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Role of the principal in the prevention of reading problems

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THE ROLE OF THE PRINCIPAL
IN THE PREVENTION OF READING PROBLEMS

by
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A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

Sister Marie Odette
(Advisor)

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CHAPTER I

THE PROBLEM

Introduction

In the past years blame for reading failures has shifted. There was a time when a child's failure to respond to reading instruction was looked upon by the schools and parents as the child's failure. That time has passed; for now the parents say that if the child does not learn, something is wrong with the school. Both the school's process and its content are failing to reach the child. In most instances parents are using the child's ability to read as their chief criterion in evaluating the school program. They blame the whole school system if he does not learn to read. With the burden demanded by the Right to Read\(^1\) borne by the schools, the search for solutions to reading difficulties has widened. Despite the fact that schools are not solely responsible for all the factors that inhibit the development of reading skills, there is tacit acceptance that they must overcome them. Therefore, "the responsibility for meaningful action necessarily falls upon the administrator, for he is

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in the best position to initiate change."

Statement of the Problem

The writer of this paper had been a primary reading teacher for a number of years. Recently, she has assumed the responsibility of principal in an elementary school. Realizing how instrumental she should be in creating an atmosphere in which effective teaching of reading and maximum learning takes place, the writer decided to pursue the study of the role of the principal in the prevention of reading problems. Hopefully the research findings will reveal a two-fold purpose in:

1) Clarifying the responsibilities and the basic duties of the principal in maintaining an effective reading program.

2) Providing guidance through an In-service workshop for all those administrators interested in improving the reading within their schools.

Significance of the Problem

Administrators, moved by the realization that effective reading is the basic tool of all learning, are now convinced that they should incorporate within their schools a well-organized instructional program wherein emphasis is placed upon the prevention of reading problems. Frequently however, the administrator feels at a loss as to how to improve the reading within his school since he is not entirely clear as to what reading involves -- conflicting viewpoints are always confronting him.

How should he go about preparing himself with the necessary knowledge he needs for such an endeavor? He has heard from various sources about the different types of reading programs -- how would he go about selecting, initiating and evaluating a suitable program? What equipment and materials are needed for a total school reading program? How can these materials be evaluated effectively? What can be done within the school to help all teachers grow in their responsibility for the improvement of reading? What role would paraprofessionals, parents, and community play in the reading program? How can they be incorporated in this all-out endeavor? These are just a few of the many questions a dedicated administrator may ask as he is confronted with the problem of improving reading instruction within his school.¹

Summary

The role of the principal today must be dynamic--moving along with his rapidly-changing environment. He must make himself knowledgeable about educational factors which contribute to good administration as it is considered in the present day. Since reading is of paramount importance in the scholastic echelon, the principal should consider himself as a leader who coordinates, supervises and promotes the entire reading program. Therefore, he should become involved in in-service workshops, reading courses, meetings, and so on, in order to better fill the

role he is called upon to assume.

The following chapters are intended to shed light upon the many facets of the principal's role as the one who is chiefly responsible for programming reading instruction that will oblit­erate the need for remedial services except in the most complex cases.
CHAPTER II

REVIEW OF RELATED LITERATURE

Importance of the Role of the Principal

Teaching children to read is the most important single responsibility of the schools because all further education depends upon it and a nation of illiterates can neither govern itself nor maintain itself as a civilized society.1

Herein lies the importance of an elementary school principal: to establish a functioning organization whereby every student will attain "... the skill and the desire necessary to read to the full limits of his capability ...".2

How does an administrator begin to attain this ideal? Strang states he must be knowledgeable in the various facets of a total reading program. Although no one expects the administrator to be a reading specialist, he should know enough about reading proficiency in order to select competent teachers, and organize his school reading program to provide for effective reading instruction.3 Shepherd adds the principal must know "... the

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fundamental mechanics of basal readers, the systematic development of skills, how to apply techniques of reading to the various content fields, the best in children's books, techniques in diagnosis, and the leading methods of effective corrective reading instruction."¹

Ideally he should be the leader within the reading program for without his guidance teachers will not know what is expected of them and this much security teachers need.² As Tremonti states "... the reading program will be no better than the kind of leadership provided."³

Evidence from The Harvard Report on Reading in the Elementary Schools shows that generally in those school systems where the principal was knowledgeable about the reading program, where he was aware of the strengths and weaknesses of teachers and where he devoted a major portion of his time to the improvement of the reading program, instruction was good. On the other hand, where principals admitted their lack of understanding of reading, ... where no effort was made to help beginning teachers or those suffering from professional atrophy, and/or where the principal devoted his time almost exclusively to office details, the teaching methods and techniques used by most teachers were inferior.⁴


It can easily be seen then, that it is the administrator who sets the tone of the reading program, and that the learning climate is established to a large extent by him. His attitude usually highly contagious, will determine to a great extent the attitude of his staff.\(^1\)

While it is an undeniable fact that teacher attitudes and qualifications are essential to a successful reading program, it is likewise important to note that this country's present reading crisis is so great that an expedient solution requires the help of the entire school staff, as well as of parents and citizen volunteers.\(^2\) Therefore, Bossone claims, it is the task of the principal to coordinate, supervise, and promote a reading program that will encompass the total curriculum and service the students needs.\(^3\)

The Principal As A Coordinator

As a professional leader in his school it is the principal's obligation to coordinate the staff's various ideas and plans as he aims to insure each student's "right to read." Early maintains that "reading instruction involves all teachers


\(^3\)Bossone, "The Principal's Role," p. 277.
and all subjects at all grade levels from kindergarten to college."¹ Realizing this, Newton suggests that "some over all agency—a part of the school, yet sufficiently removed from individual classrooms for an entire view is needed to coordinate the program."² Therefore, the first area in which the staff looks to the administrator for dynamic leadership is in the role of coordinator. In this phase of his principalship the administrator's primary responsibility is in cooperation with his faculty, to build a philosophy upon which the reading program will be based.³

Philosophy

Shepherd advocates that the principal must guide the faculty's thinking in accordance with the known concepts about reading instruction and at the same time maintain contact with the endless volume of new ideas.⁴ The coordinator must remember however, if the philosophy is to be really effective, if it is to be a firm foundation and a reliable guide for the school reading program, that he should not superimpose his own ideas on his staff, but rather evoke the knowledge and efforts of the entire


⁴ Shepherd, "Organizing Reading Programs," p. 21.
faculty in its development. Bossone advises that only by this means will true acceptance of the philosophy be achieved and will each teacher understand where and to what extent his efforts fit into the picture.

The philosophy to be developed by the staff should incorporate and define the skills needed in the reading act and the levels at which they are taught most successfully. Knowing this will avoid the duplication of the teacher's efforts yet afford the necessary practice and review. It is essential that each teacher know what will follow. According to Hanigan, the philosophy must also define the place of basic readers, grouping for effective instruction, the place and extent of the remedial reading program, supplementary materials, methods of evaluation, reporting procedures, and all other phases of the reading program.

Research Methods

The above criteria are essential in establishing a philosophy for the reading program. However, the administrator in

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2Bossone, "The Principal's Role, p. 277.

