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**AN EVALUATION OF THE
EFFECTIVENESS OF THE RESOURCE
TEACHER OF READING SERVICE IN THE
NELSON EDUCATION DISTRICT**

PAUL M. POTAKA

1989

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EFFECTIVENESS OF THE RESOURCE
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NELSON EDUCATION DISTRICT**

PAUL M. POTAKA

A thesis submitted in partial fulfilment of the requirements for the degree of Master of Educational Administration, Massey University, Palmerston North.

1989

CANDIDATE'S STATEMENT

I certify that the thesis entitled : "An evaluation of the effectiveness of the Resource Teacher of Reading Service in the Nelson Education District", and submitted for partial fulfilment of the requirements for the degree of Master of Educational Administration, is the result of my own work, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

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ABSTRACT

The study, an evaluation, had three purposes; to find and employ a model of evaluation that could be applied to specialist teaching programmes, to use the evaluation model to determine how effective the Resource Teacher of Reading Service is at meeting the needs of the students accepted for specialist reading teaching in the Nelson Education District., to suggest ways the model could be adapted for use in other curriculum areas. After examining a number of possible approaches to evaluation the Stake model for evaluation was selected for use. Documentation about the Service was examined to determine the philosophy behind the programmes offered to children and to discover how the Service is supposed to operate. The records of the sixty-two students in the programme between February 1986 and December 1988 were examined. Reading levels at entry to the programme were compared with reading levels at exit from the programme.

A literature search was conducted to provide information about appropriate teaching approaches to help provide a standard against which the Service could be measured.

Interviews were conducted with Resource Teachers of Reading, Resource Teacher of Reading committee members, classroom teachers and some parents of children who have been taught by Resource Teachers of Reading, to determine their attitudes towards the service given to the children. Interview schedules were designed for use with each group of people interviewed. Children were observed in teaching-learning situations while working with Resource Teachers of Reading, to examine the processes involved in the programme.

The data gathered from records, interviewees, observation and from document analysis, provided the basis for applying standards to the Resource Teacher of Reading Service before making judgments about the Service. The data were also used to make judgments about the effectiveness of the Resource Teacher of Reading Service. It was judged that most children in the programme had made satisfactory progress and that the people interviewed believed the programme was working well. The teaching methods being used were consistent with those described in the literature reviewed. It was also judged that Resource Teachers of Reading were making good use of methods that were a mixture of recognised approaches. Teacher-pupil relationships were judged to be important in the teaching-learning situation. A number of suggestions have been offered to people wanting to use this approach to evaluation in schools. The study concludes with recommendations for the Resource Teacher of Reading Service and for people who might consider using the Stake model for evaluation in other parts of the school curriculum.

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1. CHAPTER ONE

INTRODUCTION

In this thesis, the writer set out to address a number of problems:

1. To select a model of evaluation that could be adapted for use in evaluating specialist teaching programmes.
2. To apply this model, with adaptations, to the Nelson Resource Teacher of Reading Service to answer questions regarding the efficiency of the Service.
3. To suggest ways in which the model can be adapted for use in other curriculum, school or specialist areas.

In attempting to address the problems, the writer selected a model of evaluation which was developed by Robert Stake (1967). An outline of the model is presented and discussion is provided which includes strengths and weaknesses of the model. The thesis has been prepared with the benefit of the writer's previous experiences with the model.

STRUCTURE OF THE THESIS

The thesis comprises six chapters: an introduction, a review of relevant literature, a discussion of methods used in the research, a presentation of the results of the research, a discussion of the study and a series of implications. The thesis concludes with a bibliography and appendices.

BACKGROUND TO THE THESIS

Since the positions of the Clinic and Itinerant Teachers of Reading were amalgamated as Resource Teachers of Reading, there has been concern that the latter should be effective in meeting the wide range of reading needs of children who have difficulty learning to read. To ensure effectiveness, Head Office of the Department of Education issued recommendations for training courses and a series of discussion papers designed to assist Advisory Committees (undated Head Office notices).

A meeting of Education Department officers and teachers in 1986 resulted in draft proposals for upgrading the Resource Teacher of Reading Service (often known as the RTR Service). One of the proposals asked for, "Research into the present status of the service" (undated draft sighted). The suggested research questions included studying the way Resource Teachers of Reading work, considering referral and selection procedures and examining teaching methods and their effects. This thesis is, in part, a response to that call. It is also an exploratory exercise in that it is intended to add to the literature on research methodology for programmes and services such as those provided by the Resource Teacher of Reading Service. The

thesis also aims to contribute to an understanding of how the programme operates in the Nelson education district.

Experience and observation suggested that the Resource Teacher of Reading Service in Nelson was successfully meeting the needs of children, teachers, schools and parents but there was very little concrete evidence to support such a position. It was hoped that, as a result of a carefully implemented evaluation programme, the writer would be able to say whether or not the programme was successful in meeting the needs of children and what conditions appeared to lead to such success as occurred.

The problem in evaluating a service, such as that provided by the Resource Teacher of Reading, lies in identifying appropriate variables to study. This thesis was concerned with children's progress in reading development and the conditions under which this progress is achieved.

THE RESOURCE TEACHER OF READING SERVICE: THE RATIONALE

There has long been a concern about and for children who have difficulty learning to read. Education Department resources have, for a considerable time, been assigned to help such children to overcome their difficulties.

Prior to the Resource Teacher of Reading Service being established in Nelson, remedial reading assistance was limited to whatever schools could provide from their own resources and provisions that could be made by the 'special classes' structure from the Special Education branch of the Department of Education. Westport has previously had the services of a Resource Teacher of Reading but this was not organised in any open or systematic way.

The Resource Teacher Of Reading Service was designed to assist children with serious difficulties in reading. A Head Office Circular (1982/35, 23 April, 1982 Resource Teachers of Reading) summarises the functions of the Service as being:

1. To provide a programme of regular, intensive instruction for some carefully identified children who have serious reading difficulties.
2. To provide guidance to teachers and parents to enable them to cater more effectively for these children.

This description of functions gives the Resource Teacher of Reading two separate but related jobs. The first is to work in a specific way with specified children. The second is a wider brief to work with both the teachers and parents of these children.

This way of working differs from approaches which have been used traditionally when working with children with reading difficulties. The usual approaches have involved withdrawing children from regular classroom reading programmes and having a specialist work with them either individually or in groups in another setting. Bean and

Eichelberger (1985) investigated the role of reading specialists working as 'pull-out' and 'in-class' teachers in Pennsylvania. They noted that the research concerning these two ways of working was equivocal and limited. There seemed to be a trend towards encouraging direct instruction with students in the classroom rather than outside the classroom. They say that the way in which the reading specialists work has a lot to do with the kinds of emphasis they give to various parts of their work. Although there is merit in working 'in-class', there are also advantages in working 'out-of-class'.

The Resource Teacher of Reading Service tries to ensure that the best possible service is given to children by working directly with children in the first instance, sometimes by 'pull-out' and sometimes by 'in-class' support. This is followed up by working with teachers and/ or parents as part of a 'phasing out' of the RTR programme for the child and phasing back into the regular classroom reading setting.

STATEMENT OF THE PROBLEM SITUATION

The evaluation reported in this thesis focused on:

1. The ability of the service to provide effective remedial reading teaching for the children referred to it over a thirty-four month period from February 1986 to December 1988.
2. The ability of the service to provide effective support for classroom teachers.

Any successes observed could be attributed to a number of factors either individually or in some form of combination. Amongst these factors might be included:

- a) The training the teacher has undertaken;
- b) The teaching methods being used;
- c) The social situation in which teaching occurred;
- d) The organisation of the Service;
- e) The philosophical orientation of the programme;
- f) The follow-up support provided for teachers and children.

The study sought to identify the relevant factors which contributed to the reported success of the Resource Teacher of Reading Service.

The evaluation was designed to focus on considerations which might have implications for the supervisor of the programme as well as for others concerned with the programme. The prime focus was upon the ability of the Service to provide effective remedial reading teaching for as large a number of needy children as possible.

The philosophy behind the Resource Teacher of Reading Service is one which aims to provide children who have not succeeded in learning to read adequately, with a second or in some cases, third chance to do so. It is believed that, where needed, children have a right to the best remedial reading teaching that can be given and that the RTR Service should attempt to do this.

REASONS FOR THE STUDY

The evaluation of the Service in Nelson was carried out for a number of reasons:

1. No extensive evaluation of the Service, either nationally or locally, has yet been done. No models for evaluating specialist programmes, such as those provided by the Resource Teacher of Reading Service, have been explored and this thesis attempts to fill that gap.
2. Because the supervision of the service is the writer's responsibility, it was felt that there was a professional need to know how well the programme was operating.
3. The Service has been in operation for almost three years and in that time has not been reviewed quantitatively or qualitatively.
4. There is a need to determine the effectiveness of the Service at present in order to know if the Service is doing what it was set up to do.
5. The Advisory Committee needed to know what, if any, side effects the programme is having and whether or not these are desirable.
6. With the threat of financial cuts in education, an evaluation of the Service may be crucial to ensure continued funding for the service.
7. Because the existing scheme may be capable of being improved, it is important to identify just where improvement may best be effected.

Although the thesis is written primarily for the purpose of fulfilling the requirements for the Master of Educational Administration degree, it is undertaken with the belief that the results of the research will be of use to the Nelson Reading Advisory Group and the Nelson Resource Teacher of Reading Service so that assistance can be better targeted for those who need it. The Nelson Department of Education inspectorate who have responsibility for education in the district, the Education Department which provides the funding for the

Resource Teacher of Reading Service and the Education Department's Curriculum Officer for Reading may also find it of value. It is recognised that there is a danger of trying to serve too many audiences with one evaluation.

QUESTIONS TO BE STUDIED

In order to address the problems at the centre of this thesis, it was necessary, after selecting a model of evaluation, to put that model into practice. In attempting to do this, it was necessary to frame some basic questions to guide the research. It was decided the following would direct the inquiry:

1. Is the Resource Teacher of Reading Service operating effectively?
2. If the Service is operating effectively, in what ways is it effective?
3. For whom is the Service effective?
4. Under what conditions is the Service effective?
6. What is making the Service effective?
7. If the Service is not effective, why is it not effective?
8. What side effects, if any, does the Resource Teacher of Reading Service have?

DEFINITION AND DISCUSSION OF TERMS

The biggest problem with any study concerning effectiveness is defining what is meant by the term 'effectiveness'. This problem is recognised by Richard Scott (1977:p63) who, after reviewing a great deal of the literature on the subject, wrote:

There is disagreement about what properties or dimensions are encompassed by the concept of effectiveness. There is disagreement about who does or should set the criteria to be employed in assessing effectiveness. There is disagreement about what indicators are to be used in measuring effectiveness. And there is disagreement about what features of organisations should be examined in accounting for observed differences in effectiveness.

This gives an indication of the enormity of the task faced by the writer. Scott (p72) also states that, despite the philosophical debates and differences, it is important to:

...state clearly what criteria we wish to employ and to recognise that whatever they are ...they are always normative, will serve some interests more than others, and are likely to be controversial.

It is recognised that the criteria for determining effectiveness are elusive. This has been a problem for this thesis and it is discussed further in chapter five. Scott (p64) distinguishes between three types of indicators used in evaluating effectiveness - outcomes, processes and structures. According to Scott (p75-81), outcomes focus on

specific characteristics of objects upon which the organisation has performed some operation. In this thesis these "objects" were the children and the progress they were deemed to have made. Scott raises some cautions, however. Such characteristics are never pure indicators of performance quality since they do not take account of the state of the technology available to any organisation at any given time; various input characteristics can be variable for any given object; there can be problems with the availability of information on outcomes and the relative validity and reliability of these data sources; many educators believe that relevant outcomes can only be assessed long after the subject has been subjected to treatment. Outcome measures are likely to be used by those who use or receive a service. Despite these cautions, outcome indicators need to be considered since they are of very real interest to the parents of children in the programme and are readily accepted by parents as indicators of success for children and of the effectiveness of the programme. In considering outcome indicators, reference is made to an evaluation of the Resource Teacher of Reading Service carried out by the writer. (Potaka:1987.)

Scott (p82) discusses processes as indicators of organisational effectiveness and says that the focus here is on the activities performed by the participants and the extent to which these activities conform to certain performance standards. The standards themselves are not evaluated for correctness. We simply measure those activities that are believed to affect the quality of the work performed. Process measures can be applied to quantity as well as quality variables and are likely to be used by rank and file participants.

This evaluation is concerned with the processes that occur between teachers and children as well as the processes that go on between staff, parents, administrators and children. Some of these processes include teaching procedures and interpersonal relationships.

Of structures, Scott says (p84) these are "measures based on organisational features or participant characteristics presumed to have an impact on organisational effectiveness". He includes such things as administrative processes that support and direct activities. Structural measures of effectiveness are likely to be used by organisational directors.

Since structures have important implications for processes and outcomes, it was necessary to examine these in detail. Included here are committees and procedures for decision making, funding, accountability, training and resourcing.

Scott (p89) finally recommends that we should avoid trying to seek explanations for effectiveness in general terms and should try to, "develop and test more precise predictions relating particular measures of effectiveness to particular features of organisations...". This is what the writer tried to do in this thesis.

For practical purposes, and with Scott's comments in mind, the term "effectiveness" in this study, refers to:

1. The amount of change in reading level made by the reader. A positive change would mean that the reader can read materials at a higher level (as determined by readability assessments made by the Reading Recovery teaching programme; by publishers of reading materials and/or the Elley noun frequency test) of difficulty after teaching than s/he could achieve before teaching started.
2. The numbers of children assisted as compared with the number referred for help. Being totally effective would mean that all referrals are dealt with adequately.
3. The sustained reading progress of children assisted by the Resource Teacher of Reading, while in the programme and also after being returned to the classroom.
4. The degree to which structures and processes operate and the extent to which teachers and others state that the Service is meeting the expectations they have for it.

This chapter has introduced the purposes of the thesis, the main problems to be addressed and the questions that guided the thesis. A definition and discussion of terms as used in the thesis has been offered along with a discussion of the rationale behind the Resource Teacher of Reading programme. The limitations of the thesis are recognised and considered in chapter 6 p80.

It is now necessary to review the literature on the Resource Teacher of Reading Service and similar programmes in order to provide an understanding of the domain in which the Resource Teacher of Reading operates and to provide some basis for making comparisons and judgments about the work it does. This review will form the substance of chapter two.

2. CHAPTER TWO

REVIEW OF LITERATURE

This chapter deals with the way in which the literature search contributed to an understanding of both the task of evaluation and the particular factors associated with reading programmes and teaching methods. The writer discusses the purpose of the literature review, the Stake model for evaluation, previous research in the area of similar reading programmes, effectiveness and methods of teaching reading.

PURPOSE OF THE LITERATURE REVIEW

In any research programme, a review of the literature is important in order to find out what else has been done in the area under study. In this thesis, the review of the literature is even more critical since, in the New Zealand context, very little has been done in relation to this topic. It is necessary, therefore, to provide both a framework for a literature review as well as a review of particular writing in areas related to the subject under study.

In this case, the review of the research literature provides information about what other types of reading programmes are like as a standard against which the Resource Teacher of Reading Service's programmes might be measured. This is an important area for development in terms of helping with the establishment of standards that can be expected and for confirming that teaching is being done in a way that is known to be successful in helping children to learn to read.

PREVIOUS RESEARCH

There has been no research published about the Resource Teacher of Reading Service in New Zealand nor has anything of an objective evaluative nature been published. The only similar service that has been investigated has been the Itinerant Teachers of Reading Service in a descriptive M.Ed. thesis by Rosalie Phillips (1980). However, this thesis did not address the issue of evaluation. This Service was replaced by the present Resource Teacher of Reading Service which has the more widely stated functions of working with children, teachers and parents.

The data for Phillips' study were obtained by questionnaires and provided the basis for a description of how the Itinerant Teachers of Reading Service was organised. It pointed out that the Service operated differently in different education districts. Some teachers worked with individual children in a clinic setting; some worked with groups of children, either in the classroom or with groups of children withdrawn from the classroom; some teachers worked more with teachers than children while others worked in ways which used a combination of some or all of the above approaches.

Phillips' study is valuable for its description of the Itinerant Teacher of Reading Service but it does not provide answers to many of the

questions which administrators raise about programmes. In terms of accountability, it does not make judgments about the effectiveness of the Service. Nor does Phillips' work provide us with guidelines as to possible qualitative changes to the Service. Phillips (p15) notes that different education districts implement the national policy in different ways but we do not have any details about these differences or their effectiveness for pupils or teachers in their respective contexts.

The only comparable programme for which any data exists is the Reading Recovery Programme instituted by Dr Marie Clay of Auckland University. (Clay:1986) The Reading Recovery Programme provides reading assistance for children who have not made satisfactory progress in learning to read after one year at school. It tries, as one of its aims, to help children to make accelerated progress in reading. All evaluations of this programme show that most children who enter the programme make progress in learning to read. National statistics for 1986 show that 60.4% (Newsletter of the DSI Hamilton 1987/3) of the children in Reading Recovery programmes were discontinued at a reading level that was equal to or above the average for the group from which they were originally drawn. Summarising the gains made in Reading Recovery pupils, to 1984, Clay said, "As a result of accelerated progress the children typically leave the programme with average levels of performance in three to six months" (Clay:6:105).

Clay reported that good progress in reading was the case for those children who received daily instruction in Reading Recovery and that the long term effects were good for each of three ethnic groups, European, Maori and Pacific Islands children. (Clay:6:105) .

There is a small proportion of children for whom the programme has not been successful and who have been recommended for further specialist attention and teaching. Dr Clay refers to these children as 'Third Wave' children who may require the attention of a reading specialist for a further year or two (Clay:6:105). In many areas there is an expectation that this reading specialist will be the Resource Teacher of Reading.

Only 4.82% of the children chosen for a Reading Recovery programme did not respond appropriately to such a programme.(Newsletter of the DSI Hamilton 1987/3) Of the Reading Recovery programme Dr Clay says:

...it is a special education programme which, if it works, reduces the need for specialist provision in the upper primary (or elementary) school and secondary school (Clay:6:106).

There is, therefore, evidence to testify to the success of the Reading Recovery Programme, but nothing is known about the success or otherwise of any of the Resource Teacher of Reading Programmes operating throughout the country. It is intended that this thesis will help to fill that gap.

OTHER PROGRAMMES

A review of the literature on methods of teaching children in need of "third wave" assistance is sadly lacking. It has been suggested that such children will become the prime focus for Resource Teachers of Reading in the future and there is a need to have evidence of teaching procedures and methods that will help to meet their special needs. It seems that many of our specialist reading teachers implement procedures and techniques on faith or the word of psychologists, reading advisers or other reading "experts".

Overseas research on methods of teaching reading to children who have difficulty learning to read comes mainly from the United States of America. While much of it may not be consistent with approaches advocated for use in New Zealand, there are many suggestions which do merit citing here as useful adjuncts to our own teaching methods and which may also be used as standards against which we may compare our own techniques.

EFFECTIVENESS

Effectiveness was discussed in chapter one and this section takes the matter a little further to consider how effectiveness in reading has been seen by other writers who have researched this issue in relation to reading programmes.

Research on school effectiveness has identified particular process and content characteristics associated with gains in reading achievement (Guzzetti and Marzano:1984). In their review of the literature on effectiveness, the authors reported that teacher beliefs and perceptions about themselves, beliefs about their students, and their beliefs about teaching in general, are as important as the instructional practices the teachers use in the classroom.

They list high expectations for students and belief in the efficacy of basic skills as important elements which contribute to effective teaching and learning. When dissatisfaction with the status quo is translated into constructive behaviour, this becomes an important factor in achieving effectiveness. The authors also report that effective classroom instructional and organisational practices are important contributors to effectiveness for students' reading achievement. This gives some support for the decision to examine both instructional procedures and organisational practices used by the RTR Service.

METHODS

This thesis also makes a contribution in the area of applying standards to reading programmes. A discussion is included here of research into reading teaching strategies which the writer considers appropriate for this purpose.

To remediate reading-like behaviour, it has been recommended that beginners be taught to self-monitor (Ganschow, Weber and Suelter:1984) since readers need to be able to decipher the flow of words that is the text and then recombine them for proper interpretation. In their study (Ganschow, Weber and Suelter:1984) the researchers found that self monitoring influenced the subject's performance since it made the subject aware of the importance of word recognition. This idea is shared by other writers in the field and was to be a feature the writer expected to be able to observe in the RTR programmes.

A number of studies highlight the importance of teacher questioning in helping students achieve better levels of reading comprehension (Nolte and Singer:1985; Farrar:1984; McIntosh:1985; Pearson:1985; Wixon:1984; Holmes: 1983; Nicholson and Imlach:1981). Several of the researchers outline various ways of developing better use of questioning to assist readers to develop better comprehension levels and strategies.

Holmes outlines a confirmation strategy for improving poor readers' ability to answer inferential questions (Holmes:1983) while McIntosh also emphasises the need to help readers to draw inferences from the reading materials they read (McIntosh:1985). McIntosh has reviewed much of the literature on inferences and concludes that inference is central to reading comprehension; that children are able to make inferences from a very early age; that drawing inferences necessitates activating prior knowledge and that questioning can be used before and after reading to facilitate the inference-making process.

Reading comprehension is seen by many researchers as a very important element in learning to read. Several researchers have outlined practical ways to help readers to develop effective strategies for comprehending text (Brown:1980; Wagner:1983; Hahn:1985; Nolte & Singer:1985; Fitzgerald:1983; Pearson:1985; Durkin:1981; Paris and Jacobs:1984). Pearson argues for a model of teaching comprehension which sees the teacher occupying a more central and active role in providing instruction (Pearson:1985).

Several researchers argue for a place for oral reading and vocabulary development as part of reading teaching (Taylor and Nosbush:1983; Blachowicz: 1985; Au:1977). Such researchers outline their own methods for improving word identification skills.

The place of listening in the reading programme has not been neglected either. In a study carried out by Boodt (Boodt:1984), the researcher concludes that students who have not mastered independent reading, who seldom receive instruction in critical thinking and who are unprepared to engage in critical reading when required to do so, will benefit from instruction in critical listening as part of their reading instruction.

The important role of parents in helping their children (as either able or disabled readers) has been well documented in several studies (Glynn: 1980; McNaughton, Glynn & Robinson:1981; Phillips, Nicholson & Hutchinson:1983; Penketh:1980; Topping and McKnight:1984). Other researchers describe the merits of programmes that utilise student peers or partners as a part of the reading programme (Limbrick:1985; Pickens:1986; Robson & Miller:1984; Vukelich:1984).

In reviewing the literature on story structures, reading to children and the retelling of stories, Morrow says that encouraging very young children to retell stories after hearing them read improves the children's recall of the stories and their understanding of the stories' major structural elements (Morrow:1985).

Garner looked at reading as a problem-solving process and says that those processes evident in reading successfully and successful problem solving can be made conscious, thus enhancing children's success in both subject areas (Garner:1984). He lists the following psycholinguistic strategies as an essential part of this problem-solving approach: sampling, predicting, confirming, anticipating, and correcting.

Drawing on the work of Smith; Rummelhart; Lapp, Flood and Gleckman; Gemake describes interactive reading as a method to help children respond meaningfully to text by drawing and by writing ideas that extend and complement the story (Gemake:1984). She claims that this approach to teaching reading encourages children to convert their experiences and information into text, and to express their feelings and ideas. In this way they explore their conceptual systems while broadening their understanding of story schema.

An understanding of schema theory (Brown:1980; Brown Armbruster and Baker in press; Pearson:1982) and metacognition (Van Kraayenoord:1987) are considered necessary to better help children who are having difficulty learning to read.

Approaches to remedial reading teaching in New Zealand are based mostly on an interactive model of reading learning as described by Clay (1: 1982), Goodman (1973 & 1976), Smith (1978), and others.

The Reading Recovery techniques (Clay:1986) in particular are finding favour amongst Resource Teachers of Reading. It is doubtful that they would limit themselves solely to these however, since the procedures were developed for six-year-old children who, after one year at school, had not made normal progress in learning to read.

The New Zealand Department of Education (Reading In Junior Classes:1985), describes the reading process as involving "reconstructing meaning from print"(p23) by using semantic, syntactic and graphophonic cues along with the conventions of print (p24-25). It says that "meaning is won by integrating information from several cues" (p27) and that "not every letter or every word has to be processed every time in reconstructing meaning" (p27). Risk-taking is seen as essential for efficient reading (p27) and self-improvement is achieved by using strategies flexibly and independently (p27).

Reading in Junior Classes describes the main approaches that are consistent with this philosophy and are recommended for use in schools as: Reading to children; Shared reading; Language experience; Guided reading; and Independent reading (pp 52-81).

Reading in Junior Classes also describes in detail methods for monitoring children's reading progress (pp 116-131). These techniques are used by many Reading Recovery Teachers and Resource Teachers of Reading.

In chapter four the reader will be able to see how this section on methods was applied to discussion about standards and judgments.

