

1-1-1991

Creating, executing, and assessing a staff development program on developmental reading instruction strategies in the social studies content area in an urban junior senior high school.

Maureen Ann F. Fallon
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Fallon, Maureen Ann F., "Creating, executing, and assessing a staff development program on developmental reading instruction strategies in the social studies content area in an urban junior senior high school." (1991). *Doctoral Dissertations 1896 - February 2014*. 4750.

https://scholarworks.umass.edu/dissertations_1/4750

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013576445

CREATING, EXECUTING, AND ASSESSING A STAFF DEVELOPMENT
PROGRAM ON DEVELOPMENTAL READING INSTRUCTION
STRATEGIES IN THE SOCIAL STUDIES CONTENT AREA
IN AN URBAN JUNIOR SENIOR HIGH SCHOOL

A Dissertation Presented

by

MAUREEN ANN F. FALLON

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1991

School of Education

© Copyright by Maureen Ann F. Fallon 1991
All Rights Reserved

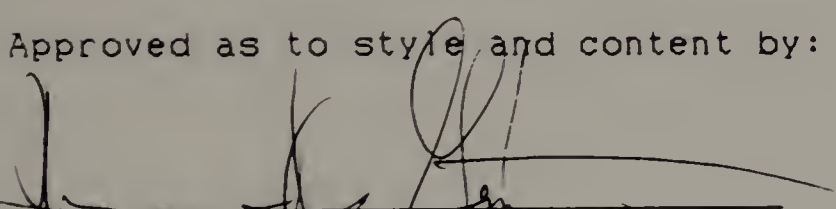
CREATING, EXECUTING, AND ASSESSING A STAFF DEVELOPMENT
PROGRAM ON DEVELOPMENTAL READING INSTRUCTION STRATEGIES
IN THE SOCIAL STUDIES CONTENT AREA IN AN
URBAN JUNIOR SENIOR HIGH SCHOOL

A Dissertation Presented

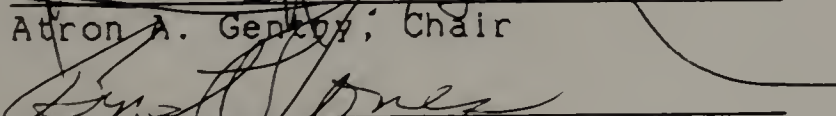
by

MAUREEN ANN F. FALLON

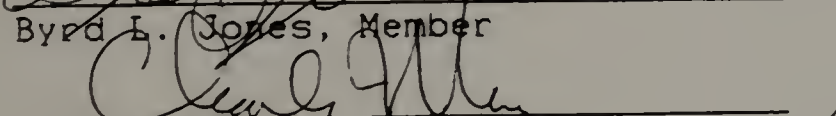
Approved as to style and content by:



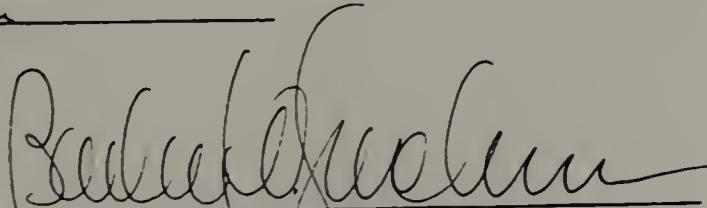
Aaron A. Gentry, Chair



Byrd L. Jones, Member



Charles Moran, Member



Marilyn Haring-Hidore, Dean
School of Education

DEDICATION

This dissertation is dedicated to:

My mother, Marie G., who helped me to grow in peace and wisdom.

My sister, Carol, who helped me to grow in confidence and commitment.

and

My significant other, Joseph, who helped me to grow in perseverance and patience.

ACKNOWLEDGEMENTS

A sincere expression of gratitude is extended to the following for the encouragement which lead this study to fruition:

God, whose gift of love gave me the ability to contribute to change.

Atron Gentry, whose perceptions and benevolence directed this project.

Byrd Jones, whose bold thinking and limitless expertise kept me on course.

Charles Moran, whose sagacity and advocacy permitted the completion of this study.

Joan Zabawa, whose gentleness and assistance bridged the miles from Roosevelt to Amherst.

Susan Savitt, whose genuine concern and belief in me was a motivating force.

Joan Costello, Barbara Ruppel, and Jerrie Smith, who were more than willing participants in the study.

Roosevelt Board of Education, whose support for the Roosevelt U/Mass Staff Development Program made this study possible.

Roosevelt Junlor Senior High School faculty, whose belief in the students supported my endeavors.

ABSTRACT

CREATING, EXECUTING, AND ASSESSING A STAFF DEVELOPMENT
PROGRAM ON DEVELOPMENTAL READING INSTRUCTION
STRATEGIES IN THE SOCIAL STUDIES CONTENT AREA
IN AN URBAN JUNIOR SENIOR HIGH SCHOOL

SEPTEMBER 1991

MAUREEN ANN F. FALLON, B.A., NEW COLLEGE

OF HOFSTRA UNIVERSITY

M.S., HOFSTRA UNIVERSITY

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Atron Gentry

This study documented the process of creating, executing, and assessing, a cost-effective, school based, researcher conducted staff development program which included one African American seventh grade social studies faculty member, one European American tenth grade faculty member, and one European American Chapter I reading teacher, at Roosevelt Junior Senior High School, Roosevelt, New York, during the 1989-1990 school year. The objective was to obtain more information about increasing school effectiveness in low income school districts. Staff development efforts were aimed at broadening faculty members' preparedness in developing reading instruction strategies used in

the content area of social studies, which conform more concisely with urban African American students' range of reading levels in three homogeneously grouped classes. The goals of (a) improving students' academic performance, (b) attending to individual needs, and (c) providing the tools needed to control learning, are addressed.

Five collaboratively designed staff development workshops on developmental reading instruction strategies in the social studies content area enabled members of the faculty to: (a) reevaluate perceptions of teaching reading in the social studies classroom, (b) develop the techniques needed to enable students to independently evaluate the many types of printed material, and, (c) professionally incorporate a concern for teaching the "what" of content, and how the student may obtain the content.

Informal and formal discussions, realization of self-concepts, interests, attitudes, completion of evaluations, diagnosis and prescription, conferencing, and observations, led the researcher to the determination that members of the faculty: (a) developed a unified strategy for teaching students how to read their social studies texts with fluency and efficiency, (b) collaboratively planned lessons stressing reading skills without loss of social studies

content, (c) realized that content was naturally acquired as a result of improved reading skills, (d) regarded the process of reading as a necessary component in the curriculum, a skill that opens the door to higher level thinking, and, (e) viewed reading not as an isolated skill but rather as a means of enhancing and enriching the social studies curriculum.

The students in this study: (a) demonstrated improved reading skills, for example, increased levels of comprehension, (b) learned how their textbook was organized and how to make the best use of all its parts, (c) increased their vocabulary, (d) obtained a better idea of their own interests in social studies, and, (e) acquired techniques to improve study skills which included taking notes and studying for and taking tests.

Indications of increased school effectiveness imply that staff development is practical in low income school districts where there is evidence of a corroborative Board of Education, administrative team, faculty, and curriculum and instructional designers.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
LIST OF TABLES.....	xli
Chapter	
1. INTRODUCTION.....	1
The Problem.....	2
Background.....	2
Purpose.....	3
Significance of the Problem.....	3
Setting.....	6
Community.....	6
Roosevelt Junior Senior High School.....	8
Scope and Limitations.....	9
Generalization Limitations.....	9
Design Problems.....	10
Experimenter Bias.....	11
Research Questions.....	13
Outline of Chapters.....	14
11. REVIEW OF LITERATURE.....	16
Introduction.....	16
Reading.....	17
Reading Comprehension Skills.....	21
Reading Social Studies Content.....	29
Teacher Effectiveness.....	35
Staff Development.....	41
III. METHODOLOGY.....	49
Involving Others in Planning.....	57
Staff Development Session 1.....	67
Purpose.....	68
Objectives.....	68
Process.....	69
Behavior 1--Delineating Functions...	69

Behavior 2--Goal Agreement.....	70
Behavior 3--Need for Action Research.....	70
Behavior 4--Prioritizing of Concerns.....	72
Behavior 5--Sharing Perceptions.....	72
Behavior 6--Assessments.....	73
Behavior 7--Survey Dissemination....	74
Staff Development Session 1--Feedback.....	75
Staff Development Session 2.....	76
Objectives.....	76
Process.....	77
Behavior 1--Survey Deliberation.....	77
Behavior 2--Curriculum Discussion...	78
Behavior 3--Understanding Skills....	79
Staff Development Session 2--Feedback.....	79
Staff Development Session 3.....	81
Objectives.....	81
Process.....	81
Behavior 1--Addressing Vocabulary...	82
Behavior 2--Increasing Word Recognition	83
Behavior 3--Building Vocabulary.....	84
Staff Development Session 3--Feedback.....	85
Staff Development Session 4.....	87
Objectives.....	87
Process.....	87
Behavior 1--Sharpening Reading Skills.....	87
Behavior 2--Devising Study Plans....	91
Behavior 3--Analyzing Study Skills: Test Taking Techniques.....	93
Staff Development Session 4--Feedback.....	94
Staff Development Session 5.....	95
Purpose.....	96
Objectives.....	96
Process.....	96
Behavior 1--Assessment Procedures...	97
Behavior 2--Grading.....	97

Behavior 3--Implementation Timeline.	98
Behavior 4--Collecting Data.....	99
Staff Development	
Session 5--Feedback.....	100
Summary.....	101
IV. RESULTS.....	103
Demographic Characteristics.....	104
Reading Goals Checklist.....	107
Students' Grades, Attendance, and	
Attitudes.....	123
Summary.....	135
V. OVERVIEW, AFFECTS, RESULTS,	
RECOMMENDATIONS FOR STAFF	
DEVELOPMENT, FORTHCOMING	
IMPLICATIONS, AND, CONCLUSIONS.....	140
Overview.....	140
Affects on Teachers.....	143
Affects on Students.....	147
Affects on Researcher.....	148
Conclusions.....	149
EPILOGUE.....	153
Reflection.....	153
APPENDICES.....	154
A. SOCIAL STUDIES CHECKLIST.....	155
B. READING GOALS CHECKLIST.....	163
C. LEARNING STYLES CHECKLIST.....	167
D. CONTENT AREA TEACHERS' PERCEPTION OF	
QUALIFICATION IN READING	
INSTRUCTION SURVEY.....	173
E. PREFERRED ROLES OF A READING	
CONSULTANT.....	184
F. CONSENT FORM.....	198
G. INFORMAL ASSESSMENT OF STUDENTS.....	200
H. GRADING SYSTEM.....	203
I. WORKSHOP ASSESSMENT.....	205
REFERENCES.....	208

LIST OF TABLES

Table	Page
1. Staff Development Workshops Diagnosis, Prescription, Remediation of Students' Weaknesses in Reading Social Studies Materials February 6, 1990 - April 26, 1990 Roosevelt Junior Senior High School Maureen Ann F. Fallon, Researcher.....	66
2. Demographic Characteristics of the Seventh Grade Level B Social Studies Class--Teacher 1.....	105
3. Demographic Characteristics of the Tenth Grade Level C Social Studies Class--Teacher 2.....	106
4. Demographic Characteristics of the Eighth Grade Chapter I Reading Class Teacher 3.....	107
5. Question 1. Do you set purposes before you read?.....	108
6. Question 2. Do you relate your interests and experiences to what you read?.....	109
7. Question 3. Do you try to picture what you read?.....	110
8. Question 4. Do you use different speeds to suit your reading purposes?.....	111
9. Question 5. Do you remember what you read?.....	112
10. Question 6. Do you read for understanding, even if it sometimes means rereading sentences or paragraphs?.....	113
11. Question 7. Do you make a quick survey of the material before you begin to read?.....	114

12.	Question 8. Do you read the chapter summary and questions from the teacher and author before you read the chapter?.....	115
13.	Question 9. Do you know which areas of social studies you enjoy reading about?.....	116
14.	Question 10. Do you know the way "you" learn best?.....	117
15.	Question 11. Do you keep a record of new words you learn?.....	118
16.	Question 12. Do you like to read?.....	119
17.	Question 13. Do you have a regular place and time to study?.....	120
18.	Question 14. Do you take time to answer questions given to you after you've read the chapter?.....	121
19.	Question 15. Can you tell which areas you need to review after you've read the chapter?.....	122
20.	Comparison of Students' Grades, Attitudes, and Attendance for First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in Seventh Grade Level B Social Studies Class--Teacher 1.....	124
21.	Comparison of Students' Grades, Attitudes, and Attendance for First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in Tenth Grade Level C Social Studies Class--Teacher 2.....	126
22.	Comparison of Students' Grades, Attitudes, and Attendance for First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in Eighth Grade Chapter I Reading Class--Teacher 3.....	129

23.	Changes In Means of Students' Grades, Attitudes, and, Attendance in the Seventh Grade Level B Social Studies Class.....	130
24.	Changes In Means of Students' Grades, Attitudes, and Attendance in Tenth Grade Level C Social Studies Class...	131
25.	Changes In Means of Students' Grades, Attitudes, and, Attendance in the Eighth Grade Chapter I Reading Class.....	132
26.	Synopsis of Changes In Means of Students' Grades, Attitudes, and, Attendance in the Three Classes during the 1989-1990 School Year.....	134

CHAPTER I

INTRODUCTION

As students progress through secondary school, they face the increasingly difficult problem of bringing special reading skills to content subject matter. Reading in the content areas makes different demands upon the application of skills when used in reading a newspaper, or magazine. The reading skills learned in elementary grades offer no guarantee of equally successful skills in history, science, English, or any other field. For example, the meaning of advanced and specialized vocabulary used in content areas are prejudiced by the particular area of study, whereas, the same words take on a general or colloquial sense when used in newspapers and magazines. Students use fundamental skills already learned and in addition acquire new and special skills.

The nature of secondary school content materials demands reinforcement and amplification of the specialized reading skills that were introduced in the last years of the student's elementary school experience. As Herber (1970) points out, secondary teachers should not assume that students come to their classes equipped with those skills (reading for main ideas, knowledge of advanced and specialized

vocabulary, utilization of contextual clues to meaning, proficiency in structural analysis, ability to adjust rate and technique to purpose and skill in analytical and critical reading). Attention must be paid to the special reading abilities required in content areas and reading instruction must become an integral part of the teaching program. Failure to teach the necessary skills, for example, reading comprehension, vocabulary expansion, and integration of study skills, is failure to teach the content objectives (Olson and Ames, 1972).

The Problem

Background

Since 1977, the Board of Regents and the Education Department of the State of New York have placed a strong emphasis on raising standards and expectations for student performance in elementary and secondary schools. The revised Part 100 of the Commissioner's Regulations were approved by the Board of Regents, November, 1984, in order to effect the Regents Action Plan. The Plan incorporated the experience and judgment of many people throughout New York State to develop new criteria in anticipation of future requirements, needs, and obligations for all New Yorkers. It focuses on minimum standards to which children should accomplish in their 21st Century lifetime (New York State Board of Regents Action Plan).

Secondary level courses of study have been inadequate in evolution and implementation to reflect developmental abilities and needs of students in grades seven through twelve. Also, they have proven insufficient to realize the expectations society has for them. Factual materials, skills, and ideas underlying these courses have lagged, and provide only a skeleton of what is assessed to be vital for an adolescent to develop control of their adult lives.

Purpose

The purpose of the study was to develop, strategies and techniques which facilitated pre-examination of teaching reading in social studies classrooms. Skills and processes which students needed to perform well within the discipline of social studies were identified, the abilities of students to use these identified skills and processes were evaluated, and the development of Faculty members' competence to construct reading exercises employing content materials was proposed. It was important to acknowledge the changes that social studies curricula had undergone in the past decade and to reflect on how these changes were accommodated by reading exercises.

Significance of the Problem

The significance of the problem is that students need education to evolve opinions and function as

citizens exercising their right to influence the future of society. To do this they must process information, and, major sources of information are gleaned through reading. Predicated on assisting all students to become better individuals and citizens, intensified cognizance in the value of reading is admirable. As varied are our students so also are their abilities and needs.

Increased coordination between the Roosevelt Junior Senior High School Chapter I Reading Program and the Social Studies Department was required as supported by the following data:

- a) The results of the California Achievement Test in reading for grade 7 in years 1988 and 1989 evidenced 22 and 21 percent of the students on or above grade level, respectively;
- b) The results of the California Achievement Test in reading for grade 8 in years 1988 and 1989 evidenced 20 and 19 percent of the students on or above grade level, respectively; 1989,
- c) The results of the California Achievement Test in reading for grade 10 in years 1988 and 1989 evidenced 27 percent of the students on or above grade level for both years;

For the past several years, instruction has been provided in the Chapter I Reading Program for the

California Achievement Test in Reading. The largest compensatory educational effort in the United States is the federally funded Title I of the Elementary and Secondary Educational Act of 1965 (ESEA) now revised as Chapter I of the Educational Consolidation and Improvement Act of 1981 (ECIA) (Allington, 1986). In the 1982 fiscal year, the federal government allocated almost \$3 billion of Title I funds to about 13,000 school districts (Stonehill & Groves, 1983). This funding was allocated to provide financial assistance to local education agencies serving areas with high concentrations of children from low income families to expand and improve their educational programs (Kirst & Jung, 1980). Students at the Roosevelt Junior Senior High School are serviced in accordance with the parameters of the Chapter I guidelines which state the priorities as follows:

- a) students who do not obtain the New York State Reference Point on the Regents Competency Test in reading
- b) students who do not obtain the New York State Reference Point on the Regents Competency Test in writing
- c) students who do not obtain the New York State Reference Point on the Preliminary Competency Test in reading

- d) students who do not obtain the New York State Reference Point on the Preliminary Competency Test in writing
- e) students who score at or below the 23% on the California Achievement Test in reading

There was a need to continue the practice of reading skills review and increasingly include social studies content area reading skills.

Setting

Community

The project took place at the Roosevelt Junior Senior High School, located in Roosevelt, New York. The village of Roosevelt, with a population 14,109, was a one square mile community located in the southwestern section of Nassau County, Long Island, between the villages of Freeport and Hempstead, and approximately thirty miles from midtown New York City. It is located in the Town of Hempstead, County of Nassau, and was dependent upon the County for health, hospital, social services, sanitation, and public protection.

All public schools in Roosevelt were accredited by the Middle States Association of Colleges and Schools. In 1988 3,082 pupils were served by six schools: one pre-kindergarten center, a K-3 grade primary center, three K-6 grade elementary schools, and, a seventh

through twelfth grade junior senior high school. Within the school district boundary existed one parochial elementary school serving about 250 students, and one private school which enrolled eighty students. Almost 400 resident students attended non-public schools located outside the district.

During the twenty year period between 1960 and 1980, Roosevelt's racial percentage of Blacks and Whites, in both the Village and school populations, shifted significantly. In 1960, the United States Census listed 2,241 Black residents and 8,000 White residents. In 1980 the Black residents grew to 12,516 while the White residents dropped to 1,259. From 1966 to 1984 the number of Black students enrolled in the district increased from 1,595 to 3,054. The White students enrolled in the district decreased from 1,872 to only twelve. During the two year period, 1987-1988, Roosevelt had a large increase in the number of other ethnic students, mainly from South American countries.

While both the population of the Village and number of pupils enrolled had decreased very slightly during the period 1983-1988, (less than one percent) the annual school budget had increased in the same period from \$12,072,968 to \$19,362,909 (60%). In spite of this rather large annual expenditure, Roosevelt was the poorest school district among the fifty-six in

Nassau County in total wealth and income per pupil. Nevertheless, Roosevelt's voters have approved each annual budget from the 1977-1978 school year until 1989.

Officials in the Town of Hempstead, Nassau County, and New York State, have indicated that the Roosevelt community is a microcosm of problems evident in large urban cities. Yet, unlike the cities, Roosevelt does not have the business or industrial base necessary to help finance public education.

Roosevelt Junior Senior High School

Roosevelt Junior Senior High School was a comprehensive junior senior high school of 1,229 students. The curriculum offered a wide variety of courses in fourteen different subject areas including a broad spectrum of disciplines from general courses to advanced placement classes in science, social studies, and pre-engineering. In the five years preceding this study over sixty-five percent of the graduating seniors had gone on to post-secondary education.

At the time of the study there were nine members of the administrative team: a principal, two assistant principals, a dean of students, four administrator/supervisors, and two acting coordinators. The larger staff included 122 members on the faculty,

thirteen clerks and/or secretaries, twelve custodians, and, thirteen cafeteria personnel.

According to the Superintendent's Comprehensive Assessment Report to the Roosevelt Board of Education and Public (1989), the Junior Senior High consisted of 1,229 students. Of the total number of students: fourteen students were American Indian, Alaskan, Asian or Pacific Islander; 1,161 students were Black (non Hispanic); forty-six students were Hispanic; eight students were White (non-Hispanic). Included in that figure were thirty students who were of limited English proficiency.

Scope and Limitations

Generalization Limitations

The scope of this study was limited. It was designed only to improve the teaching of reading skills in the social studies content area at the Roosevelt Junior Senior High School. The ability to generalize these findings is not valid. The student population in this project was small, approximately eighty-one from grades seven, eight, and ten. The volunteer faculty involvement was also small, only three members and one administrator/supervisor. The outcomes were also

limited as they reflected only two areas of the social studies curriculum: the United States and New York State History (Seventh Grade), and Global Studies II (Tenth Grade).

Design Problems

Some problems of methodology which may have affected the results of the study were:

1. The Hawthorne effect--study results may be affected when a subject's awareness of the experimental situation is deliberately manipulated so that the subjects become aware of the experimental hypothesis and actively seek to confirm it (Schneiderman, 1976)
2. Cancellation of scheduled class periods due to school-wide activities
3. Evidence of low staff morale
4. Lack of common planning periods
5. Faculty members unprepared for class
6. Students unprepared for class
7. Apathy on the part of faculty members
8. Apathy on the part of the students
9. Frustration on the part of faculty members and students from environmental sources, for example, alcohol and drugs
10. Faculty members uneasiness with their perceived skill deficiencies

11. Changes to the original plan caused by new data obtained during the program
12. Teacher assumption that students have learned to read in elementary school
13. Students have inadequate backgrounds and experience to cope effectively with the important information in content area textbooks and supplementary materials
14. The premise that remedial reading classes will provide those individual students having skill deficiencies with the necessary reading skills for success in subject-matter reading
15. Faculty members lack of training

Experimenter Bias

Careful forethought was taken to remove the potential of experimenter bias by the use of the following approaches:

1. The ongoing discussion of intent and methodology
2. The voluntary status of all participants
3. The ongoing evaluation of the study to permit re-design as it progressed

This researcher's role, former classroom teacher for fifteen years and recently appointed Administrator/Supervisor of the Roosevelt Junior Senior High School's Reading, Social Studies, and English as a

Second Language Departments, brought advantages and disadvantages which may have altered the outcomes of the study.

