THE ROLE OF LITERACY SPECIALIST AND THE

ECOLOGICAL CONDITIONS THAT SUPPORT THEIR EFFICACY

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Literacy specialists have evolved into commanding a unique status as leaders of the school's overall literacy program. Situated within Ohio's Core Project, literacy specialists were responsible for assuming leadership by helping to develop the knowledge, skills, and dispositions essential for excellent literacy teaching in K-3 classrooms across the state. They were expected to present a core curriculum to their colleagues, participate in peer coaching and assist with research and evaluation activities. This inquiry was conducted to discover to what extent literacy specialists were able to carry out the intended goals of the Project. What were literacy specialists doing in their roles and what were some of the most critical ecological conditions that supported or constrained them as they functioned? This multifaceted study of between 20 and 34 literacy specialists located in five separate geographic locations in the state verified that literacy specialists were able to carry out the Core Project's goals to a large degree. Results showed that they have an integrative role, encompassing significant amounts of leadership activities including making professional development presentations and modeling lessons and lesser amounts of instruction and assessment. The ecological conditions they reported as supporting and constraining them as they performed their roles were most closely associated with those that had

to do with the impact they were having on their participants and their collaboration with others to be more effective in their roles.

Results of this study showed that when the goals of the project were more clearly understood by everyone involved; when professional development and coaching were reported as meaningful to the participants and when district support was stronger, literacy specialists reported increased time spent at higher levels of efficacy. The school's culture and teacher willingness were also conditions that further promoted the level of sophistication at which literacy specialists functioned in their role. The implications of this study were described in terms of how policies and initiatives can build the individual capacity of literacy specialists and the local school's capacity for increasing literacy performance excellence in their schools.

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1.1. Introduction

For several decades, reading specialists were recognized as individuals who were involved in the intervention process for students who are at risk for reading failure and the role had not change significantly until the late 1980s (Quatroche, Bean, & Hamilton, 2001, p. 283). These individuals often had additional preparation and experience with instruction and assessment. (Bean, Cassidy, Grumet, Shelton & Wallis, 2002, p. 736). Today, the International Reading Association has replaced the label "reading specialists" with the term "reading specialists/literacy coaches," as one of five distinct categories representing reading professionals (International Reading Association Standards, 2003). It is very clear now that educators across the nation recognize that every school should have access to reading specialists who have specialized training to address reading difficulties in young children but who can also give guidance to classroom teachers (Snow, Burns, & Griffin, 1998, p. 333).

The roles of reading specialists/literacy coaches are similar to their predecessors, that is, the involvement in the intervention process for those students who are at risk for reading failure, however, their responsibilities have expanded significantly to include a number of leadership and professional development activities. The International Reading Association's (IRA) most recent Standards for Reading Professionals included these additional activities: serve as a resource in the area of reading for paraprofessional, teachers, and the community; work cooperatively and

collaboratively with other professionals in planning programs to meet the needs of diverse populations; provide professional development opportunities at the local and state levels; and provide leadership in student advocacy (Standards for Reading Professionals-Revised, 2003). The broad leadership and professional development responsibilities were more specifically defined in a recent position statement published by the International Reading Association in May of 2004 with permission from Bean (IRA, 2004).

What is important is that the main purpose in developing these roles was to help children learn how to read. They were built on the premise that

> . . . reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will inevitably be lost (Becoming a Nation of Readers, 1985, p. 1).

Snow provided testimony to Congress on behalf of the National Academies, calling for reading specialists in every school to intervene with children who were struggling with learning how to read and to work with classroom teachers who were trying to teach them. She stated that because educators of young children bear such an enormous responsibility in preventing reading difficulties, they need continuing professional development which includes mentoring and collaborating with reading specialists who can help them to expand their knowledge base and enhance their practical skills (Snow, 1998, p. 6).

Studies related to reading specialists/literacy coaches in their new roles are fairly recent. They exist mostly in the format of surveys, documented experiences, and interviews (Quatroche, 2001, p. 283). In 1996, the International Reading Association appointed a commission to conduct a national survey of reading specialists to find out what kind of person filled the role, and how that role changed over time; to review the research on the role of reading specialists and

to study the role of reading specialists in exemplary schools (Bean, 2004, p. 6). These studies led to an International Reading Association position statement entitled "Teaching All Children to Read: The Roles of the Reading Specialist," published in 2000 (International Reading Association, 2000).

Reading specialists are playing a significant role in helping teachers to improve the quality of their instruction and effectiveness with students. And because of this, the leadership aspect of the reading specialist's role has spawned a great deal of interest and attention in the field of literacy education and leadership.

Providing professional development has been the most challenging part of the responsibilities added to the new reading specialist/literacy coach's role. Lyons and Pinnell (2001) stated that the research literature of education is filled with information on learning to teach, but there are few programs designed specifically for those who teach literacy teachers, which has become the reading specialists/literacy coaches' most significant role. For 20 or more years, the authors documented their experiences working in three contexts—Reading Recovery, the Literacy Collaborative, and a two-year research project in Chicago, to identify concepts and skills related to how teachers learn to teach reading with the help of literacy coaches (Lyons & Pinnell, 2001).

A systematic examination of the reading specialists' role in relationship to its effect on teacher practice and student learning is imminent in Ohio's Literacy Specialist's Professional Development Core Project. A study to examine what reading specialists are doing in their settings, including the structures, systems and conditions within school cultures that support or constrain their work is also necessary. How their work affects the school context may be another

interesting part of the story that needs to be told as literacy specialists function in their roles (Richardson, 2001, p. 939).

In 2000, the Ohio Department of Education embarked on a professional development initiative called the Literacy Specialist's Core Project in which reading specialists/ literacy coaches are utilized as key components in helping to develop the knowledge, skills, and dispositions essential for excellent literacy teaching in K-3 classrooms. The initiative was intended to serve educators, policymakers and schools in defining the expectations of what teachers of early literacy should know and be able to do; to serve as an assessment tool for measuring progress toward excellence in teaching of literacy, and also to guide further studies on how and under what conditions the investment in professional learning, drives effective learning practice (Ohio Department of Education, 2002, p. 2).

Those who were instrumental in developing the Ohio Literacy Specialists' core project based their work on what was referred to as a "Neo Vygotskianism" that is, a view of human development that higher-order functions develop out of social interaction (Tharp & Gallimore, 1988, p. 7). The two concepts of activity settings and triadic analysis were used to guide the framework of this professional development initiative (Tharp & Gallimore, 1988, p. 72). In the Ohio's Literacy Specialist's project, university reading faculty (referred to as field faculty) collaborate with literacy specialists (teachers with a strong background in literacy teaching) who, in turn, work with classroom teachers at school sites to facilitate professional development sessions across an academic year.

The role of the literacy specialists in this project is to assume leadership by presenting a core curriculum, participate in peer coaching, and assist with research and evaluation activities (Ohio

Department of Education, 2002, p. 2). Within this social context, the developers of this model orchestrated an assisting environment which they intended would lead teachers to increased self-regulation of the most promising practices in literacy (Tharp & Gallimore, 1988, p. 91). There has been significant data collection regarding the dynamics of the relationships established, the knowledge acquisition of the participants, and even information regarding the professional development design as it has been developed.

However, some more systematic analysis of what reading specialists are actually doing in this particular professional development "activity setting," along with the conditions in the activity settings that affect how they function in their own particular contexts, is necessary. Though many have informally surveyed, observed, and gathered data about what reading specialists/literacy coaches are doing in this project, including some of the reported concerns reading specialists are expressing, a more systematic analysis of both of these questions needs to be conducted. It is necessary to find out what reading specialists are doing in their roles in Ohio's project and how the ecological conditions in different school settings affect the efficacy of their roles. As Sarason (1990) so convincingly argued in his book, The Predictable Failure of Education Reform, it is virtually impossible to create and sustain conditions for productive learning for students when they do not exist for teachers (Louis, Toole, & Hargreaves, 1999, p. 266). It is critical to determine what the most critical ecological conditions that cultivate literacy specialists' work are? How are these factors manifested in a small sample of schools where the project was implemented? Are there any early indications that reading specialists can influence the ecological conditions in the school that support their efficacy the most?

This study will examine what Ohio literacy specialists are doing in their roles and will also help to unveil the conditions that will help to shape the role of the reading specialist more clearly in the future. It will uncover some of the deeper structures of the conditions that exist; how those conditions affect what the literacy specialists do in their roles; and perhaps some clues about the reading specialists' reciprocal actions on the conditions as they affect ecology of the school.

The purpose of this study is to understand what literacy specialists are doing in their leadership role in Ohio's project. It is also to understand more deeply about the role of reading specialist from an ecological perspective in schools where the Literacy Specialist project was implemented. First, this study will discover what literacy specialists who are positioned within Ohio's Literacy Specialist project are doing. And secondly, it will determine some of the most critical ecological conditions that support or constrain them in their work and their responses to those conditions. Some of the areas of concern that have emerged include wanting to find out more about what literacy specialists are doing in Ohio's Literacy Specialist project and how what they do, align with Bean's description of the level of intensity of coaching activities. Another is finding clues as to what literacy specialists consider the most important ecological conditions that support them in their work as compared to those ecological conditions that currently exist. Still another area is to knowing where literacy specialists' levels of concern fall on the Concerns-Based Adoption Model for Facilitators, and the relationship between the reading specialists' stage of concern regarding their changing roles and the ecological conditions they report as important in supporting them in their role.

Understanding more about the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role is also important. Which conditions do literacy specialists report as ones which they are able to influence?

And what do literacy specialists report as institutional interventions that may support them as they function? All of this exploration is not necessarily for the purpose of finding an answer, but for the purpose of seeking deeper meaning which may yield implications for further research, or possible guidance for literacy specialists or even guidance for those responsible for providing institutional interventions to support their work.

The framework for studying the role of reading specialists/literacy coaches in schools is developed in the next section. This study of reading specialists/literacy coaches is intrinsically connected to their historical role. Therefore, the role of reading specialists within an historical context is examined next.

1.1.1.   History of Reading Specialists

The historical synopsis of the role of reading specialists is situated within a political, cultural, and social context. It is told as a story depicting the evolutionary expression of the political motivators and the social and cultural concerns shaping literacy instruction and the role of reading specialists over time. Benchmarks in history marked significant events which affected how literacy instruction was addressed and also how the reading specialists' role emerged and evolved.

1.1.2.   From Early Christian Times to 1800 [Religious Creeds]

The first record of reading instruction appeared in 813 A.D., when students were taught to read the religious creeds of the Catholic Church, the Lord's Prayer, the Ten Commandments, and Psalms. From that period until about 1800s, there was substantial agreement throughout the Western world that religious content should be the subject matter and the purpose of reading instruction (Block, 2003, p. 33). For example, as the Puritans believed that ignorant people were more susceptible to Satan's corruptive power, the law required every town of 50 householders to appoint and compensate a reading and writing teacher (Limbaugh, 2003, p. 12).

1.1.3.   From 1800 to 1920 [Democracy]

During the 1800s, the American Revolution changed the purpose of literacy instruction. The founding fathers of democracy viewed a national reading curriculum as the key to national unity among the colonies (Block, 2003, p. 34). Their interest was in educating children for democratic living. They wanted to promote democratic ideals including openness, deliberation, inquiry, reflection and action (Henderson, 2000, p. 164), the kind of ideal that would lead young people to the "good life" defined by most people as life, liberty and the pursuit of happiness. They yearned for members of society to become active and responsible members of a pluralistic society, centering learning around equity, diversity and civility (Galston, 2003, p. 36). Although, there was evidence that reading instruction was gaining momentum in terms of importance and significance, (in light of the Civil War, the westward movement and the industrial revolution), the appearance of reading specialists did not occur until much later (Vogt & Shearer, 2003).

1.1.4. From 1920 to 1950 [Information and Commerce]

As the United States entered World War I, literacy instruction changed from a religious slant to a thrust toward literacy instruction focused on reading for information and for commerce. (Vogt & Shearer, 2003, p. 10). After the war, there were enormous increases in the number of those attending school in the United States. Large numbers of immigrants who were unable to read or write entered the country.

Somewhere around the 1930s, the first evidence of the role of reading specialists as consultants emerged. School districts, particularly in large cities, began hiring reading specialists who were responsible for working with teachers to improve the teaching of reading. However, just as Robinson discovered when he studied the role of reading specialists historically, he concluded that most of them worked more closely with disabled readers than they did with teachers and the total reading program (Robinson, 1967, p. 475).

Reading specialists were used early on to help close the achievement gap. In early attempts, the first widely accepted alternative pull-out, or Tier 4 instructional program, was created during the 30s. Reading teachers were used to address the reading needs of students who were placed in slow-moving groups and given materials that were simple enough to be within their ability so that they would feel successful (Smith, 1989, p. 185). This later proved to be less beneficial to students than was anticipated, and in some cases, did more harm than good.

At about the same time, the first large-scale testing programs also began to appear which measured the levels of reading comprehension and cognitive abilities and processes. These provided the first glimpse of what students should know and be able to do. Ranking and sorting became popular in the armed services and then spilled over into the schools. Unfortunately, in

spite of the research work of Jeannie Oakes (1985), who analyzed data from 297 high school classrooms as part of A Study of Schooling, concluded that "tracking may inhibit learning of many of their country's teenagers—especially those who are poor and nonwhite" (Oakes, 1985, p. xv). And even in spite of the will to close the achievement gap, these practices are still somewhat prevalent today.

1.1.5. From 1940 to 1960 [National Defense]

During World War II, when our national security was once again at risk, the importance of a person's ability to read, write, and comprehend reached even higher levels of public awareness. Soldiers needed to read well enough to comprehend training manuals and other related texts (Vogt & Shearer, 2003, p. 11). The public became increasingly critical of the education system. In response, the federal and state governments began providing substantial technical and financial support to education so that school districts could begin to address the concerns of the public regarding their inability to teach children to read and comprehend at sufficient levels. From this point, the role of reading specialists was recognized as a position that would probably exist in American schools permanently. The reading specialists' primary responsibility was to work with individual or small groups of children who were experiencing difficulty in learning to read (Bean, 2004, p. 2).

In the years following World War II and the Great Depression, the threat to national security, along with the social and economic woes of the country, spawned a climate for increasing involvement by the federal government in education (Reyes, Wagstaff, & Fusarelli, 1999, p.184). What sparked the greatest expansion of its involvement was the Russians' successful launching of the Sputnik in 1957. This event, more than any other benchmark in history, prompted

unparalleled action. The National Defense Education Act of 1958 had provisions for authorization of federal aid for states and schools to improve instruction. The Brown decision made in 1954 was also significant because of the principles it espoused and the impetus it gave to the Civil Rights movement (Reyes, Wagstaff, & Fusarelli, 1999, p. 184). Even though Americans stated they wanted equal rights for everyone, their actions spoke otherwise. Federal policies were still contributing significantly to economic and racial segregation in the United States (Reyes, Wagstaff, & Fusarelli, 1999, p. 184). Achievement gaps were growing between ethnic and racial groups, making the demand for reading specialists even stronger. All of these events helped to further solidify the importance of literacy instruction and the specialists' positions in schools. Small numbers of special supervisors of reading were used at the state, county and district levels (Robinson, 1967, p. 475). The achievement gap needed to close and a bright and articulate populace was needed to protect our country.

1.1.6. From 1960 to 1980 [Equity]

It made sense that what followed next in the 1960s was a period in which the value of equity was emphasized as a goal of society, and, therefore, the goal of education (Reyes, Wagstaff, & Fusarelli, 1999, p. 186). While President Lyndon Johnson was endorsing the Elementary and Secondary Educational Act of 1965, announcing his intention to use education, and particularly reading instruction, to "make war on joblessness, and on poverty, and to provide 'Civil Rights' for all citizens" (Block, 2003, p. 38), reading professionals including reading specialists were beginning their own wars with each other regarding approaches to reading instruction. Reading professionals were dividing into two camps: those advocating a traditional phonics; and those advocating more holistic and analytic methods of phonics instruction (Vogt & Shearer, 2003, p.

12). Over a period of the next 30 years, there were at least six major research studies conducted which finally lent some credibility to ending the reading wars in favor of a comprehensive, balanced approach to reading instruction (Cowen, 2003, p. xi). However, in the interim, the roles of reading specialists were mixed, both with regard to the instructional approaches they were using and their responsibilities. The International Reading Association (1968), in their "Guidelines for Reading Specialists," strongly supported the remedial role. Five of the six functions described for the "special teacher of reading" related directly to instructional responsibilities. However, there were some educators who continued to see that for reading specialists to serve only in an instructional capacity was like working in a bottomless pit.

Stauffers supported the idea that perhaps the primary role of reading specialists should be one of consultant, collaborator, and supporter of classroom teachers. He was not the only one saw the reading specialist's roles needed to change more toward that of reading consultant (Stauffers, 1967, p. 474). Others like Robinson, Dietrich, and Schiffman also recognized the need for reading specialists to function in a resource capacity for teachers and at the same time recognized that reading consultants had many challenges as they embraced this new role (Robinson, 1967, p. 479; Dietrich, 1967, p. 486; Schiffman, 1967, p. 488). They saw that reading specialists could do so much more to influence the entire school's movement toward improved learning for all. Regardless, throughout the 1970s, reading specialist positions, funded largely by Title I across the United States, continued to primarily focus on students, providing reading diagnosis and remediation in small groups in pull-out programs. This model was sometimes referred to as "the closet clinician model" because reading specialists provided instruction in all kinds of rooms,

from classrooms to custodial closets.   Wherever there was a place to teach, the reading specialists taught (Vogt & Shearer, 2003, p. 22).

The federal government also took great interest in the education of the handicapped.   In 1975, Congress passed PL94-142, entitled the "Education for All Handicapped Children Act." Although the law required assessment procedures that were nondiscriminatory, there was a vast over representation of minorities identified for learning disabilities (Ravitch, 1983, p. 29). Ironically, this seemed to contribute to the widening of the achievement gap.

Reyes et. al., stated that the disappointment in the school reform efforts of the 1970s mirrored the general malaise prevalent in the country throughout the decade. (Reyes, Wagstaff, & Fusarelli, 1999, p. 188).   Inequalities still existed. Although Head Start and Title I were not explicitly race targeted, a major motivation among their supporters was to reduce racial inequities.   Over the years, recipients of services have included large numbers of poor minority children. Unfortunately, neither of the two large-scale evaluations of Title I had reached the conclusion that it substantially narrowed the achievement gap between disadvantaged and middle-class students, as a policy makers intended.   Head Start had done only slightly better (Ferguson, 2004, p.656).   The disappointing politics and poor economy of the 1970s led into the reform efforts of the next two decades and well into the 21st century.

1.1.7.   From 1980 to 1990 [Economics and Global Competition]

The urgent need for economic resurgence and global competition became the nation's goals in the 80s and 90s. And soon after, they became the primary goals of schools.   This argument was presented well in the 1983 publication by the National Commission on Excellence in Education, entitled "A Nation at Risk" directly linking education with economic productivity

(Schlecty, 1997, p. 11) For a long time since then, educational reforms had reflected a neo-corporist ideology, dominating both the Democratic and Republican parties (Reyes, Wagstaff, & Fusarelli, 1999, p. 190).

Literacy instruction, during the 80s educators began to shift away from a deficit model (something is missing in or wrong with the child) to a difference model (children learn to read in different ways and at different rates) to describe literacy levels. This change prompted a re-examination of instructional issues, placed greater emphasis on the teaching of reading and writing as processes that use strategies, and encouraged the redesign of assessments used to measure levels of literacy achievement. (Block, 2003, p. 40). This resulted in the ongoing debate about what was the best approach to teaching literacy, a debate which, has not been resolved.

One of the most popular movements that also emerged during this time was the whole language approach to literacy instruction. Although the whole language movement began much earlier in Canada, Australia, New Zealand, and England, the 1980s was the first period in U.S. History that this movement gained momentum and nationwide support. (Block, 2003, p. 40) This approach was in conflict with more traditional skill-based approaches and was best known as an approach which integrated the language processes of reading, writing, listening and speaking (Routman, 1991, p. 2). The use of quality children's literature and children's writing became the staple of the materials used for instruction. It was an approach that abandoned the idea that teaching isolated phonics skills was the only way to teach reading. Teachers of whole language introduced phonics skills as only one of the cueing systems readers could use to unlock unknown words and to gain meaning from text. This led to the idea that comprehension strategies should be explicitly taught in conjunction with phonics skills (Barr, 1999, p. 398).

Portfolios, journals, response groups, and children's literature gained prominence over basal readers as materials for literacy instruction and assessment (Block, 2003, p. 40).

Changes in Title I during the 1980s required the reading specialists to assume a variety of roles, but primarily they continued to provide remedial instruction for students in pull-out programs (Vogt, 2003, p. 22). Many of the specialists in these programs experimented using a whole language approach while others adhered strictly to directed phonics instruction.

In the late 1980s, Johnston, Allington, and Afflerbach started documenting evidence that pull-out programs were causing fragmented and disconnected learning experiences for children. There was evidence that in these pull-out programs, there were fewer opportunities for students to read than in the regular classroom, and that much of their time was spent on doing workbook-type, skill-related activities (Johnston, Allington, & Afflerbach, 1985, p. 470). Though their study included a small number of subjects, it did include students, teachers and administrators from a substantial number and variety of school districts. The frequent lack of congruence between regular class and remedial class settings suggested that these different settings made it difficult for readers to apply newly learned skills (Johnston, Allington, & Afflerbach, 1985, p. 475). They implied that more inclusive models may prove more beneficial for children

Another convincing argument was raised by Allington and Shake in 1986. They argued that remedial programs were gradually losing sight of the original goal of improving classroom reading and that core curriculum and remedial programs must be congruent. Drawing on their earlier work, they stated that curriculum congruence was achieved when remedial efforts supported mastery of the classroom reading curriculum. They strongly recommended 1) schools and districts adjust schedules to allow classroom and remedial teachers time for communication;

2) knowledge sharing takes place between classroom teachers who have knowledge of the program and the students strengths and weaknesses and the remedial teachers who have ideas on how to extend and act upon that information; and, 3) pull-out programs be eliminated (Allington & Shake, 1986).

Title I evaluators began encouraging reading specialists to coordinate instruction with classroom teachers and support personnel as much as possible. It became increasingly important that school-day scheduling be adjusted so that these educators could plan together, discuss lessons, and share materials (Johnston, Allington, & Afflerbach, 1985, p. 475). In response to the converging evidence regarding the importance of reading specialists and classroom teachers working together, it was also becoming clear that more research would be necessary to discover more about the effects of the remedial reading program settings in which reading specialists would be required to work within classrooms.

In 1991, Bean, Cooley, Eichelberger, Lazar and Zigmond conducted a study of 119 students (Grades 4 and 5) regarding the effects of the remedial reading program settings in which reading specialists were being required to work within classrooms. These students were observed over a four-month period and either assigned to in-class or pullout programs. The purpose of the study was to investigate systematically the variables that appeared to be critical to effective reading instruction as they occurred in two different Chapter programs, in class and pullout to determine the effects of these variables on student achievement. They concluded that the role of reading specialists in the in-class settings created different roles and somewhat different experiences for students. They also concluded that the in-class model did not correct some of the perceived problems associated with pullout settings, however, the materials students were using were more

congruent to what other students were using. They stated that setting did have an effect on student achievement and that how the vision for compensatory programs would be realized was going to depend on the future success researchers have on answering many of the complex questions regarding how to address the challenges remedial reading teachers were facing as well as the appropriateness and effectiveness of the instruction they were providing (Bean, Cooley, Eichelberger, Lazar, & Zigmond, 1991, p. 462). Today, those same dilemmas remain.

Five distinct roles for the reading specialist were listed in 1986 by the IRA: diagnostic/remedial specialist; developmental reading/study skills specialist; reading consultant/reading resource teacher; reading coordinator/supervisor; and reading professor (Vogt & Shearer, 2003, p. 22). It was apparent that the shift from the deficit model to a difference model had not yet been adopted with respect to adult learning. For example, the terms "reading supervisor" and "professor" were used rather than "coach" and "consultant" as were used later.

Toward the end of the 1980s and into the 1990s, especially in states where there was economic recession, reading specialist positions were "downsized" or completely eliminated. Students needing specialized assistance in reading were increasingly referred for special education services. Students who did not qualify for special education were left without extra assistance; those who were accepted were often taught by special educators with little advanced preparation in reading. The International Reading Association started taking notice and their strong voice echoed loudly in the following decade. While the achievement gap was continuing to widen, federal dollars to support the increased need for qualified reading specialists were decreasing (Vogt & Shearer, 2003, p. 22).

1.1.8.   1990 to Today [Equity and Closing the Achievement Gap]

The achievement gap between ethnically and socio-economically diverse populace seemed to close up until about 1988. However, after that, it actually began to widen (Reyes, Wagstaff, & Fusarelli, 1999, p. 191). Again, Americans turned to the schools to solve the problem. Only this time the reason for the achievement gap was directly linked to reading.

In terms of adult learning, by 1992 the shift from a deficit model to a difference model was beginning to solidify. The IRA identified only three primary responsibilities: teacher or clinician; consultant/coordinator; and teacher educator/researcher, removing the words supervisor and professor (Wepner & Seminoff, 1995, p. 26). It was Bean, Trovato, Armitage, Bryant and Dugan who soon recognized that it was important to find out what types of experiences would be needed in order for reading specialists to take on a variety of roles in a variety of settings.   In their study, they interviewed 59 reading teacher educators, federal coordinators, and reading specialists in three separate focus group meetings in both the Eastern and Western regions of Pennsylvania. The participants were recommended by the Pennsylvania Association of Federal Program Coordinators, presidents of local councils of KSRA and Deans of Schools of Education of colleges and universities with special certification programs. They concluded that experiences reading specialists needed were related to: 1) leadership and interpersonal in working with adults; 2) working in diverse roles; 3) working with struggling students in in-class settings; 4) knowing and being able to implement multiple strategies and approaches; 5) working with students with disabilities and in teams with people working with students who were struggling; 6) multi cultural awareness; 7) alternative assessments; 8) reading theory, history and reading research; 9) classroom teaching; and 10) ongoing professional

development (Bean, Trovato, Armitage, Bryant & Dugan, 1993, p. 30-32). Jaeger also stated that only guided practice can allow the potential reading specialist to gain the experience needed to work with real teachers (both veteran and novices) dealing with real literacy issues. She further warned that a reading specialist attempting to work in collaboration without such training and practice will face interpersonal issues that may be overwhelming (Jaeger, 1996, p. 629). The earlier work of Bean, Trovato, Armitage, Bryant, and Dugan, in finding just the right preparatory experiences for reading specialists became increasingly more significant especially since it was important that classroom teachers, administrators and support personnel were expected to view them as partners, supporters and collaborators. Reading specialists needed just the right tools to support and collaborate with their colleagues, and still do today.

The personal observations and experiences of Wepner and Seminoff confirmed what other researchers were finding: that reading specialists who serve in a resource role help teachers to become better instructors of reading (Wepner & Seminoff, 1995, p. 27). It was important for them to be viewed by the classroom teachers as partners, supporters and collaborators.

Since the middle of the 90s, reading has been one of the most important political issues of all time. The shift from a local-state axis to a state-federal axis has been well represented and documented from the time of the governor's summit where the famous Goals 2000 were written to the unprecedented and strong involvement of business leaders, legislators, and media today (Reyes, Wagstaff & Fusarelli, 1999, p. 190). These same contexts for school reform remain prevalent today. For example, Goodling introduced the Reading Excellence Act (H.B. 2416) to the U.S. House of Representatives on November 7, 1997, which marked the beginning of legislation focused on reading (Cowen, 2003, p. 61). Also, in 1997, the U.S. Congress asked

that a national panel of reading scientists in reading research and other literacy experts be formed to assess the status of research knowledge in reading, and it charged a prominent group of panel members to report whether or not the literacy research results indicated a "readiness of application in the classroom" (National Institute of Child Health and Human Development, 2000, p. 1-1). While that was in progress, another major U.S. literacy report, titled, "Preventing Reading Difficulties in Young Children" was published. The National Academy of Sciences was commissioned to establish a committee charged with conducting a study to determine effective interventions for young children at risk of learning how to read. (Cowen, 2003, p. 52) The report indicated the need for "reading specialists" who have specialized training related to addressing reading difficulties and who can give guidance to teachers (Snow, Burns, & Griffin, 1998, p. 333). Long before that, however, in 1995, the International Reading Association published an issue paper entitled, "Who Is Teaching Our Children? Reading Instruction in the Information Age." The International Reading Association did this primarily in response to their members who were voicing concerns regarding the diminishing numbers of certified reading teachers being hired in schools to teach students who were at risk for reading failure. This was immediately followed up by the commissioning of another task force in 1996. At the prompting of its members, the International Reading Association appointed a Commission to study the role of reading specialists and what they do; to review the research on the role of reading specialists and to study reading specialists' roles in exemplary programs. The work resulted in a position statement published by the International Reading Association in 2000.

Davis and Wilson conducted a study of a pull-out class during five separate instructional sessions. This study in 1999 supported the conclusion of the need to coordinate Title I

instruction with regular instruction. Because most researchers were drawing these same conclusions, many were recognizing the importance of finding out more about how classroom teachers and reading specialists work with each other. Researchers were conducting studies to observe the interactions between classroom teachers and reading specialists. Bean, Grumet, and Bulazo identified five types of collaborative teaching including major/assisting; supportive teaching; station teaching, parallel instruction and team teaching. After examining relationships between reading specialists (interns) and teachers, they concluded across sites, that keys to effective collaboration were 1) having clear and open communication; and, 2) developing trust and respect for each other (Bean, Grumet, & Bulazo, 1999, p. 276). The role of reading specialists as supporters, collaborators, and partners was continuing to emerge in importance and significance.

The Commission appointed by the International Reading Association reported on the findings of three tasks that were assigned in their position statement of 2000. The first task was to conduct a national survey. The national survey results published in the position statement showed that 1) most reading specialists worked directly with students; 2) reading specialists were involved in assessment activities to a great extent; 3) reading specialists served as a resource not only to classroom teachers, but also to the school as a whole; and, 4) a large number of reading specialists indicated that they spent at least some time performing administrative tasks (Bean, Cassidy, Grumet, & Shelton, 2002, pp. 737-740).

The second task involved researchers in completing a literature review summarizing what was known about the roles that reading specialists assumed from 1990-2001. Of the literature reported, 18 documents reported on empirical research that was conducted through observations,

interviews, and surveys of reading specialists, or of principals, teachers and others who had direct contact with reading specialists. Quatroche, Bean and Hamilton, conducted the review and concluded that four prominent themes emerged including the diversity and complexity of the role, the influence of context, how reading specialists make a difference and how specialists should function (Quatroche, Bean & Hamilton, 2001, pp. 283-289). The results of the review confirmed the importance of reading specialists' roles and provided guidelines and recommendations to reading specialists, classroom teachers and administrators, and teacher educators. Reading specialists, were encouraged to become more aware of the complex nature of their positions; and to learn more about collaboration. They were also encourage to establish a network that will enable them to share successful strategies for broadening their roles. For classroom teachers, they recommended support and cooperation and that professional development should focus on quality classroom teaching. Administrators were encouraged to make maximum use of reading specialists as they function in their multiple roles. And teacher educators must develop broad-based programs that thoroughly prepare reading specialists for their multiple responsibilities (Quatroche, Bean, & Hamilton, 2001, pp. 292-3).

The third task commissioned by the International Reading Association, was to investigate the role of reading specialists in exemplary schools. Its purpose was to examine more closely the leadership aspect of the role. Bean, Knaub and Swan, took this task on by first identifying three different sets of schools using a specific criterion. A 19-item survey was sent to 111 schools asking principals to indicate how important they thought reading specialists were and what reading specialists were doing in their schools. Of the 58 responses, in which 39 schools indicated that they employed reading specialists, more than 97% of the principals responded by

marking important or very important that having a reading specialist was vital to the success of their reading program (Bean, Knaub & Swan, 2003, p. 447). They then interviewed reading specialists of those schools whose principals responded, to get a more complete description of what they were doing in their schools. After analyzing the data, they discovered that reading specialists in exemplary schools were serving as resources to teachers; they were acting as liaisons between the school and community; they were coordinating the total reading program; contributing to assessments; and instructing students who were struggling (Bean, Knaub & Swan, 2003, p. 450-452).

Today, reading specialists are scrambling to help schools meet the requirements of the No Child Left Behind Act (NCLB), signed into law by President Bush in 2001. Never before has the federal government had so much influence on states to get what the public wants on the agenda (Reyes, Wagstaff, & Fusarelli, 1999, Feir, 1995, Mazzoni, 1995; Odden, 1991).

The NCLB act reauthorized the federal dollars associated with the Elementary and Secondary Education Act (ESEA) of 1965. The changes in the new ESEA were made after careful consideration of a significant body of research pointing out what it takes to help all students to achieve. It focused on four other principles based largely on the National Reading Panel's findings. Those principles include: 1) accountability for student achievement and academic standards; 2) increased flexibility and local control; 3) a greater role for parents in their children's education programs; and 4) greater emphasis on the use of scientifically based instruction (National Association of Elementary School Principals, 2003, p. 1).

The implications from the research on the efficacy of the role reading specialists play coupled with the federal government's insistence on the use of scientifically-based instruction,

teacher effectiveness, and school accountability, have resulted in some of the most pronounced changes in the reading specialist's role since its inception. The Literature Review in Table 1 presents a snapshot view of the most significant studies related to the historical role of reading specialists as they were situated within the political and social contexts of the time. It also describes the literacy approaches prevalent during those times.

1.1.9.   Transition from Reading Specialists to Reading Specialists/Literacy Coaches

Traditionally, reading specialists worked with students who were struggling with learning how to read. And in many schools, that role was still largely in place as documented in the survey conducted by the International Reading Association in 1996 on what reading specialists do. A new label, literacy coach, emphasizes the shift in the reading specialist's role whose primary function before was to intervene with students who are struggling and now whose primary responsibility is to serve in the capacity of a teacher leader or coach to teachers. The compilation of the survey results showed that supplementing or supplanting the work of the classroom teacher yet remained in many cases the most popular role (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002 p. 736). It was the same four years earlier when 384 "special reading teachers" responded to a survey regarding a) their professional training; b) their actual responsibilities compared to an "ideal" view of their responsibilities; and c) their topic preferences for in service education offerings. Researchers of this study reported that special reading teachers, although they felt their consultative, supervisory roles were important, were still spending their time on providing instruction (Barclay & Thistle Waite, 1992, p. 91).

Table 1.1: Literature Review Matrix

Period	References	Political & Historical	Literacy Approach	Reading Specialist's Role
Early Christian Times to the 1800s	Block, 2003	Religious Emphasis	Alphabetic Spelling System	Instructional
From 1800 to 1920	Block, 2003, Henderson, 2000, Galston	Patriotic and Cultural Emphasis	Whole-word method Look and Say-Linguistic Influence	Instructional
From 1920 to 1950	Reyes, 2000, Bean, 2004	Science Investigations & Emphasis on Information and Commerce	Basal (Whole Language and Phonics)	Supervisory Instructional
From 1940 to 1960	Vogt and Shearer, 2003; Bean, 2004; Reyes, 2000	Social and Economic Emphasis Beginning of Space Age	Managed Language Reading (Whole Language and Phonics)	Instructional
From 1960 to 1980	Reyes, 2000; Block, 2003; Vogt and Shearer, 2003; Stauffers, 1967; Robinson, 1967, Dietrich, 1967, Schiffman, 1967	Equity Emphasis and Emerging Space Age Concerns	Managed Language Reading (Whole Language and Phonics)	Consultant, collaborator and supporter
From 1990 - Today	Bean, Cooley, Eichelberger, Lazar, & Zigmond, 1991;	Equity, Economic and Global Competitive Emphasis	Comprehensive or Balanced; Scientifically-Based Reading Instruction	Instructional in pull-out setting/in-class setting
	Barclay & Thistlewaite, 1992;	Diversity and Information Society		Instructional/Consultant/ Resource/Coordinator
	Bean, Trovato, Armitage, Bryant & Dugan, 1993			Consultant with class-room teachers/staff
	Maleki & Heernan, 1994;			Development/instruction al support; instruction
	Wepner, Seminoff, 1995			Content reading/ writing teacher/Resource person consultant
	Tancock, 1995; Bean, Trovato, & Hamilton, 1995			Resource
	Jaeger, 1996			Resource and support person

Period	References	Political & Historical	Literacy Approach	Reading Specialist's Role
	Hoffman, Baumann, Moon, & Duffy, 1997			Collaborative Consultant Diagnostic & remedial reading instruction
	Klein, Monti, Mulcahy-Ernt & Speck, 1997			Remedial instruction/ Resource/Curriculum leader/diagnostic
	Barry, 1997			Assessment/Instruction/ Content teacher teaming
	Davis & Wilson, 1999			Effect of setting (Title I & Regular)
	Bean, Grumet, & Bulazo, 1999;			Support to classroom teacher/station teaching/ parallel teaching/team teaching
	Henwood, 1999			Collaborator
	Bean, Knaub & Swan, 2000			Leadership
	Quatroche, Bean, & Hamilton, 2001			Collaborator/Resource/ Leadership/Instruction/A ssessment
	Bean, Cassidy, Grumet, Shelton, Wallis, 2002			Coach
	Dole, 2004			Remedial instruction/ Resource/Curriculum/ Leader
	Klein & Lanning, 2004			Diagnostic

Three important features surfaced regarding the role of reading specialists and were highlighted in the position statement of 2000. The first feature was that the reading specialists should provide instruction to struggling readers. This instruction required specialized training and demanded the collaboration and coordination with classroom teachers to provide the instruction (International Reading Association, 2000). The IRA survey of 1996 showed that reading specialists were spending the majority of their time on instruction. The only changes

from earlier years were the ways in which the reading specialists provided it. The survey only verified that the role of reading specialists had shifted from the use of an isolated, diagnostic and prescriptive model to one where the reading specialist collaborates with other educators to provide what is needed for the student who is struggling. (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002, p. 742).

The second feature in the position statement was that reading specialists should participate in work with assessments, both diagnostic and evaluative. (International Reading Association, 2000). In the survey of 1996, 99% of the reading specialists reported using assessments to help inform them of next steps in instruction for students (Bean, 2002, 739). Although, not much was mentioned about helping to make determinations about the efficacy of the core reading program of the school and other supplemental services, they did report that alignment of curricular standards and assessment practices were a significant part of their assigned work (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002, p. 740).

The third feature, leadership, was described in the position statement as multidimensional (International Reading Association, 2000). In the survey of 1996, the leadership tasks that reading specialists/literacy coaches performed varied from the teacher to teacher and across schools and districts depending on their knowledge, skills and abilities (Bean, 2002, p. 743).
The authors of the IRA position statement of 2000 argued that teaching all children to read required that every child receive excellent reading instruction. They stated that instruction for struggling readers needing additional intervention should be provided by professionals specially trained to teach them (IRA, 2000). One taking a first glance at the document may have suspected that the IRA was still implying that the most important role of reading specialists was to provide the specialized intervention needed. But early in the document, it stated that in order

to provide these services, schools must have reading specialists who can provide "expert instruction, assessment, and leadership."

Leadership for the first time was expressed openly, strongly, and on equal ground with instruction and assessment as an integral part of the new and expanding role. It is no wonder that this was the case because in several other studies prior to this, there was more and more evidence building regarding the most important roles that reading specialists perform. At elementary levels, there was evidence that among classroom teachers, the work of reading specialists as collaborators, resource providers and consultants to teachers, was valued (Tancock, 1995; Bean, Grumet, & Bulazo, 1999; Haeger, 1996; Henwood, 1999; Bean, Trovato, & Hamilton, 1995). Maleki and Heerman conducted a study and asked teachers at middle and secondary levels what they expected of reading programs and reading specialists. They found that teachers did not endorse separate courses for reading remediation and did value reading specialists as resource persons or consultants. Middle school and high school teachers thought that reading specialists should help teachers merge reading remediation and the English curriculum into content instruction (Maleki & Heerman, 1994). In contrast, this was not the case among high school principals as Quatroche pointed out. When they were asked what they thought the main role of reading specialists was, in high school settings, building administrators described the reading specialists' main responsibilities to be diagnostic testing and remedial instruction for struggling students (Barry, 1997; Hoffman, Bauann, Moon & Duffy, 1997).

All of these studies demonstrated that the shifting role of reading specialists shifting towards that of a collaborative coach or consultant to teachers, had many benefits. At the same time, it also presented its share of challenges to reading specialists who were faced with how they should work collaboratively with classroom teachers. In particular, Tancock's ethnographic study

demonstrated how reading specialists had to construct their roles differently according to each classroom teacher with whom they worked. They had to work to somehow negotiate a balance between what they thought the needs of the students were and what the classroom teacher wanted students to do. In many cases, the reading specialist working in classrooms caused the reading specialist to subordinate her definition of the role in the building to that of the teachers' perception. This may have been somewhat caused by the lack of deliberate time devoted to planning (Tancock, 1995, p. 315). These were only some of the challenges for reading specialists as their roles continued to change.