3Newton, Reading in Your School, p. 208.

the role of coordinator must also know the basic principles of
reading and likewise be a knowledgeable reader of recent re-
search so that he will have the necessary facts to guide the
faculty's decision concerning reading procedures.¹

Fattu indicates that today, the field of reading seems
particularly susceptible to overenthusiasm for whatever bears
the label "new." Too often highly publicized "new approaches"
capture the attention of the staff. Based on the publicity the
method receives, one might presume they would soon be in univer-
sal use. Usually, however, enthusiasm wanes and approaches her-
alded as breakthroughs are abandoned for some other new approach
in which interest rises to a peak and then recedes.²

During these periods it is easy to lose sight of funda-
mental principles of reading instruction. Much time and energy
can be wasted in climbing on and off the so-called "instruction-
al bandwagons."³ Therefore Savage stresses "no one method is
guaranteed to abolish reading failure in our schools . . . .
All approaches have the same aim--reading success--but no one
approach will meet the needs of all pupils nor solve all our
reading problems."⁴

¹Harold Turner, "The Principal Moving Toward Research,"

²Nicholas A. Fattu, "Research on Teacher Evaluation,"

³Arthur Heilman, Principles and Practice in Teaching

⁴John F. Savage, "How to Teach Reading," Catholic
For this reason the principal must be familiar with the outcome of various studies. Accumulated research demonstrates very convincingly that several approaches to beginning reading may be offered to young children rather than relying on any single approach as has been the usual practice.\(^1\) Since all children do not learn in exactly the same way, an eclectic approach is often suggested as a means of caring for their individual differences. A teacher using this approach selects successful features of those methods that best meet the needs of her students.\(^2\)

However, Strang maintains that "this does not mean a mere hodge-podge of techniques. Each method or technique should be used for a purpose and contribute to the continuity and progression of the students' reading experiences."\(^3\) Savage further advises that the principal must keep in mind that "an approach is found to be successful because the teacher believes in it, wants to see it work, and works hard to see that it does work."\(^4\) Therefore he must be informed to bring these ideas and developments to the attention of his staff if and when the need arises.

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\(^2\)Savage, "How to Teach," p. 16.

\(^3\)Strang, The Administrator, p. 40.

\(^4\)Savage, "How to Teach," p. 16.
Selection of Teachers

Since the teacher is co-responsible for a successful learning process it is expedient that the principal be selective in his choice of personnel. He must realize that the quality of his school will largely depend on the personality and preparation of his staff. Hanigan suggests that in interviewing perspective teachers the administrator seeks to know the candidate's understanding of the teaching of reading, his experience in this field, his personal philosophy regarding education, and also which methods and techniques he has used successfully. If the candidate's philosophy coincides with the established philosophy of the school, the chances of having good staff interrelations and a stronger program are insured. The principal must likewise assess the competencies of his present staff so as to know which teachers work most effectively in the different phases of the reading program.

Newton states that teachers are human beings with strengths and weaknesses. It is up to the successful administrator to know his teachers well and place them so that their strengths are emphasized and their weaknesses minimized.

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1Strang, _The Administrator_, p. 1.
4Newton, _Reading in Your School_, p. 217.
In a total reading program where all teachers are expected to teach reading, DeBoer and Dallmann advise the principal to see to it that the content area teachers are competent in their fields. Although specific training in reading is desirable, any competent teacher can learn a great deal about the reading problems children encounter and about ways of helping them. "... no more effective way of 'communicating subject matter' could be conceived than to promote in the learner the habits and skills needed for efficient reading in the special subject areas."¹ Johnson rightfully states "... that teachers who best learn to read children can best help children learn to read."²

When hiring new teachers it might be well for the principal to keep in mind the differences between a successful and an unsuccessful teacher. The successful teacher teaches children to read while the unsuccessful teacher teaches material to children.³ It is evident therefore that selecting effective personnel is the most arduous task an administrator must perform.

Materials

It has been established that the teacher is the most significant factor in determining whether students will be suc-


³Ibid.
cessful in learning. This is not to say that materials and methods are of no consequence, but rather serve a supportive role to the artful teacher.¹

The need for a variety of materials for use by children in learning to read is widely supported among educators.² According to Heilman supplying these materials is a special administrative as well as an instructional problem.³ Although there is no patent solution to this problem, the principal who budgets his money wisely will be able to buy a number of different instructional materials, if with the aid of his teachers he selects the ones best suited for the students needs.⁴

The Guide to the Teaching of Reading in the Denver Public Schools suggests that cooperative planning should take place in the purchasing of these materials.⁵ If not, the principal will run the risk of wasting valuable money and literally burdening his teachers with materials they do not want or need.⁶


⁴Strang, The Administrator, p. 94.


When purchasing materials principals must keep in mind that "... a single basal series with no supplementary books provides a threadbare poverty-stricken reading program."\(^1\) Dietrich adds that "a basal text book cannot provide any school with a total reading program. There are many components which make up the total program; and unless we move beyond the basal reading series, we often lose the impact from the teaching of the skills through the basal text."\(^2\)

For the elementary program the principal should supply a variety of materials such as: sets of basal readers and workbooks which would cover the students' range of abilities, special types of materials that are related to the approaches used, transparencies, duplicating masters, multi-level kits, high interest-low vocabulary books, trade books and other teacher prepared materials. Multi-media devices which would include: films, tape recorders, tachistoscopic devices, and teaching machines with visual and auditory input and output, should also be considered.\(^3\)

Undoubtedly all these suggestions are good. However, it is financially impossible to purchase all the materials that are commercially available. Heilman suggests that the principal be prepared to give leadership and guidance in evaluating the vast

\(^1\)Newton, Reading in Your School, p. 219.


\(^3\)Marilyn Lichtman, "Keys to a Successful Reading Program," Reading Teacher, XXIV (April, 1971), pp. 652-658.
amount of reading materials; since their impact on learning and reading instruction will likely be dominated by efficient advertising and public relations programs.\(^1\) Therefore the administrator should encourage his teachers to examine books at exhibits and secure inspection copies of all kinds in order to decide which books and materials seem desirable.\(^2\) Likewise educators must realize that it is important that questions be asked which are relevant to sound educational goals, and that the evaluation of particular materials should determine how they propose to achieve these goals.\(^3\) Although materials supplement instruction, it is well for the principal to bear in mind that well-supported research has not discovered a specific set of materials as a panacea for remedying all reading disorders.\(^4\) Otto and Smith state that

... such a discovery is unlikely. But the fact remains that in certain situations, with certain pupils and certain teachers, some materials will produce satisfactory results and some will not; some will be received enthusiastically by pupils and teachers and some will not; some will be worth the money they cost and others will not. There is, of course, no formula for evaluating materials for good and all: Criteria will differ, depending on expectations and local application and on the resources available to local schools.\(^5\)


Atmosphere

The importance of the reading program should be mirrored throughout the school. As a coordinator the principal should provide an atmosphere in the building that reflects the importance of reading.¹ This can be accomplished through a variety of techniques. Hanigan states "that one of the most effective is to have colorful bulletin boards with reading motifs throughout the building."² Charts and materials showing reading development at different levels and posters illustrating the reader's ideas gained through reading, accentuate the reading atmosphere.³ Hester maintains that if the above is properly used, it will make an important contribution to pupil growth and development in learning to read and make reading more alive for children.⁴

It is likewise important that the school have a good central library, adequately equipped and located where the entire school has access to it.⁵ In addition to this, the principal should see to it that there is a reading corner in every classroom that contains a small library of at least 50 books ranging

1Bossone, "The Principal's Role," p. 277.
2Hanigan, "The School Principal," p. 3.
3Ibid.
in all levels of difficulty and dealing with a variety of subjects.¹

Book fairs and exhibits are also effective especially if children have a share in deciding what kind of books, exhibits, and activities are to be included.²

In highlighting reading atmosphere special programs may be used to stimulate an active interest in books. McKee suggests such programs as: "... dramatization of original plays concerning books, parts of books, and stories; pantomimes about books; making book lists for children of various ages; book reviews; ... making posters concerning books; ... and dramatization of the proper care of books."³

Many other enticing activities may be worked out by the principal and his staff. Anything that will bring children's attention to worthwhile books is likely to lead to interest in reading. It would be well for the administrator to remember that his own enthusiasm for and general interest in reading is a prime factor in awakening interest in children.⁴

The Principal As A Supervisor

It is an undeniable fact that progress results from steady improvements. It is not an achievement that once gained is forgotten; rather it is a continuing process. If a principal wishes the mark of excellence for his school, he realizes the need for improving teachers and teaching. Among the promising procedures used by administrators are the following: observation of the teacher, faculty meetings and in-service training.¹ Cushenbery reminds principals that as educational leaders they must be concerned with strengthening each teacher's abilities in the principles and procedures of effective reading instruction; which in turn should prevent the need for remedial programs.²