The following were possible advantages:

1. The researcher was recently in the classroom a number of years and in touch with the new generation of students
2. The researcher had assisted in preparation of District Alignment Guides for social studies curriculum
3. Researcher had familiarity with the reading skills needed by students to demonstrate mastery on New York State mandated Regents Competency Test In Reading
4. Researcher had accessibility to faculty members' and students' records
5. Researcher had the ability to re-arrange teacher's schedules to permit holding of workshops
6. Researcher had the flexibility of schedule to provide assistance during scheduled class periods

The following were possible disadvantages:

1. The faculty members may have wanted to find approval in the view of the researcher (their supervisor) and volunteer.

2. The only data that may be forwarded to the researcher was that which the faculty member felt would support the purpose of the study.

3. The faculty members may have thought "they" were unsuccessful if the outcomes of the study did not support the purpose.

4. Students may have believed punitive action might have been taken against them if they did not volunteer for the study.

Research Questions

A focal point of this study was the assessment of the development and implementation of staff development workshops to help members of the Social Studies Department direct their attention to the special reading abilities required in content areas.

Predicated upon a review of literature, specific propositions were derived to provide a foundation for organized problem solving. Beneficial, cost effective staff development depended on voluntary participation by faculty members who believed collaboration would benefit the targeted population.

Therefore, the research questions set forth were:

1. How can students improve fundamental reading skills, and, in addition, learn new reading skills while increasing their knowledge of content areas?
2. What role does staff collaboration effect in devising new techniques to improve reading?
3. How will the application of techniques to improve reading skills be taught in classes of various abilities?
4. What training is needed to improve content area teachers' reading instructional skills?
5. How will the Staff Development workshops encourage a higher level of teacher expectations with respect to content area reading results?

Outline of Chapters

Chapter I includes the statement of the problem, the purpose of the study, a description of the community and school, scope and limitations, and, research questions.

Chapter II reviews current literature relating to reading, reading comprehension skills, reading social social content, teacher effectiveness and, staff development.

Chapter III reports the procedures for conducting the study.

Chapter IV reports and analyzes the data resulting from the study.

Chapter V offers conclusions and implications for future study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The study intended to create, execute, and assess a staff development program to increase the developmental reading instruction strategies in the social studies content area at Roosevelt Junior Senior High School. Five propositions were devised to approach the teaching of reading. First, to incorporate reading in the content areas as a component of the Chapter I reading Program. Second, to make all faculty members responsible for helping students read in the content areas. Third, to change the focus from teaching content to reading and understanding content. Fourth, to emphasize the commonality of skills in all content areas and identify specific application to each content area. Fifth, to collaboratively devise a staff development undertaking to promote increased student achievement as assessed by New York State mandated exams. The propositions influenced the creation and execution of the study and provided the framework for the review of literature which centered on reading, reading comprehension skills, reading social studies content, teacher effectiveness, and staff development.

Reading

What is reading? Reading is understanding written language, it is a complex mental process, it is thinking. Reading comprehension is the reconstruction, interpretation, and evaluation of what the author of written content means by using knowledge gained from life experience (Page and Pinnell, 1979). Reading is the bringing to (backgrounds, experiences, and emotions) and the getting of meaning from the printed word. (Rubin, 1983).

Reading is not a single skill, rather, it is a composite of skills and abilities. The reading process is greater than the sum of its individual parts. The various skills and abilities that comprise the reading process occur almost simultaneously. As competent readers function it is thus impossible to observe discrete reading skills and abilities. However, a number of writers have attempted to identify the various elements of the reading process by developing theoretical constructs of reading (Roe, Stoodt, and Burns, 1983).

One model was developed by William S. Gray and later modified by Helen M. Robinson (Robinson, 1966). The model incorporates five major components of reading: perception, comprehension, reaction, fusion

(assimilation) and rate. Each of these components is equally important to our understanding of the reading process.

Perception refers to the reader's ability to identify a word and to associate meaning with the printed symbol. Word perception skills include memory (sight words), context analysis, phonic analysis, structural analysis, and dictionary usage.

Comprehension concerns the reader's understanding of ideas stated by the author. Understanding of both literal and implied ideas is important in comprehension. Literal ideas are directly stated, implied unstated. The reader must read "between the lines" to discover the significance of what the author means to say. For example, the author may have written sarcastically or metaphorically. To understand the true message of the author the reader must recognize the author's purpose, assumptions, generalizations, and conclusions. The reaction aspect of the Gray-Robinson model is directed to critical reading or evaluation of content. The reader asks, "What do I think?," or, "How can I apply this knowledge?" To achieve this deeper level of understanding a reader must read beyond the literal. Assimilation concerns a reader's association of ideas acquired from reading and understanding with previously acquired information that has been stored in

memory. Rate refers to the adjustment of reading speed to the type of content, the reader's purpose, and, the reader's familiarity with the content.

The psycholinguistic model of reading is based on the work of Kenneth Goodman and Frank Smith, who, explain reading as a psycholinguistic process based on the relationship of language, thought, and, the learning process (Goodman, 1976 and Smith, 1978). According to the psycholinguistic model a reader's eyes move across the line of print picking up minimal cues that enable the reader to anticipate words, ideas, and sentences. The reader's knowledge of language and understanding of content help in this process, for example, the reader would predict a verb in the sentence, "Susan-----the tennis ball." When a word is anticipated incorrectly, the reader's understanding goes awry. This indicates that the reader needs to regress to pick up additional cues for word identification. Psycholinguistics are concerned with the processing of units of meaning as a basis for identifying words rather than with the one to one decoding of phonemes.

Goodman (1976) uses the term miscues to describe reading errors, which, he believes occur because of a mismatch between the reader's language and book language. This mismatch leads to a breakdown in the

reader's anticipation system. However, miscues that do not change the meaning of content should not be considered errors. The following is an example of reader miscues that have been inserted in a sentence; John's father (dad) handed him the automobile (car) keys. These miscues probably occurred because the reader uses "dad" and "car" in oral language, thus creating the expectation that these words would occur in this sentence. However, these particular miscues did not result in a meaning change.

Psycholinguistics has contributed the following ideas to our understanding of the reading process:

1. Reading ability is based on language competence
2. Reading is not a precise process
3. Reading is a meaning centered process. To anticipate meaning, efficient readers utilize portions of print, their own language, and, experience. Thus, overall understanding is more important than word by word accuracy and decoding
4. Context is an extremely important factor in reading. Context helps the reader identify the meaning of individual words (Goodman, 1976)

Both the Gray-Robinson model and the psycholinguistic model assist in our understanding of the reading process, but, any single model or

theoretical construct falls short of explaining the entire process. Many of the existing models are partial explanations that are concerned with specific aspects (such as psycholinguistics) or levels (such as beginning reading). Because individual students learn to read in different ways it appears very unlikely that a single explanation of the reading process can be devised that will encompass all of the individual differences that exist in people and written language (Roe, Stoodt, and Burns, 1983).

Reading Comprehension Skills

Despite continuing disagreement about the precise nature of the reading process there are some points of general agreement among reading authorities. One point is that reading comprehension is the real purpose of reading instruction. In fact, reading comprehension and reading frequently are considered synonymous because reading usually means comprehending written language. When understanding breaks down, reading actually has not occurred (Page, 1980). The ultimate goal of secondary reading instruction is developing reading maturity. Reading comprehension (understanding written content) is the key ingredient in this reading maturity. Students cannot learn unless they can comprehend reading material, and, they cannot remember

what they have read unless they have understood it. Content area reading is the application of comprehension skills to content reading materials (Roe, Stoodt, and Burns, 1983).

Comprehension is similar to thinking (Lamberg and Lamb, 1986). Comprehension is considered to be a cognitive process; that is, a process of knowing and understanding (Bloom, 1956). Sanders (1966) and Burmeister (1978) believe that the different levels of comprehension correspond to levels of cognition. Comprehension can be simply defined as thinking in response to text, or, thinking constrained by print (Perfetti, 1977).

Comprehension is a construct, it cannot be directly observed or directly measured. From the overt behavior of the person, it can be inferred, that there is "understanding" (Rubin, 1983). Davis (1972) studied secondary students' reading comprehension skills in order to identify the specific skills that comprise the reading comprehension process. He isolated the following skills:

1. Knowledge of word meanings--using context to find the appropriate word meaning, and, understanding figurative language

2. Reasoning in reading--the ability to think at different levels of reasoning regarding written content
3. Concentration on literal sense meaning--the ability to answer questions concerned with information directly stated in a selection
4. Following the structure of a passage--the ability to follow the structure of a passage, including identifying the main idea
5. Recognizing the mood and literary techniques of a writer

Smith and Barrett (1979), provide another view of reading comprehension skills. It includes the following levels and skills:

1. Literal recognition or recall--recognizing and recalling explicitly stated ideas and information. It includes recalling or recognizing details, main ideas, sequence, comparison, cause and effect, and, character traits
2. Inference--that the reader not only synthesizes previous knowledge with his or her literal comprehension of the content, but, also uses thinking skills to hypothesize ideas that have not been stated in the content. This type of comprehension involves inferring

details, main ideas, sequence, comparison, cause and effect, character traits, outcomes, and, figurative language

3. Evaluation--requires that readers make judgments about reading content by comparing it with criteria developed through experience, knowledge, reference materials, and, resource persons. Readers are required to judge reality and fantasy, fact and opinion, adequacy and validity, appropriateness, and, worth of content
4. Appreciation--concerned with the reader's emotional reaction to various elements of content

Reading comprehension skills as defined by many authors and researchers include specific skills that are applied at the literal, inferential, evaluative, and appreciation levels (Singer and Ruddell, 1976). The instructional components are the general comprehension skills and techniques which will help students understand content reading materials. The components of comprehension instruction are:

1. Active reading
2. Schemata--content and textual
3. Prediction
4. Levels of reasoning (Roe, Stoodt, and Burns, 1983)

Active readers are motivated. They read with interest because they have a desire for knowledge that sustains as they read and search for information. Active readers comprehend better than inactive readers. Problem solving, strategies, controversial issues, and prereading questions help students to read actively (Waterhouse, Fischer, and Ryan, 1980).

Schemata (abstractions of reality), vary from individual to individual (Tulman, 1980). When a student is familiar with a topic, they are usually more motivated to read related content. Schemata is used to cluster the memory representations of experience and knowledge about a certain topic (Pearson and Johnson, 1978).

Content schemata help a reader make sense of written content by providing a context or frame of reference. Content schemata help us anticipate an author's ideas and provides a cognitive framework for relating what we know to what we read. By using content schemata, readers can organize, understand, and remember content (Roe, Stoodt, and Burns, 1983).

To aid comprehension, teachers should assist students to develop schemata for content topics. Strategies to develop schemata for content reading are used prior to reading to increase knowledge and to make

students aware of the relationship between their own knowledge and the text (Roe, Stoodt, and Burns, 1983).

Textual schemata are composed of a reader's knowledge of the structural characteristics of written content. Textual schemata provide the general outline for material when we read (Bowman, 1981). Readers use their knowledge of a particular form of writing to predict, follow, and organize the materials they read. Oakan, Wiener, and Cromer (1971) stated that organization of content is an important component of reading comprehension. A content area teacher can help students understand reading material by teaching them to perceive text organization and the thought relationships reflected in the organization of various types of texts (Roe, Stoodt, and Burns, 1983).

Prediction helps students look for the author's meaning; it also helps them concentrate on important ideas and eliminate unrelated ones. A reader's prior knowledge (schemata) makes it possible to form hypotheses (predictions) regarding the author's message. Strategies for teaching prediction should raise students expectations for reading content and should help students create a mind set for following the author's presentation of ideas and information.

Advance organizers and purposing questions can be used as techniques to aid students using prediction for comprehension (Roe, Stoodt, and Burns, 1983).

Reading comprehension is comprised of thinking about what one has read (Rubin, 1983). Therefore, a role of the teacher is to motivate students' thinking, encouraging the development of thinking skills by the use of the technique of questioning. An outline for developing thinking, (levels of reasoning) can be constructed using the following four categories: literal, interpretive, evaluative (critical), and creative (Roe, Stoodt, and Burns, 1983).

The literal level of reasoning involves ideas that are directly stated in the content. Main types of literal level thinking include: recognizing and recalling stated main ideas; recognizing and recalling details; recognizing and recalling sequence; following directions; recognizing stated cause and effect; and paraphrasing content. The literal level of comprehension is the basic level, the one on which the other levels of understanding depend (Roe, Stoodt, and Burns, 1983).

Interpretive (inferential) thinking involves relating facts, generalizations, definitions, values, and skills (Sanders, 1966). Readers learn to interpret implicit meanings from context. A low-level

Interpretation involves inferences, those by which the reader recognizes the unstated relationship between sentence clauses or between sentences in a paragraph. Higher-level interpretations include identifying unstated ideas, implied motivation of people presented in the work, the author's purpose, the author's attitude toward the subject, and the mood of the text (Lamberg and Lamb, 1980).

Evaluative or critical reading, the third level of thinking, forces the reader to make judgments about the quality, value, and validity of the content being read. To make judgments, the reader compares content with criteria derived from experience, research, teachers, and experts in the field. Critical readers need to recognize the author's purpose and point of view as well as be able to distinguish fact from opinion (Roe, Stoodt, and Burns 1983).

Creative reading is the effort to go beyond the information read to find new ways of viewing ideas, incidents, or characters that may stimulate novel thinking and production. Creative thinking occurs after the reader has read and understood a selection and requires understanding at the literal, interpretive, and critical levels (Roe, Stoodt, and Burns, 1983).

Reading Social Studies Content

Social studies content is written to teach concepts, facts, and generalization (Fraenkel, 1973). Reading is an intrinsic part of the classroom teaching of content. A cursory review of content curriculum will show the importance of teaching students how to obtain information along with teaching subject matter. All subject matter learning depends in large measure on the student's competence in the language of the subject. They must understand the vocabulary and syntax used in each subject and be able to use language skills to aid their own internalization of the information. Competence in the language of the subject requires the use of various aspects of the language arts as they apply--reading, writing, speaking, and listening--a knowledge of, and, familiarity with the linguistic structure of language (Shepherd, 1978).

The demands students encounter in all content areas can be placed within the following four categories:

- a) Technical vocabulary
- b) Types of writing
- c) Textbook reading
- d) Studies skills (Lamberg and Lamb, 1980)

Content area teachers' instructional strategies in assisting students to meet these demands, form a springboard for content area reading.

Technical vocabulary are the words encountered when students read textbooks which are unfamiliar. These words can be categorized as either general or technical. Technical vocabulary according to Dillner and Olson (1977), consists of words and usages of words peculiar to content areas. New words and meanings may be encountered by students in unfamiliar types of writing.

Students need to become familiar with different types of writing and require instruction in the characteristics of certain types of writing (Lamberg and Lamb, 1980). Dillner and Olson (1977) and Herber (1970), suggest instructing students in four patterns of organization: chronological order, cause/effect relationships, enumeration, and comparison/contrast.

The textbook remains the main tool of instruction in the content areas (Aukerman 1972). Students need help in recognizing and understanding authors' organizational patterns of textbooks. Students also need to be aware of and to practice using textbooks aids. These are sections provided to make textbooks' readable and include: tables of contents, indices, chapter introductions, summaries, subheadings,

italicized words, pronunciation keys, glossaries, definitions within the text, application exercises, and visual aids (Aukerman 1972). Generally speaking, students read for the purpose of acquisition and comprehension of the content. Practically speaking, students read to prepare for other academic performances: participation in discussions, problem solving, test taking, paper writing, and note taking from lectures, films, and other media (Cohen, 1973). It is through these performances that students apply what they have read and gain even greater understanding of the content. It is also through these performances that students are evaluated. These performances require proficiency in study skills.

Many students who have no difficulties reading or understanding content are unsuccessful because they lack strategies for studying for tests or organizing notes taken from reading and/or content area lessons. Study skills can help students who have difficulties either in understanding content or in reading. Students with and without reading problems may also have difficulty in the daily situations of managing their time. Self-management or work-study strategies can be taught as study skills (Cohen, 1973).

Any content area teacher can list a number of reasons for learning the subject they teach. Reasons

that may be given will range from a statement that the subject is required by a state or district curriculum, to a statement that notes the value of expanding the student's background of knowledge about their heritage. Whatever the reasons, most content teachers are convinced about the pertinence of their subject (Shepherd, 1978).

The goals of education can be related to the teaching of content and specifically to the teaching of reading in the content areas. Educators must aim:

1. To help students acquire a better understanding of the various facets of the society around them
2. To provide the background knowledge about the history of peoples, the arts, ideas, discoveries and inventions which affect our ways of living
3. To develop insights, into, and, critical evaluation of the concerns and issues of society
4. To strive toward an understanding of the interdependence of science, nature, technology, society, and the individual
5. To enable the student to acquire basic knowledge which will lead to vocational skills
6. To develop the capacity of students to adapt to the change and growth in information and institutions

7. To help students in their use and understanding of the techniques of communication
8. To strive with students to develop critical independent thought, their personal values, and, a concern for the responsibilities of others as necessary prerequisites for intelligent democratic living (Shepherd, 1978).

These outcomes are intangibles. They involve the formulation of attitudes and the nature of the individual's perception of themselves and of society. There is no direct road to these outcomes and our teaching cannot guarantee them. Teachers can, however, work toward them as the student becomes proficient in specific skills and can apply them in different situations (Shepherd, 1978).

Social studies classes are concerned with the study of human behavior. The area of social studies encompasses many academic disciplines (Ehman, Mehlinger, and Patrick, 1974). Fraenkel (1973) includes the following subjects under the social studies discipline: history, anthropology, geography, economics, political science, psychology and sociology. Social studies is at the core of the secondary school curriculum. One of the reasons students need to read social studies content is so they can become effective citizens of a democracy. To read social studies

content effectively students must develop reading skills that will enable them to:

1. Understand the ideas and viewpoints of others
2. Acquire and retain a body of relevant concepts and information
3. Think critically and creatively, thus developing attitudes, values and the ability to make decisions (Roe, Stoodt, and Burns, 1983)

The recently published social studies curriculum guidelines by the National Council for the Social Studies (Mahony, 1978) looked at four interrelated elements: knowledge, abilities, valuing, and social participation--through which teachers can work toward the goal of preparing young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. A brief look at these elements is necessary. Knowledge, refers to the reservoir of data, ideas, concepts, generalizations, and theories, which in combination with thinking, valuing, and social participation can be used by the student to function rationally and humanely.

Abilities, are the means by which objectives are achieved. The abilities that students need are intellectual, data processing, and human relations competencies. Valuing, refers to helping students

learn about different value systems to prevent an ethnocentric view of the world. Valuing does not mean indoctrination but rather enlightenment. Social participation, refers to the application of knowledge, thinking, and commitment in the social arena--at the

local, state, national, and international levels... Programs ought to develop young adults who identify and analyze both local and global problems and who participate actively in developing alternatives and solutions for them.

These four elements are all interdependent and form a powerful connection in which knowledge is the foundation, abilities are the means by which we obtain and use knowledge, valuing is the way we view the world around us, and social interaction is the way we interact with that world (Narang, 1976).

Teacher Effectiveness

Since 1970, considerable advances have been made in the study of teacher effectiveness, the process (instruction)--product (effect on student's learning) paradigm, and teacher's intentions, goals, judgments, and decision making strategies. Because of the lack of significant findings in past inquiries, researchers began to reevaluate these efforts in effective teaching research (Rupley, Wise, and Logan, 1986).

Shulman (1970) suggested that past research in teacher effectiveness often appeared unsuccessful and felt the future should include a change in training educational researchers, as well as modification to create the necessary conditions for research. One advance was an increased interest in using observation to study teaching in actual classroom settings.

Researchers began to focus more on the process of instruction and its effect on students' learning.

Duffy (1981) described process-product research:

Process-product studies employ observation tools which trained observers use when visiting classrooms to record how often a particular phenomenon noted on the observation form occurs in actual practices. The combined observations are analyzed, with the individual teacher as the unit of analysis, to determine the correlation between particularly coded items and achievement tests and/or by less formal attitude measures. Influenced by the behavioristic tradition the focus has been the overt acts of teachers and the relation between the frequency of these acts and various measurable outcomes.

The process-product paradigm marked an advancement in the study of teaching. Although this approach was criticized for reasons such as weakness in reliability and validity of observation instruments and in design and analysis associated with correlational studies,

several clusters of effective teaching strategies did begin to emerge during the 1970s. A reason for this progress was that investigators were evaluating the use of a process-product research methodology (Rupley, Wise, and Logan, 1986).

McNeill and Popham (1973) studied the assessment of teacher competence. McNeill and Popham (1973) set forth:

The single most important deficiency in research on teacher effectiveness is the failure to use outcome measures of a teacher's personal attributes, such as his personality or education, his background, or the measures of instructional processes such as his instructional strategies or his verbal behavior in the classroom. When one considers the idiosyncratic backgrounds of teachers, and pupils, the great range of typical instructional objectives, and the immense variation in the environments where teaching occurs, it is unlikely that any processes or personal attributes on the part of teachers will invariably produce pupil growth.

According to McNeill and Popham (1973), one problem associated with past research in teacher effectiveness has been that researchers studied teacher behaviors and assumed that these were related to student growth. McNeill and Popham (1973) suggested that researchers should use specific direct observation systems designed to obtain accurate accounts of what takes place in the classroom. They believed that these instruments are legitimate tools for the assessment of classroom behavior and should have implications for improving

instruction. They also felt that contract plans and performance tests are promising tools for gathering information about teacher effectiveness and that research on these tools was needed.

Rosenshine and Furst (1973) published a study on the use of direct observation to study teaching. The purpose was to introduce the varied instruments available for classroom observations; encourage researchers to develop procedures for describing teaching in a quantitative manner; encourage correlational studies in which the descriptive variables are related to measures of student growth; and encourage experimental studies in which the significant variables obtained in the correlational studies are tested in a more controlled situation.

Four types of uses for observational systems were examined and described at great length to: describe current classroom practice, train teachers, monitor instructional systems, and investigate relationships between classroom activities and student growth. Rosenshine and Furst (1973) were concerned over the lack of experimentation in which these instruments were used to the advantage for which they were designed. The tools were there, but tools alone could not accomplish the job. The implementation of these tools in research was the next step.