From the review of literature presented here it can be seen that there has been very little research done in the interest area of this thesis and there is only one other comparable programme operating in New Zealand. (ie Auckland.) Other researchers have made only limited use of the Stake model and there has been nothing in the area of programme evaluation. It was the intention of this thesis to address areas that others have only investigated in a general way. Chapter three will discuss details of the approach taken in this thesis in evaluating the Resource Teacher of Reading service.

3. CHAPTER THREE

INTRODUCTION

From the previous chapter it can be seen that there is plenty of scope for breaking new ground in educational evaluation. This chapter presents a detailed discussion of the Stake approach to evaluation.

The Stake approach to evaluation has been selected for use for a number of reasons:

1. The model offers a structure which allows for the systematic gathering of a wide range of data relevant to an educational programme.
2. The model asks that an analysis for contingency and congruency of relationships be made.
3. The model is flexible enough to be adapted for use with a variety of educational programmes.
4. The model provides for both description and judgment of the programme under evaluation.
5. The model calls for an examination of the programme's rationale as well as an examination of the programme itself.
6. There is provision for involving a 'team' of evaluators who can be either 'insiders' or 'outsiders'.
7. Approaches can be formal or informal.
8. A responsive approach is advocated so that the needs of those responsible for the programme are taken into account.
9. The model's eclectic scope means that all corners of a programme can be explored.
10. While the model is basically formative it can be used summatively.
11. The model considers antecedent and transactional data as well as the more popular outcome data.

This discussion summarises Stake's initial position on evaluation (Stake:1967: 68:523-540) and his later work on 'Responsive Evaluation'(Stake:1985).The chapter also considers Stake's model in terms of the kinds of questions which a researcher might ask in order to meet the data-gathering requirements of the model.

A discussion of methodology employed in the study is presented and addresses the following topics:

- a) Method.
- b) Procedure.
- c) Selection of subjects.
- d) Instrumentation.
- e) Data collection and recording.
- f) Data analysis.

The evaluation was carried out through seeking answers to the questions posed using the twelve cells which Robert Stake set out in his model for evaluation.

THE STAKE APPROACH TO EVALUATION

Unpublished papers by Crickmer (1987), Bleasdale (1987), Martyn (1983) and Steele (1981) have used aspects of the Stake model of evaluation in New Zealand, but none of these has adequately dealt with the issues of standards and judgments. In each case, the Stake model is presented as the basis for their evaluative exercises but only Steele comes anywhere near an adequate operative model. The present thesis seeks to add to an understanding of the Stake model by applying standards and judgments to intents and observations within the context of the Resource Teacher of Reading (RTR) Service.

A summary of Stake is included here in order to demonstrate the intended use of the model for this evaluation.

THE COUNTENANCE OF EVALUATION

Stake (1967:68:523) believed that educators could better understand their own teaching and contribute more to the art and science of teaching if they better understood the full countenance of evaluation. He pointed out that too little attention has been given to spelling out antecedent conditions and classroom transactions and that little or no effort has been made to measure the fit between what was intended and what actually happened. It is Stake's belief that educators should be paying more attention to the contingencies among background conditions, classroom activities, and scholastic outcomes.

This writer accepts Stake's view because :

- a) Attention to such details has the potential to see more efficient and effective use made of all available resources.
- b) The benefits for learners can be considerable if these factors are kept in full view of educators.

DESCRIPTION AND JUDGMENT

For Stake it is important that a programme be both fully described and fully judged. He urges a description of pupil achievement, a description of instruction and a description of the relationship between them.


Stake (1967:68:526-527) follows Scriven in insisting that the evaluation is not complete until judgment has been passed. He also believes that the evaluator can be at least partially qualified to exercise this role through being experienced and well informed in the matters being researched. He does accept though, that evaluators might be more comfortable processing the judgments of others than rendering their own. (1967:68:527) In this thesis the writer makes judgments and processes the judgments of others.

DATA MATRICES

Stake provides two matrices for gathering, describing and judging data about programmes (see figure 1). He believed that it is important to distinguish between antecedent, transaction and outcome data as a way of better identifying relevant factors.

DESCRIPTIONS OF KEY TERMS

1. An antecedent is any condition which exists prior to teaching and learning and which may relate to outcomes.
2. A transaction is an encounter between students, teachers and others involved with the programme.
3. An outcome includes measurement of the impact of instruction on those taught in the programme and on others concerned with the programme.
4. An intent is a planned environmental condition or demonstration and includes subject matter and student behaviour. It includes effects which are desired, hoped for, anticipated or even feared. Such data could include goals and plans that people involved have.
5. An observation is descriptive data to which reference was made. The evaluator will make these either in a personal way or through the use of various instruments.

	INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
RATIONALE 		ANTECEDENTS		
		TRANSACTIONS		
		OUTCOMES		

DESCRIPTION MATRIX

JUDGMENT MATRIX

Figure 1. A layout of statements and data to be collected by the evaluator of an educational programme. Source : Robert Stake, *The Countenance of Educational Evaluation: Teachers College Record*, (1967:68:523-540).

CONTINGENCY AND CONGRUENCE

Stake says that there are two main ways of processing descriptive evaluation data: finding the contingencies among antecedents, transactions, and outcomes and finding the congruence between intents and observations. Figure 2 on page 25 presents the relationship between the descriptive elements of Stake's model for evaluation.

Data are said to be congruent if what was intended actually happens. Stake (1967:68:534) says that within one row of the data matrix the evaluator should be able to compare the cells containing intents and observations, to note the discrepancies, and to describe the amount of congruence for that row.

Stake (1967:68:534) singles out contingencies for consideration by saying that, since evaluation is a search for relationships that allow us to improve education, evaluators should try to identify outcomes that are contingent upon particular antecedent conditions and instructional transactions. When we evaluate intents, the contingency criterion is one of logic. This can be determined by the evaluator's previous experiences with similar variables and does not necessarily require immediate observation.

The evaluation of observation contingencies on the other hand depends on empirical evidence. One needs more than the usual evaluation of a single programme. One needs empirical data from either within the evaluation or from the research literature. Previous experience with similar observables can be a help to the evaluator. In this respect, the evaluator was well qualified to be able to provide data from the research literature and from relevant work experience.

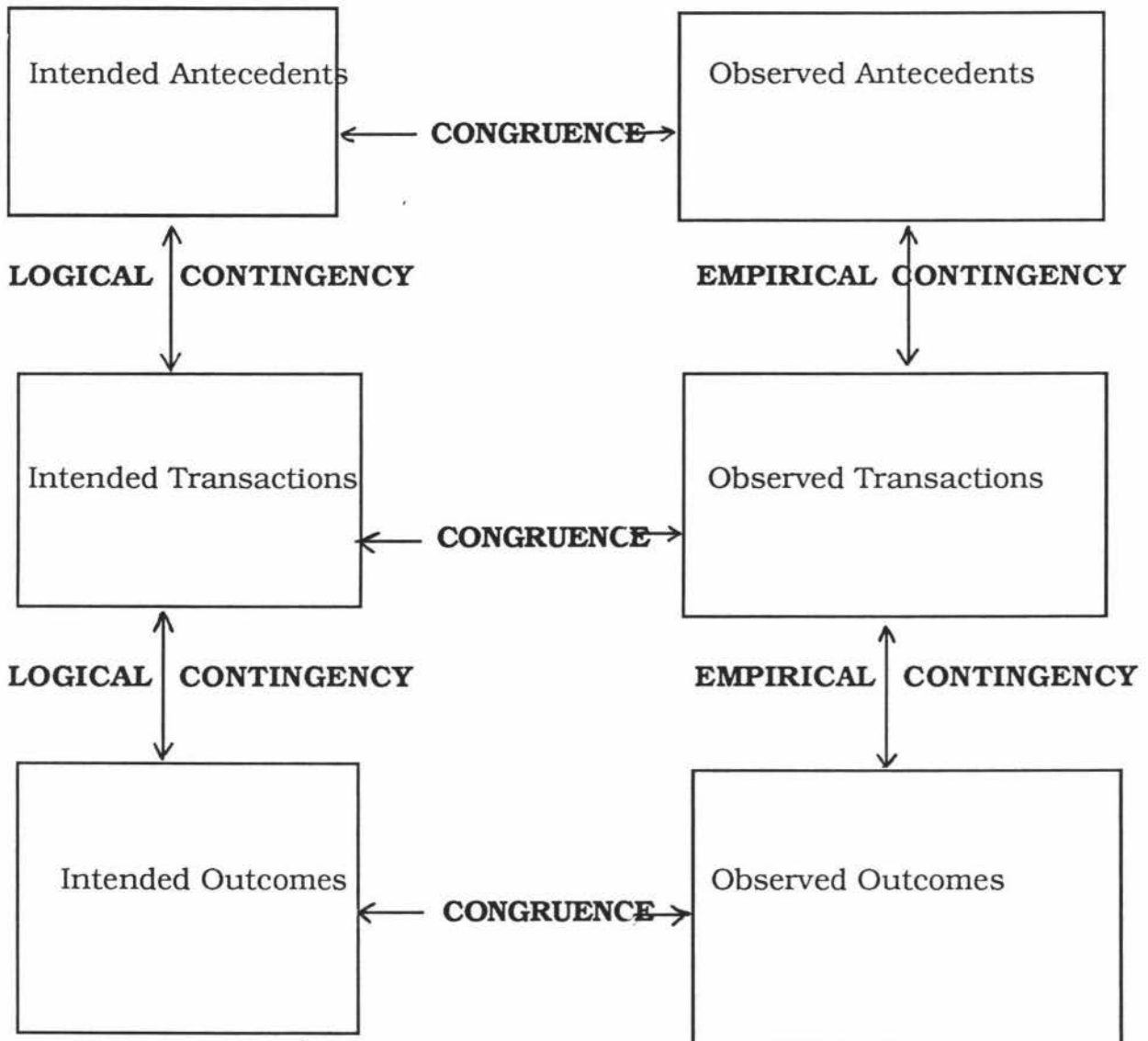
DESCRIPTIVE DATA

Figure 2 A representation of the processing of descriptive data
 Source: Robert Stake, *The Countenance of Educational Evaluation*
Teachers College Record, 1967:68:523-540.

STANDARDS AND JUDGMENTS

If one of the goals of education is excellence and having criteria for it, we need to be able to measure excellence. This requires explicit rather than implicit standards. One cannot evaluate the impact of a programme without knowing what other programmes in pursuit of similar objectives are like. It is necessary for an evaluator to make known which standards are being used in making judgments and who holds them (see Figure 3).

ABSOLUTE COMPARISON

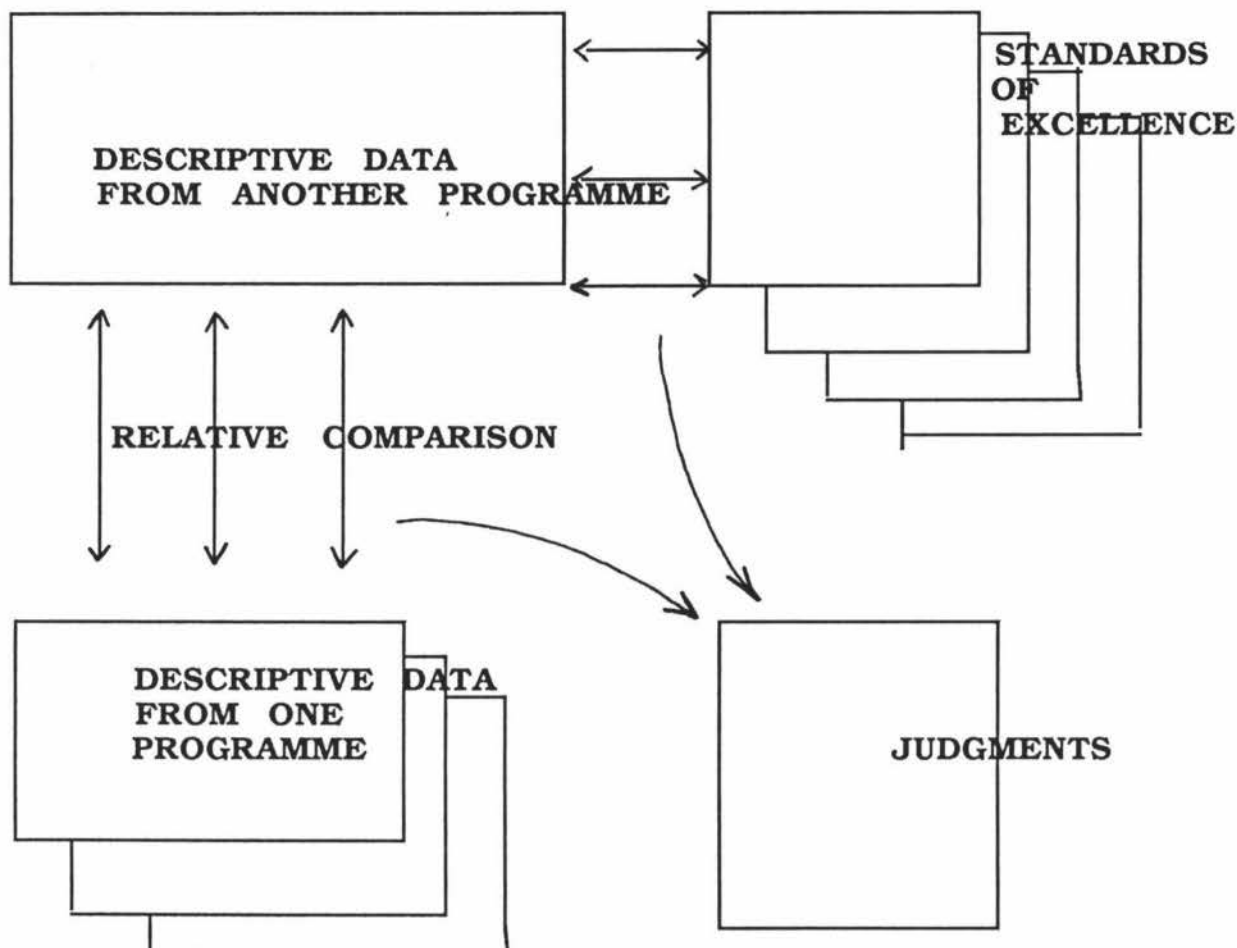


Figure 3. A layout of statements and data to be collected by the evaluator of an educational programme. Source: Robert Stake, *The Countenance of Educational Evaluation: Teachers College Record* (1967:68:523-540).

ABSOLUTE AND RELATIVE STANDARDS

Following Stake, we can say that a programme can be judged according to absolute standards as reflected by personal judgments or by relative standards as reflected by the characteristics of other known programmes.

Absolute standards can indicate acceptable levels for antecedents, transactions and outcomes. Before making a judgment an evaluator has to determine to what extent a given standard has been achieved. In some cases the evaluator has to assign certain weighting to each set of standards. Relative standards are arrived at in a similar way except that standards are taken from descriptions of other similar programmes.

COMPARING AND JUDGING

Through a combination of relative judgment of a programme and absolute judgment, an evaluator can arrive at a composite rating of the worth or otherwise of a programme under evaluation.

It is the case with many evaluations, that absolute standards are adopted often with a combination of information about relative standards.

In 'responsive' evaluation (Stake 1985), Stake emphasises settings where learning occurs, teaching transactions, judgment data, holistic reporting and giving assistance to educators. His main theme is providing a service to specific persons or clients :

- a) To help them to understand problems and to uncover strengths and weaknesses in the programme.
- b) To respond to audience requirements for information throughout the study.
- c) To allow purposes and procedures to be outlined in a general way at the start and to evolve during the study.
- d) To have programme issues as its main orientation.
- e) To allow for an emergent design.
- f) To be reflective of what people do "naturally": observe, interpret and particularize.
- g) To utilise the techniques of case study, expressive objectives, purposive sampling, observation, adversarial hearings, and expressive reports.
- h) With informal and continuous communication between the evaluator and the client.
- i) Which uses different value perspectives of people at hand as a basis for valuational interpretation.
- j) Which sacrifices some precision in measurement in order to increase its usefulness.
- k) Which utilises operational definitions of ambiguous terms as a means of reducing bias (Stufflebeam and Shinkfield:1985:227-232).

Stake expanded his notion of 'responsive' evaluation by describing its substantive and functional structures.

He identified 'advance organizers' or 'issues' as the first part of the substantive structure. The evaluator has to become sufficiently familiar with the programme to be able to identify and address relevant issues. The second part of Stake's paper consists of the data collection format from his countenance paper.

The third element he identified as human observers. He considers them important as the best instruments for investigating and gathering data in many evaluations.

The fourth and final part of the substantive structure of responsive evaluation is validation. According to Stake, it is the evaluator's responsibility to get information in sufficient quantity, from several independent and credible sources so that it effectively represents the perceived status of the programme, however complex.

Stake next turned his attention to the functional structure of responsive evaluation, presented in the form of an evaluation clock. (see Figure 4 page 29) It is not a standard clock in that any point could be a starting point and an evaluator can move to any other point in any order at any time depending upon the purpose to be achieved (Stufflebeam and Shinkfield: 1985:234-239).

It can be seen that in the time between his 'countenance' and 'responsive' papers, Stake became less rigid and more encompassing in his approach to evaluation. This presents both problems and benefits for evaluators following this lead. The 'countenance' paper provided evaluators with an enormous task through a felt need to deal with the eclectic nature of data gathering and processing. The 'responsive' paper allows for more flexibility and subjectivity in an approach to evaluation but at the same time the approach increases the responsibility of the evaluator.

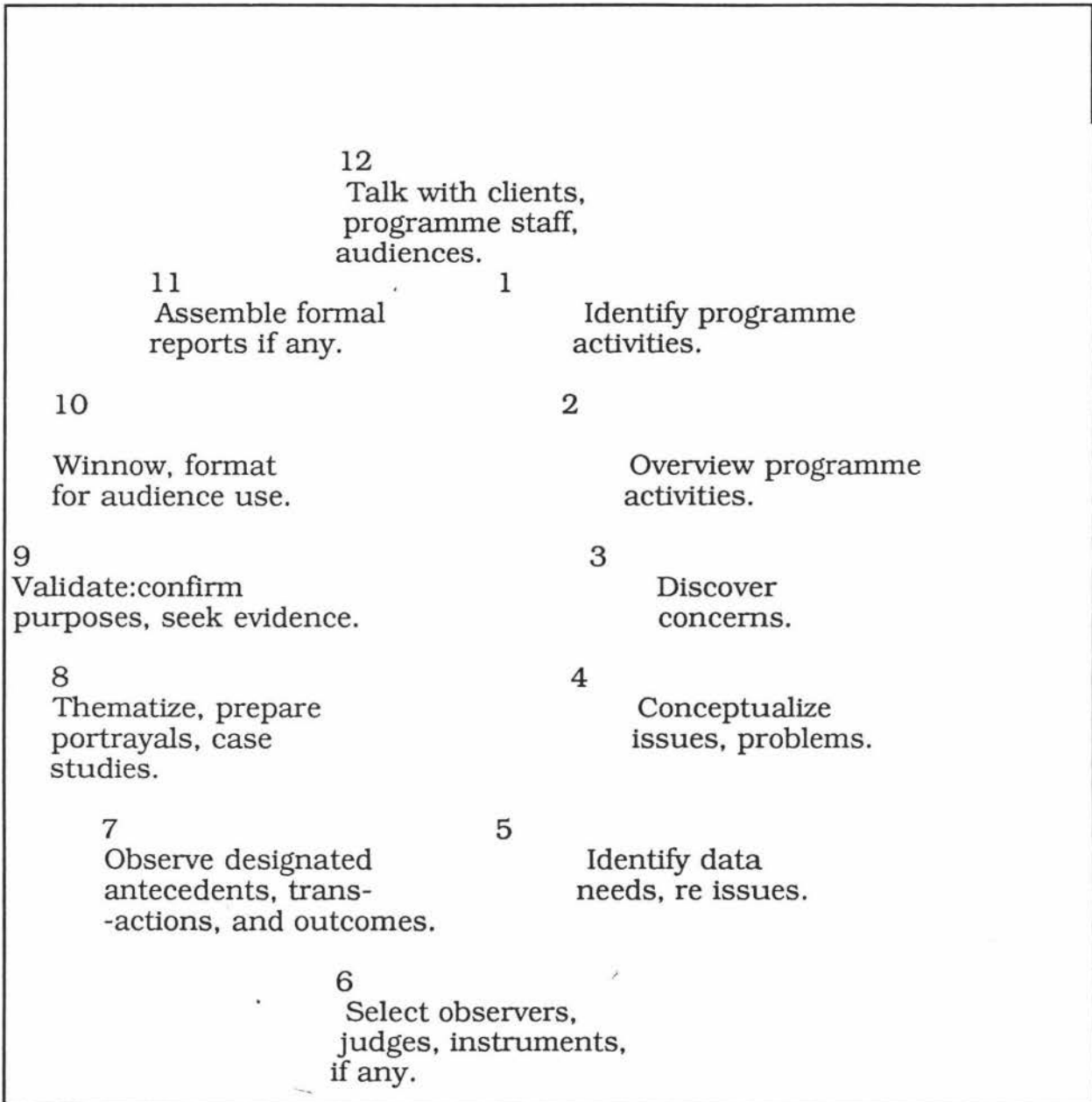


Figure 4 Stake's Functional Structure of Responsive Evaluation: The Evaluation Clock. Source: Stake, Robert E., 1975b Program Evaluation: Particularly Responsive Evaluation. Occasional Paper Series, No. 5, Evaluation Center, Western Michigan University; Kalamazoo, Michigan.

PUTTING THE MODEL INTO PRACTICE

The next section serves to illustrate how this writer operationalised Stake's perception of the countenance of evaluation and his later 'responsive' evaluation. The basic cells as presented by Stake are described in figure 5 and suggestions about the kinds of questions that need to be asked in order to meet data-gathering requirements are

offered. Figure 6 on page 31 shows the questions which were framed for each cell in order to guide data-gathering and to allow the writer to carry out examinations for congruency and contingency. See Appendix N and Appendix P, for a list of sources consulted in order to provide answers to the questions. The questions were framed on the basis that they would yield information relevant to meeting the data-gathering requirements of the Stake model for evaluation. The data also provided information sufficient to test the model's capacity to allow judgments to be made from descriptions provided.

ANTECEDENT INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
These are the intentions that exist prior to the programme that may affect outcomes.	Answers needed to be sought to questions regarding conditions that exist prior to the programme that may affect outcomes.	Answers needed to be sought to questions regarding standards that exist prior to the programme that may affect outcomes.	Answers needed to be sought to questions regarding judgments that exist prior to the programme that may affect outcomes.
TRANSACTIONAL INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
Answers needed to be sought to questions about specific acts the planners believed should take place during the programme.	Answers needed to be sought to questions about what the planner believed an observer should be able to see during the programme.	Answers needed to be sought to questions about the kinds of standards the planners believed should be applied to the programme.	Answers needed to be sought to questions about any opinions the planners held about the programme in action.
OUTCOMES INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
Answers needed to be sought to questions about the intended impact of the programme.	Answers needed to be sought to questions about measurement of the impact of the programme.	Answers needed to be sought to questions about application of a standard(s) to the outcomes of the programme.	Answers needed to be sought to questions about general and specific opinions about the outcomes of the programme.

Figure 5. The twelve cells of the Stake model with suggestions about the kinds of questions that needed to be asked.