Observation

In reference to the first procedure, teacher observation, Hicks and Jameson state that if principals are to know their teachers, how they work with children, how they handle groups in instruction and how they provide for the gifted or retarded student, then "... they must be willing to move away from their


office to see what is taking place in the classroom."¹

In recognition of the above statement, The Harvard Report on Reading in Elementary Schools strongly recommends "that principals be relieved of many clerical chores and be assigned more responsibility for guiding the performance of teachers in the instruction of reading and related subjects and that principals who are unwilling or unable to fill successfully the responsibilities of the position be relieved of this leadership role."²

The role of supervisor is extremely important since all teachers need guidance and support. This extends to the inexperienced teacher, those new to the school system, the experienced competent teacher (who wishes to increase the scope of professional activity), as well as the mature teacher who is in a rut.³ Basically teachers have greater potential than they display. Many factors prevent them from utilizing their skills and abilities, some of which are: lack of vision, past experience, lack of adjustment in human relations, community pressure, poor personnel administration, and inability to evaluate their own work. They need the supervising principal as a guiding force who will help them release their full potential in order that


they become more effective in their work.¹

However, if supervision is to be effective the principal must maintain a good healthy rapport with his faculty. "In some way the principal must get across to his staff the idea that his major purpose in the school is to help them to be more effective teachers."²

If the teachers realize that the principal has an interest in, appreciation of, and approves the effective teaching of reading that is being done, they will welcome his supervisory visits. They are aware that they will receive constructive comments about their teaching procedures and the atmosphere in their classrooms. Whether a teacher is a specialist or a beginner it holds personal value to know that every time the principal visits the classroom a friend is coming in to help and support.³

Strang and Lindquist state that it is likewise imperative that the administrator allow his teachers the "freedom to fail." "... that is, a freedom to try new ideas which might improve reading ..." Principals should encourage controlled experimentation in the classrooms. Teachers who deal daily with children are in a position to try new ideas that come from them and their colleagues. Through their efforts much knowledge can be


added to what is known about how students learn to read and improve their reading, and how the reading process should be modified.¹

The administrator must likewise realize the importance of being available for consultation after observing the reading lesson in operation. The Denver Guide to the Teaching of Reading in the Public Schools suggests that the principal arrange for a personal conference with the teacher to evaluate the effectiveness of the lesson and examine the ways in which it might be improved.²

Hanigan advises, however, that personal experience seems to indicate that it is best to refrain from criticizing methods and procedures used by a teacher, unless others can be suggested. It has likewise been proved valuable to focus the attention of both teacher and principal on the children and their problems rather than on the teacher.²

Therefore we can see that the supervisory role is important. It enables the principal to note how various components of the total program work together. Through his daily observations he should be able to notice areas of weakness and with the teacher find ways to remediate the situation.⁴ Supervision in a school is neither unique nor inappropriate. It is essential because it "... molds individual teachers into a faculty and

solitary lessons into a grand educational experience.\(^1\)

**Faculty Meetings**

The second procedure used by administrators in their endeavor for excellence is the faculty meeting. Hicks encourages principals not to overlook the possibilities inherent in these meetings for improving the teaching methods within their schools.\(^2\) However, too many faculty meetings are cluttered with announcements, policy-stating, minute-approving, and rule-making sessions which leave little place for the actual study of instructional problems.\(^3\) A greater success will be attained in the reading program when faculty meetings are planned and organized for furthering the faculty's knowledge on pertinent issues in the teaching of reading.\(^4\)

In meetings geared to reading instruction all teachers should participate since it is imperative that each one understands the role he is to play in the school's total reading program.\(^5\) McDonald believes that unless content area teachers participate in this program, reading will continue to be isolated from the main effort of education. It is inevitable that a reading

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2. Hicks, *The Elementary School*, p. 60.
ing program that has total staff commitment will flourish.¹

Planning the faculty meeting agenda should be a joint endeavor. Wiles states that it "... should be developed by the total staff, with each member on an equal basis offering any problem that he feels is important."²

Variety also adds vigor to staff meetings. Hicks and Jameson offer suggestions such as grade group meetings, subject area meetings, faculty reports on recent literature, and resource people invited to inculcate recent trends in reading development.³ The faculty should likewise plan at the end of the year to evaluate the reading program, in order to discover the areas of success and failure, and to make adjustments for the following year.⁴

With such participation the faculty will increase their understanding of the reading program and this increased knowledge usually brings acceptance and increased competence on the part of teachers.

²Wiles, Supervision, p. 183.
³Hicks, The Elementary School, p. 60.
In-Service

Heilman rightfully states that "Educators have realized that if education is to fulfill the role assigned to it, teachers can never feel that they have reached the point where their professional growth is adequate for the task." In the *Education U.S.A. Special Report - Reading Crisis: The Problem and Suggested Solutions*, the writers state that few classroom teachers have any real idea how to teach reading because of their inadequate pre-service training. Educators and laymen tend to think of a teacher with a degree and a few years experience as a nearly finished product. The fact is the product is never finished.

Smith maintains that the whole area of reading instruction has changed tremendously in the last decade and there are thousands of elementary teachers who need to be brought up-to-date in regard to recent research, materials, and procedures.

To measure up to what is demanded of them, teachers need assistance. They should become acquainted with the ideas of experts in the reading field. Therefore administrators must pro-

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vide inspiring leadership and guidance in making these adjustments. This can be realized through in-service activities.¹

Authorities generally suggest that in-service training sessions should include: "... diagnosis and testing, use of equipment and materials, instructional techniques, how much to expect from youngsters and evaluating and reporting progress."² However, Adams states that principals should offer a questionnaire which gives respondents an opportunity to express their needs for learning about certain aspects of their work.³

The administrator should have specific needs in mind when planning an in-service program. He should heed Otto's advice that an in-service reading program directed at too many problems, or at problems vaguely defined by the school requesting help, often produces disappointing results.⁴

There are many ways in which a principal can conduct in-service programs. Murphy suggests: special work projects, courses given by competent instructors and specifically orient-


²Pine, Reading Crisis, p. 28.


tated grade and faculty meetings within a school.\(^1\) Attending reading conferences and making visitations to other schools are ways which Tremonti feels will assist the teachers in helping themselves.\(^2\) Other considerations offered by Wiles are: closed circuit TV, films on teaching techniques and brief bulletins attractively prepared by the principal.\(^3\)

Although there are varied suggestions in conducting in-service programs, the principal must be aware that the design or structure must grow out of the problems under consideration because unfortunately there is no blue-print for its organization.\(^4\) However, Aaron suggests that involvement is a key component which the principal should keep in mind while planning an in-service program.\(^5\) Goulet supports this concept of involvement when he states that teacher education is not merely forcing the teacher to sit passively in a demonstration classroom, or to attend a series of lectures. If teacher growth is to be continuous, the teacher must assume the initial role--

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\(^3\) Wiles, Supervision, p. 262.


becoming involved at the very beginning.\(^1\)

Communication is also vital to a good in-service program. Principals and teachers must be able to talk clearly with an understanding of the problems they face. Such practices are most successful when the group membership is limited, since small groups necessitate participation.\(^2\)

Administrators must also keep in mind that it is important to provide teachers with models they can emulate. The goal set before them should be practical and attainable, not just an ideal. If at all possible, when planning demonstrations with children, preferably use pupils of the teachers who are watching. This will carry the message effectively.\(^3\)

In planning in-service the principal must give consideration to the time element. These programs should be carried on throughout the school year and whenever possible they should be scheduled during the school day. Teachers will participate more enthusiastically when they are not exhausted from a full day of teaching.\(^4\) Even with careful planning, however, the value of the program is doubtful unless provisions are made

\(^1\)Richard R. Goulet, "Not In-Service but Involvement," The National Elementary Principal, XLVI (February, 1967), p. 67.

\(^2\)Otto, Administering the School, p. 175.