An entire book on the study of teaching was published by Dunkin and Biddle (1974) believing that progress had been made in the past twenty years in the study of teacher effectiveness. Whereas early research focused primarily on the study of teacher qualities or training, the focus had shifted to the processes of teaching. Teachers and students in interaction were the focus of research at the time of their study.

The process-product paradigm of the late 1970s changed the direction of research. Teacher effectiveness is now perceived as a concept that Duffy (1981) describes as reciprocal interactions between teacher and context, with effectiveness being a multifaceted function of this interaction.

Shulman (1980) supports this conclusion stating that the teacher's multiple role of instructor, curriculum planner, organizational member and tutor needs to be recognized. Teachers need to work effectively within each grade level while negotiating across grade levels. Shulman (1980) believes that the concept of teacher effectiveness differs depending upon how researchers define and assess effectiveness.

Lanier (1982) reports that contemporary teacher training programs emphasize practical know how. Emphasis on practical technique conveys to teachers that someone "higher up" in the system usually makes

important decisions. In addition, Lanier (1982) notes that teachers receive little training in learning to analyze and make difficult decisions of uncertainty, such as selecting from and deciding upon various means of monitoring student progress, so that effective feedback and subsequent decisions regarding new or revised learning tasks can be appropriately related.

Shavelson and Stern (1981) have identified two fundamental assumptions about the thought processes of teachers in a recent review of literature. The first assumption is that teachers are rational professionals who make judgments and carry out decisions in an uncertain, complex environment. Shavelson and Stern (1981) contend that this assumption refers to teachers' intentions for their judgments and decisions rather than to their behavior for two reasons: 1) some teaching situations call for immediate rather than reflective responses that may preclude rational processing of information to make an informal judgment or decision, and 2) the capacity of the human mind for formulating and solving complex problems like those presented in teaching is small compared to the enormity of some "ideal" model of rationality. Shavelson and Stern (1981) explained that in order to deal with problems at hand an individual will construct a simplified model of a real situation. The teacher

exhibits behaviors with respect to this simplified model of reality. Teachers behave reasonably in making judgments and decisions in an uncertain, complex educational environment. Shavelson and Stern (1981) caution that while teachers may act reasonably, this does not necessarily mean that their decisions are optimal with respect to the teacher's or someone else's goal.

The second assumption is that a teacher's behaviors are guided by thoughts, judgments, and decisions. Yet, research in this area is difficult because we must first understand how thoughts transfer into action (Shavelson and Stern, 1981).

Nisbett and Ross (1980) pointed out the question of the relationship between thought and action in teaching:

We also say little about precisely how people's judgments affect their behavior. This is neither an oversight nor a deliberate choice. We simply acknowledge that we share...psychology's inability to bridge the gap between cognition and behavior, a gap that in our opinion is the most serious failing of modern psychology.

Staff Development

The goal of designing staff development systems according to Wood, Thompson and Russell (1981) is to generate an environment which meets organizational and

Individual needs, and, has the ability to modify itself as perceived needs and conditions change. Staff development programs hold the promise of creating a means of problem solving potentially more effective than many of the panaceas which have been and continue to be put forward.

The term "staff development" is open to many definitions and interpretations. For the purposes of this review, staff development means any systematic attempt to alter the professional practices, beliefs, and, understandings of school persons toward an articulated end. It is important to acknowledge the presence of the words "school persons" as opposed to the more typical use of the word "teachers." By definition, staff development involves all of those persons who make up the organizational entity called the school. This includes administrators, supervisors, teachers, support personnel, and any others who work toward the accomplishment of the mission of the schools they serve (Griffin, 1983).

Four phenomena which, directly or indirectly, provide substantial foundations for rethinking both school improvement and professional growth are as follows:

1. The knowledge base regarding the characteristics of effective schooling practices have increased dramatically during the past decade. The school culture has received research attention and the result has been the specification of certain institutional regularities that are associated with school effectiveness (Rutter, Maughan, Mortimore, Ouston, and Smith, 1979). Our understanding of how adults (students) learn has grown to the point that we can begin to predict what strategies will be most appropriate for increasing school-related knowledge and skill (Sprinthall and Thies-Sprinthall, 1982). Thus, the content and process dimensions of school change and improvement, through working with school professionals, are more solidly supported than in past years (Griffin, 1983).
2. The research attention has been paid to staff development efforts in recent years with the result that there is now a hint of predictability built into the efforts (Griffin, Hughes Jr., and Martin, 1982). Research efforts are still in an exploratory period and the findings are often confounded by methodological and conceptual problems. There is, however, a

growing body of evidence to suggest that certain approaches to professional development are, all things considered, more potentially powerful than others (Griffin, 1983).

3. The expectations for schools held by members of school societies are being expressed with greater clarity and with more vehemence. The schools are in place, and, there appears to be an inclination toward improving them rather than replacing them with another untested teaching-learning instrument. The idea is influential upon the establishment of carefully conceptualized strategies for changing schools, in this instance the enactment of staff development programs (Griffin, 1983).
4. The state of schools as social institutions is such that change is seen as essential by most (and often disparate) groups in the society (Griffin, 1982).

The goal of designing staff development systems according to Wood, Thompson and Russell (1981) is to generate an environment which meets organizational and individual needs and has the ability to modify itself as perceived needs and conditions change. There are a myriad of ways to view people, schools, and change that affect how inservice education is designed, delivered

and assessed. The approach to designing inservice education that will be presented here is shaped by a number of assumptions (Wood, Thompson and Russell, 1981). Most of these assumptions have support from research. The following are the beliefs that have guided the development of the five stage approach to inservice education:

1. All personnel in schools, to stay current and effective, need and should be involved in inservice throughout their careers (Joyce and Peck, 1977)
2. Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development
3. Inservice education should have an impact on the quality of the school program and focus on helping staff improve their abilities to perform their professional responsibilities (Hart, 1974; Wagstaff and McCullough, 1973; Ernst, 1975; Edelfelt, 1977)
4. Adult learners are motivated to risk learning new behaviors when they believe they have control over the learning situation and are free from threat of failure (Withall and Wood, 1979)

5. Educators vary widely in their professional competencies, readiness, and approaches to learning
6. Professional growth requires personal and group commitment to new performance norms
7. Organizational health, including factors such as school climate, trust, open communication, and peer support for change, in practice influence the success of professional development programs (Goodlad, 1975)
8. The school is the primary unit of change, not the district or the individual (Goodlad, 1975).

Inservice education may be viewed as having five distinct but related stages. These stages include Readiness, Planning, Training, Implementation, and, Maintenance (Wood, Thompson and Russell, 1981).

Stage I, Readiness, emphasizes selection and understanding of the commitment to new professional behaviors by a school staff or group of educators. Stage II, Planning, develops the specific plans for inservice program stages to achieve the desired changes in professional practice selected in Stage I. In the Training stage, Stage III, the plans are translated into practice. The Implementation stage, Stage IV, focuses on ensuring that the training becomes part of

the on going professional behavior of teachers and administrators in their own work setting. Stage V, Maintenance, begins as new behaviors are integrated into dally practice. The aim of the final stage is to ensure that when a change in performance is operational, it will continue over time (Wood, Thompson, and Russell, 1981). While these stages are distinct and tend to be sequential, they are part of an ongoing, overlapping cycle of inservice education.

There are several personnel responsible for the development of reading ability at the secondary school level at the Roosevelt Junior Senior High School. Among these people are content area teachers, Chapter I reading teachers and administration. It is essential for all personnel to have an understanding of reading, since understanding helps to facillitate the teaching of their particular subjects. Factors that influence secondary reading programs include: the wide range in reading ability among junior and senior high school students, dissatisfaction with school reading achievement (California Achievement Test), the trend toward minimal competency testing that is presently in vogue (Regents Competency Tests and the Preliminary Regents Competency Tests), and, many secondary teachers' lack of competency in the study of reading. A staff development, at Roosevelt Junior Senior High

School, Roosevelt, New York, incorporating faculty instruction of reading skill content area strategies, student practicing of the strategies, and feedback on the implementation of the strategies, was an attempt to bring about change.

CHAPTER III

METHODOLOGY

The project commenced in the spring of the 1989-1990 school year and continued through the spring semester at the Roosevelt Junior Senior High School, situated in Roosevelt, New York. It included a seventh grade social studies class, a tenth grade social studies class, and, a Chapter I reading class. A total of eighty-one Black students, fifteen Hispanic students, two social studies teachers, and, a Chapter I reading teacher were involved. Other members of the faculty were kept apprised of the purpose and nature of the project. The researcher lead five staff development workshops focusing on developmental reading instruction strategies to be used in the content area of social studies. The strategies allowed content area teachers to diagnose, prescribe, and, evaluate students' strengths and weaknesses, leading to a measurable, observable, and, testable demonstration of content mastery.

The intention of the project was to develop the students' competence to independently evaluate many types of printed material. The goal consisted of the ability to acquire understanding of the content area, and, to develop an interpretive, critical, and,

creative thought process. A relationship was established in content area teaching between factual understanding and application of facts.

The following are some comments that were made by Junior and senior high students on an Informal assessment, distributed prior to the study, regarding reading in their social studies classes:

1. I don't understand what I just read.
2. It's boring.
3. I don't know how to answer the questions.
4. What do we have to do?
5. What does this have to do with anything?
6. Can't read it; Don't want to read it.
7. It's too long to read.
8. Where do we find the answers?
9. Left my textbook in my locker because it was too heavy to carry.
10. This isn't fun.
11. This isn't math, I'm not doing a graph.
12. All we do is read and answer questions.
13. I don't want to read out loud.
14. Why am I reading this?
15. Why is Ms. "X" asking us to read this?

Some concerns that were informally expressed by members of the faculty, regarding teaching skills in the content area of social studies prior to the study were:

1. I don't have time to work with the unmotivated, skill deficient student on a one to one basis.
2. I was trained to teach social studies, not reading.
3. When will the District stop adding additional responsibilities to my job? I have enough to teach just getting through the mandates of the New York State Regents' Action Plan.
4. Students should know how to read before they come to junior senior high school.
5. How can I work with students on at least three or four different reading levels all in the same period?
6. Why hire Chapter I reading teachers if I have to teach reading too?
7. I don't feel comfortable teaching reading skills.
8. How can I reach students two or three years below grade level?
9. I don't know how to integrate reading skills into the curriculum.

10. They (the students) should be tested. I think some of them belong in "special education" classes. I'm not trained to teach "special education."
11. The District is judged by scores on New York State tests, for example, Program Evaluation Tests, Regents' Exams, Regents' Competency Tests. My students have to do well. But how can they do well if they can not read nor understand what they have read?
12. Teaching reading is a concern only at the elementary level.
13. Reading needs at the junior senior high school level should only be addressed by remediation.

Members of the Administrative Team informally expressed the following concerns regarding the basic reading skills demonstrated by many of our students:

1. Look at our low scores on the New York State exams in comparison to other districts.
2. How can they (the elementary school faculty) state that reading skills were taught and mastered by these same students? Once you learn to read, you don't forget.
3. Why can't some of our children read? How did they get this far?

4. I can't get some of my teachers to incorporate different tools in their methodology. We could reach more students this way. Many of them only want to teach using the same textbook for all students.
5. If they (the students) can't read, how can they be successful in science, English, and social studies?
6. It's easier for my teachers to give those students (those having difficulty reading) the answers. They'll never find them anyway.

Teachers, and members of the Administrative Team, indicated a desire for improvement of student reading skills in the content areas, especially, social studies, due to the increase in regulations set forth by the New York State Regents Action Plan. The researcher recognized the need to plan a staff development program which would address the problem. Needs assessment surveys were given to participating seventh grade students, tenth grade students, and, Chapter I reading students, to target areas of concern. They included: a "Social Studies Checklist" (see Appendix A); a "Reading Goals Checklist" (see Appendix B); and, a "Learning Style Checklist" (see Appendix C) (Cornett and Cornett, 1980). A "Content Area Teachers'

Perception of Qualification in Reading Instruction" survey (see Appendix D) (Flanagan, 1975) was administered to the two faculty members from the Social Studies Department. They, and the Chapter I Reading Teacher, completed the "Preferred Roles of a Reading Consultant" (see Appendix E) (Bullock and Hesse, 1981) Instrument. The results of all instruments were analyzed and prioritized. Staff Development workshops were planned addressing items which were repeatedly of concern. A sizable literature review concerning reading skills and content area reading was utilized to furnish volunteers with pertinent information addressing relevant topics.

The project was based on four assumptions which provided a foundation for teaching reading in the content areas:

1. Reading in the content areas was part of the total school reading program. One such area was social studies. Instruction was provided in the skills required to read printed materials employing many formats. The students needed to exercise their skills through a reading program providing a wide range of activities. The skills were not the subject matter, but, the tools with which to obtain information.

2. All faculty members were responsible for helping students read in their content areas. The faculty member thought best qualified in the specific subject was chosen to adapt reading skills to it.
3. The focus of teaching was shifted from teaching content, to reading and understanding content. Teaching reading was not an activity separate from content but a part of it.
4. A commonality of skills in all content areas was recognized just as there was specific application to each content area, for example, study skills, comprehension, and vocabulary (Shepherd, 1978).

Inservice training workshops included the following:

1. Addressing academic and behavioral objectives requiring attention as derived from the results of student and faculty questionnaires and informal conversations
2. Addressing assessments of students (informal and formal)
3. Addressing assessments of materials
4. Addressing development of selected reading skills

5. Addressing the cooperative planning of activities and exercises drawing upon the experiences and backgrounds of students to develop reading concepts and skills

The researcher was concerned with assisting students to acquire essential reading skills, using quality methods and materials, combined with teacher intervention. The project was intended for secondary school teachers who had little or no preparation for teaching reading and who expected students to read with mastery in content areas.

This action research was concerned with process. The procedures incorporated the techniques which showed how information could be obtained. A collaborative staff development project evolved with a concern for teaching the "what" of content, and how the student may obtain the content.

As a research model, the conventions of action research were employed due to its responsiveness to this study. Cohen and Manion (1985) defined action research as

situational--it is concerned with diagnosing a problem in a specific context and attempting to solve it in that context; it is usually collaborative--teams of researchers and practitioners work together on a project; it is participatory--team members themselves take part directly or indirectly in implementing the research; and it is self-evaluative--modifications are continuously evaluated within the ongoing

situation, the ultimate objective being to improve practice in some way or other.

Evaluations (formative and summative) were used to assess the study. Formatively, the academic and behavioral objectives were modified to conform to feedback from the participants keeping within the parameters of the stated goals. Summatively, students' grades and attendance to classes were monitored by the faculty members and shared with the researcher for analysis during the 1989-1990 school year.

Involving Others in Planning

Students, members of the social studies and Chapter I reading faculty, administrators, and the researcher were designers of this staff development project. Discussion groups proposed ideas relating to the reading skills necessary for success in the content area of social studies. Teachers shared strategies required to increase students' abilities:

1. To comprehend written material
2. To understand vocabulary in context
3. To know "how" and "what" to study
4. To demonstrate content understanding by performing successfully on teacher prepared and State mandated exams

Workshop topics emerged as a result of these collaborative discussions. Of the participating groups, the faculty members played the major role in developing change strategies as they dealt directly with the students.

The concerns of eighty-one students were solicited from three surveys: a "Social Studies Checklist;" a "Reading Goals Checklist;" and, a "Learning Style Checklist" (Cornett and Cornett, 1980). The "Social Studies Checklist," (see Appendix A) contained seventy items that required the student to put a "+" beside the items they enjoyed reading about; and an "x" beside the items that sounded somewhat interesting. The "Reading Goals Checklist," (see Appendix B) listed fifteen characteristics of a good reader and used a scale of one through five (1-Always, 2-Usually, 3-Sometimes, 4-Seldom, 5-Never) to weight the students' opinion of their personal reading habits. Students circled the number associated with the characteristic that told the most about themselves as a reader. The "Learning Style Checklist," (see Appendix C) requested the students to think about the way in which they learn best by responding to questions about study habits. The students realized that they were interested in some areas of social studies, but, could not agree on specific areas of interest. The students did agree,

however, that becoming interested in social studies would quickly improve their reading skills and were willing to complete the four surveys during class.

The concerns of the faculty members were solicited from two surveys: the "Content Area Teachers' Perception of Qualification in Reading Instruction" (Flanagan, 1975), and, the "Preferred Roles of a Reading Consultant," (Bullock and Hesse, 1981). The "Content Area Teachers' Perception of Qualification in Reading Instruction," (see Appendix D) consisted of twenty-seven items that asked faculty members to indicate qualifications. The "Preferred Roles of Reading Consultant," instrument (see Appendix E) contained forty-two items. Respondents were asked to reply to items either positively or negatively.

Members of the social studies faculty shared concerns with the researcher regarding their frustrations in the classroom. Many students were not demonstrating mastery of the content and students were not completing assignments. It appeared that there were members of the faculty willing only to complain, blame the District, other teachers, and, continue to teach using unsuccessful methods. There were members of the faculty willing to participate in staff development workshops, but, who wanted to be given immediate hands on techniques to ameliorate the

situation. And, there were members of the faculty willing to share thoughts, concerns, personal inadequacies, participate in workshops, and, execute an action research project.

In order to enhance the levels of expertise in this action research, the researcher individually approached the five faculty members of the Chapter I Reading Department to enlist their participation in the project. One member expressed a desire to become actively involved in the staff development workshops, however, due to her split schedule in the District (one half of the day devoted to servicing primary school students and the other half devoted to junior high school students) she did not feel she could offer enough time to the project. Another member of the faculty stated her present interest was assisting the "English as Second Language" students and preferred not to become involved. Two other members of the faculty stated they would prefer to develop techniques for the students in need of assistance on the New York State Regents Competency exams, and chose not to volunteer to participate in the workshops. The remaining member of the faculty, although already employing techniques assisting students toward improving their reading skills in the content area of social studies, welcomed

the opportunity to become involved in the action research.

Drawing from two departments, the researcher included two faculty members from the Social Studies Department and one faculty member from the Chapter I Reading Department in the five staff development workshops. Consent to perform this study was acquired from the Principal. The faculty members signed consent forms (see Appendix F) permitting the researcher to share acquired information in this dissertation. Concerns expressed by students, members of the faculty, and, administrators provided the agendas for the sessions.

The three participating members of the faculty were females, one age fifty-two, and, two age fifty-six. Participant 1, was a fifty-two year old African American female, seventh grade social studies teacher. She holds dual undergraduate majors of Elementary Education and Secondary Level Social Studies, and, a graduate major in Reading. She brought fifteen years of teaching experience to the classroom. Participant 2, was a fifty-six year old European American female tenth grade social studies teacher. Her undergraduate major was American History, and her graduate major was Education. She had thirty-six years of teaching experience. Participant 3, was a fifty-six

year old European American female Chapter I Reading teacher. She had been teaching for sixteen years and had an undergraduate degree in Psychology, as well as certification in Reading and Special Education.

The teachers chose three classes to participate in the action research project: one "B" class (average ability grouping) seventh grade social studies class; one "C" class (below average ability grouping) tenth grade social studies class; and, one Chapter I Reading class consisting of junior high students having California Achievement Test scores, in May, 1989, below the State Reference Point (twenty-third percentile).

The teachers provided the researcher with the following data:

1. The attendance of each student in the participating classes for the second, third, and, fourth quarters of the 1989-1990 school year
2. The academic grades for the second, third, and, fourth quarters of the 1989-1990 school year
3. The oral and written assessments concerning the action research

This action research took place for twelve weeks during the second, third, and, fourth quarters of the 1989-1990 school year. The classes met five times a week for thirty-eight minutes per session. At the

conclusion of the twelve week period the members of the faculty administered one post-study survey, a "Reading Goals Checklist," (see Appendix B) to assess the students' reading goals. Faculty members also shared students earned grades for the second, third, and, fourth quarters with the researcher. The researcher reviewed the grades, personal interests, and, reading goals of the students.

Faculty members involved in the project supplied the researcher with oral and written assessments of the study at the conclusion of the research. The teachers cited difficulties, offered advice, and, expressed satisfaction at implementing developmental reading instruction strategies to the content area of social studies.

The following procedures were used to gather data:

1. The members of faculty volunteered information.
2. The members of faculty administered surveys to students.
3. The researcher administered surveys to members of faculty.
4. The researcher conducted five workshops for teachers.
5. The members of faculty diagnosed, prescribed, and, evaluated students' strengths and

weaknesses related to relevant reading skills required for social studies content mastery.

6. The researcher conversed with individual students to obtain feedback.
7. The researcher monitored students' performance and attendance in classes.
8. The researcher compiled and analyzed data.

All participating teachers were asked to complete the "Preferred Roles of a Reading Consultant," (Bullock and Hesse, 1981) (see Appendix E) and, in addition, the social studies faculty were asked to complete a "Content Area Teachers' Perception of Qualification in Reading Instruction" survey (Flanagan, 1975), (see Appendix D), which helped to form the workshop agendas.

At the conclusion of each workshop, the participating teachers completed assessment forms. They also gave oral feedback which was recorded by the researcher. Upon completion of the workshops, members of the faculty incorporated developmental reading concepts and skills in their classes. They had agreed to assess these skills by comparing students' grades and attendance to classes. They also administered a survey to analyze students' social studies and personal interests.

At the conclusion of the last workshop members of the faculty summarized their experiences. The teachers commented on:

1. The realization that all content area teachers must consider themselves reading teachers
2. The goal of a reading task is to obtain meaning from the printed page
3. All content areas must be employed as means to promote student's ability to comprehend
4. A desire for additional workshops

Staff Development Workshops

Five staff development workshops were coordinated by the researcher from February 6, 1990 to April 26, 1990, in the researcher's Administrator/Supervisor's office area at Roosevelt Junior Senior High School from 11:44 a.m.- 12:22 p.m. (see Table 1). The workshops were planned to assist junior/senior high teachers in the development of techniques to be utilized in the

classroom regarding the diagnosis, prescription, and evaluation of students' strengths and weaknesses.