<p>ANTECEDENT INTENTS</p> <p>a) Is there a national policy to guide the work of the RTR service? b) How was the policy by which the service operates formed? c) Who was involved in forming the policy? d) How are others made aware of the policy? e) Was an ongoing plan for revising the policy made at the beginning? f) If there is a national policy how is it articulated at local level? g) What are the stated aims of the programme? h) What relevant training has the teacher had? i) How was the teacher selected? j) What are the objectives that those involved with the programme have? k) Are goals for the programme realistic? l) What is the catchment area for children who have access to the RTR programme? m) For which children is the scheme principally targeted? n) What are the characteristics of the children who enter the programme? o) What procedures exist for identifying and assisting staff who are experiencing difficulties? p) Are these part of a systematic process or are they ad hoc in nature? q) Are there job/role descriptions for personnel involved? r) How were these arrived at? s) Have staff at all levels been involved in determining them? t) On what basis are priorities for the operation of the service assigned and do they represent an equitable distribution of opportunities? u) How long are children expected to remain in the programme? v) Is there an integrated development plan which includes the RTR and other people involved in supporting the service? w) What criteria are used to select/discontinue students from the programme? x) What instructional materials are being used? y) What is the context in which the children are taught?</p>	<p>TRANSACTIONAL INTENTS</p> <p>Answers need to be sought to the following questions:</p> <p>a) What teaching methods are specified as being part of the programme? b) What testing procedures are intended for use? c) What mechanism exists to discover children for inclusion in the RTR programme?</p>	<p>INTENTIONAL OUTCOMES</p> <p>The basic question is: Are the outcomes consistent with the expressed intentions?</p> <p>Answers need to be sought to the following questions:</p> <p>a) What short/long term outcomes are intended by those involved with the programme? b) Are we able to observe intended outcomes?</p>
<p>ANTECEDENT OBSERVATIONS</p> <p>a) What do we expect to be able to observe during the programme? b) What is the programme? c) Are the opinions of all staff incorporated in the final plan? d) Are plans specifically stated and widely publicised?</p>	<p>TRANSACTIONAL OBSERVATIONS</p> <p>Answers need to be sought to the following questions:</p> <p>a) What mechanisms exist to discover pupil needs? b) Are targets set for various students in the programme? c) What sorts of information are being gathered to determine whether or not targets are being met? d) What is the previous level of achievement or competence of children who enter the programme? e) What teaching methods are being seen in operation? f) What instructional procedures, tactics and materials are used? g) How are decisions regarding discontinuing children from the programme made? h) What record-keeping system is being used? i) What pupil and programme records are kept? j) What kinds of information do they contain? k) If this is confidential, who has access to them? l) What procedures exist for updating them? m) How is this information gathered and presented? n) What interactions are occurring between teachers and students?</p>	<p>OBSERVATIONAL OUTCOMES</p> <p>The basic question is: What impact has the programme had upon the individuals concerned with the programme?</p> <p>Answers need to be sought to the following questions:</p> <p>a) What are the results of the programme? b) What sorts of opportunities occurred in this project? c) Were there unique experiences? d) Did students have an opportunity to see things they hadn't seen before? e) Did anyone else have the opportunity to contribute to the programme? f) Did anyone else have the opportunity to learn from the programme? g) What else is happening besides the specified objectives of the staff? h) What social and emotional developments can we identify? i) How do parents feel about what the programme is doing or not doing? j) What evidence exists to show that the programme has had benefits for other classroom programmes or students not involved in the RTR programme? k) What changes have occurred in class teacher attitudes? l) What student changes/gains can we identify?</p>
<p>ANTECEDENT STANDARDS</p> <p>a) What evidence do we have that these methods or this programme would be an effective one? b) What other programmes influenced the shape of this one? c) Will the proposed activities accomplish the goals as defined? d) How should lessons of the kinds used occur?</p>	<p>TRANSACTIONAL STANDARDS</p> <p>Answers need to be sought to the following questions:</p> <p>a) What standards of achievement are expected of the children in the programme? b) What are these expectations based on? c) What problems or difficulties are the participants aware of? d) How do those involved account for the transactional observations made? e) What needs to be told so that the information will be useful to others? f) Are there any sources of resistance? g) If there is resistance, what grounds is this resistance based on and what is being done to bring this resistance into the open and work towards overcoming it? h) What kind of evidence would convince the scheme's critics of the scheme's worthiness to them? i) What are the critics of the programme worried about?</p>	<p>STANDARDS OUTCOMES</p> <p>The basic question is: What standards of achievement have been recorded?</p> <p>Answers need to be sought to the following questions:</p> <p>a) How do those involved with the programme link the outcomes with the intentions of the programme?</p>
<p>ANTECEDENT JUDGEMENTS</p> <p>Answers need to be sought to the following questions:</p> <p>a) What judgemental framework regarding this programme existed prior to the start of the programme? b) How will people know when the criteria for discontinuance have been met? c) Is the support given to the programme adequate for it to achieve its objectives? d) What judgements can we make about this programme based on what the designers intend? e) What comparisons can be made with the Reading Recovery Programme; the type of RTR service provided in other New Zealand centres and other types of remedial reading programmes on offer? f) Is funding provided for the RTR service? g) Is the funding adequate for the things people responsible for the programme believe need to be done? h) How is such funding designated? i) How are funds accessed and accounted for? j) What are the costs in terms of money, staff, time, anguish, student involvement etc. that it takes to operate the programme? k) What had to be sacrificed in order to undertake the programme?</p>	<p>TRANSACTIONAL JUDGMENTS</p> <p>Answers need to be sought to the following questions:</p> <p>a) What judgements do those involved in teaching or administering the programme make regarding what they see happening from day to day / week to week? b) What judgements can we make about the retention of student gains over time?</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Figure 6: Questions used as a basis for interview schedules.</p> </div>	<p>JUDGMENTAL OUTCOMES</p> <p>Answers need to be sought to the following questions:</p> <p>b) What evaluative judgements can we make about the programme? c) What congruence is there between what was intended and what was actually observed? d) What discrepancies exist? e) How do we account for discrepancies? f) Are these desirable or not? g) What is causing what? h) Can improvements in students be directly attributable to the work of the RTR service? i) Is the programme suffering through being under resourced in any way? j) Do clients feel that they are benefiting from the programme? k) How significant have the intended gains been? l) How relevant have the objectives for the children been? m) What can the people affected contribute to our understanding? n) How can any understandings gained help the programme?</p> <p>For the evaluative material to be relevant to the intended audience the following issues will need to be addressed:</p> <p>a) What teaching techniques have been found to be particularly effective for certain problems? b) Should the service in its present form be continued? c) What changes need to be made to the service for it to more effectively meet the needs of the clients it serves? d) Is there a case for recommending that the service be extended? e) How do student's standards of achievement compare with those expected at the beginning of the programme? f) What factors have helped or hindered the programme? g) Has the level of activity and/or support increased over the time that the programme has been running? h) How have the communication links between those concerned changed over the period of the programme? i) What needs continue to be not met? j) What changes in teaching procedures, management or philosophy have occurred? k) How was the need for these identified?</p>

RATIONALE BEHIND THE PROGRAMME

The rationale behind the programme needs to be understood in order to understand what is happening in the programme itself as well as in classrooms and why.

Information regarding the rationale was sought from members of the Resource Teacher of Reading committee, teachers, principals, parents and documentary sources.

METHOD

The literature search was conducted to determine what was known about Resource Teacher of Reading teaching programmes or other similar programmes. The literature search was also expected to reveal methods of teaching remedial reading that are successful with children who are having difficulty learning to read. The understandings gained from the search were used to determine the standards against which judgments about the Resource Teacher of Reading Service in Nelson could be made.

In order to conduct the evaluation, data which would help to answer the questions posed in each of the categories of the Stake model had to be gathered. See figure 6 for examples of these questions. They are arranged according to the cell division presented by Stake. Much of this data was gathered using interview techniques. Questions to guide the interviews were constructed (See appendices H to L for the interview schedules used to gather information) It was felt that this approach was preferable to a questionnaire because the meaning that people attach to their responses can be best captured in this way. Attempts were made to provide full answers to the questions where possible. Supplementary questions were asked where it was felt necessary to do so in order to better understand and record what the respondent was saying. However, consulting with individuals to check the accuracy of the interviewer's perceptions was not carried out due mostly to the enormity of the task and time available. Responses at the time of the interviews were recorded and later typed into the word processor to form part of the permanent record of data gathering.

Observations of teaching sessions with the two Resource Teachers of Reading were carried out informally as a part of the researcher's regular work. This provided the opportunity for making decisions about what should be studied in depth. Video recordings of two lessons were made, analysed and discussed with the RTR in order to be able to provide an accurate written description of what happens during a lesson. (One of the transcripts is provided in the results section in chapter four.) Observations were also necessary to establish the interactions that were taking place between the children, teachers, the two RTR's and others involved in the programme. Some of this information was gathered

through viewing the video tapes, through informal observation while the researcher was in classrooms, through information offered by interviewees and through reports made to the RTR committee by RTR committee members.

Much of the information regarding antecedent intents and observations was sought from documentation and direct observation of children and teachers at work.

Information about antecedent standards and judgments were arrived at through the literature review and what has been written about the particular teaching methods and organisation being used.

Transactional intents were sought through observing teachers in action and by discussing with them, their reasons for specific actions.

Direct observations of teachers enabled information about teaching/testing methods, procedures and materials to be gained.

Transactional standards were able to be discussed and judgments about what was observed were made with the assistance of knowledge gained from the literature review.

The intentional and observational outcomes of the programme were able to be described by relating these outcomes to the antecedent intents and observations.

The cells seeking information about standards and judgments at the level of outcomes were filled by linking these with antecedent conditions and transactional behaviours. It is in this area that the researcher was able to draw the information together and provide opinions based on the data gathered and what the literature had to say on the subject.

PROCEDURE

Notes were made from reports presented by the Resource Teacher of Reading to Resource Teacher of Reading committee meetings over the period February 1986 to December 1988. From these reports information regarding the progress children were making, difficulties they were experiencing and teaching methods that were being used with them was obtained. Interviews were conducted with teachers, in order to be able to determine teaching methods being used with students to support the work of the Resource Teacher of Reading.

Much of the information regarding changes in level of student reading performance was sought from documentation, interviews, discussions with teachers, direct observations and testing by the researcher.

SELECTION OF SUBJECTS

All children who had been taught in the RTR programme were listed alphabetically by surname, and every third child became a subject for the research programme. The first child chosen was the third child on the alphabetical list. All teaching staff who had taught or were currently teaching children who were drawn in the sample were interviewed. RTR committee members interviewed included two RTRs, the inspector with responsibility for reading, the Reading Recovery Tutor, the Adviser to Junior Classes, the District Adviser on Reading. The principals representative changed three times during the period prior to this study and it was considered to be inappropriate to conduct an interview with any of those people. A sample of the parent's who had children in the Resource Teacher of Reading programme were interviewed. This was arrived at by taking the names of children drawn in the sample above, arranging them alphabetically by surname and placing a tick beside the name of every third child starting with the third child on the list. The parents of these children were selected for interviewing. Not all parents could be contacted for an interview.

Because the numbers being dealt with in this exercise were small, the records of all children who have received help through the Resource Teacher of Reading Service in Nelson city and who still reside in the Nelson Education District, were used.

The children in the study numbered sixty-two - 15 girls and 47 boys ranging from age on entry from 6 years 1 month to 12 years 7 months. Ethnically, all subjects were of European origin. The population contained seven ex Reading Recovery children who had been withdrawn from that programme. In this respect they constitute "third wave" children as described by Dr Clay.

The other children were referred from other areas of the school ranging from standard one to form two. All children in the programme were referred through members of the Resource Teacher of Reading committee and the Psychological Services of the Department of Education Nelson.

DATA COLLECTION AND ANALYSIS

The approaches used in this project included an interview conducted with the people noted above (See also Appendix P).

Observations of teaching sessions with RTR and class teachers were carried out to identify teaching procedures and methods used during specific RTR teaching sessions. During these observations teaching methods were described in terms of the steps taken by the teacher and responses made by the child or children. These observations were cross checked through discussion with the teacher about intentions.

The reading levels of the children upon entry to the programme were those provided by the teacher and school making the referral. Teachers were asked to provide the instructional reading level of the student as determined by the accuracy level obtained on a running record test of reading behaviour.(Clay:6:17-22)

The same procedure was used to establish reading levels throughout the programme as a way of reporting progress and was used in following up children who had been stopped or discontinued.

A child's instructional reading level was determined as the highest level at which s/he could achieve a reading accuracy level of 90-95%. Throughout this evaluation whenever the term "reading level" is used it has that meaning.

This measure has been used because it is the same as that used by the teachers of Reading Recovery programmes, has validity and is based on empirical research conducted by Dr Clay and reported in her book, The Early Detection of Reading Difficulties (3rd edition 1985).

The Resource Teacher of Reading committee records the reading behaviour of children at entry. These and other recent records made it possible to determine what progress had been made by children who had been in the programme. This information is presented in graph form and is kept by Resource Teachers of Reading.

Questionnaires were collated and the information summarised to provide answers to the questions asked. Observations were summarised for the same purposes.

This chapter has presented the reader's understanding of the Stake model for evaluation and has also provided an outline of how it was used to evaluate the Resource Teacher of Reading Service. It can be seen that the model is an encompassing one requiring an extensive data-gathering exercise. Chapter four will present the results of this research.

4. CHAPTER FOUR

RESULTS

This chapter contains the results of research into the Resource Teacher of Reading Service. The first section deals with the antecedent intentions and observations; the transactional intentions and observations; the observational intentions and outcomes. The second section considers the issues of antecedent, transactional and outcome standards and judgments. The third section presents material about relationships, indicators, contingencies, causes and effects. Figure 7 presents a skeleton outline of what the reader may expect to find in the body of the text.

ANTECEDENT INTENTS	TRANSACTIONAL INTENTS	OUTCOME INTENTS
<p>To provide a programme of regular intensive instruction for some carefully identified children who have serious reading difficulties.</p> <p>To give guidance to teachers and parents.</p> <p>To provide a measure of equity for children.</p> <p>To make the Service available to a defined geographical area, age group 6.5yrs to Intermediate age.</p> <p>Achieve the aims held by RTRs, school staff, and RTR committee.</p>	<p>Dissemination of information.</p> <p>Give professional and administrative support to RTRs.</p> <p>To monitor the Service.</p> <p>To provide a remediation service.</p> <p>To provide advice and support for schools.</p> <p>To provide reports for the DSI.</p> <p>To approve selection of children for the Service.</p>	<p>Build on child's present reading status.</p> <p>Provide classroom support for RTR.</p> <p>To 'normalize' children's reading behaviour.</p> <p>To have confident readers who think well of themselves.</p> <p>To have children who have overcome reading deficits.</p> <p>To have children with improved attitudes to reading and school.</p>
ANTECEDENT OBSERVATIONS	TRANSACTIONAL OBSERVATIONS	OUTCOME OBSERVATIONS
<p>Large numbers want access to the Service.</p> <p>Children have multiple disabilities.</p> <p>Willingness of the committee to co-operate.</p> <p>A growing third wave roll.</p> <p>Referrals from all parts of the school.</p> <p>RTRs required to travel.</p> <p>Instructional setting varies.</p> <p>Teacher qualities evident.</p> <p>Inadequate specification of funding.</p> <p>Teachers willing to support the Service.</p>	<p>Teachers use own means to identify 'needy'.</p> <p>Pupil records are kept.</p> <p>Regular reporting and discussion.</p> <p>A wide range of teaching methods in use.</p> <p>Effective committee processes.</p> <p>Positive teacher-student interactions.</p>	<p>Children made progress.</p> <p>Teachers learned new skills.</p> <p>Social and emotional growth.</p> <p>Positive parent comments.</p>

ANTECEDENT STANDARDS	TRANSACTIONAL STANDARDS	OUTCOME STANDARDS
Effective teaching in Reading Recovery programmes. Effective support programmes in classes. Dr Clay's cautions are kept in mind.	RTRs have reasonable expectations for children. Children are monitored regularly.	Accelerated progress. Progress for many children is in line with chronological ages. Improvements have been made.
ANTECEDENT JUDGMENTS	TRANSACTIONAL JUDGMENTS	OUTCOME JUDGMENTS
The task of helping disabled children is difficult but possible. Notification about funding details are inadequate. The Service will have to remain a scarce resource.	Regular RTR reports and evaluations are useful. Regular committee meetings are valuable.	Basic processes are sound. There is congruence between intentions and observations. Progress made by children is satisfactory.

Figure 7: A summary of data obtained during research into the RTR Service.

ANTECEDENT INTENTS

THE POLICY

The policy by which the RTR Service operates in Nelson arose from discussions with reading advisers from other education districts, particularly Auckland. Up until this point the Service in Nelson operated in two different forms. It was decided to adopt the model that was being used in the Auckland district since the model already operating in Nelson City was very similar. From 1986 both areas in the Nelson Education District have worked to operate under the same policy although there are still minor differences in the way the two areas operate.

The Nelson District Adviser on Reading introduced the adapted model to the Nelson RTR committee who decided that it should be adopted for use in Nelson. The model was presented also to principals in the Westport area and adopted for use there.

Principals in Westport were made aware of the policy for the district through a formal presentation by the District Adviser on Reading at a meeting of principals. The same offer was not made to Nelson principals because the number of referrals from RTR committee members alone was five times the number to which the programme could have done justice. Fears were held that wide publication of the services of the Resource Teacher of Reading Service would see a further flood of referrals that could not be met and would thereby, bring criticism to the service before it even began. From this point of view it could be said that

the programme is selective in ways other than through the criteria used for making decisions about which referred children will enter the programme.

The programme guidelines begin with the statement:

A major aim of education is to ensure that all children learn to read successfully, that is to prevent failure. The Resource Teacher of Reading Service needs to be seen in that context (p1 "The Resource Teacher of Reading Service in the Nelson District"). It can be seen that the Resource Teacher of Reading Service is designed to assist children with serious difficulties in reading. The underlying philosophy of the Service has to do with providing a measure of assistance for children who have been unable to succeed in learning to read in the school system. The people consulted certainly see the Service in these terms.

The policy for the district has been outlined in a booklet entitled: "The Resource Teacher of Reading Service in the Nelson District". The booklet provides an outline of how the Resource Teacher of Reading programme should operate in the Nelson Education District. At the time the policy was adopted, it was accepted that there would be a need to make changes to reflect what was practical for the Nelson Education District but no formal mechanism was put in place to effect this change. The table of contents reprinted below (Figure 8) should serve to give the reader an idea of the areas covered by the policy statement.

CONTENTS
Preface
<u>Resource Teacher of Reading Service Nelson</u>
1.0 Functions of the Resource Teacher of Reading Service
2.0 Children served by the Resource Teacher of Reading Service
3.0 Structure and administration
3.1 Structure
3.2 Members of RTR committee
3.3 Responsibilities of the RTR committee
4.0 Functioning of the Resource Teacher of Reading Service
4.1 Referral
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4.4 Supervision
4.5 Discharge
4.6 Follow-up
<u>Appendices</u>
A Referral form
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C Guidelines for selection
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E Principal's representative
F Role descriptions for local advisory committee members
G A mutual agreement between RTRs and principals for working as an itinerant RTR in their school

Figure 8: Table of contents: "The Resource Teacher Of Reading Service In The Nelson Education District".

The Nelson Resource Teacher of Reading committee takes its brief from the Head Office Official Circular 1982/35 dated 23 April, 1982, Resource Teachers of Reading and describes the functions of the Service as: (p3 "The Resource Teacher of Reading Service in the Nelson District").

- * To provide a programme of regular, intensive instruction for some carefully identified children who have serious reading difficulties.
- * To provide guidance to teachers and parents to enable them to cater more effectively for these children.

ANTECEDENT OBSERVATIONS

From observations made, it is clear that every effort is geared towards doing this through providing individual instruction on a one-to-one basis and by supporting this through working with teachers and parents as appropriate.

The RTR Service operates under the supervision of the District Senior Inspector of Primary Schools and the administrative structure can be portrayed hierarchically:

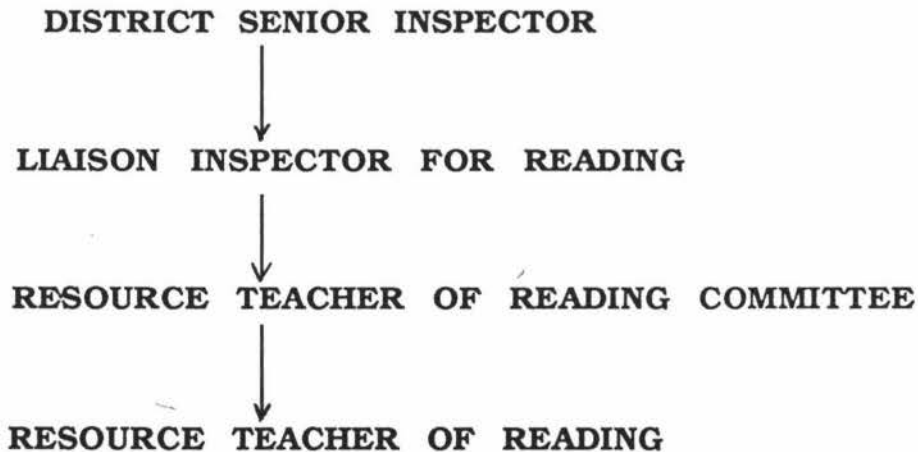


Figure 9: Structure of the Resource Teacher of Reading Service.

(p4 "The Resource Teacher of Reading Service in the Nelson Education District")

Resource Teachers of Reading work directly with a Resource Teacher of Reading committee. The RTR committee formulates policy, has general oversight of the Service and reports to the liaison inspector for reading.

MEMBERSHIP OF RESOURCE TEACHER OF READING COMMITTEE

The following are members of the committee:

Inspector with delegation for Reading,
Principal of base school, (where applicable)
Psychologist,
Adviser to Junior Classes,
Resource Teacher(s) of Reading,
Reading Adviser, (liaison/consultation)
Reading Recovery Tutor.

This committee has the power to co-opt others as needed.

The Resource Teacher of Reading is appointed on the basis of suitability for the position. Amongst factors considered when making appointments are:

recent successful classroom teaching experience, successful reading recovery teaching is an added advantage, proven knowledge of current theory and practice in reading and language development, knowledge and ability to work with children with special needs, commitment to helping children with severe reading difficulties, demonstrated expert leadership in working with parents, principals and teachers and ability to work effectively with professional colleagues, a willingness to undertake the initial training course to a satisfactory level of mastery and to be involved in ongoing inservice training, be able to establish positive relationships with children, show ability in monitoring the needs of children and planning appropriate programmes (Head office draft on the Resource Teacher of Reading Service: undated).

CHARACTERISTICS OF CHILDREN REFERRED

Children referred to the RTR committee share a number of characteristics either singly or in some combination. Amongst these are, general reading performance which is less than that of their peers, low self-esteem and/or confidence in oneself, failure to have made reading progress in the normal classroom setting, failure to respond to a Reading Recovery programme, inability to relate to class peers, disruptive behaviour, emotionally disturbed, low ability or the class teacher is unable to identify particular reading difficulties. For many of the children referred, disruptive classroom behaviour is sometimes a characteristic they have in association with other characteristics.

After the RTR committee has decided to accept the referral, the Resource Teacher of Reading places the child's name on the roll and begins teaching the child.

THE INSTRUCTIONAL SETTING

The RTR committee sees the national policy statement being best implemented by providing intensive teaching for children on a one-to-one basis. Each child is taught by the Resource Teacher of Reading in a one-to-one tutoring situation either at the reading centre, in the child's school or another base school, whichever is appropriate. The RTRs travel to the venue which is most appropriate in which to provide assistance. The quality of teaching venues differs from one school to the next despite the RTR committee's hopes of obtaining an agreement from schools regarding the provision of suitable conditions for teaching when an RTR works in the school (see Appendix G). Lessons vary in length but average about thirty to forty minutes each. The number of lessons per week also varies according to the needs of particular children but average three to four lessons per week. Constant liaison is maintained with the child's teacher(s) and advice is given on the child's reading and writing programme where this is necessary. Parents are also involved in helping their children in appropriate ways. Tutoring continues until the child can function at an appropriate level of independence in the school setting or until the RTR committee decides that teaching should cease.

Although one-to-one teaching forms the basis of the teaching programme, there are times when the RTR works with the child in need as a part of the class reading group. This has been particularly so when working with older children and when children are being phased back into the regular classroom programme. Group teaching also happens when two or more children are seen to have very similar needs which can be met in a group teaching situation.

FINANCE

The RTR Service is funded by the Education Department through the Special Education Division. The financial allocation for each Resource Teacher of Reading for the year 1986-87 (Head Office correspondence dated 20/10/86: Quote 36/5/1), the only period for which funds were notified, was for :

Incidentals \$180.00

Books \$235.00

Consumables \$100.00 [plus \$7.50 per pupil per annum based on a notional roll of 12 children. Other resources available to the Resource Teachers of Reading include; the DSI's special purposes account; the discretionary library grant; travel allowances (unspecified); access to a teachers aide (details unspecified).

The major costs for operating the Resource Teacher of Reading Service comes in the form of salaries for RTRs and committee members. It is difficult to apportion costs over specific RTR work and other work in which committee members are engaged, but an attempt has been made to arrive at a cost for each RTR committee meeting based on the salary range of those concerned. Figures have been aggregated to determine costs. On this basis each meeting costs approximately \$134.22 - \$161. Using the annual salary of the RTRs it was possible to determine an

hourly rate range of \$15.19 - \$18.55. This means that each child's 30 minute lesson costs approximately \$7.59 - \$9.28. It should be realised that this does not take account of overhead costs such as rent, heating, lighting.

TRANSACTIONAL INTENTS

The programme is intended to operate and complement teaching which is already occurring in the Reading Recovery programme, school remedial reading provisions and also classroom reading programmes. The diagram below shows how this complement is intended to work.

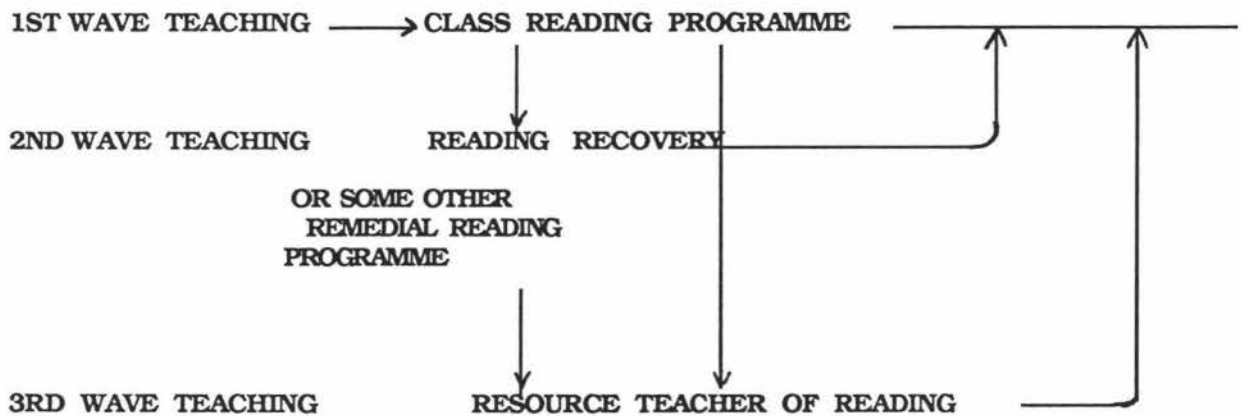


Figure 10: A diagram for Reading Teaching in Schools (p1 "The Resource Teacher of Reading Service in the Nelson Education District").

