. The classroom teachers rated the role indicators under Bringing About Change much lower than the other two groups of respondents, which might indicate that they did not view the role of the reading coordinator to be that of a change agent, as the elementary school principals and reading coordinators did. The classroom teachers also rated the four roles of Consulting that showed a significant difference much lower except for Working with students in a pull-out program. Together with the reading coordinators this role was rated much higher than the principals. This classroom teacher rating along with that of the reading coordinators placed the role of the reading coordinator in a remedial position. Since there was no significant difference in the comprehensive role of Working With Reading Materials, and it was prioritized higher than the other roles, it could be concluded that this comprehensive role was perceived by all three respondent groups to be the most important of the four roles examined in the study. The role of Coordinating District Programs was agreed upon to a lesser extent, which indicated the participants' agreement on the importance of their acceptance of this role. From these results, the researcher concluded that there was a significant difference among the three groups of respondents as to how they perceived the role of the reading coordinator.

The fourth research question examined in this survey was: Is there a significant difference among respondents from the three school districts--Bay City, Midland, and Saginaw--as to the roles chosen as most important for the reading coordinator? Respondents from the three school districts differed significantly on 28 percent of the role indicators. These differences were in the comprehensive roles of Bringing About Change, Consulting, Coordinating District Programs, and Working With Reading Materials. The respondents from Midland rated the role indicators of Help plan in-service, Help set goals for school/grade levels, Help set objectives for district, and Help implement changes in reading instruction much higher than the respondents from Bay City and Saginaw, who gave these role indicators a similar rating. The respondents from Midland also rated the role indicators of Prepare reading reports for board, community, Participate in professional reading-related activities, and Work with committees to evaluate and recommend textbooks much more highly than the other two respondent groups. The researcher concluded from these results that the respondents from Midland perceived the role of the reading coordinator as a change agent and a quasi-administrative role. The results of the survey showed that the respondents from Saginaw rated the role indicators Work with students with reading problems in a pull-out program and Work with students with reading problems in the classroom much higher than the respondents from Midland and Bay City. These results showed a remedial role was perceived by the Saginaw respondents. The researcher concluded that there was a significant difference among

respondents from the three school districts as to the roles chosen as most important for the reading coordinator.

From the findings of this study, the researcher concluded that there was a significant difference in the perception of the role of the reading coordinator. The implication that might be drawn from these results is that there must be discord among the elementary school personnel who were surveyed. This discord could make a difference in achieving the educational objectives and goals of the school districts and the students in these elementary schools. The results also implied role ambiguity and role conflict for the reading coordinator, with the resulting effect on the person who filled that role/position.

Recommendations

For Educational Institutions

In this study, participants prioritized 12 role indicators as being Very Extremely Important to the perceived role of reading coordinator. To provide the necessary preparation for reading personnel, educators in universities and area educational colleges should review their present curriculum and update it to match this prioritized list. Leadership for more effective schools falls within the realm of institutions for higher learning, and by matching the most important skills to the preparation of reading personnel, this leadership becomes relevant to today's schools. Through the leadership of universities and area educational colleges, present reading coordinators and personnel could update their skills through recommended classes and workshops.

Since role ambiguity and role conflict have been shown to exist in the perceived role of the reading coordinator, not only in this study but also in previous studies, universities and area colleges should initiate workshops in techniques such as Job Expectation Techniques (Huse, 1980) for local school districts to reduce this problem and to provide an opportunity for more task-relevant behavior. Using such techniques, universities and area colleges could bring about agreement among classroom teachers, principals, and reading coordinators about the perceived role of the reading coordinator. Skilled personnel and trained researchers from the universities could provide the evaluation and follow-up necessary to ascertain whether role ambiguity and role conflict concerning the role of reading personnel were reduced and whether the schools are becoming more effective as a result.

For School Boards and Superintendents

School board and superintendents should be aware of the disagreement among classroom teachers, principals, and reading coordinators about how they perceive the role of the reading coordinator. The reading coordinator's role is such an important resource to an effective school that agreement as to the coordinator's most important role should be established. School boards and superintendents should provide the time and facilities for eliminating disagreement among staff members of individual schools concerning the perceived role of the reading coordinator. In eliminating disagreement among classroom

teachers, principals, and reading coordinators about the reading coordinator's role, school boards and superintendents could also eliminate role ambiguity and role conflict for these important resource personnel and thereby probably increase students' reading achievement.

After the role of the reading coordinator has been identified and agreed on by staff members of individual schools in the district, the school board and superintendent should provide the time and facilities to update the skills needed in implementing the perceived role.

For Elementary School Principals

Elementary school principals should be made aware of the findings of this study and of the disagreement that existed among classroom teachers, principals, and reading coordinators in the sample concerning the reading coordinator's role. As educational leaders of their individual schools, elementary principals should provide the time and facilities for identifying the role of the reading coordinator among the staff of their buildings. After the role has been identified and agreed on by the staff, elementary principals should provide leadership support for its implementation. In reaching agreement among the staff of an elementary school concerning the identified role of the reading coordinator, an important resource could be more efficiently used and the effectiveness of the school increased.