TABLE 1

Staff Development Workshops
Diagnosis, Prescription, Remediation of Students'
Weaknesses

in Reading social studies Materials
February 6, 1990 - April 26, 1990
Roosevelt Junior Senior High School
Maureen Ann F. Fallon, Researcher

Staff Development Sessions	Dates	Behaviors
1	2/6/90	<ol style="list-style-type: none"> 1. Role Delineation 2. Goal Agreement 3. Need for Action Research 4. Ranking of Concerns 5. Sharing Perceptions 6. Assessments 7. Survey Dissemination
2	1/6/90	<ol style="list-style-type: none"> 1. Survey Examination 2. Curriculum Discussion 3. Comprehension Skills
3	3/21/90	<ol style="list-style-type: none"> 1. Addressing Vocabulary 2. Increasing Word Recognition 3. Building Word Power
4	4/4/90	<ol style="list-style-type: none"> 1. Sharpening Reading Skills 2. Devising Study Plans 3. Analyzing Study Skills; Test Taking Techniques
5	4/26/90	<ol style="list-style-type: none"> 1. Assessment Procedures 2. Grading 3. Implementation of Timeline 4. Data Collection

Staff Development Session 1

February 6, 1990

Introduction

Volunteer teachers were thanked for their willingness to participate in staff development workshops focusing on the diagnosis, prescription, and remediation of students' weaknesses in reading social studies materials. Social studies faculty members stated they had to incorporate reading skills into New York State mandated curriculums, but, were uncertain how to do so, and, all participants agreed that the social studies content objectives were so diversified that the content area teachers were justified in feeling confused. The Chapter I reading teacher was willing to come to their rescue and offer remedies. A consensus was reached whereby a more relevant solution was to cooperatively develop techniques to analyze the material that students were expected to read and demonstrate content mastery via measurable, observable, and, testable methods: Program Evaluation Test (Grade 8), Regents Examination in Global Studies (Grade 10), Regents Examination in U.S. History and Government (Grade 11), Regents Competency Test in Global Studies (Grade 10), and Regents Competency Test in U.S. History and Government (Grade 11).

Literature relating to reading, social studies, and, the New York State Regents Action Plan were provided for the participants to peruse at the beginning of the workshop. Discussion began concerning the time allotted to accomplish all that was required of the content area teachers and we all concurred that these sessions were sorely needed.

Purpose

The staff development workshop was designed to: delineate participants functions in the project, share perceptions regarding the teaching of reading in the social studies classroom, analyze the need for conducting action research, and, discuss the assessment of students and materials. The session was comprised of seven stated objectives and seven corresponding behaviors.

Objectives

Stated objectives for staff development session 1 were as follows:

1. To delineate participants' functions in the project
2. To collaboratively develop goal agreement
3. To confer regarding the need for action research
4. To prioritize reading/social studies concerns
5. To share perceptions of the teaching of reading in the social studies classroom

6. To assess students and social studies content area materials
7. To disseminate survey instruments

Process

The following behaviors coincided with the objectives by number:

Behavior 1--Delineating Functions

Collaboration among the researcher and the participants concluded with the following charges:

1. To be active staff development workshop participants
2. To share data acquired as a result of students' assessment forms
3. To share data acquired as a result of faculty members' assessment forms
4. To re-think reading/social studies interests and attitudes
5. To revive the social studies instruction to conform more closely with the wide range of students' reading abilities
6. To communicate knowledge and concerns with colleagues

Behavior 2--Goal Agreement

The participants and the researcher concurred upon the following goals:

1. To increase teaching of reading skills through content
2. To examine a variety of reading instruction techniques used by social studies faculty members to diagnose, prescribe, and, evaluate students' weaknesses in reading social studies materials
3. To develop student and teacher classroom behaviors creating a unified reading strategy for teaching students social studies with fluency and efficiency
4. To move toward increasing congruence among social studies faculty members and Chapter I faculty members
5. To view the process of reading as a necessary ingredient in the curriculum

Behavior 3--Need For Action Research

The researcher and participants shared numerous needs predicated upon the targeted population, professional knowledge, and, New York State Regents

Action Plan mandates. A lively exchange ensued. The following is a list of the needs for action research resulting from collaborative dialogue:

1. To assist the social studies faculty member with regard to student expectations and ways to help students meet those expectations
2. To heighten teachers' awareness that students have different reading backgrounds and needs
3. To increase teacher identification of students' wide range of reading skills
4. To arouse students' awareness of their social studies interests
5. To help students' establish goals for reading
6. To assist students' in finding individual learning styles
7. To aid teachers in incorporating an active reading process within the guidelines of the New York State social studies curriculums (Regents Action Plan)
8. To offer the techniques and help students need to enable them to control their own learning
9. To ameliorate negative attitudes toward social studies
10. To increase students' academic performance in social studies
11. To decrease teachers' frustration

12. To advance collaboration among teachers

Behavior 4--Prioritizing of Concerns

The participants initially expressed personal views concerning teaching. Agreement was not quickly reached regarding the perceptions of teaching reading in the social studies classroom. The researcher's role as catalyst was utilized to facilitate discussion. The following agenda to address needs emerged:

1. To collaboratively plan behaviors to increase teachers' ability to identify and cope with students' wide range of reading skills
2. To collaboratively plan behaviors offering the tools and help students need enabling them to control their own learning
3. To collaboratively plan behaviors aiding teachers in incorporating active reading processes within the guidelines of the New York State social studies curriculum (Regents' Action Plan)

The participants and the researcher concluded that the needs, cited in Activity 1, would appear during the course of the action research, if the aforementioned activities were carried out and examined.

Behavior 5--Sharing Perceptions

This activity was provided giving the participants occasion to exchange views regarding the teaching of

reading in the social studies classroom. Dialogue among two of the participants focused on the shortage of time during each academic teaching period (thirty-eight minutes) to impart not only the social studies content, but, methods to teach various reading skills. The other participant vehemently shared how the two aforementioned behaviors should be inculcated simultaneously. Student adherence to the Regents' Action Plan and the District curriculum alignment guides were major hurdles to the "taking of time" to teach reading.

The participants all agreed, however, that if the implementation of collaboratively devised developmental reading behaviors in the social studies content area could be achieved, students would demonstrate content area mastery by observable, measurable, and testable results, for example, Program Evaluation Testing, Regents' exams and Regents Competency Exams.

Behavior Activity 6--Assessments

The participants agreed that class period time limitations (thirty-eight minutes) played a major, negative role for all teachers, especially social studies, due to the required amount of content established by the New York State Regents Action Plan. The participants desired simple techniques for pairing students with appropriate reading materials, for

diagnosing students' reading problems, as well as strategies for assessing materials.

Collaborative agreement resulted in the following:

1. Assessment of students (informal)

A. The Cloze Procedure-a passage of 250 words is taken from the text with each fifth word deleted. The student supplies the missing words. The percentage of correct words supplied indicates how difficult the passage is for the student (Taylor, 1953) (see Appendix G)

B. Teacher Observations

2. Assessment of Materials

Behavior 7--Survey Dissemination

The starting point for collaborative planning was to be obtained from the data derived from pertinent surveys. The researcher disseminated the following instruments for completion by students and faculty member participants prior to the convening of the next staff development workshop: a "Content Area Teachers' Perception of Qualification in Reading Instruction" (see Appendix D); a "Preferred Roles of a Reading Consultant (see Appendix E); a "Social Studies Checklist" (see Appendix A); a "Reading Goals Checklist" (see Appendix B); and, "Finding Your Learning Style" (see Appendix C).

Staff Development Session 1--Feedback

An assesement form (see Appendix I) was distributed at the conclusion of the session and the researcher asked the participants to complete and return their analysis the next day. The researcher did not request any identifying information permitting participants to be as open as possible in assessing the initial staff development session.

Feedback revealed the following:

1. There always was familiarity on the part of the researcher to content
2. There always was responsiveness to concerns of participants by the researcher
3. There frequently was relevance of the researcher to inquires
4. There frequently was pertinent examples used by the researcher
5. There always was on-going participation during the workshop
6. There always was clear presentation of material by the researcher
7. There frequently was relevance of techniques and data disseminated for use after the workshop
8. There frequently was relevance of the staff development session agenda to participants needs
9. There always was evidence of organization

The feedback did not indicate any inconveniences in scheduling. No participant expressed an interest in changing the time (11:44 a.m.-12:22 p.m.) nor the format for future staff development sessions.

Staff Development Session 2

February 28, 1990

Introduction

The session began with a brief review of objectives and behaviors from staff development session 1, and, summarizing data obtained from assessment surveys. The session was planned to explore objectives and corresponding behaviors.

Objectives

Stated objectives for staff development session 2 were as follows:

1. To deliberate upon surveys completed by students and faculty member participants
2. To exchange views concerning New York State Regents' Action Plan and its congruence with Compensatory Education, Chapter I Programs
3. To realize that different kinds of reading require different kinds of understanding, and, a competent reader needs to have several kinds of understanding skills

Process

The following behaviors coincided with the objectives;

Behavior 1--Survey Deliberation

The researcher communicated the results of all surveys to the participants (see Chapter IV). The faculty members agreed that all feedback obtained was useful, however, data from the "Content Area Teachers' Perception of Their Qualification In Reading Instruction" (Flanagan, 1975) (see Appendix D) was the most stimulating. Careful analysis of the following two items from that survey was the basis for a spirited discussion.

The participants reported how qualified they were to create situations in the classroom in which students applied the reading skills taught in other classes (Flanagan, 1975). One content area faculty member reported being very qualified while the other content area faculty member replied oppositely. Participants shared scenarios which were applicable reflecting on locating the main idea and identifying supporting details, following directions, sequencing, and, by the end of the exchange, all participants were qualified to create situations in the classroom in which students applied the reading skills taught in other classes (Flanagan, 1975).

The participants also stated how qualified they were to provide instruction in reading graphic and pictorial aids such as charts, maps, tables, cartoons, and, diagrams (Flanagan, 1975). Cognizant of the fact that accurate interpretation of graphics and pictorial aids is required of students on the Program Evaluation Test (Grade 8), Regents Examination in Global Studies (Grade 10), Regents Examination in U.S. History and Government (Grade 11), Regents Competency Test in Global Studies (Grade ten), and, Regents Competency Test in U.S. History and Government (Grade eleven), participants expressed their instructional limitations and turned to each other for assistance. None of the respondents indicated they were qualified and developed strategies to improve their reading instruction in this skill. At the conclusion of this session it was agreed that a five minute class exercise would be provided for all students in the reading of visual aids, and, that a part of the daily homework assignment would include a reinforcing activity.

Behavior 2--Curriculum Discussion

This behavior was designed to permit the participants opportunities to share information regarding the mandates of the New York State Regents' Action Plan and the curriculum of the Chapter I Reading Program. Although the mandates were clearly set forth,

the participants speculated as to whether the State considered such concerns as diverse ability levels and varying reading levels when planning courses of study, or, if the mandates were devised theoretically.

Behavior 3--Understanding Skills

Participants stated that many of the students completed their reading assignments, but rarely remembered what they read. It was agreed that many students did not "understand" what they read. Discussion revealed that different kinds of reading required different levels of understanding. A competent reader requires several kinds of comprehension skills. Also, there were three basic levels to "understanding":

1. To locate facts and ideas
2. To be able to explain what you're reading in your own words
3. To be able to find similarities and differences as well as to locate unstated main ideas

Staff Development Session 2--Feedback

An assessment form (see Appendix I) was distributed at the conclusion of the session and the participants were directed to complete and return their analysis. In order to provide the participants an opportunity to be as candid as possible names of participants were not included.

By the close of the following day there were three completed assessment forms placed in the researcher's mailbox.

Feedback revealed the following:

1. There always was familiarity on the part of the researcher as to content
2. There always was responsiveness to concerns of participants by the researcher
3. There always was relevance of the researcher to inquiries
4. There always was pertinent examples used by the researcher
5. There always was on-going participation during the workshop
6. There always was clear presentation of material by the researcher
7. There always was relevance of techniques and data disseminated for use after the workshop
8. There frequently was relevance of the staff development session agenda to participants needs
9. There always was evidence of organization

Staff Development Session 3

March 21, 1990

Introduction

The researcher opened the session by reviewing objectives and behaviors from the previous session and introducing the idea that each social studies curriculum is built around concepts the teacher to incorporate into the students' memory. Each of these concepts can be represented by a word or group of words.

Objectives

The stated objectives for staff development session 2 were as follows:

1. To recognize that effective reading in social studies encompasses the student's ability to learn words (or unknown meanings for familiar words) encountered in assignments (Bullock and Hesse, 1981)
2. To create a social studies vocabulary by increasing word recognition
3. To help students become better readers by building word power (increased vocabulary)

Process

The following behaviors coincided with the objectives by number:

Behavior 1--Addressing Vocabulary

Discussion focused on the theory that before assigning any independent reading tasks, the content area faculty member should select and present to students, word(s) that describe the major concepts as presented in the New York State Syllabi. Presentation of a list of core vocabulary was deemed necessary in order for students to ultimately demonstrate content mastery by oral and/or written tasks. A consensus was reached that every content objective would be mastered by a working definition of the core vocabulary. Once the selection of vocabulary words was established, several additional steps were to be taken to assist the students in their content area reading skills. Students would learn to recognize the words as labels. They would become familiar with how the words appear, and, how they are pronounced. Lastly, students would get an impression of what a word means from context.

As students go through the process of reading assignments, discussion of what was read and/or the writing of reports must occur. The participants agreed that they had to be alert to clues indicating when students were experiencing difficulty reading a word or not completely understanding a word.

Behavior 2--Increasing Word Recognition

The participants and the researcher finally agreed that to "understand" a word, the student must be able to recognize it. For example, when the word "achievements" is recognized, its length and the distinct letters it contains is observed. Then, once recognized, one is ready to learn more about it (Cornett and Cornett, 1980).

The volunteer teachers realized that in order to build a social studies vocabulary students had to begin with word recognition. Discussion ensued as to appropriate techniques which lead to an increase in the skill of word recognition. The following emerged:

1. An increase in the teacher's usage of a word
2. An increase in the student's correct usage in conversation and writing (spelling accuracy) of the word
3. An increase in the teacher/student prepared flash cards for unfamiliar words
4. An increase in the creation of "seek and find" word puzzles
5. An increase in the creation of "eagle eye exercises" - a timed exercise to underline the exact vocabulary term as it first appears on a horizontal line

Behavior 3--Building Vocabulary

A litany of devices were shared as ways to increase the students' understanding and comprehension of what was read, for example, context clues, glossaries, dictionaries, peer tutoring, root words, and, word parts. It was agreed, however, that to benefit our population, the strategies incorporated to increase vocabulary would include the following: context clues, glossaries, and, word parts (prefixes, suffixes, and, roots). Our group decided that students' textbooks were to be used when instructing in the skill of using context clues to determine the meaning of a word by the way it appears in sentences. It was concluded that many words in social studies looked familiar because they had been seen in other contexts. However, these same words have special meanings in social studies and context clues would be beneficial in determining those meanings. Also devised was a list of "signal words" (like, such as, in other words, or, especially, means, for example) that call attention to the fact that context clues were about to be presented.

Students were not comfortable with the glossary as a device to increase understanding of printed material because they were not familiar with its use. Exercises were to be devised by the group to remedy the

situation. An idea was to encourage the use of the glossary instead of the dictionary because the meanings would be more social studies specific.

According to the teachers, many of the students were unfamiliar with examining word parts to build vocabulary. Time was devoted to examining parts of social studies words (prefixes, suffixes, and roots) and the ways in which those parts could be combined to form many words. By encouraging students to learn the meanings of the word parts they would build their social studies vocabulary. The participants compiled a chart depicting some word parts, with appropriate meaning and an example based upon social studies context (word part - "pre;" meaning - "before;" for example, "prehistoric") for presentation to the students). When the participants returned to the classes they were to work with students to create a similar chart relating examples to current areas of the curriculum.

Staff Development Session 3--Feedback

An assessment form (see Appendix I) was distributed to each participant at the end of the workshop. Again, no identifying information was requested so as to provide for unreserved comments. All completed forms were

returned within the next two days. Feedback revealed the following:

1. There always was familiarity on the part of the researcher as to content
2. There always was responsiveness to concerns of participants by the researcher
3. There frequently was relevance of the researcher to inquires
4. There frequently was pertinent examples used by the researcher
5. There always was on-going participation during the workshop
6. There always was clear presentation of material by the researcher
7. There always was relevance of techniques and data disseminated for use after the workshop
8. There frequently was relevance of the staff development session agenda to participants needs
9. There always was evidence of organization

The feedback substantiated a need to continue this action research. All agreed that the sharing aspect was long overdue.

Staff Development Session 4

April 4, 1990

Introduction

The researcher began the staff development session by providing a review of the vocabulary skills as concluded from the previous workshop. This session was designed to investigate objectives and corresponding behaviors.

Objectives

Stated objectives for staff development session 4 were as follows:

1. To become aware that an effective reader should read at several reading rates and speeds, according to the kind of material and the reason for reading it
2. To devise a reading/studying plan which promotes the concept that reading is a means to studying
3. To improve students' abilities to take notes on material, and, prepare for and be successful on tests

Process

The following behaviors coincided with the objectives by number:

Behavior 1--Sharpening Reading Skills

Discussion was focused on the components needed to make an effective social studies reader. The

participants decided that the students must be free of external and internal distractions, see relevance in the printed material, be able to adjust to an appropriate reading rate according to the kind of material being read and the reason for choosing it, increase reading speed, and, retain understanding (either verbally or written).

The researcher opened the discussion by demonstrating ways to effectively read social studies. The role of skimming (the ability to take in just the surface level of the material) emerged and was stressed by the Chapter I teacher. Social studies faculty expressed the belief that many of our targeted population do too much "skimming" and don't really "understand" what they have just read. The Chapter I teacher explained that the skill of "skimming" should be the initial step taken by the student in any social studies reading assignment and could be helpful at other stages also. The group decided they would give instruction in "skimming" for the following reasons:

1. To locate specific facts
2. To locate headings and subheadings
3. To create questions to be answered regarding the material read

4. To establish a purposes for reading "skimming," therefore, was a skill to be stressed in the social studies classroom.

One of the social studies faculty members shared that many of her students read too "slowly," while another faculty member stated that many of her students read too "quickly." Both concurred that the readers were mastering very little of the content as evidenced by oral and/or written assessments. The Chapter I reading teacher offered the following techniques regarding "fast," "middle," and "slow," reading speeds. Students should be instructed to read at different rates depending on the assignment. They should read "quickly" for enjoyment or to obtain a general overview of the material. At this pace the students are only required to get the main idea and few details, and, therefore, should be assigned the "fast" speed for "easy to read" material only. The "middle" speed should be utilized when students are required to interpret and obtain main ideas. Students should be encouraged to read at a "slower" speed when they are reading material that is challenging, difficult to understand, or, when the author presents a great deal of factual content into a short piece.

The participants felt uncomfortable regarding the assigning of reading rates for various social studies

assignments and reviewed a few situations to illustrate. For example, "skimming" was to be taught when the assignment required surveying a whole chapter before beginning study. A "slow" rate was to be used when the assignment required following directions for making a time line, and, a "medium" or "rapid" rate was to be use when the assignment required a quick overview of the problem.

The participants realized that the students needed learning strategies to read more quickly without sacrificing comprehension. A social studies teacher remarked that many of our students demonstrate reading practices which are indicative of "poor" reading habits. The Chapter I reading teacher quickly asked what she meant by "poor" reading habits. The reply from both social studies teachers was, "students move their lips and softly pronounce words when they 'silently' read, students use their fingers to point out each word as they read, students move their head back and forth as they read, and, students lean over their desk as they read." These were content area reading concerns which needed to be addressed. It was suggested that working with individual students to provide practice in reading, prevent forming each word with the lips, increase eye span fixations, reading phrases not single words, using markers placed under

the line being read, forcing eyes to move across each line, and, reminding students to place the spine at the back of the chair, would result in increased reading speeds with comprehension.

Behavior 2--Devising Study Plans

The common cry was that the students did not know how or what to study. It was agreed that a major difference between successful students and unsuccessful students was the way in which they studied. The participants brainstormed the characteristics of effective study systems and agreed the components of the "SQ3R" study system (which represents Survey, Question, Read, Recite, Review) designed for textbook reading, and, guaranteed to increase comprehension, memory, and, speed, was the system we would utilize (Robinson, 1970).

The researcher invited the participants to study a section of a chapter from a tenth grade textbook, Exploring World History, (Holt and O'Connor, 1983) in order to practice the "SQ3R" study system. The front of the text (title, author, date of publication, table of contents, and preface) and the back of the text (index, glossary, and, appendixes) were surveyed. The text was scanned to determine the author's organization within the chapters. The next task was to turn the headings of the section into questions so as to direct

our reading, keep us actively involved, and, prevent distractions from interfering with concentration. The participants read the assigned section, looked for answers to the formulated questions, and, made notes of other items of importance. Once the reading was completed only the material that was necessary to be memorized for a test was underlined, for example, key words and phrases, not whole sentences. After underlining, notes to be used as questions for self-testing purposes were put in the margins. Once a section of the chapter had been read and marked, the marginal notes were used to memorize the material. By covering the page in the textbook and looking at our marginal notes to see if what was underlined was remembered, responses were checked. Time did not permit completion of this stage for the entire section, but, all felt comfortable with the ability to instruct and explain the process to the students.

Reviewing, was considered the main ingredient to this reading/study plan. Students needed to see the value in retesting on the marginal notes from the whole chapter, a review one week later and then occasionally throughout the term, eliminating "cramming" for a New York State mandated Regents Exam or Regents' Competency Test.

Behavior 3--Analyzing Study Skills: Test Taking Techniques

The previous activity lead the participants to verbalize that the purpose of reading a textbook was to learn and remember a collection of information. The students would be able to make their content area textbook reading relevant as well as give the material meaning by associating it with past knowledge.

The participants revealed that students would be better prepared for their exams using the "SQ3R" study plan, however, success on the exams was doubtful. Views were exchanged regarding assessment formats, for example, multiple choice, true or false, and, essay questions, with the consensus that all exams were to be designed in the format of the Regents Exams or the Regents Competency Tests. One social studies teacher expressed that regardless of format, she needed help in preparing students to take the exam. Another social studies teacher stated that it appeared many students waited until the "night before" the test to begin studying. What was being sought were "test-taking techniques." The group separated suggestions into two sections: "preparing for a test" and "taking a test." Techniques to "prepare for a test" included: prediction of questions to be asked; use of "SQ3R" study plan; getting adequate rest the

night before; eating a good breakfast on test day; and, remaining calm. Techniques to "taking a test" included: "skimming" over the entire exam; pacing; answering questions that you are sure of first; guessing at answers unsure of; reading directions carefully; listening to instructions carefully; and, checking all work before handing in test.

Staff Development Session 4--Feedback

The assessment form (see Appendix I) was distributed and participants knew what they had to do. Feedback disclosed the following:

1. There always was familiarity on the part of the researcher as to content
2. There always was responsiveness to concern of participants by the researcher
3. There always was relevance of the researcher to inquiries
4. There always was pertinent examples used by the researcher
5. There always was on-going participation during the workshop
6. There always was clear presentation of material by the researcher
7. There always was relevance of techniques and data disseminated for use after the workshop

8. There frequently was relevance of the staff development session agenda to participants needs

9. There frequently was evidence of organization

Comments from two of the participants revealed that the agenda for this session was relevant, but, due to the meaningfulness of the sharing and time constraints, they wanted additional time to continue the reading rate discussion. Another comment revealed that more time should be devoted to the practice of the "SQ3R" study plan.