According to the diagram, most children will succeed in learning to read through a normal class programme. In order to provide for those children at risk, it is supposed that schools will provide some internal monitoring system to check children's reading status at the age of six years through the Sixth Birthday Reading Survey. From observations and discussions with teachers and principals, it was determined that the survey is routinely administered in most schools. As a result of this test, children identified as needing assistance are supposed to receive a Reading Recovery programme. In practice it was noted that resources are insufficient to be able to provide this service for all who need it and that further screening takes place before limited admissions are made to Reading Recovery programmes. It is expected that there will be some children who, even after the benefits of a Reading Recovery programme, will still need some assistance with reading. It is expected that these children should, where possible, receive assistance from a Resource Teacher of Reading.

According to the diagram above, the services of a Resource Teacher of Reading should be available to older children who are diagnosed as being in need of reading assistance. In practice this happens but it is judged that the 'screening' procedures at this level were less sophisticated and reliable than for those children referred from the Reading Recovery third wave category. As a result, younger, particularly ex Reading

Recovery children were seen to be more likely to be referred to, and accepted by, the RTR committee.

The diagram shows that two different 'waves' of children are to be serviced by the RTR Service. Interviews with people concerned showed that there was in fact more emphasis on helping those considered to be 'third wave' children as a result of lack of success in the Reading Recovery programme. Evidence also shows that children in this category are more likely to be admitted to the programme.

The policy statement limits the population to be serviced by the RTR programme to a specific group of children.

- * Reading Recovery children not discontinued after 20-26 weeks
- * Young children (from six-and-a-half years) with severe reading difficulties who have not had Reading Recovery available to them
- * Older children with very severe reading difficulties.
- * Schools to be serviced by the Resource Teacher of Reading Service may vary from time to time according to overall district needs (p3 "The Resource Teacher of Reading Service in the Nelson District").

Schools are asked to check with the chairperson of the committee as to whether or not their school is within the boundary serviced by the RTR Service (see appendix C). During the time of the evaluation, the RTR programme operated in two areas of the Nelson Education District. The Nelson City service operated between Clifton Terrace school in the north east of the region to Richmond school in the south west of the region. These boundaries are rigidly applied.

AIMS AND LEARNING OBJECTIVES OF STAFF

The aims and learning objectives held by teachers, RTR committee members and RTRs differed in specific ways. Classroom teachers, when asked "What were the goals for while he/she was in the RTR programme?" responded in a variety of ways:

- * To build on previous reading successes. To improve her attack skills: To provide classroom support for the RTR.
- * To read like a normal 11-year-old child.
- * Improve performance in reading. Build confidence.
- * Build confidence and self-esteem. Help him to bridge a three-year reading deficit.
- * Improve attitude to reading and to make him more positive and independent in a reading situation. Increase his reading level.
- * To attain a higher level of reading performance than s/he had currently reached after being in the Reading Recovery programme.
- * Raise his reading level to that of other children in the class.
- * To enjoy reading.

RTR committee members were asked..."What are the goals for the RTR programme?" and gave the following responses:

- * To raise the standard of children's reading and to help them to reach their reading potential.
- * Assist schools to ensure literacy programmes reach as many needy children as possible.
- * To work with specifically designated children and their teachers and parents to effect reading remediation work.

RTRs were asked..."What targets are set for various students in the programme?" and responded:

- * Children are set targets - skills, reading levels, self-esteem, behaviours, social behaviours. Targets vary for children and within the programme. They differ from Reading Recovery because there are more variables to consider. Expectations are totally individual.

Through observation and discussions with teachers and RTRs, it was determined that these expressed aims and objectives are achieved with most children. Statistical data to be presented later will support this point (See Table 1, page 55).

TRANSACTIONAL OBSERVATIONS

For practical purposes, the District Adviser on Reading assumes responsibility for ensuring that all committee functions are carried out. Role descriptions for some members of the committee have been described. Committee functions and responsibilities are also recorded:

- * Assisting the RTRs to inform local schools of their work.
- * Select children, approve enrolments, review children's progress, approve withdrawals and give support with difficult cases.
- * Offer professional and administrative support to the Resource Teachers of Reading.
- * Monitor the service provided to ensure that the functions stated in 1.0 "Functions of the Resource Teacher of Reading Service" are achieved.
- * Provide mediation in any situation where difficulties arise that may reduce the effectiveness of the Resource Teachers of Reading.
- * Collect data, review and evaluate the general effectiveness of the Service.
- * Provide advice and support for referrals that are not admitted to the RTR roll.
- * Assess the need for and plan new services.
- * Evaluate the Resource Teacher of Reading Service.
- * Report to the district senior inspector (p5-6 "The Resource Teacher of Reading Service in the Nelson District").

RTR committee members saw their roles on the committee as being of a supportive nature. When they were asked, "What is your role on the committee?" typical responses were:

- * Lend support to the RTR. Help with assessments and decision making.
- * Provide the RTRs with confirmation of the good work they are doing.
- * Make suggestions for future teaching programmes.
- * To refer third wave children for assistance. To make committee decisions about children to receive help. Assist with the professional development of the RTR.
- * To administer and co-ordinate the work of the RTR Service in the district and to give support and training to the RTRs concerned.

When asked, "What on-going training and support do you provide for the Resource Teacher of Reading?" the following responses were given:

- * Discussion of cases. Professional support during LARIC. Share course running with RTR. Depends on the RTR.
- * Provide access to Reading Recovery inservice sessions. Informal liaison.
- * Provide a forum for regular discussion, provide literature and information, support for decisions made and programmes implemented.

Of the functions listed in the statement of intent, only those below appear to have been neglected:

- * Collect data, review and evaluate the general effectiveness of the Service.
- * Assess the need for and plan new services.
- * Evaluate the Resource Teacher of Reading Service.
- * Report to the district senior inspector (p5-6 "The Resource Teacher of Reading Service in the Nelson District").

All other functions were seen to be operating.

FUNCTIONING OF THE RESOURCE TEACHER OF READING SERVICE.

To fulfil the functions of the Service stated above, the Resource Teacher of Reading committee considers it operates a four stage process to receive and assist children referred to them, as shown in the diagram in Figure 11, page 46.

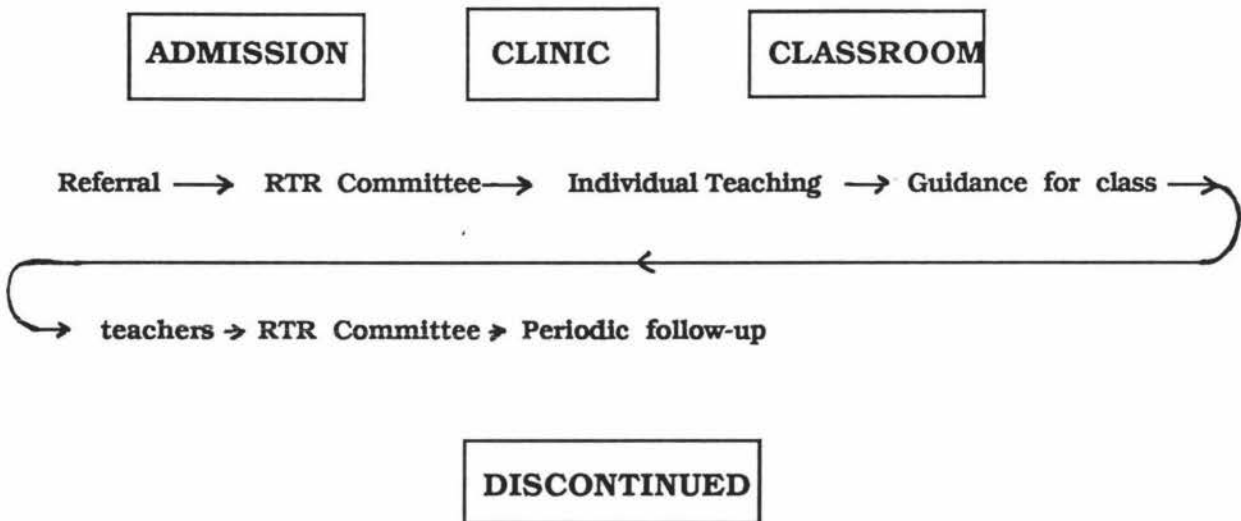


Figure 11: Functioning of Resource Teacher of Reading Service
(Re drawn from "The Resource Teacher Of Reading Service In The Nelson Education District p6").

It will be noted that there is no specific mention of guidance for parents. This can best be seen as an oversight in writing the guidelines for the programme since it has been determined that there have been several occasions when the RTRs:

- * Had parents in to observe lessons and to be advised on what they could do to help their children.
- * Convened case conferences involving parents, for children for whom there was some concern.
- * Conducted workshops to demonstrate peer tutoring techniques that parents could use at home.

The diagram also gives the impression that the functioning process is sequential and linear. In practice it was seen to have loops that either bypassed stages or returned to previous stages.

REFERRAL

The committee has a stated referral procedure as shown in the diagram in figure 12 on page 47.

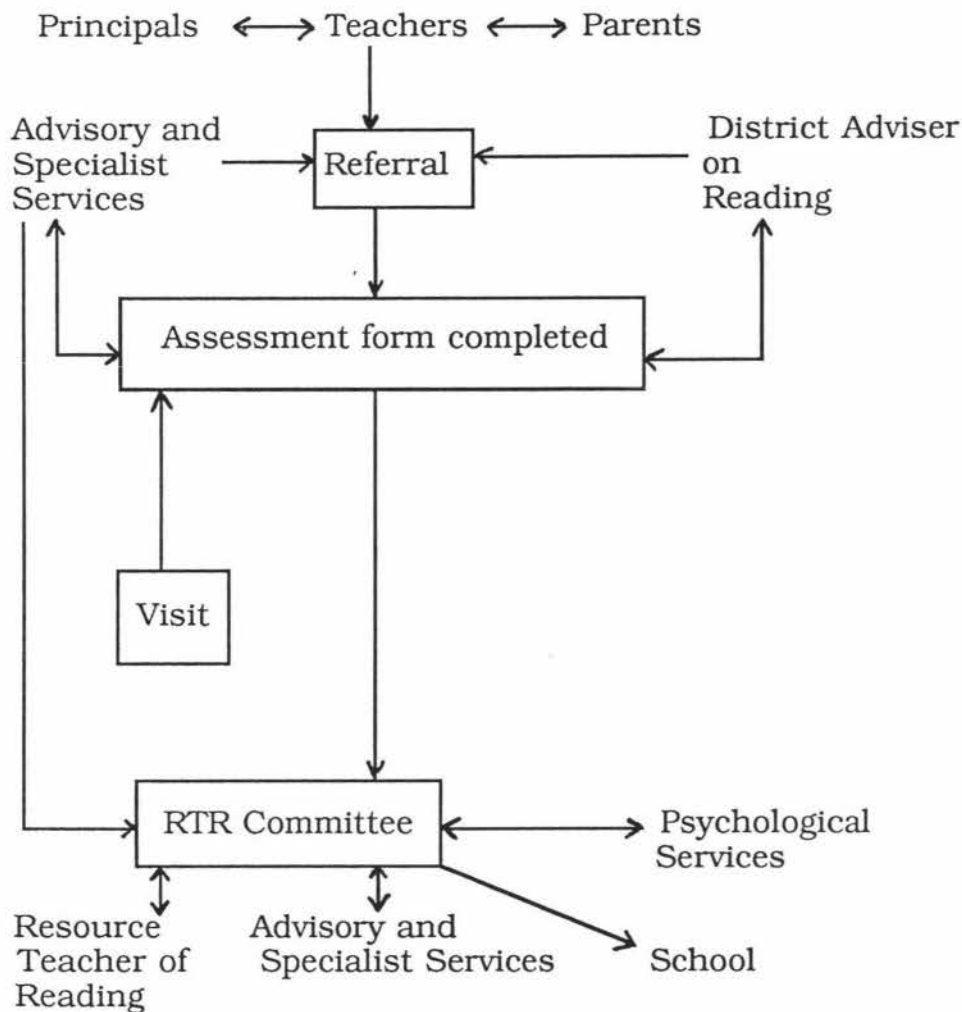


Figure 12: Referral Procedure for the Services of the Resource Teacher of Reading (p7 "The Resource Teacher of Reading Service in the Nelson District").

For the most part, referrals and acceptance to the programme happen as described in the diagram. There have been instances when attempts have been made by one or more of the parties involved, to circumvent the referral process and have children admitted to the programme ahead of others.

In some cases, referrals have been made to the committee without the appropriate assessment form having been completed. Sometimes the form has been poorly completed with inadequate or inaccurate information. In cases such as this it has been difficult to decide the merits of competing cases. During the RTR committee meetings cases are considered more or less equally and decisions are made about what should be done with each case.

The diagram does not show that some children who are not admitted to the programme are, in fact, held on a waiting list for further consideration at the next RTR committee meeting. Some of these cases may be deferred for future consideration while more recent cases are admitted. The system is not sufficiently streamlined to prevent sight of some cases being 'lost' between meetings.

A number of events happen when a child is considered in need of specialist reading teaching and s/he is referred to the RTR committee.

PRINCIPAL'S REFERRAL DECISION

The principal, in consultation with staff, could make a decision to refer a child to the Resource Teacher of Reading Service. Teacher referrals are expected to come to the committee through the principal but there have been cases when classroom teachers have made direct approaches to members of the committee. These have usually been re-routed through the principal.

Schools use a variety of methods to determine who will be referred to the RTR committee. Some of these are; there is a mismatch between the child's PAT reading comprehension and PAT listening comprehension scores, the child has low scores on Burt tests, low scores on a running record of reading behaviour, teacher observations and conclusions that a child needs assistance with reading, the child is reluctant to read, the child is perceived as unable to read at the same level as peers.

PARENT PERMISSION FOR REFERRAL IS OBTAINED.

The referral form (Appendix A) is completed and forwarded to the Resource Teacher of Reading committee through the District Adviser on Reading. If children are to be seen by a member of the Psychological Services, parent permission is required. Since the Psychological Service is represented on the RTR committee and their assistance is required from time to time, it is considered necessary to gain parent permission for their involvement as early in the process as possible. If a Psychological Services assessment is needed the child is referred to that Service either concurrent with the referral to the RTR Service, or beforehand as recommended by the Adviser to Junior Classes, District Adviser on Reading or Reading Recovery Tutor.

PSYCHOLOGICAL SERVICE.

The RTR committee considers the services of the Psychological Service very important to its decision making process. Their advice and assistance, when considering the future of children who are not making progress, is highly regarded. Where it is considered necessary, children can be referred to the Psychological Service for assessment and guidance. Children referred to the Psychological Service for other

reasons may ultimately be referred to the Resource Teacher of Reading Service. This has been known to happen.

RESOURCE TEACHER OF READING.

The Resource Teacher of Reading needs to be thoroughly familiar with a child's reading status and would normally undertake a further reading assessment after receiving a referral. Consultation with the Psychological Services and/or other agencies may be necessary.

SELECTION

Children are selected for enrolment from those referred. The decision is made by the Resource Teacher of Reading committee which uses guidelines to help it make its selections. A copy of these is appended. (Appendix C) The criteria are applied in a flexible way to allow the committee some discretion in determining which children are most in need of specialist teaching. This flexible approach causes some difficulty in arriving at decisions and there is evidence to show that younger rather than older children are more likely to gain entry to the programme. Advancing the case of an older reader appears to be more difficult for advocates since it could be argued that - because these children can at least read - their needs are not as great as younger disabled children who have minimal reading competence or those who cannot read at all.

RESOURCE TEACHER OF READING COMMITTEE

The Resource Teacher of Reading committee assembles all information on referrals and makes a tentative priority ranking of children. This information is considered by the full committee who select the children to be enrolled, decide the names to be placed on the waiting list and decide what to do for those children who cannot be admitted to the Service. The following extract (Figure 13) from observations made during an RTR committee meeting provides an insight into how this committee functions in the overall operation of the RTR programme.

Duration: one hour and thirty minutes

Present:

District Adviser on Reading
Resource Teacher of Reading
Adviser to Junior Classes
Reading Recovery Tutor
Inspector with Reading Delegation
Psychological services

The RTR presented a written report which gave details of children tutored since the last meeting of the committee.

The report presented details for each child regarding:

Student name
 Chronological age
 Time in the programme
 Entry level
 Present level
 Teacher
 School
 Number of times tutored per week
 Comments on the children's reading performance, reading level, any difficulties being experienced and any recommendations

The written report was spoken to with the RTR elaborating upon each child in turn. At this point committee members asked questions for clarification and offered suggestions as to what might be done to help resolve problems.

Questions were asked by one member as to how three particular children came to be in the programme as their characteristics seemed to be outside the normal application of criteria. The committee was reminded of the need to apply criteria impartially.

The cases of eight children who had been referred to earlier meetings were raised for consideration, but because there were no spaces in the programme, they were declined entry at this time.

After a full discussion the committee decided to:

Continue full time in the programme with nine children.
 Discontinue and monitor two children.
 To continue monitoring five children.
 Discontinue monitoring two children - the school to take full responsibility for them.
 Consider the declined cases at the next meeting.

It was decided that updated information on the cases to be reconsidered would be sought from the schools. It was also decided that a committee member should become familiar with each of the cases so that they might better be able to be prioritised for consideration.

Figure 13: Extract from an RTR committee meeting held on 23 September 1988 in Nelson.

After meetings members carry out any requests made of them at the meeting. As a result of the meeting, the District Adviser on Reading visited three of the children as a way of becoming familiar with cases in preparation for the next meeting.

A STUDENT LESSON

The methods and materials used by the RTR are many and varied and depend considerably on each child's target problems. It was noted that many of the teaching procedures as discussed in the literature review were being used to good effect by both RTRs and classroom teachers. The example which follows comes from a lesson with 'Timothy'.

The session began with a review of a caption written to accompany a photograph in an album. This piece of writing had been done during a previous lesson and typed by the RTR. The task now was for the child to stick this under the appropriate photograph. Along with several others, and more yet to come, it would provide the text for a book the children were creating. The photographs were taken by the RTR while on a language experience excursion with the children.

With the RTR's help T determined the book he had read at home the night before. T. and the RTR discussed the reactions that others at home had made towards the book, to whom it had and hadn't been read. This session helped to add more to an already well established rapport between the RTR and T. T. told the RTR the story was 'gross'. This was cause for discussion as to why that might be so. T. was articulate in explaining why.

T. read 'Tiddalick' to the RTR. He read independently of the RTR. Reading was expressive. RTR watched, listened and gave praise where appropriate with words such as "Good boy". At times the RTR presented T. with questions to stimulate thinking, recall and prediction. The RTR drew T's attention to the word 'drank' and asked if that was correct. T. responded correctly once he had taken in the print detail. The RTR asked him how he knew it wasn't 'drunk'. T. responded by quoting print detail "there's an 'a' instead of a 'u'."

T. read a book called 'The Magic Finger'. The RTR provided an introduction by asking T. what had happened so far. T. recalled the events of the story so far. The RTR asked him where he had read to and he was invited to read on from that point.

The RTR kept a running record of reading progress on this text. T. read independently using appropriate strategies to cope with difficult pieces of text. On one occasion the RTR directed T. to continue reading. When the RTR did intervene to assist T. she did this by drawing his attention to structural and phonetic analysis of words in combination with questions as to what would make sense. The RTR gave praise where correct strategies were used to overcome difficulties. The running record of reading behaviour was used to draw T's attention to areas of the text with which he had had some difficulty. The RTR used questions such as 'How did you know the word was..... and not....? What wouldhave at the end?' T. was given the opportunity to have a go at correcting pieces

of text he had previously read incorrectly. The RTR posed a 'predict and read to confirm' activity for T. who then read silently to carry this out. T. asked a question about a word with which he was having difficulty. The RTR asked him a question to guide his thinking about the text. He was also directed to read for a specific purpose. When it came time to talk about the text, the RTR continually asked him 'thinking' type questions such as 'Where does it say that? Does the word have a 't' in the middle?' When T. made suitable responses he was praised for these. Praise sometimes came in the form of positive comments such as, 'We're going to be finished in no time'. This was well received by T. T. was given a book called, 'Little Monster' (Pienkowski) to read aloud to the RTR. This was read well and provided a little light relief before going on.

A writing activity followed. The task included viewing pictures from the album in order to recall the events of the excursion. T. was asked to begin his writing in his exercise book and was reminded of the space that he could use to help him to work out unknown words before writing them in his story.

As T. wrote, the RTR continually supported him and directed thinking questions his way. eg 'How did you know to puton the end? What does it rhyme with? What are you going to put on the end? What are you going to write? What are you thinking of to help yourself? What do you hear? Do you know how to write that?' Praise was forthcoming as well eg. 'I like the way you put a capital letter. You've cleared that up too haven't you?'

Assistance in writing words was provided by giving T. access to a chart of consonant blends to help him identify sound-letter relationships. RTR assistance was also given to write rhyming words as an aid to getting at required words.

Help was given to clarify meanings in text as he wrote. Guide questions were asked. eg. 'What did you do? Who carried them?' T. responded by saying such things as 'We agreed to take the letters.....and I carried them.' The RTR would respond with questions such as, 'Do you know how to write it?' She also drew his attention to other rhyming words for 'agreed'. Praise was given for appropriate responses. eg. Good try. That's a good try. Structural and phonetic analysis help was given by the RTR as required. Some of this was carried out on the chalkboard using chalk and a wet paint brush. Attention was also drawn to the use of a capital letter and praise given for correct responses.

Guidance was given to T. to help him discover possibilities for a new structure in his text. eg by writing 'Take them' in place of 'Take the letters'. T. was asked about the 'rule' for making 'carry' and when he responded correctly was rewarded by praise eg 'Wonderful'. 'Great'. Further praise was given when he was able to change a piece of text that then became more complex. 'That's fine'. 'Good boy - having a think to work it out'. At the end of the writing

session the RTR asked T. if he was happy with the changes he had made. He replied that he was and the writing session finished.

The RTR then introduced a book called 'Echoes'. The introduction included browsing through the book to talk about the illustrations and to predict what the text might be saying. The RTR read some parts of the text to T. T. was asked to read on and finish pieces of text begun by the RTR.

If an error was made the RTR asked T. 'Does it sound right? What are you going to do about it?' T. would read on and the RTR would give clues to the text if this was deemed appropriate. At times T. would be asked to try the text again as a way of focussing attention on print detail. Shared reading with the RTR was practised. The RTR would read with T. and withdraw her support when T. could manage on his own. The RTR was continually asking T. to think about how he came to know what he did about what he was reading i.e. he was constantly being challenged to think about what he was doing as he read and was also being asked why he did the things he did.

The session ended with T. being able to choose his own rewards from the RTR's collection of stickers. He seemed to enjoy this part of the lesson too.

The child enjoyed the work he was doing and responded well to his teacher's encouragement and requests to engage in meaningful activity. The degree of participation, involvement and opportunity for the child to make decisions and take responsibility was high.

Figure 14: Notes made as a result of observing an RTR reading session with 'Timothy'.

From this lesson we can see several things happening; the child is kept on task at all times, good rapport between the teacher and student is obvious, teaching is interactive with the teacher leading and asking the student to exercise some responsibility for his own learning, the session is an active one for both teacher and student, positive reinforcement is a feature with the student responding positively as well, the child is constantly being asked to focus on print and the lesson is made enjoyable and non-threatening for the student.

The RTR provides in-class support and supervision for classroom teachers so that the child's return to the class setting is as smooth and effective as possible. During this time the RTR is able to identify particular factors with which class teachers need assistance.

Class teachers were seen to be following up the work of the RTRs by utilising suggestions made and by complementing such teaching with other accepted group and individual reading teaching techniques.

Progress of children under its supervision is continually reviewed by the Resource Teacher of Reading committee. Specific six weekly reviews of progress are scheduled where appropriate. Reassessment by other agencies, usually the Psychological Service, may be needed and is regularly undertaken with assistance from the Psychological Services' representative on the committee.

Where a Resource Teacher of Reading teaches in a school setting it is intended that the working conditions be agreed upon by the school and RTR committee. A proposed 'contract' for such agreement is appended. (Appendix G). In practice this has never been insisted upon and the conditions under which the RTR is asked to work are often poor. Some of the places provided are shared with other teachers, some are cluttered with other teachers' equipment while others are unsuitable for a variety of reasons.