\(^4\)Aaron, "In-Service Help," p. 413.
for follow-up in order to rectify misconceptions, omissions and misapplications. ¹

Finally each administrator must realize that "no in-service program is complete without provisions for constant evaluation of its effectiveness and that effectiveness must be evaluated in terms of changes that occur in teaching and learning."²

The Principal As A Promoter

An enthusiastic administrator is always concerned about public relations and more particularly about public understanding.³ Promoting good relations is a necessary responsibility of the principal and must not be neglected. For as Jacobson states, if the principal is to provide a sound educational program, he must show paramount concern for community understanding.⁴ One suggestion offered by Harrington is that the principal should formulate and institute definite programs for each school's educational operations. Such programs would facilitate knowledge and understanding between home and school.⁵ Administrators must realize that it is necessary for them to sell

¹Murphy, "In-Service Training," p. 32.
²Ira E. Aaron, Byron V. Callaway, and Arthur V. Olsen, Conducting In-Service Programs in Reading (Newark, Delaware: International Reading Association, 1965), p. 46.
³Hicks, The Elementary School, p. 47.
their reading programs, not just on one occasion but frequently and whenever the need arises.\(^1\)

The first step in planning an information campaign for the parents and the community is an evaluation of the school reading program by the principal and the faculty.\(^2\)

It would be well for the staff to heed this advice, Spache claims, because a self-evaluation would serve as a unifying element since all teachers do not understand the entire process of learning to read, and tend to differ among themselves on critical issues due to their diversified background in professional training.\(^3\) Once this is accomplished, the administrator will stand on a solid foundation when he promotes his school's program.\(^4\) His publicity plans should include: provisions for information, direct involvement of the public, and services.

Provides Information

There are various avenues of communication open to the Principal. Parent conferences are one way to get general information regarding the reading program as well as specific

\(^1\)Greene, "What the Classroom Teacher," p. 37.

\(^2\)Alma Freeland, "Helping Parents Understand in Reading for Today's Children," National Elementary Principal, XXXIX (September, 1955), pp. 236-244.

\(^3\)George D. Spache, Parents and the Reading Program (Campaign, Ill.: Garrard Publishing Co., 1965), p. 4.

\(^4\)Newton, Reading in Your School, p. 203.
facts about children's progress.\(^1\) However, Russell claims that individual conferences are expensive in terms of time and energy. He firmly believes that the interpretation of the school's reading program is best accomplished thru parent-teacher organizations.\(^2\) Hanigan advises administrators that one of the finest contributions they can make to a reading program is to work closely with this group.\(^3\) These meetings should consist not only of presentations by local teachers, principals, and resource people, but should include the students taking part in demonstrating special techniques and materials.\(^4\)

Another suggestion would be for the Principal to arrange for parent speakers to prepare a report on the reading program. With adequate help from the faculty they may even attempt a panel report or a debate.\(^5\) Regardless of the type of presentation the principal should provide adequate time for questions and general discussions.\(^6\) Newton claims that there are many particular values that can be obtained from such procedures. It is more convincing to have parents rather than the principal commend the school's program.\(^7\) Wartenberg reminds

\(^1\) Otto, *Administering the School*, p. 143.


\(^5\) Spache, *Parents and the Reading*, p. 5.

\(^6\) Otto, *Administering the School*, p. 144.

\(^7\) Newton, *Reading in Your School*, p. 203.
the administrators that a single informative meeting can turn confusion into understanding and doubt into support.¹

Publishing attractive illustrative booklets, addressed to parents, setting forth the rationale of the reading program is another method that some principals have employed to disseminate information about their school's reading program.² Whenever feasible administrators should also encourage parents to come to school during the reading lesson in order to see their child "in action" while learning to read.³ The above are just some suggestions that might prove beneficial for any principal who wishes to promote understanding of the reading program in his particular school.

Involves Parents and Community

Some principals make good use of the time and services of parents and other concerned adults in the community by drawing them directly into the reading program activities.⁴ Wartenberg states that "... parents are willing to work for the schools on a non-paid basis, particularly in the reading area and probably because it gives them an opportunity to learn what is happening."⁵ In certain areas administrators have provided

²DeBoer, The Teaching of Reading, p. 348.
³Strang, The Administrator, p. 7.
⁴Otto, Administering the School, p. 145.
for parents to be given minimal training to prepare them to do directed tutoring with disabled readers.\footnote{1} The principal who allows for direct parental involvement will reap many dividends such as an appreciation on the part of the parents of the daily problems, a better understanding of their own child's progress, an improved reading program and a more competent staff. Parental involvement has a tendency to sharpen a teacher's program, to provide for more individualized help and to focus on new ideas and techniques.\footnote{2}

Freeland refers to a principal who used direct parental involvement as saying

We don't need to try to convince parents what we are teaching--they are on the 'inside' of the reading program. They know and understand what we are doing, furthermore, they help us. It's a cooperative undertaking and a beneficial arrangement for all concerned.\footnote{3}

Lloyd further comments that "parental involvement is not just a public relations nicety. Experience indicates that the program is directly proportionate to the extent and enthusiasm of the parent's commitment."\footnote{4}

Besides involving the parents, the administrator must

\begin{footnotes}
\footnote{1}{Frank Vellutino and Christopher Connolly, "The Training of Paraprofessionals as Remedial Reading Teachers in an Inner-City School," \textit{The Reading Teacher}, XXIV (March, 1971), pp. 506-512.}
\footnote{2}{Wartenberg, "Parents in the Reading," p. 740.}
\footnote{3}{Freeland, "Helping Parents Understand," p. 241.}
\footnote{4}{Helene M. Lloyd, "New York City's Program for Developing the Role of Parents in Reading Progress," \textit{The Reading Teacher}, XVIII (May, 1965), pp. 629-633.}
\end{footnotes}
be instrumental in tapping other intellectual resources of the community to help his reading program.\textsuperscript{1}

Many principals find that community groups are willing to help to provide outside tutors or teacher aides if they are approached properly. Princeton, Minn., for example, has recruited volunteers from the Future Teachers of America local chapter to help its regular staff on the reading program.\textsuperscript{2}

Otto cites that "Reading Mothers" have been organized in some schools to read to the children as part of a prereading program.\textsuperscript{3}

Community libraries are also instrumental in enhancing the school's reading program. Representatives of the Public Library may be invited to speak to the students about the workings of the library, to give a book review or to tell stories so as to stimulate an added interest in reading.\textsuperscript{4}

Although community involvement in the school's reading program is a task which requires constant effort on the part of administrators to establish good public relations, the benefits reaped far out-weigh the difficulties involved.\textsuperscript{5}

\textsuperscript{1}Shelly Umans, \textit{New Trends in Reading Instruction}, (New York: Bureau of Publications Teachers College, 1963), p. 44.

\textsuperscript{2}Pine, \textit{Reading Crisis}, p. 23.

\textsuperscript{3}Otto, \textit{Administrating the School}, p. 145.

\textsuperscript{4}DeBoer, \textit{The Teaching of Reading}, p. 342.

\textsuperscript{5}Pine, \textit{Reading Crisis}, p. 23.
Provides Services

There are a number of reading-related services that can substantially heighten public relations without involving great expenditures of time, effort, or money. One such suggestion is help for the disabled reader. Assistance for these students is a definite means of promoting public relations. Such services assure parents that their child is getting the help he needs when he needs it. When provisions of this nature are included during the school day it makes both the child and his parents happy. This satisfaction will prompt the parents to spread the "good news" to others in the community.¹

Another means of helping disabled readers is setting up an after-school tutoring center. Some ingenious principals have tapped nearby colleges for students majoring in Elementary Education to work with these children. Results were three-fold. It not only helped the child and provided for good public relations, but also gave the college students field experience.²

Newton suggests a summer reading program as another way of helping students with reading problems. However, he warns administrators to keep these classes limited in enrollment, staff them with the most competent teachers and provide suf-

¹Otto, Administering the School, p. 146.

cient resources and diagnosis. Such provisions will insure effectiveness and promising results.¹

Parents should be aware that most schools have access to the health department, psychological and guidance clinics, and remedial reading clinics. If they have a child who is retarded in reading and his problem is particularly difficult to analyze they should freely discuss this case with the principal and let him suggest possible sources of help. These special services are equipped and ready to analyze the student's problems and give the assistance needed.² On the shoulder of the principal falls the responsibility to coordinate these services.³

If provisions are made within the school for a remedial reading program Wartenberg advises the principal to consider in-service meetings for the parents of these children. General topics such as causes of difficulty, remedial practices, materials used and helps that can be provided in the home are some examples which will benefit those involved. This opportunity to meet as a group and discuss common problems and to receive guidance and direction can be helpful to all concerned.⁴

Strang believes that adult education programs promote

¹Newton, Reading in Your School, p. 242.
³Hanigan, "The School Principal," p. 3.
good public relations. In many communities these include courses on the improvement of reading. These classes increase awareness of the importance of reading.¹

A final statement as regards the administrator's effort in providing services is offered by Otto.