For State Boards of Education
and State Superintendents

The state board of education and the state superintendent should be made aware of the study findings concerning the disagreement that exists about the perceived role of the reading coordinator. Funding should be appropriated for further research among other school districts in Michigan to establish an identified role for the reading coordinator. Matching funds should be allocated to update and maintain the skills of practicing reading personnel, in order to implement the identified role. Role ambiguity and role conflict could be greatly reduced, and the effects would probably increase the reading achievement of public-school students throughout the state. The guidelines for Chapter I funding could also incorporate the necessary procedures for identifying the reading coordinator's role and, once the role is established, the necessary procedures for implementing the role activities.

For the State Teacher Organizations

The state teacher organizations should be made aware of the study findings. Committees within these teacher organizations could be formed to support the idea of identifying the role of the reading coordinator. Such resource personnel could also be identified to make further research easier. A published list of reading personnel throughout Michigan could be used to form a support group for reading coordinators and a means for sharing techniques and skills.

For Further Research

Some implications for future research became evident as a result of this study. The following are some of the possibilities for further studies in areas identified in this research.

1. This study should be replicated using a larger sample of classroom teachers, elementary school principals, and reading coordinators throughout Michigan. The present study was limited to practicing elementary classroom teachers, elementary school principals, and reading coordinators in the Midland, Bay City, and Saginaw school districts. Further investigations should include all types of school districts and educational personnel from all levels, rather than just elementary schools.

2. A study should be conducted to investigate whether a relationship exists between a school staff's agreement on the perceived role of the reading coordinator and students' reading achievement.

3. Research should be conducted to investigate the educational needs of practicing reading coordinators to fulfill the role of their present position, as well as an agreed-upon perceived role.

4. A similar study should be conducted to investigate the educational needs of practicing reading coordinators by surveying a sample of practicing classroom teachers.

5. Research should be conducted among practicing elementary principals to establish a perspective of how the reading coordinators can better contribute to the educational objectives and goals of the schools and students.

Personal Observations

The friendly notes that accompanied many of the returns of the participating principals, classroom teachers, and reading coordinators were rewarding. The encouragement and interest evidenced in these notes were greatly appreciated. The interest that many participants had in receiving the results of the study led the researcher to believe that this investigation was important to many practicing educators. When such interest is so evident in a small sample, results should be published and the study replicated with a larger sample.

The difficulty that some elementary school principals had in completing the survey led the researcher to believe that some educators are not well acquainted with the role of the reading coordinator. This might be interpreted to mean that the elementary school principal is not involved in the reading program of his/her school.

The difficulty the researcher had in locating a list of reading coordinators led her to believe that no distinction is made between the roles of classroom teachers and reading coordinators, as far as some educational organizations are concerned. Only because school districts list these personnel separately was it possible to conduct the present study. This fact alone led the researcher to realize that role ambiguity exists concerning the role of the reading coordinator.

The results of this study were a great surprise to the researcher. The wide differences in the perceptions of the elementary school principals, elementary classroom teachers, and reading coordinators had not been anticipated.

APPENDIX

November 1, 1984

Dear Elementary School Educator,

This survey is being sent exclusively to the elementary school principals, elementary school reading coordinators, and elementary school classroom teachers of the Bay City, Midland, and Saginaw School Districts.

There has never been consensus on the scope of the role of the reading coordinator. Recognizing that learning to read in the elementary grades is perhaps the most important skill a child masters, educators have felt the need for the position of reading coordinator. Identifying the most important role that the reading coordinator serves is the purpose of this study.

It takes approximately ten minutes to complete this survey. The instrument contains two parts: the Base Data Survey and the Rating Scale. After completing these two parts of the questionnaire, please return them in the stamped return-addressed envelope that has been provided. Please do not sign your name on the survey, but do sign the enclosed postcard and mail it to me. This will let me know you have mailed your survey and yet maintain anonymity of responses.

Please feel free to take this opportunity to suggest other roles or role indicators. Your judgment in this area is highly valued. This study is the first broad-based attempt to secure the collective knowledge and experience of the practicing elementary personnel being surveyed in regard to identifying the reading coordinator role that will be the most effective in successfully administering a reading program.

Compiled data from this study will be available upon request. Your prompt response will enable me to complete the study and provide you with the results at an early date.

Sincerely,

Marjorie J. Hart

Marjorie J. Hart

BASE DATA SURVEY

1. Please indicate the school district in which you are employed:

   _____ Midland _____Bay City _____Saginaw

2. Please indicate your present position:

   ____Classroom teacher ____Principal ____Reading coordinator

3. Does your school qualify for compensatory funding?

   _____Yes _____No

4. If you are a principal or classroom teacher, please indicate whether

   There is a reading coordinator assigned to my school:

   _____Yes _____No

5. Please indicate: Number of years in education_____

   Degree(s) held_____

   Major area of study_____

RATING SCALE

DIRECTIONS:

Step 1. Read each role indicator below the comprehensive role of Reading Coordinators and circle one number at the left that indicates how important you think the role indicator to be.