SUPERVISION

The child is taught within the settings the school can offer; eg classroom programme, or some other special programme in a group or individual setting. The Resource Teacher of Reading maintains contact with the teacher(s) concerned and supervises the programme where this is necessary. The length of the supervision phase and the frequency of contacts varies from child to child, and - from time to time - for the same child, according to individual needs. Children requiring further short periods of individual clinic teaching by the Resource Teacher of Reading can be withdrawn for this purpose if and when time is available.

DISCHARGE

When a child enters the RTR programme there is no specification of the period the child will remain in the programme. The general feeling amongst committee members is that children should remain in the programme until they can read at the same level as their peers or until they have made all the progress the committee feels they are capable of making (See Appendix D, guidelines for discharge). With decisions of this nature, the committee is guided by the professional opinion of the Psychological Services representative on the committee.

Discharge from the Resource Teacher of Reading Service takes place at the end of the supervision phase. The RTR committee makes the decision to discharge taking into account recommendations made by the Resource Teachers of Reading. The Resource Teacher of Reading informs the child's parents, school principal and teacher(s). According to the information booklet, a 'written statement of discharge along with a report on progress and programme suggestions can be expected'. In practice this does not always happen, although verbal discussions with the principal and teachers perform a similar function. The RTR's notes to committee meetings are also available if required. Discharge will normally be to the classroom teacher or to another person who will assume responsibility for teaching the child. In some cases discharge has been to the special class teacher in the school.

Upon being withdrawn from the RTR programme, schools continue to give support to students through a number of means which include: regular diagnostic testing, analysis of data and teaching by special needs teachers, special class teachers, teacher aides and class teachers, provision of peer tutoring programmes and advice from advisers and psychologists.

FOLLOW-UP

The RTR committee consider that children who have been a part of the programme should be monitored for as long as necessary to ensure that the children do not regress. No time constraints have been put on the time period to be involved in follow-up work. This is very much a subjective decision based on childrens responses and factors operating in the classroom. Follow-up periods have ranged from a few weeks to over a year. Follow-up after discharge could be long term and serves two purposes; to identify major breakdowns and initiate compensatory action and to investigate the progress made by ex RTR programme children.

OUTCOME OBSERVATIONS

Programme outcomes that interest most observers of the programme are statistical. The data presented in summary form below was gained from pupil records. The records show that of the 62 children taught in an RTR programme between February 1986 and December 1988, only four are recorded as having made 'nil' progress.

Average age at entry

Total 522.8yrs :- 62* = 8y 4mths * data not available for all children

Average time enrolled

Total 588 mths :- 61* = 9.639mths * data not available for all children

Average reading level at entry

Total 611 levels :- 61* = 9.85 * data not available for all children

Average progress

Total 60yrs :- 33 = 1.818 yrs (for those children whose progress was measured in 'years'.)

215 levels :- 24 = 8.958 levels (for those children whose progress was measured in levels.)

No progress = 4 children * data not available for two children.

Table 1: Statistical data compiled from RTR records.
(See also Appendix O.)

A pilot study of the Nelson RTR Service carried out by Potaka (1987) focussed on progress made by students in an RTR programme. He found that all children made progress while in the programme. Several made rapid progress over the first few weeks with progress levelling off after that (Potaka:1987:38).

He also found that all of the ex reading recovery students made progress during the programme and in the follow-up phase, were able to demonstrate that they had either continued to make progress or at least maintained their reading levels at their discontinuance levels (Potaka:1987:41) Of the other children monitored in the follow-up phase, only one had shown a drop in reading level and the others had either maintained or increased their reading levels.

In the present study, all parents interviewed were enthusiastic about having had their children in an RTR programme and believed that their children had benefited from this teaching.

When asked, "Do you believe your child has benefited from inclusion in the RTR programme?" some of the responses were:

- * Yes he was able to help his younger brother who was also in the programme.
- * Yes gained in confidence. Enjoy reading now that they are having success.
- * The individual help he has had made a big difference to his outlook and attitude to school.
- * Most definitely. We are thrilled with the progress and the confidence he has developed.

When asked if there were any things about the programme which caused them concern, apart from saying 'no' the response, "We were impressed with the help and support we were given," was typical.

When asked if there were any other comments they wished to make about the RTR Service, typical responses were:

- * I was pleased with the help received.
- * I have had excellent service for my three children from the RTR.
- * Need more RTRs so that more children have the opportunity of one-to-one help.
- * We are grateful for the opportunity our son has been given. The support from the RTR has been of great help to us.
- * Need for more RTRs.
- * It's a very necessary service.
- * Just that we are very grateful our son had the opportunity to be included in the programme otherwise he would have had a difficult time learning to read. On-going assistance from the RTR.

Classroom teachers also had interesting and supportive comments to make:

- * It is an essential service.
- * It has been a tremendous help.
- * There is a need for more RTRs.
- * Their help is invaluable.
- * It is an excellent service - children are really benefiting.

So far, results pertinent to the description matrix of the Stake model have been presented. It remains for this chapter to present the results of the judgment matrix.

What is not able to be seen is as important as what is able to be seen. It was noted that the only professional contact the RTRs have is that provided by members of the RTR committee. This is only given spasmodically and for the most part, RTRs work in professional isolation. They are constantly 'giving' to others yet receive very little 'nourishment' for themselves. This was mentioned in private discussions with RTRs and the researcher has heard these sentiments expressed by RTRs and Reading Advisers on a number of occasions. The point is also made in submissions by RTRs to support their case for improved professional support. (Private correspondence from RTRs.)

STANDARDS AND JUDGMENTS

ANTECEDENT STANDARDS

The guidelines for the Resource Teacher of Reading programme do not specifically address the question of antecedent standards for the programme. Those involved with the programme make reference to the Reading Recovery programme when talking about standards in reading teaching and achievement. The way in which reading recovery teachers work has influenced the way in which the RTRs have been asked to work. Throughout the RTR programme statement, several references are made to Reading Recovery. This serves to show how influential that programme has been in shaping the RTR programme for Nelson. The Nelson RTR programme has also been influenced by the Canterbury and Wellington RTR programmes as they were known to be operating during 1985-87. Pupil selection methods used by the Canterbury district were rejected as being inappropriate for Nelson. The way in which the RTR worked in at least one area of the Wellington district was rejected because it was believed that more distance was placed between the RTR and children than was believed to be sound practice (Private discussion with the psychologist for the district) .

Cognisance has been taken of teachers' and principals' calls for a service to cater for children who have not been successful in learning to read but who have potential to do so. This was given limited weighting in favour of addressing those children who at the time were coming to be labelled "third wave". When discussing this matter with principals, details regarding numbers have never been offered other than

comments like, "I could double the number of referrals if the criteria included children whom we believed had the potential to read at a higher level." (Private conversation with a principal in 1986.) The same sentiments were echoed recently by another school principal.

Regarding particular teaching methods, much emphasis is placed on the research and writing of Professor Marie Clay and the work that has been done in developing the procedures used in the Reading Recovery programme. Many of the strategies developed for use with six-year-old children have been adapted for use in teaching children in the RTR programme.

The literature review for this thesis revealed several successful and well researched techniques used with children having difficulty learning to read. Many of these techniques have been available to, and used by, New Zealand teachers for several years.

Reading Recovery teaching is carried out successfully on a one-to-one basis and this is the standard by which the Resource Teacher of Reading Service is intended to operate.

TRANSACTIONAL STANDARDS

Reading Recovery Teachers are asked to predict where they expect their students will be after a specific period of teaching. It is not intended that they should necessarily teach to achieve this but it serves to ensure there is an expectation that the children will be helped towards higher levels of reading achievement. This is not done in a formal way with the RTRs although there is an expectation that the children will achieve beyond their present levels. These expectations seem to be based on a belief that children can be helped to read better than they could at entry level.

RTRs are well aware of the problems they face in teaching these children and share these at RTR committee meetings.

There is no indication of what specific teaching methods one could expect to observe during actual teaching lessons. During observations of RTR lessons it was noted that a variety of specific techniques were used by RTRs. When asked about individual children and what might be done with them under hypothetical conditions, RTRs could describe a variety of things they would do dependent upon particular circumstances.

Earlier in this chapter, diagrams describing various aspects of the functioning of the RTR programme were presented. Observations and investigation revealed that these were occurring as described.

OUTCOME STANDARDS

Standards of children's reading progress and achievement have been consistent with Dr Clay's expectations for reading disabled children. Most children made progress in reading achievement and in almost all cases where children have made progress, this has been achieved in less time than had initially been predicted by Dr Clay. Research by Potaka (1987) shows that progress is sustained over time after children have been discontinued from the programme. Many of the children who have been discontinued have been done so at reading levels consistent with that of their peers or at least in line with their overall abilities as confirmed by the Psychological Services, representative on the RTR committee.

ANTECEDENT JUDGMENTS

Prior to implementation of the present RTR programme, the RTR worked full-time in a selected school for a term at a time. These arrangements worked well for the school involved but did nothing to address the wider issues of equity and of underachieving readers elsewhere in the district. Hence, the programme was seen to be under-utilised and the issue of addressing the "third wave" child almost avoided.

There were times, too, when the programme was prone to 'political' expedients and other abuses. Compared with what happens now, it was also operating in something of a vacuum with poorly defined support mechanisms and equally poor lines of accountability.

By comparison, the present statement of intent for the programme is, in general, soundly based and clearly described. If anything negative could be said, it is that some of the intentions for the programme which are held by various people are not specifically stated in writing although they have been expressed verbally. Some of these omissions from the RTR committee's booklet are an indication of the growth in thinking made by members since the programme was implemented in its present form. Regular reviews of the programme statement would help to bring intentions into line with current thinking and practice, both of which are to be commended.

TRANSACTIONAL JUDGMENTS

Some very positive things can be said about the RTR programme in action and the writer makes the following judgments based on the data gathered in this study:

The intentions for the programme are followed very closely. One-to-one teaching of children for 3 - 4 times per week plus the follow-up monitoring procedures contribute to student successes. Those concerned with the programme work in a co-operative and professional way to make the programme work. Committee members view their participation in the decision making and support work

seriously. In general, criteria for selection are applied impartially and every effort is made to ensure that 'short cuts' are not taken to the detriment of children. Meetings are held regularly and there is a generally agreed agenda for each meeting. RTR presentations at meetings are concise, informative and relevant, although the meetings do seem to run for longer than may be necessary due to prolonged discussions. Besides the formal presentations there are opportunities for informal discussions of both specific and general matters. Committee members believe that because the programme operates without too many regulations to confuse decision making, it offers flexibility in decision making and working.

Some constructive comment is also made by the writer based on observations. A system of ensuring that children held over from one meeting to the next needs to be implemented to ensure that it is not only 'fresh' cases that are considered but that every time cases are considered each one is given equal consideration. A uniform system of graphing and keeping records of children's progress needs to be kept so that 'instant' answers can be had to questions of a group nature. While the programme is administered well, it is obvious that more clerical support would be useful for meeting preparation and typing.

OUTCOME JUDGMENTS

There is no doubt that the programme is meeting the official policy requirements. The only question that remains is, 'How effectively does it do this and at what cost?' A short answer is that the programme is effective in meeting official policy requirements and the price is cheap. The intentions of the programme are being met and there are only minor discrepancies between intentions and what is actually observed. In the main, any discrepancies are positive ones and can be seen as the result of ongoing growth and thought on the part of those intimately involved in the programme.

Student improvement can be directly attributed to the work of both the RTR committee and the RTRs, in particular, through holding fast to a policy of quality teaching and learning rather than succumbing to political pressures of one kind or another.

RTRs have been charged with the responsibility for setting each student's goals and for designing specific programmes for specific children. This has been justified in terms of being able to be responsive to the needs of individuals and the gains in reading abilities made by children. Despite this there are elements common to many of the programmes - they are regular, intensive, contain a variety of activities relevant to the learning needs of children and are being constantly revised to take account of progress children have made since the previous lesson.

Gains in students' reading abilities have been exceptional by any standard. Comments from teachers and parents, as well as statistics kept by the District Adviser on Reading bear testimony to this. Many students, gains have been in other areas as well; eg. growth in self-esteem. It is difficult to put a quantitative value on improvements of this kind. Teachers have also expressed the opinion that other children in their classes have benefited in some ways as well.

The programme has also been instrumental in contributing to changes in teacher behaviour. The question, "What changes in teaching procedures, management or philosophy in the teaching of reading have you experienced since being in contact with the RTR service?", drew teacher responses such as:

- * It made me more aware of the reading process and my own skills for evaluating and recommending children to the RTR programme.
- * It made me more aware of the use of appropriate reading materials.
- * It made me more aware of the uses of running records
Demonstration of teaching techniques has also been said to have been assistance.
- * It made me appreciate the value of peer tutoring procedures.

Any sacrifices that had to be made in order for the programme to operate have been minimal and have been more than offset by gains made.

The programme has been assisted in a number of ways as described by teachers:

- * Working with the RTR has helped individual children to build up confidence. This in turn has led to the teacher being better able to support the work of the RTR at a class level.
- * Co-operation between the teacher and the RTR has seen continuity of teaching from one setting to another.
- * The provision of materials and assistance with choosing appropriate reading materials has been appreciated as have frequent oral reports from the RTR.

Flexibility on the part of the classroom teacher has been of help in carrying out the programme. This has seen teachers prepared to make changes to their programmes to accommodate recommendations made by the RTRs.

This section has presented the results of investigations into the judgments matrix of the Stake model. We are required though, to go further than this with the information and the next section will consider the relationships and indicators which may exist between the various cells in the Stake model. Two important elements here are the congruences and contingencies.

RELATIONSHIPS AND INDICATORS

Congruences may be real or intended. There is a great deal of congruence between the intentions of the programme and what was actually observed. In general, if the literature said the programme would do something, one could actually see evidence of this being done or having been done. The diagram for reading teaching in schools ("The

Resource Teacher Of Reading Service In The Nelson District" figure 1 p1) could be seen in operation. Although it appears all children have the benefit of a Reading Recovery programme or access to an RTR programme should they need it, this is certainly not the case. The functions of the service are clearly stated and efforts to meet these were observed.

The target population for the service is described (p3) but no priority rating is given for particular categories of children. It was seen that children representative of all categories were working with the RTR at some stage.

The structure for administrative purposes is described but in practice most of the work and decision making was carried out by members of the RTR committee with links to the liaison inspector for reading and District Senior Inspector being weak. Of the responsibilities outlined for the Resource Teacher of Reading committee, most are exercised by that group. The exceptions were:

- * collecting data, review of and evaluating the general effectiveness of the service.
- * assessing the need for and planning any new services.
 - * reviewing policy.
- * evaluating the Resource Teacher of Reading Service.

Other responsibilities that were considered to be weakly exercised were:

- * offering professional support to the Resource Teacher of Reading.
- * providing advice and support for referrals that are not admitted to the RTR roll.
- * arranging training for Resource Teachers of Reading.

There was a large degree of congruence between the referral system as described (p7) and what was seen in practice. The guidelines (as shown in Appendix C), are used with flexibility which seems to suit the purposes of the committee. While this is considered a strength, it could lead also to difficulties and disagreement over selection of particular categories of children.

There are phases of clinic teaching, supervision and follow-up for children accepted to the programme. A lot more was seen to be happening here than has actually been described in the documentation for the programme. Travel between teaching stations, lunchtime

meetings with teachers, evening meetings with parents, preparing reports, professional reading and consultation with teachers and other specialists are regular features of the RTRs work.

The programme's documents (included as Appendices A-G) set out some of the finer points expected of the programme. The referral form (Appendix A) was not always completed accurately or in full. The pre-referral checklist for principals (Appendix B) was not always adhered to. Guidelines for selection (Appendix C) were used flexibly. Guidelines for discharge (Appendix D) were carried out as described. The role of the principals on the RTR committee (Appendix E) was only carried out in Westport, there not being a specific appointee to the Nelson RTR committee. The roles of other committee members (Appendix F) were generally exercised as described. For the most part the mutual agreement between RTRs and principals (Appendix G) although not formally presented, was followed. It was noted, however, that working conditions did not always meet the intentions of the agreement.

Congruence between the description matrix and the judgment matrix are more implicit than they are explicit. Opinions seemed to match the hopes for the programme in general, but it was difficult to observe specific standards being used or judgments being made in relation to antecedent and transactional behaviours. Most judgments were that children were either doing well, not doing well, or were in need of further consideration.

The major expected outcome of the programme is that children will make progress in their ability to read. The data presented in Table 1, page 55, shows that this did, in fact, happen for most children and other evidence (Potaka:1987) shows that the gains made are retained over time.

In "The Resource Teacher of Reading Service in The Nelson District", no judgments are offered other than a discussion of a major aim of education being to ensure that all children learn to read successfully and that the Resource Teacher of Reading needs to be seen in that context (p1).

CONTINGENCIES, CAUSES AND EFFECTS

The outcomes of the programme owe a lot to the way the committee implements the procedures for the programme. Regular committee meetings attended by most members helps to ensure a fair hearing for referrals and to effect follow-up work.

Although there is no specification of antecedent observations, this does not seem to prevent effective practices from happening. Although difficult to prove without further specific research, it would appear that progress could be attributed to:

- * Children being taught in a one-to-one setting by a suitably trained teacher for three to four times a week.
- * Suitable diagnosis of individual children before remediation and appropriate teaching techniques being used to assist children.
- * Regular specialist help with follow-up support provided by teachers and parents.

This chapter has presented the writer's findings on the operation of the Resource Teacher of Reading Service in the Nelson Education District. It has included a description of the RTR committee's policy in action, the responsibilities of those involved with the programme, pupil referral and selection processes, pupil characteristics, the instructional setting and teaching processes. Programme outcomes were also examined and an analysis made of the judgments matrix of the Stake model. The chapter concluded with an analysis for congruences and contingencies. The usefulness of the results cannot be determined until they have been discussed and basic questions about their meaningfulness asked and answered. This will be the task for chapter five.

5. CHAPTER FIVE

INTRODUCTION

Chapter four presented the results of the writer's investigations into the way the Resource Teacher of Reading Service operates in the Nelson Education District. It was also stated in chapter four that more needed to be done with those results so that their meaningfulness could be determined. This part of the study, through discussion, attempts to try and make sense of the material gathered and tries to offer an answer to the question, "What does it all mean?". In doing so, it also invites action to modify those areas considered weak and to fill the gaps where these have been identified.

EVALUATOR BIAS

For the last six years there has been talk of a need to provide some kind of evaluative material for the RTR Service. Unfortunately very little has actually been done. It seems that there have been few points of agreement about what was needed, how information should be gathered or who in fact should carry out the research. A research proposal for the RTR Service was submitted in 1987 by Rose Marriott but for some reason, this was declined. This writer decided that if one had to wait for things to be done on a national basis then one could wait forever. This was one of the factors that led to the present evaluation.

The writer also has a deep interest in school and curriculum evaluation, believing that research data has to underpin effective administration, teaching and learning.

Bringing together this interest and concern for reading teaching and the RTR service in particular has been the focus for this evaluation. The writer also has a particular interest in the work of the RTR service in this district since it is a delegated responsibility. Exercising this responsibility has meant designing an administrative structure and operation appropriate to district needs and carrying out an evaluation to help make decisions about the value of the Service and its future operation.

Because of the writer's wider interest in evaluation as stated above, it was decided to try to continue this interest beyond a focus on the RTR Service and to foresee the application of a particular model of evaluation in other areas of the school. Hence the reason for suggesting ways of adapting the model for use in other areas.

Much of the data and observations used in this study have been gained over the period 1985-88 inclusive as a result of the writer's close association with four different Resource Teachers of Reading and three different ways of operating. Much of this has come by way of reassembling data kept in disparate forms, observations, and by both

formal and informal interviews and discussions with a variety of people involved with the work of the RTRs.

COMMON INADEQUACIES OF PROGRAMME EVALUATIONS

As educators we frequently avoid carrying out regular evaluations of the educational programmes we design in favour of getting on with the 'real work'. Unfortunately, when we do evaluate, many of the judgments of our programmes are based on inadequate information which is often distorted by preconceived notions and rigidly held value stances. Much of the information is gathered through informal observations with little empirical support. In many cases the data are not reliable. The analysis of data, often inadequate, is offered to support positions held. Too often conclusions eventuate from strong feelings with little or no evidence to support them. As a result, many of the judgments made are neither valid nor useful as statements about the success, meaning or value of the programme under scrutiny.

The administration of the RTR programme needs constant review. There hadn't been a review for three years and already some practices were being seen to be in need of revision. It was believed that it would be better to do this in a formal way so that the whole exercise would have some meaning rather than be a haphazard investigation.

THE PROGRAMME

The Resource Teacher of Reading Service operates under a stated policy ("The Resource Teacher Of Reading Service In The Nelson District") which sets guidelines for those involved. Some parts of the document however, do more to express philosophy and intentions than to set out clear and useful guidelines. For example, section 2.0 'Children served by the Resource Teacher of Reading Service' (p3) lists categories of children who need reading assistance but this doesn't do anything to help decision making when it comes to making choices between children in different categories of need. RTR committee members have said that this allows for flexibility in deciding which are 'needy' children but it seems that all categories of referrals are 'needy.' The problem is to decide which category is the 'most needy'. In this respect, the RTR committee needs to declare its value position. There are more referrals made to the committee than the Service can cope with. At present the Service only accepts for teaching approximately one in two (62/139) of the cases accepted for consideration by the committee. This hardly does justice to the intention of providing equity in helping 'needy' children to learn to read. Records are not kept of cases that are poorly presented and therefore rejected by the committee. An estimate offered by the District Adviser on Reading would see the total numbers referred rise to about 160 if all of these were taken into account. One needs to remember that the work of the RTR Service is not widely publicised amongst Nelson teachers who probably account for more than two thirds of the teachers in the Nelson district. It is not beyond the bounds of possibility for numbers to rise above this figure, possibly by 100%, if more teachers were aware of the RTR Service. If this did

happen, then the referral and selection process would come under even greater pressure to accept children in need of reading assistance.

There is potential for a system of accountability in the structure and administration of the Service but in practice the only people who account for what they have done are the Resource Teachers of Reading when they discuss their work with the RTR committee. It was noted in chapter four that some critical committee functions were not carried out which would suggest a lack of accountability for the RTR committee in relation to the District Senior Inspector.

The functions provided by the RTR committee are important and could even be expanded upon. A number of those involved in the RTR programme consider this a valuable forum for decision making and the potential for expanding the areas in which committee members work exists.

A formal agenda dealing with a report on students in the programme, referrals, follow-up actions required, and information sharing, should be adopted at RTR committee meetings to ensure that the business of the committee is quickly and effectively dealt with.

There is a carefully set out description of how the RTR Service should function and for the most part it operates as described but there is a need for a better system of screening for referrals. The present system presupposes that teachers have the time and expertise to carry out the RTR committee's requirements. Schools do not find this easy since individual staff members do not always have this expertise and if there are staff members who do have the skills to do the job, they often don't have the time to do it. Teacher diagnosis for referral is poor. There are instances where children entered into the programme appear to make spectacular progress at first and then level off (Potaka:1987). To attribute two years progress in two months to remedial teaching is a little misleading and more research into the abilities of teachers to diagnose reading difficulties would be helpful to themselves and ultimately, the children for whom we might have some concern.

The system of referrals is subject to 'hijack', since cases presented by members of the committee in association with their jobs are more forcefully represented in person as compared with a referral made solely on the basis of providing information required on the referral form. The overall criteria being used is 'most needy' and when there are two cases competing for one space in the programme, personal support of a committee member can tip the scales in that direction. There should either be no 'selling' at committee meetings or all cases should be investigated by a committee member before committee meetings and all cases supported by members of the committee.

The characteristics of the children referred to the RTR committee bear testimony to their need for special care and consideration. That the committee is being presented with 'hard core' reading failures is testimony to either the efforts of schools to do their best for children in need or their inability to cope with cases of severe reading disability. This is said having regard for teacher needs in the field of reading diagnosis, specialist teaching of reading and case presentation.

The one-to-one instructional setting allows RTRs to give detailed consideration to individuals and allows them to tailor teaching programmes to their particular needs. The follow-up phase is valuable in helping to ensure that children are not simply 'cut off' when the committee decides it is time to discontinue them. This actually allows a gradual and successful phasing of the child back into the regular classroom setting. This also illustrates the committee's concern for quality teaching as opposed to simply gaining 'political coverage'.

The issue of budgeting in policy planning is largely ignored because those involved are not advised as a matter of course, what monies are available for the operation of the Service. Communications over financial matters are poor. There is a need for RTR committees and RTRs to have closer contact with the administration of their funds so that they can better budget for the effective use and expenditure of those funds. From this perspective, 'Tomorrow's Schools' has a lot to offer in terms of autonomy for decision making, responsibility for those decisions, and accountability for the expenditure of funds.