Taken together, the services proposed cover a wide range and would, therefore, reach a large segment of the population in a community. None of them would require a great deal of support; in most instances they could be self-sustaining. Yet they can amount to a demonstration of the school's staff's interest in having reading development reach beyond the classroom. The effort we feel, will be well rewarded.²

Conclusion

"In summary, it seems evident that the full development of reading instruction--the core of the academic program--must depend on the best efforts of the key person in the school--the principal."³

This writer is convinced that an elementary school administrator would find reading of optimum value as an area of specialization.⁴ It would afford him the security he needs in providing efficient leadership. Today's principal must be a dynamic educator since he is held accountable for every facet

¹Strang, The Administrator, p. 36.
²Otto, Administering the School, p. 148.
³Frances V. Sweeney, "Reading Instruction and the Elementary Principal," The Reading Teacher, XXII (March, 1969), pp. 504-506.
⁴Ibid.
of the learning process.

The principal's role, states Bossone, is one that is extremely difficult and responsible.

Unless he is willing to assume it, the school will never have a really unified, sound reading program, for it is the principal who can win the support of all the people. It is he who can determine the strength and progress of the program as coordinator, supervisor, and promoter of the program. It is he who can be an aristocrat among educators by exercising true educational leadership and facilitating instruction.¹

The words of James E. Allen, Jr. should serve administrators as a dutiful reminder. "Remarkable success has been achieved by our educational system, but so long as there is one boy or girl who leaves school unable to read to the full extent of his capability, we cannot escape the charge of failure in carrying out the responsibility entrusted to us."²

¹Bossone, "The Principal's Role," p. 279.
CHAPTER III

DESIGN OF THE IN-SERVICE PROGRAM

Goals and Objectives of the Program

In analyzing American education, a very large number of observers are indeed in agreement that the school principal holds the most strategic position in the educational system. It is the principal, more than anyone else, who has key leadership responsibility for determining the conditions and standards of a school.¹

Elementary educators should realize that since reading is a tool of learning which is used in all subject areas, it must hold precedence over all subjects. It is therefore imperative for principals to be informed in all facets of the reading process. "Without principals and supervisors who lead the way to better reading, even the best teachers won't find it easy to improve reading instruction as fast as they should."² Teaching is a cooperative endeavor and many factors must blend together to produce success. "Teachers and administrators can work together successfully if the teachers are convinced that the administrator has a genuine interest in the reading program, keeps abreast of things going on in the field, and acts

²Gertrude Whipple, Upgrading Elementary Reading Programs (Newark, Delaware: International Reading Association, 1966), p. 16.
more as a catalyst and a resource person than a directing genius."\footnote{1}

It is important to an administrator to improve the quality of his performance in ways that will affect significantly the educational opportunities for all who attend that school.\footnote{2} It would be well for principals to bear in mind that many forces will shape future trends in reading instruction. However, the one known predictable factor will be today's educators. They must therefore be prepared to make a favorable contribution. To do this administrators must be aware of new ideas and current trends in reading. There are various ways to accomplish this task. In order to make the principals in the Diocese of Dallas aware of their role in the reading program this writer provided a reading in-service workshop on October 29-30 at St. Monica School, Dallas, Texas.

The following objectives were decided upon for the workshop:

- To arouse the administrators' interest in their role in the total reading program
- To provide opportunities to discuss recent methods, grouping plans and materials in reading
- To offer procedures for diagnosing and correcting reading problems


\footnote{2}{Rosenberg, "The Values," p. 213.}
- To recommend suggestions to the principals for improving the teaching of reading within their respective schools

**Presentation of the Reading In-Service**

The preparations for a reading in-service workshop for principals were initiated August 4, 1971. Sister Caroleen, S.S.N.D., Diocesan Superintendent enthusiastically received this suggestion. Sister felt this project would be most profitable for those involved and vouched her support. Sister Augustine, S.H.G., the Diocesan Supervisor, likewise welcomed the proposal and offered her assistance. Since the writer was the president of the Diocesan Principals' Association, plans were made to present the proposal to the members at the first meeting of the 1971-72 school year.

The address to the Principals' Association on August 17, 1971 included these following points:
- The writer's reason for initiating a reading in-service workshop
- The necessity for principals to be knowledgeable about the various facets of the reading program
- An explanation of the questionnaire which would survey the particular needs of this group\(^1\)
- A call for volunteers to participate in organizing the workshop

\(^1\)Appendix A, p. 66.
Planning Committee Meeting

The next phase of the workshop preliminaries involved the five principals who volunteered to assist the writer in setting up the program schedule. Consideration was given to the questionnaire results and topics were selected in the order of preference stated. Some topics were combined and although reading in the Content Area was not requested by a large percentage it was included because of its inherent value.

Having made the choice of topics the possibilities of getting renowned speakers in this field was then discussed. A list was drawn up at this time for the writer to use as reference when making the contacts.

The feasibility of showing a film and using taped speeches was also discussed. Arrangements were made to determine the availability of these materials. A panel discussion was planned primarily to share with the principals the wealth of knowledge gleaned from the research efforts for Chapter II of this paper.

The details of the workshop were also arranged at this time. A typing committee was organized to prepare the programs and the materials that would be needed. Arrangements were made for the luncheon and a telephone committee was selected to contact the schools for their participation response.

A few of the principals requested permission to bring their reading teachers and for this reason the writer felt that other teachers might like to attend. It was then decided to
open the workshop to all who were interested.

The Diocesan Superintendent in her October Circular enclosed a memo encouraging all to participate in the Reading inservice program. Two weeks prior to the workshop a flier was sent to each school announcing the agenda.

**Activities of the Program**

Registration for the workshop began at 1:30 p.m. on Friday, October 29th. The writer welcomed the participants to St. Monica School and expressed gratitude to the Diocesan officials and to all present for their support. The purpose of the workshop and the need for the evaluation sheets to be completed was explained at this time.

The Diocesan Superintendent, Sister Caroleen, S.S.N.D. addressed the group and introduced Miss Bette Perot, a member of the National Reading Council. "The Right to Read Program" was the topic of Miss Perot's address.

A Panel comprised of four principals was next on the agenda. The material contained in Chapter II of this paper formed the basis for the discussion.

Mrs. Dorothy Bracken, the Director of the Reading Clinic at Southern Methodist University and Associate Professor in the Department of Education, addressed the group concerning the "Evaluation, Diagnosis and Treatment of Reading Problems." A question and answer session followed at which time Mrs. Bracken

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1Appendix B, p. 68.
2Appendix C, p. 69.
offered many valuable suggestions.

The schedule of the day being completed, the writer asked the participants to complete their evaluation sheet before leaving. The assembly was then dismissed.

The second day of the reading in-service workshop began with an address by Mary Glen Peery. Mrs. Peery, an assistant professor in education at North Texas State University, teaches reading at the undergraduate level. In her lecture, "Current Approaches, Methods and Materials in Reading, the pros and cons of the methods advocated by today's educators were discussed.

The next activity on the program was a fifteen-minute film entitled "Diagnosis-Formal and Informal," developed by Dr. William D. Sheldon and produced by Allyn and Bacon, Inc. The film showed ways in which the reading ability of pupils can be diagnosed through the use of formal and informal instruments. The informal diagnostic tests were shown given individually and in small groups. The use of formal tests in diagnosis and in the measurement of reading achievement was illustrated and discussed. After the film, copies of the American Book Company Informal Reading Inventories were distributed to the audience and Sister M. Roger, C.S.B. a reading specialist, explained its use and how to administer it.

After the coffee break, Mr. Vernon Eady, Associate Professor in the Education Department at North Texas State University, addressed the assembly. His topic was "Reading in the

1 Appendix D, p. 70.
Total School--Grouping Procedures" which included a demonstration with students.

"Preventing Reading Problems" was the topic discussed by Miss Cherie Clodfeller, Assistant Professor in the Education Department at the University of Dallas.

