

**A STUDY OF EARLY IMPLEMENTATION:
READING IS FUNDAMENTAL
IN TWO DELAWARE HIGH SCHOOLS**

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I NTRODUCTION

Research Focus

The original focus of this two-year study resulted from a request from the Reading is Fundamental national organization to conduct an evaluation study to explore the differential impact of Delaware's Reading is Fundamental program compared to the impact of Project CRISS. The proposed study was designed to inform the thinking and decision making of those responsible for implementing and supporting two different programs designed to improve the reading skills of secondary students in Delaware schools. The evaluation plan was to serve both formative and summative purposes. The formative purposes included understanding how well each of the two programs were implemented in targeted secondary schools in Delaware, and determining the degree to which each of the two programs achieved their programmatic objectives in the schools studied. The summative purposes involved the determination of how these programs related to student achievement and whether this impact varied by level of implementation and by student group.

During this first year of study, while continuing to pursue the original design and collecting the required data, it became increasingly clear to the University of Delaware Education and Development Center research team that the levels of implementation of the RIF and CRISS programs in the three Delaware high schools varied significantly. Most importantly, the CRISS program has been implemented for approximately four years and some high school teachers have had experienced significant levels of professional development. Moreover, the RIF program, in its first year of implementation was disrupted by implementation problems, including the discontinuity of state-level leadership. These issues raised two major concerns

among the research team members about the viability of the initial design: the comparability of the programs due to their differing levels of implementation and the validity of examining impact on student achievement due to this lack of comparability.

In consultation with the national RIF organization during the year, it was determined that the focus of the study should be altered to better meet the needs of the group along with conducting a fair evaluation. Consequently, the focus of the effort was modified. In lieu of conducting a comparative evaluation of the two programs, the study evolved into a multiple case study of the early implementation of the high school level RIF initiative incorporating the Concerns-Based Adoption Model as the theoretical framework. This focus incorporated two major research efforts using a mixed-methods design: first, the development of an Innovation Configuration to represent the RIF high-school level program, and second, the examination of the two Delaware high schools using the RIF Innovation Configuration as a theoretical framework. These two areas provide the focus for this report. Chapters I and II provide a full portrayal of the RIF Innovation Configuration, including a description of the research process that the team utilized to produce it. Chapter III presents an examination of the early implementation of RIF within two Delaware high schools using the RIF Innovation Configuration as the theoretical framework. Chapter IV includes a summary of findings and offers recommendations and implications for the RIF national program.

CHAPTER I: DEVELOPMENT OF THE READING IS FUNDAMENTAL PROGRAM INNOVATION CONFIGURATION

Mapping Change

According to Hall and Hord (2001), an innovation configuration “addresses both the idealized images of a change developer as well as the various operational forms of the change that can be observed in classrooms (p.38).” Anytime a new initiative or program is introduced into a classroom or an entire school there will be change—sometimes ranging from subtle adaptations to major revisions. Hall and Hord (2001) explain:

The tendency to adapt, modify, and/or mutate aspects of innovations is a natural part of the change process; it is neither malicious nor even explicitly planned. It happens for a number of interrelated reasons, beginning with uncertainty about what is supposed to be done. Most people, especially teachers, want to do the ‘right’ thing. Therefore, when teachers are asked to use an innovation, they will try. The problems begin when the details of how to do it are not made clear (p.39).

Thus, with implementation often comes a continuum of configurations ranging from the ideal to the unrecognizable. In order to describe the range of configurations, an Innovation Configuration map (IC Map) can be created to identify the major components of the innovation and any variations that may occur within each component (Hall and Hord, 2001, p.41).

To develop an IC Map of the Reading is Fundamental (RIF) program, a team of four educational researchers and literacy specialists worked together over several weeks to understand how the innovation was designed to be configured and how the innovation

could look in several schools identified by the developers as ideal. A timeline of the development process has been included in Appendix A.

To begin the process, the team first examined key documents, such as the RIF handbook, pamphlets and brochures given to schools, teachers, students, parents, and community volunteers, and webpages available on the Internet. The next step was to conduct interviews¹ of principal players in the development process. Traveling to RIF headquarters, the team conducted four interviews each with two to three RIF experts, staff members of the national program office. The interviews focused on what an ideal RIF implementation at the high school level would look like and what each of the principal players would be doing in an ideal implementation. Questions also got at what an unacceptable implementation might involve. Last in the data gathering stage was a series of telephone interviews with representatives of high school RIF programs around the country whose implementation had been identified as “ideal” or “exemplary” by national RIF organizers. Although these interview questions focused on the specific local implementation at each of the identified programs, they were adapted from the protocol designed for the national program office.

As data were gathered from three sources, the team began the process of coding the data. Two team members were chosen for the coding of the data. Data coding is an iterative process, requiring multiple readings, consolidations, interpretations, and summarizations. Throughout the process, the team members worked independently, moving back and forth between concrete data and abstract themes that emerged from the data. In this way, the process is one of decontextualization, segmenting data into meaningful segments, and recontextualization, interpreting data with new organizing

¹ A copy of the interview protocol can be found in Appendix B.

principles (Tesch, 1990). The members coded the data using HyperResearch software, a tool for managing qualitative data. Each member organized the data into emerging, mutually exclusive categories. Initially, each of the members generated a separate list of codes. To maximize reliability and coherence, the research team members consolidated the two lists of codes into a single, comprehensive list of codes. The two members in charge of coding then went back to the data with the new list of codes and re-coded the data using the consensus-based list. The result was a data set coded twice with the same list of codes from two members.

In a series of meetings, the entire research team read and analyzed both coded data sets in order to compare and contrast them with the ultimate goal of gaining greater understanding of the program. Within these meetings, six key components of the innovation were identified and agreed upon: 1) Book Selection, 2) Book Distribution, 3) Motivating Activity, 4) Support, 5) Leadership, and 6) Fundraising². Also identified were six principal participant groups: 1) Teachers, 2) Students, 3) Parents, 4) School, 5) Community, and 6) Coordinator. Once the key components and principal players were identified, the team created cluster maps for each component, in order to organize the components and the principal players involved in each component and to represent the relationships between them schematically. The example included in Appendix C is the cluster map developed for the book selection component. As indicated on the cluster map, for the book selection component, all six principal players have a role to play.

Once the cluster maps were created for each component, the team discussed the dimensions of each component. Having read data from key documents and interviews,

² One of the wording changes made to the IC following the feedback or “participant check” stage of the analysis was to rename this component from “Fundraising” to “Providing local share” to better capture the notion of the local school community’s investment and support.

the team examined each component to identify what each of the principal players would be doing within that component. Each individual team member classified the action of the players and then a group summary was synthesized and discussed. The result was a schematic map of dimensions for each component, by participant. Appendix D provides an example of a dimensions map for the coordinator's role in the book selection component. According to the dimensions map for book selection, the coordinator is responsible for serving on the book selection committee, holding meetings, selecting books, and serving as a liaison between the committee and the national RIF headquarters. Within each dimension, it was also important to identify variations. For example, in the book selection example, variations include the coordinator's level of participation, the number of people on the book selection committee, and the number, variety, and quality of books selected for distribution.

Using both cluster and dimension maps, the next step was to develop descriptions of the components and the variations. The two members who initially coded the data independently wrote vignettes for the ideal implementation of each of the six components. The goal throughout the writing process was to be as visual as possible, including concrete examples of what each of the principal players would be doing and what the activity would look like in an ideal implementation. Once the independent vignettes had been composed, the two members sat down together to compare and contrast their work. A consensus was reached between the two writers and a single vignette was constructed using material from both of the independently written vignettes. All six vignettes can be found along with the components that they inform are presented in Chapter II.

With the cluster and dimension maps and the vignettes describing the ideal implementation of each component in hand, the team was ready to construct the IC Map. First, a graphic template was designed to capture the movement along a continuum of implementation [See Appendix E for an example of a draft of an IC Map]. For each dimension, the continuum ranges from non-use to use of parts and pieces at random to delivery as designed to ideal implementation. Next, two research team members used the ideal implementation vignettes to complete the column describing ideal implementation for each dimension. Using the dimension maps as a guide, the members then constructed the rest of the map to reflect the variations across activity for each of the principal players. The variations were sequenced so that, as one reads from left to right, the behaviors of the players become increasingly more ideal. Once the maps were constructed, exemplars from the data were added to enrich the description of each variation. It should be noted that during the development of the IC map, the team made the decision to collapse four of the components into two. Instead of having separate book selection and book distribution components, the data indicated such a close relationship between the two that it made more sense to collapse both activities into one component. Similarly, the initial components of support and leadership were also collapsed into a combined component of support-leadership. Again, describing each activity as a separate component did not best represent the data.