Other important findings in the research regarding teaching and learning were also beginning to emerge which reinforced the idea that a reading specialist's major role should shift from that of an instructor of students to that of a coach of teachers. Ferguson and Ladd found this in their very important study on student achievement. They concluded that highly trained and qualified teachers do make a significant difference in student learning (Ferguson & Ladd, 1996). Darling-Hammond. et. al's research study in 1995 also concluded that much of the difference in school achievement, results from the effects of substantially different opportunities, in particular, greatly disparate access to high quality teachers and teaching (Darling-Hammond, 1995, p. 655). As a result of these findings, more attention was given to finding ways to help teachers to improve their practices. Three large scale efforts to improve teacher quality have emerged over the last few years. One was to recruit even more qualified individuals into education. Another was to develop improved teacher education programs in higher education. And the third was to improve the quality and type of professional development for practicing teachers.

The question for many was how much time, money and energy were needed to improve teacher quality. Though much is yet to be learned about the teaching and learning process, and teacher effectiveness, there was ample research demonstrating a positive correlation between student performance and the key areas of teacher preparation and background including verbal ability, course work, certification, content knowledge and experience (Stronge, 2002, p. vii). Within the school setting, many educators including administrators and policy makers began to think about what resources they already had in place that could be used to help improve the quality of practicing teachers. For quite some time it has been generally accepted that reading specialists were the likely people to provide the training and to help other teachers to become more effective by assisting them to practice new strategies embedding them into their daily classroom practices. The central question they faced along with other teachers and administrators was: How do all the adults in a learning community use innovations to change their practices, solve problems and enhance teaching, learning, and caring (Louis, Toole, & Hargreaves, 1999, p. 263)?

Literacy leaders of the Ohio's Core Project embarked on an initiative promoting the idea of using literacy specialists to do professional development work in their schools. Roskos in cooperation with the Ohio Department of Education and Reading Faculty from eight universities across Ohio, developed a core curriculum to use with teachers of literacy. Reading specialists were asked to participate in professional development activities related to the project; assist in the recruitment of K-3 teachers to participate in the professional development; present the core curriculum to a cohort of teachers within the district throughout the school year; participate in peer coaching; assist with research and evaluation activities; participate in project dissemination

efforts; assume a leadership role in improving children's achievement in literacy; and participate in state-level literacy initiatives.

In response to the NCLB legislation, new state and federal programs such as the Reading First and Early Reading First created funding streams allocated to support the changing role of reading specialists. It had become abundantly clear to schools that one of the ways that large-scale, systematic, school-wide efforts could occur was through use of reading specialists to provide the kind of professional development and resources necessary to meet the new demands. For the first time, schools had begun to focus on results. Students were required to meet rigorous, yet reasonable standards. And, teachers were required to provide research-based instruction.

All schools were expected to support and inspire research-based learning and teaching. One of the ways to meet the new requirements was to tap into the resources already in place.   Using literacy specialists to influence teacher practice, the school's leadership and student learning had become one of the most popular means of addressing schools' dilemmas of ensuring that every child meet the rigorous, yet reasonable standards set by the new legislation.

Many other states had also turned to reading specialists to help meet the demands of the law's requirements and allocated funding to support such endeavors. Hundreds of schools have turned to reading specialists at varying degrees to affect overall changes in their schools. They too suspected that the knowledge and expertise of the reading specialists would lead to the improved performance of everyone, especially teachers in the classroom. Today, they are counting on reading specialists to facilitate the choice and proper implementation of scientifically based reading programs and to help with assessments to ensure accountability.

In many schools, reading specialists/literacy coaches have accepted responsibility for taking charge of change in their schools. The leadership role of the reading specialist/literacy coach has

now become a primary role of reading specialists in daily practice, shifting from an instructional one to a leadership role, and most likely will remain so for the next several decades. In this leadership role, a large part of the reading specialist's responsibilities is to coach classroom teachers.

Many educators are concerned about this changing role and want to learn more about it. They want to learn more about the conditions that support or hinder the reading specialist's ability to influence teacher practice, the principal, and student learning. The ecological conditions within the school's culture also need to be examined along with the reading specialists' response to the these conditions in order to more specifically define the future role of reading specialists in influencing teachers and leaders. According to Fullan and Hargreaves (1992) individual and organizational change literature leaves significant gaps in the understanding of change processes and abilities to facilitate change, particularly as it relates to context (Richardson & Placier, 1999, p. 938).

In summary, the key ideas related to the changing role of reading specialists have to do with the professional development work they do with teachers and the overall literacy leadership in the school. Therefore, studying what literacy specialists are actually doing along with the ecological conditions that support or constrain them while functioning in their roles, is critical. Moreover, the kind of professional development work reading specialists do with teachers in their schools; the type of literacy leadership activities they perform; and the ecological conditions that support them in their roles, are especially important to the field of literacy and administration. This conclusion should not be surprising, given the political and social context in which reading specialists exist today. Reading specialists are expected to 1) work with other teachers to improve their level of competency in teaching reading; 2) facilitate the proper

enactment of scientifically-based reading programs; and 3) assist with accountability structures so that all students can learn at proficient levels. From the review of studies conducted by Richardson and Placier, they found that the relationship between school context and teacher change to be complex and ambiguous (Richardson & Placier, 1999, p. 923). Studies like this one seem relevant and important to many who are interested in literacy education and leadership.

1.1.10 Reading Specialists/Literacy Coaches and Professional Development

If professional development is conceived as an approach used to bring about changes in teachers and teaching practice, then the new role of the reading specialist may be viewed as the thread woven through the two different approaches to change (Richardson & Placier, 1999, p. 905). In the research work on change, Chin and Benne (1969) drew distinctions between an empirical-rational approach which assumes that individuals, if shown by others that a new practice is good, will act in their rational self-interest and make the appropriate changes, and the other, called the normative re-educative approach, which suggests that individuals act on the basis of the social and cultural norms to which they are committed (Richardson & Placier, 1999, p. 917). The authors of the Ohio Literacy Specialist's project considered both aspects. The Project was designed mostly on developing the individual capacity of teachers, within their own schools, in collaboration with others (Ohio Department of Education, 2000, p. 1). Just as Vygotsky argued that a child's development could not be understood by the study of an individual, but must include an examination of the external, social world in which the individual life has developed, so, too, was the framework for the Ohio's professional development project built with consideration of the environmental and social conditions that affect the literacy specialists' role in conducting its implementation. (Tharp & Gallimore, 1988, p. 7). Reading specialists in the project appealed to the teachers' individual responsibility while attempting to

build a cohesion between classroom teachers and school leaders in order to meet the collective expectations of the school and the greater community.

It is important to recognize that the role of the reading specialist has become a vital component of learning more about the efficacy of certain professional development models, as much as the professional development models appear to be similarly vital to the expansion of the reading specialist's role.

The research on the qualities of professional development have been summarized by many researchers including Fullan (1990), Groffom (Loucks-Horsey et al., 1987; McLaughlin,1991; Ward, 1985; Richardson & Pacier, 1999, p. 917). However, just as Guskey concluded from his examination of 13 recent lists of characteristics of "effective professional development," the lists vary widely and the research that supports them is inconsistent and often contradictory and have been done mostly in the areas of science and mathematics (Gusky, 2003, p. 749). Even so, Garet's et.al. study of a sample of 1,027 mathematics and science teachers in the Eisenhower professional development model confirmed much of what researchers and expert practitioners had already documented about preliminary guidance about the characteristics of high-quality professional development. The interplay on the duration, collective participation, and the core features of content, active learning, and coherence rather than type was illuminated by Garet, et.al, and concurred with the consensus on professional development standards for professional development adopted by the National Staff Development Council in 1995 (Sparks &Hirsch, 1997). Also important to this consensus view is Elmore who further concluded that effective professional development should be focused on improvement of student learning through the improvement of the skill and knowledge of educators. (Elmore, 2002, p. 7) This view also concurred with the design principles outlined by the National Partnership for Excellence and

Accountability in Teaching which included 29 national organizations and several major research universities dedicated to improving both teachers and student performance (NPEAT, 1997).

Gusky et al.'s, study had provided the first large-scale empirical comparison of the effects of different characteristics of professional development on teachers' learning. They also argued that "best practice" professional development is more likely to have an impact if it is sustained and intensive rather than shorter. The results of Garret's et al.'s study indicated that professional development that focuses on academic subject matter (content) gives teachers opportunities for "hands-on" work (active learning), and is integrated into the daily life of the school (coherence), is more likely to produce enhanced knowledge and skills (Garet, Porter, Desimone, Birman, & Yoon, 2001, p. 920).

Ohio's Literacy Specialist's professional development initiative grounded its content and processes on solid research about effective professional development. First, it is strong in content. The Core Curriculum, entitled "Teaching Reading and Writing: A Core Curriculum for Educators," focused on the essential knowledge, skills, and dispositions considered foundational in literacy teaching and was based on curriculum standards of professional groups including IRA, NCATE, recent research reports such as National Research Council, research syntheses by Graves, Pauls, and Salinger, and empirical studies. The domains used in the core curriculum were patterned after Charlotte Danielson's framework for professional practice which included the domains of knowing, planning, teaching, and assessing (Roskos, 2000).

Second, the duration of the professional development is equivalent to a three-hour graduate session. Reading specialists and field faculty met together monthly to prepare for the professional development sessions to be held with small groups of classroom teachers, K-3 in individual schools. During a school year, reading specialists held 15, two to three hour sessions

to share the content of the curriculum addressing the domains of conceptual elements in literacy theory and pedagogy. The professional development is continuous and ongoing, with follow-up and support.

Third, in terms of active learning, the Core project used several design principles aligned with a growing recognition that deep and lasting professional learning requires job-embedded modeling and practice if it is to be transferred to everyday practice and must be coherent with the goals of the school. (Ohio Department of Education, 2002). Much of the Literacy Specialist's project is based on Tharp and Gallimore's work. He refers to these as "activity settings." He described them as those settings in which learning occurs. He stated that they are "the social furniture of our family, community, and work lives (Tharp & Gallimore, 1988, p. 72). The name "activity settings" incorporate cognitive and motoric action itself (activity), as well as the external environmental, and objective features of the occasion (settings).

> School improvement is more difficult because educators must try to solve wicked problems in what they might call wicked environments (i.e., one that is dynamic and uncertain). Organizational conditions in which they work are hostile to the thoughtfulness and time intensive nature of improvement efforts (Louis, Toole, & Hargreaves, 1999, p. 256).

Elmore stated that professional development must occur as close to the point of practice as possible (Elmore, Harvard Institute for School Leadership, 2000). And if that is the case, so must studies be conducted in naturalistic settings to determine what literacy specialists are doing and the ecological conditions that support/constrain them in their everyday work environment. Important to consider is how these design principles of effective professional development fit within the contexts of different school settings. Ohio's project called for the same professional development model and field work for every site. However, the ecological conditions present in each school site may or may not have affected the degree or the level at which the reading

specialist could facilitate the programs' implementation. Regardless of how well the professional development model was designed, consideration to other patterns, themes and principles of change must be acknowledged. Hall and Hord for the past 25 years have been leaders of an international team of researchers studying the change process in schools, colleges, business, and government agencies, including studies of those who are facilitating change. One important result of this long-term collaborative research agenda is that they have been able to draw some conclusions about what happens when people and organizations are engaged in change which they have referred to as principles (Hall, G.E. & Hord, S.M., 1987, p. 5). One of the principles involves the context of the school influences and the process of change. Two important dimensions that affect individuals' and organization's change efforts include the physical features and the people factors (Hall, G.E. & Hord, S.M., 1987, p.15). Studying how people interact and respond to those conditions in the context of a changing role becomes vitally important to the efficacy of the reading specialist's role in assisting teachers in new learning.

This study will help determine what a small sample of literacy specialists are doing in their roles in the Ohio project and will examine more closely yet the ecological conditions that either support or constrain them in functioning in their roles and in carrying out the goals of the professional development project.

ole et.al., documented their experiences working with reading coaches in Utah. They indicated that among the most important kinds of activities reading specialists are doing are teaching demonstrations and modeling of lessons. (Dole, 2004, p. 466). But as she admitted, little research exists on the use of reading coaches, and the study in depth of how reading coaches can assist and support teachers in their learning is still very much needed. Dole asked a group of experienced and successful reading coaches what makes an effective reading coach and

then recorded their responses. She stated that those involved in school reform efforts need to make critical decisions now and not wait five years for the research (Dole, 2004, p. 468).

This underscores the work of Roskos and the Ohio Department of Education who, in their wisdom, began early in the project collecting data from the participants of the Literacy Project's schools. They recognized that the role of the literacy specialists would be highly complex. Quoting Rosemary, the project's current director, "this professional development model and particularly the role of the literacy specialists, how they function and the ecological conditions that support them, is a 'work in progress.' We are capable of learning from it as we move along through the project.

The role of the reading specialist in Ohio, required that they become involved in decision making. They are under time pressure to change teacher practices and impact change. As a result, they are subject to a number of different kinds of conditional situations and could be described as an "interaction of several different features" (Tharp & Gallimore, 1988, p. 73).

The role of the reading specialist is vital to professional development, acting as a pivotal link to changes in teacher practice. The knowledge that reading specialists and teachers gained through the Literacy Specialist training along with the knowledge garnered through the actual practice in the schools, is key to understanding the complex role the reading specialists play in professional development and the effects they have on teacher practice.

There are strong conceptual connectors between the developing role of the reading specialist as it relates to changing practices, but there are also connections to the school's leadership and systems and student learning (Quatroche, Bean, & Hamilton, 2001, p. 287). Quatroche, Bean, and Hamilton concluded that the reading specialist should not be thought of as someone who works directly with students but as someone who can communicate and collaborate effectively

and can work directly with teachers as a coach and mentor (Quatroche, 2001, p. 292.). Bean, Swan & Knaub investigated how reading specialists function in their leadership roles within exemplary reading programs. They concluded that reading specialists must be knowledgeable about teaching and learning; they also must have experiences that enable them to develop the leadership and communication skills necessary for their positions(Bean, Swan & Knaub, 2003, p. 453). If that is the case, then reading specialists need to become highly developed in the field of reading to the point of being considered the "more informed others" and/or teacher leaders. Vygotsky stated that "teaching is good only when it "awakens and rouses to life those functions which are in a stage of maturing, which lie in the zone of proximal development" (Vygotsky, 1956, p. 278; quoted in Wertsch & Sone, 1985; italics is original—Gallimore) Therefore, literacy specialists must not only have the content knowledge and pedagogical skills to provide assistance to teachers, but must know precisely the right moment in time to apply each to the individual learner's situation.

There is still much to be learned about the role of the reading specialist as leaders in Ohio's project. The roles and responsibilities of the Ohio's Literacy Specialists in the project were defined as well as they could be, but a clearer description of what is occurring is necessary. Much can be learned through observations, surveys, and interviews regarding what reading specialists do and the ecological and organizational conditions that exist. This study will help to reveal a deeper understanding of the role of the Literacy Specialist. Literacy specialists are molding their roles "on the job" and many educators and researchers want to learn more about it. Their work which is embedded within the larger school context and the leadership and systems that support their work are critical to the success of their role.

1.1.11 Reading Specialists/Literacy Coaches and Leadership

Although there is a flourishing body of research on medical and technical specialists in many other professions that is not the case for reading specialists/literacy coaches. In fact, according to Quatroche, who recently conducted a review of the research, stated that there was a scarcity in the research on the roles of reading specialists, including the ecological conditions that affect them or the influence they seem to have on the ecological conditions. (Quatroche, 2001, p. 292). Researchers have concurred that more needs to be learned about the present role of the reading specialists to find out what the conditions are that help or hinder them as they function in their roles. And further it is important to determine which conditions they can alter in order to affect changes that will ultimately lead to students performing at higher levels.

It was apparent in the position statement in 2000 that literacy leaders wanted to nudge reading specialists in schools more toward the direction of leadership work as the primary function of their role. Most of the features they listed in the position statement were documented as practices that the reading specialists were performing with some regularity according to the 1996 survey.

There were nine different behaviors named in the position paper as part of what reading specialists should do in their leadership work. They were to: 1) share ideas, strategies, and materials with other teachers, parents, and para-professionals; 2) help others become more knowledgeable in the teaching of reading; 3) serve on intervention assistance teams to help with the identification and support for students at risk for reading failure; 4) provide professional development; 5) facilitate positive home/school communications; 6) assist with the overall design of the school's literacy improvement efforts; 7) advocate for the promotion of the

importance of literacy efforts underway; 8) supervise teachers; and 9) write grants to secure funding for support of future literacy activities.

When reading specialists were asked what they believed about their leadership responsibilities, in the IRA survey of 1996, they responded by stating that collaboration with other teachers and other adults, curriculum development, and providing resources are vitally important in improving their schools. However, they listed the following as what they engaged in the most: serving as resources to teachers; working with allied professionals; participating on child study teams and curriculum development committees; and assisting paraprofessional, volunteers, and parents with literacy activities as what they engaged in the most (Bean, 2002, p. 740).

Although as many as 66% felt responsible for the literacy levels of all students in the school, only a few commented that they were performing other duties such as staff development and school wide assessments. Most stated that there were few resources allocated to conduct this leadership work and that they had very little time to perform the many leadership tasks they were expected to do.

The survey results indicated that most of the nine specific leadership performance tasks later outlined by the IRA were done with some regularity by 80% to 90% of all the respondents. The leadership tasks of professional development and school-wide literacy coordination were done on a small scale in some schools and with less frequency than all of the others.

The basic idea underlying the IRAs definition of leadership was that the reading specialists/literacy coaches are a powerful influence on the entire school's literacy improvement efforts. Klein, Monti, Mulcahy-Ernt and Speck stated that there appeared to be a strong, positive correlation between the reading achievement of students and the presence of reading specialists

in their schools. Their ultimate conclusion was that the services of a qualified specialist, the reading/language art's consultant, in a leadership role, resulted in a more effective, reading/language arts program and stronger competencies for Connecticut students (Klein, Monti, Mulcahy-Ernt & Speck, 1997, p. 87).   In this two-year study, conducted by the Connecticut Association for Reading Research (CARR) in cooperation with the Connecticut State Department of Education, the New England Reader Association and the Connecticut Reading Association, they received questionnaire responses from 326 principals (34%) across the state; interviewed 32 reading/language art's consultants from widely diverse populations in the state; and, interviewed 20 classroom teachers. They used achievement data from the Connecticut State Department of Education state tests, categorizing it into seven distinct demographic and geographical categories and triangulated the data by comparing data from principals, consultants and classroom teachers. There were 16 points made in the final discussion and conclusions drawn from this study, one of which was that in descriptive and demographic data, the major difference occurred in the percentage of students in reduced and free lunch districts (within ER6 and &). Although achievement tended to be low in these districts, they also tended not to have building-based reading/language art's consultants (Klein, Monti, Mulcahy-Ernt, & Speck, 1997, p. 86). Another interesting conclusion they reached was that districts that used consultants in a leadership role gave high priority to their reading and language program and tended to have higher scores on the Connecticut Mastery Test (CMT) and Conneccticut Academic Performance Test (CAPT) than other districts in the ERG. The smaller samples of interviews, as compared with the broader sampling of principals, the researchers reported as a possible limitation of the research. However, they were confident that, with the congruence of

the data from all three sources together with the review of the literature, they considered their findings valid (Klein, Monti, Mulcahy-Ernt, & Speck, 1997, p. 87).

Klein and Lanning did a follow-up study as recently as 2004 on the leadership role of literacy specialists. The purpose of their investigation this time was to 1) determine the effects of the No Child Left Behind Act on the role of reading/language arts specialists; 2) to understand CARR's 1997 study of reading/language arts programs and personnel; 3) to determine the certification and responsibilities of Connecticut's reading/language arts teachers and consultants; and 4) to identify challenges of these roles. Their conclusions with regard to what reading specialists were spending their time doing had not changed significantly. Reading specialists reported their greatest need was staff development, yet they reported spending the majority of the time with instructional type work instead of building successful reading and language arts program within classrooms and the school as a whole. They concluded that although the reading/language art's consultant's role as a leader in school improvement was vital to effecting needed changes in classroom instruction resulting in increased student achievement, they advocated for reading specialists to be part of a larger school wide network in the school, working as part of a team, in a shared leadership capacity, with the leadership role distributed among several different people of varying roles. They made 10 recommendations and at least two that are particularly pertinent to this study. One is that the role goes beyond professional development and coaching and must involve many aspects of leadership. Another is that administrators need to provide the organizational conditions necessary for reading/language arts consultants to function effectively–working conditions, salary differentials, sensitivity to the overloading and ambiguity of their responsibilities (Klein & Lanning, 2004, pp. 29-39).

By 2000, many schools made a giant leap, adjusting the schedules of their reading specialists so that they could conduct leadership work on a regular basis, particularly in the area of professional development. In some states, initiatives were begun to fund literacy specialists' full-time work in a leadership capacity.   For example, long before the No Child Left Behind Act was signed into law, Ohio developed an eight-point framework to help school districts ensure that their local literacy initiatives addressed all-important avenues for improvement. The eight points included: planning for coherence, effective core programs; assessment and accountability; safety nets; ongoing professional development; home-school partnerships; community support; and resources. The Ohio Department of Education suggested that each school district identify a literacy specialist to oversee the literacy initiatives in their schools. The responsibilities of the literacy specialist included: 1) engaging in ongoing planning to ensure that the district's most important literacy needs are addressed; 2) developing a district-wide philosophy and literacy curriculum, as well as a range of instructional strategies that meet the needs of all children; 3) assisting teachers in all disciplines as they improve their knowledge of literacy development and learn new strategies for helping students meet their literacy goals; 4) creating effective early intervention strategies that overcome children's reading difficulties; 5) develop user-friendly ways to measure students' progress in literacy through the school year and using assessments to improve instruction; 6) keeping parents informed about their children's literacy development, assisting them in helping their children at home, and engaging them in the school literacy program; 7) engaging businesses, higher education, public libraries, community organizations and community members in literacy activities; and 8) reallocating and leveraging available

resources-funding, personnel, time, facilities, technology, etc., for maximum impact (Ohio Department of Education, 1999).

The seed was planted earlier by the National Governor's Summit and Goals 2000 which sought to develop clear and rigorous standards for what every child should know and be able to do, and supported comprehensive state and district-wide planning and implementation of school improvement efforts focused on improving student achievement to those standards. This was succeeded by Senate Bill 55 and the fourth grade guarantee.

Ohio had already begun the planning and implementation of literacy initiatives when the "No Child Left Behind Act (NCLB) was passed. Under the NCLB, the process for ensuring the achievement of all students changed significantly. The three critical features of NCLB included three provisions: 1) All teachers need to be highly qualified to teach reading; 2) the reading instructional strategies and programs used to teach reading should be scientifically based; and 3) effective and efficient informal assessment techniques should inform instruction and assist teachers in monitoring the progress of each child (US Dept. of Education, 2001, p. 16). Funds were becoming available to support reading specialists in leadership roles for the first time.

According to Yukl, there is a core agreement across definitions in the literature on the meaning of leadership. Leadership involves a social influence process whereby intentional influence is exerted by one person (or group) over other people[or groups] to structure the activities and relationships in a group or organization (Yukl, 1994, p. 3).

The most complex and important aspects of leadership/or influence are to be found in the nature of the relationships themselves (Leithwood & Duke, 1999, p. 67). Relationships in the Core Project as well as the physical, social and cultural conditions that shape the role should be examined closely so that the dynamics can lead to deeper conceptual understanding of what is

occurring. Studying the leadership processes in particular need to be examined. Studying how the role of the literacy specialist influenced the achievement of the overall literacy goals and objectives of the project and, what the conditions were that either helped or hindered their leadership toward them would be one place to start. What should be in place that will help literacy specialists lead teachers in changing their practices? What are the factors that tend to help support/hinder their influence on what the principal knows and does? And it is equally important to investigate if there are any indications that these conditions are influencing teacher practice and affecting student learning in a positive way. Some of the questions about the literacy specialists' role may need to be saved for answering at a later time.

The purpose of this study is to examine what literacy specialists in Ohio's Literacy Specialists' Core Professional Development project are doing in their roles as well as to determine ecological elements in the activity settings that seem to have the most effect on the reading specialists' ability to function effectively in their role. This study lies within a larger study which examines the most potent practices in which Literacy Specialists engage that make the most dramatic difference in sharpening teachers' skills and in leading students toward greater achievement.

Periodically, the International Reading Association redefines the role of reading specialists. The most current responsibilities outlined in the most recent Standards for Reading Professionals, 2003. Hopefully, they will also conduct another survey similar to the one they did in 1996 to document what reading specialists are doing. As recently as May of 2004, the International Reading Association reprinted with permission from Bean, R.M., a new list of roles and responsibilities for literacy specialists, which divided coaching activities of literacy specialists into three levels based on the intensity and sophistication of the roles. For now, it is

important to understand what reading specialists are actually doing in their roles in this project; to understand more deeply the conditions and changing school cultures emerging from its implementation; and to begin to see how reading specialists are responding and reacting to the conditions that affect them in effectively function in their roles. Connected to this is a study to examine what literacy specialists are doing and how they are influencing teacher practice and affecting student learning in a positive way.

The effects that reading specialists have in Ohio's Literacy Specialist project appear to be predicated on how well the reading specialist can influence teachers and principals. Teachers are refreshed with updated and current knowledge and then coached by the reading specialist in order to transfer knowledge to practice. Reading specialists who assume leadership responsibilities for professional development and the overall implementation of the school's literacy program support principals. And students are able to access scientifically based instruction from highly qualified reading teachers. It is therefore, vitally important that this study examines what literacy specialists do particularly within the context of where they are practicing. The purpose of this study was to understand the role of the reading specialists from an ecological perspective, in Ohio schools where the Literacy Specialist project, was implemented. It examined what literacy specialists were doing in their roles within Ohio's Literacy Specialists project; what the ecological conditions that supported/constrained them as they worked; and what, if any, affect did literacy specialists have on the conditions of the school.

Results from the daily logs, questionnaires, and surveys helped to reveal patterns and themes about what Ohio Literacy Specialists are doing and the conditions that affected their efficacy. It examined the conditions surrounding the reading specialists in this particular "activity setting." Interviews of reading specialists were conducted which were used to uncover more about the

conditions that were present in helping to shape the reading specialist's role as they worked to influence teachers and principals to change their practices in a positive way and to meet the agreed upon goals of the project. It examined to what extent, if any, the literacy specialist had been able to positively affect the ecological conditions in the school that benefited them most in functioning in their roles. And, it gave some indications regarding the institutional supports that assisted them as they functioned in their roles.

2. [CHAPTER]

2.1.Introduction

Bean et.al., stated that school districts that have reading specialists on their faculty must think carefully about the qualifications and characteristics that enable individuals to be successful in the reading specialist position as it is now defined. They were adamant about the fact that programs must be developed and implemented that focus on helping candidates understand the specific roles of reading specialists and to develop competencies that enable them to fulfill their responsibilities successfully (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002, p. 743).   The qualifications and characteristics for reading specialists have been identified. However, more needs to be learned about what is occurring in the natural settings where reading specialists, teachers and principals are working together so that those characteristics and qualifications become even more clear. Perhaps it is even necessary to develop a technical assistance manual for reading specialists to use that includes a repertoire of strategies to draw from that will help them to effectively deal with personal challenges as they respond to the dilemmas they are faced with as they lead people forward. Tatum recommended that reading specialists have a "road map" to help them work effectively. He determined that a combination of synergistic factors determines how effective one is as a reading specialist and that what works successfully in one

environment may not be suitable in other environments. He confirmed the idea that emerging knowledge about the roles and functions of reading specialists is critical (Tatum, 2004, p. 38).

The work that reading specialists were doing within the context of Ohio's Literacy Specialist project, in their expanded roles, particularly as professional development providers, mentors, overseers of core programs and assessment coordinators, needed careful examination. The role of literacy specialists in Ohio's professional development activity setting includes leadership in fostering collaboration, interaction, inter subjectivity and assisted performance (Tharp & Gallimore, 1999, p. 72). Careful study was important in order to gain a deeper understanding of what was occurring, revealing more about some of the most significant factors regarding the ecological components that supported or hindered their work.

This study was designed to get a deeper understanding of the role for reading specialists in the Ohio project by capturing information about some of the challenges, problems, and dilemmas they encounter. What adaptations need to be made in the preparation of literacy specialists based on the experiences of literacy specialists in the Ohio project? What are some of the conditions that coaches encounter within the implementation of their responsibilities? This study led to a discovery about the deeper structural factors that seemed to be present when literacy specialists in moving closer to improving their practices influenced teachers and principals. Its findings will be used to help inform others about the potential physical, social and cultural conditions that need to be present in order for the reading specialist to work toward influencing teachers to change their practices. It may also give clues as to what the literacy specialists can do to influence the conditions that affect them.

This researcher collected the logs of 28 literacy specialists participating in Ohio's Literacy Specialist Project in the 2004-2005 school year to find out what literacy specialists are actually doing in their new roles and then surveyed them to determine the ecological conditions that support/constrain them as they function in their roles as well as their responses to the conditions that affect them.

There are many conditions that affect the efficacy of the role of reading specialists. There are no doubt hundreds of them. Ohio's Literacy Specialist's professional development core project, based on Tharp and Gallimore's work of cognitive and motoric action itself (activity) as well as the external environmental and objective features of the occasion (settings) (Tharp & Gallimore, 1988, p. 72), sets the framework for the professional development model, and therefore is used to consider some of the conditions that my affect what reading specialists are doing in their roles. Some of the principles used to study the conditions that may affect literacy specialists, stem from Sarason's work. He was one of the first to draw parallels between conditions in schools and teachers' professional learning. Sarason stated that teachers cannot create and sustain contexts for productive learning unless those conditions exist for them (Sarason, 1982, p. 367). Conditions such as one's time, resources, facilities, behavior of students, attitudes and beliefs, risk taking, collaboration, are some of the conditions Sarason found in his work.

The purpose of this study was to understand what literacy specialists are doing in their leadership role in Ohio's project. It was also to understand more deeply about the role of the reading specialist from an ecological perspective among 34 of them serving in Ohio schools where the Literacy Specialist project was implemented. First, this study will document what literacy specialists do who are positioned within Ohio's Literacy Specialist project.

Secondly, it was to determine what some of the most critical ecological conditions are that support or constrain them in their work and their responses to those conditions.

2.1.1.   Research Questions

1. What are literacy specialists doing in Ohio's Literacy Specialist project and how do their roles align with Bean's description of the level of intensity of coaching activities?

2. What do literacy specialists consider the most important ecological conditions that support them in their work as compared to those ecological conditions that currently exist?

3. What are literacy specialists' concerns and how are they associated with the ecological conditions they report as important in supporting them in their role?

4. What is the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?

5. Which conditions do literacy specialists report as ones which they are able to influence?

6. What do literacy specialists report as institutional interventions that would support them as they function in their role?

2.1.2.   Methodology

Since little is known about the role of literacy specialists and the conditions that support/constrain them in the work they do, this researcher conducted a literature review of the role of literacy specialists in their roles within the context of a historical, social, and political view. The researcher was seeking to find out more about what reading specialists are doing in Ohio's project and the conditions that support/constrain them in their work. This study is considered field research and used a mixed methodology approach. Both quantitative and qualitative methods were used in the study to intentionally incorporate multiple ways of knowing in order to gain a better understanding of the complexity of the roles of literacy specialists today and the conditions they face. The purpose of this study was to describe the role for the literacy specialists from an ecological perspective, in Ohio schools where the Literacy Specialist project was implemented. This study was an examination of what literacy specialists are doing in their roles within Ohio's Literacy Specialist's project; what the ecological conditions literacy specialists consider most important, and those they recognized as the current conditions that supported/constrained them as they worked. The researcher also examined the effect literacy specialists had on the conditions they face in the school. Triangulation, convergence, corroboration and correspondence of results across the different methods were sought. The purpose of triangulation was to seek a deeper meaning through the study of literacy specialists' logs and interviews regarding what they were doing as it related to the surveys, questionnaires, and interviews regarding their concerns and the conditions they expressed as supportive or constraining. All of this exploration was for the purpose of not necessarily finding an answer but for the purpose of seeking deeper meaning regarding what was occurring in literacy specialists' daily work. The intent was that some of these findings would yield implications for further research or possible guidance for literacy specialists and/or for those responsible for

institutional intervention. The design of this study involved between 20 and 33 literacy specialists. Each of the steps involved are inclusive of the following and (n) is established for each question. Table 2.1 is descriptive of the questions addressed in this study, the instruments used and some details about how the data will be displayed and analyzed.

Table 2.1 Research Methodology

Questions	Instrument	Analysis
Question 1: What are literacy specialists doing in Ohio's Literacy Specialist project and how do their roles align with Bean's description of the level of intensity of coaching activities?	1) Literacy Specialists' logs (Coding System) and Bean's Description of the Level of intensity of coaching activities. (Rubric)n=28	1) Report, Tables and Graphs showing who literacy specialists are; what they do; percentage of time they do it; group they are in according to level of intensity of coaching activities
	2) Interview (Scripting) n=20	2) Content analysis to show deeper description of what they do
Question 2: What do literacy specialists consider the most important ecological conditions that support them in their work as compared to those ecological conditions that currently exist?	1)Ecological Conditions Survey: Parts I and II n=33	1)Individual and Average Total Group Participant Profiles showing what literacy specialists consider important conditions; current conditions and the discrepancy between the two.
	2) Interview (Scripting) n=20	2)Content analysis used to further clarify deeper understanding of survey responses
Question 3: What are literacy specialists' concerns and how are they associated with the ecological conditions they report as important in supporting them in their role?	1) Concerns-Based Adoption Model Questionnaire for Change Facilitator Stages of Concern; n=33	1)Scoring Device for the Change Facilitator Stages of Concern Questionnaire (CFSoCQ) to determine the highest stage score for individuals and group data.
	2)Ecological Conditions Survey: Results from Parts I and II n=33	2) Determine congruence between results of CFSoCO and Ecological conditions survey

Questions	Instrument	Analysis
Question 4: What is the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?	1) Logs-what they do; CFSoCQ results and conditions survey results n=28 2) Interview (Scripting; n=20	1) Instrument to determine relationship between activities and concerns and conditions 2) Content analysis to further determine relationship between what literacy specialists do and the concerns/conditions they report as important yet are those holding them back.
Question 5: Which conditions do literacy specialists report as ones that they are able to influence?	Interview n=20	Content Analysis to determine conditions literacy specialists report as ones that they are able to influence.
Question 6: What do literacy specialists report as institutional interventions that would support them as they function in their roles?	Interview n=20	Content Analysis to determine what institutional interventions may support them as they function.

2.1.3.   Procedures

2.1.3.1.Step One: January-February, 2005Step One: January-February, 2005

Collected and analyzed the daily logs of 28 literacy specialists (one month period) to determine what kind of work they are doing (their activities). The researcher looked at who they are and the standard across positions including the variation. The percentages of the time they are spending on certain activities in their jobs was determined and analyzed against Bean's three levels of coaching intensity described in the most recent IRA position statement, 2004. Level 1: Low-informal, beginning to develop relationships, acting as a resource, providing materials, etc.; Level 2: More formal—looking at needs and focus; Level 3: Formal-more intense-modeling, co-teaching, visiting classrooms, etc.

2.1.3.2.Step Two: January-February, 2005

The researcher grouped literacy specialists into three groups. One group was all literacy specialists and the other two groups were sorted in accordance with their activities logged and aligned to the activities listed on Bean's coaching levels of intensity rubric.

2.1.3.3.Step Three: January, February, 2005

In a two-part survey, literacy specialists were asked to rate 32 ecological conditions as they currently existed in the environment on a scale of 1 to 5 (from not true at all to entirely true). And then follow up with a second part in which the literacy specialists were asked to rate the importance of the same 32 ecological conditions on a scale of 1 to 5 (from no importance to very important). These ecological conditions were more specific to the literacy specialists' project and were spread across the range of personal, management, consequence and collaboration issues and also include the "who, what, when, where, and why of the "activity setting." This data served three purposes: First, it allowed the investigator to see more specifically those conditions which literacy specialists identify as important in supporting them in their work. Second, it allowed the investigator to identify the current conditions that existed. Third, the investigator was able to compare what the literacy specialists identified as important conditions with the current conditions that existed in their schools, thereby identifying the "supports" and "constraints."

2.1.3.4.Step Four: January-February, 2005

Literacy specialists were asked to complete a CFSoCQ (Hall, G.E.; Newlove, B.; George, A.; Rutherford, W.; & Hord, S., 1991) for Facilitators questionnaire which was used to determine at

which Stages of Concern literacy specialists are in dealing with their changing role (Awareness, Informational, Personal, Management, Consequence, Collaboration, Refocusing).

2.1.3.5.Step Five: January-February, 2005

Based on the results from steps one through four, 20 of the literacy specialists were interviewed to gain a deeper understanding about what they were doing in their roles, their personal level of change as a facilitator, and the conditions that support/constrain them; and how they may have responded to those conditions. The researcher also asked literacy specialists what institutional interventions they thought were needed to support them in what they are doing or would like to do in their roles.

2.1.3.6.Step Six: March, 2005

The investigator made connections between the CFSoCQ (Hall, G.E.; Newlove, B.; George, A.; Rutherford, W.; & Hord, S., 1991) results and the specific supporting and constraining conditions to determine if there is congruence. For example, if literacy specialists show that they were mostly at a "Management" stage on the CFSoCQ (Hall, G.E.; Newlove, B.; George, A.; Rutherford, W.; & Hord, S., 1991) then the investigator looked more closely at how literacy specialists rated the important and current conditions related to "Management." The data will be analyzed as one large group of literacy specialists as well as literacy specialists by groups according to the coaching levels of intensity groups.

2.1.3.7. Step Seven: March, 2005

This data from the CFSoCQ (Hall, G.E., Newlove, B., George, A., Rutherford, W., & Hord, S., 1991) and the conditions survey was then connected with what literacy specialists were

doing in their roles. (The ecological conditions are not evenly dispersed across all stages. Therefore, averages will be computed accordingly.

2.1.3.8. Step Eight: February, March, April, May, 2005

Drawing from all of the above, draw some conclusions about what literacy specialists are doing in their roles in Ohio's Literacy Specialist's Project and the ecological conditions that support/constrain them as they function in their roles.

2.1.4. Participants

There were 170 literacy specialists who were teaching the Core curriculum and doing coaching as part of Ohio's Literacy Specialist's project. Forty coaches were part of a pilot group who were undertaking a more sophisticated process involving a strict set of processes and procedures to guide their work. Data were collected from 34 of the 40 literacy specialists involved in this more sophisticated process who volunteered to participate in this study. Although 34 agreed to participate in the entire study, only 33 ecological conditions survey and the CFSoCQ (Hall, G.E.; Newlove, B.; George, A.; Rutherford, W.; & Hord, S., 1991) for Facilitators questionnaire could be used because one of the literacy specialists failed to complete the survey and questionnaires accurately. Only 28 of them submitted their daily logs for analysis. Additionally, 20 of them were randomly chosen to be interviewed. The random selection for interviews was based on a quota of 50% of the coaches who agreed to participate in each of five different geographic regions primarily located from the central, southwest and northwest corners of the state of Ohio. A total of seven of the literacy specialists were selected from Dayton Public Schools; another three from the Columbus area; two from Massillon City Schools; four from Toledo Public, and four from the Dayton Central.

2.1.5. Participant Selection

Literacy specialists were chosen based on a random selection according to the criteria above. Female literacy specialists comprised 100% of each group for every part of the study (n=28 for the daily logs; n=33 for the conditions survey and the CFSoCQ (Hall, G.E.; Newlove, B.; George, A.; Rutherford, W.; & Hord, S., 1991) for Facilitator's Questionnaire; n=20 for interviews comprising 100%) with male literacy specialists comprising 0% of each groups(n=0 per group or 0%) total for all groups and parts of the study. At the time the study was conducted, information from the core project reported that 0% of all practicing literacy specialists in Ohio as male. The Ohio Department of Education listed less than 1% of the practicing literacy specialists as male.

There were three racial groups represented: African American, Caucasian and East Indian. Ethnic minorities were represented in each of the groups. For logs, n=28, 9-African American; 18 Caucasian; conditions survey and CFSoCQ (Hall, G.E., Newlove, B., George, A., Rutherford, W., Hord, S., 1991) n=33, 9 African American, 23 Caucasian and one East Indian; interviews, n=20, 6-African American, 14-Caucasian.   In the significantly larger survey of reading specialists done by the International Reading Association in 1996 a less diverse population was sampled. The typical reading specialist who responded to the survey was (97%) white, (Bean, Cassidy, Grumet, Shelton & Wallis, 2002, p. 737).

2.1.6. Sex

The study consisted of 100% female respondents.

2.1.7.   Race

There were only three racial groups represented, African American, Caucasian and East Indian.