Schools are competing for a scarce resource in the form of the RTRs. Screening of children for entry into the programme via the referral process is an attempt to better utilise the resource. However, this does not necessarily mean equity is achieved. Equity cannot be achieved in a resource scarce world except by bringing all down to the lowest level. To do that would defeat the principle of achieving excellence and would be resisted by all concerned. Under a redistributive policy for resources positive steps towards more equity for the reading disabled might be realised by providing more RTRs, government-funded alternatives or the encouragement of private operators to provide a reading teaching service. The RTRs catchment areas are limited and exclude children in rural areas, thus it doesn't do anything towards equity for those children. Schools on the fringe of the Resource Teacher of Reading Service's boundary feel disadvantaged - particularly when they may be only three kilometres from the boundary.

Targeting third wave children is fine as a principle but the needs of other reading disabled children should not be ignored. The present concern for third wave children is based on the belief that it is better to target younger children. It is further considered that if the category of younger third wave children can be eliminated or treated at this time, there will never be a category of older disabled readers. That

may very well turn out to be the case, but in the meantime the issue of equity is not adequately addressed by disregarding such children.

The needs of third wave children are not being adequately met. If they were, children would not have to be discontinued to special classes nor would children have to be stopped from participating in the programme.

The RTR Service needs better publicity regarding its aims, objectives, target audience and type of support needed from schools. This would help teachers to understand the characteristics of children being taught by the RTRs and would give them something by which to judge their own prospective referrals. It would also help teachers to better understand and implement a more effective support role in relation to the work of the RTRs and RTR committee members.

It seems obvious in light of this, that staff training in assessment procedures is necessary to ensure that accurate assessments are available to allow best use to be made of the RTRs skills. Teachers need to be better equipped to deal with diagnosis and remediation of minor reading difficulties since it is cases like these that fall into the above category.

The time children spend in the programme is shorter than was first thought necessary. While Marie Clay has suggested that some long-term remedial work might mean 'years', the writer has been surprised to see that in Nelson this has meant only months. Perhaps the cases referred are indicative of minor reading difficulties rather than Marie Clay's definition of 'third wave' characteristics. Only further research could determine this. A task group needs to carry out research into the special nature and needs of these children and their reading difficulties.

Given the progress ex reading recovery children make in the programme, in the long term, the RTR service in its present form may be of limited use to ex reading recovery third wave children. The issue of third wave children and their needs will need to be the subject of further research and development.

Several children have been referred to the RTR committee because teachers have considered that their 'problems' have been as much behavioural as they have been difficulty with reading. In view of this, a case could be made for the introduction of a delivery system to address issues that are associated with, and important to reading - eg dealing with self-esteem and behaviour modification. Such a system could also provide an 'assessment' service to determine the nature of the 'problems' so that they can be referred to appropriate agencies for assistance.

It was noted in chapter four that RTRs move from one school to another to teach children. While the advantages of doing this have been implied, there are also disadvantages in having an RTR move from one venue to another for teaching:

- * A certain amount of time is lost in having the RTR travel to different venues.
- * The different venues don't do anything to create a stimulating learning environment for children. If the RTR were able to use a base room, this could be overcome.

To transport children to a reading centre in order for them to be taught by an RTR, parents would need to be paid a travel allowance. Transporting children to a reading centre would mean children missing out on more ordinary class time than is the case at present.

Some aspects of the RTR Service may be relying too much on the Reading Recovery model of teaching, particularly with regard to specific teaching techniques. There may be a case for independent research to determine particular techniques that work for children with the characteristics exhibited by children referred to the RTR Committee. The RTR programme does not specify particular teaching techniques for particular remediation needs, whereas Reading Recovery does. In many cases the techniques are entirely appropriate but it needs to be remembered that they were developed for use with children who had not been successful in learning to read after one year at school. Children referred to the RTR committee have often been at school for longer than this - sometimes for as much as seven or eight years. It should be noted from chapter four that the RTR not only worked with specific teaching techniques, but also gave due consideration to the social setting for the student and this appeared to be having as much to do with success as were particular teaching techniques.

A better system of following up children who are declined entry to the RTR programme and helping their classroom teachers is needed; eg. RTR diagnosis, teaching, recommendations and follow-up personnel in schools.

In trying to answer the question, "What does it all mean?" it is necessary to step aside from the Resource Teacher of Reading Service and look at the wider educational context and the changes in educational administration and then to relate these to the Resource Teacher of Reading Service.

In the present climate of change in educational administration a number of issues have been raised, none of which can be ignored by the Resource Teacher of Reading Service. These issues have to do with focussing on learners, staff involvement in decision making, accountability, and professional development (Caldwell and Spinks:1988:19). There can be no doubt that the Resource Teacher of Reading Service addresses the first two issues but there is scope for improving the way in which accountability and professional development are addressed.

Caldwell and Spinks (Caldwell and Spinks:1988:22) present a model of collaborative school management which includes goal setting and need identification; policy making, with policies consisting of purposes and broad guidelines; planning of programmes, preparation and approval of programme budgets; implementing and evaluating. The Resource Teacher of Reading Service already implements many of these processes but there is room for improvement in specifying details in all areas.

The Resource Teacher of Reading Service cannot expect to continue operating in a vacuum and has to be realistic about its place in the upcoming new order of educational administration. The achievements of the programme are significant, but in future notice will need to be taken of the new climate in education which has as its keywords, 'accountability', 'self-management', 'effectiveness', 'responsiveness', 'consultation' and 'efficiency' to name a few.

A lack of professional development and professional liaisons are areas that also need to be addressed if the RTRs are to become a part of the new educational administration structure. It is unreasonable to expect RTRs to work and grow in a vacuum void of professional support and stimulation. Recommendations in this area are considered more fully in chapter six.

THE STAKE MODEL: REFLECTIVE THOUGHTS.

Did the Stake model live up to the expectations held for it as described in chapter three? To answer this question it is necessary to discuss some of the main elements of the model and to describe some of the difficulties experienced in using it for this thesis.

DESCRIPTION AND JUDGMENT

DATA MATRICES

Gathering information to fit the cells of the Stake model is difficult for summative evaluation in that it is not always easy to separate elements nor is it easy to have 'complete' information. The model may be more appropriate for use as a formative process where others can assist with the data gathering in the first instance and clarification of what the data may mean in the second instance. In this way, others can be providing judgments which an evaluator can take into account when making either formative or summative statements about the programme. In many instances it is necessary to ask a range of supplementary questions to determine what interviewees mean by the information they are providing. This can best be done with the co-operation of a fully informed group of people who feel that they are a part of the evaluation process as was the case when the writer carried out a similar evaluation with the Henley school junior class teachers (Potaka:1988)

CONTINGENCY AND CONGRUENCY

Examining a programme for contingencies and congruencies would seem to be a straightforward task. In practice this was difficult to do. Examining for congruence was more straightforward than was examining for contingencies. The former involved looking for a match between what was intended and what was actually happening. Examining for contingencies involved trying to link causes and effects. While it would be easy enough to say that, because a particular state of affairs was seen to result after certain actions had been taken, this represented cause and effect, to do so would be an oversimplification of the facts. It would be ignoring the possibility that other factors could have played a part in bringing about the change. It had been hoped that the literature in chapter two would have been of assistance here. Unfortunately the methods reviewed there were not seen to be used as they were described in their research environment, thus making it difficult to attribute cause and effect. That is not to say that good teaching and learning wasn't taking place. It is simply that conditions under which research evidence was obtained were not always the same as existed during teaching sessions conducted by the RTRs. Perhaps the adaptations made to suit the perceived needs of individuals are more important in helping children to learn to read. Only adequate research can confirm that this is so.

STANDARDS AND JUDGMENTS

More effective use needs to be made of information about standards since there isn't a conscious effort to apply these to the programme. Participants in the programme need to be more involved in offering judgments about the programme as a way of helping to broaden the base upon which summative judgments might be made. The main focus is on the teaching/learning process but consideration needs to be given to the delivery system as well.

ABSOLUTE AND RELATIVE STANDARDS

During the programme it was noted that those interviewed used a combination of absolute and relative standards. This combination seemed to be sufficiently pragmatic for their purposes and did not compromise the teaching programmes provided for children.

STAKE'S RESPONSIVE EVALUATION

The reporting format of the Stake model is not really appropriate for this type of evaluation. It may be more useful to provide an overall description of what the programme is saying and what those involved with the programme are saying about it as a first step. This could be supplemented with a description of what an observer actually sees happening. It seems to be an arbitrary act to compartmentalise a report on the application of the standards and judgments sections of the Stake model.

The Stake model itself is probably too all-encompassing for most curriculum needs and it is also too easy to concentrate on outcomes to the detriment of processes. For the same reason it is difficult to identify relevant variables for study, although this is probably what needs to be done if the model is to be used for summative purposes.

The elements of Stake's 'responsive evaluation' would be more readily carried out if all staff were involved. This involvement would allow for easier revisiting of the 'site' to gather further data or to seek clarification of data gathered.

At a practical school level, the model could best be used by having groups 'look at themselves' with the help of an outside facilitator. If used in this way, regular meetings with very specific agendas could be had. There would have to be a commitment to action on the part of those concerned. Work with the Henley school junior staff showed that this format was effective in helping the staff to identify and state their antecedent intentions using appropriate standards (Potaka:1987:88). It was also used to help the same staff to better specify their transactional observations using appropriate standards.

USEFULNESS OF THE EVALUATION INFORMATION GATHERED.

The evaluation has revealed that 126 students have been referred to the Resource Teacher of Reading Service over the thirty four month period. Of this number, the Service has only been able to provide adequately for sixty two students. There is the expectation on the part of teachers that all children experiencing difficulty learning to read should be given suitable assistance to do so. They will be disappointed that the Resource Teacher of Reading Service will not be able to do this under its present way of operating.

In attempting to answer the question "What do the results mean?" this chapter concludes that the Resource Teacher of Reading Service is doing well what it was intended it should do despite not being able, adequately, to meet the data-gathering requirements and processes involved in the Stake model of evaluation. Because of this, several recommendations are in order and these will be presented in chapter six.

6. CHAPTER SIX

INTRODUCTION

Chapter six discussed the meaning of the results of the research into the RTR Service and the purpose of this chapter is to draw the thesis together to provide answers to the problems and questions which were the subject of the thesis. In doing this a number of recommendations are also made.

As stated in chapter one, this thesis set out to address a number of problems:

1. To select a model of evaluation that can be adapted for use in evaluating specialist teaching programmes.
2. To apply this model, with any adaptations, to the Nelson Resource Teacher of Reading Service to answer questions regarding the efficiency and effectiveness of the Service.
3. To suggest ways in which the model can be adapted for use in other curriculum, school or specialist areas.

In attempting to achieve these objectives:

1. The Stake model of evaluation was selected for use and discussion of the strengths and weaknesses of the model was presented.
2. The model was adapted for use in this research exercise.

In attempting to resolve the problems posed for this thesis, some basic questions were framed to guide the research:

1. Is the Resource Teacher of Reading Service operating effectively?
2. If the Service is operating effectively, how effective is it?
3. For whom is the Service effective?
4. Under what conditions is the Service effective?
5. What is making the Service effective?
6. If the Service is not effective, why is it not effective?
7. What side effects, if any, does the Resource Teacher of Reading Service have?

In general terms it can be said that the programme is operating well and is effective in meeting the needs of its clients. There can be no doubt that the programme is providing effective teaching for the children who have been referred to it. The outcome data undoubtedly provides support for this. While the RTR Service is effective in providing for the needs of ex Reading Recovery children, success with these children requires more time than is needed for some other children. It is also necessary to note that these successes have been achieved by RTRs working mostly on a one-to-one basis three to four times per week with their students.

The programme provides effective support for classroom teachers and parents who have children in the RTR programme. This has been stated by teachers and parents. However, it is less effective in helping those teachers who have referred children to the RTR committee but have had them declined entry to the programme.

Although difficult to specify, it does seem that the programme's success could be due to several factors:

- * The qualifications and experience of the RTR.
- * The work of the Resource Teachers of Reading.
- * The rapport the RTRs establish with their students.
- * The regularity and frequency of the lessons the RTRs provide.
- * Effective teaching methods, including follow up work provided by RTRs.
- * The RTR committee's support and collaborative decision making.
- * The implementation of a consistent approach to selection of students, ways of working with them, consistent application of discontinuance criteria and follow-up work during this phase.
- * Regular dialogue with schools and staff.

It is acknowledged that more detailed research in this area is needed before being certain about attributing cause and effect.

At any one time there are more children needing help than can be given by the RTRs. This suggests a number of things amongst which we could list the need for more RTRs. There could also be a case for private teachers having access to children during school time. Given that many teachers refer children as a result of behavioural factors, a case could be made for different types of support such as counselling or building self-esteem in children. Perhaps there is room for professionals, other than the Resource Teachers of Reading, to be involved with children who have many of the characteristics of the children referred to the RTR committee. Whichever way one looks at it, if the provision of equity is important, then there is a case for an extension of resource provision and funding to help provide the services required by children referred to the RTR committee.

For many children the RTR Service provides second-chance learning but, compared with the needs that exist in schools, it is not providing for enough children. This is not a criticism of the RTR Service, but rather an indication of the need either for better first-chance teaching/learning or greater provision for second-chance teaching/learning.

The Stake model of evaluation is useful for evaluating programmes such as that provided by the Resource Teachers of Reading. However, there are a number of ways in which it would need to be changed from the approach taken in this thesis in order for it to be useful. These changes are addressed under recommendations later in the chapter.

The framework of the evaluation has value as a basis upon which a national evaluation could be undertaken. Such a large population would probably yield more data upon which to make statements about the application of standards to observations and intentions.

As an exercise to determine quantitative and qualitative factors, satisfaction was gained from reading the outcome data showing childrens' time in the programme and progress made. It was also pleasing to observe the rapport between RTRs and their students and to hear of the enthusiasm with which the RTRs are greeted in schools.

If there were side effects of the programme, they were positive ones. This is especially so in terms of the benefits teachers say they have received as a consequence of their associations with the RTRs.

The evaluation has revealed areas where the RTR programme could be improved and these are dealt with later when considering recommendations.

The question of how valuable the outcomes of this thesis will be to those groups suggested in chapter one will be entirely over to them. However, if the Reading Advisory Group, comprising people in the district who have professional interests and expertise in reading teaching, survives beyond the implementation of the government's education policy contained in "Tomorrow's Schools", it may very well see fit to make arrangements to meet a number of suggested needs. For example:

- * Providing for children declined entry to the programme.
- * Providing assessment training for teachers.
- * Providing teacher training in student counselling and development of self-esteem and behaviour modification programmes for children.
- * Maintaining a support system for Resource Teachers of Reading.

The basic philosophy behind the RTR programme is one of equity which says that children who have not learned to read at least as well as their peers, should be provided with the necessary teaching and learning to allow them to read as well as their peers.

Making judgments is a subjective act based usually on objective data. In attempting to make judgments in this thesis, subjectivity and uncertainty were definitely a part of the process.

Even allowing for adaptations in the application of the Stake model of evaluation in this thesis, it was difficult to carry out the evaluation. It was difficult to identify adequately the variables to be studied and then to gather adequate data to help answer the questions. The greatest difficulty lay in trying to decide what to leave out of consideration. It was particularly difficult to apply the judgments matrix of the model to the description matrix. This was partly because the RTR programme had been designed without the thought of rigorous evaluation being applied to it. Consequently, when the RTR programme is lined up against the requirements of the model, there were areas which could not be seen. This does not mean that the RTR programme is not being effective and it is a strength of the model that it allows us to make this judgment despite having gaps in the data. More than likely, it shows up the lack of available research in the area of RTR programmes or similar programmes. It also shows a lack of similar operational models of the Stake model of evaluation as examples to guide the work of this thesis.

The matrices of the model required the asking of many questions and the gathering of a vast amount of data. The problem then became one of deciding what to use and what to discard. Answering the questions posed in chapter one was not particularly difficult, but it seemed a shame to ignore the rest of the data gathered. Another problem was trying to judge the validity of the data gathered. For example, 'Is it valid to conclude that making a photographic record of an out-of-classroom experience with a child's written record of the action, is responsible for the growth and development of a child's reading ability?' Only recourse to empirical research could provide the answers. Recommendations regarding future application of the model are considered next.

RECOMMENDATIONS REGARDING THE RESOURCE TEACHER OF READING PROGRAMME

A FUTURE TRAINING FOR RTRS

One of the RTRs in the district has engaged in specialist reading teaching and study at university level. All four people have had the opportunity of training as Reading Recovery teachers. One of the RTRs has also had experience as a special needs teacher working in the reading field. Two RTRs had the opportunity of taking part in RTR training on a regional basis. Apart from this, training has consisted of 'on the job' help as it has been able to be provided by members of the RTR committee.

RECOMMENDATIONS

1. RTR training and support should be organised at a district as well as national level. It should be resourced adequately according to the expressed needs of RTRs and their committees.

2. Such training should be provided by Reading Advisers, Psychologists Reading Recovery Tutors and Teachers College personnel and others who are engaged in research into reading teaching and learning.

B DISTRICT BOUNDARIES FOR THE RTR

RECOMMENDATIONS

1. This should be confined to Westport and Nelson City with cases being made for more RTRs to service other parts of the district.

C SCHOOLS IN WHICH RTRS SHOULD BE LOCATED.

RECOMMENDATIONS

1. The RTR should work from a base school to service a group of schools and not become the property of a specific school.

D CHILDREN TO BE SERVICED BY AN RTR

RECOMMENDATIONS

1. The criteria for selecting children should remain as they are.
2. Consideration should be given to prioritising the application of the criteria for selection.

E LIAISONS THAT WOULD BE HELPFUL FOR THE RTRs.

RECOMMENDATIONS

1. That regular professional meetings of the Nelson RTRs take place.
2. That a system of collegial support amongst RTRs be instituted.
3. That RTRs be encouraged to maintain associations with Teachers College and University lecturers involved in research into teaching children with reading difficulties.
4. That a Specialist Reading Teaching Support Unit be set up to support Resource Teachers of Reading and to extend research into reading teaching and learning.
5. That support be given to assist RTRs to set up and maintain a national association of RTRs as a way of ensuring national quality control and to facilitate the sharing of information, ideas and resources.

F APPROPRIATE TEACHING METHODS.

RECOMMENDATIONS

1. That more research be done into this area to determine methods that best meet the needs of the children who share the characteristics of the children referred to the RTR committee.
2. That the Reading Advisory Group and the Resource Teacher of Reading committee combine to initiate a series of recorded observations to better determine the characteristics of children referred to the RTR committee.

G ADEQUACY OF FUNDING FOR THE RTR SERVICE.

RECOMMENDATIONS

1. That the basis of funding be made known to the RTR and the RTR committee and that the delivery system be simplified to meet the needs of the RTRs.

H ADMINISTRATION

RECOMMENDATIONS

1. That the RTR committee move to ensure accurate keeping of student records in data base format to allow for regular monitoring of outcome data.
2. That a principals' representative be appointed to the Nelson RTR committee.
3. That Resource Teachers of Reading be professionally independent of a base school and be accountable to the RTR committee.
4. That more concerted efforts be made to compare 'what is' with 'what should be' to arrive at needs. The RTR committee needs to formally introduce adequate standards as a basis for this.

I USING THE MODEL IN OTHER PARTS OF THE SCHOOL

RECOMMENDATIONS

1. That staff be fully involved in decisions about which aspects of the school or programme are to be evaluated.
2. That the focus for an evaluation be limited and specific.
3. That staff be fully involved in designing and carrying out the data gathering process.

4. That an outside consultant be engaged to provide objective comment on the evaluation process.
5. That research into adequate models for standards against which the programme being evaluated can be compared, should be carried out.
6. That equal emphasis be placed on subjective and objective aspects of evaluation.
7. That full use be made of the approaches suggested in Stake's 'Evaluation Clock'.

CONCLUSION

Carrying out this research has been a useful and rewarding task. It has given the writer the opportunity to experience the complex tasks of identifying problems, setting purposes, asking questions and designing ways of gathering data to help answer the questions raised.

The writer believes the basic purposes of the thesis have been met. In doing this, several areas for future research have been stated, while others are implied. While this thesis contributes to information about RTR programmes, it also contributes to the literature on programme evaluation and may prove useful to future researchers. It is to be hoped that future researchers will be able to make further contributions to the methodology on applying standards to programmes and to the act of forming judgments through both relative and absolute comparisons.

LIMITATIONS OF THE THESIS

It is accepted that the thesis has limitations and this is readily acknowledged here. Some limitations stem from the practical difficulties of a single person trying to carry out a major evaluation over a short period of time for academic purposes. It has not been possible to provide answers to all the questions it was considered necessary to ask. The number of subjects in terms of students, teachers and parents is small and it may not be appropriate to generalise broadly on the basis of the results obtained. The Nelson RTR Service operates differently from those in other centres so the conclusions will be applicable only to Nelson. However, other centres which operate in the same or in a similar way could profit from knowing about this evaluation. The Resource Teacher of Reading programme was not designed with rigorous evaluation in mind and many areas which the Stake model of evaluation asked the researcher to look into simply did not exist in a readily identifiable form. Efforts were made to assemble the elements for observation and analysis but this was not able to be done as comprehensively as might be considered academically desirable.

In view of this, one way of looking at this exercise is to consider it an exploratory one in that it has much to contribute to the task

of evaluation in New Zealand schools. The section on standards and judgments, in particular, tries to address a long-standing problem of making an effective evaluation of curriculum matters.

7. CHAPTER SEVEN

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APPENDICES

The following appendices have been included so that the reader will gain further understanding of how the RTR Service operates:

- Appendix A RTR Service Referral Form.
- Appendix B Resource Teacher Of Reading Pre-referral Checklist For Principals.
- Appendix C Guidelines For Selection.
- Appendix D Guidelines for Discharge.
- Appendix E The Role Of The Principals On The RTR Committee.
- Appendix F The Role of the Reading Recovery Tutor, Adviser to Junior Classes and District Adviser on Reading as members of the RTR Committee.
- Appendix G A Mutual Agreement Between RTRS And Principals For Working As An Itinerant RTR in Their School.
- Appendix H Interview Schedule To Guide An Interview With Teachers And A Summary Of Responses.
- Appendix I Interview Schedule To Guide An Interview With Resource Teacher Of Reading Committee Members And A Summary Of Responses.
- Appendix J Interview Schedule To Guide An Interview With The Resource Teachers Of Reading And A Summary Of Responses.
- Appendix K Interview Schedule To Guide An Interview With The Inspector With The Delegation For Reading And A Summary Of Responses.
- Appendix L Interview Schedule To Guide An Interview With Parents And A Summary Of Responses.
- Appendix M Documenatry Sources.
- Appendix N Data Sources.
- Appendix O Statistics.
- Appendix P Resource People.

READING REFERRAL FORM

Please complete and return to:

P M POTAKA
 District Adviser on Reading
 Nelson Education Board
 Box 444 NELSON Ph 87590

SCHOOL _____
 CLASS _____ Rm. _____
 TEACHER _____

A.

PUPIL'S NAME _____ D.O.B. _____ SEX _____

HOME ADDRESS _____

TELEPHONE _____

PARENTS' /
 GUARDIANS' NAMES _____

(If assistance is needed to complete the remainder of this form, please refer to the enclosed GUIDELINES, e.g. 1, 2, 3 etc or consult your inspector, reading adviser, or psychologist.)

B.

READING ASSESSMENT

Current: C.A. _____ R.A. _____ Deficit: _____ yrs _____ mths

Information from the last Diagnostic Survey¹

Date _____ Instructional reading level: _____
 (Name of book or story) _____

Word Test	R.S. ² _____ S'nine ³ _____	Letter Ident'n	R.S. _____ S'nine _____	Concepts /Print	R.S. _____ S'nine _____	Writ. Vocab.	R.S. _____ S'nine _____	Dictn	R.S. _____ S'nine _____
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Name, source, and level of the last story taken for instructional reading purposes

Running Record

Word accuracy %age	Self- correction rate	Error rate
_____	_____	_____

Date when taken _____

How often is a running record taken with this child?⁴

a. _____ b. _____ c. _____

Informal Reading Inventory⁵

Name of passage	Level ⁶	Compreh'n score (%age)	Word accy. (%age)	Self- correction rate	Comments ⁷
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

P.A.T.

Year	Listening		Rdg. Compreh'n		Rdg. Vocab.		Mathematics	
	Level	%ile	Level	%ile	Level	%ile	Class %ile	Age %ile
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

Please indicate the amount of reading this child undertakes in the classroom; tick the appropriate box.

<input type="checkbox"/>	frequently by choice	<input type="checkbox"/>	avoids even set reading
<input type="checkbox"/>	occasionally by choice	<input type="checkbox"/>	no observable reading undertaken

C.

INFORMATION FROM SCHOOL RECORDS

Progress Card Assessments

Year	Oral Lang.	Reading	Wr. Lang.	Maths.
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____
19__	_____	_____	_____	_____

Significant points from personal history⁸

Curricula strengths _____

Interests⁹ _____

D.

SUMMARY OF EXTRA HELP/TIME THIS PUPIL HAS ALREADY RECEIVED

In the school by the classroom teacher (in 19__)	How Often?		
	Sessions per week	Length of sessions	Over what period?
- using appropriate instructional reading material			
- using independent reading material			
- giving opportunity to discuss reading experiences			
- giving individual instruction			
- including this pupil in different groups			
- other (state)			
 In the school by			
- part-time teacher of reading			
- STJC			
- principal			
- other (state)			
 Outside the school (if know)....			
- parental assistance			
- private tuition			
- other (state)			

Please comment on the results of the extra help/tutorials, etc. this pupil has received to date. _____

E.