With drafts of the IC maps for each of the now four components, the team began a process of revision. Reading and rereading the maps, the team negotiated the wording of the variations for each component. The team also constructed a conceptual model of how each of the separate components fit together to create an entire implementation of RIF

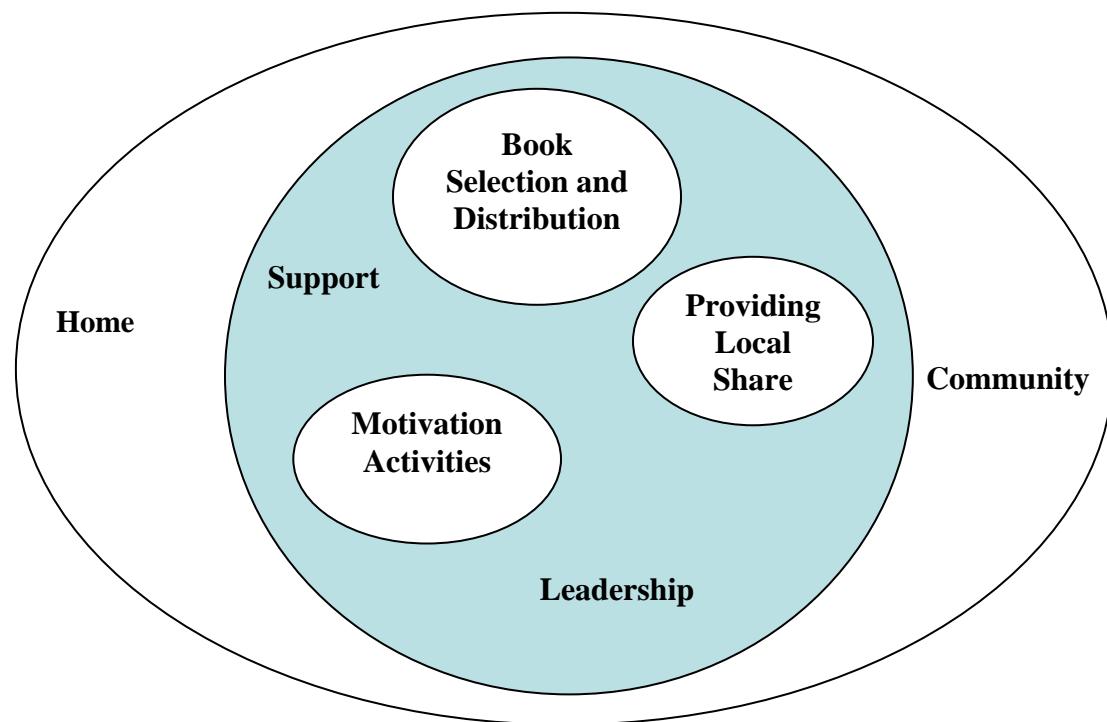
[See Appendix F]. Having reached consensus on the maps and how each aligned with the other, the team returned to RIF headquarters to present the IC Map drafts to a panel of experts for feedback. The group discussed each map, negotiating the wording of the variations further. Also, in this meeting the experts helped the team set fidelity lines. Fidelity lines are vertical, dashed lines on the IC Map used to separate the acceptable from the unacceptable variations of the implementation. Because of their intimate knowledge of the goals and objectives of the RIF project, the RIF developers and experts were the most qualified to place the fidelity lines on the IC Map. With feedback from the RIF experts, the team revised the IC Maps a final time to reflect changes in wording and placement of the fidelity lines.

CHAPTER II: RIF INNOVATION CONFIGURATION AND VIGNETTES

Theoretical Framework

This chapter delineates the findings from the data collection and analysis activities described in Chapter I. Each major component of the high-school level RIF program is found within the IC Map. The research team also generated vignettes that represent narrative representations of the “Ideal” implementation level within each of the components. A conceptual model of the high-school level RIF Innovation Configuration is illustrated below. This Innovation Configuration subsequently served as the theoretical framework that guided the conduct of case studies of Delaware high schools participating in RIF.³

Conceptual Model of Reading is Fundamental



³ These case studies are fully described in Chapter III.

COMPONENT #1: BOOK SELECTION AND DISTRIBUTION

Book Selection

In an ideal Book Selection, the RIF in-site coordinator (probably a teacher) is responsible for recruiting a committee of, at a minimum, three diverse members. In an ideal committee, there might be several students, several faculty, the principal, parents, and perhaps a community member. Once a book selection committee has been formed, the coordinator will organize meetings, and the committee will generate lists of titles to choose from. The committee's goal would be to select books that meet the needs of every student participating in the RIF Program. For example, the books chosen would vary in reading level, topic, author, ethnicity, genre, and culture. Committee members might meet more than once to discuss the books to be selected to ensure that everyone's opinion has been taken into consideration. Once the books have been chosen, the in-site coordinator would use either school donated funds, community donated funds, or funds raised through school wide events to supplement the budget provided by RIF to order the books; RIF requires a range of titles and a number of each title to allow for student choice during the distribution. The coordinator will serve as the liaison to manage finances and order the appropriate number of selected titles. Depending on how the school has chosen to order the books, one large order might be placed, or three smaller orders, one for each distribution.

Book Distribution

An ideal RIF Book Distribution would be a school-wide/community-wide event, including faculty, administration, support staff, parents, community members, and the entire student body. Prior to the day of the book distribution, the RIF coordinator,

responsible for the main planning and logistics of the distribution, must receive the ordered books as they are delivered and store them in a safe place. To help orchestrate the book distribution, the coordinator may seek the help from school, teacher, parent, and student volunteers. In addition, the school should promote the book distribution through advertising to get students excited about the upcoming distribution. Hence, the days leading up to and including the distribution would be full of excitement, anticipation, and motivational activities. On the day of the event, the school would have provided a large venue, accessible to all students, where the books for distribution would be displayed. The area, perhaps the library or the gymnasium, would have many table set up so that all the titles could be displayed at the same time, allowing students optimum choice. Students would be given the time to “mill about”, discuss the titles with their friends or engage in book related conversations with their teachers while having the opportunity to freely choose a book without parent or teacher involvement. Students unable to attend the distribution would be given the same opportunity and choice as the students who were able to attend on the day of the event. In addition to those from the school who would be participating in/volunteering at the distribution, someone from the community or perhaps the PTA/PTO may have provided food, drinks, or entertainment to make the event that much more special for the students. There may be guest readers or guest authors about, reading from one or more of the available titles. Ideally, the distribution would be a literacy event, where everyone in the school and members from the surrounding community would share their support and love of reading, hopefully fostering a greater love and appreciation for reading within the students themselves.

IC MAP COMPONENT #1: BOOK SELECTION AND DISTRIBUTION

RIF Book Selection and Distribution: The School's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p><i>Book Selection</i></p> <p>The school provides input and diversity of members to serve on the book selection committee as well as extra funds to purchase books.</p> <p><i>Book Distribution</i></p> <p>The ideal book distribution is a school-wide event, including faculty, administration, support staff, parents, community members, and the entire student body.</p> <ul style="list-style-type: none"> • The school promotes the book distribution through advertising to get students excited about the upcoming distribution. • On the day of the event, the school provides a large venue accessible to all students where books can be displayed in such a way as to allow student choice. 	<p><i>Book Selection</i></p> <p>At least one school administrator serves on the book selection committee.</p> <p><i>Book Distribution</i></p> <p>The school organizes three book distributions throughout the year, adequately advertising in a timely manner so as to get students excited about the event. The school plans and implements the distribution in a large area conducive to student browsing and book discussions.</p>	<p><i>Book Selection</i></p> <p>The school does not have any input into the book selection process. School makes available 3.3 books per student per year.</p> <p><i>Book Distribution</i></p> <p>The school has three required book distributions in the course of the school year. Advertising for the distribution consists of a single announcement or poster. The school has difficulty finding and setting up an adequate venue for the distribution.</p>	<p>The school does not select books nor organize a book distribution.</p>

RIF Book Selection and Distribution: The Coordinator's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p><i>Book Selection</i></p> <p>In an ideal book selection, the coordinator is responsible for recruiting a committee of at least three diverse members to help with the book selection process. The committee's goal is to select books that meet the needs of every student in the school, varying in reading level, topic, author, ethnicity, genre, and culture.</p> <ul style="list-style-type: none"> • The ideal committee would include students, faculty, administrators, parents, and community members. • The coordinator organizes multiple meetings to generate lists of titles to order. • The coordinator uses school or community donated funds to supplement the RIF budget in order to purchase the selected books. • The coordinator must receive the ordered books as they are delivered and store them in a safe place prior to the distribution. 	<p><i>Book Selection</i></p> <p>The coordinator works with a committee to choose books that range in genre, subject, and author and that are numerous enough to reflect diverse student interest and to allow student choice.</p>	<p><i>Book Selection</i></p> <p>The coordinator picks all the books alone or has a committee consisting of one person, but makes available 3.3 books per student per year.</p>	<p><i>Book Selection</i></p> <p>The coordinator picks all the books alone or has a committee consisting of one person. The ordered books do not reflect appropriate reading levels or are not ordered in adequate number to allow real student choice.</p>

RIF Book Selection and Distribution: The Coordinator's Role (continued)



Ideal	Moderately Acceptable	Minimally Acceptable	Unacceptable
<p><i>Book Distribution</i></p> <p>The coordinator orchestrates the book distribution with the help of a committee, planning and scheduling the day with the top priority of enabling student free choice always in mind.</p> <ul style="list-style-type: none"> • The coordinator seeks the help of students, teachers, parents, community members, and student volunteers. • The coordinator actively encourages the involvement of the entire school community on the day of the distribution. • The coordinator organizes a method for allowing students absent on the day of the distribution to choose a book at another time. • The coordinator maintains the book displays as students choose books, ensuring that students at the end of the distribution have just as much choice as the students at the beginning of the distribution. • The coordinator reports to RIF the number of books remaining at the end of the book distribution. 	<p><i>Book Distribution</i></p> <p>The coordinator works with a committee to plan and implement the logistics of a book distribution. Choice of titles remains available for all students.</p>	<p><i>Book Distribution</i></p> <p>The coordinator plans the entire book distribution without consulting students, teachers, parents, or community members for input and help. Titles are not restocked as they run low in number, hindering student choice.</p>	<p><i>Book Distribution</i></p> <p>The coordinator does not implement a book distribution.</p>

RIF Book Selection and Distribution: The Teachers' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p><i>Book Selection</i></p> <p>By serving on the book selection committee, teachers advocate for student interests by using their knowledge of the students to choose desirable titles.</p>	<p><i>Book Selection</i></p> <p>Several teachers serve as members on the book selection committee.</p>	<p>The teachers do not participate in the book selection process or the book distribution event.</p>	<p><i>Book Selection</i></p> <ul style="list-style-type: none"> · One teacher chooses all the books to be ordered without input from students, other teachers, parents, or community members.
<p><i>Book Distribution</i></p> <p>Teachers actively participate in the process of the book distribution, helping to facilitate the distribution by allowing space and time for students to attend, encouraging free student choice, and involving students in book related conversations.</p> <ul style="list-style-type: none"> • Ideally, teachers would allow time in class to read. • Teachers can participate in outreach to parents, informing them of the book distribution and inviting them to attend. 	<p><i>Book Distribution</i></p> <p>Teachers help the coordinator and parent, student, or community volunteers to set up and break down the distribution. They provide time for their students to attend and browse the titles in order to freely choose a book for ownership.</p>		<p><i>Book Distribution</i></p> <ul style="list-style-type: none"> · Teachers do not allow free student choice at the distribution, either by handing out books, discouraging or encouraging certain titles over others, or not allowing adequate time for browsing.