Staff Development Session 5

April 26, 1990

Introduction

The researcher thanked the participants for their feedback. Reading rate (words read per minute) and the strategies required to improve it, in conjunction with the ability to vary the rate according to purpose were topics that teachers were uncomfortable with and needed further discussion. The desire for additional practice in the technique of "SQ3R" with social studies textbooks was apparent and in time the students would benefit from their expanded sessions. The researcher agreed to arrange for further sharing at a mutually agreeable time.

Purpose

This staff development session concentrated on New York State mandated requirements, procedures for assessment and grading, designing an implementation timeline, and, providing a format for collecting data. The session consisted of four objectives and four related behaviors.

Objectives

Planned objectives for staff development session 5 were as follows:

1. To familiarize participants with New York State Regents Action Plan mandated assessment procedures
2. To become cognizant of prescribed methods for grading New York State mandated exams
3. To outline an implementation timeline for initiating the reading skills of understanding, studying, and, evaluating into social studies courses
4. To collaboratively prepare a format for collecting data: attendance, grades, attitudes, personal interests, and, reading goals

Process

The following behaviors coincided with the objectives by number:

Behavior 1--Assessment Procedures

Due to an increased concern with the quality of education, New York State mandated two criteria-referenced, Regents, or, Competency exams, in social studies (Global Studies and U.S. History and Government). The exams assess "basic" specific skills and are scored referenced a specific cutoff point. Successful grades on these, as well as additional minimum competency exams, are required in order to graduate from high school.

The group expressed concerns regarding students' success on the mandated social studies exams requirements. The group reviewed previously administered social studies mandated exams for format and content. It was agreed that the assessments taking place in the classroom had to be constructed in a parallel fashion. Directions and vocabulary were the focal points to be stressed.

Behavior 2--Grading

While discussing the New York State mandated requirements, the procedure for grading was simultaneously addressed. Agreement was reached that the scoring of assignments was to coincide with the procedure as established by the Regents Action Plan.

The New York State Regents Competency Test required students to write two ten point essays on U.S.

History and Government. Each question had a Part "A" and a Part "B" for a total of ten points. Part "A" was similar to the "pre-writing" done in English class. In this part, students were asked to list factual information about a topic. This was worth four points. Teachers rated Part "A" items on the basis of accuracy as well as how the items listed were connected to the general topic of the question. Part "B" was an essay based on the response to Part "A". It was worth six points. Teachers rated it by quickly judging whether the students provided accurate information, logical organization, and, an explanation of the terms and ideas presented.

Behavior 3--Implementation Timeline

The researcher and the participants collaboratively delineated the following timeline for implementing the reading skills of understanding, study, and, evaluation into social studies courses:

Monday, April 9, 1990..... Administer class selection
for study participation

Tuesday, April 10, 1990.....Administer "Personal
Inventory" to students

Wednesday, April 11, 1990...Administer "Social Studies
Checklist" to students

Thursday, April 12, 1990....Administer "Reading
Goals Checklist" to
students

Friday, April 13, 1990..... Administer "Learning
Style Checklist" to
students

Wednesday, April 18, 1990- Administer reading/

Thursday, May 31, 1990.....study skills in social
studies assignments

Friday, June 1, 1990.....Administer post "Reading
Goals Checklist survey"

Behavior 4--Collecting Data

Participants were advised to provide the
researcher with the following data in order to validate
the action research:

1. Participating students' earned scores on the
May, 1988, California Achievement Test in
reading and social studies
2. Participating students' attendance during the
second, third, and, fourth quarters of the
1989-1990 school year
3. Participating students' earned grades and
corresponding attitude grades during the second,
third, and, fourth quarters of the 1989-1990
school year

4. Oral/written comments during the process of the action research from participating teachers

Staff Development Session 5--Feedback

An assessment form (see Appendix I) was provided and the participants were expected to complete and return it the following day.

Feedback revealed the following:

1. There always was familiarity on the part of the researcher as to content
2. There always was responsiveness to concerns of participants by the researcher
3. There frequently was relevance of the researcher to inquires
4. There frequently was pertinent examples used by the researcher
5. There always was on-going participation during the workshop
6. There always was clear presentation by the researcher
7. There always was relevance of techniques and data disseminated for use after the workshop
8. There frequently was relevance of the staff development session agenda to participants needs
9. There always was evidence of organization

All forms reflected comments concerning the desire for further sessions. Participants shared the opinion that concentration on teaching reading/study skills in social studies was a vital component for students in order for them to demonstrate mastery on mandated New York State exams.

Summary

Five staff development sessions on the diagnosis, prescription, and remediation of students' weaknesses in reading social studies materials were presented at Roosevelt Junior Senior High School, Roosevelt, New York, for three participants (two social studies teachers and one Chapter I Reading Teacher) from February 6, 1990 to April 3, 1990.

Collaborative sharing, the review of literature, and, a self-examination framework, gave the five staff development sessions focus on developmental reading instruction strategies to be used in the content area of social studies. The participants and the researcher designed the objectives and accompanying behaviors for the sessions.

As the researcher/participant was involved in the daily undertakings of the project, there was observable intervention when problems arose. A variety of non-obtrusive measures, for example, needs assessment,

interest inventory, a reading goals checklist, a learning styles checklist, a perception of qualification in reading instruction survey, a preferred roles of a reading consultant survey, informal assessment of students, and a workshop assessment, were used to verify the results of the case study. An audio-taping of the workshops and lessons, and informal discussion occurred permitting the collection of data and enabling the participants to review and expand upon developments. Patterns of teachers' and students' behavior were looked for.

Evidence of effective teaching was observable and was reflected in students' achievements of teachers' prepared evaluations as well as an improved school climate. Teachers' enthusiasm were reflected in eagerness to incorporate additional skills into content area curriculum. The eagerness of the participants to implement the strategies in the classroom and to share with colleagues, substantiated intentions toward the plan. Teachers, charged with empowerment, were attempting to make a lasting change, and trying to do a better job of instructing for the benefit of the students.

CHAPTER IV

RESULTS

The results of the action research will be presented in this chapter. The chapter begins with demographic characteristics of students in the three selected classes, provides results of a fifteen question "pre" and "post" "Reading Goals Checklist," and, offers a synopsis of change in students' grades, attendance, and, attitudes during four quarters of 1989-1990 school year. The intent of this action research was to confirm the process of planning, implementing, and, assessing a collaboratively developed staff development project with faculty members employing strategies and techniques enabling the pre-examination of teaching reading, and, identifying skills and processes students need to perform well within the discipline of social studies.

Five propositions were devised to approach the teaching of reading:

1. To incorporate reading in the content areas as a component of the Chapter I Reading Program
2. To make all faculty members responsible for helping students read in the content areas
3. To change the focus from teaching content to reading and understanding content

4. To emphasize the commonality of skills in all content areas and specific application to each content area, for example, study skills, comprehension, and vocabulary
5. To collaboratively devise a staff development undertaking to promote increased student achievement as assessed by New York State mandated exams

Demographic Characteristics

Demographic characteristics of each class are reflected in TABLES 2 through 4. TABLE 2, reflects the demographic characteristics of the students in the seventh grade level B social studies class. The mean age of the males was 13.2 years, and, females, 13.4 years. There were twenty-six students enrolled in the course--ten Black males, thirteen Black females, two Hispanic males and one Hispanic female.

Academically, the females achieved a higher yearly average than the males--females 82.9%, and, males 81.1%. None of the students failed seventh grade level B social studies during the 1989-1990 school year.

TABLE 2

Demographic Characteristics of the Seventh Grade
Level B
Social Studies Class
Teacher 1

	Males	Females	Total
Age (mean)	13.2	13.4	
Sex (n)	12	14	26
Race (n)			
Black	10	13	23
White	0	0	0
Others	2	1	3
Academic Average (1989-90)	81.1%	82.9%	82%
Failures (n) (69-0)	0	0	0

Demographic characteristics of students in the tenth grade level C social studies class are reflected in TABLE 3. The mean age of males was 16.9 years, and, females, 17.3 years. There were thirty-seven students enrolled in the course--nine Black males, nineteen Black females, four Hispanic males, and five Hispanic females.

Academically, males achieved a higher yearly average than females--males, 75.1%, and, females, 74%. There were three failures for the year, all three were females.

TABLE 3

Demographic Characteristics of the Tenth Grade
Level C
Social Studies Class
Teacher 2

	Males	Females	Total
Age (mean)	16.9	17.3	
Sex (n)	13	24	37
Race (n)			
Black	9	19	28
White	0	0	0
Others	4	5	9
Academic Average (1989-90)	75.1%	74%	74.5%
Failures (n) (69-0)	0	3	3

Demographic characteristics of students in the eighth grade Chapter I Reading class are reflected in TABLE 4. The mean age of males was 14.2 years, and, females, 14.8 years. There were eighteen students enrolled in the course--six Black males, nine Black females, and three Hispanic females.

Academically, females achieved a higher yearly average than males--females, 79.8%, and, males, 77.1%. None of the students failed the course during the 1989-1990 school year.

TABLE 4

Demographic Characteristics of the
Eighth Grade Chapter I
Reading Class
Teacher 3

	Males	Females	Total
Age (mean)	14.2	14.8	
Sex (n)	6	12	18
Race (n)			
Black	6	9	15
White	0	0	0
Other	0	3	3
Academic Average (1989-90)	77.1%	79.8%	78.4%
Failures (n) (69-0)	0	0	0

Reading Goals Checklist

A fifteen question "pre" and "post" "Reading Goals Checklist" (see Appendix B) was distributed to students in three classes during April and June, 1990, to assess students' reading goals. The outcomes are reflected in Tables 5 through 19.

TABLE 5, reflects results of students' replies to questions 1, "Do you set purposes before you read?" The April 5, 1990, outcome evidenced that the majority of students among the three classes replied that they "never" set purposes before reading. However, the June 1, 1990, outcome showed the majority of students (53%, 40%, and, 33%, respectively) replied that they "sometimes" set purposes before reading.

TABLE 5

Question 1. Do you set purposes before you read?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	1	5%	3	14%
Usually	3	14%	4	19%
Sometimes	7	33%	11	53%
Seldom	4	19%	3	14%
Never	6	29%	0	0%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	10	34%	12	40%
Seldom	8	26%	9	29%
Never	12	40%	10	31%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	1	6%	2	11%
Sometimes	4	22%	6	33%
Seldom	4	22%	5	28%
Never	9	50%	5	28%

TABLE 6 reflects results of students' replies to question 2, "Do you relate your interests and experiences to what you read?" The April 5, 1990, outcome evidenced that the majority of students from three classes (33%, 63%, and, 22%, respectively) replied they "seldom", and, (39%) replied they "sometimes", related their interests and experiences to what they read. On June 1, 1990, the majority of students (45%, and 44%, respectively) replied they "sometimes", and, (50%) replied they "usually" related their interests and experiences to what they read.

TABLE 6

Question 2. Do you relate your interests and experiences to what you read?

Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	2	10%	3	14%
Usually	4	19%	5	23%
Sometimes	7	33%	10	45%
Seldom	7	33%	4	18%
Never	1	5%	0	0%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	1	3%	4	13%
Sometimes	2	7%	13	44%
Seldom	19	63%	9	30%
Never	8	27%	4	13%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	5	28%	9	50%
Sometimes	7	39%	8	44%
Seldom	4	22%	1	6%
Never	2	11%	0	0%

TABLE 7, reflects results of students' replies to question 3, "Do you try to picture what you read?" The replies of the April 5, 1990 survey reflected the majority of students (23%, 50%, and, 45%, respectively) "seldom" tried to picture what they read. In comparison, the outcome of replies to the June 1, 1990, survey reflected the majority of students (52%, 46%, and, 28%, respectively) "sometimes" tried to picture what they read.

TABLE 7

Question 3. Do you try to picture what you read?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	1	4%	2	9%
Usually	4	29%	6	28%
Sometimes	9	43%	11	52%
Seldom	5	23%	2	9%
Never	2	9%	0	0%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	1	3%	3	1%
Sometimes	10	34%	14	46%
Seldom	15	50%	12	40%
Never	4	13%	1	3%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	1	6%
Usually	5	28%	6	33%
Sometimes	4	22%	5	28%
Seldom	8	45%	6	33%
Never	1	5%	0	0%

TABLE 8, reflects results of students' replies to question 4, "Do you use different reading speeds to suit your reading purposes?" The outcome of the April 5, 1990, and the June 1, 1990, survey reflected the majority of students (48%, 60%, and, 50%, respectively in April) and (48%, 57%, and, 61%, respectively in June) "seldom" used different reading speeds to suit their reading purposes. Forty-eight percent (48%) of students in seventh grade level B social studies class replied "sometimes" in both April and June.

TABLE 8

Question 4. Do you use different speeds to suit your reading purposes?

Replies Repliers Percentages Repliers Percentages

7th Grade Social Studies B - Teacher 1

April 5, 1990

June 1, 1990

Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	4	19%
Seldom	10	48%	10	48%
Never	11	52%	7	33%

10th Grade Social Studies C - Teacher 2

Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	2	7%	5	17%
Seldom	18	60%	17	57%
Never	10	33%	8	26%

8th Grade Chapter 1 Reading - Teacher 3

Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	3	17%	5	28%
Seldom	9	50%	11	61%
Never	6	33%	2	11%

TABLE 9, reflects results of students' replies to question 5, "Do you remember what you read?" The outcome of both surveys reflected the majority of students, (29%, 60%, and, 44%, respectively in April and 14%, 57%, and, 33%, respectively in June) "seldom" remembered what they read, with the largest percentage (60%) reported in April by the tenth grade level C social studies class.

TABLE 9

Question 5. Do you remember what you read?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	1	5%	3	14%
Usually	3	14%	5	24%
Sometimes	10	48%	10	48%
Seldom	6	29%	3	14%
Never	1	4%	0	0%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	2	7%	4	13%
Sometimes	4	13%	4	13%
Seldom	18	60%	17	57%
Never	6	20%	5	17%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	1	6%
Usually	0	0%	4	22%
Sometimes	7	39%	7	39%
Seldom	8	44%	6	33%
Never	3	17%	0	0%

TABLE 10, reflects results of students' replies to question 6, "Do you read for understanding, even if it sometimes means rereading sentences or paragraphs?" The outcome of the two surveys reflected that students "seldom" read for understanding when it means rereading sentences or paragraphs. The largest percentage, sixty-seven (67%), was reported by students in seventh grade level B social studies class in June which was a ten point increase from April. In addition, seventh grade level B social studies class evidenced a fourteen point decrease in replies indicating students "never" reread material, (33% to 19%, respectively from April to June).

TABLE 10

Question 6. Do you read for understanding, even if it sometimes means rereading sentences or paragraphs?

Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
		April 5, 1990	June 1, 1990	
Always	0	0%	0	0%
Usually	0	0	1	5%
Sometimes	2	10	2	9%
Seldom	12	57%	14	67%
Never	7	33%	4	19%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	2	6%	5	16%
Sometimes	8	27%	14	47%
Seldom	8	27%	3	10%
Never	12	40%	8	27%
8th Grade Chapter 1 Reading - Teacher 3				
Always	1	5%	2	11%
Usually	3	15%	5	28%
Sometimes	4	22%	6	33%
Seldom	5	28%	2	11%
Never	5	28%	3	17%

TABLE 11, reflects results of students' replies to question 7, "Do you make a quick survey of the material before you begin to read?" The outcome of the April and June, 1990 surveys evidenced the majority of replies indicated students "seldom" made quick surveys of materials before beginning to read. The largest percentages in April, sixty-seven, (67%), from eighth grade Chapter 1 reading class, was a twenty-three point increase from the reported replies of forty-four percent, (44%) in the same category during June.

TABLE 11

Question 7. Do you make a quick survey of the material before you begin to read?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	2	9%
Usually	3	14%	5	23%
Sometimes	10	48%	11	50%
Seldom	6	29%	4	18%
Never	2	9%	0	0%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	8	26%	16	53%
Seldom	17	57%	12	40%
Never	5	17%	2	7%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	0	0%	3	17%
Sometimes	2	11%	6	33%
Seldom	12	67%	8	44%
Never	4	22%	1	6%

Table 12, reflects results of students' replies to question 8, "Do you read the chapter summary and questions from the teacher and author before you read the chapter?" The outcome reflected the majority of replies in April, stated students "never" read the chapter summary and questions from teacher and author before reading the chapter. June results, however, demonstrated all three classes had decreases in the percentages (82% 57%, and, 44%, respectively) of students who "never" read the chapter summary and questions from teacher and author before reading the chapter.

TABLE 12

Question 8. Do you read the chapter summary and questions from the teacher and author before you read the chapter?

Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	0	0%
Usually	0	0%	2	9%
Sometimes	2	9%	5	23%
Seldom	2	9%	9	41%
Never	17	82%	6	27%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	5	16%	11	37%
Seldom	8	27%	7	23%
Never	17	57%	12	40%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	2	12%	3	17%
Seldom	8	44%	11	61%
Never	8	44%	4	22%

Table 13, reflects results of students' replies to question 9, "Do you know which areas of social studies you enjoy reading about?" The outcome demonstrated the majority of responses from the April survey indicated students "seldom" knew which areas of social studies interested them (42%, 30%, and, 44%, respectively). All three classes responded in the June survey, however, the majority of students (52%, 54%, and, 33%, respectively) "sometimes" knew which areas of social studies interested them.

TABLE 13

Question 9. Do you know which areas of social studies you enjoy reading about?

Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	1	5%	2	9%
Usually	1	5%	4	19%
Sometimes	6	29%	11	52%
Seldom	9	42%	3	14%
Never	4	19%	1	6%
10th Grade Social Studies C - Teacher 2				
Always	2	6%	2	6%
Usually	0	0%	2	6%
Sometimes	11	37%	16	54%
Seldom	9	30%	5	17%
Never	8	27%	5	17%
8th Grade Chapter 1 Reading - Teacher 3				
Always	3	17%	3	17%
Usually	0	0%	2	11%
Sometimes	2	11%	6	33%
Seldom	8	44%	5	28%
Never	5	28%	2	11%

Table 14, reflects the results of students' replies to question 10, "Do you know the way you learn best?" The outcome revealed the majority of students surveyed in April, "seldom" knew the way in which they learned best (49%, 27%, and, 50%, respectively). The largest percentage, thirty-three (33%), evidenced in June, was reported in tenth grade social studies level C class by students who "never" knew the way in which they learned best, and, in eighth grade Chapter 1 reading class by students who "usually" knew the way in which they learned best.

TABLE 14

Question 10. Do you know the way "you" learn best?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	1	5%
Usually	2	9%	4	18%
Sometimes	3	14%	8	36%
Seldom	10	49%	7	32%
Never	6	28%	2	9%
10th Grade Social Studies C - Teacher 2				
Always	3	10%	5	17%
Usually	1	3%	4	13%
Sometimes	3	10%	6	20%
Seldom	8	27%	5	17%
Never	15	50%	10	33%
8th Grade Chapter 1 Reading - Teacher 3				
Always	2	11%	2	11%
Usually	2	11%	6	33%
Sometimes	1	6%	3	17%
Seldom	9	50%	5	28%
Never	4	22%	2	11%

TABLE 15, reflects results of students' replies to question 11, "Do you keep a record of new words you learn?" The outcome of the April survey, proved the majority of students (48%, 47%, and, 66%, respectively) "never" kept a record of new words learned. A review of responses obtained from the tenth grade social studies level C class on the June survey, yielded the largest percentage, fifty-four percent (54%), "sometimes" kept a record of new words learned, demonstrating a one point increase from results reported on the April survey.

TABLE 15

Question 11. Do you keep a record of new words you learn?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	0	0%
Usually	0	0%	1	5%
Sometimes	3	14%	3	14%
Seldom	8	38%	11	52%
Never	10	48%	6	29%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	4	13%
Seldom	16	53%	16	54%
Never	14	47%	10	33%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	5	28%
Seldom	6	34%	5	28%
Never	12	66%	8	44%

Table 16, reflects results of students' replies to question 12, "Do you like to read?" The outcome represented the majority of all respondents on the April survey revealed they "never" liked to read (19%, 60%, and, 34%, respectively). There was, however, a twenty-three point increase, the largest, represented in the June survey by students in the eighth grade Chapter I Reading class reflecting they now "sometimes" liked to read.

TABLE 16

Question 12. Do you like to read?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	3	14%	5	23%
Usually	2	9%	5	23%
Sometimes	5	24%	4	19%
Seldom	7	34%	6	29%
Never	4	19%	1	6%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	5	17%	10	33%
Seldom	7	23%	8	27%
Never	18	60%	12	40%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	8	44%	12	67%
Seldom	4	22%	2	11%
Never	6	34%	4	22%

TABLE 17, reflects results of students' replies to question 13, "Do you have a regular place and time to study?" The outcome reveals the majority of students (29%, 43%, and, 33%, respectively) shared they "never" have a regular place and time to study. The largest recorded percentage, obtained from the June survey, was forty-four percent (44%), and, represented a thirty-three point increase in the replies from the eighth grade Chapter I reading class.

TABLE 17

Question 13. Do you have a regular place and time to study?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	2	10%
Usually	4	19%	7	33%
Sometimes	7	33%	9	43%
Seldom	4	19%	3	14%
Never	6	29%	0	0%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	1	3%
Sometimes	8	27%	6	20%
Seldom	9	30%	12	40%
Never	13	43%	11	37%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	1	6%	3	17%
Sometimes	2	11%	8	44%
Seldom	9	50%	5	28%
Never	6	33%	2	11%

TABLE 18, reflects results of students' replies to question 14, "Do you take time to answer questions given to you after you've read the chapter? The outcome of the April survey revealed the majority of students' (33%, 56%, and, 39%, respectively) "never" take time to answer questions given to them after reading the chapter. However, the majority of replies in June (43%, 40%, and, 44%, respectively) indicated respondents "sometimes," take time to answer questions given to them after reading the chapter.