Step 2. Add role indicators where you think appropriate.

Rate each role indicator using the following scale:

1 -- Not at All Important
2 -- Slightly Important
3 -- Important
4 -- Very Important
5 -- Extremely Important
6 -- Very Extremely Important

Importance (Low ... High)							Role/Role Indicators
						1.0	**CONSULTING**
1	2	3	4	5	6	1.1	Serve as resource to teachers/grade.
1	2	3	4	5	6	1.2	Teach demonstration lessons.
1	2	3	4	5	6	1.3	Help with diagnostic testing and grouping of students.
1	2	3	4	5	6	1.4	Inform teachers of professional-growth activities available.
1	2	3	4	5	6	1.5	Work with content-area teachers to integrate reading activities.
1	2	3	4	5	6	1.6	Serve as consultant to parents.
1	2	3	4	5	6	1.7	Work with students with reading problems in a pull-out program.
1	2	3	4	5	6	1.8	Work with students with reading problems within the regular classroom.
1	2	3	4	5	6	1.9	_____
						2.0	**BRINGING ABOUT CHANGE**
1	2	3	4	5	6	2.1	Help write criteria for evaluating reading personnel.
1	2	3	4	5	6	2.2	Help with needs assessments to use in setting goals.
1	2	3	4	5	6	2.3	Help plan inservice.
1	2	3	4	5	6	2.4	Present inservice sessions.
1	2	3	4	5	6	2.5	Help set goals for schools and/or grade levels.
1	2	3	4	5	6	2.6	Help set objectives for district.
1	2	3	4	5	6	2.7	Recommend policy changes involving reading programs.
1	2	3	4	5	6	2.8	Help implement changes in reading instruction.
1	2	3	4	5	6	2.9	_____

Importance (Low 1 2 3 4 5 6 High)		Role/Role Indicators
	3.0	WORKING WITH READING MATERIALS
1 2 3 4 5 6	3.1	Help construct or revise reading curriculum materials.
1 2 3 4 5 6	3.2	Work with committees to evaluate and recommend textbooks.
1 2 3 4 5 6	3.3	Be familiar with a wide variety of teaching materials in the area of reading.
1 2 3 4 5 6	3.4	Share information about reading materials with teachers.
1 2 3 4 5 6	3.5	Help make reading materials available to teachers.
1 2 3 4 5 6	3.6	Help make vacation packets of reading materials for students.
1 2 3 4 5 6	3.7	Work with parents in making and learning reading games (game workshops).
1 2 3 4 5 6	3.8	_____
	4.0	COORDINATING DISTRICT PROGRAM
1 2 3 4 5 6	4.1	Involve community in reading program.
1 2 3 4 5 6	4.2	Conduct and share research in reading.
1 2 3 4 5 6	4.3	Help plan budgets to make reading a priority.
1 2 3 4 5 6	4.4	Serve as resource person to principal.
1 2 3 4 5 6	4.5	Prepare reading reports for board, community.
1 2 3 4 5 6	4.6	Serve as communication link between administration and school.
1 2 3 4 5 6	4.7	Participate in professional reading-related activities.
1 2 3 4 5 6	4.8	Coordinate district reading-incentive programs (R.I.F., etc.).
1 2 3 4 5 6	4.9	Coordinate district reading-testing program.
1 2 3 4 5 6	4.95	_____

Computer Codes Used in the Study

A1	School districts
A2	Present position
A3	Compensatory funding
A4	Reading coordinator assigned to school
A5	Number of years in education
A5.1	Degrees held
B1.1	Serve as resource to teachers
B1.2	Teach demonstration lessons
B1.3	Diagnostic testing and grouping
B1.4	Professional growth activities
B1.5	Work with content-area teachers
B1.6	Serve as consultant to parents
B1.7	Work with students in pull-out program
B1.8	Work with students in classroom
B2.1	Write criteria for evaluating reading personnel
B2.2	Help with assessments
B2.3	Help plan inservice
B2.4	Present in-service sessions
B2.5	Set goals for school
B2.6	Help set objectives for districts
B2.7	Recommend policy changes
B2.8	Help implement changes
B3.1	Construct reading curriculum materials
B3.2	Work with committees to evaluate books
B3.3	Familiar with wide variety of teaching materials
B3.4	Share info about reading materials
B3.5	Reading materials available to teachers
B3.6	Vacation packets of materials for student
B3.7	Work with parents
B4.1	Involve community in reading program
B4.2	Conduct and share research in reading
B4.3	Plan budgets to make reading a priority
B4.4	Serve as resource person to principal
B4.5	Prepare reports for board, community
B4.6	Communication link between administration and school
B4.7	Participate in professional activities
B4.8	Reading incentive programs
B4.9	Reading testing programs

Value Labels

A1	(1) Midland (2) Bay City (3) Saginaw
A2	(1) Classroom teacher (2) Principal (3) Reading coordinator
A3, A4	(1) Yes (2) No
B1.1 to B4.9	(1) Not At All Important (2) Slightly Important (3) Important (4) Very Important (5) Extremely Important (6) Very Extremely Important

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