Sister Colleen, S.S.N.D. a reading instructor at the University of Dallas and also the Supervisor of Student teachers, offered advice to the assembled educators on the teaching of "Reading in the Content Area." Her delivery demanded audience participation which gave the assembled principals and teachers many practical suggestions for classroom use.

The concluding activity for the day was a sharing of inservice ideas by the writer. The principals had indicated that they would appreciate suggestions for enriching their faculty meetings. A listing of reading lectures available from the Texas Educational Agency and Staff Development materials including films, filmstrips, material kits and audio tapes available from Region 10, an education service center, were compiled and given to the participants.

Time was allotted for the participants to complete their evaluation sheet and then the assembly was dismissed.¹

Conclusion

This workshop has provided an enriching experience to all who participated. In an age of great concern for education

¹Appendix E, p. 71.
it is especially important that teachers and administrators possess an understanding of the value and influence of their work. The growth of American Education has been nothing less than spectacular during this century. Since progress is made one step at a time, every contribution toward educational excellence is a step in the right direction. The educators in the Diocese of Dallas put their best foot forward as they pursued extending their personal development in the interest of their students.
CHAPTER IV

REPORT OF FINDINGS

Results of the Preliminary Questionnaire

In desiring to plan an effective In-Service Program the writer kept in mind Murphy's suggestion that "learning will most probably occur when the theme for study is one of real interest, a known need and of concern to the learner." Therefore, a preliminary questionnaire was given to pinpoint the specific needs of the principals in the field of reading. There was no attempt to identify the individual respondents, although the schools are identifiable by a numerical coding system. This assured complete anonymity to all schools that complied. Questionnaires were given to all thirty-three principals in the diocese and twenty-five were returned. The survey was ended by September 1, 1971 with 76 per cent of the principals cooperating.

Principals' Background Information

The statistical data presented in Table 1 give a capsule view of the experiential and educational reading background of the principals in the Diocese of Dallas.

Two or 8 per cent of the principals had no administra-

\footnote{Murphy, "In-Service Training," p. 32.}
tive experience whatsoever, while the range of experience for sixteen or 64 per cent of the respondents was from one to five years. Those principals with six to fifteen years of experience numbered five or 20 per cent of the total. Principals who had fifteen or more years of experience included two or 8 per cent of the participants.

TABLE 1

PRINCIPALS' BACKGROUND INFORMATION

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Undergraduate Courses</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0, 1-3, 4-6</td>
<td>0, 1-4, 5-7</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>2</td>
<td>32%</td>
<td>24%</td>
</tr>
</tbody>
</table>

The largest number of principals (over half) had from one to five years of experience. One-fifth of the group had from six to fifteen years' experience. The principals with the least and the most experience were the fewest represented in the questionnaire.

At the undergraduate level eight or 32 per cent of the principals had no reading courses. Eleven or 44 per cent had from one to three courses while six or 24 per cent had four or more courses at this level.

The percentage of principals with no graduate reading courses was 68 per cent or seventeen of the respondents. Six or 24 per cent had from one to four graduate courses, while two
or 8 per cent of the administrators had from five to seven courses at this level.

The most revealing insight gleaned from this part of the survey is that almost one-third of the principals participating had not been exposed to at least one undergraduate reading course.

Previous In-Service Opportunities

The information offered in Table 2 highlights the in-service programs which the participating principals experienced within the past year and their usefulness.

Considering the opportunities listed in Table 2, 36 per cent of the principals attended reading conferences and 52 per cent participated in workshops. The percentage of principals who witnessed a demonstration in Reading was 56, while a total of 60 per cent attended Teachers' meetings. Although 48 per cent of them found the in-service ideas applicable to their situation, 28 per cent did not. However, 24 per cent of the principals did not participate in any type of reading in-service. This indicated that if in-service is to serve as a tool for improving the administrative quality as regards the reading program, it must be enticing to captivate a large audience and practical to provide the participants with ideas they can use to improve their present situation.
# Table 2

|        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | Principals |
|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|
| a.     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | No. | %    |
| b.     |   |   | * |   |   | * |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 9    | 36  |
| c.     | * |   | * |   | * |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 13   | 52  |
| d.     |   | * | * |   | * |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 14   | 56  |
| e.     | * | * |   | * |   | * |   | * |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 15   | 60  |
| f.     | + | + |   | + |   | - |   | + |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |     |
| g.     | + | + |   | + |   | + |   | + |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |     |

**Code:**
- * participated
- .. did not participate
- + yes
- - no

<table>
<thead>
<tr>
<th>a.</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Reading Conferences</td>
</tr>
<tr>
<td>c.</td>
<td>Reading Workshops</td>
</tr>
<tr>
<td>d.</td>
<td>Reading Demonstrations</td>
</tr>
<tr>
<td>e.</td>
<td>Teachers' Meetings</td>
</tr>
<tr>
<td>f.</td>
<td>Able to Use In-Service Ideas</td>
</tr>
<tr>
<td>g.</td>
<td>Reading In-Service Experience</td>
</tr>
</tbody>
</table>
Reading In-Service Needs

The Statistical data presented in Table 3 stress the particular areas of reading in-service in which the principals were interested. They were asked to select three topics in order of preference and indicate their choice on the questionnaire. This information was valuable in planning the reading in-service for the principals. The topics of highest interest, which 40 per cent of the principals requested, were "Diagnosis and Treatment of Reading Problems," and "Suggestions for Providing In-Service for Your Faculty." "Evaluating the Reading Program and Children's Progress," and "Preventing Reading Problems," were areas in which 36 per cent of the participants were interested. "Current Approaches and Methods in Reading," and "Grouping Procedures for Effective Teaching of Reading," ranked third with 32 per cent interested in these topics. The five remaining topics seemed to be of least interest to the principals at this time.

Evaluation of the In-Service Program

The findings of the telephone committee indicated that all participants could not attend the workshop both days. Therefore two evaluative checklists were prepared, one for Friday and one for Saturday. The purpose of these checklists was to see whether or not the reading in-service met the needs of the participants as reported in the preliminary questionnaire.
### TABLE 3
READING IN-SERVICE NEEDS

<table>
<thead>
<tr>
<th>Suggested Topics for In-Service</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Readiness and Beginning Reading Success</td>
<td>3</td>
</tr>
<tr>
<td>Evaluating Programs and Children's Progress</td>
<td>9</td>
</tr>
<tr>
<td>Approaches and Methods in Reading</td>
<td>8</td>
</tr>
<tr>
<td>Grouping Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Reading in the Content Area</td>
<td>7</td>
</tr>
<tr>
<td>Suggestions for Providing In-Service</td>
<td>10</td>
</tr>
<tr>
<td>Selecting and Evaluating Reading Materials</td>
<td>4</td>
</tr>
<tr>
<td>Involving Parents in the Reading Program</td>
<td>4</td>
</tr>
<tr>
<td>Preventing Reading Problems</td>
<td>9</td>
</tr>
<tr>
<td>Diagnosis and Treatment of Problems</td>
<td>10</td>
</tr>
<tr>
<td>Providing for the Retarded Reader</td>
<td>3</td>
</tr>
</tbody>
</table>
Hopefully, all areas of interest were touched upon and sufficient suggestions offered. The report presented in this portion of the chapter is indicative of the effectiveness of the program.

Twenty-eight parochial schools within the Diocese of Dallas participated in a Reading Workshop on October 29-30, 1971. The superintendent, her two associate supervisors, twenty-six principals and seventy teachers, grades one through eight participated in the first day's activities. The second day the audience was comprised of two supervisors, twenty-six principals and fifty-three teachers.

Participants' Evaluation of Program--First Day

The data presented in Table 4 show that of the three topics offered on the first day, Dorothy Bracken's discussion of "Evaluation, Diagnosis and Treatment of Reading Problems" received the greatest number of excellent ratings. Twenty or 80 per cent of the principals and fifty-five or 78 per cent of the teachers evaluated her topic as excellent. While none of the principals gave this topic a poor rating, two or 3 per cent of the teachers did.