RIF Book Selection and Distribution: The Students' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p><i>Book Selection</i></p> <p>All students have the opportunity to provide input into the book selection process by either serving on the book selection committee or providing opinions and suggestions when surveyed or interviewed by those on the committee.</p>	<p><i>Book Selection</i></p> <p>Some students provide input into the types of books that they enjoy, through surveys, questionnaires, or conversations with teachers.</p>	<p><i>Book Selection</i></p> <p>Students do not participate in the book selection.</p>	
<p><i>Book Distribution</i></p> <p>At the book distribution, students are given time to “mill about,” to discuss the titles with their friends, to engage in book related discussions with their teachers, and to freely choose a book for ownership without parent or teacher input.</p> <ul style="list-style-type: none"> • Students look forward to the distribution, communicating their excitement in school, at home, and within the community. • Students may also be involved in planning and running the book distribution, replenishing titles when they run low, and counting the remaining books at the end of the event. 	<p><i>Book Distribution</i></p> <p>Students have time in a large venue to browse titles and to freely choose a book.</p>	<p><i>Book Distribution</i></p> <p>Students are not given enough time or an appealing space to choose books.</p>	<p><i>Book Distribution</i></p> <p>There may not be enough appropriate titles to allow for student choice.</p>

RIF Book Selection and Distribution: The Parents' Role



Ideal	Moderately Acceptable	Minimally Acceptable	Unacceptable
<p><i>Book Selection</i></p> <p>Parents actively participate in two ways—by serving on the book selection committee at school and advocating for students' interests and/or by selecting quality books at home.</p>	<p><i>Book Selection</i></p> <p>Some parents participate as members as the book selection committee.</p>	<p><i>Book Selection</i></p> <p>No parents participate as members of the book selection committee.</p>	<p>Parents attend distribution event, but direct or restrict students' free choice.</p>
<p><i>Book Distribution</i></p> <p>In school, many parents help with the book distribution by serving on a planning committee, volunteering to help with the logistics of the distribution, and fostering free choice among students. At home, parents can provide support to students by asking questions about RIF activities at school and reading in general.</p>	<p><i>Book Distribution</i></p> <p>Some parents volunteer to help plan the book distribution, set up the books, break down the book displays at the end of the day, and foster student free choice.</p>	<p><i>Book Distribution</i></p> <p>One or two parents help in one or more of the following areas: planning committee, distribution logistics, and ensuring students' free choice.</p>	

RIF Book Selection and Distribution: The Community's Role



Ideal	Moderately Acceptable	Minimally Acceptable	Unacceptable
<i>Book Selection</i> Members of the community serve on the book selection committee.	<i>Book Selection</i> Community members serve on the book selection committee.	<i>Book Selection</i> No members of the community serve as members of the book selection committee.	Community members are not aware of and do not participate in the book selection process or the book distribution event.
<i>Book Distribution</i> For the book distribution, many community members use their resources to help promote and advertise, provide resources, such as snacks and entertainment, and participate as active guests. <ul style="list-style-type: none">• Community members may be guest speakers during or after the distribution	<i>Book Distribution</i> Many community members help with the book distribution by advertising the event, donating resources, and participating as guests.	<i>Book Distribution</i> Some community members volunteer to help by promoting and advertising, providing resources, or participating as guests.	

COMPONENT #2: MOTIVATIONAL ACTIVITIES

Motivational Activities, as they would appear in an ideally implemented RIF Program, would lead up to and occur on, before, and after the day of a Book Distribution. However, prior to the day of the motivational activity event, much groundwork is done by the school, teachers, parents, students, and the outside community. First, participants must brainstorm ideas for activities, giving priority to student-generated input and taking into consideration the preferences of the student body through student representatives, student surveys, and/or student interviews. Ideally, the activities would be engaging and fun for everyone involved in the RIF event. Once a decision has been reached as to the type of motivational activity, the participants must begin the planning stages, including scheduling, organizing logistics, extending invitations to outside guests, gathering resources, and ensuring adequate advertisement; an ideal motivational activity would be reading-centered.

For the motivational activities to happen, the Program Coordinator must first select a committee to help plan and organize the events that are to occur (although the coordinator is ultimately responsible). He/she must be pro-active in getting the activity “off the ground”. The coordinator would need to get school support in the form of time, space, and perhaps financial resources. Teachers, as part of the school setting, would be demonstrating their own love of reading, allowing class time for students to attend the activities, and being creative in the teaching of reading, as a means to further motivate students to want to read. The coordinator would also need to be pro-active in getting students involved and excited about the planned activity, so much so that students would want to be on the committee, plan the event, and run the event on the day that it was

scheduled. Either the coordinator, or ideally the students involved, would invite the community in as active participants in the activity, as active donors of resources, or as “behind the scenes” volunteers. Outside of the school setting and above and beyond the RIF planned motivational activity, parents would create a special place for their children to read, a reading library perhaps, which contained titles chosen by the child. Parents would engage in reading themselves to support RIF’s view that reading should be fun. Parents would be reading with their child to promote the importance of reading, thereby motivating the child to want to read on his/her own time. Ideally, this at-home motivation would be further demonstrated by having parents volunteer during the in-school motivating activities.

IC MAP COMPONENT #2: MOTIVATIONAL ACTIVITIES

RIF Motivational Activities: The School's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The school embraces the motivational component, linking the RIF activities with other school activities.</p> <ul style="list-style-type: none"> • The school fosters student involvement by making reading and RIF a priority. • RIF is integrated with the school-wide reading curriculum. <p>All members of the school community model the importance and a love of reading.</p>	<p>The school has a motivational activity linked to reading and RIF book distribution.</p> <ul style="list-style-type: none"> • The school provides time, space, and resources. • The school advertises the activity ahead of time in order to generate excitement and promote attendance. 	<p>The school has a motivational activity.</p> <ul style="list-style-type: none"> • The motivational activity is an event that was already scheduled and not otherwise associated with reading, such as a pep rally. • Students are not actively encouraged to attend the activity. • The activity is not targeted to student interests or involvement. 	<p>The school has no motivational component.</p>

RIF Motivational Activities: The Coordinator's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The coordinator takes an active role in planning and implementing a fun, reading-centered motivational activity for the entire school community that is held in conjunction with a RIF book distribution.</p> <ul style="list-style-type: none"> • The coordinator organizes a diverse committee to plan, organize, and implement the motivational component. • The coordinator is pro-active about getting students involved and excited about the entire motivational activity, from planning to implementation. • The coordinator actively recruits the participation of the outside community. 	<p>The coordinator, working with his or her committee, plans and implements a motivational activity connected to reading and to a RIF book distribution.</p> <ul style="list-style-type: none"> • The coordinator organizes a planning committee. • The coordinator and his or her committee implement the motivational activity. 	<p>The coordinator plans some motivational activity.</p> <ul style="list-style-type: none"> • The coordinator plans the activity without the help of a committee. • The coordinator does not seek out student or community involvement. • The activity is not linked to a RIF book distribution. 	<p>The coordinator does not plan a motivational activity.</p>

RIF Motivational Activities: The Teachers' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The teachers are personally involved in the reading motivational component.</p> <ul style="list-style-type: none"> • All teachers allocate time in and out of class for students to attend the motivational activities. • Teachers demonstrate that they personally value reading. • Teachers regularly use creative means to encourage reading in the classroom. 	<p>The teachers participate in the motivational activity.</p> <ul style="list-style-type: none"> • Some teachers are members of the planning committee that organizes the motivational component. • Teachers participate in the motivational activity themselves. • Teachers discuss and promote the RIF motivational activity in class. 	<p>The teachers do not participate or simply attend the motivational activity.</p> <ul style="list-style-type: none"> • Teachers do not help plan. • Teachers briefly mention or advertise the motivational activity in class. 	<p>Teachers do not allow students to attend the motivational activity.</p>

RIF Motivational Activities: The Students' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The students are genuinely excited about attending the reading-centered, motivational activity.</p> <ul style="list-style-type: none">• Diverse student members generate ideas and give input for planning the activity through surveys or student representation on the planning committee.• Students take charge of the implementation of the activity, from scheduling and logistics to extending invitations to guests and advertising the event.• All students appear engaged and excited and seem to have fun attending the event.	<p>The students help plan and lead a reading-centered, motivational activity.</p> <ul style="list-style-type: none">• Students have some input into choosing and planning the activity.• Many students show enthusiasm by talking, paying attention, and/or participating in the event.	<p>The students attend the motivational activity.</p> <ul style="list-style-type: none">• Students have no input into the motivational activity.• Students do not help plan or implement the activity.• Few Students show enthusiasm about the activity.	<p>The students do not attend a motivational activity.</p>

RIF Motivational Activities: The Parents' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>Many parents of diverse backgrounds participate in the motivational component both inside and outside the school setting.</p> <ul style="list-style-type: none">• Parents serve on the committee to plan and implement the motivation activity.• Parents create a special space for reading in their home, perhaps a reading library.• Parents model good reading behavior in their homes, showing the value they place on reading.• Parents encourage reading activities at home, such as making time each day to read to or with their sons or daughters.	<p>Several parents participate in the school-based motivational activity.</p> <ul style="list-style-type: none">• Parents help plan and run the activity.• Parents attend and actively participate in the activity.	<p>The parents have been informed but few participate in a motivational activity at school.</p>	<p>The parents have not been informed nor invited to the motivational activity.</p>

RIF Motivational Activities: The Community's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The community actively participates in the motivational activity.</p> <ul style="list-style-type: none">• The community donates resources, such as time or money.• Members of the community serve as volunteers for the activity.• Members of the community model the value of and the love for reading.	<p>The community participates in the motivational activity.</p> <ul style="list-style-type: none">• At least one member of the community supports the event, either as an observer, a donor, or as a guest speaker/reader.	<p>The community has been invited but does not participate in a motivational activity.</p>	<p>The community has not been invited to attend nor informed that the activity is occurring.</p>

COMPONENT #3: PROVIDING LOCAL SHARE

Ideally, providing the local share of funding for a RIF Program would be a school-wide endeavor, with the burden of the fundraising falling on the school, not the students or their parents. Because the RIF philosophy is to give books for ownership, the students should never be forced to raise the majority of the funds or contribute monetarily from their own pockets for the books they receive. The in-site coordinator is primarily responsible for forming a diverse committee of teachers, administrators, students, parents, and perhaps community members to help raise the funds to adequately supplement the RIF provided budget for book buying. The committee must keep in mind that a 10% monetary cushion is needed to ensure a diverse selection of books. The RIF coordinator, along with the committee members, is responsible for strategizing and researching methods of effective funding. First the committee must learn how to properly raise or solicit funds. One or more members of the committee are encouraged to consult the district RIF Coordinator or seek legal aid before beginning any fundraising activities. After knowing how to proceed, the committee would choose any number of ways to acquire the funds needed: grant writing; community outreach where members of the community donate goods, services, or funds; school donation of needed funds; PTA/PTO donations; school wide traditional fundraisers such as bake sales or candy sales. All proceeds would go towards some aspect of the RIF program, be it book buying, supporting the motivational activities (buying of food and drinks), or perhaps buying t-shirts to promote the RIF events.