2.1.8.   Education

Literacy specialists fell into six distinguishable categories in terms of their level of education. The degrees were: a bachelor's, bachelors and a reading endorsement, masters, master's in reading and/or a masters with a reading endorsement, educational specialist, educational specialists and a reading endorsement. Approximately 24% or eight of the participants had a Bachelor's degree and two more literacy specialists or 6% had a Bachelor's degree with a reading endorsement; 32% or 11 literacy specialists had a Master's degrees and another 10 of them or 29% more had a Master's degree with a reading specialization and/or a reading endorsement. Two individuals (6%) had an Education Specialist's degree and another one of them (3%) had an Education Specialist's degree with an additional certification of a reading endorsement. Approximately 62% or 21 literacy specialists have either a bachelor's, master's or educational specialist's degree while approximately 38% or 13 of them have certifications specialized in reading.

2.1.9.   Years in Their Current Position

More than 80% of the literacy specialists participating in this study have been in the Core project for three or more years. Nineteen of the literacy specialists have been in the project for three years; three of them for four years and six of them for five or more years. For six of the literacy specialists they are only going on their second year in the project. Those six in the program for more than five years and have been in the program since its inception.

2.1.10. Released Time

It was important to look at what literacy specialists were doing especially in relationship to the amount of time they were released to function in their roles. For this reason, the literacy specialists were broken into three groups. They were "fully released" which means that they were absolved of any and all teaching responsibilities and in particular responsible for a certain number of students and their achievement. Their only teaching responsibilities would have to do with lesson demonstrations and modeling. The second group was labeled "partially released." In this group, for some part of each day, literacy specialists were expected to teach–either a group of readers who were struggling to read or they taught half of a day as a classroom teacher. The literacy specialists in the third group were not released from their teaching responsibilities for any part of the day. Thus, they were labeled, "no release." They may have been in classrooms with teachers in order to do co-teaching involving modeling and lesson demonstrations or may be in the classrooms to teach students who are struggling to read. The distribution of the 34 literacy specialists in our study was: 18 literacy specialists or approximately 53% of them were "fully released"; 14 are "partially released" which is 41% and two of them was "no release" which is 6%.

2.1.11. Logs

The daily logs of literacy specialists (one month's period) were analyzed in two ways. One way was based on a coding system developed by the Ohio Core project. The second was done according to Bean's Coaching Levels of Intensity rubric. Each analysis included the hours spent and the type of activity.

2.1.12. Expert Panel

2.1.12.1. Ohio log reporting system

The reporting system used by the Ohio literacy specialists to record hours spent consisted of 13 individual activities and a 14th category labeled as "other" (see Appendix E). There were initially 127 different kinds of activities that they listed under "other." Because of this, initial discussions were held with Ohio's Literacy Specialist's Project Director. It was important to make certain that the researcher would begin recording the literacy specialist's activities accurately and according to the numbering system and coding definitions used by the project. For the most part, they were clear, however, many literacy specialists coded a significant number of their activities inaccurately by recording many of them under the "other" category. It was easy to rectify this matter because they also had a space on the log in which to record the specific activity in which they were engaged. The number of activities was immediately reduced to 101 different kinds of activities after correctly recoding activities literacy specialists had mistakenly recorded under "other."

To ensure that the coding of the literacy specialists' activities was accurately recorded, the researcher and project director did an inter rater reliability check. Fourteen activities or 14% of the activities were randomly selected from among the 101 "other" activities remaining. The researcher and project director each coded the sample items. An inter rater reliability of 13 out of 14 was established. The next step in the process was to collapse the 101 "other" activities into some specific categories. Using the principles of emergent design, the researcher sorted the activities according to similar thematic ideas. Twelve categories were created which included Duties, Materials, Teaching, Grants, Parents, Substituting, Literacy Events, Supervision,

Curriculum, School Improvement, Math, and Student Recognition. Once again an inter rater reliability check was conducted. This time there was 100% agreement that these 101 activities belonged in the designated categories. Table 2.2 shows the 101 "other" activities sorted into 12 categories.

These 12 categories were added to the 13 already listed in Ohio's log, making a total of 25 categories. The next step in the process was to collapse activities, once again, into similar thematic ideas. Using emergent design principles, all 25 items were grouped together and then sorted according to similar thematic ideas resulting in seven broader category titles which included Professional Development (One-on-One Coaching); professional development (Knowledge Development); Instruction and Supervision; Resources; Supporting Literacy Learning at School and at Home; Work Management; and Technology. Table 2.2 illustrates the 25 activities literacy specialists perform in their roles collapsed into the seven categories.

Table 2.2   Categorization of "Other" in Ohio' Log Reporting System

Duties	Materials	Teaching	Grants	Parents	Substituting
Morning Program assembly Bus duty Dismissal duty Lunch duty Playground duty Bus announce-ments duties	(organizing, distributing, gathering, inventory) Copied book lists for coaching teachers Collecting, distributing Breakthrough to Literacy Books Dropped off materials Shelving books in book room Mtg. with preschool head Book leveling Copied, stapled books for coaching teachers Organizing and gathering equipment and materials Cleared desk and organized materials Organized new office Planning w/gifted Office paperwork Copied and distri-buted old m & r tests 9-12 Office organization Clean up workspace Computer inventory Ordering and distri-buting equip & mat-erials Select book for book club	Co-planning lessons Helped with journal writing in classroom Working with struggling readers including what is called SWAT in Dayton 4th grade vocabulary lesson Individual tutoring Tutoring small group 3rd graders Voyager after school tutoring program Self-selected reading –1st grade group Tutoring-6th grade student Small group-1st grade intervention Preparation for teaching Small group instruction Working with inclusion students Test taking practice After school tutoring	Met with director of state and federal programs about upcoming site visit and summer school Work on monthly focus, summaries and copies of evaluations of RF charts Work on Literacy Improvement Grant Meeting with Ohio Reads Volunteer Coordinator Ohio Reads budget Materials for state review	Parent/Teacher Conferences PTO treasurer Meetings with parents about new Title I students Literacy Night Organize meeting for Family Literacy Night Family Reading Night Talk with parents about flier for parent academy Parent workshop Ohio Reads Parent Book Study Soliciting donations for Helke Family Literacy Night Met with Mr. J. to set Family Reading Night Parent meeting regarding the Voyager program Council for Urban Schools Interview with Council of Great City Schools	Worked in the school office Subbed in literacy groups Covering class for a teacher who needed to go to IAT meeting Monitored 2nd grade program Helped and observed in classroom

Table 2.2 continued

Literacy Events	Supervision	Curriculum	School Improvement	Math	Student Recognition
Book Exchange Meeting with peer grant coordinator Trained 8th grade students to work with 2nd graders on 3rd gr. Achievement test Young Author's Book of the Month Reading Jamboree Read Across America Book Initiative Talk to Principal about Volunteer Program Operation Outreach Black History Week R.I.F. Visit from the Mayor Board displays Book Campaign Spelling Bee Judge Book of the Month	Videotaping and observation and not related to Core, converting to V.S. and conference with teacher Observe per principal request and conference with teacher Debrief Praxis Observe Reading Block Kindergarten Registration Materials and Make up new packets	Pacing guides Aligned reading lesson with indicators	Supplemental Services and report card Gather all student and staff surveys Collecting school improvement data School Improvement Planning School Security Team	Took survey for math coach Teacher conference on measurement questions in Math Math Proficiency Night Meeting with principal math coach and parent liaison	Awards assembly Student certificates for Awards program Ceremony committee Took pictures of afternoon program" Wings of Wonder" Academic Pep Assembly Rubric for book award Passed out books to students who read 25 books during 2nd quarter Birthday Luncheon Proficiency Presentation Award

Table 2.3 Activities Literacy Specialists Perform

One-on-one	Professional Development (Providing and Attending)	Instruction and Supervision	Resources
1) ELLCO 2) Close-up 3) Teacher Conferences 4) Lesson Demonstrations	10) Other Professional development 5) Assessment Training 7) Field Faculty/LS Meetings 8) Mentor Coach/LS Meetings	6) Assessment Administration 14) Other – Teaching – Subbing – Duties	9) Building/District Meeting 14) Other – Supervision –Grants –Curriculum –SIP –Math –Materials
Supporting Literacy Learning at School and at Home	Work Management	Technology	
14) Other – Parents – Literacy Events -Student Recognition	11) Communication 12) Reporting	13) Technology	

The second part of the first research question asked how do what literacy specialists do align with Bean's description of the level of intensity of coaching activities. This first requires an analysis of how the two instruments aligned with each other. Because the two instruments were not completely compatible, some assumptions were made regarding where credit would be given on Bean's rubric. Once again, Ohio's project director and the researcher worked to get to 100% agreement on the compatibility between the two instruments. The key in determining when credit was given and in order to establish validity to the findings each activity was compared item by item between the activities of the Ohio's log reporting form and Bean's Coaching Levels of Intensity rubric. Instances where the activities listed in the Ohio logs could not fit into one of the categories, they were not included and only the balance of time was dispersed across the

coaching activities that were the same. The one to one correspondence of the Ohio reporting log and Beans Coaching Levels of Intensity rubric is shown in the chart below. The number of the log activities from Ohio's instrument is shown just to the right of the activity on Bean's rubric. What was not included in transferring the data from the Ohio instrument to the Coaching Levels of Intensity rubric were the areas of substituting, duties, supervision, grants, school improvement involvement, work in the area of math, involvement with literacy events, student recognition, communication, reporting and technology. Even though transferring data from the categories of communication, reporting and technology would seem appropriate, it was too difficult to ascertain from the Ohio logs what the nature of the data contained. The literacy specialists did not describe in detail what they were communicating about, reporting on or using technology for, therefore they could not be accurately transferred.

Two other rules were followed for transferring the data from the Ohio instrument to the Coaching instrument. In translating the Ohio's #3 code, teacher conferences to the Coaching Levels of Intensity rubric, the researcher had to choose informal conversations in Level 1 or individual discussions with colleagues about teaching and learning in Level 2. The decision was made that if time was spent by the literacy specialist on professional development, modeling, close-ups, and feedback, then the time they were spending on teacher conferences was allocated to Level 2 (discussions with colleagues about teaching and learning). If there was little or no time spent (less than 1 hour) in those areas, the time was allocated to Level 1 (informal development of relationships).

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**Conversion from Hours Logged on Ohio's Reporting System to Bean's
Coaching Levels of Intensity Rubric**

Level 1	Level 2	Level 3
Informal; helps to develop relationships	Co-planning lessons (14)	Modeling and discussing lessons (4)
Conversations with colleagues (identifying issues or needs, setting goals, problem solving) (3)	Holding team meetings (grade level, reading teachers) (9)	Co-teaching lessons (14)
	Analyzing student work (5)	Visiting classrooms and providing feedback to teachers (2, 1)
Developing and providing materials for/with colleagues (14)	Interpreting assessment data (helping teachers use results for instructional decision-making (5)	Analyzing videotape lessons of teachers (1, 2)
Developing curriculum with colleagues (14)	Individual discussions with colleagues about teaching and learning (3)	Doing lesson study with teachers (10, 14)
Participating in professional development activities with colleagues (conferences, workshops) (10)	Making professional development presentations for teachers (10)	
Leading or participating in Study Groups (14 or 10)		
Assisting with assessing students (6)		
Instructing students to learn about their strengths and needs (14)		

Attendance at mentor and/or field faculty meetings was designated either to Level 1-Participating in professional development activities with colleagues or Level 2 -Making Professional Development Presentations for Teachers. Since big portions of the meetings are designed to assist coaches is delivering the Core curriculum effectively as well as helping coaches in techniques to use with teachers, it was decided that if the literacy specialist had

logged time spent on delivering the core curriculum lessons and/or assisting literacy specialists in helping teachers to do field assignments connected with the Core, then the hours would be allocated to Level 2: Making Professional Development Presentations for Teachers. Otherwise, the attendance at the Field Faculty and Mentor coach meeting hours would be allocated to Level 1: Participating in Professional development only, because the attendance at the meetings did not lead to any work in presenting professional development to teachers.

2.1.13.   Grouping for Further Analysis

For further analysis, the literacy specialists were clustered into two additional groups making a total of 3 groups for further analysis. Group 1 was all literacy specialists. The second group included those literacy specialists who spent more than 50% of their time on Level 1 & 2 activities and the third group is those who spent 50% or more of their time on Level 2 and 3 activities.

2.1.14.   Survey

Thirty three-literacy specialists responded to a two-part conditions survey asking them to rate on a scale of one to five each of the 32 ecological conditions suggested as those that support or constrain them as they function in their roles. The first part asked them to rate each of the 32 conditions with respect to its perceived importance based on what they were required to do in their present positions. The second part asked them to rate what they thought were the actual conditions that currently existed in the school.

The conditions clustered around the nature of the relationships and motivation of the people involved, as well as the organizational, management and logistical context of the conditions literacy specialists face. The 32 item surveys also organized the conditions into groups related to

the role facilitators' (literacy specialists') personal stages of concern toward their changing role including the categories of personal, collaboration, consequence and management. It was developed by the researcher who considered literacy specialists' as individuals and as individuals within the context of the schools in which they function.

2.1.15. Questionnaire

The same 33 literacy specialists also responded to a questionnaire called the CFSoCQ consisting of 35 items on two pages. The respondents marked each item on a zero to seven Likert scale according to how true it was that the item described a concern felt by the individual at that time. The"0" at the end of the scale was recommended for marking items that were completely irrelevant to the respondent at the time of the completion. Another useful aspect of this questionnaire was the open-ended concerns question at the end of the questionnaire Respondents were able to express concerns in their own words which helped to illustrate their concerns. This feature was designed to give a deeper insight into the reason behind the shape of their CFSoCQ profile. It must be noted, however, that only seven literacy specialists chose to give comments.

2.1.16. Interviews

Individual interviews with participating literacy specialists were conducted by the researcher in January and February of 2005. The interview guide was based on the analysis of the daily logs completed by the literacy specialists and the results of the conditions' survey and the CBAM questionnaire. First, respondents were asked to give more detailed explanations of the tasks they were spending time doing as well as what they are unable to do in their roles. They were also asked to explain their responses to those items where there were large discrepancies between

what they felt were important conditions in supporting them in their roles and the current conditions that existed. Finally, the respondents were asked to describe what it would take to improve those conditions and what kind of assistance and from whom did would help them the most. The analysis of the interview responses involved listing, then sorting the data into common themes and/or patterns in the four areas listed above.

2.1.17. Definition of Terms

1. Activity setting—Contexts in which collaborative interaction, inter-subjectivity, and assisted performance occur–in which teaching occurs

2. Levels of intensity—the various levels of coaching activities reading specialists engage in "low risk" (eg., assisting with assessment) to those that require the reading coach to provide feedback about teachers' classroom practices (eg., classroom visits) and is more "high risk" (Bean, 2004a).

3. Ecological conditions—The external factors, features or elements that exist in the environment

4. Literacy Specialists—The term most often referred to for those individuals who are in the Ohio's Core Professional Development Project and who serve as professional development providers and leaders of literacy in their schools. (Predominant role: teacher of teachers instead of teacher of students struggling to learn to read, however, many times they still do both)

5. Reading Specialists—The term used regularly when referring to teachers of students who are struggling to read. However, many times these individuals also served in the capacity as consultants, resource persons, and assessment coordinators.(Predominant role: teacher of students who are struggling to learn to read)

6. ELLCO—A tool developed by the New England Comprehensive Center and the Center for Children and Families at Education Development Center. The ELLCO is a classroom observation tool for identifying practices and environmental features that promote children's early literacy and language development.

7. Close-Up Observations—Classroom observations, including pre, during and post observation activities, e.g. analysis, reflections

8. Lesson Demonstrations—demonstrating lessons for teachers on how to implement particular strategies, particular teaching protocols, or assessments

9. Teacher Conferences—Meetings with teachers to discuss a lesson and/or a question or problem, including follow-up to ELLCO and close-up interviewing

10. Assessment Training—Participating in or conducting training for various assessments or discussing assessment data with teachers

11. Assessment Administration—administering assessments to children

12. Building/District Meetings—Meetings with principals, district administration, grade level teachers

13. Professional Development—Involves all aspects related to opportunities for adults to earn. The components of professional development usually include the four components of knowledge (theory), modeling, practice and feedback, however in some instances when the expression "Making or Attending Professional Development" sessions, it is referring to knowledge level activities only

14. Reporting—Completing reports, minutes, agendas, logs, progress monitoring tool, payroll

15. Technology—of or having to do with technology such as computers, projectors, palm pilots, etc.

16. Literacy Coach—most often refers to reading or literacy specialists when they are serving in the capacity of helping another adult to improve on their pedagogical skills however in some schools they are called coaches but still provide other services such as teaching struggling students, coordinate literacy activities, serve as a resource, etc.

17. Internal Accountability—is the internal alignment of individual's conception of responsibility and collective expectations of the school about what is valued or considered important

18. Literacy Events—Those activities that promote the love and motivation for reading and encourage a component of family involvement in literacy

2.1.18. Limitations

Although this research gathered data using different methods, there were limitations. First, this study is limited to only 34 of Ohio's 120 literacy specialists participating in this year's project. It represents only 25% of the total number in the project and was selected primarily on

the basis of their willingness to participate. Second, this study does not represent the views of teachers, principals and field faculty who are also an integral part of the project's goals. Third, while the literacy specialists interviewed were deeply entrenched in the literacy specialist project, their perceptions are not necessarily representative of all 120 literacy specialists across the state. Fourth, time is always a factor to consider. This study took place during a small pocket of time, a three to four-month period during the 2004-2005 school years. Not represented in this study were any literacy specialists who were located in the southeastern or northeastern corners of the state.

3.   CHAPTER

3.1. Results

Prior research into the role of reading specialists at the national level found that they were serving in leadership roles in their schools and that they were also providing professional development to the teachers with whom they worked (Quatroche, Bean, Hamilton, 2001, p. 292). However, none of those studies dealt with what literacy specialists in Ohio's core professional development project were doing, nor had they examined, at any levels, the ecological conditions that supported or constrained them as they functioned in their roles. The researcher predicted that literacy specialists would be serving in a leadership capacity and as a professional development provider in Ohio's Core project. And in that role, they would serve as a catalyst in bringing about increased levels of content knowledge and skill among teachers of early primary grade children and enhanced levels of literacy teaching practices. The researcher predicted that most of the reading specialists' time would be devoted to helping teachers rather than intervening with students who were struggling to learn to read. As far as the levels of intensity for the coaching of activities performed, the researcher expected many activities to be at Level 3, but suspected that most of the activities and time would hover around activities at Levels 2 and 3 on Rita Bean's scale.

Included in this chapter is the presentation of data, its analysis and a discussion of its findings. A mixed method approach was used to help guide the inquiry of this researcher. Using mixed methods that promoted different ways of knowing served as a strength in helping the researcher to gain a deeper understanding of the role of the literacy specialists and the ecological conditions that support their efficacy in Ohio's Core Project.

The mixed methods proved in helping the researcher triangulate the data from a multitude of instruments including daily logs, questionnaires, surveys and interviews. From the use of mixed methods the researcher was also able to accomplish an examination of the data using complementary, development, combining and initiation. Throughout the analysis, these inquiry designs were used. Table 3.1 below exhibits the questions, corresponding methods used and details regarding the analysis of the data. Beneath each question is the rationale regarding the inquiry design and method used.

Table 3.1: Questions, Methods, and Inquiry Design

Questions	Instrument	Analysis
Question 1: What are literacy specialists doing in Ohio's Literacy Specialist project and how do their roles align with Bean's description of the level of intensity of coaching activities?	1) Literacy Specialists' logs (Coding System) and Bean's Description of the Level of intensity of coaching activities. Rubric)n=28 2) Interview (Scripting) n=20	1) Report, Tables and Graphs showing who literacy specialists are; what they do; percentage of time they do it; group they are in according to level of intensity of coaching activities 2) Content analysis to show deeper description of what they do
Question 1: Triangulation was used because the focus of this question was to try to get the best possible account of what literacy specialists were doing in their roles. The log data was collected and analyzed against the Ohio Reporting System and Bean's Rubric and then connected to the third point of personal interviews.		

Questions	Instrument	Analysis
Question 2: What do literacy specialists consider the most important ecological conditions that support them in their work as compared to those ecological conditions that currently exist?	1)Ecological Conditions Survey: Parts I and II n=33 2) Interview (Scripting)n=20	1) Individual and Average Total Group Participant Profiles showing what literacy specialists consider important conditions; current conditions and discrepancies between the two. 2)Content analysis used to further clarify deeper under-standing of survey responses
Question 2: Triangulation was used because the focus of this question was to try to get the best possible understanding about the conditions that affect literacy specialists in their roles. The two conditions' surveys were used to overlap with one another to find differences in results. And then those surveys were used to connect to the third point of the personal interviews.		
Question 3: What are literacy specialists' concerns and how are they associated with the ecological conditions they report as important in supporting them in their role?	1)Concerns-Based Adoption Model Questionnaire for Change Facilitator Stages of Concern; n=33 2)Ecological Conditions Survey: Results from Parts I and II n=33	1)Scoring Device for the Change Facilitator Stages of Concern Questionnaire (CFSoCQ) to determine the highest stage score for individuals and group data. 2) Determine congruence between results of CFSoCO and Ecological conditions' survey
Question 3: Complementary was used because the focus of this question was to try to see if literacy specialists' concerns were connected in any way to the ecological conditions they reported as important. The CFSoCQ was used along with the conditions survey to expand on the breadth and range of their developmental growth and their perceptions of what supported them in their environment.		
Question 4: What is the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?	1) Logs-what they do; CFSoCQ results and conditions' survey results n=28 2) Interview (Scripting; n=20	1) Instrument to determine relationship between activities and concerns and conditions 2) Content analysis to further determine relationship between what literacy specialists do and the concerns/conditions they report as important yet are those holding them back.
Question 4: Triangulation was used because the focus of this question was to make connections between what literacy specialists do and the concerns and conditions they express as important.		
Question 5: Which conditions do literacy specialists report as ones that they are able to influence?	Interview n=20	Content Analysis to determine conditions literacy specialists reports as ones that they are able to influence.
Question 6: What do literacy spec-ialists report as institutional inter-ventions that would support them as they function in their roles?	Interview n=20	Content Analysis to determine what institutional interventions may support them as they function.

Question 1: What are literacy specialists doing in Ohio's Literacy Specialists project and how do their roles align with Rita Bean's description of the level of intensity of coaching activities?

The following charts and tables show log data according to Ohio's Log Reporting System. Table 3.2 presents the raw data collected on the original Ohio's log reporting system. It includes the total number of hours spent in one month's period as well as the average number of hours spent by literacy specialists in one month's period. The 25 categories include the first 13 categories plus the 12 additional categories generated from the 14th category labeled "other." This totaled 25 activities together. The hours reported in this table does not reflect the amount of time literacy specialist had available to perform their role responsibilities. Notice that the total number of hours logged by literacy specialists on activities 1 through 25 is 3148.25 hours and that 2242.25 of those hours were spent on activities 1 through 13.

Table 3.2 : The Raw Data Collected on the Original Ohio's Log Reporting System

Number Of Hours Logged By Ohio Literacy Specialists On Ohio's Reporting System						
Activity	Mean	Median	Std. Dev.	Minimum	Maximum	Summation
1. ELLCO	4.49	3.50	4.53	0.00	16.25	125.75
2. Close-ups	3.55	1.13	6.87	0.00	31.00	99.5
3. Teacher Conferences	4.34	2.50	5.81	0.00	25.50	121.50
4. Lesson Demonstrations	9.69	4.38	11.86	0.00	45.50	271.25
5. Assessment Training	2.77	0.00	8.25	0.00	42.50	77.50
6. Assessment Admin.	7.51	4.50	11.11	0.00	50.25	210.25
7. Field Faculty-LS Mtgs.	4.62	5.13	4.66	0.00	15.00	129.25
8. Mentor Coach-LS Mtgs.	4.02	4.63	4.49	0.00	15.50	112.50
9. Building/District Mtgs.	5.98	4.38	5.29	0.00	22.25	167.50
10. Other Prof. Development	22.75	12.25	24.23	0.00	89.00	637.00
11. Communication	4.30	4.00	3.57	0.00	10.50	120.50
12. Reporting	5.13	4.13	5.90	0.00	23.50	143.75
13. Technology	0.95	0.00	2.11	0.00	10.00	26.50
14. Duties	2.82	0.00	4.61	0.00	16.25	79.00
15. Grants	1.73	0.00	4.08	0.00	16.75	48.50
16. Materials	1.62	0.00	3.22	0.00	13.50	45.25
17. Parents	2.29	0.13	4.31	0.00	21.00	64
18. Teaching	13.58	5.50	17.18	0.00	61.50	380.25
19. Substituting	0.53	0.00	1.63	0.00	7.50	380.25

**Number Of Hours Logged By Ohio Literacy Specialists On
Ohio's Reporting System**

Activity	Mean	Median	Std. Dev.	Minimum	Maximum	Summation
20. Literacy Events	6.36	0.00	9.23	0.00	32.50	178.00
21. Supervision	1.29	0.00	3.49	0.00	17.00	36.25
22.Curriculum	0.03	0.00	0.14	0.00	0.75	.75
23. School Improvement	0.98	0.00	3.86	0.00	20.00	27.50
24. Math	0.78	0.00	3.87	0.00	20.50	21.75
25. Student Recognition	0.34	0.00	0.94	0.00	3.50	9.50
TOTAL HOURS 1-13	80.10	72.25	32.65	22.00	150.25	2242.25
TOTAL HOURS 1 -25	112.44	115.50	33.56	42.75	170.75	3148.25

The descriptive data in Table 3.2 and subsequent quantitative data in Tables 3.3, 3.4, 3.5 and Figure 3.1 includes the total number of hours, averages and percentages of time spent in one month's period by all literacy specialists on each of the activities listed in the literacy specialists' logs according to the seven broader categories collapsed from Ohio's Core project reporting system. Definitions of how those 25 categories were collapsed into seven categories including the types of activities are shown here.

Table 3.3:   Definitions of the Type of Activities in Collapsed Ohio Log Reporting System

Type	Definition
One-on-One Coaching	Total of activities 1 to 4: ELLCO, Close-ups, Teacher Conferences, Lesson Demonstrations
All Professional Development	Total of activities 5, 7, 8, and 10: Assessment Training, Other Professional Development, Field Faculty, Mentor Coach/LS Meetings
Attend Professional Development	Attending hrs + activity 7 + activity 8: Attending Professional Development, Field Faculty, Mentor Coach/LS Meetings
Present Professional Development	Presenting hrs. + activity 5: Presenting Professional Development, Assessment Training, FF, Mentor Coach/LS Meetings
Instruction and Supervision	Total of activities 6, 14, 18, 19: Assessment administration, Teaching, Subbing, Duties
Resources	Sum of activities 9, 15, 21, 22, 23, and 24: Building/District Meetings, Supervision, Grants, Curriculum, School Improvement Planning, Math, Materials
Supporting Literacy Leaning at School and at Home	Sum of activities 17, 20, 25: Parents, Literacy Events, Student Recognition
Work Management	Sum of activities 11 and 12: Communication and Reporting

Table 3.4: Hours Logged by Ohio Literacy Specialists on Types of Activities

Category	Mean	Median	Std. Dev.	Minimum	Maximum	Summation
One-on-one Coaching	22.07	17.00	17.20	1.75	75.00	618.00
All Professional Development	34.15	24.50	27.47	0.00	101.00	956.25
Attending Professional Development	14.08	14.00	10.40	0.00	38.00	394.25
Presenting Professional Development	18.55	11.25	23.28	0.00	89.00	519.50
Instruction and Supervision	24.44	19.50	21.64	0.00	71.50	684.25
Resources	12.41	10.25	10.69	0.00	50.50	347.50
Supporting Literacy Learning at School and at Home	8.98	4.00	11.13	0.00	38.25	251.50
Work Management	9.44	9.50	7.46	0.00	31.75	264.25
Technology	0.95	0.00	2.11	0.00	10.00	26.50

Table 3.5:   Percent of Time Logged by Ohio Literacy Specialists on Types of Activities

Type of Activity	Mean	Median	Std. Deviation	Minimum	Maximum
One-on-One Coaching	19.36	16.67	12.69	1.59	49.26
All Professional Development	30.39	25.21	20.18	0.00	66.90
Attend Professional Development	12.76	10.29	8.79	0.00	31.49
Presenting-Prof-Development	15.07	10.57	17.01	0.00	58.46
Instruction and Supervision	22.11	19.87	18.78	0.00	61.50
Resources	12.00	8.64	9.34	0.00	29.58
Supporting Literacy Learning at School and at Home	7.16	3.12	8.51	0.00	27.77
Work-Management	8.05	7.05	6.17	0.00	26.51
Technology	0.93	0.00	2.57	0.00	13.25

Note: The category of "All prof. Dev." overlaps with the categories "Attend Prof. Development and Present Prof. Development. The grand total is equal to the total of all categories after subtracting "Attend Prof. Development" and "Present Prof. Development." If all categories EXCEPT "Attending   Professional Development" and "Presenting Professional Development" are added together, the total is 100%.
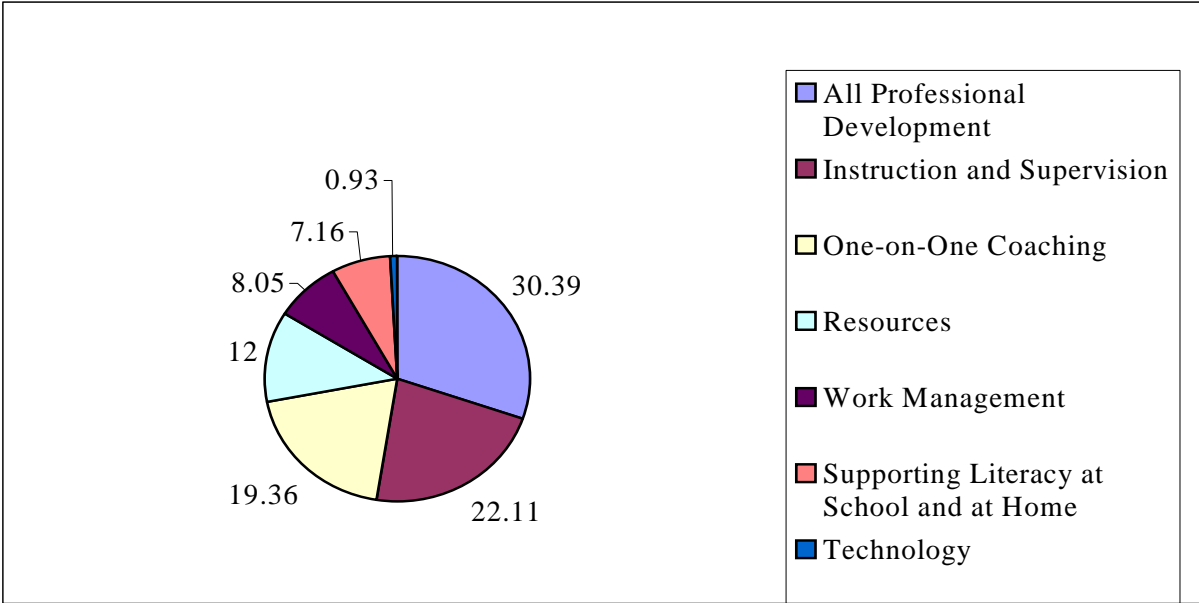
Figure 3-1.1 Percentages of Time Spent by Literacy Specialists in Descending Order

It appeared that the greatest amount of hours logged (956) or on average of 34.15 hours per month were logged by literacy specialists in the area of professional development consuming well over 30% of their total time. That time was broken into two separate categories, one that was attending professional development activities, which was approximately 394 total hours or 13% of the time all literacy specialists spent, the average number approximately 14 hours per month. The other was in planning and presenting professional development for other teachers, which was approximately 519 hours or 17% of the time literacy specialists spent and on average 19 hours per month. The next largest total number of hours logged by all literacy specialists (684) was in the area of instruction and supervision constituting 21.73 % of their time or on average 24 hours per month. Not that far behind was one-on-one coaching which consumed 618 hours or 19.63% of the total time all literacy specialists spent and on average per month, 22 hours.

Table 3.6 shows the total number of hours spent by all Ohio literacy specialists in one month's time on literacy coaching activities transferred to Bean's Coaching Levels of Intensity rubric. The total number of hours spent by literacy coaches recorded on Ohio logs was 3148 hours. When transferred to Bean's coaching rubric, 2492 hours were transferred. Therefore, an average of 79% of the total hours recorded by literacy specialists using Ohio's log reporting system were transferred on to Bean's scale.

Table 3.6: Average Number of Hours Logged by Ohio Literacy Specialists

Category	Mean	Median	Std. Dev.	Min.	Max.	Sum
lvl1cat1 Informal Conversations	0.95	0.00	2.12	0.00	8.25	26.50
lvl1cat2 Develop, Provide Materials w/Colleagues	1.64	0.00	3.21	0.00	13.50	46.00
lvl1cat3 Develop Curriculum w/Colleagues	0.00	0.00	0.00	0.00	0.00	0.00
lvl1cat4 Attending Prof. Dev. Activities w/Colleagues	7.41	0.00	10.45	0.00	32.00	207.50
lvl1cat5 Lead or Participate in Study Groups	0.67	0.00	2.21	0.00	11.00	18.75
lvl1cat6 Assist w/Assessment	7.51	4.50	11.11	0.00	50.25	210.25
lvl1cat7 Instruct Students	12.52	1.25	16.77	0.00	61.50	350.50
lvl2cat1 Co-Plan Lessons	0.13	0.00	0.58	0.00	3.00	3.75
lvl2cat2 Hold Team Meetings	5.94	4.38	5.37	0.00	22.25	166.25
lvl2cat3 Analyze Student Work	0.18	0.00	0.64	0.00	3.25	5.00
lvl2cat4 Interpret Assessment Data	3.04	0.00	8.55	0.00	42.50	85.00
lvl2cat5 Hold Individual Discussions w/Colleagues	3.67	1.38	5.78	0.00	25.50	102.75
lvl2cat6 Prof. Dev. Presentations for Teachers	22.44	14.75	25.74	0.00	101.00	628.25
lvl3cat1 Model & Discuss Lessons	10.06	4.38	12.21	0.00	45.50	281.75
lvl3cat2 Co-Teach Lessons	0.08	0.00	0.31	0.00	1.50	2.25
lvl3cat3 Visit Classrooms, Feedback to Teachers	7.28	6.13	7.98	0.00	39.00	203.75
lvl3cat4 Analyze Videotapes of Teachers Lessons	0.00	0.00	0.00	0.00	0.00	0.00
lvl3cat5 Lesson Study w/Teachers	0.00	0.00	0.00	0.00	0.00	0.00

Once again, it appeared that the greatest amount of time logged by all Ohio literacy specialists when converted to Bean's Coaching Levels of Intensity rubric was in the area of professional development. Making presentations for teachers consumed 628.25 hours of the total time literacy specialists spent in one month or 25% and on average literacy specialists spent and on

average, this was approximately 22 hours per month. This was followed by the category of instructing students, which was 355.75 hours, 14.27% of the total time all literacy specialists spent and on average is approximately 13 hours per month. The third largest category, like that which was found when literacy specialists recorded hours on the Ohio logs, was modeling and discussing lessons which was 281.75 hours and 11.3% of the total time or on average 10 hours per month. The hours shown on the Ohio log reporting system under making presentations is slightly higher. This is because assessment training, analysis of student work and working with study groups was logged under this category and in the Bean's level of intensity rubric, they were distributed accordingly.

Table 3.7 shows the percentages and kind of time spent by all literacy specialists by all Ohio literacy specialists according to Bean's Coaching Levels of Intensity rubric.

Table 3.7:   Percentage of Time Logged by Ohio Literacy Specialists on Activities

Activity	Mean	Median	Std. Deviation	Min.	Max.
lvl1cat1 Informal Conversations	1.14	0.00	2.58	0.00	10.38
lvl1cat2 Develop, Provide Materials w/Colleagues	2.52	0.00	5.43	0.00	24.66
lvl1cat3 Develop Curriculum w/Colleagues	0.00	0.00	0.00	0.00	0.00
lvl1cat4 Attending Prof. Dev. Activities w/Colleagues	9.21	0.00	12.43	0.00	35.29
lvl1cat5 Lead or Participate in Study Groups	1.39	0.00	5.19	0.00	26.67
lvl1cat6 Assist w/Assessment	9.21	5.63	12.85	0.00	56.15
lvl1cat7 Instruct Students	15.46	1.54	20.58	0.00	74.55
lvl2cat1 Co-Plan Lessons	0.17	0.00	0.74	0.00	3.88
lvl2cat2 Hold Team Meetings	8.34	6.50	7.94	0.00	25.98
lvl2cat3 Analyze Student Work	0.21	0.00	0.73	0.00	3.61
lvl2cat4 Interpret Assessment Data	3.17	0.00	8.34	0.00	40.48
lvl2cat5 Hold Individual Discussions w/Colleagues	4.38	1.78	5.91	0.00	18.92

Activity	Mean	Median	Std. Deviation	Min.	Max.
lvl2cat6 Prof. Dev. Presentations for Teachers	24.24	19.85	22.91	0.00	80.32
lvl3cat1 Model & Discuss Lessons	11.92	5.04	13.12	0.00	42.15
lvl3cat2 Co-Teach Lessons	0.12	0.00	0.44	0.00	1.94
lvl3cat3 Visit Classrooms, Feedback to Teachers	8.53	7.65	8.40	0.00	40.21
lvl3cat4 Analyze Videotapes of Teachers Lessons	0.00	0.00	0.00	0.00	0.00
lvl3cat5 Lesson Study w/Teachers	0.00	0.00	0.00	0.00	0

Table 3.8 shows the average percentage of time that all literacy specialists spend on activities at each of the coaching levels of intensity on Bean's rubric. For example, on average Ohio literacy specialists spend 38.93% of their time on Level 1 activities; 40.50% on Level 2 activities and 20.57% of their activities at Level 3.

Table 3.8: Average Percentages of Time for All Literacy Specialists

Level	Mean	Median	Std. Deviation	Min.	Max.
level 1	38.93	38.81	26.11	1.19	89.70
level 2	40.50	36.96	24.13	0.00	83.90
level 3	20.57	16.53	13.98	1.52	51.69
level_1_2	79.43	83.47	13.98	48.31	98.48
level_2_3	61.07	61.19	26.11	10.30	98.81

When analyzing the logs of literacy specialists according to Bean's Coaching Levels of Intensity rubric, it was found that 16 of the 28 specialists whose logs were analyzed, spent more time on activities at Levels 1 and 2 and 12 literacy specialists spent the majority of their time on activities at Levels 2 and 3. The following two sets of tables and diagrams show percentages of time coaches spent on various activities who were divided into those two groups. It is interesting to note the discrepancies between what literacy specialists at Levels 1 and 2 did and those activities that literacy specialists did at Levels 2 and 3. Both groups of literacy specialists spent

the most time on professional development. However, literacy specialists at Levels 2 and 3 spent

the largest majority of their time on making professional development presentations rather than

on attending presentations while the literacy specialists at Levels 1 and 2 spent almost equal

amounts of time on both. The largest difference between the two groups was in the area of

instruction. Levels 1 and 2 literacy specialists spent 4 times more on instruction than their

counterparts in Levels 2 and 3 who, in contrast, devoted more of their time to modeling and

discussing lessons. This data also showed that literacy specialists at Levels 1 and 2 spent more of

their time working at Level 1 than they did at Level 2 and those literacy specialists at Levels 2

and 3 spent more of their time in Level 2 than they did at Level 3. Tables 3.9 and 3.10 show the

percentage of time literacy specialists grouped accordingly spent their time on each of the

activities.