The panel discussing "The Administrator's Role in the Reading Program" received a majority of good ratings. However, 27 per cent of both principals and teachers rated the panel as excellent and one or 4 per cent of the principals and four or 6 per cent of the teachers rated this topic as poor.
## TABLE 4  
PARTICIPANTS' EVALUATION OF PROGRAM--FIRST DAY

<table>
<thead>
<tr>
<th>Statements on Evaluation Sheet</th>
<th>Principals' 1</th>
<th>Principals' 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1a. The Right to Read Program</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>1b. The Administrator's Role in the Reading Program</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>1c. Evaluation, Diagnosis and Treatment of Reading Problems</td>
<td>20</td>
<td>77</td>
</tr>
<tr>
<td>2. Topics were beneficial to Administrators</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>3. Practical suggestions were offered</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>4. Organizational Plan of the day was appropriate</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>5. Survey requests were sufficiently handled</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>6. The over-all plan of the program was defined clearly</td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>7. Suggestions for follow-up were sufficient</td>
<td>9</td>
<td>35</td>
</tr>
</tbody>
</table>
TABLE 4--Continued

<table>
<thead>
<tr>
<th>Rating</th>
<th>Teachers' Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>No. % No. % No. % No. % No. % No. % No. % No. % No. % No. %</td>
</tr>
<tr>
<td>4</td>
<td>5 19 1 4 0 0 14 20 29 41 22 31 4 6 1 1</td>
</tr>
<tr>
<td>5</td>
<td>5 19 1 4 0 0 19 27 31 44 16 23 4 6 0 0</td>
</tr>
<tr>
<td>1</td>
<td>1 4 0 0 0 0 55 78 7 10 4 6 2 3 2 3</td>
</tr>
<tr>
<td>3</td>
<td>3 11 0 0 0 0 28 40 24 34 10 14 2 3 6 8</td>
</tr>
<tr>
<td>4</td>
<td>4 15 0 0 0 0 26 37 29 41 12 17 3 4 0 0</td>
</tr>
<tr>
<td>2</td>
<td>2 7 0 0 0 0 18 25 29 41 13 18 3 4 7 10</td>
</tr>
<tr>
<td>2</td>
<td>2 7 1 4 0 0 25 36 29 41 10 14 5 7 1 1</td>
</tr>
<tr>
<td>4</td>
<td>4 15 0 0 0 0 22 31 29 41 15 21 3 4 1 1</td>
</tr>
</tbody>
</table>
Miss Perot's topic, "The Right to Read Program" also received a majority of good ratings. Five or 19 per cent of the principals and fourteen or 20 per cent of the teachers rated this topic as excellent. A poor rating was given by one or 4 per cent of the principals and four or 5 per cent of the teachers.

Many participants indicated by personal comment on their evaluations that the outstanding activity of the day was Mrs. Bracken's talk. They felt she had many practical suggestions to offer.

It was interesting to note that the following statements received the greatest number of excellent ratings from both principals and teachers: "topics beneficial to administrators," "organizational plan," and "over-all plan of the day."

Statements 5 and 7 which dealt with survey requests and suggestions for personal follow-up were both marked excellent by nine or 35 per cent of the principals. In addition, eighteen or 25 per cent of the teachers thought statement 5 to be excellent and twenty-two or 31 per cent of them gave an excellent rating to statement 7.

Twenty-three or 88 per cent of the principals rated the statement pertaining to practical suggestions as excellent or good and fifty-one or 73 per cent of the teachers indicated the same opinion. It is evident from this table that the majority found the first day's program very beneficial and practical.

Twenty-three principals concluded their evaluation with personal remarks. Seventeen were expressions of appreciation. Five offered suggestions for future in-service workshops and one
criticized the activities as being geared mainly to administrators.

Personal remarks were also given by forty-four of the seventy teachers present. Gratitude was expressed by twenty-five. Fifteen suggested that future in-service programs include demonstrations and small group sharing sessions. The four criticisms that were received stated the panel discussion was boring because it was geared to administrators.

Participants' Evaluation of Program--Second Day

Responses concerning the second day's activities are represented in Table 5. The topic receiving the most excellent votes was "Reading in the Total School--Grouping Procedures" delivered by Mr. Vernon Eady. Fifteen principals and thirty-one teachers both representing 58 per cent of their group rated the topic as excellent.

"Suggestions for In-Service" presented by the writer ranked second with eleven or 42 per cent of the principals and twenty-six or 49 per cent of the teachers scoring excellent for this topic.

Nine or 35 per cent of the principals scored excellent for the topic "Current Approaches, Methods and Materials in Reading," given by Mrs. Peery and twenty-two or 41 per cent of the teachers gave the same rating. This topic received the third highest excellent rating from all participants.

Sister Colleen's topic, "Reading in the Content Area," and Cherie Clodfeller's discussion on "Preventing Reading Prob-
### TABLE 5

**PARTICIPANTS' EVALUATION OF PROGRAM--SECOND DAY**

<table>
<thead>
<tr>
<th>Statements on Evaluation Sheet</th>
<th>Principals'</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1a. Current Approaches, Methods and Materials</td>
<td></td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>1b. Diagnosis--Formal and Informal (film)</td>
<td></td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>1c. Reading in the Total School--Grouping Procedures</td>
<td></td>
<td>15</td>
<td>58</td>
</tr>
<tr>
<td>1d. Preventing Reading Problems</td>
<td></td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>1e. Reading in the Content Area</td>
<td></td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>1f. Suggestions for In-Service</td>
<td></td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>2. Topics were beneficial to Administrators</td>
<td></td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>3. Practical suggestions were offered</td>
<td></td>
<td>19</td>
<td>73</td>
</tr>
<tr>
<td>4a. Organizational Plan of the day was appropriate</td>
<td></td>
<td>19</td>
<td>73</td>
</tr>
<tr>
<td>5. Survey requests were sufficiently handled</td>
<td></td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>6. The over-all plan of the Program was defined clearly and was understood</td>
<td></td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>7. Suggestions for personal follow-up were sufficient</td>
<td></td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>Rating</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>31</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
lems," both received an excellent rating from six or 23 per cent of the principals. Also, twenty-one or 40 per cent of the teachers rated "Reading in the Content Area" as excellent, while "Preventing Reading Problems" was scored excellent by nineteen or 36 per cent of the teachers.

The film entitled "Diagnosis--Formal and Informal" was the least popular activity of the day. Although it received a majority of good ratings it was the topic to receive the highest number of fair ratings. Eight or 31 per cent of the principals and fifteen or 29 per cent of the teachers felt this topic did not satisfactorily meet their needs.

Statements 3 and 4 which dealt with "practical suggestions offered" and "organizational plan of the day" were given the excellent rating by 73 per cent of the principals and 47 per cent of the teachers.

Excellent was the comment given about "topics beneficial to Administrators" and "the over-all plan of the day" by 46 per cent of the principals. However the teachers weren't in total agreement. "Topics beneficial to Administrators" received 41 per cent of the teachers' votes as excellent and "the over-all plan of the day" was rated excellent by 45 per cent of the teachers.

Ten or 38 per cent of the principals thought statements 5 and 7 which dealt with survey requests and suggestions for personal follow-up were excellent. While twenty-five or 47 per cent of the teachers agreed that statement 5 was excellent, only fifteen or 28 per cent of the teachers were in agreement about
the excellence of statement 7.

Twenty-two principals added personal remarks on their evaluation sheet. Gratitude and congratulations were offered by seventeen of them. Four principals made suggestions concerning the organizational plan of the day and one criticism was given that workshops should not be held on Saturday.

Personal remarks were made by thirty-five of the teachers present. Twenty-five teachers expressed appreciation, nine of them made suggestions for other topics in which they are interested, selecting a day for in-service and different types of participation. One offered the criticism that the program was too long.

The purpose of Table 6 is to show the number of participants who felt the need for future in-service programs.