IC MAP COMPONENT #3: PROVIDING LOCAL SHARE

Providing Local Share: The School's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The school takes on full responsibility of fundraising.</p> <ul style="list-style-type: none"> • Provides all resources, matching RIF funds • Does not rely on students but instead on community for outside fundraising • Writes grants for additional funding 	<p>The school facilitates fundraising and provides extra resources.</p> <ul style="list-style-type: none"> • Sets up fundraising committee • Facilitates some outreach to community for additional funds • Holds a fundraising event 	<p>The school provides minimal funding for program.</p> <ul style="list-style-type: none"> • Facilitates minimal outreach for community funding. • Primarily sponsors in-school fundraising events. • Funds raised only by students • Accepts free-will donations from school community 	<p>The school participates in inappropriate or no fundraising.</p> <ul style="list-style-type: none"> • Uses RIF funds only • Collects fees from students and parents

Providing Local Share: The Coordinator's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>Coordinator uses enthusiasm and creativity to form a committee of staff, students, and parental and community volunteers to research and strategize how to raise funds, solicit donations, write grants, publicize, and hold events.</p> <ul style="list-style-type: none"> • Generates a committee of dedicated volunteers • Researches appropriate ways to raise funds, i.e. consulting a lawyer • Grant writing to major corporations for additional funds and resources, getting students involved in the process • Follow-up solicitations with appreciation assemblies, letter writing, or award ceremonies • Publicize and promote upcoming fundraising events community-wide, thoughtfully organize & implement event • Reports to RIF all fundraising and donations in kind 	<p>Coordinator sets up a diverse fundraising committee to research, design, and implement a fundraising event.</p> <ul style="list-style-type: none"> • May use one of the following techniques: grant writing, fundraising sale i.e. candy bars, community outreach for resources • Follow-up solicitations with appreciation • Publicize fundraiser locally through posters and flyers 	<p>Coordinator does not form a fundraising committee or organize any fundraising events.</p> <ul style="list-style-type: none"> • Places bulk of fundraising responsibility on parents and students 	<p>Coordinator asks parents and students to pay a fee to participate in RIF.</p>

Providing Local Share: The Teachers' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
All teachers enthusiastically participate in planning and running fundraising events, grant writing, community outreach, and soliciting money from the school budget to supplement money from RIF.	<p>Many teachers participate as a member of the fundraising committee.</p> <ul style="list-style-type: none">• Teachers participate in one or more of the following: grant writing, outreach to community and parents, soliciting money from school budget, and/or participate in fundraising events.	Teachers minimally participate in fundraising activities.	Teachers do not participate in fundraising activities.

Providing Local Share: The Students' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
Students are actively participating in the fundraising committee, helping to solicit community donations through writing letters and promoting and holding fundraising events.	Many students are on the fundraising committee and help organize, publicize and run fundraising events.	Students minimally participate in school-initiated fundraising.	Students are not involved in any aspect of fundraising.

Providing Local Share: The Parents' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>Many parents are actively participating in the fundraising committee, helping to solicit community donations through writing letters and promoting and holding fundraising events, and perhaps donating their own money.</p> <ul style="list-style-type: none">• PTA/PTO sponsors events	<p>Some parents participate in fundraising as needed.</p> <ul style="list-style-type: none">• One parent for every hundred students participates.• Parents may volunteer before, at, or after a fundraising event.• Parents may seek additional funding through community outreach or personal donation.	<p>Parents do not participate in any aspect of fundraising.</p>	<p>Parents pay directly for students' books.</p>

Providing Local Share: The Community's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
All fundraising initiated and carried out by community members. <ul style="list-style-type: none">• Community donates funds, provides grant opportunities, and organizes, volunteers, and carries out fundraising events.	Many community members participate in fundraising.	Some community members participate in fundraising.	The community does not participate in fundraising activities nor make donations of any kind.

COMPONENT #3: LEADERSHIP AND SUPPORT

Leadership

To run a successful Reading is Fundamental program, leadership is required from several key participants, including the RIF coordinator, teachers, students, and community members. The coordinator works as the key liaison between national RIF and the school, ensuring that policies are being upheld and that the major components of the program are being implemented. This duty requires the coordinator to manage scheduling issues, paperwork and reporting, publicity for both RIF motivational activities and possible fundraising events, and outreach for inviting community involvement. Working with the coordinator, teachers take leadership roles by being informed about RIF so as to foster student involvement in the program, understanding the logistics needed to implement the program such as scheduling and planning RIF activities, helping the coordinator with the reporting and paperwork involved, and allowing time from class to take students to the distributions. Ideally, high school RIF is instigated and led by students themselves. The students would have the primary leadership role, taking charge of selecting books, planning and running motivational activities, and reaching out to the community for resources, as well as publicizing and promoting reading to their fellow students.

Support

Support is the backbone of the RIF program as it permeates all other components. In an ideal RIF Program, the school, support staff, teachers, students, parents, and community would rally around the RIF program by viewing it as literacy movement

instead of simply a book distribution program; without their support, RIF could not be successful. In essence, support enables each of the major RIF components: book selection, book distribution, motivational activities, and provision of local funding share to occur.

In an ideal program, support, in regards to the school and its administration and staff, would first provide a strong reading program, one that continually evaluates student progress; by providing a strong reading program with a community-wide commitment to the value of reading, the school fosters an atmosphere conducive to the RIF program. The administration would participate and be actively involved in RIF related activities, as well as provide the necessary resources to ensure a successful implementation. Teachers would believe in the RIF ideals, and demonstrate their support through their enthusiasm for reading and their participation in RIF activities and events, which would include ensuring that the titles selected for distribution were student centered. Teachers would also be involved in eliciting parental involvement both in and out of the classroom. From teacher solicitation, parents would become “activists” for reading.

IC MAP COMPONENT #4: LEADERSHIP & SUPPORT

Leadership & Support: The School's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>School provides support for all aspects of the RIF Program.</p> <ul style="list-style-type: none"> • Facilitates outreach to community • School-wide involvement in RIF • Provide all resources such as time, space and funds • Allows for pre- and post-RIF activities • Fosters a strong school-wide reading program. 	<p>School provides support for the RIF program by allowing one or more of the following:</p> <ul style="list-style-type: none"> • Outreach to the community • School-wide involvement in RIF • Provide resources such as time, space and funds • Allows for pre- and/or post-RIF activities • Fosters a strong school-wide reading program. 	<p>School provides some school involvement in RIF Program.</p> <ul style="list-style-type: none"> • May provide a resource, such as time, space or some of the funds. • School may have a reading program that evaluates students' progress. • School may allow one pre/post activity as a companion to book distributions. • No outreach to the community 	<ul style="list-style-type: none"> • School does not take an active leadership role in RIF Program. • No buy-in to the RIF Program and no incorporation into school reading program • No participation or involvement in RIF • No reporting of program to national RIF • No planning of a motivational activity

Leadership & Support: The Coordinator's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The coordinator leads a team of dedicated administrators, teachers, students, parents, and community members by assigning tasks, delegating workloads, scheduling planning meetings, and, most importantly, follows up on all components of the RIF program.</p> <ul style="list-style-type: none"> Ensures that all paperwork, planning, publicity, fundraising, and events are completed by following through with the work of his/her committee members and volunteers Reports to RIF within 30 days after all activities and events Actively recruits, utilizes extensively, and shows appreciation for parent and community volunteers and committee members 	<p>The coordinator works as the key liaison between national RIF and the school, ensuring that policies are upheld and that the major components of the program are implemented.</p> <ul style="list-style-type: none"> Manages scheduling issues Completes paperwork and reports back to national RIF in a timely manner Seeks out publicity for fundraising and the motivational activities Participates in outreach to invite parents and community members to participate and/or volunteer to help in all aspects of the RIF 	<p>The coordinator minimally fulfills required activities, primarily acting alone.</p> <ul style="list-style-type: none"> Completes paperwork Reaches out for minimal parent and community participation Schedules motivational events that coincide with book distributions Does not notify parents or the community of the RIF program Does not publicize events 	<p>The coordinator takes no leadership responsibility for implementing RIF.</p> <ul style="list-style-type: none"> Fails to complete paperwork Does not schedule RIF events