TABLE 18

Question 14. Do you take time to answer questions given to you after you've read the chapter?				
Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	0	0%
Usually	1	5%	5	24%
Sometimes	4	19%	9	43%
Seldom	9	43%	5	24%
Never	7	33%	2	10%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	5	17%	12	40%
Seldom	8	27%	8	27%
Never	17	56%	10	33%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	2	11%	8	44%
Seldom	9	50%	5	28%
Never	7	39%	5	28%

TABLE 19, reflects results of students' replies to question 15, "Can you tell which areas you need to review after you've read the chapter?" The outcome of the survey in April revealed the majority of students (33%, 40%, and, 39%, respectively) "never" could identify areas needed to review after reading the chapter, with the June survey reflecting that the majority of students (36%, 46%, and, 39%, respectively) were "sometimes," able to tell which areas needed review after reading the chapter.

TABLE 19

Question 15. Can you tell which areas you need to review after you've read the chapter?

Replies	Repliers	Percentages	Repliers	Percentages
7th Grade Social Studies B - Teacher 1				
	April 5, 1990		June 1, 1990	
Always	0	0%	2	9%
Usually	2	10%	5	23%
Sometimes	7	33%	8	36%
Seldom	5	24%	3	14%
Never	7	33%	4	18%
10th Grade Social Studies C - Teacher 2				
Always	0	0%	0	0%
Usually	2	7%	5	17%
Sometimes	9	30%	14	46%
Seldom	7	23%	6	20%
Never	12	40%	5	17%
8th Grade Chapter 1 Reading - Teacher 3				
Always	0	0%	0	0%
Usually	1	6%	3	17%
Sometimes	6	33%	7	39%
Seldom	4	22%	4	22%
Never	7	39%	4	22%

Students' Grades, Attendance, and Attitudes

TABLES 20 through 22, reflect a comparison of students' grades, attendance, and, attitudes for four quarters during the 1989-1990 school year. As reflected in TABLE 20, the mean grade for students in seventh grade level B social studies remained constant (80.68%) during first and second quarters. However, both third and fourth quarters reflected increases. There was a 2.73 increase between second and third quarters, from 80.68% to 83.41%, and, a 2.30 increase between third and fourth quarters from 83.41% to 85.71%.

Reference to students' attitudes during first quarter, reflected a mean score of 85.23% with a decrease of 1.37 from 85.23% to 83.86% in second quarter. As evidenced by mean scores of 87.27% in third quarter and 89.29% in fourth quarter, there were increases of 3.41 and 2.02 respectively.

Mean attendance for the class during first quarter was 86.14%. Second quarter evidenced a decrease of 1.50%. However, there was a 4.86 increase in attendance from 84.64% to 89.50% during third quarter, and, a 2.36 increase from 89.50% to 91.86% during fourth quarter.

TABLE 20

Comparison of Students' Grades, Attitudes, and Attendance for First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in Seventh Grade Level B Social Studies Class--Teacher 1

STUDENT	QTR. 1			QTR. 2			QTR. 3			QTR. 4		
	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN
SA	70	75	62	70	70	76	80	85	91	80	85	88
SB	85	85	78	80	85	79	85	90	93	90	90	92
SC	90	95	87	85	90	89	90	90	98	90	95	92
SD	75	80	82	80	85	87	85	90	89	85	90	90
SE	85	85	91	90	90	95	90	95	96	75	80	88
SF	70	75	76	70	75	74	75	80	87	85	90	92
SG	85	90	89	75	80	84	80	85	91	85	90	92
SH	80	85	85	90	95	95	85	90	89	85	90	92
SI	75	85	87	90	90	89	90	95	96	90	95	96
SJ	85	90	93	85	85	87	90	90	91	90	90	92
SK	90	95	98	85	80	79	80	85	87	85	90	92
SL	75	75	89	85	85	89	90	90	91	90	95	98
SM	85	90	91	85	85	74	75	80	82	85	90	94
SN	70	75	82	70	75	80	80	85	89	90	90	98
SO	80	90	88	85	85	84	85	85	89	90	85	92
SP	90	90	96	85	90	88	85	85	89	80	85	96
SQ	75	85	82	70	75	95	85	90	91	90	95	92
SR	85	85	91	90	90	97	85	90	93	85	90	92
SS	75	80	87	75	75	84	75	80	82	80	85	88
ST	70	75	73	80	85	87	85	90	89	85	90	90
SU	90	95	95	75	80	84	75	80	84	80	80	85
SV	90	95	93	80	85	87	80	85	90	90	90	92
SW	90	95	93	75	80	84	75	80	84	80	80	85
SX	90	95	93	80	85	87	80	85	90	90	90	92
SY	90	95	93	80	85	87	85	90	91	90	90	92
SZ	90	95	93	80	85	87	85	90	91	90	90	92
N	22	22	22	22	22	22	22	22	22	21	21	21
MEAN	80.68	85.23	86.14	80.68	83.86	84.64	83.41	87.27	89.5	85.71	89.29	91.86

Mean grade for students in tenth grade level C social studies class as reported in TABLE 21, indicated growth during the first three quarters of the 1989-1990 school year. There was, however, a 1.46 decrease during fourth quarter, as evidenced by a mean grade of 77.32% in third quarter compared to 75.86% in fourth quarter.

A 5.77 increase was reported between first and second quarters reported mean attitudes of 70.18% and 75.96% respectively. There was an increase of 4.04 of mean attitudes between second and third quarters, but, fourth quarter showed a decline of 0.17 as mean attitude fell from 80% to 79.83%.

The first three quarters evidenced increases in mean attendance as reflected in 75.92% during first quarter, 76.88% during second quarter, and, 82.25% during third quarter. Fourth quarter, however, demonstrated a decline of 0.91, with a reported mean average of 81.34%.

TABLE 21

Comparison of Students' Grades, Attitudes, and Attendance for First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in Tenth Grade Level .C Social Studies Class--Teacher 2

STUDENT	QTR. 1			QTR. 2			QTR. 3			QTR. 4		
	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN
CA	65	60	69	70	75	74	75	75	87	75	80	812
CB	70	70	82	70	70	68	75	80	83	75	80	810
CC	50	60	64	60	70	63	70	70	73	65	65	77
CD	70	70	77	75	75	71	80	80	89	75	75	817
CE	75	75	82	75	80	79	80	80	85	75	80	814
CF	70	70	76	75	75	71	80	80	95	75	80	812
CG	75	75	80	80	85	79	80	80	83	75	75	814
CH	70	70	82	70	70	84	80	80	87	80	80	810
CI	75	75	73	75	80	76	85	85	80	70	75	77
CJ	70	75	82	70	70	87	75	80	80	75	80	77
CK	70	70	78	70	75	68	80	80	83	75	80	812
CL	70	70	73	75	75	82	75	80	81	75	75	818
CM	65	65	66	70	70	74	60	75	77	60	70	810
CN	50	50	60	55	60	63	80	80	83	80	85	814
CO	50	50	80	75	80	79	80	85	85	80	85	812
CP	75	75	84	75	75	82	85	85	87	80	80	812
CQ	70	75	82	80	85	84	75	80	83	75	80	77
CR	60	65	67	70	75	76	80	85	83	80	85	814
CS	75	75	80	75	80	76	80	80	85	75	85	810
CT	70	75	84	75	75	76	80	80	85	75	85	810
CU	70	75	82	75	75	76	80	80	85	80	80	812
CV	70	75	82	80	85	79	70	80	73	80	80	812
CX	75	75	76	75	75	79	80	85	81	80	85	810
CY	70	70	73	80	80	79	70	80	81	80	80	812
CZ	70	70	77	80	80	82	80	85	81	75	80	812
CRA	75	75	77	80	80	82	80	85	81	75	80	812

Continued, next page.

TABLE 21, cont.

CBB	70	70	76	75	75	75	75	77	70	75	87
CCC	65	65	70	75	80	80	80	80	80	85	85
CDD	65	65	70	75	75	75	75	77	75	80	80
CEE					80	80	80	80	80	85	87
OFF					75	75	75	87	80	85	82
COG					75	75	75	77	80	80	80
CHH					80	80	80	82	80	85	77
CII					75	75	75	68	80	80	81
CJJ									70	70	77
CKK											
N	28	28	28	26	28	26	26	28	30	30	30
MEAN	68.93	70.18	75.92	73.08	77.32	75.96	76.88	82.25	75.86	79.83	81.34

In eighth grade Chapter I reading class, TABLE 22, there was an increase in grades during four quarters of the 1989-1990 school year. Seventy-six point zero seven percent was the mean academic grade earned during first quarter, with a 1.43 increase to 77.50% during second quarter. Third quarter indicated an increase of 2.19, with a mean earned grade increasing from 77.50% to 79.69%. The increase during fourth quarter was 1.70, raising the mean grade earned from 79.69% to 81.39%.

Students' attitudes reflected a mean of 78.21% for first quarter. There was a 1.08 increase during second quarter, raising the mean from 78.21% to 79.29%. The rate increase was 2.27 during third quarter as the mean rose from 79.29% to 81.56%. The mean increased during third and fourth quarters from 81.56% to 83.33%.

The class reflected a mean attendance rate for first quarter of 78.29%, while second quarter evidenced an increase of 1.64, elevating the mean attendance to 79.93%. Third quarter reflected a mean attendance of 80.94%, which, indicated a lessor increase (1.01) than during first and second quarters. Fourth quarter evidenced a 3.34 increase, raising mean attendance from 80.94% to 84.28%.

TABLE 22

Comparison of Students' Grades, Attitudes, and Attendance for First, Second, Third, and Fourth Quarters during the 1989-1990 School Year in Eighth Grade Chapter I Reading Class--Teacher 3

STUDENT	QTR. 1			QTR. 2			QTR. 3			QTR. 4		
	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN	GR	ATT	ATTN
RA	70	70	78	70	70	73	75	75	80	75	80	81
RB	75	75	82	80	80	84	80	80	84	80	85	85
RC	70	75	73	75	80	76	75	85	73	80	80	87
RD				70	75	73	85	85	87	85	85	85
RE	80	85	82	80	80	84	85	85	89	85	85	89
RF	75	75	78	80	80	84	85	85	84	85	85	89
RG	80	85	82	85	85	87	85	85	84	90	90	92
RH	80	80	80	80	80	82	85	85	84	85	85	85
RI	85	85	87	75	80	76	80	80	80	80	85	81
RJ	75	75	73	75	75	73	75	80	78	75	80	77
RK	75	80	76	75	75	73	75	80	75	75	75	73
RL				75	80	79	75	75	71	80	80	85
RM	70	75	73	80	80	82	80	85	82	80	85	81
RN	75	75	76	80	80	82	75	80	76	75	80	77
RO				80	85	84	80	85	78	85	85	89
RP	75	80	78	80	80	82	80	80	82	80	85	85
RQ	80	80	78	80	80	82	80	80	78	85	85	87
RR												
N	14	14	14	14	14	14	16	16	16	18	18	18
MEAN	76.07	78.21	78.29	77.5	79.29	79.93	79.69	81.56	80.94	81.39	83.33	84.28

TABLES 23 through 25, indicate changes in means of students' grades, attitudes, and, attendance for three classes during the 1989-1990 school year.

TABLE 23, reflects no change (0) occurred in the students' grades for first through second quarters in seventh grade level B social studies class. Also, there were no positive changes reflected during the same period in students' attitudes and attendance (-1.37 and -1.50 respectively). Second through fourth quarters, however, reflected positive changes, with the most significant demonstrated during second through third quarters (4.86 increase in attendance).

TABLE 23

Changes in Means of Students' Grades, Attitudes,
and, Attendance in the Seventh Grade Level B
Social Studies Class

	1st - 2nd Quarter	
Grades		0.00
Attitudes		-1.37
Attendance		-1.50
	2nd - 3rd Quarter	
Grades		+2.73
Attitudes		+3.41
Attendance		+4.86
	3rd - 4th Quarter	
Grades		+2.30
Attitudes		+2.02
Attendance		+2.36

TABLE 24, reveals during first and second quarters, positive changes were reported in students' grades, attitudes, and, attendance in tenth grade level C social studies class. The largest increase was reflected in students' attitudes (5.78). Positive increases continued to be evidenced from second through third quarters in all areas with a 5.37 mean change, the most significant, in attendance. Growth, however, was not reflected in any areas during third and fourth quarters.

TABLE 24

Changes in Means of Students' Grades, Attitudes,
and, Attendance in the Tenth Grade Level C
Social Studies Class

	1st - 2nd Quarter	
Grades		+4.15
Attitudes		+5.78
Attendance		+0.96
	2nd - 3rd Quarter	
Grades		+4.24
Attitudes		+4.00
Attendance		+5.37
	3rd - 4th Quarter	
Grades		-1.46
Attitudes		-0.30
Attendance		-0.91

As TABLE 25 disclosed, there were positive changes reported in students' grades, attitudes, and, attendance in eighth grade Chapter I reading class during first and second quarters. During third quarter, positive changes were revealed in students' grades, attitudes, and attendance, with attitudes demonstrating the largest increase (2.27). Fourth quarter continued to show positive changes with a 3.34 increase in attendance being most significant.

TABLE 25

Changes in Means of Students' Grades, Attitudes,
and, Attendance in the Eighth Grade
Chapter I Reading Class

1st - 2nd Quarter	
Grades	+1.43
Attitudes	+1.08
Attendance	+1.64
2nd - 3rd Quarter	
Grades	+2.19
Attitudes	+2.27
Attendance	+1.01
3rd - 4th Quarter	
Grades	+1.70
Attitudes	+1.77
Attendance	+3.34

TABLE 26, recapitulated the changes in the mean for students' grades, attitudes, and, attendance in seventh grade level B social studies class, tenth grade level C social studies class, and, eighth grade Chapter I reading class, at the Roosevelt Junior Senior High School during the 1989-1990 school year.

As reflected in TABLE 26, there were only two areas, from first through second quarters, not evidencing growth occurring in seventh grade social studies level B class, and revealed a decrease in attitudes and, attendance of 1.37 and 1.50 respectively. The other two classes showed increases in grades, attitudes, and, attendance, with the largest increase (5.78) in students' attitudes obtained from tenth grade level C social studies class.

From second through third quarters, seventh grade level B social studies class, tenth grade level C social studies class, and, eighth grade Chapter I reading class, demonstrated overall positive shifts in means for grades, attitudes, and, attendance.

Although, the most significant change, 5.37, was reported in tenth grade level C social studies class, there was positive growth in seventh grade level B social studies class in categories of attitudes and attendance, where previously there was none.

Third to fourth quarters showed positive changes in means of all three categories for two of the classes—seventh grade level B social studies, and, eighth grade Chapter I reading. Tenth grade level C social studies class evidenced no positive gains in any of the three categories, with the largest decrease (1.46) reported in students' grades during third through fourth quarter.

TABLE 26

Synopsis of Changes in Means of Students' Grades, Attitudes, and, Attendance in the Three Classes during the 1989-1990 School Year

	7th Grade B Social Studies	10th Grade C Social Studies	8th Grade Chapter I Reading	Mean Changes
1st - 2nd Quarter				
Grades	0.00	+4.15	+1.43	+1.86
Attitudes	-1.37	+5.78	+1.08	+1.83
Attendance	-1.50	+0.96	+1.64	+0.37
2nd - 3rd Quarter				
Grades	+2.73	+4.24	+2.19	+3.05
Attitudes	+3.41	+4.04	+2.27	+3.24
Attendance	+4.86	+5.37	+1.01	+3.75
3rd - 4th Quarter				
Grades	+2.30	-1.46	+1.70	+0.85
Attitudes	+2.02	-0.17	+1.77	+1.21
Attendance	+2.36	-0.91	+3.34	+1.60

Summary

Chapter IV, offered the results of planning, implementing, and, assessing a collaboratively developed staff development project, strategies, and, techniques, enabling the pre-examination of teaching reading using social studies content, with the intent of identifying skills and processes which students needed to perform within the discipline of social studies.

This study was comprised of three classes, one seventh grade level B social studies, one tenth grade level C social studies, and, one eighth grade Chapter I reading. Eighty-one students participated in the action research, fifty females and thirty-one males. Ethnically, there were forty-one Black females, twenty-five Black males, nine Hispanic females, and, six Hispanic males. The mean age of students was 15.0 years, females, 15.2 and males, 14.8.

Academically, females earned and maintained a higher yearly average in two of three respective classes. No males failed any course, however, three females failed for the 1989-1990 school year.

A fifteen question "pre" and "post" "Reading Goals Checklist" was administered April 5, 1990, and, June 1, 1990. The outcomes reflected the majority of the students:

1. "Sometimes" set purposes before reading
2. "Sometimes" related their interests and experiences to what they read
3. "Sometimes" tried to picture what they read
4. "Seldom" used different reading speeds to suit their reading purposes
5. "Seldom" remembered what they read
6. "Seldom" read for understanding when it meant rereading sentences or paragraphs
7. "Seldom" made a quick survey of material before beginning to read
8. "Never" read the chapter summary and questions from the teacher and author before reading the chapter
9. "Sometimes" knew which areas of social studies interested them
10. "Seldom" knew the way in which they learned best
11. "Sometimes" kept a record of new word learned
12. "Sometimes" liked to read

13. "Sometimes" had a regular place and time to study
14. "Sometimes" took time to answer questions given to them after they read the chapter
15. "Sometimes" were able to tell which area they needed to review after they read the chapter

The following are some comments that were made by junior and senior high students on an Informal assessment, distributed after the study, regarding reading in their social studies classes:

1. When an assignment was given, I knew where to begin and was able to complete it, on time.
2. I did not mind reading all of those pages because I understood what I was reading.
3. Reading is not boring anymore.
4. Topics that I am interested in are fun to read.
5. Finding out how I learn was important.
6. Reading is more than just answering questions.
7. Sections of the textbook were used that I did not use before.
8. I passed most of the tests once I learned how to study.

Some concerns that were informally expressed by members of the faculty, regarding teaching skills in the content area of social studies, after the study were:

1. Collaboration among teachers helped in diagnosing students' content area reading levels.
2. Incorporating reading/study skills promoted students' independence in reading.
3. I became less frustrated while teaching social studies content.
4. Incorporating group and individualized reading assignments aided in creating a classroom atmosphere conducive to social studies learning.
5. Assignments were planned to meet students' reading differences and capabilities.
6. On-going assessment of students' reading strengths and weaknesses, reduced the embarrassment of placing students with limited reading skills "on the spot."
7. It was encouraging to know that another social studies teacher felt uncomfortable in not reaching some of the students.
8. Brainstorming content area reading strategies was a non-threatening way to increase my teaching style.

9. It was reassuring to know that the Chapter I reading teacher was available.

A comparison of students' grades, attitudes, and, attendance were presented for the four quarters of the 1989-1990 school year. The results presented did not reflect meaningful changes during the year in each class.

Chapter V, will present effects and recommendations for future staff development, forthcoming involvements, and, conclusions.

CHAPTER V

OVERVIEW, AFFECTS, RESULTS, RECOMMENDATIONS FOR STAFF DEVELOPMENT, FORTHCOMING IMPLICATIONS, AND, CONCLUSIONS

Overview

This dissertation documented the process of planning, implementing, and, assessing a collaboratively developed project which created strategies and techniques enabling the pre-examination of teaching reading within social studies content area at the Roosevelt Junior Senior High School during the 1989-1990 school year. The study originated as a result of provisions mandated by the 1984 New York State Board of Education approved Regents Action Plan. The researcher was motivated to provide ways to enhance faculty members existing skills by offering developmental reading instruction strategies to be used in content area.

Planned staff development sessions were offered to assist junior and senior high school social studies content area teachers, and, a Chapter I reading teacher obtain techniques to diagnose, prescribe, and, evaluate students' strengths and weaknesses leading to a measurable, observable, and, testable demonstration of social studies content mastery. Faculty members

exchanged views and behaviors, and, developed concepts and ideas during the five staff development sessions.

Three participating faculty members incorporated developmental reading instruction strategies using social studies content into their classes; a seventh grade social studies level B class, a tenth grade level C social studies class, and, an eighth grade Chapter I reading class. Faculty members obtained students' grades, comments reflecting attitudes, and, attendance, for their respective classes during four quarters of the 1989-1990 school year, and, shared information with the researcher.

The review of data reflected there was minimal growth evidenced in all three categories (grades, attitudes, and, attendance) during four quarters of the 1989-1990 school year. However, in addition to enthusiasm on the part of the participating teachers there was expressed interest by other members of the faculty and administration to include similar strategies in other areas of the curriculum.

The following variables could have affected the outcome of the study:

1. The limited number of participating teachers (three)
2. The limited ability (homogeneous) grouping of students

3. The limited time restricted, five staff development workshops in assisting teachers to become more versed in developmental reading instruction strategies
4. The limited discussion of class work and/or homework
5. The limited focus of attention on individual students
6. The limited amount of reading skills practice
7. The limited use of praise and support of successful endeavors
8. The limited use of corrective feedback
9. The limited classroom management
10. the limited degree of teacher expectations
11. the limited sharing of resources

The study planned to increase junior and senior high faculty members' repertoire of developmental reading instruction strategies to be used in the content area of social studies with the objective of raising students' grades, elevating attitudes about school, and, increasing attendance. Significant results reflecting faculty growth in these areas were observed, however, a similar study utilizing the same process over longer periods of time may yield more conclusive results.

Conclusive results cannot be reported, but, there were affects on teachers, students, and, the researcher. Utilizing the data, observations, and, informal conversations during faculty members "prep-time," will be shared.

Affects on Teachers

In April and June, 1990, "pre" and "post" "Reading Goals Checklists" were given to the students to express views regarding reading improvement by setting goals. Predicated upon the researcher's observations and informal conversation with the three teachers, there was a sharing of interests. The following is presented regarding members of the faculty replying to students' concerns.

Thirty-three percent (33%) of the students in Teacher 1's seventh grade social studies level B class, sixty-three percent (63%) of the students in Teacher 2's tenth grade social studies level C class, and, twenty-two percent (22%) of the students in Teacher 3's Chapter I reading class in April, "seldom" related their interests and experiences to what they read. Since we function in a print oriented society, all participating teachers agreed to provide time to focus students' attention on identifying interests and experiences.

Most students find some area(s) of social studies interesting, but, those area(s) were not always known. Teachers provided the students with a "Social Studies Checklist" (see Appendix A) which yielded reading improvement that was observable, measurable, and, testable, once the students social studies interests were obvious.

In conjunction with determining interests, teachers motivated students to "imagine themselves" in the period of social studies being read. Teachers urged the connection by encouraging students to relate what was read with something in the student's life. The emphasis was placed on trying to obtain meaning and making context relevant. As reflected in the outcome of the June 5, 1990, survey, the majority of students (45%, 43%, and, 44%, respectively) "sometimes" related their interests and experiences to what they read.