Table 3.9: Percentage of Time Ohio Literacy Specialists Logged at Levels 1 and 2

Category	Mean	Median	Std. Deviation	Min.	Max.
lvl1cat1 Informal Conversations	1.99	0.00	3.19	0.00	10.38
lvl1cat2 Develop, Provide Materials w/Colleagues	3.76	0.00	6.95	0.00	24.66
lvl1cat3 Develop Curriculum w/Colleagues	0.00	0.00	0.00	0.00	0.00
lvl1cat4 Attending Prof. Dev. Activities w/Colleagues	15.03	15.07	13.67	0.00	35.29
lvl1cat5 Lead or Participate in Study Groups	2.31	0.00	6.80	0.00	26.67
lvl1cat6 Assist w/Assessment	11.08	1.03	16.70	0.00	56.15
lvl1cat7 Instruct Students	22.78	20.03	23.34	0.00	74.55
lvl2cat1 Co-Plan Lessons	0.00	0.00	0.00	0.00	0.00
lvl2cat2 Hold Team Meetings	9.30	6.50	8.55	0.00	25.00
lvl2cat3 Analyze Student Work	0.00	0.00	0.00	0.00	0.00
lvl2cat4 Interpret Assessment Data	3.77	0.00	10.21	0.00	40.48
lvl2cat5 Hold Individual Discussions w/Colleagues	2.35	0.00	3.56	0.00	10.38

Category	Mean	Median	Std. Deviation	Min.	Max.
lvl2cat6 Prof. Dev. Presentations for Teachers	13.61	10.81	12.97	0.00	33.72
lvl3cat1 Model & Discuss Lessons	4.41	3.05	5.19	0.00	18.16
lvl3cat2 Co-Teach Lessons	0.09	0.00	0.34	0.00	1.37
lvl3cat3 Visit Classrooms, Feedback to Teachers	9.54	7.65	9.98	0.00	40.21
lvl3cat4 Analyze Videotapes of Teachers Lessons	0.00	0.00	0.00	0.00	0.00
lvl3cat5 Lesson Study w/Teachers	0.00	0.00	0.00	0.00	0.00
Level 1	56.95	55.27	17.75	28.57	89.70
Level 2	29.02	25.61	19.43	0.00	63.33
Level 3	14.03	11.63	11.81	1.52	46.39

Table 3.10: Percentage of Time Ohio Literacy Specialists Logged at Levels 2 and 3

Percentages for Level 2-3 LSs Category					
	Mean	Median	Std. Deviation	Min.	Max.
lvl1cat1 Informal Conversations	0.00	0.00	0.00	0.00	0.00
lvl1cat2 Develop, Provide Materials w/Colleagues	0.85	0.27	1.07	0.00	3.17
lvl1cat3 Develop Curriculum w/Colleagues	0.00	0.00	0.00	0.00	0.00
lvl1cat4 Attending Prof. Dev. Activities w/Colleagues	1.45	0.00	3.09	0.00	9.44
lvl1cat5 Lead or Participate in Study Groups	0.16	0.00	0.56	0.00	1.94
lvl1cat6 Assist w/Assessment	6.73	6.29	3.59	0.00	13.54
lvl1cat7 Instruct Students	5.71	0.00	10.73	0.00	33.96
lvl2cat1 Co-Plan Lessons	0.39	0.00	1.12	0.00	3.88
lvl2cat2 Hold Team Meetings	7.05	5.74	7.19	0.47	25.98
lvl2cat3 Analyze Student Work	0.48	0.00	1.07	0.00	3.61
lvl2cat4 Interpret Assessment Data	2.38	0.00	5.23	0.00	17.61
lvl2cat5 Hold Individual Discussions w/Colleagues	7.08	4.23	7.38	0.00	18.92
lvl2cat6 Prof. Dev. Presentations for Teachers	38.42	34.88	25.99	0.00	80.32
lvl3cat1 Model & Discuss Lessons	21.94	26.30	13.93	0.00	42.15
lvl3cat2 Co-Teach Lessons	0.16	0.00	0.56	0.00	1.94
lvl3cat3 Visit Classrooms, Feedback to Teachers	7.19	7.59	5.82	0.00	15.24

Percentages for Level 2-3 LSs Category					
	Mean	**Median**	**Std. Deviation**	**Min.**	**Max.**
lvl3cat4 Analyze Videotapes of Teachers Lessons	0.00	0.00	0.00	0.00	0.00
lvl3cat5 Lesson Study w/Teachers	0.00	0.00	0.00	0.00	0.00
Level 1	14.90	10.10	11.86	1.19	40.37
Level 2	55.80	58.11	21.62	17.38	83.90
Level 3	29.30	30.95	12.00	12.24	51.69

Figure 3.2   shows more clearly a comparison in the percentages of time spent by literacy specialists at Levels 1and 2 and those literacy specialists at Levels 2 and 3 on the activities according to Bean's Coaching Levels Intensity rubric.
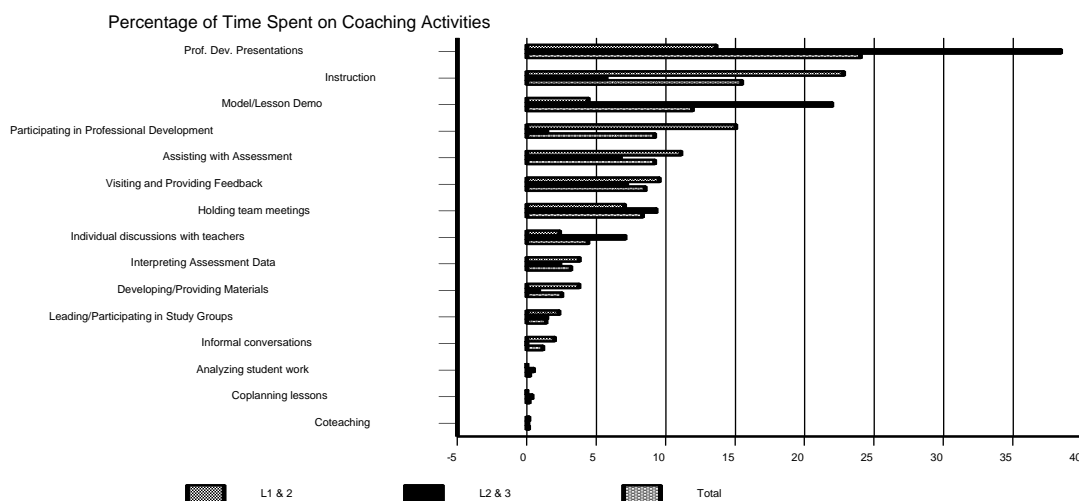
Figure 3-2 Percentage of Time Spent On Coaching Activities

Examining the relationship between the experience, education and the amount of released time that literacy specialists had and what they spent their time doing provided yet another interesting perspective into their role. The researcher had predicted that as the education and

experience of the literacy specialists increased, so too would their performance on activities move almost in terms of developmental levels of sophistication from lower to higher levels. Surprisingly, that was somewhat true for experience. Literacy specialists at Levels 2 and 3 did have a higher percentage of experience beyond three years. However, there were no patterns that supported the hypothesis regarding education. Variance across levels of education prevailed. Tables 3.11 and 3.12 serve as evidence.

Table 3.11: Literacy Specialists According to Experience in Each of the Two Levels

Years in Current Position	Level 1 and 2		Level 2 and 3	
	#	%	#	%
1	0	0	0	0
2	5	31	1	8
3	9	56	5	42
4	0	0	3	25
5	2	13	2	17
6	0	0	1	8
Total	16	100	12	100

Table 3.12: Literacy Specialists According to Education in Each of the Two Levels

Level	Level 1 and 2			Level 2 and 3		
	Avg. % of Time	#	% of LS	Avg. % of Time	#	% of LS
Bachelor's	70.41	(4)	25%	72.97	(3)	25%
Bachelor's and a Reading Endorsement	96.42	(1)	6%	20.9	(0)	0%
Master's	75.51	(8)	50%	55.93	(3)	25%
Master's and a Reading Endorsement	73.43	(3)	19%	75.34	(4)	33%
Educational Specialist's	87.76	(0)	0%	89.8	(2)	17%

The data did show, however, that the majority of literacy specialists, who had increased amounts of released time, did spend a greater proportion of their time doing activities at Levels 2 and 3. In fact there was a significant difference between the proportion of Level 1 and 2 literacy specialists and Level 2 and 3 literacy specialists who were fully released--31.25% of Level 1 and 2s compared to 75% of Level 2 and 3s. This suggested that it was possible that being released from teaching responsibilities contributed to literacy specialist's ability to function at higher levels. Surprisingly, however, of the two literacy specialists with no released time, each spent the majority of their time, one each at Levels 1 and 2 and the other at Levels 2 and 3. Table 3.13 shows this variance.

Table 3.13: Literacy Specialists According to the Amount of Released Time

Specialists	Full Release	Partial or No Release	Total
Level 1-2	5 (31.25%)	11 (68.75%)	16
Level 2-3	9 (75%)	3 (25%)	12
Total	14	14	28

Particular activities predominated what all literacy specialists and those literacy specialists at Levels 1 and 2, and 2 and 3 do. The three highest categories of activities on Bean's Coaching Levels of Intensity rubric were professional development presentations, instructing students and modeling and/or providing lesson demonstrations. This accounted for 51.38% of the total time all literacy specialists spent and 40.80 % of the time for literacy specialists at Levels 1 and 2. It was 66.07 % of all the time literacy specialists spent at Levels 2 and 3. This corresponded closely to the Ohio logs, which showed the top three categories for all literacy specialists were: all professional development which was 30.37% of the total time spent; one-on-one coaching, 21.73% and instruction which was 19.63%.

Though there is variance across the categories, the overall picture was a profession heavily focused on developing the knowledge and skills of themselves and their peers. There was strong evidence of both providing professional development opportunities for staff and attending professional development for themselves. As one literacy specialist stated,

> Core takes up a lot of my time. The preparation and the two-hour sessions twice a month. The group gets 4 hours a month, but I'm spending far more time than that. I like Core because it's ongoing. For example we did the reading comprehension module and one of the teaching protocols was the DRTA. I knew there were people on my staff who didn't know that. So I went to one of my books and pulled out an article on that. I knew someone was going to ask me a question. And someone did and then we went off on a tangent. I did a lot of modifications and extensions on the Core lessons and I especially did on that one (Literacy Specialist Interview, February 16, 2005).

The field faculty, mentor coach and literacy specialists' meetings scheduled for twice a month were strategically designed to give literacy specialists time to plan for their professional development sessions and to support them in their coaching work. But many literacy specialists reported that they still had to spend additional time beyond those meetings to prepare for the sessions they were going to present.

One specialist spoke apologetically for logging so many hours on attending conferences and meetings. She stated "Last week, the 16th, 17th, &18th and now today, I have been out of the buildings because of meetings. I was feeling a little guilty"(Literacy Specialist Interview, January 28, 2005).

Many literacy specialists recognized the need for their own development and knew they needed support, but at the same time expressed feelings of frustration and regretted having to spend so much time on their own professional development when so much time was needed for performing many other important activities required.

3.1.1. Professional Development

The largest category of what literacy specialists recorded as what they spent their time doing was in making professional development presentations to teachers. Twenty of the literacy specialists in the interviews confirmed that they devoted extensive amounts of time preparing for and making presentations to teachers. They also referred most often to the Core Curriculum as the content material used in their presentations. Many others spoke about how they were currently teaching Core or had taught it in the past and were now following up with a review of the modules and coaching based on the sessions. Some reported on how they supplemented the lessons with their own materials based on the needs of the teachers at their sites. However, other areas were mentioned as well, including presentations for Accelerated Reader, differentiated instruction, guided reading, Adolescent Core, reciprocal teaching, writing and word study. In all, the literacy specialists in the interviews spoke about the Core in terms of feeling a great responsibility and commitment toward teaching it as it was intended.

The amount of time they were released to perform in their role as professional development providers did not seem to matter. Literacy specialists with different amounts of released time shared their insight on what they do as professional development providers and talked about it in this way. A fully released specialist commented:

> I spend most of my time either providing professional development or receiving professional development. I do provide professional development at the meetings, the grade level meetings. I actually work with kindergarten through 8th grade teachers. And I have prepared this year, three different presentations. For example, let me give you the three. First One is Accelerated Reader or Star Readers. The second one was on comprehension. That was divided into two separate presentations, one was K-3 and the other was on middle school up to junior high. And the third presentation was inclusion and differentiated instruction (Literacy Specialist Interview, January 24, 2005).

The partially released specialists mentioned that since they were in the classrooms part of the day, they were linking professional development sessions and in-class modeling and close-ups. These literacy specialists described it in this way:

> My time is actually split between preparations for professional development and lesson demonstrations with teachers based on those lessons (Literacy Specialist Interview, January 19, 2005). Two of the teachers that I do teaching with are also teachers who took Core with me, so while I'm in there, I do a lot of modeling and observations (Literacy Specialist Interview, January 19, 2005).

Two full-time teachers showed their commitment to also providing professional development to their teachers. One of the literacy specialists found ways to provide professional development and coach even if it is to only one person. The other reported that since some teachers had not been through the Core but still had asked for support, she claimed that she tried to provide it as best she could in their settings. "I spend a lot of time in the classrooms but I'm still teaching Core and I coach one person" (Literacy Specialist Interview, February 16, 2005).

3.1.2.   Instruction

Providing instruction to those students who were struggling to learn how to read accounted for at least part of every day for15 of the 34 literacy specialists or 44% of them. According to the interview data, 10 of the 20 literacy specialists who were interviewed taught at least a part of every day and two additional ones taught all day. Teaching students occurred in a variety of ways including pull-out or push-in sessions, one-on-one tutoring, small group and after school tutoring programs. The combination of their role of teaching students who were struggling to learn to read with modeling in the classroom was a common theme. They described their instruction as modeling and coded it as such.   For example:

> I do a lot of teaching. I feel that I'm teaching what I'm modeling. I feel that I'm teaching the students but I am also serving as a model as well (Literacy Specialist Interview, January 19, 2005).

Four of the 10 literacy specialists did not report nor was there an impression from the interviews that they saw their instructional time as an opportunity to model for other teachers. When asked about their teaching responsibilities, most of them responded similarly. One specialist reported that they did small group, pull-outs and some in-class instruction. She did not mention using the time for modeling. All she said was: "The district wants us to teach" (Literacy Specialist Interview, January 19, 2005).

Another literacy specialist described her situation and lamented about how she used her instructional time to model but described why she just couldn't seem to do it now.

> I actually did a lot of modeling in the classrooms. You are going to see from my February log that my supervisor has now asked me to start tutoring. So I have nine first graders one-on-one and that's taking a good chunk of my time. If I start with them at 9:30 in the morning, I don't finish until 11:15 and by then my time is pretty much up because I start teaching my kindergarten class in the afternoon (Literacy Specialist Interview, January 21, 2005).

3.1.3.   Modeling and Discussing Lessons

The last largest category for literacy specialists was modeling and discussing lessons. Half of the literacy specialists who were interviewed attributed this to the extensive amount of time they were required to spend teaching in classrooms with other teachers. And in this capacity, it was convenient to devote a significant amount of time to modeling. It was not clear how often the modeling involved pre, during and post observation activities nor if there was time spent on reflecting and analyzing what they wanted to share with the teachers. In some cases, it was done in a sort of haphazard fashion. These two literacy specialist's comments serve as an illustration:

> A lot of my teaching is modeling. I'm teaching full time, but have set up for mostly inclusion. So I'm going into their classrooms. What I'm finding is I'm teaching a half hour mini lesson every day and the teacher may be in the room. They may be working on paperwork, or they may be interacting with me.
> I'm only going to do it twice a week. So only two afternoons I support 4th grade

teachers. I assist them. We plan together. It's not like taking a group. I'm in the classroom. Sometimes I'm modeling. Sometimes she's modeling. Sometimes, we're teaming. Sometimes we're each taking a group (Literacy Specialist Interview, January 19, 2005).

In contrast, other literacy specialists talked about modeling differently. Their comments reflected a more advanced view of modeling and follow-up.

My entire day is either spent modeling, going in to observe to see what the teacher needs as far as instruction. I've had to be very creative in how I get the modeling and coaching done. And, I do have to say, it's worked out really well (Literacy Specialist Interview, January 19, 2005).

I model for three teachers for the third grade. It's for those teachers who came to the professional development. I modeled reciprocal teaching (Literacy Specialist Interview, January 24, 2005).

I did a lesson and then I modeled what it looks like in a lesson in their classrooms. The follow-ups are an important part of the follow-up we do (Literacy Specialist Interview, January 24, 2005).

Across all three groups, 18 of the 20 literacy specialists claimed they didn't have enough time to do close-ups. The most frequent reason given was that they had so many other district responsibilities. When asked what they would like to do or thought they should be doing in their roles, 15 of the 20 stated that they thought they should be doing more close-ups. Another three, though they were vague in their responses, stated that they thought they should be getting into classrooms more to support teachers beyond those teachers who were involved with Core.

The literacy specialists were asked to explain what they felt they did not have sufficient time to do; why they thought they didn't have enough time and what they thought they would like to spend more time doing.

Table 3.14 is an analysis of the three interview questions asked and the responses of literacy specialists by groups. The first column displays the number of literacy specialists and what they

claimed they did not have sufficient time to do. The second column shows the number of literacy specialists and the reasons they gave as to why they felt they didn't have time to do what they should be doing. What they stated they would like to be doing or thought they should be doing. is indicated in column three. And, the fourth column is a tally of all of the prior three column.

Table 3.14:   What Literacy Specialists Do Not Have Enough Time To Do

No Time	Reason	Like or Want to Do	Tally
Close-Ups			
Close-Ups (18) L 2/3 (10) L 1/2 (8)	Late getting started on Elco (4) L 2/3 (3) L1/2 (1)	Getting into Classrooms 1 Close-Ups 3	<u>No Time</u> Close-Ups - 18 Modeling - 6 Elco - 3 Prof. Dev. - 1
	Other district responsibilities (8) L 2/3 (4) L 1/2 (4)	Getting into class 1 Close-Ups 5 Sarisfied 2 Model 2 Elco 1	<u>Reason Given</u> Dist. Respon. - 12 Teaching - 7 Resistance - 6 Late in getting started w/Elco - 5 Elco concerns - 4 Assessment - 2 Lack of Training - 2 Schedule - 2
	Assessments (2) L 2/3 (1) L 1/2 (1)	Close-Ups 1 Getting into class 1	<u>Like or Should be Doing</u> Close-Ups - 12 Modeling - 7 Getting into Classrooms More - 3 Prof. Dev. - 3 Elco - 2 Satisfied- 2
	Modeling (2) L 2/3 (2)	Close-Ups 1 Happy 1 Pd 2	
	ELLO concerns (3) L 2/3 (3)	Elco 1 Satisfied 1 Close-Ups 2	
	SWAT (4) L 1/2 (4)	Pd 1 Close-Ups 3 Modeling 2	

No Time	Reason	Like or Want to Do	Tally
	Resistance (5) L 2/3 (2) L 1/2 (3)	Close-Ups 4 Modeling 1	
	Training (1) L 1/2 (1)	Elco 1 Close-ups 1	
	Schedule 91) L 1/2 (1)	Modeling 1 Close-Ups 1	
ELLCO			
Ellco (3) L 2/3 (1) L 12/ (2)	District Resp. (2) L 2/3 (2)	Satisfied 1	
	Teaching (1) L 1/2 (1)	Model 1 Close-Ups 1	
	Resistance (1) L 1/2 (1)	Close-Ups 1 Elco 1	
	Concerns - Elco (1) L 2/3 (1)	Happy 1	
Modeling			
Modeling (6) L 1/2 (4) L 2/3 (2)	Late getting Elco started (1) L 1/2 91)	Modeling - 1 Close-Ups - 1	
	Assessments (1) L 1/2 (1)	Getting into Classroms More - 1	
	Teaching (2) L 1/2 (2)	Modeling - 1 Close-Ups - 1	
	Lack of Training (1) 1/2 (1)	Elco - 1 Close-Ups 1	
	Schedule (1) L 1/2 (1)	Elco - 1 Close-Ups - 1	
	District Resp. (2) L 2/3 (1) L 2/3 (1)		
Professional Development			
Professional Development (1) L 1/2		Professional Development - 1	

Regardless of what they stated they didn't have time to do and the reasons given as to why they couldn't do it, the overwhelming responses showed that literacy specialists wanted to or felt they should be doing more close-ups, modeling and the ELLCO. The most frequent reasons

given for not being able to do those activities were in this order of priority: district

responsibilities, teaching and resistance. They would like to do close-ups but don't have enough

time to do them because of district responsibilities. The following was one example of what

literacy specialists reported most often.

> My principal has me doing a lot of other type things. I do a lot of the Title I
> paperwork, inventory, ordering...   That week was also getting reading for the
> Reading Jamboree. I'm spending a lot of time working on that getting the display
> ready for them (Literacy Specialist Interview, January 19, 2005).

The interviewer asked, "I see that you are unable to spend a lot of time on close--ups. Is this

pretty typical? Do you find that you have time to do the ELLCO or lesson demonstrations?

> Not as much as I would like. A lot of other things get put on us. I would like to
> do more of working with teachers and sitting down and conferencing with them
> about their lessons (Literacy Specialist Interview, January 19, 2005).

The next highest reason given by literacy specialists for not doing close-ups was resistance. This

was sometimes associated with the ELLCO and other times they just spoke in general about the

reluctance of the teachers. What follows is an example of each.

> We also have some resistance. We thought that everything was going along fine,
> and then last week when I was conducting the Core session, the teachers shared
> that they were very unhappy with the ELLCO. Very!!! (Literacy Specialist
> Interview, January 28, 2005).

> With one teacher, we meet daily. We talk and we have daily interaction about
> what went well. Weekly, we sit down and have meetings to talk about what we
> did this week and what we are going to do next week. Feedback with her is on a
> daily basis. On the other hand, I have another teacher that all I spend time doing
> for her is collecting materials or doing assessments. She's not in a good place this
> year. We have not been able to do what we've done in the past. In her room, I'm
> just providing a lot of support. We need to do a close-up but she just keeps
> avoiding it when I bring it up (Literacy Specialist Interview, February 16, 2005).

Question 2: **What do literacy specialists consider the most important ecological conditions that support them in their work as compared to those ecological conditions that currently exist?**

When analyzing the results of how important the total group of literacy specialists viewed the 32 conditions listed, it was found that literacy specialists seemed to see all of the conditions as important (see Appendix L for survey). There was little if any variance between individual conditions with only three of them below the rating of four. Scores of 4.5-5 were "very important", scores of 3.5-4.4 were "important," scores of 2.5-3.4 were of "some importance," scores of 1.5-2.4 were of "little importance," and scores of 1.0-1.4 were "no importance." In the analysis of how important each of the conditions was in terms of what all literacy specialists reported as important in supporting them in their role, they viewed eighteen conditions as "very important." There were 13 conditions rated as important and only 1 condition reported as "somewhat" important. There were no conditions whose average rating fell into the "little importance" or "no importance" categories.

The five highest in the "very important" range, each with a mean score of 4.85 were the following: effective communication between the literacy specialist and the teachers; the literacy specialist's effective use of knowledge and skill related to content and pedagogy; the Literacy specialist and teachers work together effectively; the literacy specialist is released from teaching a sufficient amount of time to deliver professional development lessons; and the principal administratively supports the literacy specialist project. Table 3.15 represents literacy specialists' perceptions of the importance of conditions. These are portrayed from highest to lowest in importance.

Table 3.15: Literacy Specialists' to What They Considered Important

Importance	N	Mean	Std. Deviation
15 Effective communication btw LSs & teachers	33	4.88	.331
5 Principal administratively supports the project	33	4.85	.442
4 LSs & teachers work together effectively	33	4.85	.364
8 LS uses content knowledge & skill	33	4.85	.364
14 LS has sufficient release time to deliver lessons	33	4.85	.364
21 Coaching aspect is meaningful, relevant to participants	33	4.82	0.392
25 Districts provide support for professional. dev.	33	4.79	.415
26 Teachers see prof. dev. connect to improved stu. perform.	33	4.79	.415
23 LS has needed support from field faculty	33	4.79	.415
30 LS uses previous teaching experience	33	4.73	.452
27 School's culture values inquiry, openness ,inclusiveness, collab.	33	4.73	.452
12 LS helps teachers apply new strategies, assessments	33	4.70	.529
13 Goals & outcomes of prof. dev. clear to all	33	4.64	.489
16 Teachers are given time to attend prof. dev. sessions	33	4.61	0.659
6 LS coordinates with principal	32	4.56	.716
1 Teachers willing to be observed	33	4.55	.711
19 Prof. dev. sessions are meaningful, relevant to participants	33	4.52	0.712
23 Field training sessions for LSs frequent & timely	33	4.52	.712
20 Field work is meaningful, relevant to participants	32	4.41	.798
3 Technology is efficient and up-to-date	32	4.31	0.998
11 Teacher's participation is voluntary	32	4.25	.762
17 Location of prof. dev. sessions comfortable, convenient	33	4.24	.708
18 LS coordinates with other LSs in region	33	4.21	.893
2 Stipends provided for teachers & LSs	33	4.18	1.044
32 Teachers not overly distracted by students' poor beh.	33	4.15	.667
29 School develops structures to deal w demog. shifts	33	4.09	.805
31 Teachers have small to moderate class sizes	33	4.09	1.100
22 LS project expanding, more schools joining	33	4.06	.827
28 S collaborates w parents, public, political leaders	33	3.91	.914
30 LS's participation is voluntary	33	3.91	1.182
24 Attractive, welcoming location for teachers & LSs to work	33	3.76	1.032
7 LS's classroom close to teacher's classroom	33	3.39	1.248

There were many more variances when the data was analyzed to look at the discrepancies literacy specialists reported between important and current ecological conditions. The largest and only condition with a 2- point discrepancy was the condition related to stipends or rewards for teachers and/or the teachers participating in the project. The next highest discrepancy

between what literacy specialists considered important and current levels were the following: there is time in the schedule for teachers to participate in professional development sessions and follow-up; that the school's professional culture values inquiry, openness, inclusiveness and collaboration; that teachers are willing to take risks in being observed by their peers; and teachers see connections between professional development and improved student performance. Table 3.16 shows the number of literacy specialists and how they rated the importance of the ecological conditions. It also shows from highest to lowest the discrepancies between what they considered important and their impressions of the current conditions that exist.

Table 3.16:   Descriptive Statistics on Ratings of Ecological Conditions

Rating	Ecological Condition	Importance of Condition					Mean	Current Condition					Mean	Discrepancy
		VI	I	SI	LI	N		ET	MT	ST	MNT	NAT		
2	Rewards/Stipends	17	8	6	1	1	4.18	4	3	5	4	17	2.18	2
16	Time for Teachers	22	10		1		4.61	3	2	18	6	4	2.82	1.79
27	Professional Culture	24	9				4.73	4	8	13	6	2	3.18	1.55
1	Teacher's Willingness	22	7	4			4.55	1	11	13	8		3.15	1.39
26	Connect PC w/Student Perf.	26	7				4.79	4	11	13	5		3.42	1.36
32	Poor Behavior	10	18	5			4.15	1	8	13	6	5	2.82	1.33
29	Demographic Shifts	11	15	6	1		4.09	2	6	11	9	4	2.78	1.31
28	Collaboration w/Public	11	9	12	1		3.91	2	6	9	11	5	2.67	1.24
31	Class Sizes	14	13	3	1	2	4.09	7	5	9	5	7	3	1.09
4	LS and T Work Together	28	5				4.85	3	20	10			3.79	1.09
3	Technology	18	9	3	1	1	4.31	5	12	9	3	4	3.33	1.03
5	Principal	29	3	1			4.85	9	13	9	2		3.88	0.97
6	LS and P to Increase LS Cap.	21	9	1	1		4.56	6	11	12	2	2	3.52	0.97
15	Communication LS and T	29	4				4.88	9	14	9	1		3.94	0.94
20	Field Work	18	10	3	1		4.41	4	12	13	4		3.48	0.94

Rating	Ecological Condition	Importance of Condition					Mean	Current Condition					Mean	Discrepancy
		VI	I	SI	LI	N		ET	MT	ST	MNT	NAT		
25	District Support	26	7				4.79	12	10	8	1	2	3.88	0.91
13	Goals of PD Clear	21	12				4.64	7	14	11		1	3.79	0.85
14	LS Time	28	5				4.85	17	7	5	2	2	4.06	0.79
24	Welcoming Location	10	9	10	4		3.76	4	8	9	8	4	3.04	0.76
21	Coaching Aspect Meaningful	27	6				4.82	10	16	6	1		4.06	0.76
19	PD Sessions	20	11	1	1		4.52	4	20	7	2		3.79	0.73
10	Support & Training Materials	26	7				4.79	14	11	7	1		4.15	0.64
8	LS Knowledge and Skill	28	5				4.85	10	20	1	1		4.27	0.58
7	Classroom Proximity	8	7	11	4	3	3.39	7	7	4	4	11	2.85	55
18	LS Coordinates w/Other LS	16	9	7	1		4.21	11	6	12	2	2	3.67	0.55
22	LS Project Expanding	11	14	7	1		4.06	4	14	10	2	2	3.5	0.53
12	LS Skill Helping T Apply Skills to Classroom	24	8	1			4.7	13	12	7			4.19	0.53
23	FF Help	20	11	1	1		4.52	13	10	6	3		4.03	0.5
17	Location of PD Comfortable	13	15	5			4.24	10	12	7	4		3.85	0.39
9	LS Previous Experience	24	9				4.73	21	10	2			4.58	0.15
30	LS Participation is Voluntary	12	12	6		3	3.91	15	5	4	5	4	3.67	0.24
11	Teacher Participation is Voluntary	14	12	6			4.25	24	3	2	1	3	4.33	0.06

Key: VI - very important; I - Important; SI - Somewhat Important; LI - Little Importance; NI - Not Important; ET - Entirely True; MT - Most True; ST - Somewhat True; MNT - Mostly Not True; NAT- Not At All True.

When analyzing the results of how important Literacy specialists in the Levels 1 and 2 and Levels 2 and 3 groups viewed the 32 conditions listed, the same scoring was applied. Analysis of how important each of the conditions was in terms of what literacy specialists in both groups

reported as important in supporting them in their role, they viewed all of the same conditions as important.

Both groups of literacy specialists rated discrepant conditions between important and current conditions similarly. The areas of teacher willingness, stipends/rewards, time for teachers to participate and the professional culture of the school, were the highest discrepancy areas for both groups.

Three additional areas that literacy specialists at Levels 2 and 3 recognized as discrepant between what they felt was important but not present in their current environment were conditions related to technology; teachers are not overly distracted by students' poor behavior; and their role in collaborating with parents, public and political leaders.

This comparison between the two groups of literacy specialists follows. Table 3.17 through Table 3.19 gives a picture of the differences between the two groups in what they considered important; how they viewed their current situation; and the discrepancies between important and current conditions. In importance, significant discrepancies between the two groups occurred in the condition: professional development sessions are meaningful to participants. It is bolded in the following charts. Level 2 and 3 coaches rated this much higher in importance than did their counterparts in Levels 1 and 2. In current conditions, there were significant differences between the 2 groups in the areas of professional development sessions, fieldwork, and coaching aspects are meaningful and relevant to participants. Literacy specialists at Level 2 and 3 scored their current conditions much higher. In discrepant conditions between important and current, there were significant differences between literacy specialists at Levels 1 and 2 and Levels 2 and 3 in: helping teachers apply new strategies; field work is meaningful and relevant to participants; and the district provides support.

Table 3.17:   Comparison of What Each of the Two Groups Considered Important

Condition	Level 1-2 (n=15)			Level 2-3 (n=12)		t	p
	Mean	Std. Dev.		Mean	Std. Dev.		
pt1q1 (I) teachers willing to take risks in being observed	4.53	0.74		4.42	0.79	0.39	0.697
pt1q2 (I) stipends provided for teachers & LSs	4.20	1.15		4.25	0.97	-0.12	0.905
pt1q3 (I) technology is efficient and up-to-date	4.27	0.88		4.17	1.27	0.24	0.811
pt1q4 (I) LSs & teachers work together effectively	4.80	0.41		4.83	0.39	-0.21	0.833
pt1q5 (I) principal adminis-tratively supports the project	4.93	0.26		4.67	0.65	1.45	0.158
pt1q6 (I) LS coordinates with principal	4.67	0.62		4.45	0.93	0.70	0.492
pt1q7 (I) LS's classroom close to teacher's classroom	3.00	1.41		3.67	1.07	-1.35	0.189
pt1q8 (I) LS uses content knowledge & skill	4.80	0.41		4.92	0.29	-0.83	0.416
pt1q9 (I) LS uses previous teaching experience	4.73	0.46		4.75	0.45	-0.09	0.925
pt1q10 (I) LS has needed support from field faculty	4.67	0.49		4.92	0.29	-1.57	0.130
pt1q11 (I) teacher's participation is voluntary	4.27	0.70		4.17	0.94	0.32	0.754
pt1q12 (I) LS helps teachers apply new strategies, assessments	4.80	0.56		4.67	0.49	0.65	0.523
pt1q13 (I) goals & outcomes of prof. dev. clear to all	4.60	0.51		4.67	0.49	-0.34	0.734
pt1q14 (I) LS has sufficient release time to deliver lessons	4.80	0.41		4.92	0.29	-0.83	0.416
pt1q15 (I) effective communication btw LSs & teachers	4.80	0.41		4.92	0.29	-0.83	0.416
pt1q16 (I) teachers are given time to attend prof. dev. sessions	4.53	0.83		4.67	0.49	-0.49	0.629
pt1q17 (I) location of prof. dev. sessions comfortable, convenient	4.20	0.68		4.25	0.62	-0.20	0.845
pt1q18 (I) LS coordinates with other LSs in region	4.13	0.92		4.17	1.03	-0.09	0.930
pt1q19 (I) prof. dev. sessions are meaningful, relevant to participants	4.20	0.86		4.75	0.45	-2.00+	0.057
pt1q20 (I) field work is meaningful, relevant to participants	4.36	0.93		4.25	0.75	0.32	0.752
pt1q21 (I) coaching aspect is	4.73	0.46		4.83	0.39	-0.60	0.553

	Level 1-2 (n=15)			Level 2-3 (n=12)			
Condition	Mean	Std. Dev.		Mean	Std. Dev.	t	p
meaningful, relevant to participants							
pt1q22 (I) LS project expand-ing, more schools joining	3.93	0.88		4.17	0.72	-0.74	0.467
pt1q23 (I) field training sessions for LSs frequent & timely	4.33	0.90		4.67	0.49	-1.15	0.261
pt1q24 (I) attractive, welcoming location for teachers & LSs to work	3.60	0.99		3.75	0.79	-0.37	0.717
pt1q25 (I) districts provide support for prof. dev.	4.73	0.46		4.75	0.97	-0.09	0.925
pt1q26 (I) teachers see prof. dev. connect to improved stu. perform.	4.73	0.46		4.83	1.27	-0.60	0.553
pt1q27 (I) school's culture values inquiry, openness, inclusiveness, collab.	4.67	0.49		4.75	0.39	-0.46	0.653
pt1q28 (I) LS collaborates w parents, public, political leaders	3.80	0.77		3.58	0.65	0.64	0.530
pt1q29 (I) school develops structures to deal w demog. shifts	4.00	0.65		4.00	0.93	0.00	1.000
pt1q30 (I) LS's participation is voluntary	3.80	1.32		4.00	1.07	-0.45	0.654
pt1q31 (I) teachers have small to moderate class sizes	4.07	1.10		4.17	0.29	-0.25	0.804
pt1q32 (I) teachers not overly distracted by students' poor beh.	4.13	0.64		4.08	0.45	0.18	0.857

+ p < .10

Table 3.18: Comparison of Each of the Two Groups Reported on Current Conditions

Condition	Level 1-2 (n=15)		Level 2-3 (n = 12)		t	p
	Mean	Std. Dev.	Mean	Std. Dev.		
pt1q1 (T) teachers willing to take risks in being observed	2.93	0.70	3.25	0.75	-1.13	0.271
pt1q2 (T) stipends provided for teachers & LSs	1.93	1.39	2.75	1.42	-1.50	0.145
pt1q3 (T) technology is efficient and up-to-date	3.40	1.12	3.00	1.21	0.89	0.381
pt1q4 (T) LSs & teachers work together effectively	3.80	0.56	3.92	0.67	-0.49	0.626
pt1q5 (T) principal administratively supports the project	3.93	0.80	3.75	1.06	0.51	0.612
pt1q6 (T) LS coordinates with principal	3.73	0.88	3.25	1.36	1.12	0.274
pt1q7 (T) LS's classroom close to teacher's classroom	2.67	1.45	2.75	1.66	-0.14	0.890
pt1q8 (T) LS uses content knowledge & skill	4.23	0.50	4.25	0.62	-0.08	0.939
pt1q9 (T) LS uses previous teaching experience	4.40	0.74	4.67	0.49	-1.07	0.293
pt1q10 (T) LS has needed support from field faculty	3.87	0.92	4.33	0.78	-1.40	0.172
pt1q11 (T) teacher's participation is voluntary	4.53	1.13	4.33	1.23	0.44	0.664
pt1q12 (T) LS helps teachers apply new strategies, assessments	4.00	0.93	4.42	0.67	-1.31	0.203
pt1q13 (T) goals & outcomes of prof. dev. clear to all	3.60	1.06	4.00	0.74	-1.11	0.277
pt1q14 (T) LS has sufficient released time to deliver lessons	4.00	1.31	4.42	1.16	-0.86	0.397
pt1q15 (T) effective communication btw LSs & teachers	3.93	0.96	3.92	0.79	0.05	0.962
pt1q16 (T) teachers are given time to attend prof. dev. sessions	2.67	1.05	3.00	1.13	-0.79	0.434
pt1q17 (T) location of prof. dev. sessions comfortable, convenient	3.53	0.92	4.08	1.00	-1.49	0.148
pt1q18 (T) LS coordinates with other LSs in region	3.33	1.35	3.83	1.03	-1.06	0.299
pt1q19 (T) prof. dev. sessions are meaningful, relevant to participants	3.60	0.63	4.17	0.58	-2.40*	0.024
pt1q20 (T) field work is meaningful, relevant to participants	3.07	0.70	4.00	0.74	-3.35**	0.003
pt1q21 (T) coaching aspect is meaningful,	3.80	0.68	4.33	0.65	-2.07*	0.049

Condition	Level 1-2 (n=15)			Level 2-3 (n = 12)		t	p
	Mean	Std. Dev.		Mean	Std. Dev.		
relevant to participants							
pt1q22 (T) LS project expanding, more schools joining	3.13	1.13		3.75	0.87	-1.56	0.131
pt1q23 (T) field training sessions for LSs frequent & timely	3.79	1.05		4.08	1.00	-0.74	0.468
pt1q24 (T) attractive, welcoming location for teachers & LSs to work	2.93	1.03		3.08	1.51	-0.31	0.762
pt1q25 (T) districts provide support for professional dev.	3.33	1.29		4.25	0.87	-2.11*	0.045
pt1q26 (T) teachers see prof. dev. connect to improved stu. perform.	3.20	0.94		3.83	0.83	-1.83+	0.080
pt1q27 (T) school's culture values inquiry, openness, inclusiveness, collab.	2.87	1.25		3.50	0.80	-1.53	0.140
pt1q28 (T) LS collaborates w/parents, public, political leaders	2.53	1.25		2.33	0.89	0.47	0.644
pt1q29 (T) school develops structures to deal w/ demog. shifts	2.57	1.16		3.00	1.21	-0.92	0.365
pt1q30 (T) LS's participation is voluntary	3.40	1.72		4.17	1.03	-1.36	0.187
pt1q31 (T) teachers have small to moderate class sizes	3.00	1.41		3.08	1.62	-0.14	0.888
pt1q32 (T) teachers not overly distracted by students' poor beh.	2.67	1.18		2.83	1.03	-0.39	0.702

+ p < .10; * p < .05; ** p < .01

Table 3.19: Comparison of Each of the Two Groups Reported on Discrepant Conditions

Condition	Level 1-2 (n=15)		Level 2-3 (n=12)			
	Mean	Std. Dev.	Mean	Std. Dev.	t	p
pt1q1 (D) teachers willing to take risks in being observed	1.60	1.12	1.17	1.27	0.94	0.355
pt1q2 (D) stipends provided for teachers & LSs	2.27	1.49	1.50	1.62	1.28	0.213
pt1q3 (D) technology is efficient and up-to-date	0.87	1.19	1.17	1.47	-0.59	0.562
pt1q4 (D) LSs & teachers work together effectively	1.00	0.76	0.92	0.90	0.26	0.796
pt1q5 (D) principal administratively supports the project	1.00	0.85	0.92	1.08	0.22	0.824
pt1q6 (D) LS coordinates with principal	0.93	1.03	1.00	1.26	-0.15	0.884
pt1q7 (D) LS's classroom close to teacher's classroom	0.33	1.29	0.92	1.62	-1.04	0.307
pt1q8 (D) LS uses content knowledge & skill	0.57	0.50	0.67	0.78	-0.41	0.688
pt1q9 (D) LS uses previous teaching experience	0.33	0.62	0.08	0.51	1.12	0.272
pt1q10 (D) LS has needed suppoort from field faculty	0.80	1.01	0.58	0.90	0.58	0.568
pt1q11 (D) teacher's participation is voluntary	-0.27	0.96	-0.17	1.47	-0.21	0.833
pt1q12 (D) LS helps teachers apply new strategies, assessments	0.80	0.86	0.25	0.62	1.86+	0.075
pt1q13 (D) goals & outcomes of prof. dev. clear to all	1.00	1.13	0.67	0.78	0.87	0.394
pt1q14 (D) LS has sufficient release time to deliver lessons	0.80	1.26	0.50	0.90	0.69	0.496
pt1q15 (D) effective communication btw LSs & teachers	0.87	1.06	1.00	0.74	-0.37	0.715
pt1q16 (D) teachers are given time to attend prof. dev. sessions	1.87	1.30	1.67	1.23	0.41	0.688
pt1q17 (D) location of prof. dev. sessions comfortable, convenient	0.67	1.29	0.17	1.03	1.09	0.286
pt1q18 (D) LS coordinates with other LSs in region	0.80	0.94	0.33	0.78	1.38	0.180
pt1q19 (D) prof. dev. sessions are meaningful, relevant to participants	0.60	0.91	0.58	0.51	0.06	0.955
pt1q20 (D) field work is meaningful, relevant to participants	1.36	1.22	0.25	1.06	2.46*	0.022
pt1q21 (D) coaching aspect is meaningful, relevant to participants	0.93	0.80	0.50	0.67	1.50	0.146
pt1q22 (D) LS project expanding, more schools joining	0.80	1.26	0.42	0.51	0.98	0.335
pt1q23 (D) field training sessions for LSs frequent & timely	0.57	1.16	0.58	1.00	-0.03	0.978

	Level 1-2 (n=15)		Level 2-3 (n=12)			
Condition	Mean	Std. Dev.	Mean	Std. Dev.	t	p
pt1q24 (D) attractive, welcoming location for teachers & LSs to work	0.67	1.18	0.67	1.37	0.00	1.000
pt1q25 (D) districts provide support for prof. dev.	1.40	1.40	0.50	1.00	1.87+	0.073
pt1q26 (D) teachers see prof. dev. connect to improved stu. perform.	1.53	1.06	1.00	0.85	1.41	0.170
pt1q27 (D) school's culture values inquiry, openness, inclusiveness, collab.	1.80	1.42	1.25	0.87	1.17	0.252
pt1q28 (D) LS collaborates w parents, public, political leaders	1.27	1.49	1.25	0.75	0.04	0.972
pt1q29 (D) school develops structures to deal w demog. shifts	1.43	1.16	1.00	1.04	0.98	0.335
pt1q30 (D) LS's participation is voluntary	0.40	1.40	-0.17	1.59	0.98	0.335
pt1q31 (D) teachers have small to moderate class sizes	1.07	1.44	1.08	1.68	-0.03	0.978
pt1q32 (D) teachers not overly distracted by students' poor beh.	1.47	1.19	1.25	1.36	0.44	0.662

+ p < .10; * p < .05

The researcher attempted to gain a deeper understanding of what literacy specialists were thinking particularly in terms of those current conditions that were highly discrepant with what literacy specialists thought were important to have in their environment. Though discrepant conditions were different for each literacy specialist, there were several of those that were common to many of them. Interview data from literacy specialists on the five conditions with the highest discrepancies between what they considered important and what the current conditions were, revealed a deeper picture into why they responded to the survey in the way they did.