Leadership & Support: The Teachers' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>All teachers show dedication to the RIF program by being informed about RIF, by taking active leadership roles, and by fostering student involvement in the program.</p> <ul style="list-style-type: none"> • Teachers schedule and plan RIF activities • Teachers help the coordinator with all reporting and paperwork • Teachers allow time from class to take students to distributions and motivational activities and to discuss reading • Teachers genuinely care about reading, both their own and that of their students <p>All teachers enthusiastically support RIF and all of its components by working to promote the love of reading and the teaching of reading skills</p> <ul style="list-style-type: none"> • Full teacher buy-in to the program • Active recruitment of parental support • Participation in all RIF sponsored events • Involvement in book selection to ensure student centered materials • Extend RIF's goals and activities into the classroom 	<p>Some teachers support the RIF program and the coordinator by serving on planning committees and implementing events.</p> <p>Many teachers support program by:</p> <ul style="list-style-type: none"> • Expressing a love for reading • Volunteering on RIF committees and at RIF events • Inviting parental support for reading • Demonstrate buy-in for RIF Program and its benefits to students 	<p>Few teachers choose to take a leadership role in the program.</p> <p>Some teachers participate in one or more of the following:</p> <ul style="list-style-type: none"> • Participate in at least one RIF event • Convey enthusiasm for reading • Invite parental support of reading and RIF • Support program by either volunteering on a committee or at an event. 	<p>The teachers take no leadership role in implementing RIF.</p> <ul style="list-style-type: none"> • No program buy-in • No outward show of enthusiasm for literacy • No participation in RIF activities • No invitation for parental support

Leadership & Support: The Students' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>Ideally, high school RIF is instigated and led by students taking on all the primary leadership positions.</p> <ul style="list-style-type: none"> • Students take charge of selecting, ordering, purchasing, and distributing books • Students take charge of planning and running motivational activities • Students reach out to the community for resources, publicity, and participation • Students reach out to their fellow students to encourage them to participate in RIF • Students promote reading in general <p>All students enthusiastically support a student-run RIF program</p> <ul style="list-style-type: none"> • School-wide participation in outreach to the community • School-wide promotion of RIF and literacy • School-wide input for book selection • Many students working & volunteering at all RIF sponsored events. 	<p>Many students actively participate in RIF, taking on some leadership tasks by working in conjunction with the coordinator, teachers, parents, and community volunteers.</p> <ul style="list-style-type: none"> • Serve on book selection, motivational activity, planning, fundraising, and publicity committees • Complete tasks to help facilitate the program, such as creating posters, drumming up excitement in the hallways, and writing letters asking for donations—all at the direction of an adult <p>Many students actively and enthusiastically support all RIF sponsored events</p> <ul style="list-style-type: none"> • Perform community service in regards to literacy • Work at one + RIF events • Actively serve on book selection committee 	<p>Some students participate in the program, e.g., a handful of students may serve on a book selection or motivational activity committee.</p> <p>Some students support the program. Some students do one of the following</p> <ul style="list-style-type: none"> • Provide some community service in regards to literacy • Provide input regarding book selection • Promote RIF sponsored events • Work at RIF sponsored events 	<p>The students take no role in implementing RIF</p> <ul style="list-style-type: none"> • Do not serve on any RIF committees • Do not promote RIF through community outreach • Do not outwardly promote reading <p>Students do not support RIF; instead, they take a passive role toward the program</p> <ul style="list-style-type: none"> • No community service dealing with literacy • Do not work at any RIF supported event • Do not provide input for book selections • Do not promote the RIF program

Leadership & Support: The Parents' Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>All parents are actively and enthusiastically involved in all aspects of the RIF Program. Parents model reading and impart their own love of reading to their children by creating a literate home environment, providing reading resources such as books and space.</p> <ul style="list-style-type: none"> • Parents integrate literacy into their daily routine • Demonstrate the value of reading through modeling positive reading behavior • Support school success, by addressing any learning problems their son/daughter's experiences 	<p>Many parents take part in the RIF program and in literacy; they provide at-home resources for their children to be successful readers and are involved in child's progress at school.</p> <ul style="list-style-type: none"> • Model successful reading habits • Demonstrate a love for reading • Allow son/daughter choice in book selection • Volunteer to be on a RIF committee and/or volunteer to work at a RIF sponsored event 	<p>Some parents are aware of the RIF program and choose to do one of the following</p> <ul style="list-style-type: none"> • Serve on one RIF committee • Volunteer time at book distributions • Read themselves or read to their son/daughter • Are involved in some way with child's learning • Provides resources in the home that promote reading 	<p>Parents either do not know about the RIF program or they know of the program but choose not to support it</p> <ul style="list-style-type: none"> • No involvement on committee • No involvement in RIF sponsored activities • No active volunteering for any aspect of RIF • May not provide any at-home support for reading or literacy

Leadership & Support: The Community's Role



<i>Ideal</i>	<i>Moderately Acceptable</i>	<i>Minimally Acceptable</i>	<i>Unacceptable</i>
<p>The community takes charge of the RIF program.</p> <ul style="list-style-type: none"> • Committees are comprised of community members • Committees plan and implement all RIF sponsored events 	<p>Many community members support the RIF program and the coordinator by serving on planning committees and implementing events.</p> <ul style="list-style-type: none"> • Community members are knowledgeable about the RIF program in general • Community members complete tasks that they are asked to do by the coordinator 	<p>Some community members know about the RIF program. Similarly, some community members choose to take a leadership role in the program.</p>	<p>The community takes no leadership role in implementing RIF</p>
<p>Whole community enthusiastically promotes reading and all RIF sponsored events</p> <ul style="list-style-type: none"> • Donates funds and resources • Participates in planning committees • Volunteering time to work at RIF sponsored events as an active worker or as a guest reader • Promotes the value of reading throughout the community 	<p>Many community members enthusiastically rally around the RIF program through</p> <ul style="list-style-type: none"> • Donations of funds or resources • Actively communicate the value of reading • Participate in RIF sponsored events as either a guest, a volunteer, or both 	<p>Some community members choose to participate in one of the following</p> <ul style="list-style-type: none"> • Donations of funds • Promotion of events • Demonstrate the value of reading • Volunteer at one RIF sponsored event 	<p>Community does not support the RIF program</p> <ul style="list-style-type: none"> • No financial support • No promotion of RIF sponsored events • No volunteering either as a guest or as a working participant • Does not work to actively convey the importance of reading

CHAPTER III: CASE STUDIES OF EARLY RIF IMPLEMENTATION

A Closer Examination of Two Delaware High Schools through the RIF Innovation Configuration

Having developed the RIF Innovation Configuration (as discussed in Chapters I & II), the research team closely studied two Delaware high schools involved in a first-year implementation of RIF. The intent was to determine the levels of implementation across each dimension of the IC and to uncover conditions that could be contributing to or hindering progress toward the ideal. Data informing these cases came from multiple sources including: surveys of students and teachers, interviews with school level coordinators, and observation data gathered throughout the year by evaluators during school-wide RIF events. Data from parent surveys were also collected but the response rate was insufficient (9%) to allow for inclusion in the case study analysis. The RIF Innovation Configuration informed the development of all data collection instruments. Data were then analyzed against the IC components. Later in Chapter IV, each Innovation Configuration component is rated for each RIF school and explanations are provided that support these ratings.

Data Sources

Student Survey of Reading Motivation and Learning Strategies

Many of the items in *Student Survey of Reading Motivation and Learning Strategies* were adapted from two instruments, the CRISS Learning Strategies Surveyⁱ (Santos, 2004) and The Motivation for Reading Questionnaire- Revised (Wigfield & Guthrie, 1997).ⁱⁱ Items from the latter were selected from the motivation scales labeled *Reading curiosity, Involvement, Importance of reading, and Social reasons for reading*

based on their alignment with the definition of motivation used by the RIF program. Evaluators created additional questions to determine the students' perceived "opportunity to read."

Evaluators administered the survey to all ninth grade students in each of the four target schools during the fall semester. Results analyzed at the school level could be used as a baseline for future determination of program impact. The discussion that follows, however, considers the responses of only those students in the two Delaware high schools implementing the RIF program. Complete survey results can be found in Appendix G. Specific items that inform the case studies of each RIF school were selected and included in the case study reports that follow.

When student responses from the two RIF schools are compared, four motivation items show statistically significant differences (see Table A below). In each case the higher scores were within School B. Three of the four items are from the *Social Reasons for Reading* scale and may indicate a student group predisposed to one of RIF's program techniques, motivating students to read through the shared experience of book distribution events.

Table A. High School Students' Responses regarding Reading Motivation ($p \leq .005$)

	RIF School	Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me	Mean Response
It is very important to me to be a good reader.	A	9%	27%	37%	27%	2.8
	B	5%	14%	36%	45%	3.2
I talk to my friends about what I'm reading.	A	48%	26%	17%	10%	1.9
	B	31%	24%	24%	21%	2.3

	RIF School	Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me	Mean Response
My friends and I trade things that we are reading.	A	62%	18%	16%	4%	1.6
	B	45%	20%	17%	17%	2.1
When I read a good story or article, I'll encourage my friends to read it.	A	29%	30%	25%	16%	2.3
	B	21%	21%	29%	29%	2.7

Teacher Surveys: Stages of Concern

The Stages of Concern Questionnaire (SoCQ) (Hall, George, & Rutherford, 1979)ⁱⁱⁱ was designed to identify and track change in the concerns of those adopting and implementing educational innovations. This assessment corresponds with the Concerns-Based Adoption Model (CBAM) and the Stages of Concern (SoC). In this developmental model, it is believed that teachers' concerns held at earlier stages of program adoption must first be resolved before they can progress to the next level of concern. The initial levels of concern include *Awareness, Informational, and Personal*. Later stages are identified as *Management, Consequence, Collaboration, and Refocusing*. Although they found that maintaining and changing one's concerns is a personal act, with "successful experience and the acquisition of new knowledge and skill" (p.6), a given person's concerns can progress along a continuum, away from concerns about implementation and toward those focused on program impact. Table B that follows provides definitions of the Stages of Concern (Hall & Hord, 2001, p. 63).

Table B. Definitions of Stages of Concern about the Innovation

6	Refocusing	The focus is on the exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.
5	Collaboration	The focus is on coordination and cooperation with others regarding use of the innovation.
4	Consequence	Attention focuses on impact of the innovation on clients in his or her immediate sphere of influence. The focus is on the relevance of the innovation for clients, evaluation of outcomes including performance and competencies, and changes need to increase client outcomes.
3	Management	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
2	Personal	Individual concern is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decisionmaking, and consideration of potential conflicts with existing structures or personal commitment.
1	Informational	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner, such as general characteristics, effects, and requirements for use.
0	Awareness	Little concern or involvement with the innovation is indicated.