TABLE 6

REQUESTS FOR FUTURE IN-SERVICE

<table>
<thead>
<tr>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>24</td>
<td>92</td>
</tr>
</tbody>
</table>

Twenty-four or 92 per cent of the principals and forty-six or 87 per cent of the teachers indicated that Reading In-Service programs would be beneficial and appreciated throughout the school year. Two or 8 per cent of the principals and seven or
13 per cent of the teachers gave a negative reply. This table indicates without a doubt that principals and teachers are aware of their need for continuing education.

**Conclusion**

The purpose of this chapter was to report the findings of the preliminary questionnaire and the evaluation of the In-service program. The preliminary questionnaire helped establish the background of the principals involved and their needs. It was the spring-board from which the in-service program evolved. Judging from the comments of the principals regarding the workshop, the topics presented satisfactorily touched upon the areas they desired.

The findings of the evaluation point to a need for continuing in-service in order to keep educators alerted to recent trends and to provide an opportunity for them to share with their colleagues the many valuable experiences they have encountered. It is evident from the tables presented in this chapter that the reading in-service program was most valuable to the participants.
CHAPTER V

SUMMARY AND CONCLUSIONS

Reading instruction for today's students involves classroom and reading teachers at all levels and their administrators. Interested parents have forced educators to become aware of their obligation to teach students how to read. If a child can't read it's the educators' responsibility to find out why and prescribe a solution. Since reading is a basic tool of learning, retardation in this subject prohibits a child's progress in all phases of his education. In the past remedial assistance was the answer to a child's reading problem. Today educators seek to prevent the problem from arising. Realizing this, the role of the principal in preventing reading problems is indeed a necessary consideration. Although effective administration is not the only preventive measure for success, it is a sizable contribution. It is expedient that principals recognize their obligation to "know reading." This knowledge entails more than a mere acquaintance with what is being said about the subject. Administrators should know the principles of reading, psychological factors related to learning and the methods and techniques which constitute good practice. What more effective way would there be to generate respect, create interest, present challenge, and cause enthusiasm than to be able to offer intelligent leadership
and help when and to the extent it is needed.

In an effort to make the principals of the Diocese of Dallas aware of their role in preventing reading problems the writer surveyed their needs. Three-fourths of the principals responded and from their requests, an in-service reading program was planned. This program was given on October 29-30, 1971 at St. Monica School in Dallas, Texas. The Diocesan Superintendent and Supervisors gave their permission and support to the undertaking. Educators from 28 parochial schools participated in the two-day workshop.

The in-service program featured a keynote address by a member of the National Reading Council and lectures were given by professors of reading from near-by universities. The lecture sessions included demonstrations, hand-outs, practical suggestions, and discussion periods. Also on the agenda was a film, a panel and a sharing of in-service information.

The participants' evaluation of the in-service program indicated the project was successful. Their responses focused attention on their awareness of the need to continue in-service education. Attaining this awareness was one of the writer's main objectives in offering this in-service program. The achievement of this goal was most gratifying.

In conclusion the writer offers Austin's comment for consideration.

The best designed program can be reduced to utter failure, unless administrators, teachers, parents and pupils work enthusiastically for its success. Pre-service and in-service training should be altered drastically to prepare administrators and teachers for their new roles. The truly
important factor in creating good or poor reading achievement is the quality of the teacher when her best efforts are supported by a knowledgeable administrator.¹

APPENDIX A

PRINCIPAL'S EXPERIENCE AND IN-SERVICE NEEDS

1. Years of Experience as a Principal:
   _______1-5         _______6-15         _______over 15

2. How many undergraduate courses have you had in reading? ____

3. How many graduate courses in reading have you had? ____

4. What type of In-Service opportunities have you experienced in
   the past year?
   _______Reading Conference        _______Reading Demonstration
   _______Reading Workshop          _______Teachers' Meeting

5. Were you able to put any of the ideas obtained from In-ser­
   vice in your school?
   _______yes   _______no

   Please explain:

   ____________________________________________________________

6. If provisions were made for an In-Service Workshop in Read­
   ing, in what particular areas would you be interested?
   Please choose 3 in order of preference.
   ____Reading Readiness and Beginning Reading Success.
   ____Evaluating the reading program and children's progress.
   ____Current approaches and methods in Reading.
   ____Grouping procedures for the effective teaching of Read­
   ing.
   ____Reading in the Content Areas.
   ____Suggestions for providing In-Service for your faculty.
   ____Selecting and Evaluating Reading Materials.
   ____Involving parents in the Reading Programs.
____ Preventing Reading Problems.
____ Diagnosis and Treatment of Reading Problems.
____ Providing for the retarded reader.
MEMO TO: Principals and Interested Faculty Members.

REMARK: In-Service Reading Program

WHEN: Friday, October 29th - 1:30 - 4:30
Saturday, October 30th - 9:30 - 4:30

WHERE: St. Monica School
4140 Walnut Hill Lane
Dallas, Texas 75229

WHY: To alert Educators of their responsibility to provide for effective Reading instruction.

CONDUCTED BY: Sister Marita McKenna, C.S.B.
Principal of St. Monica School

N.B. The week of October 25th, you will receive a phone call requesting the following information:

1. Number of participants from your school who will attend the workshop.

2. Number of those wishing to purchase a box lunch ($1.00) on Saturday.
APPENDIX C

ST. MONICA SCHOOL
4140 Walnut Hill Lane
Dallas, Texas

READING IN-SERVICE SCHEDULE

Friday

1:30 - 1:45 Registration
1:45 - 2:15 "Right to Read Program" ... Miss Bette Perot
2:15 - 3:15 "The Administrator and the Reading Program" ... Panel
3:15 - 3:30 Coffee Break
3:30 - 4:30 "Evaluation, Diagnosis and Treatment of Reading Problems" ... Mrs. Dorothy Bracken

Saturday

9:30 - 10:30 "Current Approaches, Methods and Materials in Reading" ... Mrs. Glen Peery
10:30 - 11:00 "Diagnosis - Formal and Informal" ... Film
11:00 - 11:15 Coffee Break
11:15 - 12:15 "Reading in the Total School - Grouping Procedures" ... Mr. Vernon Eady
12:15 - 1:15 Lunch
1:15 - 2:15 "Preventing Reading Problems" ... Miss Cherie Clodfeller
2:15 - 2:30 Coffee Break
2:30 - 3:30 "Reading in the Content Area" ... Sister Colleen, S.S.N.D.
3:30 - 4:00 "Suggestions for In-Service" ... Sister Marita, C.S.B.
4:00 - 4:15 Evaluation and Dismissal
Please evaluate each item below.

**Code:** 1. excellent 2. good 3. fair 4. poor

1. Evaluate the informational aspect of today's topics:
   a. The Right to Read Program
   b. The Administrator's Role in the Reading Program
   c. Evaluation, Diagnosis and Treatment of Reading Problems

2. Topics were beneficial to Administrators
3. Practical suggestions were offered
4. Organizational Plan of the day was appropriate
5. Survey requests were sufficiently handled
6. The over-all plan of the program was defined clearly and was understood by participants
7. Suggestions for personal follow-up as a result of this program were sufficient

Personal comments about the In-Service Program:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I am a _______ principal _______ teacher
Please evaluate each item below.

**Code:** 1. excellent  2. good  3. fair  4. poor

1. Evaluate the informational aspect of today's topics:
   a. Current Approaches, Methods and Materials in Reading 1 2 3 4
   b. Diagnosis- Formal and Informal (film) 1 2 3 4
   c. Reading in the Total School--Grouping Procedures 1 2 3 4
   d. Preventing Reading Problems 1 2 3 4
   e. Reading in the Content Area 1 2 3 4
   f. Suggestions for In-Service 1 2 3 4

2. Topics were beneficial to Administrators 1 2 3 4

3. Practical suggestions were offered 1 2 3 4

4. Organizational Plan of the day was appropriate 1 2 3 4

5. Survey requests were sufficiently handled 1 2 3 4

6. The over-all plan of the program was defined clearly and was understood by participants 1 2 3 4

7. Suggestions for personal follow-up as a result of this program were sufficient 1 2 3 4

**Personal comments about the In-Service Program:**

________________________________________________________________________

Future In-Service Reading Programs would be beneficial and appreciated throughout the school year _____yes  _____no.

I am a  _______Principal  _______Teacher
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