3.1.4.   Stipends/Rewards

Sixteen of the 20 literacy specialists who were interviewed were asked to talk about why they thought there was a large discrepancy between what they felt was important in terms of rewards/stipends and what the current conditions were. Most literacy specialists answered first of all by describing the rewards their district was currently offering. Released time, graduate

credit, money stipends, food, materials, and books were among those mentioned. Over half of them mentioned monetary compensation as a reward and the next largest category was offering graduate credit, which was mentioned by five of them. Even though literacy specialists did not quantify exactly what teachers thought would be a sufficient amount and kind of stipend needed to motivate their teachers to attend professional development activities, most of them indicated that what they had been offering was just a token amount. There was one exception whose teachers were paid $100 for staying after school to attend a professional development session and then also provided with what one literacy specialists called, "a big spread." She followed up with, "if you feed 'em, they'll come." The researcher asked one literacy specialist how she got four of her teachers to attend when the district offered them no stipends. She replied, "two of the teachers are in my same grade level and two of the others I promised to buy them steak dinners when it was over." Two other literacy specialists stated that they did not think the stipend teachers received was the motivating factor, but the fact that their teachers were being acknowledged and/or validated by their district in any way for going above and beyond was important to them. One literacy specialist thought that offering a stipend to teachers with young children, helped to offset the additional child care costs those teachers were incurring when they were asked to stay beyond the regularly scheduled school day to attend professional development. She seemed to think that this helped motivate more of the younger teachers to participate.

3.1.5.   Time for Teachers

The interviewer began by asking literacy specialists why they thought it was important but not present in their current environment that teachers have sufficient time in their schedules to participate in professional development sessions and follow-up. Many literacy specialists

reported that their districts had sought waiver days or released teachers for full days in order to provide professional development opportunities for their teachers. Other specialists mentioned that their districts provide professional development after school and sometimes on Saturdays. Some administrators allowed them to use their school's staff development or grade level meetings to conduct these training sessions. But even so, most specialists to whom this question was posed, stated that their teachers were pulled in so many different directions and because of it their teachers seem overwhelmed. When asked to explain, several literacy specialists voiced a common opinion about this dilemma. Four of them are offered as examples.

> Teachers just don't have the time. They have so much data collection and so many other things they have to get done on a daily basis (Literacy Specialist Interview, January 24, 2005).

> Teachers are just overloaded. They're overwhelmed with all kinds of things, district things (Literacy Specialist Interview, February 16, 2005).

> There isn't time for teachers. I'll give you an example. I work in this one school that used to be a Reading Academy school. They went through 3 years of intense professional development. I still work in the capacity of internal coach because it is in school improvement, but now they are math/science school. They're taking a lot of professional development. A lot of teachers are involved in other programs. There is so much professional development after school that they are kind of overwhelmed by it. That's what I meant by that (Literacy Specialist Interview, January 24, 2005).

> I don't know if they had more time, they would want it. They are getting hit from so many different directions. They have to do mapping, grade level grading of writing prompt papers. They're out of the classroom already, which makes them uptight (Literacy Specialist Interview, February 16, 2005).

Most of the other literacy specialists complained more about the time they had to follow up with teachers with the ELLCO and close-ups, more so than they did about providing professional development sessions. Comparing the time for follow-up after ELLCO and close-ups to professional development sessions, literacy specialists explained:

Our district is really great about giving the whole day, but there just isn't that time within each school day to have the kind of conversations we need to have (Literacy Specialist Interview, January 19, 2005).

I don't have time where I could sit down with the teachers to talk about the ELLCO and close-ups. I do a lot of grade level type of things and lesson demonstrations but to sit and watch the teacher for a little bit and then discuss it with them that day or the next day is hard. I try to do it when they have a free period, say during library or music (Literacy Specialist Interview, February 16, 2005).

Getting my time to be the same time the teacher has–that's kind of a different issue than does the teacher have sufficient time. Each of us has some time, but our schedules are not flexible enough to find time to meet together easily (Literacy Specialist Interview, February 16, 2005).

Two other literacy specialists talked about how they work around this the best they can but it still presented a problem for them.

I don't ask them to give up their plan period very often at all. So if I do ask them to give up their plan time, they will do it for me because they realize that I try not to take their time away from them very often. Whereas, we have an external math coach who constantly asks for their plan period. And that's when you start to see them balk, if you ask for it too much (Literacy Specialist Interview, January 19, 2005).

I've tried meeting with teachers at their lunch time and you can tell it's a little irritating to ask them to give their lunch time up. As for after school, I ask, "Can you give about 15 or 20 minutes after school?", which is still not enough time? So many teachers have small children or parents they have to take care of. Their schedule requires them to leave immediately after school (Literacy Specialist Interview, January 19, 2005).

This literacy specialist expressed it probably the best. She conveys these thoughts:

I don't have enough time to have conversations about the observations. I do close-ups but that is where there's just not enough time for me to engage in a conversation that I feel would lead the teacher to where she should be. When the teachers do meet with me, it's like "hurry." They give you that brush off. "Hurry up!" I know it 's because they're wanting to do other tasks or needing to do other tasks. They accomplish one thing by getting time for us to coach, but then they don't accomplish the same for the other side of that, and that is, the teacher who needs the time to meet with us. It just isn't there (Literacy Specialist Interview, January 19, 2005).

3.1.6.   Professional Culture

The interviewer asked the literacy specialists whose surveys indicated highly discrepant scores between the rating of important and current condition regarding the school's professional culture. Twelve of the literacy specialists talked extensively about the cultures of their buildings in terms of the extent to which people in their buildings valued inquiry, openness, inclusiveness and collaboration. Most literacy specialists talked about their principals or immediate supervisor, their peers and/or both in responding to this condition. One literacy specialist blamed it on the external expectations of the state and federal government.   The literacy specialists in the interviews confirmed survey results indicating that the qualities of a professional culture were non- existent in their current schools. One literacy specialist whose response on the survey indicated that important and current cultural conditions were commensurate was asked to comment on what it was in her environment that caused her to mark it in this way. Surprisingly, she responded. "But there is a large discrepancy. I'm indicating that now. Maybe I just missed that question"(Literacy Specialist Interview, January 19, 2005).

For the most part comments regarding poor culture centered around the administrators and/or teachers attitudes and beliefs. They commented:

> It's important but I don't think it really happens as often as I would like to see it happen. Each building has its own culture within the district and they only get together periodically for grade level meeting once a year. So I think if they valued it, we would do it more. A lot of teachers want it. They really do. Probably administrators too... but it seems like they have so many other demands (Literacy Specialist Interview, January 19, 2005).

> I think having a culture that values inquiry, openness, inclusiveness, and collaboration is important, but I don't feel it's necessarily what is demonstrated in my building (Literacy Specialist Interview, January 19, 2005).

The interviewer asks, "why?"

We have one reason/issue...We have a new principal and you know that's a whole big change for everybody. And then years prior, I think it was just the principal was not the best. I don't want to say, leader... but not the best. She promoted you know a warm, family like environment. It was basically a lot of chaos (Literacy Specialist Interview, January 19, 2005).

I feel like I have tried to get the principal to call meetings to do some things and maybe in the same way as I am, he doesn't want to make people unhappy so you don't do too much. He's retired and he came back and now he's going to retire again. I think he's retiring because he knows some of these need to be done and he can't do them--very nice man (Literacy Specialist Interview, January 21, 2005).

The staff of Reading First Schools had to agree to participate in professional development in order to get the grant. Those schools have a built-in captured audience. You don't have to deal with people that would be resistant. I'm not saying everyone is, but there are certain individuals that moan and groan, no matter what you do or when you do it. But at least you're exposing them to it. Hopefully, you can bring those who are dragging, kicking and screaming into it. But other people you got them and they will just go with it because they have been exposed to it. Others will go because they see their peers going (Literacy Specialist Interview, January 19, 2005).

I've said that before, even in the building I was in. I can't remember a time when I was collaborating with other teachers about something that was going on educationally. Maybe with the resource teacher, when I had some of her students. We would talk. Other than that, I never shared what I knew. And nobody ever shared with me. I kind of did my own thing (Literacy Specialist Interview, February 16, 2005).

The interviewer asked, do you think that's still pretty much the culture now?

Yes. One of the first grade teachers asked me last year. She said, I have these five kids. I don't know what to do with them and I said how about do you have aide time. How about if I teach your aide how to do a little literacy group. It worked out great and the aide told another teacher well this is what I'm doing with Molly's kids. She said, 'Well I would love for you to do that.' That's about the only way things get started. Unless you have someone who is really going to push for that (Literacy Specialist Interview, February 16, 2005).

This literacy specialist blamed the poor professional culture of the school on state authorities.

She had this to say:

Well, I'm going to be very honest with you. If the state doesn't back off a little bit, everybody's going to be burnt out in the urban schools. Everybody is dancing as fast as they can. We did very well last year and all they did was up the ante. It's hard. They want to get rid of public education. They want these charter schools. And it's disheartening when you see the kids go to charter schools and come back to our schools and they know nothing. If they're going to have charter schools, then let's have them under the same regulations that we are. And the demands. There are a lot of things at play here (Literacy Specialist Interview, January 24, 2005).

This was the only literacy specialist found in the interviews who talked positively about her school district culture and why she thought it was good. She shared these comments:

My coordinator, Title I coordinator, has really embraced the program. She's come to several of the training meetings. She's been very impressed with the things that I've done under the title of literacy specialist. The curriculum director has also bought into it. They value my input on what is happening district wide. They're very accommodating and very appreciative and I can feel that. So, they in turn at the grade level meetings will say, our literacy specialist is going to present .... That carries over. They promote it to the rest of the staff and I can feel that. And that helps. I don't feel like I'm a lone ranger (Literacy Specialist Interview, January 24, 2005).

3.1.7.   Teacher Willingness

When literacy specialists were asked about the discrepancies between the importance of and the lack there of teacher's willingness to be observed by their peers in their environment, they started talking immediately about the ELLCO and the close-ups they were expected to do in their roles. Doing these two tasks required them first to observe in classrooms twice a year using an instrument called the ELLCO, a tool developed by the New England Comprehensive Center and the Center for Children and Families at Education Development Center. The ELLCO is a classroom observation tool for identifying practices and environmental features that promote children's early literacy and language development. The observation instrument consists of 14 items scored on a 5-point rating scale. As Rosemary stated, it permits observers to obtain an unbiased program-neutral view of a school's early literacy curriculum. The areas assessed

include the 14 categories divided into four areas including: Functional Environment, Language and Literacy Facilitation, Interactive Environment and Broad Support for literacy. The results of their findings on the ELLCO are then shared with the teacher in a confidential manner. Subsequently, the teacher with the literacy specialists input, chooses a particular goal on which to work. This is followed-up with close-ups or short observations conducted frequently in order to periodically monitor the teacher's progress.

Thirteen literacy specialists were asked to comment. Two major ideas that emerged from this part of the interview. The first had to do with teacher's reluctance due to fear. Several key words were used repeatedly by mostly all of the literacy specialists. Words like fear, intimidation, threatening, evaluation, judgment and the converse which was trust were used by most of them. Literacy specialists spoke candidly about teachers' reluctance to engage in coaching activities. These served as examples:

> I think its intimidation. They don't want you there. It makes them nervous. Even with some of the teachers that I have been working with in school improvement. I'll go in and model strategies and then I say, "I'm here to see if you're doing it correctly." And they say, "I want you to keep doing it." They are very uncomfortable having you observe them. Even though they know they're not being evaluated. If teachers don't want you in their room, they don't want you in their room. If you're doing close-ups or ELLCO, that's difficult for them to accept (Literacy Specialist Interview, January 28, 2005).

> It is important but the teachers don't want to do it. I mean you know its important but how can you force them. How can you get them to understand the importance? And I think it's scary for anybody to take that risk for their colleagues or for somebody else to come in to do an observation. You're hurting yourself. It's not human nature to hurt yourself. It doesn't bother me. You can come in and watch me anytime if you want to (Literacy Specialist Interview, January 21, 2005).

Three literacy specialists stated that they felt their teachers did not feel threatened. As an example, one of them commented. "They see me every day. I'm not an administrator, so I'm not a threat. They're pretty willing to let me come in."

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Another literacy specialists spoke about the hopefulness of moving into more opportunities to observe peers by stating the following.

> It can be accomplished and it really can happen, but it takes time, lots and lots of time to build a relationship that's built on trust. It doesn't happen overnight. It really takes a year. There's one teacher I'm working with right now that I was told that she would never let me in her room, but she is. It wasn't right away. She had to know that I wasn't going to evaluate; that I wasn't going to judge her; that I was just a peer. Once they figure that out...You can't just show up and say, "okay, here I am. Come show me what you can do (Literacy Specialist Interview, January 24, 2005).

The second idea that evolved included comments about veteran teachers and resistance to change. Concerns regarding veteran teachers and their resistance toward change was evidenced by these comments:

> I've found that with the new teachers, it's much easier with coming in. They are more open because they are afraid they are going to lose their jobs. They are willing to change. Most other people are afraid. They are. And older teachers, boy you don't want to criticize them, right? (Literacy Specialist Interview, February 16, 2005).

> We have teachers who have been teaching for 20 years who don't feel the need to change because their attitude is, "yea, sure, they got this new thing here, it's going to come and it's going to go, just like everything else"(Literacy Specialist Interview, January 28, 2005).

> We have some young teachers but many of the teachers who have been there for a long time. I don't know how to get that resistance to change. I think it's kind of like a learning disabled child who thinks they have no power to change anything or they have no responsibility in their own learning. Our teachers think that they are doing the best they can. They believe that they're doing what they can, but these kids just can't do any better. The students are getting what they get because of where they come from (Literacy Specialist Interview, January 21, 2005).

3.1.8.   Connection of Professional Development with Student Achievement

Perhaps the most important link that needs to be made is the one between improved teacher practices as a result of professional development and student learning. Yet this is the link that literacy specialists thought teachers for whom professional development was designed for did not

necessarily see. The responses to this question in the interview were sparse. Not too many literacy specialists could explain why they thought teachers could not see a link between participation in professional development and improved student learning. Teachers were changing their practices but were not crediting those changes to professional development opportunities in which they engaged. One literacy specialist explained:

> I recently distributed a survey which asked the specific question, "Do you see the student change in achievement as a result of a session they participated in? Almost 75% of our teachers said "no". It flabbergasted me. I couldn't believe it. With all the data we had been collecting, I knew there was a direct correlation. I realized that they really do need to know that the connection between what they're doing, what they are learning, has an effect on student learning (Literacy Specialist Interview, January 19, 2005).

This literacy specialist went on to explain that they had a workshop on data collection and measurement strategies for teachers to use. When they started collecting data on how students did on a benchmark task on measurement, clearly there was improvement. But she claimed that teachers still did not make the connection. She remarked,

> The only thing I can figure is that they did not see learning new strategies and data collection as professional development. I just have to go back and ask them why they answered as they did. Why did they not think that was professional development and why did they say they saw no change in achievement? It blows my mind (Literacy Specialist Interview, January 19, 2005).

Other literacy specialists talked more about how literacy specialists must first transfer their new learning to changing practices in the classroom before they could think about how professional development linked to improved learning. More than one literacy specialist reported that some of her teachers who participated in the professional development experience were not changing their practices. One literacy specialists gave this as an example.

> They've been given a lot of professional development on guided reading until they say they are sick of it. They don't want to do it again. "We do that all the time," they say. They've heard it before, but yet, I'm in a first grade classroom, tutoring nine students who in the middle of the year are still at Level 3. And

yesterday, I was observing doing an ELLCO in another 1st grade classroom and the teacher called a group up to her reading table with a level 10 book which was clearly at their frustration level. I don't think she's seeing where they're at and what they need. The professional development didn't really get to her. She didn't understand it and she doesn't see that (Literacy Specialist Interview, January 21, 2005).

Two others mentioned the same dilemma and had this to say:

The Core lessons contain a lot of information, very quality, good information. But I don't know. I think if I were the teacher in the class taking this I would find it difficult to know how to apply this information to my classroom. A lot of theoretical... I know the articles are supposed to have one that gives us deeper knowledge and one for the teachers that... There is a lot in that folder for a 2 ½ hour session. By the time you get the paperwork done, take 5 or 10 minutes for that and talk about their field work which is really important, your time is up (Literacy Specialist Interview, January 21, 2005).

The DRA that we learned about in CORE we thought was very beneficial. At first, people moaned and moaned. They asked, "Why do we have to do this?" They don't see the importance. One thing that I think is the problem is that they don't have the time to analyze their results. Last year using carryover funds, we used the funds to talk about the reading levels of third grade students. The reading levels of students based on the DRA were very high, yet comprehension levels on standardized measures were very low. We had discussions to clarify misunderstandings. I had to tell them that just because a student was reading at a Level 44 did not mean that they could comprehend at that level. We kind of put out fires (Literacy Specialist Interview, February 16, 2005).

By taking a look at how some of the literacy specialists responded in the interview to one other question, a quest for yet greater understanding was sought. The researcher looked at responses to how literacy specialists responded to this question, "Are the goals and outcomes of the professional development project clear to everyone?" Though this literacy specialist spoke of her own experience, the underlying theme of her response represented what most literacy specialists stated they had experienced:

I don't think the big picture is clear to everyone. I think even if I show them the link between professional development and why it's important, I still think they don't understand. I think I'm being humored by being allowed to do this. I was presenting a few months ago at a district meeting, and my Title I coordinator there said, 'This is just a <u>names literacy specialist</u> thing. She's doing her Master's

work.' So I don't think they've got the big picture that this is not just a 'Literacy Specialist's name thing.' It really is how student learning is affected. They don't get it (Literacy Specialist Interview, February 16, 2005).

Question 3:   What are literacy specialist's concerns and what is the association between the reading specialists' stage of concern and the ecological conditions they report as important in supporting them in their role?

The CFSoCQ was administered to 33 of the literacy specialists in the project (See Appendix L for questionnaire). There were five items on the questionnaire worth seven points each for every stage of concern. It was hypothesized that literacy specialists' concerns would develop from being most intense at Stages 0, 1, and 2 at the beginning of the project to being more intense at Stage 3 midway through and ultimately to most intense at Stages 4, 5, and 6 during the time this study was conducted. These were the results expected since the innovation was a positive one and there was administrative support for its implementation.

The box and whisker plot diagram (See Figure 3.3) represents the distribution of literacy specialists and their stage of concern as a whole group. The dark lines represent the median score among all literacy specialists. 50% of the scores fall between the lower and upper edges of the box. For example, for stage 0, 50% of the scores fall between 11 and 19. The highest stage for all literacy specialists is Stage 4: "Consequence" followed by Stage 5: "Collaboration."
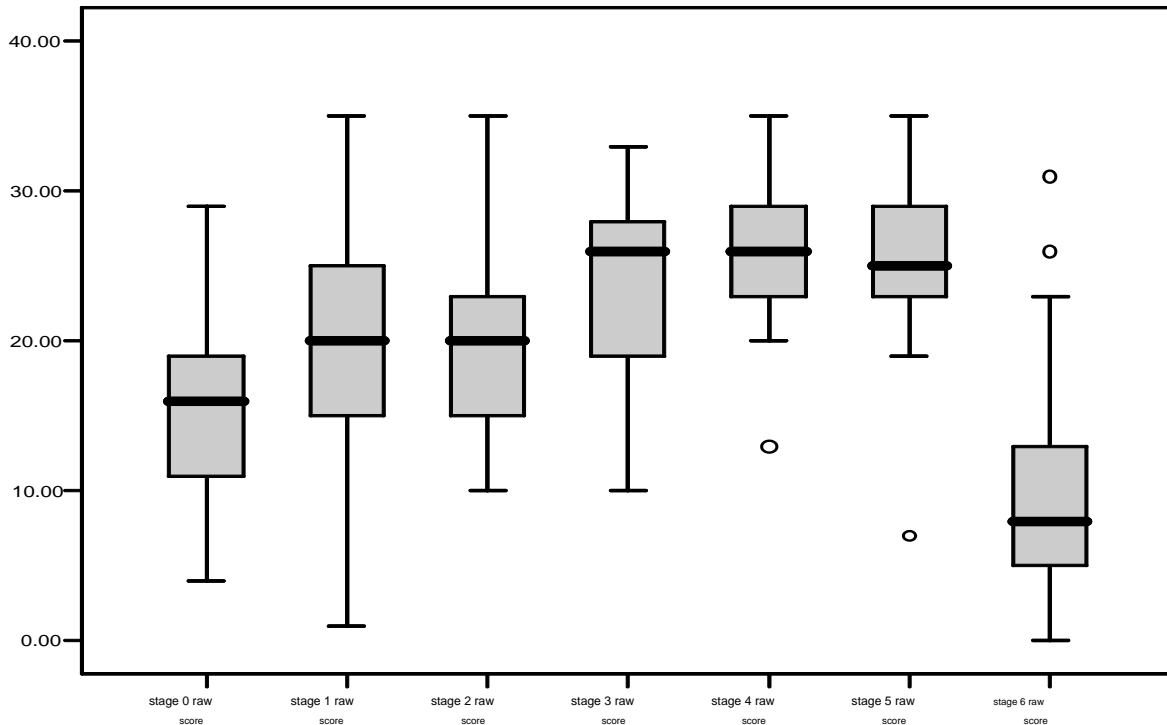
Figure 3-3 The Distribution of Literacy Specialists and Their Stage of Concern

Table 3.20 shows the number of literacy specialists and their highest stage based on their raw score. Fourteen of the literacy specialists had their highest stage score at Stage 5: Collaboration. There were seven each for Stages 4: Consequence; and Stage 3: Management. Two literacy specialists were at Stage 0: Awareness; two at Stage 1: Informational and one at Stage 2 which is Personal. There were no literacy specialists at Stage 6.

Table 3.20:   Number of Literacy Specialists and Their Highest Stage Based on Raw Score

Stage	Frequency	Percent
Stage 0	2	6.1
Stage 1	2	6.1
Stage 2	1	3.0
Stage 3	7	21.2
Stage 4	7	21.2
Stage 5	14	42.4
Total	33	100

Another way that the data from the CFSoC questionnaire could be interpreted in order to get at several different levels of detail and abstraction was to treat it as group data. This was done by aggregating individual data that presented the mean scores for each stage for the individuals in a group such as all literacy specialists and literacy specialists at Levels 1 and 2 and Levels 2 and 3. Their profiles are similar with peaks around stages four and five. The group averages reflected the dominant high and low stages of concern of the composite groups. Doing this proved beneficial and the information is represented in Tables 3.21 through 3.23. Individual data is available but is not represented in the presentation of this study.

Table 3.21:   All Literary Specialists

Descriptive Statistics on CFSoC Raw Scores for All Literacy Specialists (n=32)[1]					
	Mean	Median	Std. Dev.	Min.	Max.
stage 0 raw score	15.45	16.00	5.48	4.00	29.00
stage 1 raw score	20.27	20.00	7.98	1.00	35.00
stage 2 raw score	20.24	20.00	6.42	10.00	35.00
stage 3 raw score	23.61	26.00	5.80	10.00	33.00
stage 4 raw score	25.76	26.00	5.05	13.00	35
stage 5 raw score	25.18	25.00	5.42	7.00	35
stage 6 raw score	10.30	8.00	7.15	0.00	31

[1]One literary specialist did not complete the CBAM

Table 3.22: Literary Specialists by Level 1 and 2

Descriptive Statistics on CFSoC Raw Scores for Level 1-2 Literary Specialists (n=15)[1]					
	Mean	Median	Std. Dev.	Min.	Max.
stage 0 raw score	16.40	16.00	6.58	8.00	29.00
stage 1 raw score	22.47	24.00	8.10	5.00	35
stage 2 raw score	21.13	21.00	6.29	13.00	35.00
stage 3 raw score	23.47	26.00	6.03	10.00	31.00
stage 4 raw score	25.87	26.00	6.19	13.00	35
stage 5 raw score	25.33	25.00	6.53	7.00	35
stage 6 raw score	11.6	11.00	8.52	1.00	31

[1]One literary specialist did not complete the CBAM

Table 3.23: Literary Specialists by Level 2 and 3

Descriptive Statistics on CFS0C Raw Scores for Level 2-3 Literary Specialists (n=12)					
	Mean	Median	Std. Dev.	Min.	Max.
STAGE 0 RAW SCORE	16.08	16.00	2.61	11.00	20
stage 1 raw score	18.50	19.00	8.71	1.00	32
stage 2 raw score	18.75	18.50	6.50	11.00	34
stage 3 raw score	23.67	24.50	5.55	15.00	33
stage 4 raw score	25.33	26.50	3.77	20.00	32
stage 5 raw score	25.08	25.00	4.03	20.00	31
stage 6 raw score	7.92	7.50	4.25	0.00	17

It is clear that across all three groups, the two highest stages of concern were Stages 4 and 5: Consequence and Collaboration. The researcher decided to analyze the results by looking at literacy specialists by levels and the amount of released time they have. In comparing the groups by released time for all specialists, there were some very slight differences. For all specialists who were fully released, their stage of concern remained at Stage 4, consequence, however, for partially or not-released for all specialists, Stage 5: collaboration rose to the top. Additionally, when the specialists were analyzed by levels and by released time, the results were slightly different. Literacy specialists who were fully released at Levels 1 and 2 and Levels 2

and 3 showed their highest level of concern remaining at Stage 4: Consequence. However, literacy specialists at Levels 1 and 2 who are partially released had their highest stage at Level 5: Collaboration. Stage 3: Management was the highest stage for Level 2 and 3 specialists who are partially released. An unusually high score among one of the four literacy specialists in this group may explain why their average score was in Stage 3. In comparing the groups by released time for all specialists, there were some very slight differences. Fully released specialists as a whole group seemed to have less concerns than partially released or no release specialists. There are only very slight differences between literacy specialists at Levels 1 and 2 and Levels 2 and 3 who are fully released, however literacy specialists at Levels 1 and 2 and Levels 2 and 3 differ a little more at the Stages 1 and 2, but their peak levels at Stages 3, 4 and 5 are similar. Figures 3.4 through 3.6 show the analysis of the results of looking at literacy specialists by levels and the amount of released time they had.

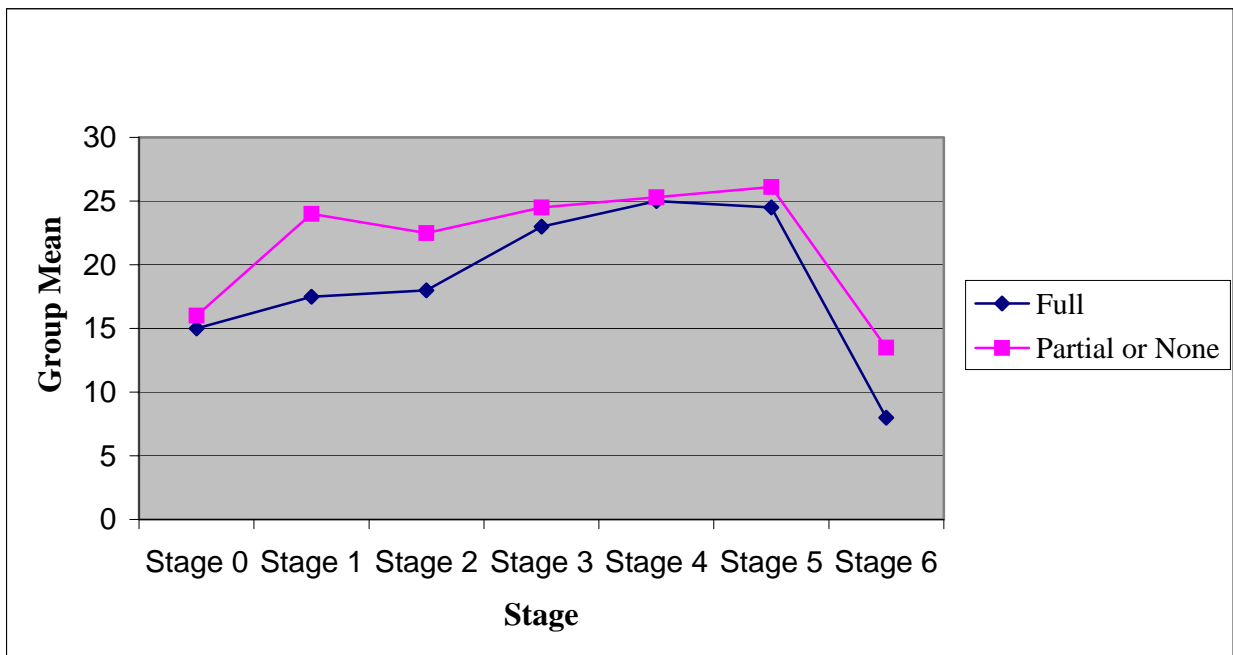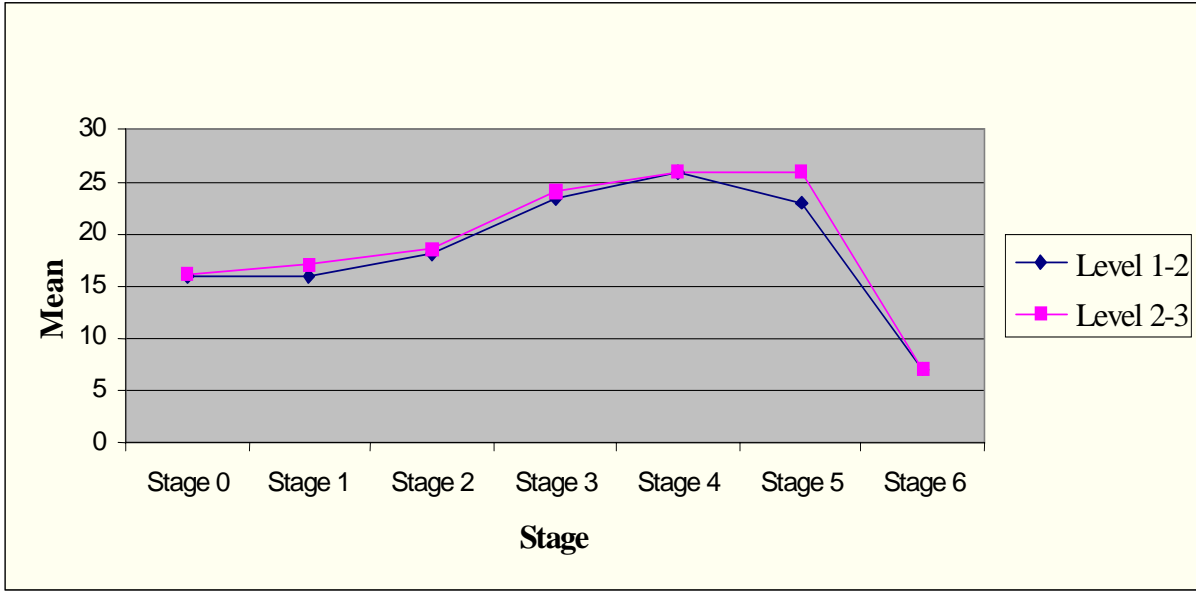**Figure 3-4 Stage Means by Type of Release**

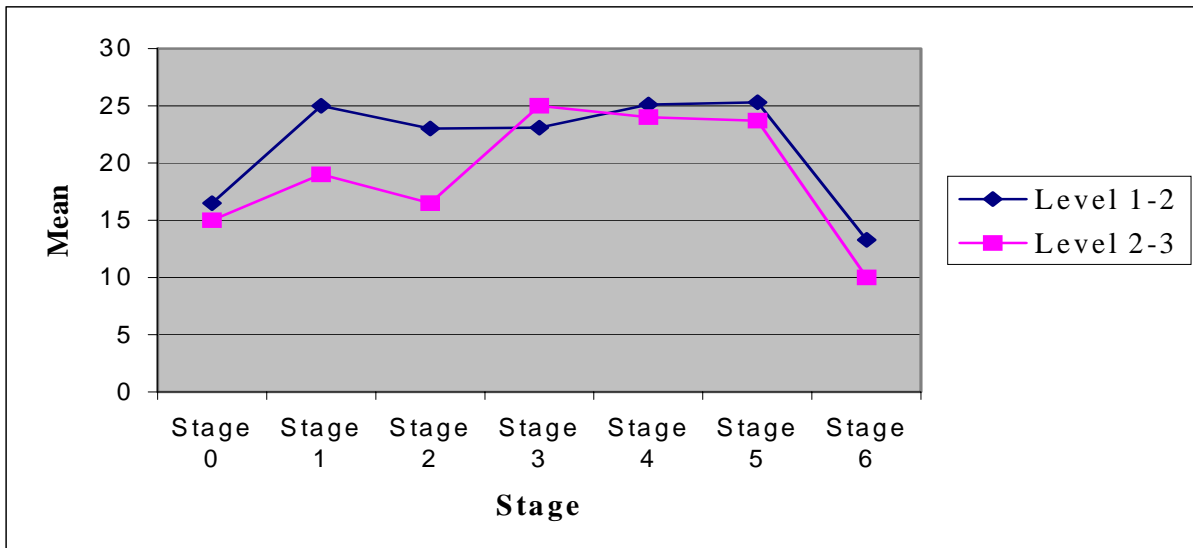**Figure 3-5 Fully Released by Level**

Figure 3-6 Fully Released by Level

The results of this part of the analysis suggest that literacy specialists' attention was on improving their own approach for changing or helping to influence teachers and on increasing the effects of the literacy specialist's project. They were focused on increasing their own

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effectiveness and the effectiveness of the teachers whom they are coaching and determining the effects they are having on them. Stage 5, collaboration is close behind. This suggested that they are also heavily concerned about working with their colleagues, be it other literacy specialists, field faculty, their mentor coaches, and/or administrators, in order to make an even bigger difference. These results suggested that the literacy specialists in the Core Project are moving from little concern about facilitating use of implementing the Core Project into actively becoming involved as a facilitator using the instruments and tools of the project. This evidence corroborated with findings from the conditions survey as well. Overall, the conditions related to the Concerns stages were the same for both groups. However, at all stages, Level 2 and 3 coaches rated every condition higher in importance. They also reported their current environment more ideal which resulted in less discrepancies between important and current conditions. Tables 3.24 – 3.26 serve as illustrations.

Table 3.23: Average Group Score of All Literacy Specialists

	A. All literacy specialists (n=32)[1]				
	Mean	Median	Std. Dev.	Min.	Max.
avg. importance of stage 2 conditions	4.47	4.50	0.42	3.33	5.00
avg. importance of stage 3 conditions	4.26	4.27	0.48	2.82	5.00
avg. importance of stage 4 conditions	4.64	4.67	0.35	3.50	5.00
avg. importance of stage 5 conditions	4.50	4.56	0.34	3.89	5.00
avg. current status of stage 2 conditions	3.74	3.80	0.56	2.50	4.67
avg. current status of stage 3 conditions	3.31	3.27	0.48	2.18	4.27
avg. current status of stage 4 conditions	3.79	3.83	0.55	2.67	5.00
avg. current status of stage 5 conditions	3.56	3.56	0.50	2.67	4.67
avg. discrepancy in stage 2 conditions	0.73	0.67	0.64	-0.50	2.17
avg. discrepancy in stage 3 conditions	0.95	0.91	0.50	-0.09	2
avg. discrepancy in stage 4 conditions	0.85	0.83	0.56	-0.33	2.33
avg. discrepancy in stage 5 conditions	0.94	0.89	0.55	0.00	2.22

[1]One LS did not complete the conditions survey.

Table 3.24: Average Group Score of Literacy Specialists at Levels 1 and 2

	B. Level 1-2 Literary Specialists (n=15)[1]				
	Mean	Median	Std. Dev.	Min.	Max
avg. importance of stage 2 conditions	4.44	4.50	0.42	3.33	5.00
avg. importance of stage 3 conditions	4.15	4.09	0.55	2.82	5.00
avg. importance of stage 4 conditions	4.57	4.67	0.46	3.50	5.00
avg. importance of stage 5 conditions	4.45	4.56	0.37	3.89	5.00
avg. current status of stage 2 conditions	3.65	3.50	0.63	2.50	4.67
avg. current status of stage 3 conditions	3.14	3.09	0.33	2.64	4.00
avg. current status of stage 4 conditions	3.54	3.50	0.46	2.67	4.33
avg. current status of stage 5 conditions	3.41	3.33	0.58	2.67	4.67
avg. discrepancy in stage 2 conditions	0.79	0.67	0.53	0.00	1.83
avg. discrepancy in stage 3 conditions	1.01	1.00	0.52	0.00	1.82
avg. discrepancy in stage 4 conditions	1.02	1.00	0.56	0.00	2.33
avg. discrepancy in stage 5 conditions	1.04	1.00	0.72	0.00	2.22

[1]One LS did not complete the conditions survey

Table 3.25: Average Group Score of Literacy Specialists at Levels 2 and 3

	Level 2-3 Literary Specialists (n=12)				
	Mean	Median	Std. Dev.	Min.	Max
avg. importance of stage 2 conditions	4.49	4.58	0.44	3.83	5.00
avg. importance of stage 3 condition	4.28	4.27	0.47	3.55	5.00
avg. importance of stage 4 conditions	4.67	4.67	0.21	4.33	5.00
avg. importance of stage 5 conditions	4.45	4.44	0.34	4.00	5.00
avg. current status of stage 2 conditions	3.93	4.08	0.48	3.00	4.50
avg. current status of stage 3 conditions	3.42	3.55	0.66	2.18	4.27
avg. current status of stage 4 conditions	4.13	4.08	0.51	3.33	5.00
avg. current status of stage 5 conditions	3.60	3.72	0.41	2.89	4.22
avg. discrepancy in stage 2 conditions	0.56	0.75	0.73	-0.50	1.50
avg. discrepancy in stage 3 conditions	0.86	0.82	0.58	-0.09	2.00
avg. discrepancy in stage 4 conditions	0.54	0.58	0.46	-0.33	1.17
avg. discrepancy in stage 5 conditions	0.85	0.83	0.43	0.00	1.53

There was a congruence when the literacy specialist's level of concern was associated with the conditions they reported as important in supporting them in their role. Since the literacy specialists listed so many of the conditions as important, the researcher decided to use the criteria established in the study with regard to levels of importance. Those conditions that literacy specialists listed as "very important" were used in this comparison among literacy specialists in each of the three groups. Table 3.27 presented below represents the highest and second highest stages of concern among each of the groups and the percentages of the kinds of concerns literacy specialists listed as important in the conditions survey.

Table 3.26: Link Between Literacy Specialists Stages of Concern & Important Conditions

Groups	Highest Stage of Concern	Second Highest Stage of Concern	Highest Kinds of Conditions-Important	Second Highest Kind of Conditions-Important
All Literacy Specialists	Consequence	Collaboration	Consequence-80%	Collaboration 55%
Level 1 &2 Specialists	Consequence	Collaboration	Consequence-67%	Collaboration-67%
Level 2 & 3 Specialists	Consequence	Collaboration	Consequence-83%	Personal-50%

Question 4: What is the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?