To identify concerns of teachers at the outset of RIF program adoption, all ninth grade English Language Arts (ELA) teachers were anonymously surveyed in the two

high schools⁴. Response rate in the two schools was 100% (N=11.). In the survey, 35 items, individuals rated five corresponding with the each of seven Stages of Concern on an 8-point Likert scale. The scale ranges from “Not at all true of me now” to “Very true of me now” and includes a response option labeled “Irrelevant.” Responses were tallied and frequencies determined. Analysis of item means, sorted by SoC, yields the SoCQ Profile. A sample RIF Stages of Concern survey can be found in Appendix H.

RIF Coordinators’ Interviews

As part of the interview protocol, the conceptual model based on the RIF Innovation Configuration analysis was introduced. The purpose was to have each coordinator reflect on the model in relationship to his/her school’s RIF implementation over the past year. In this graphic representation, *Book Selection*, *Book Distribution*, *Motivational Activities*, and *Providing Local Share* function as core components within the inner circle of the school setting, while layers of *Support and Leadership* permeate throughout the inner circle and its components. The outer circle of the model contains *Home* and *Community*, components that provide context and support to the inner circle components, creating a bond between home, community and school. This visual depiction (portrayed in Chapter II & Appendix F) helped to generate discussion about the relationship between and among the various components and participants within that school’s experience of RIF. The feedback was also utilized as a participant check to validate the researchers’ analyses.

⁴ The reading strategies school was also surveyed. In the school adopting both programs, teachers were surveyed twice to focus concerns on each specific program. The reading strategy data was not included in this analysis.

On-site Observations

During the academic year, members of the research team attended the scheduled book distributions at each of the RIF schools. In addition, other observations were conducted at faculty meetings. Informal visits for initial orientation and other purposes, such as observing the book selection process, also generated observation data.

All of the above data sources were utilized in the generation of the following case study reports. The data also informed the research teams' ratings of each school in regards to the four major components of the RIF Innovation Configuration (Chapter IV).

Parent Reading Survey

At the end of the 2004-05 academic year, all parents of ninth graders in the four target schools were mailed a Parent Reading Survey. The survey was designed to address the parental involvement components found in the RIF Innovation Configuration. It also describes parental beliefs about reading, their son or daughter's future, and their current home literacy practices. Some survey items were borrowed from Gonzales & Chrispeels' *Parent Survey for Middle and High Schools* (1994/2005).^{iv} These items represent the Home Learning, School Invitation and College Expectation/Belief scales. Other questions targeting practices and beliefs intended to support and motivate high school age students to read more frequently and succeed in school were developed directly from the RIF-IC. Over 1200 parent surveys were mailed out. 108 (9%) were returned. As was stated earlier, data from these surveys, due to the low response rate, were not included in the case study development. A copy of this instrument can be found in Appendix I.

SCHOOL A

Context

School A is a rural, 9-12 comprehensive high school with approximately fifty teachers and 950 students. The student population is 37% African American, 4% Hispanic, and 58% Caucasian; 5% are classified as Limited English Proficient, 43% come from low-income families, and 13% participate in special education programs. Of the teachers, 53% hold master's degrees or higher, three have National Board Certification, and about 10% have three years or less teaching experience. In 2005, the school is classified as being under Academic Watch due to not meeting their NCLB Adequate Yearly Progress in English Language Arts and mathematics for its African American and low-income student subgroups. Its graduation rate is 77%. The school's district includes seven schools and educates approximately 3400 students.

Student Motivation

Curiosity for reading for students in School A appears to be piqued mostly by what personally interests them. Their reading involvement is somewhat limited, in that only about half of the students reported reading fantasy, mystery, adventure stories, or literature focused on adolescents. While 64% of the students thought it was important to be a good reader and 75% saw it as important to do well in school, less than one-third of the students chose to read in their free time. Social reasons for reading do not appear to be strong among these students. Their opportunities to read appear mixed; while 60% report that there are a lot of things to read at home, few buy books for themselves or use the Internet for reading at home. The role of the school and its influence on students'

involvement in and purposes for reading appear to be salient issues within the School A student group.

Table B. School A Student Reading Motivation Results

SCHOOL A: QUESTIONS ABOUT READING (n=231)					
		Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me
READING CURIOSITY					
If the teacher discusses something interesting, I might read more about it.		8%	27%	50%	15%
I like to read about new things.		13%	23%	41%	23%
I have favorite subjects that I like to read about.		10%	20%	31%	40%
I read to learn new information about topics that interest me.		15%	34%	36%	16%
READING INVOLVEMENT					
I read stories about fantasy.		24%	29%	30%	17%
I like mysteries.		15%	24%	34%	26%
I enjoy long, involved books.		33%	26%	23%	19%
I read a lot of adventure stories.		26%	34%	24%	16%
IMPORTANCE OF READING					
It is very important to me to be a good reader.		9%	27%	37%	27%
In comparison to other activities I do, it is very important for me to be a good reader.		14%	33%	33%	20%
When I have free time, I choose to read.		45%	24%	20%	10%
To do well in my classes at school, I need to read well.		8%	17%	44%	31%
SOCIAL REASONS FOR READING					
I visit the library often with my friends		45%	32%	16%	7%

I talk to my friends about what I'm reading.	48%	26%	17%	10%
My friends and I trade things that we are reading.	62%	18%	16%	4%
When I read a good story or article, I'll encourage my friends to read it.	29%	30%	25%	16%
OPPORTUNITY TO READ				
I buy books for myself frequently.	49%	25%	16%	10%
There are a lot of things to read in my home.	15%	26%	30%	30%
If I want to read about something at home, I get on the Internet.	32%	25%	24%	19%

Teachers' Concerns about the Reading is Fundamental Program

The Stages of Concern instrument administered to the 9th grade English Language Arts teachers in School A reveal the pattern of responses in Figure 1 below. The figure, based on the national norms of the SoC instrument, illustrates the relative intensity of the various concerns of teachers within this school about the RIF innovation. They follow a pattern of what Hord & Hall describe as “nonusers” with most of their concerns at the levels of awareness, informational, and personal. This is not uncommon in the early implementation stage of an innovation.

“the model developers hypothesized that concerns change, as users become increasingly familiar with and skilled in using the innovation...early concerns deal with the self, then come task-related concerns , and finally concerns about impact of the innovation on others....An individual does not have concerns at a single stage but instead a conglomeration of concerns. Although concerns on each stage exist, concerns are one or two stages are relatively intense”. (Hall, George, & Rutherford, pp. 4)

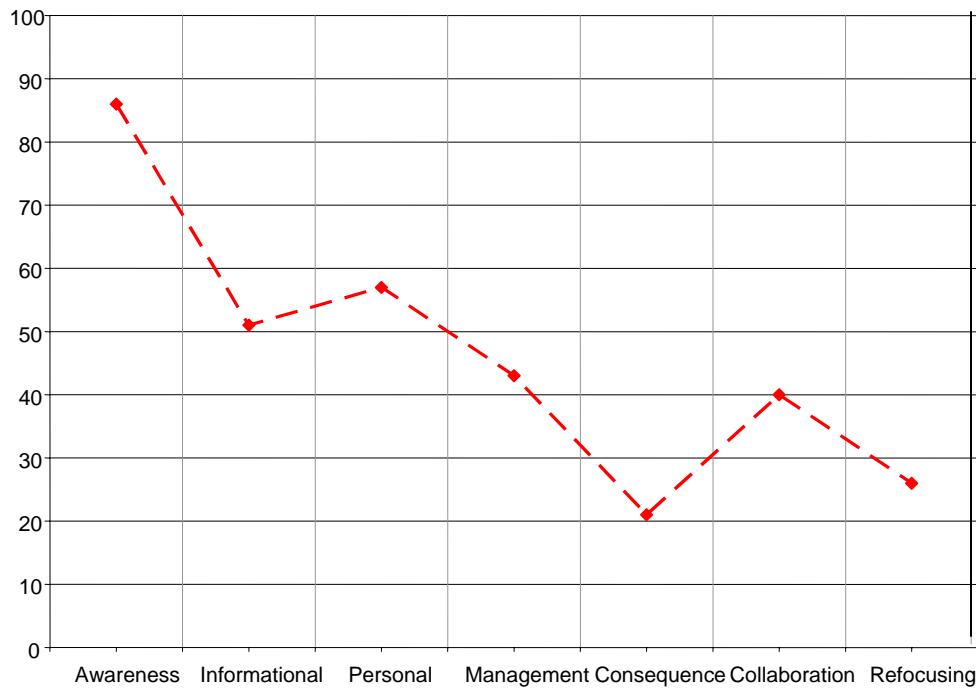


Figure 1. Relative Intensity of CBAM Stages of Concern reported in School A

The concerns of teachers within School A cluster around little concern or involvement with the RIF program, some general awareness of the RIF program, and some uncertainty about the demands of the RIF program.

Coordinator Interview

When we asked the coordinator of School A to describe the major components of his/her school's RIF program and his/her role within it, the coordinator responded that there were only two critical components of this school's RIF program, book selection and book distribution.

"I think the goal was to distribute as many books as we could...three distributions, giving each child three books...and that was as far as it got. My lead, I would say, would be scheduling the Book Selection committees,

scheduling the Distributions dates, creating schedules for the teachers to when they were to arrive and select books, and that was pretty much my role.”

Book Selection and Distribution

Book Selection

When discussing the book selection, the coordinator revealed that participation in the process grew slowly over the school year.

“Well...our book selection committee grew, which was a positive aspect...It started with my principal, myself and another teacher. It grew from that to include those original three, to our librarian, who was a very good aspect, that fact that she knew what the kids checked in and checked out. Then [for] the last distribution [the committee] was two teachers, the principal, the librarian, and two students.”

Another concern addressed the quality of the book selections made. The coordinator did not feel that the books they had selected could adequately motivate the school’s ninth graders to read more for pleasure. Affordability and lack of difficulty prevailed as primary factors in the committee’s decision making.