What other agencies are involved with this pupil?

	Date of contact	Name of person involved
a. Psychological Service	_____	_____
b. Visiting Teacher	_____	_____
c. Health Nurse	_____	_____
d. Child Health Centre/ Child & Family Guidance Centre	_____	_____
e. Other (state)	_____	_____

F.

Do you have any other information about this child which you consider needs to be brought to attention?

G.

Would you please attach the following:

- a. a sample of the child's written language, before correction;
- b. copies of the running records, and the Diagnostic Survey, if available.

H.

Which of the following was this form discussed with? (psychologist/inspector/adviser on reading/other: _____)

Which parent has been notified of this referral? _____

Would transport be available to bring this child into a reading centre? _____

Signed:

.....
Principal

Date

APPENDIX B**RESOURCE TEACHERS OF READING (RTR)****PRE-REFERRAL CHECKLIST FOR PRINCIPALS**

As the Resource Teacher of Reading Service specialises in one-to-one clinical teaching, it can be made available to only a few children. To help you check that your school selects suitable children for referral and has done everything possible already to help those you do refer, please consider the following very carefully:

- 1 After Reading Recovery. DO REFER children who are not making accelerated progress in Reading Recovery in 20-26 weeks from entry to the programme and whose needs cannot be met in any other way. A concurrent referral to Psychological Service should be considered.
- 2 Children who have not had a Reading Recovery programme.
Check:-
 - a Are the assessments on the Progress Card (E19/22), the comments on the Progress Record (E19/16) and other records consistent with referral?
(Eg a low rating or a comment like "Unable to read".
 - b Has the pupil received any special reading/language assistance within the school?
 - c Has the child's progress been monitored?
- 3 Have you discussed the child's reading difficulties with the parents?
- 4 Has the possibility of sight, hearing or any other physical defect been checked by thorough professional assessment?
- 5 Have other appropriate agencies been consulted?

Having considered these questions, if you still think the child should be referred, please contact your local RTR committee chairperson for a referral form: District Adviser on Reading, Nelson 87 590.

APPENDIX C

GUIDELINES FOR SELECTION

Some points that the committee will consider when selecting children for enrolment with a Resource Teacher of Reading.

- 1 Children to be attending a school between Clifton Terrace school and Richmond Primary school.
- 2 Age - younger children rather than older.
- 3 Need - children with greatest need should be given priority.
- 4 Provision the child's school can offer.
- 5 Length of time waiting for assistance.
- 6 Children transferring from another clinic should be given priority.
- 7 Likelihood of stable attendance.

Notes

- a Children not discontinued from Reading Recovery after 20-26 weeks and whose referral is backed by a Psychological Service recommendation should be given high priority.
- b Young children who have not had the opportunity of a Reading Recovery programme need to be able to receive RTR assistance when required. Referral can take place from six and a half years. It will be expected that the school has administered a Diagnostic Survey (Clay 1979, 1985) at six years and made some provision within the following 6 months. Failure to respond to such assistance is one indicator of need for referral to the Resource Teacher of Reading Service.
- c Older children with very severe difficulties (eg a 10-year-old child who is unable to read at all) need to be accorded high priority but a Resource Teacher of Reading's roll should not be loaded with such children. Progress and school provision need to be reviewed continually and carefully.
- d Equal opportunity for selection needs to be given to children whose spoken English is different from standard English and children who speak English as their second language.
- e Children who are thought to be of low general ability should not be automatically excluded on the assumption that they will not make sufficient progress. WHEN ADMITTED, THEIR PROGRESS SHOULD BE CONSTANTLY MONITORED AND RE-EVALUATED, and alternative placement be considered when appropriate.

APPENDIX D

GUIDELINES FOR DISCHARGE

Discharge could occur for any of the following reasons, but most children would be discharged under 1 or 2 below.

- 1 When a child is functioning independently in reading and writing - indendently to the extent that s/he participates in a normal classroom programme without undue extra assistance from the teacher.
- 2 When a child is functioning satisfactorily in a special ongoing programme provided by the school - either a withdrawal programme or a specially planned programme within his own classroom.
- 3 When a child is making extremely limited progress after a period of intensive individual tutoring and other needy cases must be considered.
- 4 When a Resource Teacher of Reading cannot get necessary co-operation after considerable efforts with all involved.

APPENDIX E

THE ROLE OF THE PRINCIPALS ON THE RTR COMMITTEE

The RTR committee comprises the RTR, the local staff inspector, a psychologist, a reading adviser, adviser to junior classes, Reading Recovery tutor and a principal where appropriate. The principal has mainly a subordinate role, because the purpose of the committee is to control the workload of the RTRs and to ensure that the pupils with the greatest needs that can be met by the Service are given help.

The principal should participate in all the discussions, and should carry out the pre-reading of test results and reports on pupils that is necessary for responsible participation in the decision making.

Obviously, the committee will tend to rely heavily on the recommendations of the RTRs, but there are occasions when there is either a disagreement about priorities, or the RTRs are unsure about which child to recommend for the programme.

It is essential that the principal, like all other members of the committee, becomes very familiar with the progress of each pupil, so that the difficult decisions about terminating the programme for pupils who are making very limited progress can be made collectively.

The principal should communicate with all the schools in the area to advise them of the representation and to ensure that concerns or queries from those schools are explained immediately or aired at the meetings of the committee.

APPENDIX F

THE ROLE OF THE READING RECOVERY TUTOR, THE ADVISER TO JUNIOR CLASSES AND THE DISTRICT ADVISER ON READING AS MEMBERS OF THE RTR COMMITTEE

- 1 To participate in all aspects of the work of the RTR committee (see 3.3) to the extent considered necessary.
- 2 To provide support for RTRs with particular children where help is needed in any aspect of casework eg analysis of reading and writing, individual teaching, assisting parents, assisting teachers.
- 3 To provide support for RTR committees in developing a service, or particular aspect of a service, when this is needed eg in starting a new centre or with a special project.
- 4 To assist in providing some training for newly appointed, or relieving RTRs, appointed at times when no recognised training course is available.
- 5 If possible to provide some advisory and in-service work in the schools served by the RTR service.
- 6 See figure 5.

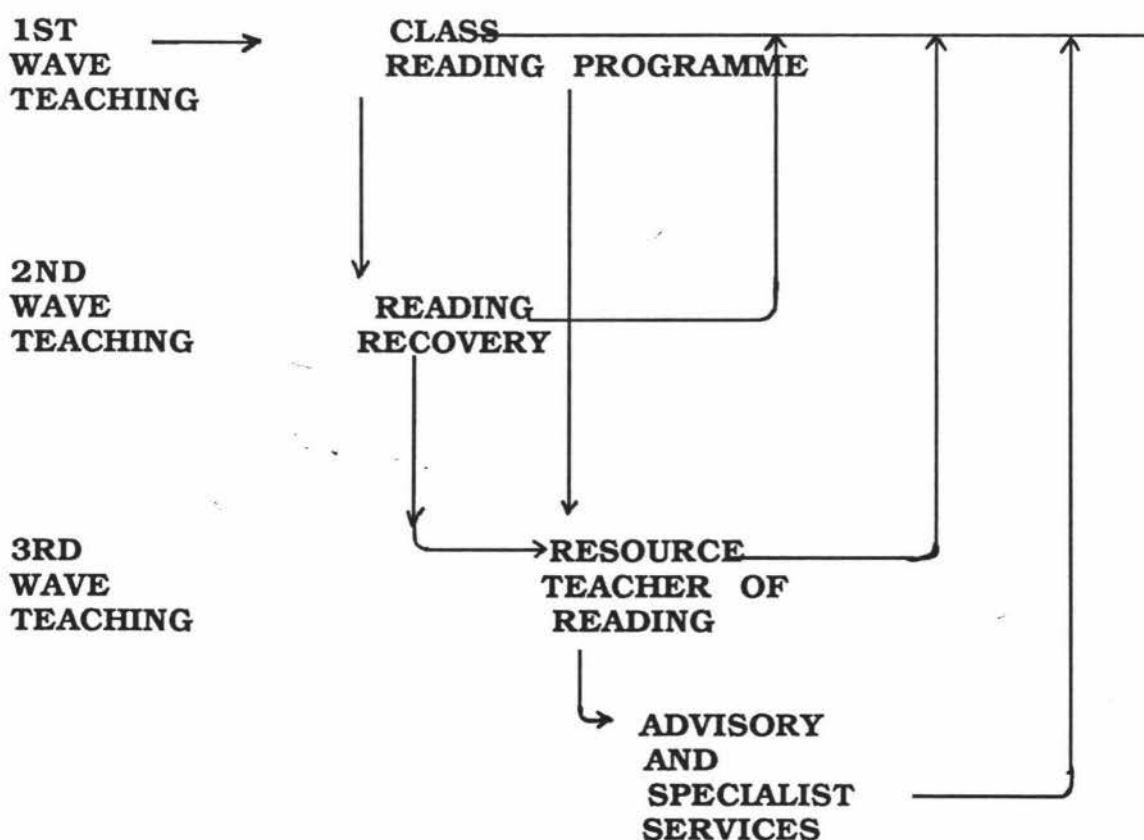


Figure 5: The Role of Advisory and Specialist Services in Relationship to the RTR Service.

APPENDIX G

A MUTUAL AGREEMENT BETWEEN RTRS AND PRINCIPALS FOR WORKING AS AN ITINERANT RTR IN THEIR SCHOOL

- 1 The provision of a suitable room is most important - not medical room/library/staffroom/book resource room. The interview room or any other room in which there is no intrusion would be suitable, eg Reading Recovery room. The use of this room should be timetabled rigidly.
- 2 The room should be clean, have suitable furniture (table, chairs etc) always left with an area for the RTR to store material and equipment. A heater may be required during the winter.
- 3 The RTR may require that the school provides some equipment. eg. tape recorder, plastic letters and school book resources.
- 4 The school should regard the RTR working there as a commitment by the school. RTR time is sacrosanct, not for sports, dental nurse etc.
- 5 The parent will be invited to a session early in the programme and make a commitment to have the child at school or to account for absences.
- 6 Teaching by the RTR will take place only during regular school teaching hours.
- 7 The school has the responsibility for the child's attendance at RTR sessions and of ensuring that the RTR is informed beforehand if the child will be absent, or unavailable for some good reason.

APPENDIX H

INTERVIEW SCHEDULE TO GUIDE AN INTERVIEW WITH TEACHERS AND A SUMMARY OF RESPONSES.

- 1...What were the goals for while he/she was in the RTR programme?
- 2...As class teacher ofwhat assistance and support was available to you to help you do your job with?
- 3...How are pupil needs discovered?
- 4...Are student gains retained over time?
- 5...Are you aware of any critics or criticisms of the RTR programme?
- 6...Has the programme benefited any other children in the class?
- 7...What, if anything, had to be sacrificed in order to support the programme in your classroom?
- 8...What factors have helped or hindered the programme?
- 9...Has the level of activity and/or support for the programme increased over the time that the programme was running?
- 10..What changes in teaching procedures, management or philosophy in the teaching of reading have you experienced since being in contact with the RTR Service?
- 11..What needs, for yourself or your pupils, continue to be not met?
- 12..Did the programme make a difference for?
- 13..Do you have any other comments you wish to make about the RTR Service?

SUMMARY OF INTERVIEWS WITH TEACHERS

- 1...What were the goals for while he/she was in the RTR programme?

To encourage use of all reading strategies with emphasis on meaning.

To build her confidence and develop reading strategies.

Build confidence and develop reading skills.

To accelerate his reading and writing.

To improve his reading ability to a level where he could cope at High School.

To boost his reading ability and build his self esteem.

To give him confidence and develop his reading strategies.

To build on previous reading successes. To improve her word attack skills.

To provide classroom support for the RTR.

To read like a normal 11 year old child.

Improve performance in reading. Build confidence.

Build confidence and self esteem. Help him to bridge a three year reading deficit.

Improve attitude to reading and to make him more positive and independent in a reading situation. Increase his reading level.

To attain a higher level of reading performance than she had currently reached after being in the Reading Recovery programme.

Raise his reading level to that of other children in the class.

To become an independent reader. To enjoy reading. To develop a positive attitude towards reading.

2...As class teacher ofwhat assistance and support was available to you to help you do your job with?

Running records and continual discussions over progress of the child.

RTR guidance and advice. Setting up suitable reading materials.

Homai College for the Blind.

RTR individual reading teaching with frequent discussions and help from RTR.

On going advice and support from RTR. Suggestions for classroom use.

Supply of suitable reading material.

Full support and advice from RTR.

Discussions with the RTR.

Help of several kinds was available if needed. eg. The principal, psychologist and teacher aide.

RTR suggested books to try. Discussion with RTR to compare notes on the child. RTR help to check book levels.

Very little until RTR assistance was given. An untrained teachers aide has been helping.

Help with reading during mathematics. Assistance was also provided by the services of a part time teacher for group work.

The RTR monitored her progress and advised on programmes of work for J. Tapes and other materials were prepared.

Nil other than the RTR.

RTR support for some weeks. Reading with a group in class was supportive. Home support.

3...How are pupil needs discovered?

6 yr net tests. Observations of classroom teacher. Consultation with APJC.

Testing - reliance on APJC.

Can see he is having difficulty with reading and writing and isn't coping with the work.

Usually through the 6yr net and observation in the classroom.

Through observation.

Pre-test, classroom observation, running records.

Observation and running records.

Needs were discovered prior to being placed in the class.

Observation on a day by day and minute by minute basis.

By using running records. By checking PAT listening/comprehension discrepancies.

By observations. Use of running records. Formal and informal testing. Class records. Psychological Services testing.

Child was known by the teacher from four years ago. PAT profiles and teacher comments were used. Screening was also provided by the special needs teacher.

PAT profiles and teacher comments were used. Screening was also provided by the special needs teacher.

The pupils are tested by Reading Recovery and special needs teachers along with class teacher's running records and observations.

It was obvious that he was a non-performer.

L. was known to the RTR service before the teacher had responsibility for him.

4...Are student gains retained over time?

Has improved but has retention problems.

Four respondents gave a definite 'yes'.

Not sure.

As yet unable to determine.

Not in this case.

They appear to have been.

Yes, but only with the help of the RTR.

Yes, but these have been mainly in the area of personality development. Reading gains have been obvious and have been retained.

Yes - by the end of the year he was performing at a higher level than he was at the start.

Gains were slow but retained.

Yes but a slowing down has been noted this year.

Yes. He has a knowing look on his face when it comes to reading. Comprehension has also improved.

5...Are you aware of any critics or criticisms of the RTR programme?

13 respondents gave a definite 'no' as an answer.

Yes. Others have commented that it is a selective programme.

Need for children to be identified as early as possible for referral.

No. The contrary is the case - everyone else has been supportive.

6...Has the programme benefitted any other children in the class?

Three respondents said 'yes'.

Carlos - yet to be determined. Robert Day - confident/successful.

Yes I have had three other children who have received RTR help.

Yes - by skills child is using in the group. Other children try to emulate him.

Yes in a group situation.

Only indirectly. They have shared K's work with the class. At a teacher level, some of the things learned have been used with other members of the class as appropriate.

There were two 'no' responses.

Indirectly. Tried techniques with children who seemed to have similar problems.

Not directly. One outcome has been that as R.'s attitude improved, other children were disrupted less.

Not directly. Class teacher was able to give more time to other children.

The same programme was used for children who had similar difficulties.

For the most part he was taken on his own but the group of three with whom he worked in class received indirect benefits. R. was able to help them and provide a model and stimulus.

Only in a minor way. Others have the pleasure of hearing L. read in a group setting. They also enjoy having L. in a group now.

7...What, if anything, had to be sacrificed in order to support the programme in your classroom?

The independent readers didn't get as much daily group time.

Six respondents said 'nothing'.

Time out of class but gains far outweigh what he misses in the classroom.

I had to be flexible to meet the RTR's timetable.

K. missed out on maths at times in order for her to have her lesson.

32 other children have been sacrificed in order for J. to have the teacher's attention.

The missing of manual time had to be negotiated.

Nothing really. She missed out on some of the things that the other children were doing while she was having her lesson.

Nothing really though he does miss some social studies work.

L. has missed out on some mathematics at time since reading happens during part of maths time.

8...What factors have helped or hindered the programme?

RTR has been supported in every way possible.

Built up confidence - child prepared to use the skills learned.

Co-operation between teacher and RTR.

The provision and assistance with choosing appropriate reading material.

Frequent oral reports from the RTR.

I was pleased to have this child receiving individual help to boost classroom help.

Flexibility on the part of the classroom teacher has helped the programme.

Ongoing support of RTR. Supply of supplementary material from RTR. for Jason.

Discussions with the RTR.

Other children in the class have been very supportive and have made it possible for the teacher to help J. make his gains.

Being able to talk to some-one about the problem.

Positive relationship with and between the RTR/Parents/Teacher. Child's poor attitude at the start was a hinderance.

Parental contact and support has been positive and helpful.

Good relationships with the RTR were helpful. She was always willing to discuss any problems J. was having.

Two respondents said that there were none.

9...Has the level of activity and/or support for the programme increased over the time that the programme was running?

Three respondents said 'no' but didn't elaborate.

Teacher became more supportive as progress by child became more obvious.

Became more aware of ways to help child in classroom.

Improved vocal support for the programme.

Far more enthusiastic for the programme.

Yes.

Yes as I see spinoffs for other children.

Kids benefitted - receptive to reading.

Yes - realise the value of individual help for these children.

Yes, it has led to involvement of the RTR in the school's Teacher Only Day inservice programme.

Yes, in terms of teacher aide assistance (3 times per week, 1/2 hour at a time) The principal's personal support has been available. J's mother has been supportive over the period too.

Can't recall.

No. The programme has been run as a separate entity.

Yes. RTR feedback on pupil work has been good.

Parent support has increased. L. has also co-operated and increased his reading activity in a positive way.

10..What changes in teaching procedures, management or philosophy in the teaching of reading have you experienced since being in contact with the RTR service?

Made me more aware of the reading process and my own skills for evaluating and recommending children to the RTR programme.

Use of appropriate reading materials.

No change.

Use of running records. Demonstration of teaching techniques has been of assistance. In-service day on reading run by RTR.

Use of running records. Careful observation. Use of peer tutoring procedures.

Being able to utilise printed material for research and recreational reading.

Effective use of running records appropriate level of reading material.

Working as a part of the RTR programme has served to provide a reminder about what needs to be done with disabled readers and provides balance and motivation at a personal level.

It has led to an adaptation of known procedures to apply in J's case.

Nil.

None. The teacher has had only one child in the programme and then for only a term and a bit.

It has led to a re-thinking of the type of support that should be given to teachers. eg. additional conferences on children would be helpful. It has also led to a re-visiting of ideas about the reading process and application of these. Heightened awareness of the importance of reading.

Development of more child centred programmes. Testing by means of running records.

Yes. Contact has provided something of a refresher. Techniques have been modified for use with others in the class.

Have learned techniques from the RTR. I am more relaxed about my attitude towards reading teaching due to having a better understanding of reading. Am placing more responsibility on children. Partner reading is taken on a more regular basis.

11..What needs, for yourself or your pupils, continue to be not met?

Extension for the bright children.

None.

Children who are only borderline for selection and can't get in to the programme.

Need for children to be identified as early as possible for referral.

Still a number of children not being able to get into the programme.

I would like to see more of our older children getting the opportunity of joining the programme for a boost.

Teacher aide time or better still, teacher time needs to be made available to J.

Other children also need to be on the programme.

Language needs, particularly written. Additional individual time is needed. Unable to effectively monitor reading progress. Fragmentation of the timetable doesn't allow for a much needed unit approach to support work.

Follow up of RTR work.

12..Did the programme make a difference for?

Yes. But reservations are held about L's ability to maintain the progress made initially.

Definitely.

Yes definitely.

Still too early to say but I have found it did make a big difference with others who have been in the programme.

It helped to build a little confidence and develop a better attitude towards reading.

Definitely.

Most definitely.

Yes, a very positive one.

Yes. It built confidence.

Yes, a very positive one. Outstanding in building confidence - too much almost. A positive attitude was built. Reading ability also improved.

Yes, a positive one. He has become more independent and has a better regard for his peers. Interaction with them is more positive. Reading level has also improved.

Yes. Confidence has improved as has fluency of reading and reading level.

Yes. Her general attitude, confidence and reading level improved.

Yes. Improved reading. More interested in reading. Takes books out of the library for parents to read to him at home.

There were two other 'yes' responses.

13..Do you have any other comments you wish to make about the RTR service?

It is an essential service. RTR skills not really being used effectively, eg. children who need propping throughout their primary school years to the detriment of other needy children who would accelerate from bursts of 1 to 1 help. Children with attitude problem should not have individual time until they demonstrate an improved attitude.

Children of this type (attitude etc. and some ability) gain a lot from individual programmes.

Need far more RTRs. Hope it will continue. Excellent service, children really benefitting - even older children. Positive comments by a SPELD teacher about RTR work with a SPELD child.

Need for more RTRs - their help is invaluable.

RTR is a necessary service.

Tremendous help.

Essential service.

There is a need for more one to one assistance such as that provided by the RTR service. There is a need to provide a service that can catch those children who come in from other schools and for those who miss out on Reading Recovery.

1/2 an hour of RTR time per lesson is not enough and is often at the wrong time of the day. There is a need for a service which can help to make a child ready for RTR assistance.

Extend the programme.

Expand the programme. Perhaps the RTR could work less independently.

Could work in more closely with class teacher. Need to make suggestions for teachers to follow.

Make it available to more children. Provide for formal consultation time with the RTR. Make provision for the RTR to share skills with class teachers. The programme is well administered and supported. Perhaps a pupil guidance service to complement the RTR programme. The referral system is not widely known. Form filling for referrals is complex for teachers who are not familiar with the language of the application form.

More teachers of this kind are needed. It is regretted that a person's expertise in reading teaching has to be spread so thinly over the ground. More inservice training of teachers.

More support for class teachers by way of suggestions to carry out in class.

Better information needs to be available to teachers about administration of the programme and the selection criteria.

More support for teachers when they are making decisions about whom to refer to the RTR service. RTR is excellent - fits in with staff and is prepared to spend time with staff talking over problems and approaches to teaching. Extend the programme. RTR suggestions regarding resources have been helpful.

APPENDIX I**INTERVIEW SCHEDULE TO GUIDE AN INTERVIEW WITH MEMBERS OF THE RESOURCE TEACHER OF READING COMMITTEE AND A SUMMARY OF RESPONSES .**

- 1...What are the main features of the RTR Service policy?
- 2...What objectives do you think the RTR programme should have?
- 3...Are plans for the RTR Service stated and widely publicised?
- 4...What are the goals for the RTR programme?
- 5...What is your role on the committee?
- 6...What are the selection procedures and criteria by which children come into the RTR programme?
- 7...How are pupil needs determined?
- 8...What ongoing training and support do you provide for the Resource Teacher of Reading?
- 9...How are children discontinued from the programme?
- 10..Are targets set for various students in the programme?
- 11..Are you aware of any critics or criticisms of the RTR programme?
- 12..What evidence is there that the programme has had benefits for other classroom programmes or students not involved in the RTR programme?
- 13..What factors have helped or hindered the programme?
- 14..Has the level of activity and/or support for the programme increased over the time that the programme has been running?
- 15..Do you think the programme makes a difference for children taught as part of the RTR case load?
- 16..What changes would you recommend be made to the RTR programme?
- 17..What features of the programme are working well?
- 18..What happens to the children who do not make it into the programme?
- 19..What comments do you have regarding the administration of the programme?

20..Are there any other comments you would like to make?

SUMMARY OF INTERVIEWS WITH MEMBERS OF THE RESOURCE TEACHER OF READING COMMITTEE MEMBERS

1...What are the main features of the RTR service policy?

One to one teaching. Teachers have to put in a written assessment and therefore they have to look at childrens needs for themselves. It provides a follow-up service from Reading Recovery. Psychological services report and referral system is capitalised upon. The RTR committee meets regularly to assess cases, listen to the RTRs comments and to provide assistance to the RTR. There is a follow up system for children who do not make the RTR case load.

Provide individual programmes for under achievers.

It is successful.

2...What objectives do you think the RTR programme should have?

Same as (1) above. Find childrens strengths and build on these. Make children feel good about reading.

To cater for the specific needs of the children and teachers referred to it.

3...Are plans for the RTR service specifically stated and widely publicised?

There were three 'yes' responses.

4...What are the goals for the RTR programme?

To raise the standard of childrens reading and to help them to reach their reading potential.

Assist schools to ensure literacy programmes reach as many needy clients as possible.

To work with specifically designated children and their teachers and parents to effect reading remediation work.

5...What is your role on the committee?

Lend support to the RTR. Help with assessments and decision making. Provide the RTRs with confirmation of the good work they are doing. Make suggestions for future teaching programmes.