The data collected for this question is displayed in Table 2.31. It lists the top three activities that literacy specialists at each of the levels spent most of their time doing in comparison to their highest stage of concerns and the most important and those conditions that are important and in their current environment.

Table 3.27:   Association Between Primary Professional Activities of Literacy Specialists

What They Do	Stage of Concern	Most Important Conditions	Conditions Important and Present in Current Environment
LS (1 & 2)			
Instruction	Stage 4: Consequence	LS uses content, knowledge and skill (Personal)	LS uses content knowledge and skill (Personal)
Professional Development		LS uses previous teaching experience (Collaboration)	LS uses previous teaching experience (Collaboration)
Assessment Administration		Principal administrative supports the project (Personal)	Teacher's participation is voluntary (Personal)
		LS helps teachers apply new strategies and assessments (Consequence)	LS participation is voluntary (Personal)
		Effective communication between LS and teachers (Collaboration)	Field Faculty training sessions for LS frequent and timely (Management)
		LS has sufficient release time to deliver lessons (Management)	Professional development sessions meaningful and relevant (Consequence)
		LS and teachers work together effectively (Collaboration)	Attractive, welcoming location for teachers and LS to work (Management)
		Coaching aspect is meaningful and relevant to participants	Location of professional development sessions is comfortable and convenient
LS (2 & 3)			
Professional Development	Stage 4: Consequence	LS uses content knowledge and skill (Personal)	LS participation is voluntary (Personal)
Modeling, Discussing Lessons		LS has needed support from field faculty (Personal)	LS uses previous experience (Collaboration)
Visiting Classrooms and Giving Feedback		LS is released sufficient release time to deliver lessons (Management)	Field work is meaningful and relevant to participants (Consequence)
		Effective Communication between LS and teachers (Collaboration)	LS coordinates with other LS in the region (Collaboration)
		Coaching aspect is meaningful and relevant to participants (Consequence)	LS helps teachers apply new strategies and assessments (Consequence)
		LS and teachers work together effectively (Collaboration)	Teachers' participation is voluntary (Personal)
		Teachers see prof. dev. connection to improved student performance (Consequence)	Location of prof. dev. sessions is comfortable (Management)
		Professional development sessions are meaningful and relevant to participants (Consequence)	LS project is expanding, more schools joining (Collaboration)

Literacy specialists at Levels 1 and 2 spent most of their time on instruction, professional development and assessment administration. They were concerned about the impact they were having on the participants of the Core project and in collaborating with others to be more effective in their roles. The conditions literacy specialists rated as most important and currently existing in their environment were: 1) the literacy specialists effectively use the knowledge and skill related to literacy content and pedagogy; and, 2) they have previous teaching experience to work with others. These were more important to the work they did as professional development providers rather than the work they do in instruction and assessment. These and other key supports were recognized including the field faculty training sessions, professional development sessions meaningful and relevant, participation is voluntary and the location of their sessions are attractive and welcoming. Literacy specialists at Levels 2 and 3 spent more of their time on all aspects of professional development. All of the supports they listed as conditions that were important and present in their current environment did not make it to the top of their list in terms of the most important conditions. Nevertheless, the supports they recognized as existing in their environment, included many of the supports needed for specialists at the stage of concern in which they were as a group: consequence and collaboration. Some of these supports included: 1) field work is meaningful and relevant to participants; 2) literacy specialists coordinate with other literacy specialists in the region; 3) literacy specialists help teachers apply new strategies and assessments; and, 4) literacy specialist project is expanding and more schools are joining. As shown in Table 3.28, those conditions reported as important and in their current environment were spread across all of the areas of Personal, Management, Consequence, and Collaboration. It was perhaps these supports that helped literacy specialists to move so nicely along the developmental continuum of their role as facilitators of change.

Gathering data regarding the supports literacy specialists perceived as helping them to function effectively in their role was important. Probing deeper into what has not been there for them helped to get an even clearer picture of what they may need to support them further. Since associations were made between what literacy specialists do in their roles and the conditions they thought were important and in place for them, the researcher intended to study more in depth what literacy specialists do in their roles in relationship to the conditions they reported as poor in their environment. The researcher did this since there was so little variation in what literacy specialists considered important. Some interesting results surfaced.

Several statistically significant relationships were found. For example, when the current conditions reported by literacy specialists were compared with the percentage of time they spent on certain activities at the various levels of sophistication on Bean's Coaching rubric, significant trends emerged. Three findings gave the researcher potent reason to believe that: 1) As the current conditions at Stage 3 (Management) got better, literacy specialists tended to spend less time on Level 1 activities; 2) As current conditions at Stage 4 (Consequence) got better a) they spent less time at Level 1 and b) they spent more time at Level 2; and 3) As the current status of Stage 5 conditions got better, they tended to spend more time on Level 3 activities. The following tables represent these findings and pinpoint the areas of significance. Table 3.29 shows these significant relationships.

Table 3.28:   Correlation Between Conditions

	Level 1%	Level 2%	Level 3%
Avg. current status of stage 2 conditions	-.288	.200	.192
Avg. current status of stage 3 conditions	-.415*	.297	.262
Avg. current status of stage 4 conditions	-.588**	.446*	.326
Avg. current status of stage 5 conditions	-.272	.059	.402*

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Since significant correlations between averages of sets of items associated with Stages 3 and 4 on the CFSoC and percentage of time spent at the various levels, the researcher thought it would be worthwhile to go further and look at which individual items within the sets were "driving" the correlations. Hence, Table 3.30 to Table 3.32 shows more specifically these correlations. It appears (as shown Table 3.30 at condition items 14, 16, and 25 have significant negative correlations with percentage of time at Level 1. In other words as the conditions referred to in these items improve, the percentage of time spent at Level 1 decreases.

Table 3.29: Items Associated with Stage 3 (Management)

	Level 1 pct
pt1q3 (T) technology is efficient and up-to-date	-.080
pt1q7 (T) LS's classroom close to teacher's classroom	.183
pt1q14 (T) LS has sufficient release time to deliver lessons	-.563(**)
pt1q16 (T) teachers are given time to attend prof. dev. sessions	-.424(*)
pt1q17 (T) location of prof. dev. sessions comfortable, convenient	-.141
pt1q23 (T) field training sessions for LSs frequent & timely	-.075
pt1q24 (T) attractive, welcoming location for teachers & LSs to work	-.140
pt1q25 (T) districts provide support for prof. dev.	-.442(*)
pt1q29 (T) school develops structures to deal w demog. shifts	-.110
pt1q31 (T) teachers have small to moderate class sizes	-.070
pt1q32 (T) teachers not overly distracted by students' poor beh.	-.197

**Correlation is significant at the 0.01 level (2-tailed).
*Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 3.31, conditions 12, 13, and 19 have significant negative correlations with the percentage of time at Level. 1. As the conditions referred to in these items improve, the percentage of time spent at Level 1 decreases. Condition items 12 and 19 have significant positive correlations with the percentage of time at Level 2. As the conditions referred to in these items improve, the percentage of time at Level 2 increases.

Table 3.30: Items Associated with Stage 4

	Level 1 pct	Level 2 pct
pt1q12 (T) LS helps teachers apply new strategies, assessments	-.540(**)	.408(*)
pt1q13 (T) goals & outcomes of prof. dev. clear to all	-.439(*)	.277
pt1q19 (T) prof. dev. sessions are meaningful, relevant to participants	-.439(*)	.446(*)
pt1q20 (T) field work is meaningful, relevant to participants	-.281	.211
pt1q21 (T) coaching aspect is meaningful, relevant to participants	-.366	.282
pt1q26 (T) teachers see prof. dev. connect to improved stu. perform.	-.338	.232

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

And in Table 3.32, condition items 1 and 27 have significant positive correlations with the percentage of time spent at Level 3. As the conditions referred to in these items improve, the percentage of time spent at Level 3 increases.

Table 3.31:   Items Associated with Stage 5

	Level 3 pct
pt1q1 (T) teachers willing to take risks in being observed	.427(*)
pt1q4 (T) LSs & teachers work together effectively	.179
pt1q6 (T) LS coordinates with principal	.150
pt1q9 (T) LS uses previous teaching experience	.016
pt1q15 (T) effective communication btw LSs & teachers	.188
pt1q18 (T) LS coordinates with other LSs in region	.319
pt1q22 (T) LS project expanding, more schools joining	.320
pt1q27 (T) school's culture values inquiry, openness, inclusiveness, collab.	.324(+)
pt1q28 (T) LS collaborates w parents, public, political leaders	.002

* Correlation is significant at the 0.05 level (2-tailed).
+ Correlation is significant at the 0.10 level (2-tailed) and at the 0.05 level 1-tailed.

As shown in the Table above, condition items 1 and 27 have significant positive correlations with percent of time spent at Level 3. As the conditions referred to in these items improve, the percent of time spent at Level 3 increases.

Interview data was also used to get a complete picture. It yielded this information when literacy specialists were asked the question, "What is holding you back from doing more of what you want to or should be doing in your role." The greatest barrier that literacy specialists reported as holding them back from doing what they thought they should be doing in their role was "time." This coincided with what they reported on the conditions survey as high in importance. With resounding clarity, literacy specialists stated that truly it was their greatest barrier. Even though the literacy specialist's average highest stage of concern was at the consequence and collaboration stage, many of them mentioned that the issue of time was paramount. Many spoke about all of the district responsibilities they had including teaching, literacy event planning and implementation, assessment coordination, etc. and these tasks were certainly in addition to their role of serving as a coach to teachers. All of these tasks they claimed, assuredly interfered with their role.

That's an easy question to answer. Time (Literacy Specialist Interview, January 19, 2005).

The responsibilities the district puts on us. All the different requirements; all the district initiatives they have. They may come down to the principal but the principal in turn puts it on to us. My role has changed since I first began in this project. It is so different. I'm having trouble breaking the bond to my old responsibility and my new responsibility. Such as you know, the Reading Jamboree that you saw on my log and well it's a great event, but it takes a lot of time to do it. And if you don't do it during the day, you're there all night (Literacy Specialist Interview, January 19, 2005).

Not enough time. I'll give you a good example. We're getting summer school ready and we're scripting and I don't mind doing it. But it takes time away from the coaching (Literacy Specialist Interview, January 24, 2005).

These literacy specialists expounded on this question a little more. They still gave the reason of time as being the biggest barrier but offered some deeper thinking on why they thought there wasn't enough of it. The first one talked about the ambiguity of the role. She described her own

The biggest issue is time. I think I am becoming more efficient with it because that learning curve. But it's not. I still don't have within my life the time to do what I want to have happen. Now I can personally put the time in. But I don't have the buy- in from my teachers. I can't get them to stay after school. I can't get them to do the extra meetings. I can't force it. Then what I've noticed too is that the people who are fully released have a struggle because they have all day. There's that dynamic going on of the district piling it on. If you talk to any of those who are fully released, they're doing everything and anything else the district needs or wants to have done. The district has them so piled with curriculum and this and that and the other thing. They have the same issues as I do and they're full time and I'm teaching full-time. They're full time paper mongers. It's the same problem. The focus is not being emphasized that there's two ways of thought–student learning to be improved by working with students or improved by working with professionals. In other countries, they spend less time with their children more and more time in planning than we do in the US. They're coming out higher academically than our children are. Where's the logic there? So I think we're trying to change that box. We're trying to change that paradigm. And it's going to take a while. It's a slow shift (Literacy Specialist Interview, February 16, 2005).

I'd say time and the district asking us to do other things. Anything remotely connected with literacy like contests, bulletin boards, Right to Read Week, ESL students, parent resource rooms, and Literacy nights. These are all important but why does it fall on the coaches. That's the biggest drawback. All those other things. I sometimes, just say no. Then you have to realize a lot of the coaches and I'm not going to say this for all the coaches, but a lot of the time, coaches are not comfortable with the idea of coaching. They got this job and these are my friends, but they got this job because it was new, it was exciting. You're in the spotlight. It's a step closer to being an administrator. Some of them like those little things that keep them busy but they're not really coaching. I'd say there's a sub-culture there (Literacy Specialist Interview, January 19, 2005).

That may indeed be the case. The comfort level of literacy specialists may be the reason that doing a number of other tasks that kept them busy in order to avoid the task of coaching other teachers is the reason. Survey data in one respect contradicted this idea.   Very low in

discrepancies between what was thought important yet not present in their current environment were the two conditions of the literacy specialist effectively uses knowledge and skill related to content and pedagogy and the literacy specialist has skill in helping teachers to apply new strategies to their classrooms came out 23rd and 27th respectively. However, where it is validated is in the significant differences between literacy specialists at Levels 1 and 2 and Levels 2 and 3. The question regarding skill in helping teachers apply new strategies to their classrooms stood out. Where this problem for all literacy specialists also appeared was in question condition #4: the literacy specialist and teacher work together effectively. Not documented as the greatest concern, however it did come out 10th highest in discrepancies, still not the greatest concern documented. Still it may be a valid excuse for the following two literacy specialists. This first one shared her thoughts regarding her own reluctance to do more coaching. And a second one admitted that her lack of knowledge about the coaching piece was the one that was holding her back.

> I would say that on a scale of 1 to 10, I am at about a seven in feeling comfortable with the coaching piece of what I am doing (Literacy Specialist Interview, January 21, 2005)

> Maybe because I don't believe in myself that much, I sometimes...I'm not real good at approaching people I mean I have one teacher who scored very badly on the ELLCO and I'm not real sure how to go in there and tell her that or maybe I don't have enough confidence in myself to go in to do it. And I have one teacher in particular in my building that I'd like to work with her, but she wants nothing to do with it. And she really needs it. And I can't just go in and that bothers me (Literacy Specialist Interview, January 21, 2005).

Is the state to blame? This literacy specialist commented:

> I would say that all of the paperwork that the literacy specialist project requires puts too much on us. And the state requires so much. They are giving us too much to do. Logs you are filling out over and over again because different groups need the information. The extra things they give us to do overloads us unreasonably (Literacy Specialist Interview, January 24, 2005).

Several went a step further in identifying what they recognized as the root cause of the problem. Many stated that their principal and/or district leaders and even teachers clearly did not understand why it was important that their time be reserved for the important professional development work that they needed and wanted to do with their teachers. They blamed part of the teachers' unwillingness to become involved with the project on the ignorance of teachers and administrators alike. They insisted that because the principal and district administrators did not understand the significance or importance of the Literacy Specialist Project's intent and ultimate goal of improving teacher practice and student learning. They were sure administrators and teachers expected literacy specialists to do so many other things because they truly did not understand what their role was supposed to be. Even so they weren't sure that if they had the chance to convince them that a) they would know what evidence might be appropriate to share, and b) if they were really the best ones to convey the information to those in power.

Some of the following serve as examples.

> I don't know how to read administrators. I don't now if I'm providing them with enough or the right information. I don't know who can help me with that. Maybe the field faculty...someone with more credibility...someone whose opinion they would respect more than my own (Literacy Specialist Interview, February 16, 2005).

> Well, I don't think my principal understands my role. And even if she did, I think there's still another agenda that takes priority and that is, raising the test scores, which the administration doesn't understand that there might be another way to do that. I should be spending more of my time helping the teachers to help the students not the other way around (Literacy Specialist Interview, January 19, 2005).

Another literacy specialist talked about her frustration.

> Probably just not having any set direction in the sense that I'm pulled in so many different ways. If we had a plan, it will help focus everything in one direction. And everything that I do will fit so that the end, it' like I can look back and say this is what I wanted to accomplish. These are some things we did accomplish.

And in my case, it probably has to be something written between me and the principal. I promise I'm ready to run. It's gotten so...She's a nice person. It has nothing to do with her as a person (Literacy Specialist Interview, January 19, 2005).

They want us to do both. They want both to be done. I remember the first meeting we were sitting in and in our job description it's all there, but it is just logistically impossible. I remember sitting there and they were telling us "what have I gotten myself into when I looked at this" because it wasn't about. I have a very narrow view of literacy, and when I looked at all this other stuff it wasn't what my view of what literacy is (Literacy Specialist Interview, January 19, 2005).

Question 5:   Which conditions do literacy specialists report as ones they are able to influence?

When literacy specialists were asked to report on what control or influence they have over some of the conditions that seem to affect them, it was almost seemed like they had previously given thought to how they might respond to this question. They stated they had no control over time, while concurrently, they mentioned that they had either talked to their principal or were going to have a talk with their principal about their current role and responsibilities. They felt they had an opportunity to influence their principal by helping them to understand the project better. They thought they could and should take time to explain it to them in a better way. Several also mentioned that they could have an influence on their peers. They thought that it was important to explain to them how important and seemingly beneficial coaching could be for them individually as professionals. They felt that if they really understood what it was and how it could help students to improve, that, assuredly, more teachers would participate. In some way, well over half of the literacy specialists talked about how they had tried or were going to try again to help everyone to understand the goals of the project and what their role should be in a better way. The following serve as a few examples to illustrate.

I don't think the principal understands what my role is. I don't think anyone has gone in there and talked to the principal and said this is what we need. They don't have a good understanding. They just know we're in the building. We're just a face in the building and what we're teaching and that's it. I don't think they understand our role. I think probably one of the things I could and I was just thinking about this for next year, is kind of sit down with my principal. I think that ideally she sets the tone for everything that goes on in our school and I really would love to sit down with her at the end of the year, and make a plan for the following year. Things that I need to do in order to be effective in my job. Things that maybe she could do to help support that. Just kind of lay out a plan and that way I will have something to refer back to. We talked about this last year, and these are some of the things, remember when we talked about this, well I want to do this now, would it be okay if we implemented this there?(Literacy Specialist Interview, January 19, 2005).

If I had the support of the union and the management possibly provide professional development time during the day while the teachers are there. I think I could have some input. I just have to talk to the principals and see if we could work something out (Literacy Specialist Interview, January 19, 2005).

It was interesting that this literacy specialist considered talking to principal but had no

thoughts about going to the union.

I think we really need to look again at the information; how we're presenting this information to the teachers. I could say, and I do think this would have an impact, spending more time with the teachers. I will make a phone call to the superintendent. I think sometimes people panic and so they want to put band aids on situations when really they are not taking care of the problem. They wanted the literacy specialists to start teaching students who were not passing and we are not getting to the root cause–which is our role should be to help teachers to help children (Literacy Specialist Interview, January 19, 2005).

I believe I could make a bigger difference if I showed the teachers how much it would help them improve their student achievement. I think if I worked a little bit harder with those teachers who are participating and they show improvement, their student learning and improving their results. I may get more buy in (Literacy Specialist Interview, January 21, 2005).

I'm kind of feeling I'm at the top of where I can go. I think I have a pretty good influence in my building. I think I'm doing a pretty good job of sustaining it. Every year, it's a battle to go back and get it. I have to fight to come to these meetings. I have to go back and justify. And I've never had anybody have to justify so much for something that's researched and shown to be effective. I don't think I'm strong enough by myself to influence it to become a district interest (Literacy Specialist Interview, February 16, 2005).

I guess it's my greatest wish if there was some way that teachers, and I'm speaking in terms of teachers who have been there for a number of years, could come to the realization that its about them and what's going on in their classroom. This would be a more positive. Its all about them. Getting them to that realization. That's the thing that I would change or try to influence. Getting them to realize that this would help them to become a better professional (Literacy Specialist Interview, January 28, 2005).

At least three other literacy specialists mentioned building relationships as something they had influence over as well as developing their own personal levels of knowledge and skill as literacy specialists. These serve as examples.

The only thing I have control over is what information we are going to disseminate to the teachers. Otherwise you have to build a trust with the teachers and that they respect you and want to listen to what you have to say. That's it (Literacy Specialist Interview, January 24, 2005).

I can look at resources for my own knowledge; try to do as much reading as I can (Literacy Specialist Interview, January 21, 2005).

I don't think we need to do anything to change the stipends or any of that. I think and for myself, my own knowledge. I think that's just my own personal struggle (Literacy Specialist Interview, January 28, 2005).

Of all the things I can influence, it would be relationships. I think that you have to be the right person to fill the role of literacy specialist. It has to be someone who works with adults well. These women sometimes work well with children but that doesn't always mean they will work well with adults. They have to be able to do both and you have to have the right personality. Adults have to be able to really open up to you. That may not be something that we can control, but putting the right people in the positions, we can. Just because you're a good teacher in the classroom doesn't automatically mean you will be a good literacy specialist. As a district person I do have a say in who we hire (Literacy Specialist Interview, January 24, 2005).

Question 6: **What do literacy specialists report as institutional interventions that would support them as they function in their roles?**

How to support literacy specialists who were faced with a numbers of ecological conditions that interfered with their work became a compelling problem for the Literacy Specialists project director, Cathy Rosemary and others instrumental in developing guidelines for the project. They

needed more information about what they hoped would lead to some institutional interventions that may be more helpful. The fact that literacy specialists were supported at sufficient levels by the way in which the project was designed was validated by the way in which literacy specialists responded to at least two of the questions in the conditions survey. One of them was literacy specialists have the needed support and training from field faculty and the other was literacy specialists have the skills in helping teachers apply skills and strategies they are learning to their classrooms. These literacy specialists ranked these two conditions among the top 10 in importance and among the lowest in discrepancies between importance and current conditions. This question posed an opportunity to find out what literacy specialists would report as institutional interventions that they thought would support them the most as they served in their roles.

What kind of assistance and from whom would give them what they needed to function most effectively? Most literacy specialists gave their solutions by continuing to admire the problems that existed. And most of them just truly seemed perplexed as to what it would take to improve their station as well as the entire project's success. Given the fact that the literacy specialist's project put so many supports in place for literacy specialists to be successful, the question arose: What more can be done by those who masterminded the project to help literacy specialists to be any more successful in helping other teachers than they already were.

Over 75% of the literacy specialists contended that they needed someone in authority from within the district to really first of all understand what their role was and second to encourage or influence/promote the facilitation of their role with teachers. They did not know how this could be accomplished, but they thought it was imperative that it occur. More than any other assistance they stated that the leadership of the school or district needed to direct the energies

and focus the school's goals on this professional development project. A project such as this one, would only be successful if the leaders got behind the project and provided the resources and time that was needed to reach the project's goals.

These comments serve as examples of what literacy specialists stated about assistance in supporting them in their roles:

> I think having knowledgeable principals would help especially in acknowledging me in this role I am supposed to be serving in (Literacy Specialist Interview, January 19, 2005).

> Maybe at the administrative level, acknowledge me as part of the coaching project and understanding what a powerful vehicle this could be for professional development. I'm not sure administrators would really want to drop this project if they really understood what change it could bring. I think if there was a better understanding there, that would make it work much more efficiently. I feel there is a break down sometimes that the agendas that are out there are not working for the same overall goals (Literacy Specialist Interview, January 19, 2005).

> The best assistance is from my assistant superintendent and curriculum director. They have the power to influence change and I think that's what it takes to influence change and get people on board at the building level to understand what my role is and how it will bring about change (Literacy Specialist Interview, February 16, 2005).

Even though literacy specialists knew they needed more support and understanding about their roles from their principals and district leaders in order to effectively function in their roles, they were still compelled to carry on with their intended work in spite of it. The second kind of assistance they could use with over 50% of those interviewed mentioning it was "job-embedded" training. Just like the literacy specialists stated that their teachers appreciated their modeling in their classrooms, so too did literacy specialists. Literacy specialists stated that they needed modeling, practice and feedback from "more informed others" such as other literacy specialists or, their field faculty and/or mentor coaches to help them apply all they were learning to their coaching experiences. One literacy specialists stated it this way.

My field faculty professor came in yesterday to help me do the close-ups because I wasn't sure actually how they were to be done and she was there with me, walking me step by step. I wanted to make sure I was doing everything correctly (Literacy Specialist Interview, February 16, 2005).

Several other literacy specialist talked about it in different ways:

When my field faculty comes to my setting and helps me individually with close-ups. That's very helpful to me (Literacy Specialist Interview, January 19, 2005). .

I need help with the close-ups. I especially need help with the tech piece (Literacy Specialist Interview, January 19, 2005).

The faculty personnel, my mentor coaches being there with me and I understand they want to be there. I was just hoping it's not just doing observations but other times not just sitting in. The once a month meetings and the doing the observation is just not enough. I think I indicated before. I need more assistance. Some of these informal observations that I'm doing, if the two of us could sit and just talk about what went on. That would help me. Like if you are observing and see something and then meeting with them to say, this is what I shared with this teacher, what do you think of that. I thought this was the way we were getting ready to go, but then it was just of observation purposes. I thought we divided ourselves into small groups, when a team of coaches would be coming together and work and then all of a sudden I realize that okay this is just for observation purposes (Literacy Specialist Interview, January 19, 2005).

Many specialists talked about getting assistance for this and other aspects of the coaching role from each other. One example was the following:

The other literacy specialists in the district and I work well together. If I have a problem I will call her. She's my support person. She helps me more than my supervisor. She's not in those buildings everyday working with those teachers so I get the best support through another literacy specialist (Literacy Specialist Interview, January 28, 2005).

And she was not alone. Several of the literacy specialists claimed that they received much support from one another. They weren't certain that they could get the one on one help from them in the field, due to the many time constraints that specialists are already under.

3.1.9. Summary

Question 1: What are literacy specialists doing in Ohio's Literacy Specialist's Project and who do what they do align with Bean's description of the Coaching Levels of Intensity?

The findings in this study revealed that literacy specialists in Ohio's Professional Development Core Project spent the majority of their time providing professional development and serving in a leadership capacity. The logs of 28 literacy specialists were examined as a group and then clustered into two additional groups for analysis according to Bean's coaching levels of intensity rubric.

It was found that 16 of the literacy specialists spent the majority of their time on activities at Levels 1 and 2 on Bean's Coaching Levels of Intensity Rubric and 12 of them spent the majority of their time on activities at levels 2 and 3. Both groups spent their greatest amount of time on professional development. However, literacy specialists at Levels 2 and 3 spent the largest majority of their time on making professional development presentations rather than on attending presentations while the literacy specialists at Levels 1 and 2 spent almost equal amounts of time on both. The largest difference between the two groups was in the area of instruction. Levels 1 and 2 literacy specialists spent 4 times more on instruction than their counterparts in Levels 2 and 3 who, in contrast, devoted more of their time to modeling and discussing lessons. The data also showed that literacy specialists at Levels 1 and 2 spent more of their time working at Level 1 than they did at Level 2 and those literacy specialists at Levels 2 and 3 spent more of their time in Level 2 than they did at Level 3.

Examining the relationship between the experience, education and the amount of released time that literacy specialists had and what they spent their time doing provided another

interesting perspective into their role. Even though the researcher had predicted that as the education and experience of the literacy specialist increased, so too, would their performance on activities move almost in terms of developmental levels of sophistication from lower to higher levels, the theory seemed to hold for the experience factor, however there were no patterns that supported the hypothesis regarding education. Variance across levels of education prevailed. The data did show, however, that the majority of literacy specialists who had increased amounts of released time and more years in experience as a coach, did spend significantly more of their time doing activities at Levels 2 and3. The greater majority of partially released literacy specialists spent more of their time at Levels 1 and 2.

Particular activities predominated what all literacy specialists did in their roles. The three highest categories on Bean's Coaching Levels of Intensity rubric were professional development presentations, instructing students and modeling and/or providing lesson demonstrations. This accounted for 51.38% of the total time all literacy specialists spent and 40.80% of the time for literacy specialists at Levels 1 and 2. It was 66.7% of all the time literacy specialists spent at Levels 2 and 3. It was evident that even for those literacy specialists whose coaching activities leaned more toward spending time on Level 1 and 2 activities on Bean's rubric and much of the time on instructing students, considerably more time was devoted to providing professional development and to serving as the literacy leaders of their schools as compared to earlier studies on the roles of reading specialists. Their leadership work also included one-on-one coaching, providing resources to teachers and other staff, and supporting literacy learning at school and at home.

Across all three groups, 18 of the 20 literacy specialists who were interviewed claimed they did not have enough time to do close-ups. The most frequent reason given was that they had so

many district responsibilities. When asked what they would like to do or thought they should be doing in their roles, 15 of the 20 stated that they thought they should be doing more close-ups. Another three of them, stated they thought they should be getting into classrooms more to support teachers beyond those teachers who were involved with Core.

Question 2:   What do literacy specialists consider the most important ecological conditions that support them in their work compared to those ecological conditions that currently exist?

In terms of the conditions reported as important in supporting them in their roles literacy specialists as a group and even when divided into the two smaller groups seemed to see all of the conditions as important. There was little, if any variance, between individual conditions with only three of them below the rating of four. The five highest in the "very important" range, each with a mean score of 4.85 were the following: effective communication between the literacy specialist and the teachers; the literacy specialist's effective use of knowledge and skill related to content and pedagogy; the literacy specialist and teachers work together effectively; the literacy specialist is released from teaching a sufficient amount of time to deliver professional development lessons; and the principal administratively supports the literacy specialist's project. Where there were significant differences between the two groups were in the rating of the condition: professional development sessions are meaningful to participants. Level 2 and 3 coaches rated this significantly more important than did their counterparts in Levels 1 and 2. Where there were significant differences between the two groups of literacy specialists in current conditions were in the areas of professional development sessions, field work, and coaching aspects are meaningful and relevant to participants. Literacy specialists at Levels 2 and 3 scored their current conditions much higher.

There were many more variances when the literacy specialists were asked to rate those same ecological conditions in their current environment. Discrepancies between what literacy specialists rated as important compared to what currently existed in their environment pointed to some interesting results. Again, the data was analyzed according to literacy specialists at Levels 1 and 2 and levels 2 and 3.   The largest discrepancies were almost the same for all groups of literacy specialists. The largest and only condition with a two- point discrepancy was the condition related to stipends or rewards for teachers and/or the teachers participating in the project. The next highest discrepancies between what literacy specialists considered important and current in their environment were in the following: there is time in the schedule for teachers to participate in professional development sessions and follow-up/ that the school's professional culture values inquiry, openness, inclusiveness and collaboration; that teachers are willing to take risks in being observed by their peers. Teachers see professional development connected to student learning was the next highest discrepancy area for Level 1 and 2 specialists. Level 2 and 3 literacy specialists' next highest discrepancy areas were conditions related to technology; teachers not overly distracted by students' poor behavior and their role in collaborating with parents, public and political leaders.

In discrepant conditions between important and current conditions, there were significant differences between literacy specialists at Levels 1 and 2 and Levels 2 and 3 in: helping teachers apply new strategies, field work is meaningful and relevant to participants and the district provides support for the project.

The greatest barrier that literacy specialists reported as holding them back from doing what they thought they should be doing in their role was "time." This coincided with what they

reported on the conditions survey as high in importance. With resounding clarity, literacy specialists stated that truly it was their greatest barrier. Even though the literacy specialist's average highest stage of concern was at the consequence and collaboration stage, many of them mentioned that the issue of time was paramount. Many spoke about all of the district responsibilities they had including teaching, literacy event planning and implementation, assessment coordination, etc. and these tasks were certainly in addition to their role of serving as a coach to teachers. All of these tasks they claimed, assuredly interfered with their role.

Question 3:   What are literacy specialists' concerns and how are they associated with the ecological conditions they report as important in supporting them in their role?

The highest stage across all three groups of literacy specialists was Stage 4: "Consequence" followed by Stage 5: "Collaboration." The results of this part of the analysis suggested that literacy specialists' attention was on improving their own approach for changing or helping to influence teachers and on increasing the effects of the literacy specialist's project. They were focused on increasing their own effectiveness and the effectiveness of the teachers whom they are coaching and determining the effects they are having on them. Stage 5, collaboration is so close behind. This suggested that they are also heavily concerned about working with their colleagues, such as other literacy specialists, field faculty; their mentor coaches, and administrators in order to make an even bigger difference. These results suggested that the literacy specialists in the Core Project are moving from little concern about facilitating use of implementing the Core Project into actively becoming involved as facilitator using the instruments and tools of the project. This evidence corroborated with findings from the conditions survey as well.

Overall the conditions related to the Concerns stages were the same for both groups. However, at all stages Level 2 and 3 coaches rated every condition higher in importance, and

better in the environment which yielded less of a discrepancy between ideal and current conditions.

There was a congruence when the literacy specialist's level of concern was associated with the conditions they reported as important in supporting them in their role . Since the literacy specialists listed so many of the conditions as important, the researcher decided to use the criteria established in the study with regard to levels of importance. Those conditions that literacy specialists listed as "very important" were used in this comparison among literacy specialists in each of the three groups. The highest and second highest stages of concern (Consequence and Collaboration) matched up for all literacy specialists and literacy specialists at Levels 1 and 2 with those conditions related to consequence and collaboration on the Conditions survey. However, in only looking at the "very important" conditions Level 2 and 3 specialists identified there was congruence with consequence but not collaboration conditions. Again, these same inconsistencies may be due to one of the literacy specialists in this group whose scores were unusually high at the management and personal levels.

Question 4:   What is the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?

Literacy specialists at Levels 1 and 2 spent most of their time on instruction, professional development and assessment administration. They were concerned about the impact they were having on the participants of the Core project and in collaborating with others to be more effective in their roles. The conditions literacy specialists rated as most important and currently existed in their environment were: the literacy specialists effectively use the knowledge and skill they have related to literacy content and pedagogy and they have previous teaching experience to work with others. These are more important to the work they do as professional development

providers rather than the work they do in instruction and assessment. These could be considered what is supporting them as well as other key supports they recognize including the field faculty training sessions, professional development sessions meaningful and relevant, participation is voluntary and the location of their sessions are attractive and welcoming. Literacy specialists at Levels 2 and 3 spend more of their time on all aspects of professional development. All of the supports they listed as conditions that are important and present in their current environment did not make it to the top of their list in terms of the most important conditions. Nevertheless, the supports they recognized as existing in their environment, included many of the supports needed for specialist at the stage of concern in which they are as a group: Consequence and Collaboration. Some of these supports include: field work is meaningful and relevant to participants; literacy specialists coordinate with other literacy specialists in the region; literacy specialists help teachers apply new strategies and assessments; and literacy specialist project is expanding and more schools are joining.

All of the supports that seem to be in place for literacy specialists are at various levels of concern including the Personal, Management, Consequence and Collaboration stages. It is perhaps these supports that have helped literacy specialists to move along so nicely along the developmental continuum of their role as facilitators of change.

Gathering data regarding the supports literacy specialists perceived to as helping them to function effectively in their role was important. Probing deeper into what has not been there for them helped to get an even clearer picture of what they may need to support them further. Trend data showed significant relationships between several of the conditions related to consequence and collaboration and the activity levels of sophistication on Bean's Coaching Intensity rubric where literacy specialists spent their time. Interview data yielded this information when literacy

specialists were asked the question, "What is holding you back from doing more of what you want to or should be doing in your role." The greatest barrier that literacy specialists reported as holding them back from doing what they thought they should be doing in their role was "time." This coincided with what they reported on the conditions survey as high in importance. They also listed district level support and a lack of confidence in their own skills as those barriers holding them back from doing a better job.

Question 5:   Which conditions do literacy specialists report as ones that they are able to influence?

When literacy specialists were asked to report on what control or influence they have over some of the conditions that seem to affect them, they stated they had no control over time, while, at the same time, mentioned that they had either talked to their principal or were going to have a talk with their principal about their current role and responsibilities. They felt they had an opportunity to influence their principal by helping them to understand the project better. Several also mentioned that they could have an influence on their peers. They thought that it was important to explain to them how important and seemingly beneficial coaching is for them individually as professionals. They felt that if they really understood what it was and how it could help students to improve, that, assuredly, more teachers would participate.

Other literacy specialists mentioned building relationships as something they have influence over as well as developing their own personal levels of knowledge and skill as literacy specialists.

Question 6:   What do literacy specialists report as institutional interventions that would support them as they function in their roles?

Over 75% of the literacy specialists contended that they needed someone in authority from within the district to really first of all understand what their roles was and second to encourage or

influence/promote the facilitation of their role with teachers. They did not know how this could be accomplished, but they thought it was imperative that it occur. More than any other assistance they stated that the leadership of the school or district needed to direct the energies and focus the school's goals on this professional development project. A project such as this one, would only be successful if the leaders got behind the project and provided the resources and time that was needed to reach the project's goals.

The second kind of assistance they could use with over 50% of those interviewed mentioning it was "job-embedded" training. Just like the literacy specialists stated that their teachers appreciated their modeling in their classrooms, so too did literacy specialists. Literacy specialists stated that they needed modeling, practice and feedback from "more informed others" such as other literacy specialists or, their field faculty and/or mentor coaches to help them apply all they were learning to their coaching experiences.

4. CHAPTER

4.1. Problem, Rationale and Questions

In recent years the number of literacy specialists in American schools has grown considerably. The title "literacy specialist" instead of " reading specialist" stemmed from the shift that has taken place from the major role of an instructor of students to that of a provider of professional development to classroom teachers. Additionally, the role of the literacy specialist has evolved into commanding a unique status within the school setting as a leader of the school's overall literacy program. In school settings, hundreds of literacy specialists are faced with new and different roles in contexts and conditions each with their own set of dilemmas. My choice for selecting this problem is related to my strong interest in literacy and professional learning that leads to teacher change and to my current work in providing technical assistance in literacy for schools and districts across the United States.

The eve remerging refinement of the role of the literacy specialists is based on a number of studies including Ferguson and Ladd who found in their very important study on student achievement that highly trained and qualified teachers do make a significant difference in student learning (Ferguson & Ladd, 1996, p. 658). Darling-Hammond, et.al's research in 1995 also concluded that much of the difference in school achievement results from the effects of substantially different opportunities for students, in particular greatly disparate access to high quality teachers and teaching (Darling-Hammond, 1995, p. 655).

As a result, within the school setting, many educators including administrators and policy makers began thinking about what resources they already had in place that could be used to help improve the quality of practicing teachers. For quite some time it has been generally accepted that reading specialists were the likely people to provide training to other teachers and to assist them in integrating new strategies and skills into their daily classroom practices.

In 2000, the Ohio Department of Education embarked on a professional development initiative called the Literacy Specialist's Core Project in which reading specialists/ literacy coaches were utilized as key components in helping to develop the knowledge, skills, and dispositions essential for excellent literacy teaching in K-3 classrooms. The initiative was intended to serve educators, policymakers and schools in defining the expectations of what teachers of early literacy "should know and be able to do" to serve as an assessment tool in measuring progress toward excellence in teaching of literacy, and also to guide further studies on how and under what conditions an investment in professional learning drives effective learning practice (Ohio Department of Education, 2002, p. 2).

In the Ohio's Literacy Specialist's project, university reading faculty (referred to as field faculty) collaborated with literacy specialists (teachers with a strong background in literacy teaching) who, in turn, worked with classroom teachers at school sites to facilitate professional development sessions across an academic year.

The role of the literacy specialists in this project was to assume leadership by presenting a core curriculum, participate in peer coaching, and assist with research and evaluation activities (Ohio Department of Education, 2002, p. 2). Within this social context, the developers of this model orchestrated an assisting environment which they intended would lead teachers to increased self-regulation of the most promising practices in literacy (Tharp & Gallimore, 1988).

Inquiry into literacy specialists' roles, the conditions they faced and their corresponding dilemmas revealed that significant data had already been collected regarding the dynamics of the relationships established, the knowledge acquisition of the participants, and even information regarding the professional development design as it had been crafted.

However, a more systematic analysis of the activities in which literacy specialists were engaged on a daily basis (and in this particular professional development "activity setting") along with the conditions in the activity settings that affected how they functioned in their own particular contexts, was necessary. Examining what the Ohio literacy specialists were doing in their roles helped to unveil some of the conditions they reported as being supportive as well as those conditions they found constraining. The results of this study revealed some of the deeper structures of the conditions that existed for literacy specialists; how those conditions affected what the literacy specialist did; and some examples of literacy specialists' reciprocal reactions to those same conditions and their effects on the ecology of the school.

This inquiry revealed a richer understanding of both the role and the conditions that affected literacy specialists' practices in Ohio. Literacy specialists all over the United States are molding their roles "on the job" and subsequently many educators and researchers want to learn more about the evolving role. It is this evolving role of literacy specialists that appears significant and relevant to many people who are interested in literacy education and leadership. Thus, the research questions this study included were:

1.   What are literacy specialists doing in Ohio's Literacy Specialist project and how do their roles align with Bean's description of the level of intensity of coaching activities?

2.   What do literacy specialists consider the most important ecological conditions that support them in their work as compared to those ecological conditions that currently exist?

3.   What are literacy specialists' concerns and what is the association between the reading specialists' stage of concern and the ecological conditions they report as important in supporting them in their role?

4.   What is the association between the primary professional activities reported by literacy specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?

5.   Which conditions do literacy specialists report as ones that they are able to influence?

6.   What do literacy specialists report as institutional interventions that would support them as they function in their roles?