“We have a lot of students that are below the 9th and 10th grade reading level...so, the first selection was basically, ‘Let’s get a lot of books that are easy read, 6th to 8th grade reading level bargain books’.”

Observations at the first book selection meeting revealed book “bundles” were given preference by the committee in part for their relative affordability. At that meeting, it was stated that the choice to order the bundles had been made prior to the meeting and that any additional book selections would be secondary. Over the year, the coordinator felt that expanding membership of the book selection committee led to improved choices for students.

“[For the second distribution, book selections] grew then as we included the librarian to more books that she noted the students checked out a lot...Then [for] the last selection, we tried to target a lot of minority writers, African American topics, and some more classics and such, but as far as selection itself went, anywhere from three to five to six of us sitting in the room with the catalogues going through page by page, looking at grade level, and then of course titles.”

However, merely having students on the committee was not seen as particularly effective in improving the book selections.

“I don’t think it did change...their input was minimal, and I don’t know if it was because they were maybe a little intimidated. They were both freshman and had never been to a book selection. Maybe they didn’t know what was going on. They were definitely enthusiastic looking through the catalogues and they did note a few authors that they did recognize and we selected some of those books but—their input was minimal.”

Book Distribution

The RIF coordinator expressed a range of concerns and viewpoints about the effectiveness and impact of the book distributions on students.

“One major accomplishment, out of every 9th and 10th grader, honestly, I’d have to say that $\frac{3}{4}$, 75% of [students] went home with a book. Whether they read the book I don’t know... the students didn’t seem to be thrilled or over excited. Some students were pleased and very excited by the fact they had books but that was a very small percentage... I would say there were probably 20-25% of students that just did not want a book...they just did not care to read.”

Observations of the book distribution events validated some of the coordinator’s statements. Things did seem to improve somewhat over time. At the first distribution, there was a general lack of staff involvement in displaying and restocking books; there was also limited staff interaction with students. Students did not appear to be excited

about the opportunity to choose a book for ownership and few were seen engaging in browsing or peer discussions. By the second distribution students seemed to be more engaged in book-related conversations and book browsing. Moreover, the librarian was available to students for discussion and questions. She helped students locate particular books; she also assisted in restocking and reorganizing the displays. The coordinator believed that the involvement of the librarian by the second distribution contributed to its overall improvement.

Motivational Activities

RIF motivational activities were not evident at this school. Based on evaluators' observations, at the first book distribution event, students stood in lines without necessarily knowing why they were to select books. Most did not even realize that they were free to keep a book from the assortment provided. When reflecting back on the motivational component of the RIF model, the coordinator stated,

“No, there was no motivation. There was no real advertising...We were supposed to do flyers. I had students signed up to create flyers for this last [book distribution]. I think I saw a total of four flyers in the building.”

The coordinator expressed concerns that the students never did understand or appreciate the purpose or value of the RIF program.

“And after we had- this is our third one - I still hear the same kids saying, ‘Why do I need a book if I’m not going to read it?’ That proves to me there’s no motivation. You would hope that after the third one, they’d say ‘Oh, great, another book’, or ‘Hey, when are we getting another book?’ We could have gone the rest of the year without another book distribution and the kids would never have said anything.”

Leadership and Support

The coordinator regretted the lack of leadership and shared vision in the initial stages of developing the RIF program at their school.

“Ultimately it was the administrators that brought me aboard so there should have been some explanation of what was going on here... no explanation, no professional development. Even at our first distribution, [the other English teacher on Book Selection Committee] was told, ‘Hey, we’re participating in this program, we get books.’ We brought [the librarian] on board and it was pretty much the same explanation, you know, ‘We received a grant from the state to participate, we’re getting books. The state’s paying for X amount of the books we purchase.’”

Observations at their first RIF distribution event revealed similar confusion among the staff. Two teachers reported that they were unfamiliar with the program and its purpose. Another stated an unwillingness to participate by having her students not attend if the timing were not more convenient. A fourth teacher stated that she doubted the program was capable of impacting the reading motivation of high school aged students. Lack of support from others within the school was an issue that permeated many of the reflections of the coordinator.

“I was always responsible for setting up [the book distributions]. I was responsible for cleaning up, even today, that’s why I had students carrying boxes. I’m done. It’s been a lot of pressure, and I’ve had no help. I’m the one who obtained the auditorium. I’m the one who was setting up tables and carrying the boxes down and putting all the books out...If it’d been in a team setting and perhaps if more teachers would have been brought on board and said, ‘I know we’re all busy but here’s what we can do to help our students’...then it wouldn’t have been, ‘The spotlights on me, here we go.’”

Community support for school-based activities was not limited to the RIF program. The coordinator shared that,

“For some reason this district has a hard time getting the community to support this school. It seems this school has a bad relationship with its community. We were supposed to have a newspaper reporter...never saw him. The school itself doesn’t seem like it tries to reach out to the community enough...”

It was evident from the coordinator’s comments that the school faculty or administration showed little support for the management of the various dimensions of the RIF program.

“...being in charge of Book Selection, Book Distribution, and scheduling, I didn’t have the time, plus teaching, you know, six classes, I didn’t have the time to get the community outreach. Where I feel like if we had a leadership team, somebody could have been in charge. ‘I’ll be in charge of book ordering, distribution and scheduling. You be in order of contacting parents that would be willing to come in and help. You be in charge of some fundraising, and you be in charge of doing...’ and it didn’t establish itself with that, and I think that was a leadership problem right from the get go.”

When asked about any other types of support outside of the school, the coordinator stated,

“There was no real contact to the RIF program itself either. They never contacted us, and we never contacted them. I mean, it could have made things better. Perhaps we could have gotten suggestions from them, but again I’m not blaming them. That totally, the initiation should have come from our end, but again, there’s no support here. It just felt like, ‘We’re going to order books and see how many we can get out to kids.’”

Providing Local Share of Funding

When asked about the provision of the school’s local funding share, this coordinator reiterated the sense of disjointed, unfocused efforts. It is obvious that the

notion of local share was never explored or understood. The funding was simply seen as another stream of support from the state.

“It’s basically a state grant that we were going to fill out and that what we would do is we would collect the invoices and turn those over to the state, with an already prefabricated grant proposal and you would fill in the amount of purchase money and they would kick back to the school district 75% of that whatever the total was. That was my understanding...”

There may have been some understanding that the school/district was expected to conduct fundraising activity. But since the funding came from the state regardless, there was little commitment to take on one more responsibility.

“According to RIF program, yes, we were supposed to having fundraisers and raise the money to pay for it, but since we haven’t done [that], I’m assuming it’s going to come from somebody’s budget.”

RIF conceptual model

We asked the in-school RIF coordinator how well the Innovation Configuration conceptual model (chapter 2) fit his/her understanding of the RIF program. We explored how School A had experienced RIF during the 2004-2005 school year.

“We didn’t follow anything close to this model. All we did was Book Selection and Book Distribution which is a small component ...so it didn’t fit at all, which is not RIF’s fault. It’s probably our fault.”

“It was not our experience...a little bit of Support, Book Distribution, absolutely no Motivational Activities, no Fundraising, very little Leadership, no Community Support, and once the students leave with the books, I couldn’t tell [you] what happens at home.”

Overall Reflections of the RIF Coordinator in School A

The coordinator spoke with frustration about how the RIF program in its first year of implementation seemed like a missed opportunity. Educators within the school see their students as “reluctant readers” but because the program was “forced” and not well-organized; an initiative that could have benefited the school was left unexplored. The students continued to respond to the reading with a lack of enthusiasm.

“We hear it all the time, especially in my classes. ‘We’re going to take you down to get a free book.’ ‘Well, I don’t want a book, I’m not going to read it .Why do I want to take a book if I’m not going to read it?’ and I think that there could have been a lot of opportunities to include in this with enrichment activities”

The coordinator expressed concerns that the teachers did not collaborate in ways that could have made the program more viable. The issue of not having the time to commit to the program to generate excitement among the staff was a common theme.

“We couldn’t collaborate as a department. Some of that could have been my fault. I didn’t have a lot of time—didn’t have a whole lot of help—by the end, by this last one I was burnt out. I just wanted to get it done.”

Even though the coordinator appeared to personally value the RIF program, without the support of the building leadership, his time and efforts were “wasted.” It was also apparent from his comments that he was disappointed in not reaching the program goals and that students were disappointed with the program.

“[At] the first two Book Distributions, the Book Selections—a lot of the students weren’t happy with them because the higher level honors students—there weren’t enough books there to meet their needs. They were let down. We didn’t get the interaction with the motivational activities, no community support. It seems to me that it was a futile attempt to get books, and it just didn’t work.”

To improve the RIF program in School A, the in-school coordinator offered the following suggestions:

- Need for collaboration and communication

“This really needs to be a group effort...[Teachers] were never really filled in with the function of this program.”
- Need for planning and follow-through

“We definitely could have had motivation activities, and community support and parent involvement. We could have had fundraisers...And nothing was ever followed through.”

SCHOOL B

Context

School B is an urban, vocational/technical school with approximately 70 teachers and 850 students. The student population is 55% African American, 8% Hispanic, and 36% Caucasian; less than 1% are classified as Limited English Proficient, 43% come from low-income families, and 15% participate in special education programs. Of the teachers, 50% hold master's degrees or higher, one has National Board Certification, and about 10% have three years or less teaching experience. In 2005, the school is classified as being Commendable and has met its NCLB Adequate Yearly Progress. Its graduation rate is 89%. The school's district includes 4 schools and educates approximately 3500 students.

Student Motivation

Many students (72%) in School B appear to become curious about reading as a result of what their teachers discuss. Their reading involvement is somewhat limited, in that less than half of the students reported reading fantasy, mystery, or adventure stories,

literature focused on adolescents.⁵ The majority of students believed that it is important to be a good reader and many expressed social reasons for reading. In regards to their opportunities to read, only one-third of the School B students buy books for themselves frequently but over 70% of them reported having lots of things at home to read. The students in School B appear to be motivated to read by both their personal interests and their school experiences.