In April 1, 1990, twenty-three percent (23%) of the students in seventh grade level B social studies class, fifty percent (50%) of the students in tenth grade level C social studies class, and, forty-four percent (44%) of the students in eighth grade Chapter I reading class, commented that they "seldom" pictured what they read. A technique employed by all participating teachers in response to the students' concerns was to instruct in the creation of "mind

pictures" to accompany the printed text. Opportunities were afforded to allow the students to place themselves in the setting about which they were reading. Time was set aside during class to stop silent reading assignments and think about what was being read. With the creation of mind pictures, the students appeared to be interested in social studies content. There was a reduction of discipline problems as a result of less student frustration and students had an increase in factual re-call as demonstrated on teacher prepared exams. The results of the June, 5, 1990, survey evidenced that the majority of students, now, (52%, 47%, and, 28%, respectively) "sometimes" pictured what they read.

Members of the faculty shared the importance of allowing students to:

1. Reflect and report their social studies interests
2. Determine individual learning style
3. Set goals in order to better prepare students to obtain meaning from reading content area material

The teachers also commented that they perceived themselves in the role of a navigator, steering students on the course of content area reading. Students no longer were assigned a specific number of

pages to read in preparation for a class discussion. The navigator, (teacher) steered the students through assigned reading several times: to establish background material and content objectives, to explain concepts, and, to employ the reading skills needed for understanding. The participating teachers were aware that all students did not read at the same level, however, they now looked at individual students to determine whether they could read at the level on which the assigned textbook was written. Members of the participating faculty had to become familiar with the factors of readability, reading difficulty of printed materials, and, how to use the formulas for readability. A diagnosis of students' ability to read content area material required classroom teachers to observe students' reactions in learning situations based on:

1. Sharing evidenced through discussion periods
2. Sharing evidenced through speaking skills
3. Sharing evidenced through listening skills
4. Sharing evidenced through writing skills
5. Sharing evidence through interests, attitudes, and, self-concepts

Affects on Students

Analyzing observations, informal discussions, students' grades, reflections of attitudes, and, attendance, the students, teachers, and, researcher shared the following results of the study. Numerous students commented they were inclined to attend class on time because:

1. They were meeting with academic success
2. They enjoyed what they were reading
3. They were remembering more of what was read
4. They knew what sections they needed to review after reading the assignment
5. They were receiving help with the printed materials assigned

Students became more effective readers because they easily adjusted reading skills to meet the challenges of the social studies curriculum. A component of those skills was an awareness of the various levels of comprehension and how they should be used. The students were guided by teachers in how to use the authors patterns of organization. The students' efforts were concentrated upon the use of reading skills to investigate content.

Using the diagnostic, prescriptive, evaluative approach, students were aware of the areas in which

they demonstrated strength and those in which they were weak. Students were aware of progress which provided the motivation for further advancement.

Affects on Researcher

As the result of a staff development study the influences on the researcher were:

1. To read relevant literature on developmental reading instruction strategies used in the content area of social studies
2. To facilitate constructive interactions during workshops
3. To observe, conference, and appraise students and faculty members

The researcher, students, and faculty members cooperated:

1. To utilize strategies increasing students social studies achievement, attitudes, and attendance
2. To reduce students' levels of frustration
3. To reduce teachers' stress
4. To plan, evaluate, and, reflect on different teacher learning situations
5. To investigate content area teaching strategies without fear of authoritative punitive actions

6. To support each other in meaningful academic activities
7. To incorporate results gleaned from surveys and dally tasks into the teaching-learning process
8. To review the instructional objectives of the Roosevelt Junior Senior High School
9. To reflect on teachers' level of expectations for students

Conclusions

A proverb fits the outgrowth of the staff development program on developmental reading instruction strategies: "If you give a person a fish, they will have a single meal; if you teach them how to fish, they will eat all their life." Students, provided with teacher assistance, and, who learn how to cope with the language of social studies, will persevere in learning for a lifetime. Students accomplished in making sense of printed symbols, should become adults who will be in control of their lives.

The results of this action research project implemented the following during the 1990-1991 school year:

1. A common planning period scheduled for Junior High School social studies and Chapter I reading faculty
2. A common planning period scheduled for Senior High School social studies faculty and Chapter I reading faculty
3. A scheduled bi-monthly English, social studies, and, reading departmental faculty meeting with agendas focusing on concerns regarding the teaching of reading in the content area
4. A provision for classroom strategies to enable students to identify the organizational patterns of content area textbooks and the incorporation of strategies to build on students' prior knowledge allowing relationships to be seen between content area concepts already known and those being presented
5. A Social Studies Department's "Need" emphasizing an improvement in the preparation of ninth and tenth graders on the New York State mandated Regents Examination or Regents Competency Test in Global Studies. This improvement is to be accomplished, in part, by a concentration of

developmental reading skills in the social studies content area as reflected in the Superintendent's Comprehensive Assessment Report to the Roosevelt Board of Education and Public, December, 1990

6. A faculty meetings arrangement to empower teachers in shared decision making regarding the teaching-learning process
7. A team presentation by members of the reading and social studies departments entitled "Offer the Gift of Success," to be given at the Nassau Reading Council Spring conference

Many teachers, parents, and, administrators have joined in collaboration to address the urban education crisis. Unfortunately, the problem of education reform, homework, testing, and, graduation requirements, has been irrelevant to many children, largely Black and Hispanic (Shanker, 1988).

Support by district policy makers must be increasingly apparent to gain an increase in staff development programs, especially in urban schools comprised of minority students. Members of the faculty must not be expected to only follow directives, provide course objectives, and, be guardians against negative discipline. Teachers and administrators must feel a genuine sense of empowerment originating from daily "in

the trenches expertise." Once this comes to fruition students will be educated to be in control of their own lives.

Epilogue

REFLECTION

Every person must have a concern for self, and feel a responsibility to discover his mission in life.

Each normal person has been given a capacity to achieve some end.

True, some are endowed with more talent than others, but none of us are left talentless.

Potential powers of creativity are within us, and we have the duty to work assiduously to discover these powers.

Martin Luther King

APPENDICES

APPENDIX A
SOCIAL STUDIES CHECKLIST

ROOSEVELT JR. - SR. HIGH SCHOOL
Roosevelt, New York 11575

SOCIAL STUDIES CHECKLIST

Date: _____ Course: _____

Everyone is interested in some area of social studies, but students do not always know their own interests. Getting interested in social studies can quickly improve your reading. Here is a survey to help you find your social studies interests. Put a "+" beside the items you enjoy reading about.

- _____ 1. discoveries
- _____ 2. land
- _____ 3. wars
- _____ 4. revolutions
- _____ 5. presidents
- _____ 6. voting
- _____ 7. people in other countries
- _____ 8. ploneers
- _____ 9. business
- _____ 10. new ideas
- _____ 11. democracy
- _____ 12. dlctators

- _____ 13. senators
- _____ 14. overpopulation
- _____ 15. armies
- _____ 16. trains
- _____ 17. Bill of Rights
- _____ 18. colonies
- _____ 19. rivers
- _____ 20. maps
- _____ 21. world problems
- _____ 22. other countries
- _____ 23. famous people
- _____ 24. natural resources
- _____ 25. communism
- _____ 26. exploring
- _____ 27. governments
- _____ 28. Congress
- _____ 29. buying and selling
- _____ 30. solving problems
- _____ 31. cowboys
- _____ 32. our courts
- _____ 33. flags
- _____ 34. slavery
- _____ 35. the Constitution
- _____ 36. citizenship
- _____ 37. making laws
- _____ 38. elections

- _____ 39. cities
- _____ 40. inventions
- _____ 41. kings and queens
- _____ 42. governors
- _____ 43. labor unions
- _____ 44. industry
- _____ 45. railroads
- _____ 46. pollution
- _____ 47. Indians
- _____ 48. taxes
- _____ 49. making money
- _____ 50. banking
- _____ 51. factories
- _____ 52. employment
- _____ 53. immigration
- _____ 54. United Nations
- _____ 55. machines
- _____ 56. political parties
- _____ 57. your rights
- _____ 58. religion
- _____ 59. safety
- _____ 60. states
- _____ 61. trade
- _____ 62. welfare
- _____ 63. globes
- _____ 64. transportation

- _____ 65. Air Force
- _____ 66. heroes
- _____ 67. spies
- _____ 68. World War I
- _____ 69. World War II
- _____ 70. the Navy

Compilation of Students' Social Studies Interests in Seventh Grade Level B Social Studies Class, Tenth Grade Level C Social Studies Class, and Eighth Grade Chapter I Reading Class

	7th Grade B Social Studies N = 26		10th Grade C Social Studies N = 37		8th Grade Chapter I Reading N = 18	
INTERESTS	%YES	%NO	%YES	%NO	%YES	%NO
discoveries	80	20	75	25	65	35
land	15	85	22	78	17	83
wars	79	21	85	15	91	09
revolutions	64	36	77	23	82	18
presidents	68	32	70	30	80	20
voting	10	90	15	85	20	80
native populations	75	25	82	18	85	15
pioneers	82	18	86	14	80	20
business	32	68	09	91	27	73
new ideas	88	12	90	10	92	08
democracy	79	21	77	23	82	18
dictators	66	34	71	29	79	21
senators	27	73	33	67	25	75
overpopulation	22	78	28	72	31	69
armies	69	31	79	21	80	20
trains	55	45	68	32	72	28
Bill of Rights	32	68	22	78	29	71
colonies	61	39	79	21	40	60

rivers	27	73	26	74	14	86
maps	64	36	57	43	79	21
world problems	77	23	79	21	80	20
other countries	59	41	61	39	60	40
famous people	80	20	78	22	82	18
natural resources	41	59	30	70	14	86
communism	68	32	61	39	60	40
exploring	69	31	78	22	84	16
governments	74	26	81	19	86	14
Congress	24	76	32	68	40	60
buying and selling	55	45	70	30	71	29
solving problems	86	14	82	18	90	10
cowboys	92	08	78	22	80	20
our courts	41	59	30	70	29	71
flags	64	36	57	43	79	21
slavery	72	28	80	20	82	18
the Constitution	32	68	43	57	29	71
citizenship	77	23	70	30	79	21
making laws	55	45	65	35	60	40
elections	80	20	78	22	82	18
cities	72	28	68	32	74	26
Inventions	82	18	85	15	90	10
kings and queens	63	27	55	45	67	23
governors	45	55	56	44	60	40
Industry	37	73	40	60	50	50
railroads	72	28	70	30	60	40

pollution	64	26	66	24	72	28
Indians	73	27	68	32	79	21
taxes	80	20	84	26	86	24
making money	75	25	77	23	80	20
banking	90	10	87	23	92	08
factories	84	16	88	12	94	06
employment	72	28	68	32	76	24
immigration	82	18	86	14	88	12
United Nations	73	27	76	24	80	20
machines	67	23	69	31	71	29
political parties	76	24	78	22	82	18
your right	68	32	60	40	50	50
religion	95	05	98	02	91	09
safety	86	14	90	10	86	14
states	85	15	88	12	90	10
trade	79	21	82	18	88	12
welfare	70	30	75	25	77	23
globes	86	14	82	18	85	15
transportation	41	59	17	83	30	70
Air Force	77	23	70	30	79	21
heroes	68	32	61	39	60	40
spies	82	18	85	15	79	21
World War I	80	20	88	12	80	20
World War II	41	59	30	70	50	50
the Navy	48	52	40	60	65	35
	70	30	65	35	66	34

APPENDIX B
READING GOALS CHECKLIST

ROOSEVELT JR. - SR. HIGH SCHOOL
Roosevelt, New York 11575

READING GOALS CHECKLIST

Date: _____ Grade: _____

The following list of fifteen characteristics is your list of reading goals. See where you are, now, by completing the checklist below. Circle the number that tells the most about you as a reader, now.

1-Always 2-Usually 3-Sometimes 4-Seldom 5-Never

- | | | | | | |
|---|---|---|---|---|---|
| 1. Do you set purposes before
you read? | 1 | 2 | 3 | 4 | 5 |
| 2. Do you relate your interests
and experiences to what you
read? | 1 | 2 | 3 | 4 | 5 |
| 3. Do you try to picture what
you read? | 1 | 2 | 3 | 4 | 5 |
| 4. Do you use different reading
speeds to suit your reading
purposes? | 1 | 2 | 3 | 4 | 5 |
| 5. Do you remember what you read? | 1 | 2 | 3 | 4 | 5 |

6. Do you read for understanding, even if it sometimes means rereading sentences or paragraphs? 1 2 3 4 5
7. Do you make a quick survey of the material before you begin to read? 1 2 3 4 5
8. Do you read the chapter summary and questions from the teacher and author before you read the chapter? 1 2 3 4 5
9. Do you know which areas of social studies interest you? 1 2 3 4 5
10. Do you know the way you learn best? 1 2 3 4 5
11. Do you keep a record of new words you learn? 1 2 3 4 5
12. Do you like to read? 1 2 3 4 5
13. Do you have a regular place and time to study? 1 2 3 4 5

14. Do you take time to answer 1 2 3 4 5
questions given to you after
you have read the chapter?
15. Can you tell which areas you 1 2 3 4 5
need to review after you
have read the chapter?

Add up the numbers you circled and put the total
here: _____

How did you score?	15-20	Good reader
	21-29	Not bad
	30-up	Could do better
	40-75	Help!

APPENDIX C
LEARNING STYLES CHECKLIST

ROOSEVELT JR.- SR. HIGH SCHOOL
Roosevelt, New York 11575

FINDING YOUR LEARNING STYLE

Each person has a certain style of clothing that they like best. In the same way, each person has a style of learning that works best for them. Once a learning style has been found, studying can be done in a way that will permit learning more in less time.

Learning Style Checklist

You have been given a twelve-digit number and twenty-four hours in which to learn it. There is a \$10,000 prize if it is learned correctly. Think about the way you learn best, then answer the following questions about how you would study the number.

	NO	YES
Which method(s) would you use?		
writing the number over and over	—	—
saying it over and over	—	—
making up a tune and singing the number	—	—
trying to relate the number to some objects or events	—	—
grouping the numbers	—	—
closing your eyes and picturing the number	—	—

tracing over the number

having someone read it to you over and over

Choose the time of day you would study.

morning

afternoon

evening

Suppose you could schedule your study time in any way you wished. Which would you rather do?

study continuously until you thought you had learned the number

study for a short time, then take a break and study for another short time

How long would you study at one stretch?

30 minutes

1 hour

2 hours

How much noise would you have while studying?

none

soft sounds

loud sounds

How many people would you study with?

yourself	—	—
a small group	—	—
one other person	—	—
a large group	—	—

In what places do you learn best?

library	—	—
at home	—	—
sitting in a soft chair	—	—
at a desk	—	—
well-lit places	—	—
school	—	—

If you could choose the conditions that make learning easiest for you, what would you choose?

someone to check on you regularly and remind you to work	—	—
no deadline, as much time as you want to learn	—	—
having someone to tell you how you are doing as you go along	—	—

Compilation of Students' Learning Styles in Seventh Grade Level B Social Studies Class, Tenth Grade Level C Social Studies Class, and Eighth Grade Chapter I Reading Class

	7th Grade B Social Studies N = 26		10th Grade C Social Studies N - 37		8th Grade Chapter I Reading N = 18	
LEARNING STYLES	%NO	%YES	%NO	%YES	%NO	%YES
writing the number over and over	78	22	79	21	80	20
saying it over and over	82	18	80	20	76	24
making up a tune and singing the number	83	27	79	21	81	19
trying to relate the number to some objects or events	53	47	50	50	55	45
grouping the numbers	77	23	68	32	70	30
closing your eyes and picturing the number	49	51	47	53	40	60
tracing over the number	64	26	60	40	65	35
having someone read it to you over and over	61	39	63	27	64	26
morning	25	75	30	70	28	72
afternoon	60	40	72	28	79	21
evening	82	18	84	16	87	23
study continuously until you thought you had learned the number	45	55	50	50	52	48

study for a short time, then take a break and study for another short time	55	45	50	50	48	52
30 minutes	60	40	62	38	65	35
1 hour	68	32	70	30	69	31
2 hours	57	43	62	38	64	36
none	30	70	26	74	29	71
soft sounds	45	55	37	63	42	58
loud sounds	21	59	16	84	3	87
yourself	82	8	86	4	85	15
a small group	80	20	84	26	87	3
one other person	78	22	81	19	80	20
a large group	66	34	60	40	62	38
library	82	8	85	15	87	13
at home	72	28	78	22	76	24
sitting in a soft chair	71	29	73	27	70	30
at a desk	87	2	89	1	85	15
well-lit places	89	1	91	9	93	7
school	93	7	86	14	90	10
someone to check on you regularly and remind you to work	83	17	79	21	85	15
no deadline, as much time as you want to learn	72	28	68	32	66	34
having someone to tell you how you are doing as you go along	87	13	89	11	91	9

APPENDIX D
CONTENT AREA TEACHERS'
PERCEPTION OF QUALIFICATION IN
READING INSTRUCTION SURVEY

ROOSEVELT JR. - SR. HIGH
Roosevelt, New York 11575

CONTENT AREA TEACHERS'
PERCEPTION OF QUALIFICATION
IN READING INSTRUCTION

Date: _____

Are you qualified:

- | | YES | NO |
|---|-------|-------|
| 1. To assist students in setting a definite purpose for reading assigned materials? | _____ | _____ |
| 2. To construct study guides that cause students to engage in the appropriate reading-thinking process for a given selection? | _____ | _____ |
| 3. To create situations in which students apply the reading skills taught in other classes? | _____ | _____ |

4. To structure lessons _____
that help students see an
author's purpose and evaluate
the effectiveness of the
writing toward reaching
that purpose?
5. To create reading assignments _____
that assist students in
identifying significant ideas
and then in determining the
relationships between them?
6. To design reading tasks that _____
require students to skim and
scan materials for specific
information?
7. To create exercises that _____
assist students in analyzing
the influence of context on
the literal and emotional
meanings of words?
8. To design questions that _____
require students to determine
the meanings of new words
through contextual clues?

9. To vary reading assignments according to the reading ability of the student? — —
10. To create situations that require students to make inferences and generalizations from their reading and to discuss their reasons? — —
11. To design lessons that require students to use information gained in reading to solve a problem? — —
12. To plan instruction using materials and texts of varying reading difficulty to meet individual differences in reading ability? — —
13. To design activities that motivate students to read assigned materials? — —

14. To provide instruction in reading graphic and pictorial aids such as charts, maps, tables, cartoons, and diagrams? — —
15. To organize and conduct small group activities for students to discuss reading assignments so they might check their understanding among themselves? — —
16. To formulate questions that help students relate, compare, analyze, and evaluate material as they read an assignment? — —
17. To structure assignments that require students to follow a sequence of events or directions? — —
18. To organize your class into small task groups based on your knowledge of students' reading ability? — —

19. To develop a conceptual background for material to be read by preceding reading assignments with concrete experiences and discussions? — —
20. To help students identify and locate reading material of appropriate interest and difficulty? — —
21. To motivate students to read a wide variety of subject-related materials? — —
22. To design situations that encourage students to periodically reflect on the information already gained in a selection and to predict what the author might say next? — —
23. To select or design reading activities that provide concrete information on each student's reading strengths and weaknesses in the content areas? — —

24. To develop activities _____
that require students _____
to read from different
sources on a particular
subject and then compare
and contrast information
they have gathered?
25. To create tasks that _____
cause students to attend _____
to the organization of
reading materials?
26. To structure questions _____
to reveal the degree _____
and level of students'
comprehension of
reading assignments?
27. To incorporate instruction _____
on how to read regular _____
classroom materials into
your assignments?

Compilation of Content Area Teachers' Perceptions of Qualifications in Reading Instruction, in Seventh Grade Level B Social Studies Class, and Tenth Grade Level C Social Studies

	7th Grade B Social Studies N = 1		10th Grade C Social Studies N = 1	
QUALIFICATIONS	%YES	%NO	%YES	%NO
To assist students in setting a definite purpose for reading assigned materials?	0	100	100	0
To construct study guides that cause students to engage in the appropriate reading-thinking process for a given selection?	0	100	100	0
To create situations in which students apply the reading skills taught in other classes?	0	100	100	0
To structure lessons that help students see an author's purpose and evaluate the effectiveness of the writing toward reaching that purpose?	0	100	100	0
To create reading assignments that assist students in identifying significant ideas and then in determining the relationships between them?	100	0	100	0
To design reading tasks that require students to skim and scan materials for specific information?	100	0	100	0
To create exercises that assist students in analyzing the influence of context on the literal and emotional meanings of words?	0	100	100	0

To design questions that require students to determine the meanings of new words through contextual clues?	100	0	100	0
To vary reading assignments according to the reading ability of the student?	100	0	100	0
To create situations that require students to make inferences and generalizations from their reading and to discuss their reasons?	100	0	100	0
To design lessons that require students to use information gained in reading to solve a problem?	100	0	100	0
To plan instruction using materials and texts of varying reading difficulty to meet individual differences in reading ability?	100	0	100	0
To design activities that motivate students to read assigned materials?	0	100	0	100
To provide instruction in reading graphic and pictorial aids such as charts, maps, tables, cartoons and diagrams?	0	100	100	0
To organize and conduct small group activities for students to discuss reading assignments so they might check their understanding among themselves?	0	100	0	100
To structure assignments that require students to follow a sequence of events or directions?	100	0	100	0
To organize your class into small task groups based on your knowledge of students' reading ability?	100	0	100	0

To develop a conceptual background for material to be read by preceding reading assignments with concrete experiences and discussions?	0	100	0	100
To help students identify and locate reading material of appropriate interest and difficulty?	0	100	0	100
To motivate students to read a wide variety of subject-related materials?	0	100	0	100
To design situations that encourage students to periodically reflect on the information already gained in a selection and to predict what the author might say next?	0	100	0	100
To select or design reading activities that provide concrete information on each student's reading strengths and weaknesses in the content areas?	100	0	100	0
To develop activities that require students to read from different sources on a particular subject and then compare and contrast information they have gathered?	0	100	100	0
To create tasks that cause students to attend to the organization of reading materials?	100	0	100	0
To structure questions to reveal the degree and level of students' comprehension of reading assignments?	100	0	100	0

To incorporate instruction on how to read regular classroom materials into your assignment?	0	100	0	100
To formulate questions that help students relate, compare, analyze, and evaluate material as they read an assignment?	100	0	100	0

APPENDIX E
PREFERRED ROLES OF A
READING CONSULTANT

ROOSEVELT JR.- SR. HIGH SCHOOL
Roosevelt, New York 11575

PREFERRED ROLES
OF A
READING CONSULTANT

YES NO

Should a reading consultant:

Help measure the ability of each of your
students to read the material you assign? — —

Administer diagnostic reading tests to
students identified as having problems
in reading? — —

Help plan instruction that teaches
student to infer ideas that are not
directly stated in the material read? — —

Compile and interpret profiles of
standardized reading test scores for
your class? — —

Aid in constructing questions that will lead students to comprehend, analyze, and evaluate materials you assign?