4.1.1.   Inquiry Strategy/Setting and Population/ Data Collection Methods

This study was considered field research and used a mixed methodology approach. Using both quantitative and qualitative methods, the study intentionally incorporated multiple ways of knowing in order to gain a better understanding of the complexity of the roles of literacy specialists today and the conditions they face. Results from daily logs, questionnaires, and surveys helped to reveal patterns and themes about what Ohio literacy specialists were doing in their roles and the conditions that affected their efficacy. The research examined the conditions surrounding the reading specialists in this particular "activity setting" Interviews of literacy specialists were conducted and used to uncover more about what literacy specialists do on a daily basis and the conditions that are present which shape the reading specialist's role. The study examined to what extent, if any, the literacy specialist had been able to positively influence and affect the ecological conditions in the school that benefit them the most in functioning in their roles. Further, this study has also given some indications regarding the institutional supports that assisted them as they functioned in their roles. Mixing methods for the purpose of triangulation, convergence, corroboration and correspondence increased the validity of the inquiry results and helped to counterbalance the biases and limitations of the study.

The twofold purpose was to describe the literacy specialist's role within the school setting and to gain a more thorough understanding of the ecological conditions that affected them. All of this exploration was for the purpose of not necessarily finding an answer but for the purpose of seeking deeper insight yielding implications for further research as well as possible guidance for literacy specialists and those responsible for supporting their work.

4.1.2.　Conclusions

Question 1:　**What are literacy specialists doing in Ohio's Literacy Specialist's Project and how do their roles align with Bean's description of the Coaching Levels of Intensity?**

The three themes found most commonly in the research on the role of literacy specialists were that reading specialists must be able to provide "instruction, assessment and leadership"(Bean, Cassidy, Grumet, Shelton, Wallis, 2002 p. 737-740). This study indicated that those categories were also predominant in the role of literacy specialists in Ohio's Core project. Based on the evidence from this study, the total time spent on leadership activities, regardless of literacy specialists' level of sophistication as a coach, outweighed the time literacy specialists spent on instruction and assessment. As the results clearly showed, literacy specialists in Ohio's Professional Development Core Project spent the majority of their time conducting leadership activities such as providing professional development and modeling for peers, as well as instruction and assessment activities. There were several leadership activities recorded by literacy specialists on the Ohio Log Reporting System that were not transferred to Bean's Coaching Levels of Intensity rubric. These activities included coordinating literacy events for students and their families, assisting with school improvement work, and working with student incentive and recognition programs.

4.1.3. Instruction

The instructional role of a reading specialist is defined as one who provides instruction for those identified as struggling readers (Bean, Swann, Knaub, 2003, p. 451).   The existing literature was clear that in order for instruction to be effective, it must be delivered by well-prepared professionals, that is, professionals with extensive knowledge of reading instruction (Bean, Swann, & Hamilton, 2001, p. 292).

Though the type of activities and the percentage of time spent by each of the groups of literacy specialists varied, the evidence was clear based on the log data and interviews, that literacy specialists who were released part time to teach, regardless of their level of sophistication with coaching, did so with consistency, commitment and expertise. Over 68% of the literacy specialists released part-time to teach had a bachelor's and a reading endorsement and/or a master's degree. They also indicated on the conditions survey that they felt highly prepared and experienced relative to the application of their knowledge and skills related to literacy content and pedagogy. Evidence from the larger study should confirm their affirmation through their knowledge acquisition pre and post measures and gains on measures of student achievement.

When analyzing the logs of literacy specialists according to Bean's Coaching Levels of Intensity rubric, it was found that 16 of the 28 specialists spent more time at the lower levels of coaching intensity, (Levels 1 and 2) and 12 specialists spent more of their time at the higher levels of coaching intensity (Level 2 and 3) activities. These data also showed that literacy specialists at Levels 1 and 2 spent more of their time working at Level 1 than they did at Level 2 and those literacy specialists at Levels 2 and 3 spent more of their time in Level 2 than they did at Level 3. In the interviews, the two groups of literacy specialists were alike in the kinds of

teaching they did.   They spoke about teaching in small group, whole group, one-on-one instruction and after-school tutoring sessions that took place in both inclusive and pullout settings. Seventy one percent of the literacy specialists, who were released to teach, were identified as Level 1 and 2 coaches. The remaining 19% of the literacy specialists who were released to teach were identified as Level 2 and 3 coaches. What was very different about Ohio literacy specialists in the two different groups is that while both groups provided instruction to students, in the interviews, Level 2 and 3 expressed more of their sense of obligation toward building a cohort of reading professionals who also have advanced knowledge and skill in the teaching reading. Paramount was their charge to make the teachers with whom they were teaching and coaching, expert teachers of reading. Like the teachers in Bean's study on reading specialists in schools with exemplary programs, these teachers seemed to hold high the importance of helping classroom teachers to provide high-quality literacy instruction by modeling, assisting, encouraging and coaching (Bean, Swan, & Knaub, 2003, p. 453).

Compare this with Bean's et al. study (2002), which examined what reading specialists do. The results of this study indicated a shift in the role of literacy specialists at least in Ohio's Core Project, from instruction to leadership or at least a blend of the two in most cases. In Bean's study of what reading specialists do, over 90% of the respondents indicated that they instruct students on a daily basis with 66% indicating that over 3/4 of their time was spent in an instructional role. In this study, only 44% of Ohio literacy specialists had teaching responsibilities.   (Ohio literacy specialists spoke about their role in terms of teaching strategies and varied instruction based on students' needs.

In Bean's study, over 40% of the respondents indicated that they worked with classroom teachers in a variety of ways such as co-teaching, monitoring or assisting in the classroom (Bean,

Cassidy, Grumet, Shelton, & Wallis, 2002, p.738). Modeling and close-ups were not mentioned. This role definition differs considerably from the literacy specialists in Ohio's Core project. In this study, among the 15 or 44% of literacy specialists who teach, 11 or 73% reported spending over 10 hours a month either modeling or doing close-ups (pre-during-post observation cycle). A close-up requires that a classroom teacher deliver a lesson, containing a particular strategy or practice that the teacher is learning how to apply while the literacy specialist observes her. In turn, the literacy specialist offers feedback to her on specific aspects of the lesson for the purpose of helping her to improve in her practice.

Instruction did arise in the role of literacy specialists at Levels 2 and 3. They more often logged their time to modeling than they did to instructing students than did their counterparts at Levels 1 and 2. This was not surprising since the emphasis and the primary focus in the Core project was supposed to be on coaching as a primary responsibility. Regardless of the amount of time literacy specialists in each of the two groups spent on instruction, it was determined to be very important just as it was determined in other research examining successful student learning and the involvement of reading specialists. Fortunately, in Ohio, the instructional role and the coaching role of the literacy specialists overlapped comprehensively. This begins to add support to the following literacy specialist's comments, "When I'm teaching, I'm modeling and when I'm modeling I'm teaching" (Literacy Specialist Interview, January 24, 2005).

Another responded, "I do a lot of teaching. I feel that I'm teaching what I'm modeling. I feel that I'm teaching the students, but I am also serving as a model as well (Literacy Specialists Interview, January 19, 2005).

This duplicity of purpose within the instructional role as both groups of literacy specialists documented in their logs and described in the interviews suggested that while literacy specialists are demonstrating excellent practices for classroom teachers, they are at the same time providing worthwhile instructional experiences for struggling students.

4.1.4.   Assessment

In conjunction with the role of the reading specialists related to instruction, there was a clear piece in the role of reading specialists dealing with assessment. In the national study conducted by Bean et.al on what reading specialists do in their roles, reading specialists were involved in assessment activities. Assessment also appeared consistently as activities in which Ohio literacy specialists engaged much like that which was described by (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002,p. 739). Ohio literacy specialists' assessment activities were broken into three categories: administrating assessments, analyzing student work and interpreting assessment data.

Seventy-eight percent of all of the Ohio literacy specialists who submitted logs indicated that they performed assessment activities. This seemed indicative of a decreased amount of involvement in assessment activities by literacy specialists when compared with 99% who in the larger national study reported that they performed such duties (Bean, Cassidy, Grumet, Shelton, & Wallis, 2002, p. 739).

Even though the amount of time and percentages of time on assessment were considerably lower than those encompassing instruction, professional development and modeling, this study supported the findings of other research regarding the importance and presence of assessment as a major part in the role of literacy specialists. In particular, this study was congruent with the 2004 study of Klein and Lanning's in which reading specialists were asked to list the major roles

of assessment into six categories including diagnosing, assessing individual students, planning instruction based on assessment, explaining diagnosis to parents, developing appropriate assessments, coordinating and analyzing school-wide data and training teachers in assessment practices. Many of those same responsibilities were either logged or expressed in the interviews as those conducted by Ohio literacy specialists.

What was troubling, though, was the significant difference in the percentage of time some literacy specialists spent on test administration compared to analysis and interpretation. It was even more troubling when it was compared to instruction, professional development and modeling. If the amount of time and the number of literacy specialists who were spending time on assessment activities was decreasing, then it might be that instruction was becoming less informed by assessments. This was puzzling given the heightened degree to which schools are now being held accountable. It might be cause for concern that while literacy specialists were spending more time on modeling and in-class observations and giving feedback to teachers, this work may be void of adequate attention to assessment. This would be an important area to examine more closely because leadership involving assessment and in particular in analyzing student work can become a powerful skill that teachers need to learn in order to identify the strengths and weaknesses of students' literacy skills, so that they can plan effectively and teach with precision. All 16 literacy specialists at Levels 2 and 3 have kept alive the interplay of instruction and assessment, yet six of the literacy specialists at Levels 1 and 2 did not log nor did they report any involvement with assessments at all. From this follows the idea that decreased involvement with assessment tends to be more characteristic of those literacy specialists coaching at lower levels of sophistication.

4.1.5. Leadership

The role of literacy specialists dealing with leadership appeared in all but a handful of the 18 activities listed in Bean's Coaching Levels of Intensity rubric. On the whole, Ohio literacy specialists spent the majority of their time serving in a leadership capacity. Their involvement in instruction and assessment sometimes contained certain aspects of leadership. Table 38 shows the alignment between average percentage of time literacy specialists spent on activities related to leadership on each of the two reporting systems, Ohio's and Bean's. As can be seen, this study supported previous research findings that leadership is a critical part of the role that literacy specialists play and both instruments capture it well. Again, it is important to recognize that the percentages of time literacy specialists spent on leadership activities may have been affected by the amount of released time literacy specialists had.

Table 4.1: Leadership Activities

	Bean's Levels of Intensity Coaching Rubric			Ohio's Logging System	
	All Literacy Specialist	Levels 1 / 2	Levels 2/3		All Literacy Specialist
	% of Time	% of Time	% of Time		% of Time
Informal Conversations	1.14	1.99	--	One-on One Coaching	19.36
Develop/Provide Mater.	2.52	3.76	0.85	All Professional Development	30.39
Participating in PD	9.21	15.03	1.45	Resources	12.00
Leading Study Groups	1.39	2.31	0.16	Supporting Literacy Learning at Home and at School	7.16
Co-planning Lessons	0.17		0.39	Work Management	8.05
Team Meetings	8.34	9.30	7.05	Technology	0.93

	Bean's Levels of Intensity Coaching Rubric				Ohio's Logging System
	All Literacy Specialist	Levels 1 / 2	Levels 2/3		All Literacy Specialist
	% of Time	% of Time	% of Time		% of Time
Analyze Student Work	0.21	-	0.48		
Interpreting Assessment Data	3.17	3.77	2.38		
Individual Discussions with Teachers	4.38	2.37	7.08		
Professional Development Presentations	24.24	13.61	38.42		
Modeling/Discussing Lessons	11.92	4.41	21.94		
Co-teaching Lessons	0.12	0.09	0.16		
Visiting Classrooms	8.53	9.54	7.19		
Total	75.34	66.16	87.55		77.89

Even though literacy specialists at Levels 2 and 3 had a higher mean percent on leadership activities and almost double the percentage of time on Level 3 category activities than did their counterparts, it wasn't in every area of leadership. In fact, the most intriguing was the activity, visiting classrooms and giving feedback. The average amount of time spent by each of the literacy specialists at Levels 1 and 2 and 2 and 3 were almost equal. In fact, Level 1 and 2 coaches logged a higher percentage of time in that category. There certainly could be many reasons for this, including timing of the ELLCO, testing administration, scheduling issues, however, because the role of literacy specialist is related to attempts to change teacher practices, do these percentages hint at something else? Could it have something to do with the fact that more of the Level 1 and 2 coaches spent more time in the classrooms with teachers? Perhaps,

because 75% of the Level 2 and 3 literacy specialists who were not logging much time visiting classrooms and giving feedback, also did not teach. Although similar phenomena are reported for Levels 1 and 2 coaches, it is to a lesser degree. In the group of literacy specialists at Levels 1 and 2 who are not visiting classrooms and giving feedback, 56% of them are also not teaching. As an illustration, one literacy specialist shared these thoughts:

> I feel if I was there to be in the classroom more with them, to actually walk them through this process with them more as a partner, as part of their team, then I don't think it would be as much of a problem. I've been sort of noticing. I don't want to draw any preliminary conclusions, but I've been noticing that when literacy specialists aren't released full time, they are sometimes getting further with their teachers because they're co-workers in a sense

Are teachers more willing to be observed by literacy specialists who teach with them? Or put another way; are literacy specialists who are in the classrooms more, trusted more? Is there a greater chance that they can go beyond modeling and into the stages of having their teachers practice what they are learning and provide them with feedback on their performance? Is there a slightly greater chance that they can build trust because they are in the trenches with them? Could it be that they are considered, "one of them?" One fully released literacy specialist remarked:

> The teachers shared with me at the last Core session that they are very unhappy with the ELLCO. I am personally struggling with this because I see myself as a peer. I feel like they're doing a good job and they are. I don't think it's so much as who am I to come in and make my observations and share out information with them? I guess they don't think they really need it (Literacy Specialist Interview, January 28, 2005).

 The data suggested that far more time was spent on delivering presentations and modeling than on visiting classrooms and providing feedback. Klein et.al. were adamant that some part of literacy specialists' school day should be spent on teaching. They recommended that literacy specialists spend no more than one-third of their time in direct instruction of students and the

other was two thirds developing school and district-wide literacy programs working with teachers and others (Klein, & Lanning, 2004, p. 40). Just the right balance cannot be concluded from this study; however, balancing time within the leadership role to include more visitations gives teachers an opportunity to practice what they are learning, even at the expense of reducing the amount of professional development presentations, might prove beneficial. Teachers should have plenty of opportunities to practice what has been modeled for them in the presence of a "more informed other." Tharp and Gallimore referred to the work of Vygotsky and Piaget who acknowledge the importance of guided reinvention and understanding requiring reconstruction for child learning (Tharp, R. & Gallimore, R., 1988, p. 29). They also stated that this identical process is important to adult learning as well and that scaffolding learning in structured situations will help to them more toward self-regulation (Tharp, R. & Gallimore, R., 1988, p. 31).

Further study to find out how literacy specialists can increase the likelihood of having a greater chance to visit classrooms and provide feedback, is necessary.

Bean contended that reading specialists should not only be able to provide specialized instruction for students with reading difficulties, but they must also be able to help their colleagues improve the quality of classroom instruction (Bean, Cassidy, & Grumet, 2002, p. 742). This study of the role of Ohio literacy specialists and the ecological conditions that supported their efficacy suggested that literacy specialists should continue to have an integrated perspective, encompassing large amounts of leadership activities and perhaps lesser amounts of instruction and assessment. This is due to its relevance to the goals of the Ohio's Literacy Specialist's project. The difference between the Bean's et.al study and this one are appropriate and both studies are complementary to the body of research related to the role of reading specialists.

4.1.6. Alignment between Ohio's Log Reporting System/Bean's Coaching Levels

One hundred percent of the activities logged into the categories of instruction and assessment on Ohio's Log Reporting system aligned with Bean's Coaching Levels of Intensity rubric. However, in the category of leadership, activities recorded by specialists on Ohio's log reporting system were not transferred to Bean's rubric. There were no appropriate categories on Bean's rubric in which to record activities such as working with grants, working with parents, literacy events, supervision, school improvement efforts, work in mathematics and student recognition, all leadership activities. Bean's Coaching Levels of Intensity rubric captured the full array of literacy specialists' role as coaches, except for these other leadership activities, which were included on Ohio's Log Reporting System. This is where Ohio's concept of how to capture literacy specialists' role and Bean's concept differed the most, at least with regard to the reporting systems used by each.

It was somewhat confusing that instructing students and assessment administration was considered coaching on Bean's rubric. It raised the question that since these activities were included on the rubric, then perhaps activities like working with parents to help them understand the curriculum and/or approaches used by teachers or that conducting literacy events that promote the love, motivation and interest in reading should also be considered coaching. On the other hand, the Ohio Log Reporting System listed communication, reporting and technology as separate activities, unlike Bean's rubric. Perhaps these should remain as separate activities however, consideration as to how these activities are intrinsically intertwined with each other, should be considered. Communication, reporting and technology may be included on Bean's rubric but they may be embedded within several other activities that literacy specialists do.

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These observations lead to questions about how literacy specialist's role should be defined and the reporting systems used to capture it. Should additional coaching rubrics be developed that parse the role more finely according all of the different kinds of responsibilities literacy specialists have or should one rubric be used to capture all the various roles and responsibilities more broadly? Regardless of how that question is answered, each recording system of what literacy specialists do should be used to inform the other.

The role is still so varied that finding ways to describe it clearly seem to be a difficult challenge for literacy leaders. Continuing to revise and refine the reporting systems will help everyone to get a clearer picture of what literacy specialists are actually doing and how much time they are spending on the various aspects of their roles. In whatever way time is recorded, the purpose is to more deeply understand what is happening in literacy specialists' roles so that guidance can be given that will help them to make adjustments in their schedules that will enhance their efficacy.

Question 2:   What do literacy specialists consider the most important ecological conditions that support them in their work compared to those ecological conditions that currently exist?

Important to consider is how the design principles of the literacy specialist's project fit within the context of the different school settings. Ohio's project called for the same professional development model and field work at every site. However, the ecological conditions at each school site have affected the degree or level at which the reading specialist could facilitate the program's implementation. Regardless of how well the professional development model was designed, consideration to other themes patterns and conditions needed to be examined. The "activity settings" as described by Tharp & Gallimore's work pointed out the importance of the "social furniture of our family, community and work" (Tharp & Gallimore, 1988, p. 72).

Where there were the largest discrepancies between what literacy specialists reported as important as compared to the current conditions in their environment proved to be the same for all groups of literacy specialists. The only condition with a two- point discrepancy was the one related to stipends or rewards for teachers and/or the teachers participating in the project. The next highest discrepancies between what literacy specialists considered important and current in their environment were in the following: 1) there is time in the schedule for teachers to participate in professional development sessions and follow-up; 2) the school's professional culture values inquiry, openness, inclusiveness and collaboration; 3) teachers are willing to take risks in being observed by their peers; 4) and teachers see professional development connected to student learning.

The ecological conditions that literacy specialists reported as most discrepant between importance and current ecological conditions were those related to several of the salient concepts found in the literature relating to organizational climate.

The results of what was found when these discrepant conditions surfaced led to thoughts about the conditions in the school's environment related to the school's atmosphere and the school's culture particularly as it is related to peoples' perceptions about those aspects of the organization that directly impacted the ability of literacy specialists to perform their jobs well. It included the complex mixture of people's perceptions–based on expectation, norms, values, policies and procedures that summarize "the way we do things around here" (Becklean, W. & Kinkead, 1968). The first concept was "clarity," the feeling that everyone knows what is expected of them and that they understand how these goals and expectations related to larger goals and objectives of the organization (Becklean, W. & Kinkead, 1968). When the literacy specialists mentioned that teachers were not seeing a link between the professional development

initiative and student learning, this led the researcher toward concluding that a sense of clarity around certain literacy goals and a common means to achieve them, were either too vague or were missing among everyone in the school. The results of the survey cast doubts regarding how easily participants could connect and transfer the project or lesson goals to their practices and also how well the goals were assimilated with the overall goals and objectives of the school. More importantly, it raised questions for the researcher and caused further speculation about how well the goals of the project had been explained or understood by the rest of the staff who were not involved. This phenomenon may be disturbing the balance within the system and culture within which people are functioning and competing goals are causing conflict for literacy specialists.

The second concept is referred to as "responsibility" This area is the feeling that members in the organization have a lot of authority delegated to them; the degree to which they can do their jobs well without having to check everything with their boss and feel fully accountable for the outcomes (Becklean, W. & Kinkead, 1968). When considering this concept, the question arose regarding the conceptions and perhaps the likely confusion about to whom literacy specialists are responsible. As the interview data showed, literacy specialists expressed frustration regarding to whom they were responsible. The goals of Ohio's Core project oftentimes were competing with the goals and objectives of what the administrators wanted them to accomplish in their districts. Literacy specialists were not altogether autonomous. Here's an example.

> We wear a lot of hats. I don't know if the other ones told you but we do a lot of work in training tutors. We're also getting ready to train teachers for summer school. That's going to start in April. Besides all of that, we have to do a number of other things the district wants to do. And then there are additional expectations that include the work for this Core project. It's too many people wanting too many different things (Literacy Specialist Interview, January 24, 2005).

Literacy specialists reported that teachers, on the other hand, were unwilling to take risks to be observed by their peers. Even literacy specialists whose principals were supportive expressed concerns about teachers' unwillingness to take risks. The results of these findings led the researcher to some speculation about power structures and relationships and the effects of those on teachers. Teachers might be afraid of what will happen to them if the outcome of an observation is negative? One thing is for sure, in the interviews, literacy specialists claimed that the teachers with whom they were working as well as others on the staff were laden with fear, approached observations and feedback with a lack of intrepidness and were resistant to change. These comments serve as examples.

> I've found with the new teachers it's much easier with coming in. With the teachers I know it's just— even the new teachers are more open because they are afraid they are going to lose their jobs. They are willing to change. People are afraid. They are. And older teachers, boy you don't want to criticize them. Right? (Literacy Specialist Interview, February 16, 2005).

> I think it's really important but people don't want you in their classrooms. I think it's intimidation maybe. They're just not used to having anyone come in and observe them. It's been my experience from being an intern consultant that they really don't want you in there. It makes them nervous. Even though they know they're not being evaluated they are very uncomfortable. I think that's key (Literacy Specialist Interview, January 28, 2005).

The third concept is "Flexibility," the feeling employees have about constraints in the workplace; the degree to which they feel there are unnecessary rules, procedures, policies and practices that interfere with their task accomplishments. The condition literacy specialists complained the most about was, "time." In the interviews, they most frequently blamed this on all of their responsibilities in the school related to literacy yet not related to coaching activities. The "Reading Jamboree", the "Spelling Bee", "Right to Read" week and family nights." One literacy specialist expressed it this way, "I feel so stressed and overloaded. I promise. I'm ready

to run" (Literacy Specialist Interview, January 19, 2005). A concluding question posed by the researcher based on this data was, "Why should there be time for people to do this work?" First of all, everyone in the school is not fully clear about what is occurring with the literacy specialist project nor do they understand why it is important or connected to the overall goals of the school. And if the literacy specialist's project is so important the teachers might wonder why everyone isn't expected to participate. And second, they may be unsure and frightened about the repercussions that might stem from their involvement. These two climate concepts of ""clarity" and "responsibility" not being adequately addressed which leads to a provocation of all sorts of logistical and management issues one of which includes the issue of time. It might be easier for literacy specialists and teachers to remain more in a position of the status quo and forego all the hassles associated with the initiative. "Clarity" and "Responsibility" are prerequisites to addressing issues related to "Flexibility" and all of these may continue to plague all involved in carrying out the goals of this project (Becleam. W/ & Kinkead, 1968).

The fourth concept is "Rewards," the degree to which employees feel they are being recognized and rewarded for doing good work, and that such recognition is directly related to levels of performance (Becklean, W. & Kinkead, 1968). The researcher concluded that stipends and rewards became important because teachers may have wanted recognition for going above and beyond and especially needed this because there were so few of them involved within the school's culture. They were acting differently and someone should notice. This became increasingly important especially when the precursors to developing a positive school climate which included clarity, responsibility and flexibility, remained yet unresolved. This literacy specialist remarked:

The first year we were not paid and we along with the teachers were expected to stay after school for the two hours, but we were not paid for that work-- just that little bit. The second year we did get the $15/hour. So it wasn't much, but that was nice. It sort of validated what we were doing. The real sticking point for a lot of us was that we felt were teaching college level material and we weren't being recognized at all by the district for all the extra work we were doing.

The last and most conclusive piece of evidence of a poor climate and its effect on literacy specialists was the condition directly pinpointing the level at which the school's culture values inquiry, openness, inclusiveness, and collaboration. This discrepant condition gave evidence that the system and/or the context in which literacy specialists were located were awry. It followed that literacy specialists' roles might have been further enhanced by administrators and core leaders' paying closer attention to the literacy specialists' role within the context of the schools in which they were situated.

Question 3:   What are literacy specialists' concerns and how are they associated with the ecological conditions they reported as important in supporting them in their role?

Found in the work of Hord et. al. was the conclusion that change should be viewed as a process, accomplished by individuals and involves developmental growth. They stated that the focus of facilitation should be on the individual as much as it should be focused on the innovation and the context (Hord, Rutherford, Huling-Austin, & Hall, 1987, p. 6). The researcher agreed that taking a look into the literacy specialist's role as a highly personal experience was worth examining. How they appeared to express or demonstrate growth in terms of their feelings and skills about their role would be interesting. It was decided that understanding where the levels of concerns of individuals were within each of the two groups might be a way of connecting with the literacy specialists' readiness for serving as a leader, coach and facilitator of change and in turn, might be a way of informing what interventions might follow.

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According to the results of the CFSoCQ (Hall, G.E., Newlove, B. George, A., Rutherford, W., & Hord, S., 1991), the highest stage of concern for both groups of literacy specialists were those in the area of "consequence." followed by "collaboration." Consequence is the concern that deals with the impact that literacy specialists' facilitator efforts are having upon those they are trying to help. Collaboration is described as working with others to increase effects of their work.

So, in essence, the results of this study would suggest that fulfillment of the goals of Ohio's Core project are most pressing on the hearts and minds of the literacy specialists examined in this study. According to the results of the questionnaire, they were very concerned about helping to develop the knowledge, skills and dispositions essential for excellent literacy teaching in K-3 classrooms and were fervent in their desire to collaborate with others to do so. This researcher, though, was looking for some deeper understanding about what specific conditions were important in supporting them in their role and asked the question about where these differences might appear? However, in terms of finding significant differences in the levels of concern between the two groups of literacy specialists at Levels 1 and 2 and Levels 2 and 3 the quest proved to be unproductive.

Hord et. al. also contended that concerns do not exist in a vacuum. Concerns are influenced by participants' feelings about an innovation, by their perception of their ability to use it, by the setting in which the change occurs, by the number of other changes in which they are involved and, most of all, by the kind of support and assistance they receive as they attempt to implement change (Hord, Rutherford, Huling-Austin, & Hall, 1987, p. 43).

In this part of the analysis, individual conditions' survey questions were grouped by the Levels of Concerns to determine an association between the concerns and conditions literacy

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specialists reported on the two instruments. It proved beneficial because, though not reflected in the concerns data, the researcher was intrigued by some evidence in the conditions survey that led to differences between the two groups regarding perceptions of their ability to implement all that they should be doing as they serve in their role as a facilitator, coach and leader.

Of the seven categories where there were significant discrepancies between the two groups in how they rated important, current, and discrepant conditions, all but one of them was in the area of "Consequence." Examples of where there were significant discrepancies between the two groups were in these conditions: professional development, field work and coaching aspects are meaningful and relevant to participants and literacy specialists are effective in helping teachers apply skills and strategies learned in the Core sessions to their classrooms. Level 2 and 3 coaches in all instances rated the conditions either higher in importance, more ideal in their current environment, and/or less discrepant when comparing what they considered ideal in their current environment. This suggested that coaches at Levels 2 and 3 perceived their own abilities to implement the role of coach/leader and facilitator of change at a higher level of efficacy. This suggested that literacy specialists at Levels 2 and 3 were functioning at higher levels of use than their counterparts at Levels 1 and 2. This hypothesis was related to the literature on individual and small group teacher change work done by Chin and Benne in which they described one of the techniques as normative-re-educative which takes into consideration that direction for change comes from the individuals involved in the process--in this case from the literacy specialists. Levels 2 and 3 literacy specialists appeared to have more skill at making sense of and contributing to situations in which they lived and worked (Chin, R. & Benne, K., 1969, p. 44). Their decisions to change and grow in their sophistication in their role as a coach may have been

enhanced because of their own deep reflections on beliefs and practices and their ability or determination to adapt and change in order to improve.

Within this category of change there was consideration given to the teacher's biography, experience, personality and context, which play a role in the choices they make. However, the mechanism for affecting change that Chin and Benne referred to that seemed the most relevant in this case was the category related to stages of development that focuses on different aspects of teacher's learning, thinking and action. This category had to do with the focus on an individual in the process of becoming (Richardson, 1999, p. 909). Fuller was the first to describe the stages that teachers go through and the concerns they have as they become teachers (Fuller, 1969; Fuller & Brown, 1975). Hall and Loucks did the best-known adaptation from that work and the concerns diagnostic tool they developed was used in this study (Richardson, 1999, p. 909). The conditions tool used in this study suggested that the Levels of Use, in other words, the level at which literacy specialists are performing in their roles is at a lower level for those specialists at Levels 1 and 2. It was entirely possible that literacy specialists at Levels 2 and 3 were beyond the developmental levels of survival, exploration and bridging, and well into levels of adapting, and conceptual change. There was also reason to believe that the self-conception Level 2 and 3 literacy specialists and the development of their identities as coaches was more advanced.

Question 4:   What is the association between the primary professional activities reported by literary specialists and a) their stage of concern and b) the ecological conditions they report as important in supporting them in their role?

Yukl stated that the consensus view on leadership was that it is a social process of intentional influence exerted by one person or group to structure activities or relationships over another group. It was similar to Hord's et. al. definition of a facilitator of change. Hord's et.al. 's definition of a facilitator of change was to support, help, assist and nurture. He also stated that

sometimes a facilitator of change is involved with the tasks of encouraging persuading and pushing people to change (Hord, Rutherford, Huling-Austin, & Hall, 1987, p. 3). Bean's definition of a literacy coach also became relevant. She defined literacy coach as "one with expertise who provides the guidance or feedback that enables someone else to become more proficient"(Bean, 2004, p. 96). So in this very simple and straightforward view, literacy coaches can be recognized as both leaders and as facilitators of change.

Thus far, the conclusions have been related to connections between this study and the three primary areas of the role of literacy specialists found across the existing research on 1) what literacy specialists do; 2) their levels of concerns and; 3)the discrepant conditions they rated as important but not ideal in their environment. In this part of the study, the researcher sought information about the association between the primary professional activities that literacy specialists recorded , their conception of change, and the ecological conditions they reported as supporting them in their roles.

Previous conclusions on what literacy specialists did in their roles found differences between percentages of time they each spent at the various levels of sophistication. Literacy specialists at Levels 2 and 3 did spend a higher percentage of time on leadership activities. Because of this, it could be argued that literacy specialists at Levels 2 and 3 have the edge over Level 1 and 2 in taking charge of change and functioning at higher levels of sophistication as coaches. However, the evidence clearly showed that well over half of the time spent by all literacy specialists was on leadership activities.

In the other category connected to the role of literacy specialists the researcher was trying to understand more about literacy specialists' concerns as they functioned in their roles as facilitators of change regardless of their levels of sophistication on Bean's Coaching Levels of

Intensity rubric. All literacy specialists, regardless of the group they were in, reported that they were concerned about the effects they were having on the participants in their project and working with others to increase their effectiveness. According to concerns data, literacy specialists have moved along nicely on the developmental continuum with regard to their perceptions about their roles as facilitators of change (see Appendix M). The results indicated that as Literacy specialists acting in their roles as leaders, coaches and facilitators of change they, as a group, are beyond the personal and management concerns in their environment and have moved to the higher stages of concern, consequence and collaboration. There were, of course, variances among them; however, the results of the group data suggested that this innovation is a positive one and there has been support for its implementation.

Since the concerns data showed no clear differences between the specialists in the two different groups, attention was then turned toward the association between the concerns data and the conditions data where there were significant discrepancies between the two groups. This seemed particularly meaningful to the current study given its attempt to identify the differences in the roles of literacy specialists that set Level 2 and 3 specialists apart from their colleagues. The findings from the conditions survey results revealed that literacy specialists perceived all of the conditions as important. The findings regarding the discrepancies between what literacy specialists considered important when compared to the current conditions created the "aha!" The findings regarding the significant differences between the two groups in how they rated important, current and discrepant conditions provided the foundation for conclusions drawn regarding what is necessary in supporting literacy specialists in their leadership role.

Of the seven categories where there were significant discrepancies between the two groups in how they rated important, current, and discrepant conditions, all but one of them was in the area

of "Consequence." Literacy specialists were concerned about their effectiveness with teachers with whom they were working. This generated further questions about possible correlations between the time literacy specialists were spending at various levels of sophistication on Bean's Coaching rubric compared to the conditions' survey items that were grouped in accordance with the levels of concern, and, in particular, those in the area of "consequence."

Statistically significant correlations were found suggesting that: 1) As the current conditions at Stage 3 (Management) got better, literacy specialists tended to spend less time on Level 1 activities; 2) As current conditions at Stage 4 (Consequence) got better a) they spent less time at Level 1 and b) they spent more time at Level 2; and 3) As the current status of Stage 5 conditions got better, they tended to spend more time on Level 3 activities. The researcher thought it was important to determine what specific items on the conditions' survey were driving these correlations. The following seven conditions were identified: sufficient time, district support, literacy specialist expertise in helping teachers, goals and outcomes clear to everyone, relevant professional development , teachers willingness to take risks and the school's culture valuing inquiry, openness, inclusiveness and collaboration. In this study, there was evidence to suggest that literacy specialists, who are trying to move along in their level of sophistication on Bean's Coaching Levels of Intensity rubric, are hindered by more of these kinds of conditions than any others. Issues related to literacy specialist's expertise and professional development are relevant and can be associated with the literacy specialist's personal development and efficacy as a coach. Such conditions as sufficient time, district support, need for clear goals and outcomes and the culture of the school can be grouped together into the category of the school's context. This evidence provided a reasonable argument that both the individual and personal development

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along with particular aspects of improving the school context are needed in order to increase the efficacy of literacy specialists.

Question 5:   Which conditions do literacy specialists report as ones that they are able to influence?

An argument could be made that the efficacy of literacy specialists is consequential to the level of district and school support literacy specialists are receiving. However, it is important to recognize that there is another view. One may adopt the view outlined in Peterson et.al.'s work-- that organization and structure need not precede teacher changes in practice. Inherent in their premise is the central idea that quality learning and practice is indifferent to the conditions found in the workplace. For example, the conditions of stipends and or rewards, time for teachers, professional culture, teacher willingness, and teachers seeing connections between professional development and student learning would fall naturally into place once teachers change their practices. Or, that the conditions they reported as poor conditions in their environment might no longer be perceived as such.   Peterson et al. al. may have also held the opinion that once learning and practice among the project's participants improved, the teachers would not need rewards; time would not be an issue; and the culture would transform.   Teachers would become more willing to be observed by their peers. They would become convinced of the need for their learning and how their learning would affect students. The teachers would be so synergistically charged that none of the conditions that plague them would matter anymore. These are all fair assumptions.

However, literacy specialists expressed frustration in fulfilling their role responsibility of changing teacher practices. The individual and personal approach to change working solely with teachers, by concentrating their efforts at the core of teaching, while ignoring context, prevented

many of them from accomplishing their goals and the goals of the project. They mentioned they needed administrative support and that teacher resistance was a problem. Most thought it could be solved by their ability to work harder at clearing up their administrators' and peers' misunderstanding about what they were supposed to be doing in their role and how functioning in the role as a "coach" could be beneficial to teachers. They also stated that they could work harder to improve their level of content knowledge, pedagogical skill and skills as professional development providers and coaches. They expressed a desire to fulfill the goals of the project and to work in collaboration with others, but a poor school culture was standing in the way. They presented evidence that the schools had not embraced a professional development culture that values inquiry, collaboration and openness, the kind of fertile ground necessary for building a learning community.

With the above in mind, essential questions emerged. How far are literacy specialists going to advance on their own in convincing teachers to want to learn or change their practices? Are literacy specialists independently capable enough to change the practices of teachers within a school when they have no authority or power to do so? Is it reasonable to assume literacy specialists placed within a school setting, void of direction, guidance and/or affirmation from the district or school leadership will be able to transform the literacy practices of their peers? If they work hard enough will they reach the highest levels of sophistication, or are there higher yet levels of sophistication that we have not yet discovered? One literacy specialist conveyed these thoughts.

> I'm kind of feeling I'm at the top of where I can go. I think I have a pretty good influence in my building. I think I'm doing a pretty good job of sustaining it. But every year it is a battle to go back and convince others that I should serve in this role. I have to fight to come to these meetings. It's a battle every year. I have to go back and justify. And I've never had anybody have to justify so much for

something that's researched and shown to be beneficial. Oh my goodness. I don't think I'm strong enough by myself to influence it to become a district interest (Literacy specialist interview).

Several texts promoted the idea of shared leadership and literacy teams (Bean, 2004, p. 58; Lambert, 1998, p. 9). The argument for requiring these to be in place before literacy specialists are placed in schools seems logical. However, to deny the schools that might need them the most, the advantage of having literacy specialists on their staffs that could help to build the skills and practices of their peers and the literacy programs in their schools, might be a mistake. Development of a system for schools to use that involves literacy specialists and administrators in developing a literacy plan in their schools might be the most helpful.

Question 6:   What do literacy specialists report as institutional interventions that would support them as they function in their roles?

Over 75% of the literacy specialists contended that they needed someone in authority from within the district to first, understand what their role were and second to encourage or influence/facilitate the promotion of their role with teachers. They did not know how this could be accomplished, but they thought it was imperative that it occur. More than any other assistance, they stated that the leadership of the school or district needed to direct the energies and focus the school's goals on this professional development project. A project such as this one, would only be successful if the leaders got behind the project and provided the resources and time that was needed to reach the project's goals.

The second kind of assistance they could use with over 50% of those interviewed mentioning it was "job-embedded" training. Just as the literacy specialists stated that their teachers appreciated their modeling in their classrooms, so too did literacy specialists. Literacy specialists stated that they needed modeling, practice and feedback from "more informed others"

such as other literacy specialists or, their field faculty and/or mentor coaches to help them apply all they were learning to their coaching experiences.

Very different from Peterson, et.al.'s view that "changing teachers is a problem of learning, not a problem of organization and that school structure follows from good practice and not vice versa," (Peterson, McCarthy & Elmore, 1996, p. 148-9), Fullan suggested that teacher development and school development must go together (Fullan, 1992, p. 46). Lieberman also suggested that a school-level, "culture of inquiry" would facilitate teacher learning and change (Lieberman, A., 1996, p. 186). The findings collected from the literacy specialists about changing teachers in this study suggested concurrence with Fullan and Lieberman, while conversely calling into question, the conclusions of Peterson and others. The results of this study suggested that the ecological conditions having to do with organizational context played an important part in shaping the roles of literacy specialists in how they functioned in their roles.

As Corbett, Firestone, and Rossman stated, "teachers have the reputation of being inherently and universally stubborn when facing change" (Corbett, Firestone, & Rossman, 1987, p.36). Sarason stated that change is greeted with suspicion and reluctance when expectations for behavior embedded in a new practice, policy or program do not coincide with existing conceptions of the way school life is or should be (Sarason, 1971, p. 14). And surely, the literacy specialist's role and the goals of the project threaten the conservative nature of those in the school.

The literacy specialists were equipped by the Core project with a set of goals, core curriculum, technological tools, and pedagogical fluency, however to operationalize literacy specialists' capabilities, it follows that a stronger bridge of professional rapport between district and project leaders is essential. In validating construction of such a professional bridge, Fullan and Lieberman's theories carry the day. Teacher development and school development must go

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together. A professional culture of inquiry must be present and leadership involvement at the district level is critical to the literacy specialists' efficacy in Ohio's Core project.

4.1.7. Implications

It is estimated that generous amounts of time, money and resources are being allocated to support the work of literacy specialists in Ohio's Core project. With the increasing number of literacy specialists, the total amount is undoubtedly higher today and will probably continue to rise. This study was designed to understand more clearly what Ohio literacy specialists were doing in their roles aligned with Bean's Coaching Levels of Intensity rubric and to learn more about the ecological conditions that supported and hindered their work as leaders, coaches and facilitators of change. The overarching intent of this professional development project, like many others across the United States, was to find what are just the right ingredients for influencing large-scale changes in the literacy practices of teachers, and to increase student learning significantly. An opportunity to research what literacy specialists in Ohio's Core Project were doing in their roles and understand more about the conditions that affected their efficacy has led to some emergent findings and implications for action and further research.