To refer third wave children for assistance. To make committee decisions about children to receive help. Assist with the professional development of the RTR.

To administer and co-ordinate the work of the RTR service in the district and to give support and training to the RTRs concerned.

6...What are the selection procedures and criteria by which children come into the programme?

Advice and recommendations from the Reading Recovery Tutor. Psychological services reports. Teacher recommendations via the report form. Objective approach based on needs.

Children with the greatest literacy needs.

Children are determined as being in need of special reading assistance by schools and other advisory persons. They are then referred to the RTR committee who consider each case on its merits and in terms of its selection criteria as printed in the guide booklet.

7...How are pupil needs determined?

Length of time and slow or no progress in Reading Recovery programme. Running records of reading behaviour. Teacher observations. Able to see that the classroom programme can't meet the pupils needs.

Diagnostic test data. Informal observations and teacher comments. Psychological services report and input. By RTR committee members.

Personnel determine children's needs according to a variety of means amongst which could be listed: teacher observation, disruptive in class, under achieving by comparison with peers, specific diagnosis using a variety of tests - some of which are acceptable (eg. running record) and some which are not acceptable (eg. Burt word test).

8...What ongoing training and support do you provide for the Resource Teacher of Reading?

Discussion of cases. Professional support during LARIC. Share course running with RTR. Depends on the RTR.

Access to Reading Recovery inservice sessions. Informal liaison.

Regular discussion, providing literature and information, support for decisions made and programmes implemented.

9...How are children discontinued from the programme?

By using RTR recommendations and confirmation of these by the committee.

Whether or not children have made sufficient progress to be able to benefit by a return to the regular classroom programme. Lack support

in the school. Children have progressed as far as the committee believe they are able to.

When reached level of independence in reading and writing.

The recommendation of the RTR is the first thing considered. If the recommendation is to discontinue, the committee then considers how this should happen. (eg transfer to another programme, phase out partially, fully or to stop.)

10..Are targets set for various students in the programme?

The RTR has specific objectives for individual children. The committee doesn't set targets for children.

Sometimes. Satisfactory level aimed for. More difficult to do than in Reading Recovery.

Not for specific children. It's not the kind of programme that can do that.

11..Are you aware of any critics or criticisms of the RTR programme?

No.

No. Quite the reverse.

Yes. Two principals feel that the wrong children are being picked up - instead of hard core children, they feel children with potential should be dealt with.

12..What evidence is there that the programme has had benefits for other classroom programmes or students not involved in the RTR programme?

Teachers have claimed to have had their attitudes shaped by contact with the RTR and its attendant services.

Comments by reading recovery teachers are positive. Their most difficult children have been catered for. Class teachers - child's main needs are being met. Can give more time to others.

One teacher who was involved in a case conference said that he had changed his whole thinking on reading teaching and that the programme he had targeted to support one of his RTR cases had in fact provided more benefits for the other children in the class than it had for the disabled reader.

13..What factors have helped or hindered the programme?

Hinderances - child behaviour. Parent who takes child to SPELD.

Helped - parent support.

The way the programme operates has changed teachers thinking about underachievers, particularly hard core ones. Very few now talk about the RTR programme simply taking only children with potential because of the benefits it brings. Parental involvement is positive.

Hindrance: Truancy, emotionally disturbed child, lack of commitment by some teachers. Help: Staff dedication, consistency of administration and teaching, expertise of the RTRs, participation by RTR committee members.

14..Has the level of activity and/or support for the programme increased over the time that the programme has been running?

Yes. More parents are behind it.

Schools feel more comfortable about the programme. They see it as a part of a reading package. The attitude to hard core problems is that it is a district problem - schools notify re information - that's a change.

As RTR committee established its identity, individual members have taken a more active part in all aspects of the RTR work.

15..Do you think the programme makes a difference for children taught as part of the RTR case load?

Yes. There is no doubt about this.

Yes. Absolutely.

Very definitely yes.

16..What changes would you recommend be made to the RTR programme?

Provide more RTRs.

Increase number of RTRs. Provide a parent course.

Keep more detailed records of childrens progress. Have more RTRs. Establish a more vigorous follow up system for children who do not make it into the programme.

17..What features of the programme are working well?

One to one teaching with all the follow up ie. tutored four times per week plus the monitoring functions. Committee functions well with its support service and this helps to reduce isolation for the RTR.

All, particularly committee input and individual teaching of children.

18..What happens to the children who do not make it into the programme?

The Reading Recovery Tutor, AJC and DRA follow these up with advice and suggestions for teachers. Help teachers/school to make provisions by using resources better.

They are put on 'hold' and are reconsidered at subsequent meetings. In the meantime, some are visited by Psychological services for assesment, others are visited by members of the committee to try to provide help for teachers, others may be returned to the school as 'inappropriate' for referral to the RTR committee.

19..What comments do you have regarding the administration of the programme?

Not too many regulations to confuse decision making. Flexible way of working. Committee forum is a strength.

Tight- everyone is involved. Everyone knows what is happening. The chairperson and the RTR have regular dialogue.

It is administered well but more clerical support would be useful.

20..Are there any other comments you would like to make?

Teachers need to learn to assess children better for the RTR. There are still children in the schools whose needs haven't been assessed.

Have some reluctance about RTRs working with teachers - that's a different job. It is more valuable for the RTR to work with children. Changes in teacher perception is the responsibility of those involved in teacher education. A national training course for RTRs is crucial.

Much of the work of the RTR service goes unnoticed, takes time to effect and is very successful. The potential to use case conferences to greater effect exists. It would be good to see financial provisions made more obvious to the committee instead of being provided by an 'invisible' hand.

APPENDIX J**INTERVIEW SCHEDULE TO GUIDE AN INTERVIEW WITH THE RESOURCE TEACHERS OF READING AND A SUMMARY OF RESPONSES.**

- 1...Are the goals set for the RTR programme realistic?
- 2...Is there a job/rule description for you?
- 3...How was this arrived at?
- 4..What assistance is offered to you to help you do your job in relation to the children in the RTR programme?
- 5..What procedures exist for assisting you if you are experiencing difficulties?
- 6..Is this assistance part of a systematic process or is it ad hoc in nature?
- 7..Is the support given adequate?
- 8..What are the selection procedures and criteria by which children come into the RTR programme?
- 9..What mechanisms exist to discover pupil needs?
- 10..How long, on average, do the children spend in the programme?
- 11..What are the discontinuance criteria as you understand them to be?
- 12..Are targets set for various students in the programme?
- 13..What sorts of information are being gathered to determine whether or not targets are being met?
- 14..How is this information gathered and presented?
- 15..What pupil and programme records do you keep?
- 16..What kinds of information do they contain?
- 17..If information is confidential, who has access to it?
- 18..What procedures exist for updating the information?
- 19..Are student gains retained over time?
- 20..Are you aware of any critics of the RTR programme?

- 21..What are the critics of the programme worried about?
- 22..What evidence do you have that their concerns are justified or not?
- 23..What evidence is there that the programme has had benefits for other classroom programmes or students not involved in the RTR programme?
- 24..What, if anything, had to be sacrificed in order to support the programme in the classroom?
- 25..What factors have helped or hindered the programme?
- 26..Has the level of activity and/or support for the programme increased over the time that the programme has been running?
- 27..What communication do you have with those concerned with the programme?
- 28..What changes in teaching procedures, management or philosophy of reading have you experienced?
- 29..How was the need for these identified?
- 30..What needs continue to be not met?
- 31..What congruence is there between what is intended by the programme and what is actually observed?
- 32..What discrepancies exist?
- 33..How do you account for the discrepancies?
- 34..Are these desirable or not?
- 35..How adequate is the funding for the programme?
- 36..What changes would you recommend be made to the RTR programme?
- 37..What features of the programme are working well?
- 38..Is there a place in the programme for all those who are recommended to the RTR committee?
- 39..If not, why not?
- 40..What happens to those who do not make the RTR case load?
- 41..What comments do you have regarding the administration of the programme.

- 42..Is there an integrated development plan for the RTR Service which includes you?
- 43..Do you feel that the opinions of all staff are incorporated in the final plan?
- 44..Are there any other comments you wish to make about the RTR Service?
- 45..What training have you had to prepare you for your work as Resource Teacher of Reading?

SUMMARY OF AN INTERVIEW WITH THE RESOURCE TEACHERS OF READING

1...Are the goals set for the RTR programme realistic?

Yes - but difficult to achieve. Hard to work with teachers and children. Have to work with teacher outside of school hours. Two different types of children - ex Reading Recovery appear not realistic to work with children in the upper part of the school. There should be a cut off point.

2...Is there a job/rule description for you?

Yes.

3...How was this arrived at?

For the most recently appointed RTR this was presented as part of the administration of the service. The longer serving RTR felt that although the present job description was also 'given' it was very much the same as one that she had previously operated under. Neither RTR had any concerns about their job descriptions and felt that if anything, it helped to clarify their jobs for them.

4...What assistance is available to you to help you do your job in relation to the children in the RTR programme?

Both RTRs felt that there was adequate help available to them. They cited the reading adviser, itinerant teachers of special classes for one, Reading Recovery tutor, Speech thearapist, Inspector with responsibility for special education, parents, reading recovery teachers, colleague visits, schools willingness to co-operate and work in with RTRs timetable and Psychological services for one.

5...What procedures exist for assisting you if you are experiencing difficulties?

It was felt that procedures as such were unnecessary since the people in No 3 above were readily accessible through visits or by telephone.

6...Is this assistance part of a systematic process or is it ad hoc in nature?

It was felt that assistance was a little ad hoc in nature but that this was a strength because access to assistance was quick and one didn't have to go through 'red tape' to get it.

7...Is the support given adequate?

Yes. If any changes could be made it would be to institute a policy of regular colleague visits and association with reading recovery teachers.

8...What are the selection procedures and criteria by which children come into the RTR programme?

Flexible and tempered to the situation. Both referred to the criteria in the RTR policy booklet.

9...What mechanisms exist to discover pupil needs?

Degree of alertness of RTR. Teachers, psychological services, Speech therapist, Visiting Teacher, Reading Recovery Tutor.

10..How long on average, do the children spend in the programme?

12 months.

11..What are the discontinuance criteria as you understand them to be?

Acceptable level to cope in the classroom. Able to survive in a group situation. Saturation point according to the graph. General behaviour and attitude.

12..Are targets set for various students in the programme?

Children are set targets - skills, reading levels, self esteem, behaviours, social behaviours. Targets vary for children and within the programme. They differ from Reading Recovery because there are more variables to consider. Expectations are totally individual.

13..What sorts of information are being gathered or kept to determine whether or not targets are being met?

Daily running records, progress graphs, lesson diaries, class teacher information, reports from Psychological Services. RTR referral committee meetings. Referral forms, speech therapist, optician, audiometrist.

14..How is this information gathered and presented?

During teaching/testing sessions, from personal records, from other specialists, from observations.

15..What pupil and programme records do you keep?

Daily diary/work plan, notes in childrens books, graphs, reports to RTR committee.

16..What kinds of information do they contain?

Details about child progress, problems, praise.

17..If information is confidential, who has access to it?

Official Information Act governs this.

18..What procedures exist for updating the information?

On going. Add data as it comes available. Most used source of information is the daily diary and running records.

19..Are student gains retained over time?

Yes. Reasonable. Doubts over last two years. The programme now caters for a different kind of child - more hard core. Itinerant, unsettled.

20..Are you aware of any critics of the RTR programme?

Classroom teachers think it's a 'cushy' job. Ignorance and lack of understanding.

21..What are the critics of the programme worried about?

That teaching as an RTR is an easy life. There are not enough RTRs.

22..What evidence do you have that their concerns are justified or not?

Amount of part time teachers seeking help. Number of referrals.

23..What evidence is there that the programme has had benefits for other classroom programmes or students not involved in the RTR programme?

Peer tutoring. Demonstration lessons for teacher and children worked with spin off. Teacher and children benefit from sharing ideas. Affect programmes - awareness. Use of running records.

24..What, if anything, had to be sacrificed in order to support the programme in the classroom?

None, they realise the importance of it.

25..What factors have helped or hindered the programme?

- a. Dispersed areas of catchment - teaching time used in travel. Physical environment.
- b. Supportive class teacher. Response from right people - information.

Closeness. Isolation.

26..Has the level of activity and/or support for the programme increased over the time that the programme has been running?

Yes - no committee to start with. Schools are more aware of the aims and objectives of the programme and give their support.

27..What communication do you have with those concerned with the programme?

Written. Telephone. Face to face.

28...What changes in teaching procedures, management or philosophy of reading have you experienced?

It was felt that radical changes have not been experienced but that some procedures have become more refined and particularised. One comment was that teaching was similar to that done in special needs teaching. The ability to work outside reading recovery procedures and to try 'unconventional ' procedures was welcomed.

It was considered that teaching children on a daily basis was more beneficial than any lesser amounts of time.

29...How was the need for these identified?

Experience with reading recovery procedures and teaching in special needs programmes was considered instrumental in shaping attitudes to needs identification.

Experience with frequency of teaching was considered instrumental in shaping attitudes towards frequency of teaching sessions.

30...What needs continue to be not met?

The teaching environment could be improved. Materials are not always available. Schools should provide these. Can't identify own needs - too busy. Transport for children.

31..What congruence is there between what is intended by the programme and what is actually observed?

Great.

32..What discrepancies exist?

Some monitoring. Support time lag. New services. Training. Follow up.

33..How do you account for the discrepancies?

Time, people, funding.

34..Are these desirable or not?

No.

35..How adequate is the funding for the programme?

Not enough for travel, courses and materials. Not told how much finance is available. No policy on this is known.

How does funding consideration determine what you do or do not do?

Can't plan - materials. Dampens motivation to develop programme laterally. Kleptomaniacs. Have to weigh costs of travel for children and teachers in planning timetables. Compounded by not knowing what finance is available.

36..What changes would you recommend be made to the RTR programme?

Take children with potential.

Transport all children to a centre. This would allow the setting up of a suitable environment. Training courses in psychology. Reduce numbers in case loads and increase the number of times each child is seen each week. Provide quality teaching of a few children rather than trying to deal with large numbers.

37..What features of the programme are working well?

Not unhappy with anything. All going well. Committee arrangements. Meetings.

38..Is there a place in the programme for all those who are recommended to the RTR committee?

No.

39..If not why not?

Too many referrals for places available. Not enough RTRs. Teacher expectations- they lie in wait for the programme.

40..What happens to those who do not make the RTR case load?

Theoretically - follow up but this is not always done. Special needs teachers? Sit in class. RTR asked to supply ideas. Peer tutoring.

41..What comments do you have regarding the administration of the programme.

Happy. Improved flow of information. Forms O.K. Record keeping is not onerous.

42..Is there an integrated development plan for the RTR service which includes you?

One RTR felt that there was but the other felt that there wasn't.

43..Do you feel that the opinions of all staff are incorporated in the final plan?

Yes.

44..Are there any other comments you wish to make about the RTR service?

Monitoring role needs clarifying. Service is becoming refined but is still flexible.

45..What training have you had to prepare you for your work as Resource Teacher Of Reading?

Teaching experience. Interest in remedial reading. Reading Recovery training, workshops, courses. NZCER special needs teacher. Reading Recovery training. Language residential course.

APPENDIX K**INTERVIEW SCHEDULE TO GUIDE AN INTERVIEW WITH THE INSPECTOR WITH THE DELEGATION FOR READING AND A SUMMARY OF RESPONSES.**

- 1...What are the main features of the RTR policy?
- 2...What are the aims and objectives of the RTR Service?
- 3...What objectives do you think the RTR programme should have?
- 4...What funding is provided for the RTR Service and how is this accessed?
- 5...Are you aware of any critics or criticisms of the RTR programme?
- 6...What factors have helped or hindered the programme?
- 7...Has the level of activity and/or support increased over the time that the programme has been running?
- 8...How have the communication links between those concerned with the programme changed over the period of the programme?
- 9...What interactions can you identify between those involved in the RTR programme?
- 10..What needs continue to be not met?
- 11..What changes in teaching procedures, management or philosophy have occurred?
- 12..What changes would you recommend be made to the RTR programme?
- 13..What features of the programme are working well?
- 14..Are there any other comments you wish to make?

SUMMARY OF AN INTERVIEW WITH THE INSPECTOR WITH THE DELEGATION FOR READING

- 1...What are the main features of the RTR policy?

It is a specialised service that is able to assist children with reading/language needs.

2...What are the aims and objectives of the RTR service?

Much the same as no. 1 ie to assist teachers and children to develop ongoing strategies to help overcome reading/language difficulties.

3...What objectives do you think the RTR programme should have?

To help all children with reading difficulties and not just the 'ambulance' cases. There are some children who don't get on the programme that perhaps should be on the programme eg children with reading potential and those who 'just miss out'.

4...What funding is provided for the RTR service and how is this accessed?

I'm not sure - the Board handles that.

5...Are you aware of any critics of the RTR programme?

Yes. Schools complain that they don't always get children in the programme whom they believe should be in the programme. Some consider that because of this the wrong decisions have been made.

6...What factors have helped or hindered the programme?

A shortage of time slots available for teaching children.

7...Has the level of activity and/or support increased over the time that the programme has been running?

Yes. Those that have used it are verbally supportive and have kind things to say about the RTR and the things that have been achieved.

8...How have the communication links between those concerned with the programme changed over the period of the programme?

They appear to have become relaxed and informal. People feel comfortable working together.

9..What interactions can you identify between those involved in the RTR programme?

Interactions are positive, in that there is a willingness to share information about children and about what is happening in each person's area of interest.

10.What needs continue to be not met?

Programmes meet the needs of children but we need more time, perhaps each child needs teaching five days per week rather than three or four.

11. What changes in teaching procedures, management or philosophy have occurred?

Management of the programme is relaxed but effective.

12. What changes would you recommend be made to the RTR programme?

Provide more time and teachers for it.

13. What features of the programme are working well?

Monitoring of children is done well. There is genuine concern on the part of committee members. I think every one is being given a fair go.

14. Are there any other comments you wish to make?

I would question the assertion that third wave children should have priority to the programme and ask if this is making best use of the time available. I would also wonder if it might not be better to give more time to working with children who have 'potential'.

See 3 above. More teachers are needed.

APPENDIX L**INTERVIEW SCHEDULE TO GUIDE AN INTERVIEW WITH PARENTS AND A SUMMARY OF RESPONSES.**

- 1...Were you pleased that your child was included in the Resource Teacher of Reading programme?
- 2...Do you believe your child has benefited from inclusion in the RTR programme?
- 3...Were there any things about the programme which caused you concern?
- 4...Are there any other comments you wish to make about the RTR Service?

SUMMARY OF INTERVIEWS WITH PARENTS

1...Were you pleased that your child was included in the Resource Teacher Of Reading programme?

Yes (15)

2...Do you believe your child has benefitted from inclusion in the RTR programme?

Yes (15)

Yes he was able to help his younger brother who was also in the programme.

Yes gained in confidence. Enjoy reading now that they are having success.

The individual help he has had made a big difference to his outlook and attitude to school.

Most definitely. We are thrilled with the progress and the confidence he has developed.

3...Were there any things about the programme which caused you concern?

No (15)

We were impressed with the help and support we were given.

4...Are there any other comments you wish to make about the RTR service?

I was pleased with the help received.

No

I have had excellent service for my three children from the RTR.

Need more RTRs so that more children have the opportunity of one to one help.

We are grateful for the opportunity our son has been given. The support from the RTR has been of great help to us.

Need for more RTRs.

It's a very necessary service.

Just that we are very grateful our son had the opportunity to be included in the programme otherwise he would have had a difficult time learning to read. On going assistance from the RTR.

APPENDIX M**DOCUMENTARY SOURCES**

Correspondence from schools to the RTR committee.

Correspondence of the District Adviser on Reading.

Department of Education Head Office papers:

Circular 23 April 1982, 1982/35.

Circular 1982 36/5/1 Subject: Resource Teachers of Reading.

Correspondence 20.10.86, 36/5/1.

Correspondence 23 September 1981, Subject: Resource Teachers of Reading.

Correspondence 16 April 1982, Subject: Resource Teachers of Reading.

Discussion paper to assist advisory committees ,(undated).

Draft No. 2, Subject: Resource Teachers of Reading.

Draft paper, Subject: Resource Teachers of Reading.

Resources Teachers of Reading November 1984.

Resource Teachers of Reading, (undated).

Newsletter from the Office of The District Senior Inspector of Reading for the Hamilton Education Board, 1978/3.

Pupil records for Westport and Nelson RTR students 1986-1988.

Pupil referral forms for Westport and Nelson 1986-1988.

Psychological Services reports to the RTR committee.

Reports and minutes of Resource Teacher of Reading committee meetings for Westport 1986-1988.

Reports and minutes of Resource Teacher of Reading committee meetings for Nelson 1986-1988.

Reports to schools on children visited by the District Adviser on Reading.

Research proposal by Margaret Rose Marriott 1987.

The Resource Teacher of Reading Service in the Nelson Education District.

APPENDIX N**A CHART TO DOCUMENT THE SOURCES CONSULTED TO PROVIDE INFORMATION TO ANSWER THE QUESTIONS POSED IN THE STAKE MODEL ON P31.**

The column on the left indicates the question number and the right hand column indicates the sources consulted with the following abbreviations:

d = a documentary source
 i = interview
 o = observation
 pd = private discussions

ANTECEDENT INTENTS

a d
 b d
 c i
 d d o
 e d
 f d o
 g d i
 h d pd
 i d
 j i
 k i o
 l d
 m d pd i
 n d i o pd
 o d i o pd
 p i o pd
 q d i
 r i d
 s i d
 t i d pd
 u i d
 v i d o
 w d i o pd
 x d i o pd
 y i o pd

ANTECEDENT OBSERVATIONS

a d
 b d o
 c i o
 d d o

ANTECEDENT STANDARDS

a d i
 b d
 c d
 d d o

ANTECEDENT JUDGMENTS

a d
 b i pd
 c d o
 d d i o
 e d o pd
 f d i o pd
 g i o pd
 h d o i
 i d i o
 j i o
 k i o

TRANSACTIONAL INTENTS

a d o
 b d i o
 c d i o

TRANSACTIONAL OBSERVATIONS

a d i o
 b d o i
 c d i o
 d d i o
 e o
 f o
 g d i o
 h d i o
 i d i o
 j o
 k i o
 l i o
 m i d o
 n i d o

TRANSACTIONAL STANDARDS

a i d o
 b i o pd
 c i o pd
 d i
 e i pd
 f i o
 g i o pd
 h i pd
 i i pd

TRANSACTIONAL JUDGMENTS

a i pd
 b d i pd

INTENTIONAL OUTCOMES

a i d
 b o

OBSERVATIONAL OUTCOMES

a i o d
 b i o d
 c i o d
 d i o d
 e i pd
 f i o pd
 g o d
 h i o
 i i
 j d i o
 k i o
 l d o i

STANDARDS OUTCOMES

a i

JUDGMENTAL OUTCOMES

b d i o pd
c d i o pd
d d i o pd
e d i o pd
f d i o pd
g d i o pd
h d i o pd
i d i o pd
j d i o pd
k d i o pd
l d i o pd
m d i o pd
n d i o pd

a d i o pd
b d i o pd
c d i o pd
d d i o pd
e d i o pd
f d i o pd
g d i o pd
h d i o pd
i d i o pd
j d i o pd
k d i o pd

APPENDIX O**SUMMARY OF STATISTICS FOR THE RTR PROGRAMME**

Book entry level	No.	Time enrolled in months	No.	Book progress in levels	No.
				0	4
1	1	1	2	1	2
2	2	2	1	2	3
3	8	3	6	3	1
4	1	4	5	4	1
5	4	5	3	5	1
6	2	6	5	6	1
7	4	7	2	7	2
8	2	8	4	8	1
9	2	9	2	9	2
10	2	10	5	10	1
11	2	11	5	11	0
12	1	12	5	12	1
13	3	13	4	13	1
14	1	14	2	14	0
15	3	15	4	15	1
16	3	16	2	16	2
17	3	17	2	17	1
18	3	18	0	18	0
19	3	19	1	19	1
20	5	20	1	20	1
21	0	21	0	21	0
22	2	22	0	22	0
		23	0		
Total	62	24	0	Total	29
		25	0		
		26	0		
		27	1		
		Total	62		

Continued on the next page.

Age at entry	No.	Progress in years	No.
6.0	4	0.5	1
6.5	14	1.0	5
7.0	9	1.5	5
7.5	7	2.0	10
8.0	2	2.5	5
8.5	6	3.0	4
9.0	2	3.5	0
9.5	3	4.0	3
10.0	1	4.5	0
10.5	5	5.0	0
11.0	3		
11.5	1	Total	33
12.0	3		
12.5	3		
Total	62		

APPENDIX P**RESOURCE PEOPLE**

15 Teachers were interviewed.

15 Parents were interviewed.

4 RTR committee members were interviewed.

2 Resource Teachers of Reading were interviewed.

The case records of 63 children who were taught in the RTR programme.

The case records of a further 64 children who were referred but taught were also consulted.