— —

Teach, in various subject area classes, sequences of appropriate reading lessons that are based on the materials assigned in those classes?

— —

Discuss with you ways to use oral reading in your class so that the best interests of both good and poor readers are served?

— —

Conduct inservice sessions that will give all teachers a better understanding of the reading process and how to teach reading?

— —

Sit in on classes and help determine the effectiveness of your teaching of reading in your subject area?

— —

Teach, in various subject area classes, sequences of appropriate reading lessons through use of commercial reading workbooks and kits?

— —

Discuss with you the reasons why certain students appear to remain poor readers in spite of extra help they have received? — —

Offer classes in efficient reading for teachers so they might improve their reading speed? — —

Teach word analysis and basic comprehension skills to classes of low level readers? — —

Provide teachers with workbooks, kits, and other instructional material that students can work through independently to improve their general vocabulary and comprehension? — —

Offer suggestions for individualizing your reading assignments according to students' abilities and interests? — —

Conduct short lecture-discussion sessions at staff meetings on the topic of "helping students who have reading problems?" — —

- Aid in setting up classroom situations
in which students can work together in
pairs or in small groups on reading
skills used to read materials you assign?
- Help find readings better suited than the
textbook to certain students' abilities?
- Provide classes in reading for teachers,
so they might improve their own critical
reading skills?
- Team with a committee of teachers,
department heads, and the principal in
setting the goals of the school reading
program?
- Teach reading classes for college
preparatory student and students with
good basic skill development?
- Set up and operate a study skills center
where students can get individual help
with their reading assignments?
- Assist in selecting and sequencing class
activities related to reading that will
aid the students in developing the
concepts of the course?

Present to regular classes techniques
students can use to improve the reading
skills needed in those classes?

— —

Help plan instructional practices that
lead students to recognize the logical
organization of the reading material
you assign?

— —

Set priorities of the reading program
in your school without assistance from
teachers and administrators?

— —

Assist in creating learning situations
in which students can apply the reading
skills taught in the language arts
classes?

— —

Provide two or three hours of instruction
in reading per week to various
individuals or small groups who have been
identified as seriously disabled readers?

— —

Team with you in your unit planning to
help you incorporate reading instruction
into your content teaching?

— —

Help you organize a program of voluntary reading that is related to the objectives of your course? _____

Work with the librarian in ordering a wide range of materials for recreational reading? _____

Aid you in helping students see the relationship between their listening and their reading? _____

Help you to teach your students how to read for specific purposes? _____

Plan and supervise an attractive area loaded with paperback books where students can come and read for pleasure? _____

Give you suggestions for helping students master the vocabulary they encounter in the reading you assign? _____

Help you locate or construct phonograph records, audiotapes, pictures, filmstrips that will give poor readers the information they need without requiring them to read? _____

Help you construct exercises that teach students to vary reading rates according to the material you assign and their purposes for reading it? _____

Work with you in developing ways to help students utilize their background experiences to understand what they read? _____

Assist in setting up writing assignments, such as summarizing, that will cause students to attend to the organization of the material read in order to boost comprehension and retention? _____

Identify and list the reading skills that students will need if they are to be successful in the various subject area classes? _____

Work with students in classroom settings to develop their abilities to function effectively in small groups? _____

Provide instruction in speed reading for good students? _____

Compilation of Teachers' Preferred Roles of a Reading Consultant in Seventh Grade Level B Social Studies Class, Tenth Grade Level C Social Studies Class, and Eighth Grade Chapter I Reading Class

	7th Grade B Social Studies N = 1	10th Grade C Social Studies N = 1	8th Grade Chapter I Reading N = 1
ROLES	%YES %NO	%YES %NO	%YES %NO
Help measure the ability of each of your students to read the material you assign?	100 0	100 0	100 0
Administer diagnostic reading tests to students identified as having problems in reading?	100 0	100 0	100 0
Help plan instruction that teaches students to infer ideas that are not directly stated in the material read?	100 0	100 0	100 0
Compile and interpret profiles of standardized reading test scores for your class?	100 0	100 0	100 0
Aid in constructing questions that will lead students to comprehend, analyze, and evaluate materials you assign?	100 0	100 0	100 0

Teach, in various subject area classes, sequences of appropriate reading lessons that are based on the materials assigned in those classes?	100	0	100	0	100	0
Discuss with you ways to use oral reading in your class so that the best interests of both good and poor readers are served?	100	0	100	0	100	0
Conduct inservice sessions that will give all teachers a better understanding of the reading process and how to teach reading?	100	0	100	0	100	0
Sit in on classes and help determine the effectiveness of your teaching of reading in your subject area?	100	0	100	0	100	0
Teach, in various subject area classes, sequences of appropriate reading lessons through use of commercial reading workbooks and kits?	100	0	100	0	100	0
Discuss with you the reasons why certain students appear to remain poor readers in spite of extra help they have received?	100	0	100	0	100	0

Offer classes in efficient reading for teachers so they might improve their reading speed?	0	100	100	0	100	0
Teach word analysis and basic comprehension skills to classes of low level readers?	100	0	100	0	100	0
Provide teachers with workbooks, kits, and other instructional material that students can work through independently to improve their general vocabulary and comprehension?	100	0	100	0	100	0
Other suggestions for individualizing your reading assignments according to students' abilities and interests?	100	0	100	0	100	0
Conduct short lecture-discussion sessions at staff meetings on the topic of "helping students who have reading problems?"	100	0	100	0	100	0
Aid in setting up classroom situations in which students can work together in pairs or in small groups on reading skills used to read materials you assign?	100	0	100	0	100	0
Help find readings better suited than the textbook to certain students' abilities?	100	0	100	0	100	0

Provide classes in reading for teachers, so they might improve their own critical reading skills?	100	0	100	0	100	0
Team with a committee of teachers, department heads, and the principal in setting the goals of the school reading program?	100	0	100	0	100	0
Teach reading classes for college preparatory student and students with good basic skill development?	100	0	100	0	100	0
Set up and operate a study skills center where students can get individual help with their reading assignments?	100	0	100	0	100	0
Assist in selecting and sequencing class activities related to reading that will aid the students in developing the concepts of the course?	100	0	100	0	100	0
Present to regular classes techniques students can use to improve the reading skills needed in those classes?	100	0	100	0	100	0
Help plan instructional practices that lead students to recognize the logical organization of the reading material you assign?	100	0	100	0	100	0

Set priorities of the reading program in your school without assistance from teachers and administrators?	0	100	0	100	0	100
Assist in creating learning situations in which students can apply the reading skills taught in the language arts classes?	100	0	100	0	100	0
Provide two or three hours of instruction in reading per week to various individuals or small groups who have been identified as seriously disabled readers?	100	0	100	0	100	0
Team with you in your unit planning to help you incorporate reading instruction into your content teaching?	100	0	100	0	100	0
Help you organize a program of voluntary reading that is related to the objectives of your course?	100	0	100	0	100	0
Work with the librarian in ordering a wide range of materials for recreational reading?	100	0	100	0	100	0
Aid you in helping students see the relationship between their listening and their reading?	100	0	100	0	100	0

Help you to teach your students how to read for specific purposes?	100	0	100	0	100	0
Plan and supervise an attractive area loaded with paperback books where students can come and read for pleasure?	100	0	100	0	100	0
Give you suggestions for helping students master the vocabulary they encounter in the reading you assign?	100	0	100	0	100	0
Help you locate or construct phonograph records, audiotapes, pictures, filmstrips that will give poor readers the information they need without requiring them to read?	100	0	100	0	100	0

APPENDIX F
CONSENT FORM

ROOSEVELT JR. - SR. HIGH SCHOOL
Roosevelt, New York 11575

CONSENT FORM

Dear Colleague:

I am a doctoral student at the University of Massachusetts. Your professional comments are needed to help create a staff development program which addresses developmental reading instruction strategies in the content area of social studies.

Participation in this project will involve:

- 1) Completing a "Content Area Teacher's Perception of Qualifications in Reading Instruction" survey (Flanagan, 1975), and/or; a survey to determine the preferred roles of a Chapter I Reading Teacher (Bullock and Hesse, 1981).
- 2) Active involvement in workshops,
- 3) Sharing ideas and concerns,
- 4) Completing evaluation forms.

Individual evaluation and survey forms will be reviewed and results will be shared with participants. The summarized survey data will be included in my dissertation. Statements made by workshop participants may be quoted in the dissertation. Written permission to quote an individual workshop participant will be obtained, if necessary. You will remain anonymous in my dissertation.

Active involvement in this project is voluntary and you may withdraw at any time. Participation in this process will not effect your status either positively or negatively. Any questions regarding staff development will be encouraged.

Thanking you in advance for your assistance.

Sincerely,

Maureen Ann F. Fallon

Please sign below if you intend to be a voluntary participant in this staff development project.

Signature

Date

APPENDIX G
INFORMAL ASSESSMENT OF STUDENTS

ROOSEVELT JR. - SR. HIGH SCHOOL
Roosevelt, New York 11575

INFORMAL ASSESSMENT OF STUDENTS

The Cloze Procedure

As teachers move toward more individualized instruction, people acquainted with specific need in "problem" areas, such as reading, will be of increasingly greater assistance in fulfilling the variety of needs in the classroom. When a teacher realizes (1) one of his pupils (2) difficulty with the content (3) because of a lack (4) reading skills, one of (5) options available is to (6) with a reading specialist. (7) making an initial assessment (8) what might be needed (9) terms of individualized reading (10) the teacher then shares (11) perceptions with the specialist. They in turn, view the situation firsthand in order to make an individual assessment.

Answers: 1. that 2. has 3. material 4. of 5. the
6. consult 7. After 8. of 9. in 10. instruction
11. these

A student who fills in between 44 to 57 percent of the blanks with the exact word of the text scores at the instructional level. A student below 44 percent scores at the frustration level, and one above 57 percent is said to be at the independent level.

Instructional level means that with normal classroom instruction (for example, prereading activities, vocabulary instruction), the student can handle the material. Frustration level means that the student is probably unable to handle the material without a great deal of assistance from the teacher or from a tutor. Independent level means that the student can probably handle the material with ease and perhaps more challenging material should be assigned.

APPENDIX H
GRADING SYSTEM

ROOSEVELT JR. -SR. HIGH SCHOOL
Roosevelt, New York 11575

GRADING SYSTEM

95-100	A+
90-94	A
85-89	B+
80-84	B
75-79	C
70-74	D
Below 70	F

WORKSHOP ASSESSMENT

APPENDIX I

Roosevelt JR. - SR. High School
Roosevelt, New York 11575

WORKSHOP ASSESSMENT

Date _____

Researcher/Coordinator - M. Fallon

Rate the following features of the session, on a scale of one to four, using the following criteria: 1) always, 2) frequently, 3) sometimes, 4) never. Circle your choice.

Researcher/Coordinator's familiarity with content. 1 2 3 4

Researcher/Coordinator's responsiveness to concerns of participants. 1 2 3 4

Relevance of researcher/coordinator's response to inquiries. 1 2 3 4

Researcher/Coordinator's use of pertinent examples. 1 2 3 4

Participation was on-going during the workshop. 1 2 3 4

Researcher/Coordinator's presentation of material. 1 2 3 4

Relevance of techniques and data disseminated for use after the workshop.	1	2	3	4
Relevance of staff development agenda to participants needs.	1	2	3	4
Fluidity of organization.	1	2	3	4

REFERENCES

- Allington, R. L. (1986). Policy constraints and effective compensatory reading instruction: A review. In J. V. Hoffman (Ed.), Effective teaching of reading: Research and practice. Newark, DE: International Reading Association.
- Aukerman, R. C. (1972). Reading in the secondary school classroom. New York: McGraw-Hill.
- Bloom, B.S. et al. (1956). Taxonomy of educational objectives. Handbook 1: Cognitive domain. New York: David McKay.
- Bowman, C. M. (1981). But they can't even read... The Social Studies, 72, 126-129.
- Bullock, T. L., & Hesse, K. D. (1981). Reading in the social studies classroom. Washington, D.C.: National Education Association.
- Burmelster, L. E. (1978). Reading strategies for middle and secondary school teachers (2nd ed.). Reading, MA: Addison-Wesley.
- California Achievement Test (1985). Monterey, CA: CTB/McGraw-Hill.
- Cohen, L., & Manion, L. (1985). Research methods in education. Dover, NH: Crom Helm.
- Cohen, R. (1973). Quest: Academic skills program. New York: Harcourt Brace Jovanovich.
- Comprehensive assessment report to Roosevelt board of education and public, December, 1989.
- Cornett, C., & Cornett, C. (1980). Reading social studies. Portland, ME: J. Weston Walch.
- Davis, F. B. (1972). Psychometric research on comprehension in reading. Reading Research Quarterly, 7, 628-678.
- Dillner, M. H., & Olson, J. P. (1977). Personalizing reading instruction in middle, junior, and senior high schools. New York: Macmillan Publishing Company.

- Duffy, G. (1981). Teacher effectiveness research. Implications for the reading profession. In M. L. Kamil (Ed.), Thirtieth yearbook of the national reading conference. Chicago: National Reading Conference, 113-136.
- Dunkin, M. J., & Biddle, B. J. (1974). The study of teaching. New York: Holt, Rinehart and Winston.
- Edelfelt, R. A. (1977). The shifting emphasis to inservice teaching education. Inservice Education: Criteria for and Examples of Local Programs, 16, 3-8.
- Ehman, L., Mehlinger, H., & Patrick, J. (1974). Toward effective instruction in secondary social studies. Boston: Houghton Mifflin Company.
- Ernst, W. (1975). What makes a workshop jell? Educational Leadership, 31, 496-498.
- Flanagan, B. (1975). A competency based assessment of secondary teachers' attitudes and perceptions of qualification in content area reading instruction. Ph.D. diss., University of Oregon.
- Fraenkel, J. (1973). Helping students think and value. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Goodlad, J. (1975). The dynamics of educational change. New York: McGraw Hill.
- Goodman, K. S. (1976). Reading: A psycholinguistic guessing game. In H. Singer and R. B. Ruddell (Eds.), Theoretical models and processes of reading (2nd ed.). Newark, DE: International Reading Association.
- Gray, W. S. (1966). The major aspects of reading. Sequential Development of Reading Abilities, 2, 32-35.
- Gray, W. S., & Rogers, B. (1956). Maturity in reading: Its nature and appraisal. Chicago: University of Chicago Press.
- Griffin, G. A. (Ed.). (1983). Staff development (Part II). Chicago, IL: The University of Chicago Press.

- Griffin, G. A., Huges, Jr., R., & Martin, J. (1982). Knowledge, training, and classroom management. Austin, TX: The Research and Development Center for Teacher Education, The University of Texas at Austin.
- Hafner, L. E. (1974). The uses of reading and the need for reading. In L. S. Hafner (Ed.), Improving reading in middle and secondary schools. New York: Macmillan Publishing Company.
- Hart, H. A. (1974). Self-renewal: A model. Educational Leadership, 31, 499-501.
- Herber, H. L. (1970). Teaching reading in content-areas. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Herber, H. L. (1970). Teaching reading in the secondary school. Boston: Houghton Mifflin Company.
- Herman, W. L. Jr. (1969). Reading and other language arts in social studies instruction: Persistent problems. In R. Preston (Ed.), A new look at reading in the social studies. Newark, DE: International Reading Association.
- Holt, S., & O'Connor, J. R. (1983). Exploring World History. Englewood Cliffs, NJ: Globe Book Company.
- Joyce, B., & Peck, L. (1977). Inservice teacher education report II: Interviews. New York: National Dissemination Center, Syracuse University.
- Karlin, R. (1984). Teaching reading in high school (4th ed.). New York: Harper and Row.
- Kirst, M. & Jung, R. (1980). The utility of a longitudinal approach in assessing implementation: A thirteen year view of Title I, ESEA. Research Report #80-B18, Institute for Research on Educational Finance and Governance, Stanford University.

- Krantz, L. L. (1957). The relationship of reading abilities and basic skills of the elementary school to success in the interpretation of the content material in the high school. Journal of Experimental Education, XXVI, 97-114.
- Lamberg, W. G. & Lamb, C. E. (1980). Reading instruction in the content areas. Chicago: Rand McNally Publishing Company.
- Literacy among youth--12-17 years (1973). Washington, DC: U.S. Government Printing Office.
- London, H., & Spinner, A. (Eds.) (1969). Education in the twenty-first century. Danville, IL: The Interstate Printers and Publishers, Inc.
- Mahoney, J. E. (1978). Improving reading skills in social studies. How To Do It Series, 1, Washington, D.C.: National Council for the Social Studies.
- McNeil, J. D., & Popham, W. J. (1973). The assessment of teacher competence. In R. M. W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally.
- Narang, H. (1976). The development and validation of a test of teacher knowledge of reading at the secondary level. Ph.D. diss., University of Oregon.
- National council for the social studies (1979). Revision of the NCSS social studies curriculum guidelines, Social Education, 95-100.
- New York state board of regents action plan (1984). Revised Part 100 of the Commissioner's Regulations, 219-232.
- New York state social studies syllabus (1987). 7th-8th Grades: United States and New York State history (Tentative syllabus). New York: The University of the State of New York, The State Education Department.
- New York state social studies syllabus (1987). 9th-10th Grades: Global Studies (Tentative syllabus). New York: The University of the State of New York, The State Education Department.

- Nisbett, R. E., & Ross, L. (1980). Human inferences strategies and shortcomings of social judgment. Englewood Cliffs, NJ: Prentice-Hall.:
- Oakan, R. et al. (1971). Identification, organization, and reading comprehension for good and poor readers. Journal of Education, 62, 71-78.
- Olson, P., & Ames, M. (1972). Secondary school reading instruction. New York: Harper and Row.
- Page, W. D. (1980). Reading comprehension: The purpose of reading instruction or a red herring. Reading World, 19, 223-231.
- Page, W. D., & Pinnell, G. S., (1979). Teaching reading comprehension. Urbana, IL: National Council of Teachers of English.
- Pearson, P. D., & Johnson, D. D. (1978). Teaching reading comprehension. New York: Holt, Rinehart and Winston.
- Perfetti, C. A. (1977). Language comprehension and fast decoding: Some psycholinguistic prerequisites for skilled reading comprehension. In John T. Guthrie (Ed.). Cognition, curriculum, and comprehension. Newark, DE: Internatrional Reading Association.
- Robinson, F. P. (1970). Effective study (4th ed.). New York: Harper and Row.
- Robinson, H. A. (1978). Teaching reading and study strategies - the content areas (2nd ed.). Boston: Allyn and Bacon.
- Robinson, H. M. (Ed.). (1960). Sequential development of reading abilities. Chicago: University of Chicago Press.
- Robinson, H. M. (1966). The major aspects of reading. In H. A. Robinson (Ed.), Reading: Seventy-five years of progress. Chicago: University of Chicago Press.
- Roe, B. D., Stoodt, B. D., & Burns, P. C. (1983). Secondary school reading instruction--the content areas (2nd ed.). Boston: Houghton Mifflin Company.

- Rosenshine, B. V., & Furst, N. (1973). In R. M. W. Travers (Ed.), Second handbook of research on teaching. Chicago: Rand McNally.
- Rubin, D. (1983). Teaching reading and study skills in content areas. New York: Holt, Rinehart and Winston.
- Rupley, W. H., Wise, B. S., and Logan, J. W. (1986). Research in effective teaching: An overview of its development. In J. V. Hoffman (Ed.), Effective teaching of reading: Research and practice. Newark, DE: International Reading Association.
- Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge, MA: Harvard University Press.
- Sanders, N. (1966). Classroom questions--what kinds? New York: Harper and Ros.
- Schneiderman, M. (1976). Hawthorne effects in a remedial program for low achieving and learning disabled children. Ph.D. diss., Hofstra University.
- Shanker, A. (1988). Facing the urban education crisis. American Teacher, 72, 5.
- Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions and behavior. Review of Educational Research, 51, 455-498.
- Shepherd, D. L. (1978). Comprehensive high school reading materials (2nd ed.). Columbus, OH: Charles E. Merrill Publishing Company.
- Shulman, L. S. (1970). Reconstruction of educational research. Review of educational research, 40, 371-397.
- Shulman, L. S. (1980). Reflections on individual differences in the study of teaching. Unpublished manuscript, Michigan State University.
- Singer, H. & Ruddell, R. B. (Eds.). (1976). Theoretical models and processes of reading (2nd ed.). Newark, DE: International Reading Association.

- Smith, F. (1978). Understanding reading (2nd ed.). New York: Holt Rinehart and Winston.
- Smith, R. J. & Barrett, T. C. (1979). Teaching reading in the middle grades. Reading, MA: Addison-Wesley Publishing Company.
- Sprinthall, N. & Thies-Sprinthall, L. (1982). Educating for teacher growth. In G. A. Griffin and H. Hukill (Eds.), Alternate perspectives for program development and research in teacher education (pp. 17-58). Austin, TX: The Research and Development Center for Teacher Education, The University of Texas at Austin.
- Stonehill, R. M. & Groves, C. L. (1983). U.S. Department of Education policies and ESEA Title I evaluation utility: changes in attitudes, changes in platitudes. Educational Evaluation and Policy Analysis, 5, 65-73.
- Taylor, W. L. (1953). A new tool for measuring readability. Journalism Quarterly, 30, 415-433.
- Tierney, R. J., & D. Lapp (Eds.). (1979). National assessment of educational progress in reading. Newark, DE: International Reading Association.
- Tulnman, J. J. (1980). Schema schemers. Journal of Reading, 23, 414-419.
- U. S. Department of Commerce. Bureau of the Census. Twentieth Census of the United States, 1980: Population and Housing, Code no. 280208.
- Waterhouse, L. H., Fischer, K. M., & Ryan, E. B. (1980). Language awareness and reading. In F. B. Murray (Ed.), Newark, DE: International Reading Association.
- Wagstaff, L. & McCullough, T. (1973). Inservice educators: Education's disaster area. Administrator's Notebook, 18, 21.
- Weingartner, C. (1947). Schools in the future. In T. W. Hippie (Ed.), The future of education: 1975-2000. Pacific Palisades, CA: Goodyear Publishing Company, Inc.

Withall, J., & Wood, F. H. (1979). Taking the threat out of classroom observation and feedback. Journal of Teacher Education, 30, 55-58.

Wood, F. H., Thompson, S. R., & Russell, F. (1981). Designing effective staff development programs. Staff Development/Organization Development, 70, 59-91.