The following three courses of action with corresponding recommendations are presented for consideration: 1) literacy specialists should become more aware of their personal development and take deliberate steps for continued growth in knowledge, skills and dispositions as leaders, coaches and facilitators of change; 2) district administrators should collaborate with literacy specialists to provide leadership for developing a literacy framework that also serves as the foundation for an internal accountability system; 3) Core Project leaders should facilitate the literacy specialists' efficacy by supporting them at two levels: helping them personally as

individuals to develop their own knowledge and skills and helping them as individuals who are acting as leaders, coaches, and facilitators of change within the context of their schools.

The first recommendation involving the personal development of literacy specialists involves self-examination and movement on the part of literacy specialists towards autonomy, independence and self-regulation. Literacy specialists should take inventory of where they are in their personal level of development as a leaders/coaches and facilitators of change. They should know what they believe about their efficacy as coaches and how it is affects what they do. Two steps should be followed. First, they should take a step back and globally assess how and to what degree they are focusing their efforts. In order for them to do this effectively, the results of this study should be shared with them. They should see the proportional amount of time they are spending on instruction, assessment and various aspects of their leadership role. They should have access to the analysis of their logs according to Ohio's Log reporting system and levels of sophistication on Bean's Coaching Levels of Intensity rubric. Based on this analysis, they should set some formal personal goals and construct a written action plan. The plan might include spending more time on modeling during the time they are positioned in classrooms to instruct students; or spending more time on analyzing student work that results from the professional development work they do with teachers.

Individually, literacy specialists should determine ways to gain some control over their work. Undoubtedly, they are required to perform certain activities, however, they also have the power to make choices and exercise flexibility in how they fulfill the responsibilities of their role.

Second, and more importantly, they should understand why they are choosing certain actions/activities to perform their roles. Reflectivity and discourse engagement about this may provide valuable insight into their own knowledge and skill development as well as the

development of their identify as coaches/leaders and facilitators of change. For example, it would be important for them to know that the reason they may be finding it difficult to adapt curriculum or coaching adequately enough to meet the individual needs of their teachers is because they may be at a stage where they are still locked into the technical aspects of teaching the core curriculum; that is, wedded to the procedural and routine aspects of teaching the curriculum. They aren't yet developmentally ready to ask themselves what more they should be doing to make the lessons more meaningful and more appropriate to meet the individual needs of the participants.

Knowing more about where they are along the developmental continuum of assimilating their new role into their daily practice would help to minimize their frustration and maximize the prospects of continued successful implementation. As literacy specialists move toward more advanced levels, they will start asking themselves more questions like, "What more can I do to get teachers to see the connection between the professional development sessions and student learning? How can I bridge the gap between what is happening in the classroom, the student's curriculum, other content areas and student assessments, to the professional development sessions so that teachers see an immediate impact on student's learning? What areas do I need to improve in as a coach that will eliminate the barriers of teacher's reluctance and resistance? What do I need to learn more about that will move me beyond just modeling and into the realm of doing close-up observations where I can provide feedback? This knowledge of "self" is critical to building literacy specialists' sense of autonomy.

With autonomy comes responsibility. Literacy specialists are having difficulty determining to whom they are responsible and for what goals. They have been endowed with a reasonable amount of empowerment to do the "right thing." However, an overarching tension exists between

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their view of what they should be doing and the school leaders' view of what they should be doing. What looks like the "right thing" among literacy specialists, who are positioned within Ohio's Core project, is to help "struggling teachers" to improve their practices; what looks like the "right thing" among administrators is for literacy specialists to help struggling readers and/or do both.

In this arena of the professional dynamic, the wants and needs of literacy specialists and district leaders seem to be working against each other. Currently, literacy specialists, school administrators and teachers are exchanging needs and services in order to accomplish independent objectives. They do not seem share a common stake in what must be done. A simple solution would be for administrators to "get on board." This premise would suggest that once administrators are given more information, they would be eager to give literary specialists the increased support they need. After all, they would most certainly agree with the project's goals to build a cohort of excellent literacy teachers capable of impacting student learning in a significant way. The snag is that they or their teachers may not agree with the methods and best practices that literacy specialists and schools should use to achieve that goal.

There are power structures that need to be considered. Sarason reminds us,

> any effort to deal with or prevent a significant problem in a school system that is
> not based on a reallocation of power--a discernible change in power relationships-
> -is doomed" (Sarason, 1990, p. 28).

In this case, reciprocal power relationships among the people most closely connected with this project need to be developed, enhanced and cultivated. In a practical sense, teachers in this project should work to influence literacy specialists and literacy specialists must work to influence administrators. Literacy specialists should use their skills and abilities to help administrators strategically plan for a school wide system to improve literacy teaching and

teachers need to influence literacy specialists to improve the Core's curriculum and accompanying fieldwork. Elmore described it in this way: "adults in the organization all frame their responsibilities in terms of their contribution to enhancing someone else's capacity and performance." He stated that in very well developed improvement systems, one could imagine the evaluation working the other way, too--students being evaluated, in part, on their contributions to improving their teachers' capacities, teachers for contributions to principals, principals for contributions to superintendents, etc. (Elmore, 2000, p. 32).

Administrators should get clear on the role of literacy specialists in their schools relative to their purpose and position of authority. They should see how literacy specialists can be used to help them lead, coach and facilitate changes to affect overall literacy improvement rather than seeing their roles as only reading coordinators, consultants, and teachers of struggling students.

Therefore, the second recommendation is that literacy specialists and school administrators work in concert with the school community to build a literacy framework. Although this work is very difficult, it may have the greatest immediate and long-term payoff.

A "power with" rather than a "power over" philosophy of leadership would serve best in this kind of work. Through a series of deliberations, under the leadership and guidance of administrators and literacy specialists, the school community stakeholders would: 1) identify and make more explicit literacy instructional goals; 2) agree to common teaching structures for achieving those goals; 3) participate in professional development to sharpen teaching skills; and 4) design an assessment system to closely monitor student performance and the efficacy of teaching strategies. This literacy framework would become the consensus view of all members of the school community and serve as an internal accountability system through which everyone feels genuine ownership, commitment and responsibility for implementation.

Difficult adaptive and structural changes would have to be made by schools and administrators in order to fulfill the goals of the literacy framework. However, it is necessary to make those changes while building the framework for those teachers and literacy specialists who are willing to keep the momentum moving forward for those who are making progress. Some of these changes include: schedule adjustments that create blocks of time for teachers and literacy specialists to collaborate, especially regarding the close-up observations; appropriate ways to acknowledge teachers for trying to improve their practices, whether it is just a pat on the back, stipends, graduate credit, or a steak dinner; possible negotiations proceedings to waive evaluation procedures so that a true collaborative working environment can exist for teachers who are willing to take risks.

At the same time, school leaders should collaboratively plan to improve the organizational excellence of the school and/or school system. They should start school wide strategic planning to address school improvement issues in the various systems of the school, including intervention, discipline, parental involvement, assessment and evaluation. Those same systems of improvement need to extend upwards to the district level. The conceptual undergirding of working toward excellence should address: standards, clarity, responsibility, flexibility, rewards and team commitment.

While school district leaders perhaps have the most powerful influence in facilitating and supporting literacy specialists in their role, certainly the support from Core Project leaders has been admirable and should continue. Core project leaders can work to support literacy specialists by helping them as they work more closely and collaboratively with teachers and school administrators. They can help literacy specialists by: 1) keeping current with the revisions of the Core Curriculum used to guide literacy specialists in their development of their

knowledge and skills related to content and pedagogy; 2) helping literacy specialists develop in their coaching skills by providing on-site modeling on how to do close-ups and provide feedback to teachers; 3) blending an appreciative inquiry approach with the technical ELLCO observation process (at least temporarily) to eliminate some of the stress and resistance literacy specialists are reporting; 4) sharing the results of this study with literacy specialists both individually and as a group, and plan future direction with them;   5) finding ways to reduce their paperwork; 6) providing mentoring for the mentors, including the field faculty and mentor coaches who are so very valued by literacy specialists in this project; 7) conducting research to evaluate the effectiveness of the professional development investment that has been made; 8) developing a continuing professional development module for the curriculum for Year 2 and beyond; and finally, 9) providing additional lessons on dealing with literacy leadership by expanding on the organizing for instruction module.

It is recommended that Core Project leaders should also work with school district leaders and their staffs to: 1) explain the purpose of the literacy specialists' project and how the goals of this project were designed with the intent of improving literacy practices among all teachers, K-3; 2) create a leadership module for principals to help them with the development of a literacy framework for their schools; 3) help school leaders develop a classroom observation protocol to document literacy practices aligned with their literacy frameworks; 4) work with state and federal leaders to inform them of the results of this study and the importance of leadership involvement in this literacy initiative.

The Core Professional Development Project was part of Ohio's Literacy framework and was designed to help school districts ensure that their local literacy initiatives would address all-important avenues for improvement. Ohio literacy leaders' intent was to work internally to build

capacity within the local school settings by including high exceptions, collective responsibility and accountability. Shortly after the framework was developed and Core Project had begun, The "No Child Left Behind" act was signed into law. The imposition of this federal government legislation was levied without support structures at the doorstep of the schools, closing off important avenues that were expected to be in place to support the Core project.   Literacy leaders in Ohio had begun to work with the Principal's Associations, PTA, and Teacher's Associations to build a complete infrastructure for the Core Project. However, due to the new federal pressures, schools were demanding assistance by these same groups to keep up with the overwhelming expectations and mandates imposed by the new law.

The promising news is that the goals of Ohio's Core Project and the "No Child Left Behind" are similarly designed to ensure that all teachers become highly qualified to teach reading; that the reading instructional strategies and programs used to teach reading are scientifically based; and effective and efficient informal assessment techniques are used to inform instruction and assist teachers in monitoring the progress of each child. However, there is disagreement on how to accomplish these goals so there is still not true alignment.

It's too difficult to know if the Core Project, placed within Ohio's literacy framework, on its own, without the government imposition of " a one size fits all" approach prescribed by "No Child Left Behind" would have been able to accomplish its original goals more quickly and efficiently.   For that reason, policy makers may want to consider the following recommendations: 1) support those state and local professional development initiatives that look promising even in the face of additional federal mandates; 2) clearly define and delineate the roles and responsibilities of literacy specialists, perhaps designating sub classifications with different functions and levels for each (leader, coach, consultant, teacher;) 3) develop rubrics for

administrators so they can assess where they are in terms of how well they are using literacy specialists to help them conduct leadership activities; 4) conduct further research to address these questions: What is the effect of Ohio's Core Project and change in student achievement; How does making literacy specialists more aware of their own development affect their efficacy? When leadership systems are in place, are differences among literacy specialists in response to the conditions affected? When literacy specialists and administrators work together, how does it affect the school's professional culture? What is the best way to work out the literacy frameworks and the internal accountability systems in schools; 5)   make "suggestions" for University coursework for literacy specialists to include a practical guide for assisting literacy specialists and school administrators in the context of the new federal guidelines and the new and increased leadership by the literacy specialists;) align developmental levels of sophistication by outlining the steps literacy specialists need to take in order to move from one level to the next ;) work at higher leadership levels to advocate for the literacy specialist's role as leader, coach and facilitator of change; 8) administer the conditions survey, concerns questionnaires and levels of use instruments to other groups of literacy specialists to further validate this study's conclusions; and 9) use the data from this study to further analyze the activities of literacy specialists and the conditions that affect their efficacy.

History clearly shows the dilemmas that face today's literacy specialists--wide variance in their roles and responsibilities, a lack of knowledge and experience about working with other teachers effectively; and a lack of clarity about how to serve in a leadership role without antagonizing colleagues and administrators. With the strong recommendations and policies outlined above, the conditions for literacy specialists should improve and high levels of literacy specialists' efficacy, like those envisioned by the Ohio's Literacy Core project leaders, will

guarantee a strong cohort of literacy specialists who can provide effective professional development and serve as strong literacy leaders in their schools.

With the implementation of some of these recommendations, perhaps the stated goals of leaving "No Child Left Behind" as well as the goals of the Ohio's Literacy Specialist Core project can be realized more fully. Even those who first envisioned the role of literacy specialists would be gratified and surprised at how pivotal the literacy specialists have become in leading positive change within Ohio schools and within our society at large. The role of literacy specialists will grow as their accomplishments manifest themselves in hundreds of schools across the state of Ohio.

APPENDIX A
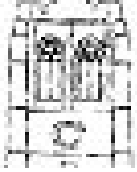
J O H N   C A R R O L L   U N I V E R S I T Y
T H E   J E S U I T   U N I V E R S I T Y   I N   C L E V E L A N D

October 22, 2004

Dear Mary Jo,

As director of the Literacy Specialist Project, I am pleased that you will be able to conduct you dissertation research in the Literacy Specialist Project during the 2004-2005 school year. Your study fits well within the aims of our current research on this project and will contribute to our understanding of the literacy specialist role. I understand that the data collection methods you will use include questionnaire, survey, interview, and log of coaching activities.

Participation in this study is voluntary and, prior to conducting the research, the study must be approved by John Carroll University's Institutional Review Board (IRB). I will facilitate this process and let you know when the study is approved. I understand that the time frame for data collection for this study is November 1 through June 30, 2005, pending IRB approval.

I look forward to working with you and will do all that I can to support your research efforts.

Sincerely,

Dr. Cathy Rosemary, Director, Literary Specialist Project
Department of Education and Allied Studies
John Carroll University

APPENDIX B

CONSENT FORM

LITERACY SPECIALIST PROJECT
FIELD FACULTY NETWORK IN LITERACY EDUCATION

Consent Form

As a literacy specialist participating in the literacy Specialist Project, you are invited to participate in a study of factors that influence the role of a literacy specialist. Your participation will be a significant contribution to our profession and will be greatly appreciated.

Your participation will involve completing three surveys, which may take up to a total of 45 minutes to complete, and participating in a follow-up interview at a convenient time for you. As part of this study, your permission to use the data you provide in your coaching logs and on classroom observation forms is requested. This study will be conducted from December through May of the 2004-2005 school year.

The anonymity of the individuals and school participating in this research will be preserved. All data will be reported in aggregated form with no identifying information revealed in any reference to or report of this study. As a participant, you have the right to withdraw at any time. Your withdrawal will not affect your status in any way as a participant in the Literacy Specialist Project. By December 30, 2005, all surveys will be destroyed. The results of the study may be published. As a participant, you will have access to a summary report of the results.

Two copies of the consent form are provided. Please check the appropriate box and sign you name below. After signing the consent forms, hand one to your Mentor Coach and keep one for your own records. Proceed with completing the survey. The Mentor Coach will mail the surveys and the separate packet of consent forms to Dr. Cathy Rosemary, Director of the Literacy Specialist Project, Field Faculty Network, John Carroll University. Thank you for your consideration of data invitation to contribute to professional development research. Your participation will be strongly valued and appreciated.

☐ I give my permission to participate in this study of the Literacy Specialist Project.

☐ I do not give my permission to participate in this study of the Literacy Specialist Project.

_____   _____ _____
            Printed Name   Signature   Date

APPENDIX C

Reading First-Ohio Center For Professional Development & Technical Assistance in
Effective Reading Instruction

_____

Literacy Specialist Data Sheet
Please take a moment to compete the following information

═══

Name: Social Security #:

Address: City: State: ZIP:

Home Phone: School Phone:

Home Email: School/District

Principal Name   Superintendent Name:

Administrative Supervisor Contact (immediate supervisor):   My Field Faculty is:

═══

Current Position: _____ Years in Current Position: _____

Total Years Teaching: _____ Grades Taught: _____

Education-Degree(s):   Institution(s):

Indicate the Number of teachers you are working with in each grade/area: ____K ____1 ____2
____3 ____Special Ed.____Speech/Language

Certification/Licensure Area(s) (e.g., reading endorsement, early childhood, elementary, special
education):

What are your Professional Learning Goals?

What activities do you engage in to advance your professional knowledge and skill in teaching
reading and other language arts? (Check all that apply and circle the response indicating how
often you engage in the activity).

Attend workshops, inservices, and other professional development activities offered in my
district.
        Once a year   Twice a year   Three or more times a year
Attend local, state, regional conferences:

        Once a year   Twice a year   Three or more times a year
Present at national conferences:
        Once a year   Twice a year   Three or more times a year
Present at Professional conferences:
        Once a year   Twice a year   Three or more times a year
Read Professional Magazines or Journals:
        Once a year   Twice a year   Three or more times a year
Write articles for educational journals, magazines, and newsletters:
        Once a year   Twice a year   Three or more times a year
Serve in leadership position in professional organization:
        Once a year   Twice a year   Three or more times a year
Conduct research in my classroom:
        Once a year   Twice a year   Three or more times a year
Conduct research and report findings to various publics:
        Once a year   Twice a year   Three or more times a year

Thank you for taking the time to complete this information! Please return your completed form to Field Faculty.

Teacher Information Survey

Please take a few minutes to complete the following items. The information you provide will be summarized along with that of other participants to describe generally the educational background of participants in Reading First.

Teacher's Name _____

School District _____ School Name _____

1. Current Teaching Assignment _____ _____
<div style="text-align:center">Position   Grade Level(s)</div>

2. How many years have you been teaching? _____

3. What is your gender (Circle one number)   1. Female   2. Male

4. What is you racial or ethnic identity? (Optional; Circle one number)
    1. Black/African American   2. White/European American 2. Hispanic/Latino
    4. Asian/Pacific Islander   5. Native American/Eskimo   6. Multiracial
    7. Other racial or ethnic group (please specify group) _____

5. Circle the number in front of each education degree you hold. Write in the year you earned the degree.
    1. Bachelor's _____ 2. Master's _____ 3. Specialist _____   4. Doctorate ____

6. Are you currently enrolled in a graduate program leading to an advanced degree? (Circle one number)
    1. Yes   2. No
    If yes, what is the degree you are seeking? _____ What area? _____

7. What activities do you engage in to advance your professional knowledge and skill in teaching reading and other language arts?
    (Check all that apply and circle the response indicating how often you engage in the activity.)

Attend workshops, in-services, and other professional development activities offered in my district.
       Once a year   Twice a year   Three or more times a year
Attend local, state, regional conferences:
       Once a year   Twice a year   Three or more times a year
Present at national conferences:
       Once a year   Twice a year   Three or more times a year

Present at Professional conferences:
        Once a year   Twice a year   Three or more times a year
Read Professional Magazines or Journals:
        Once a year   Twice a year   Three or more times a year
Write articles for educational journals, magazines, and newsletters:
        Once a year   Twice a year   Three or more times a year
Serve in leadership position in professional organization:
        Once a year   Twice a year   Three or more times a year
Conduct research in my classroom:
Once a year   Twice a year   Three or more times a year
Conduct research and report findings to various publics:
        Once a year   Twice a year   Three or more times a year

Thank you for taking the time to provide this information!

APPENDIX E

Literacy Specialist Log of Coaching Activities

Literacy Specialist   Date Submitted

Procedures: Thank you for keeping track of your daily coaching activities throughout the year; we appreciate the time and effort that you put into this task. We have provided the form below to help you with this effort. Please use a separate line for each activity. Provide a close estimate for the time spent on each activity. Submit this form electronically to crosemary@jcu.edu and your Mentor Coach every two weeks. Thank you!

Date	# of Hours Spent on Activity	Activity	Status/Comments
		1. ELLCO 2. Close-ups Observation – a. phonics, b. phonemic awareness, c. vocabulary, d. fluency, e., comprehension, f., oral language, g. writing 3. Teacher Conferences 4. Lesson Demonstrations 5. Assessment Training 6. Assessment Administration 7. FF-LS meeting 8. MC-LS meeting 9. Building/district meeting 10. Other professional development 11. Communication (e.g., email, phone calls) 12. Reporting (e.g., completing minutes, agendas, logs) 13. Technology 14. Other (please list)	In Progress or Completed

Field Faculty Network in Literacy Education
FY 2004-2005

Interview Guide:

By your log I could tell that you spend a great deal of time doing _____, can you tell me a little more about what your do? (Question 1)

I see by your log, that you are unable to spend a great deal of time _____. Is there a reason why? (Question 1)

Are there other activities in which you would like to engage in but you feel you cannot? What are they? Why do you think you cannot engage in them? (Question 1)

You indicated on your survey that it was very important that _____ , but that in your current situation, this is not very ideal. Can you explain? (May be several of these) (Question 2)

What, if anything do you think you can do to improve this condition? (Question 5)

What kind of assistance and from whom do you think would help you the most in supporting you in your role? (Question 6)

What is holding you back from doing more of what you want to or should be doing in your role? (Question 4)

Ecological Conditions Survey with Links to the CSFoC Stages of Concern

1.   Teachers are willing to take risks in being observed by you and/or their peers? (Collaboration)

2.   Stipends and/or rewards are provided for teachers and Literacy Specialists participating in the Literacy Specialist's project? (Personal)

3.   Technology to support the Literacy Specialist's work is efficient and up-to-date? (Management)

4.   The Literacy Specialist and teachers work together effectively? (Collaboration)

5.   The principal administratively supports the Literacy Specialist's Project? (Personal)

6.   The Literacy Specialist coordinates with the principal to increase her capacity to function more effectively in her role? (Collaboration)

7.   The Literacy Specialist's classroom is close in proximity to teacher's classrooms? (Management)

8.   The Literacy Specialist effectively uses knowledge and skill related to literacy content and pedagogy? (Personal)

9.   The Literacy Specialist uses his/her previous teaching experience to work with other teachers? (Collaboration)

10.   The Literacy Specialist has the needed support, training, and materials from field faculty? (Personal)

11.   The teacher's participation in the Project is voluntary? (Personal)

12.   The Literacy Specialist has skill in helping teachers apply new strategies and assessments they are learning in the core curriculum to their classroom? (Consequence)

13.   The goals and outcomes of the professional development are clear to everyone? (Consequence)

14.   The Literacy Specialist is released from teaching a sufficient amount of time to deliver the professional development lessons? (Management)

15.   There is effective communication between the Literacy Specialist and the teachers? (Collaboration)

16.   There is time in the schedule for the teachers to participate in professional development sessions and follow-up? (Management)

17.   The location of the professional development sessions is comfortable and convenient? (Management)

18.   The Literacy Specialist coordinates with other Literacy Specialists in the region? (Collaboration)

19. The professional development sessions are meaningful and relevant to participants? (Consequence)

20. The field work assigned in the professional development sessions is meaningful and relevant to participants. (Consequence)

21. The coaching aspect of the professional development is meaningful and relevant ot participants. (Consequence)

22. Literacy Specialist's project is expanding and there is an increasing number of schools joining? (Collaboration)

23. The field faculty training sessions for Literacy Specialists are frequent and timely? (Management)

24. There is an attractive and welcoming location in the school where teachers and Literacy Specialists can work together? (Management)

25. Districts are providing support for professional development? (Management)

26. Teachers see connections between professional development and improved student performance? (Consequence)

27. The school's professional culture values inquiry, openness, inclusiveness, and collaboration? (Collaboration)

28. The Literacy Specialist collaborates with the public, parents, political leaders so that they understand relationships between professional development and student learning (Collaboration)

29. The school develops structures for dealing with demographic shifts in student population? (Management)

30. The Literacy Specialist's participation is voluntary? (Personal)

31. The class sizes of teachers who are participating are moderate to small? (Management)

32. Teachers are not overly distracted by the poor behavior of the students in their Class? (Management)

APPENDIX H

Bean's Coaching Activities: Levels of Intensity

Level 1 (Informal; helps to develop relationships)	Level 2 (More formal, somewhat more intense to look at areas of need and focus)	Level 3 (Formal, more intense; may create some anxiety on part of teach or coach)
Conversations with colleagues (Identifying issues or needs, setting goals, problem solving) Developing and providing materials for/with colleagues Developing curriculum with colleagues. Participating in professional development activities with colleagues (conferences, workshops) Leading or participating in Study Groups. Assisting with assessing students. Instructing students to learn about their strengths and needs.	Co-planning lessons. Holding team meetings (grade level, reading teachers) Analyzing student work Interpreting assessment data (helping teachers use results for instructional decision making) Individual discussions with Colleagues about teaching and learning. Making professional development presentations for teachers.	Modeling and discussing lessons. Co-teaching lessons. Visiting classrooms and providing feedback to teachers. Analyzing videotape lessons of teachers. Doing lesson study with teachers.

Reprinted with permission from Bean, R.M.(2004). Promoting effective literacy instruction: The challenge for literacy coaches. The California Reader, 37(3), 58-63.

APPENDIX I

Script

This script was written so that it could be shared with those participants who agreed to participate in this study. This script was used with the Mentor Coaches and Field Faculty of the Project at their monthly meeting and then was used later with the literacy specialists involved in the study at their January and/or February Field Faculty meeting.

The purpose of this research is to understand what literacy specialists are doing in their leadership role in the Ohio Literacy Specialist's Professional Development Core Project. It is also to understand more deeply about the role of reading specialists from an ecological perspective. For that reason, first, I will be analyzing the documents (logs) of the literacy specialists who are keeping a record of what they are doing. Second, I will be administering the CBAM for Facilitators' Questionnaire and the Ecological Conditions Survey to literacy specialists.   Third, I will be interviewing literacy specialists in schools where the project has been implemented in the 2004-2005 school year.

The structure for this study falls within a mixed methodology method using a document analysis of literacy specialists' daily logs, questionnaires, surveys and personal interviews. First, this study will discover what literacy specialists, who are positioned within Ohio Literacy Specialist's Professional Development Core Project, are doing in their roles on a daily basis over a period of one month. Second, it will determine at which Stage of Concern they are in terms of their role as a facilitator of the Ohio Literacy Specialist's Professional Development Core Project. Third, it will determine what they report as some of the most important ecological conditions that support or constrain them in their work and how close the current conditions in their environment are to ideal. And fourth, personal interview wills delve more deeply into what activities they are engaged in on a daily basis and what the ecological conditions are that they consider important, how close to ideal the current conditions in their environment are and how they are responding to those conditions.   Logs, questionnaire, survey results and interview data will be gathered and analyzed. The survey and questionnaire and possible interview questions are attached.

The results of this survey and all other related interview data will not contain any identifying information including your name or the district's name. All responses will be kept confidential and you will have the opportunity to review the results of our interview before it becomes a part of this research. The study is being conducted by me and is a part of my doctoral dissertation at the University of Pittsburgh. I can be reached for further questions or clarifications at (440 224-2234).

Thank you once again for your willingness to participate.

Affix Code
Label

Ohio Literacy Specialist's Professional Development Core Project

Ecological Conditions Survey

PART I

The purpose of this survey is to determine the current ecological conditions supporting/constraining Literacy

Specialists as they function in their roles.

Directions: Please respond to the following items by filling in the circle of the option that best describes the current conditions at your school using the scale below.

WHAT BEST DESCRIBES THE ACTUAL CONDITIONS THAT CURRENTLY EXIST IN YOUR SCHOOL?

How true are the following statements with respect to the actual conditions that currently exist in your school?	1=Not At All True	2=Mostly Not True	3=Somewhat True	4=Mostly True	5=Entirely True
1 Teachers are willing to be observed by you and/or their peers.	"	"	"	"	"
2 Stipends and/or rewards are provided for teachers and Literacy Specialists participating in the Literacy Specialist's Project.	"	"	"	"	"
3 Technology to support the Literacy Specialist's work is efficient and up-to-date.	"	"	"	"	"
4 The Literacy Specialist and teachers work together effectively	"	"	"	"	"
5 The principal administratively supports the Literacy Specialist's Project	"	"	"	"	"
6 The Literacy Specialist coordinates with the principal to increase her capacity to function more effectively in her role.	"	"	"	"	"

7	The Literacy Specialist's classroom is close in proximity to teacher's classrooms?.	"	"	"	"	"
8	The Literacy Specialist effectively uses knowledge and skill related to literacy content and pedagogy.	"	"	"	"	"
9	The Literacy Specialist uses his/her previous teaching experience to work with other teachers.	"	"	"	"	"
10	The Literacy Specialist has the needed support, training, and materials from field faculty.	"	"	"	"	"
11	The teacher's participation in the Project is voluntary.	"	"	"	"	"
12	The Literacy Specialist has skill in helping teachers apply new strategies and assessments they are learning in the core curriculum to their classrooms.	"	"	"	"	"
13	The goals and outcomes of the professional development are clear to everyone.	"	"	"	"	"
14	The Literacy Specialist is released from teaching a sufficient amount of time to deliver the professional development lessons.	"	"	"	"	"
15	There is effective communication between the Literacy Specialist and the teachers.	"	"	"	"	"
16	There is time in the schedule for the teachers to participate in professional development sessions and follow-up.	"	"	"	"	"
17	The location of the professional development sessions is comfortable and convenient.	"	"	"	"	"
18	The Literacy Specialist coordinates with other Literacy Specialists in the region.	"	"	"	"	"
19	The professional development sessions are meaningful and relevant to participants.	"	"	"	"	"
20	The field work assigned in the professional development sessions is meaningful and relevant to participants.	"	"	"	"	"
21	The coaching aspect of the professional development is meaningful and relevant to participants.	"	"	"	"	"
22	Literacy Specialist's project is expanding and there is an increasing number of schools joining.	"	"	"	"	"
23	The field faculty training sessions for Literacy Specialists are frequent and timely.	"	"	"	"	"
24	There is an attractive and welcoming location in the school where teachers and Literacy Specialists can work together.	"	"	"	"	"

25	Districts are providing support for professional development.	"	"	"	"	"
26	Teachers see connections between professional development and improved student performance.	"	"	"	"	"
27	The school's professional culture values inquiry, openness, inclusiveness, and collaboration.	"	"	"	"	"
28	The Literacy Specialist collaborates with the public, parents, political leaders so that they understand relationships between professional development and student learning	"	"	"	"	"
29	The school develops structures for dealing with demographic shifts in student population.	"	"	"	"	"
30	The Literacy Specialist's participation is voluntary.	"	"	"	"	"
31	The class sizes of teachers who are participating are moderate to small.	"	"	"	"	"
32	Teachers are not overly distracted by the poor behavior of the students in their Class.	"	"	"	"	"

APPENDIX K

Ohio Literacy Specialist's Professional Development Core Project Ecological Conditions Survey

PART II

The purpose of this survey is to determine the most important ecological condition supporting/constraining Literacy

Specialists as they function in their roles.

Directions: Please respond to the following items by filling in the circle of the option that best describes the current conditions at your school using the scale below.

HOW IMPORTANT ARE THESE CONDITIONS IN SUPPORTING YOUR WORK AS A LITERACY SPECIALIST?

How important are the following statements with respect to the conditions that support you in your role as a literacy specialist?	1 = No Importance	Importance	Importance	4 = Important	5 = Very Important
1 Teachers are willing to be observed by you and/or their peers?	"	"	"	"	"
2 Stipends and/or rewards are provided for teachers and Literacy Specialists participating in the Literacy Specialist's Project?	"	"	"	"	"
3 Technology to support the Literacy Specialist's work is efficient and up-to-date?	"	"	"	"	"
4 The Literacy Specialist and teachers work together effectively?	"	"	"	"	"
5 The principal administratively supports the Literacy Specialist's Project?	"	"	"	"	"
6 The Literacy Specialist coordinates with the principal to increase her capacity to function more effectively in her role?	"	"	"	"	"

7	The Literacy Specialist's classroom is close in proximity to teacher's classrooms??	"	"	"	"	"
8	The Literacy Specialist effectively uses knowledge and skill related to literacy content and pedagogy?	"	"	"	"	"
9	The Literacy Specialist uses his/her previous teaching experience to work with other teachers?	"	"	"	"	"
10	The Literacy Specialist has the needed support, training, and materials from field faculty?	"	"	"	"	"
11	The teacher's participation in the Project is voluntary?	"	"	"	"	"
12	The Literacy Specialist has skill in helping teachers apply new strategies and assessments they are learning in the core curriculum to their classrooms?	"	"	"	"	"
13	The goals and outcomes of the professional development are clear to everyone?	"	"	"	"	"
14	The Literacy Specialist is released from teaching a sufficient amount of time to deliver the professional development lessons?	"	"	"	"	"
15	There is effective communication between the Literacy Specialist and the teachers?	"	"	"	"	"
16	There is time in the schedule for the teachers to participate in professional development sessions and follow-up?	"	"	"	"	"
17	The location of the professional development sessions is comfortable and convenient?	"	"	"	"	"
18	The Literacy Specialist coordinates with other Literacy Specialists in the region?	"	"	"	"	"
19	The professional development sessions are meaningful and relevant to participants?	"	"	"	"	"
20	The field work assigned in the professional development sessions is meaningful and relevant to participants?	"	"	"	"	"
21	The coaching aspect of the professional development is meaningful and relevant to participants?	"	"	"	"	"
22	Literacy Specialist's project is expanding and there is an increasing number of schools joining?	"	"	"	"	"
23	The field faculty training sessions for Literacy Specialists are frequent and timely?	"	"	"	"	"
24	There is an attractive and welcoming location in the school where teachers and Literacy Specialists can work together?	"	"	"	"	"
25	Districts are providing support for professional development?	"	"	"	"	"

26	Teachers see connections between professional development and improved student performance?	"	"	"	"	"
27	The school's professional culture values inquiry, openness, inclusiveness, and collaboration?	"	"	"	"	"
28	The Literacy Specialist collaborates with the public, parents, political leaders so that they understand relationships between professional development and student learning?	"	"	"	"	"
29	The school develops structures for dealing with demographic shifts in student population?	"	"	"	"	"
30	The Literacy Specialist's participation is voluntary?	"	"	"	"	"
31	The class sizes of teachers who are participating are moderate to small?	"	"	"	"	"
32	Teachers are not overly distracted by the poor behavior of the students in their Class?	"	"	"	"	"

Affix Code Label   CFSoCQ

Ohio Literacy Specialist's Professional Development Core Project

Concerns Questionnaire for Literacy Specialists

Name _____

     The purpose of this questionnaire is to determine what you are thinking about regarding your responsibilities as a Literacy Specialist in the Ohio Literacy Specialist's Project. This questionnaire is designed for persons who have responsibilities for facilitating change. Because the questionnaire attempts to include statements that are appropriate for widely diverse roles, there will be items that appear to have little relevance or no relevance. For those items that seem to be irrelevant to your responsibilities, please circle "0" on the scale. Other items will represent those concerns you do have and should be marked according to their level of intensity.

     For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 **7**
This statement is somewhat true of me now.	0 1 2 **3** 4 5 6 7
This statement is not at all true of me at this time.	0 **1** 2 3 4 5 6 7
This statement seems irrelevant to me.	**0** 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement with facilitating the implementation of the Ohio Literacy Specialist's Project. We do not hold to any one definition of this program, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement as a Literacy Specialist in the Ohio Literacy Specialist's Project.

     Thank you for taking time to complete this questionnaire. Please feel free to write any comments, reactions, or questions you may have about the items on the questionnaire. Also, use the last page to express any additional concerns you have about the Ohio Literacy Specialist's Project or this questionnaire.

Reference:

Hall, G.E., Newlove, B. W., George, A.A., Rutherford, W.L. & Hord, S.M. (1991). <u>Measuring Change Facilitator Stages of Concern: A Manual for the Use of the CFSoCQ Questionnaire</u>. Greeley, CO: Center for Research on Teaching and Learning, University of Northern Colorado

0	1	2	3	4	5	6	7
Irrelevant	Not True Of Me		Somewhat True Of Me Now			Very True Of Me Now	

1   I would like more information about the purpose of this innovation   0 1 2 3 4 5 6 7

2   I am more concerned about facilitating use of another innovation.   0 1 2 3 4 5 6 7

3   I would like to develop working relationships with administrators and other change facilitators to facilitate the use of this innovation.   0 1 2 3 4 5 6 6

4   I am concerned because responding to the demands of staff relative to this innovation takes so much time.   0 1 2 3 4 5 6 7

5   I am not concerned about this innovation at this time.   0 1 2 3 4 5 6 7

6   I am concerned about how my facilitation affects the attitudes of those directly involved in the use of this innovation.   0 1 2 3 4 5 6 7

7   I would like to know more about this innovation.   0 1 2 3 4 5 6 7

8   I am concerned about criticism of my work with this innovation.   0 1 2 3 4 5 6 7

9   Working with administrators and other change facilitators in facilitating use of this innovation is important to me.   0 1 2 3 4 5 6 7

10   I am preoccupied with things other than this innovation.   0 1 2 3 4 5 6 7

11   I wonder whether use of this innovation will help or hurt my relations with my colleagues.   0 1 2 3 4 5 6 7

12   I need more information about and understanding of this innovation.   0 1 2 3 4 5 6 7

13   I am thinking that this innovation could be modified or replaced with a more effective program.   0 1 2 3 4 5 6 7

14   I am concerned about facilitating use of this innovation in view of limited resources.   0 1 2 3 4 5 6 7

15   I would like to coordinate my efforts with other change facilitators.   0 1 2 3 4 5 6 7

16   I would like to know what resources are necessary to adopt this innovation.   0 1 2 3 4 5 6 7

17   I want to know what priority my superiors want me to give this innovation.   0 1 2 3 4 5 6 7

18	I would like to excite those directly involved in the use of this innovation about their part in it.	0	1	2	3	4	5	6	7
19	I am considering use of another innovation that would be better than the one that is currently being used.	0	1	2	3	4	5	6	7
20	I would like to help others in facilitating the use of this innovation.	0	1	2	3	4	5	6	7
21	I would like to determine how to enhance my facilitation skills.	0	1	2	3	4	5	6	7
22	I spend little time thinking about this instruction.	0	1	2	3	4	5	6	7
23	I see a potential conflict between facilitating this innovation and overloading staff.	0	1	2	3	4	5	6	7
24	I am concerned about being held responsible for facilitating use of this innovation.	0	1	2	3	4	5	6	7
25	Currently, other priorities prevent me from focusing my attention on this innovation.	0	1	2	3	4	5	6	7
26	I know of another innovation that I would like to see used in place of this innovation.	0	1	2	3	4	5	6	7
27	I am concerned about how my facilitating the use of this innovation affects those directly involved in the use of it.	0	1	2	3	4	5	6	7
28	Communication and problem-solving relative to this innovation take too much time.	0	1	2	3	4	5	6	7
29	I wonder who will get the credit for implementing this innovation.	0	1	2	3	4	5	6	7
30	I would like to know where I can learn more about this innovation.	0	1	2	3	4	5	6	7
31	I would like to modify my mode of facilitating the use of this innovation based on the experiences of those directly involved in its use.	0	1	2	3	4	5	6	7
32	I have alternate innovations in mind that I think would better serve the needs of our situation.	0	1	2	3	4	5	6	7
33	I would like to familiarize other departments or persons with the progress and process of facilitating the use of this innovation.	0	1	2	3	4	5	6	7
34	I am concerned about finding and allocating time needed for this innovation.	0	1	2	3	4	5	6	7
35	I have information about another innovation that I think would produce better results than the one we are presently using.	0	1	2	3	4	5	6	7

36.   Male _____ Female _____

37.   Age   _____20-29   _____30-39   _____40-49   _____50-59   _____60 or over

38.   What, specifically, is your current position (e.g., Literacy Specialist, Dean, School Improvement Coordinator, Principal, etc.)? _____

39.   How many years have you been in your current position? _____

40.   In total, how many years have you been in a position similar to the one you have now? __

41.   How long have you been involved with the implementation of the innovation you focused on for this questionnaire? Years _____ Months _____

42.   Are you currently involved in implementing any other innovation? Yes _____ No _____

43.   Use this space (and back of this page) to express any concerns you have not been able to indicate on this questionnaire.

APPENDIX M

Definitions: Change Facilitator Stages of Concern

Stage 0 Awareness:

Change facilitation in relation to the innovation is not an area of intense concern. The person's attention is focused elsewhere.

Stage 1 Informational:

There is interest in learning more about the innovation. The concern is not self-oriented or necessarily change facilitation oriented. The focus is on the need/desire to know more about the innovation, its characteristics, its use and effects.

Stage 2 Personal:

Uncertainty about one's ability and role in facilitating use of the innovation is indicated. Doubts about one's adequacy to be an effective change facilitator and questions about institutional support and rewards of doing the job are included. Lack of confidence in oneself or in the support to be received from superiors, nonusers, and users are a part of this stage.

Stage 3 Management:

The time, logistics, available resources, and energy involved in facilitating others in use of the innovation are the focus. Attention is on the "how to do its" of change facilitation, decreasing the difficulty of managing the change process, and the potential of overloading staff.

Stage 4 Consequence:

Attention is on improving one's own style of change facilitation and increasing positive innovation effects. Increasing the effectiveness of users and analyzing the effects on clients are the focuses. Expanding his/her facility and style for facilitating change is also the focus.

Stage 5 Collaboration:

Coordinating with other change facilitators and/or administrators to increase one's capacity in facilitating use of the innovation I the focus. Improving coordination and communication for increased effectiveness of the innovation are the focuses. Issues related to involving other leaders in support of and facilitating use of the innovation for increased impact are indicated.

Stage 6 Refocusing:

Ideas about alternatives to the innovation are a focus. Thoughts and opinions oriented towards increasing benefits to clients are based on substantive questions about the maximum effectiveness of the present innovative thrust. Thought is being given to alternative forms or possible replacement of the innovation.

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