Table C. School B Student Reading Motivation Results

SCHOOL B: QUESTIONS ABOUT READING (n=230)					
	Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me	
READING CURIOSITY					
If the teacher discusses something interesting, I might read more about it.	10%	19%	45%	27%	
I like to read about new things.	9%	25%	38%	28%	
I have favorite subjects that I like to read about.	19%	17%	26%	38%	
I read to learn new information about topics that interest me.	19%	20%	34%	27%	
READING INVOLVEMENT					
I read stories about fantasy.	34%	22%	26%	19%	
I like mysteries.	19%	21%	36%	24%	
I enjoy long, involved books.	29%	25%	26%	20%	
I read a lot of adventure stories.	34%	28%	26%	12%	
IMPORTANCE OF READING					
It is very important to me to be a good reader.	5%	14%	36%	45%	
In comparison to other activities I do, it is very important for me to be a good reader.	10%	25%	37%	29%	

⁵The responses appear very similar in both schools and may be due to the limited range of questions in this area and may not be a fully, adequate portrayal of students' reading involvement.

When I have free time, I choose to read.	37%	28%	24%	11%
To do well in my classes at school, I need to read well.	4%	15%	45%	36%
SOCIAL REASONS FOR READING				
I visit the library often with my friends	49%	26%	17%	8%
I talk to my friends about what I'm reading.	31%	24%	24%	21%
My friends and I trade things that we are reading.	45%	20%	17%	17%
When I read a good story or article, I'll encourage my friends to read it.	21%	21%	29%	29%
OPPORTUNITY TO READ				
I buy books for myself frequently.	46%	20%	23%	11%
There are a lot of things to read in my home.	13%	16%	37%	34%
If I want to read about something at home, I get on the Internet	23%	30%	27%	20%

Teachers' Concerns about the Reading is Fundamental Program

The Stages of Concern instrument administered to the 9th grade English Language Arts teachers in School B reveal the pattern of responses in Figure 2 below. The figure, based on the national norms of the SoC instrument, illustrates the relative intensity of the various concerns of teachers within this school about the RIF innovation. They follow a pattern of what Hord & Hall describe as “nonusers” and “inexperienced users” with some concerns at the levels of awareness, informational, and personal and some at the management level. Many concerns focus on limited involvement, general awareness and interest, an uncertainty about personal demands of the RIF program. Moreover, some

concerns of School B teachers focused on the impact on and relevance of the RIF program for the students within the school.



Figure 2 Relative Intensity of CBAM Stages of Concern reported in School B

Coordinator Interview

When requested to describe the major components of their school's RIF program and then to describe his/her role within that program, the coordinator at School B described an interrelated process among the book selection, book distribution and fund raising activities. Although she expressed a strong sense of personal ownership for this school's RIF program, she also talked about the contributions of many, varied groups and individuals when asked to elaborate on each of the program components found in the RIF-IC.

Book Selection and Distribution

Book Selection

The coordinator in School B described a rich and involved book selection process. The process included student, faculty and staff members, and parents. Additional funding was also secured from a major Delaware financial institution to support the effort.

“We had about 20-30 students, about eight faculty members, ...which are very much representative of the whole building, vocational instructors, academic instructors and so on, and then we even asked for input from secretaries that we know really enjoy reading....We had parents through the Parent Advisory Counsel look through the lists and make suggestions.... As far as the actual ordering, I did the ordering and I did it basically all in one sitting. I ordered close to 4,000 books, but there were enough for four Book Distributions. We got additional money through an MBNA Grant that would help pay for a visiting author but also supplement some of our book funds.”

The book selection involved a wide range of books that covered numerous topics and focused on various levels of reading ability.

“We selected books that we felt represented the range of reading ability in the school, and I think we had a very good variety of books. Typically, however, our kids tend to read urban fiction ... so when I ask the kids in a survey for book titles, they ended up giving me a list of their urban fiction books. ...We started out by organizing a group of people who were willing to look through the catalogues..., make suggestions about reading books. [A variety of titles] that’s really what I was looking for... and I found some career related stuff... and I found some things connected to sports and hobbies ...so it wasn’t all fiction, and then I was able to get a number of really popular authors that the kids really enjoy... as part of the whole component and I could get a pretty good number of those books.”

Book Distribution

It was clear in School B that the onus of responsibility for the book distribution went beyond the in-school coordinator. Teachers and staff members contributed time to the distribution efforts.

“We did have teacher volunteers for book distributions as well. We had several English teachers come in and work. We had a nurse tech teacher come in and help at the book distributions. They were generally people who were members of the reading cadre or English staff.”

Informal observations at the events by the research team members verified the wide level of involvement and activity at the distributions. Ninth grade students seemed alert, engaged and generally enthusiastic at the first of the distributions. More than one asked if they could choose two books. School staff members seemed to keep the tables restocked and they were seen to assist students in locating particular titles. This level of excitement was not noted when the eleventh and twelfth grade classes were observed at the second book distribution, possibly because their teachers had also assigned a research task to complete while in the library. The coordinator felt that this was unfortunate scheduling, since the second book distribution was also the last school day before spring break.

Motivational Activities

The coordinator for the second RIF school reflected on the motivational components that the RIF program provided and felt that they contributed to students' excitement about the program. Teachers from various programs within the school participated in facilitating activities that the students found to be rewarding.

“...The other things we did to get the kids psyched up about [RIF], we had posters around the building. Two of our vocational areas, culinary arts and technical

support specialists...produced bookmarks. So the [technical support students] actually designed bookmarks and then they printed them, and then the culinary arts kids laminated them, hole punched them and put ribbons in them, so every student got a bookmark for one of the distributions. So they did almost a thousand bookmarks, which was really neat.”

Motivating activities that involved visiting authors were particularly effective as they tapped into the students’ interest in urban fiction and were aligned with an already existing book club within the school. In addition, the program coordinator revealed a commitment to the importance of determining how students perceived the program by gathering survey data.

“Then we had two visiting authors. We had a visiting author who is a friend of one of our faculty members. She is an urban fiction writer and she did an after school workshop. About 20 students attended that because that was voluntary, and she did a whole session on how she got involved in writing, what her strategies, her writing process is all about, and did some readings from some of her books, and did an autograph session with the kids....Among the kids that went to that, they were definitely kids who read. They also are part of an urban fiction book club that the same faculty member organized this school year and ran monthly.”

“In addition to that, we had a second visiting author, and that was Donna Jo Napoli, who came and spent the day with us, and she really went through a schedule where she talked to various groups of kids. In some sessions she read her pieces and in others she talked about her writing process. The kids really enjoyed it, and I asked them to respond to that as well on a little survey....I think they were surprised by her level of understanding and her relationship to the kids. I think they expected this nice little doting grandmother type person and they were surprised they got somebody who was very much with the program and very contemporary, and I think they really appreciated that.”

The coordinator spoke of how they made a conscious effort to incorporate the RIF program with other school-level activities. This speaks to how this group of educators worked toward infusing the RIF program into their school culture and not allowing it to be just another add-on activity.

“A lot of what we do in reading directly relates to community service, because that was one of the things we tied into this, as part of the RIF project, and I guess you could say this was a motivational activity. We had... about 100 students, and maybe even more, who went to local daycare centers and homeless shelters and read to children and ...they donated children’s book at the same time. Now as part of our funds that we had available in our reading account- it was not RIF money- we bought little kids books from Scholastic. We got them very inexpensively. They were about a dollar a book, and they were very nice little colored paperback picture books. Our students took the books with them and then they read to the child, and then they gave that child the book.”

Leadership and Support

Support and leadership at both the school and state levels contributed to the implementation of the RIF program within School B.

“There were two things that really enabled us to do the RIF project: one was the support from the Department of [Education], and the other was the support and leadership that I received from my building principal... [She] was very much encouraging...and that was really important, and that helped us in providing additional funds.”

Informal observation also revealed that the principal often allowed the RIF coordinator to make announcements during general faculty meetings which not only assisted in the effort to share information but also validated the program’s importance within the school.

Community involvement in this first year of RIF implementation was a challenge for the coordinator. However, it was clear that even though the home-school connection was a school-wide priority, it was a problem that the school faced beyond the RIF program. Traditional forms of communication seemed ineffective; fostering a more active role for parents was seen as a goal for the coming year.

“...I think we had probably the biggest difficulty with... the connection with the home and the community... [Our principal] does a monthly principal’s newsletter and there were several notices, articles and so forth in the monthly newsletters about RIF to parents...It wasn’t asking parents for anything except to encourage kids to read, to support the whole aspect of the RIF program, and to basically inform them what RIF was, what it was about, and that students would be receiving free books-- but I would like to, next year, bring in parents in a much more active role. But we always struggle with that.”

Providing Local Share of Funding

In their efforts to seek additional financial support from local sources, the coordinator was successful in generating funding from a major financial institution. MBNA supports school-based educational programs in Delaware through a competitive grant process. This school’s RIF coordinator saw this as an opportunity to actively generate a local share of funding to expand the RIF program.

“I organized the fundraising. I wrote the grant for MBNA, actually I wrote it with [the principal’s] help, and what we did was we used the RIF grant, essentially as our guidepost. When I was done writing the RIF grant, [we] sat down and talked about it, and she did the actual writing of it, but it was based on the RIF grant...it was also considered a recognized grant from MBNA— a distinguished grant proposal.”

Prior to the implementation of RIF, the coordinator organized students, staff, and parents in a variety of fundraising efforts to supplement the RIF program.

“The other thing that we did in order to involve the kids, we had several used book sales in order to bring in some money, so we raised about \$1,300 in the building of our total budget. We did that through regular book sales and different kinds of things, actually prior to the actual implementation of the RIF grant because we knew it was coming---that was predominantly student motivated. Then parents got involved in ...a Tupperware sale through a parent who gave us a special fundraiser discount...Then we had the used book sale (that) was essentially everybody dragging in their old books and putting them in boxes in here and then we just put them out and had sales. We made a fair amount of money on that. That was a lot of contributions through the staff.”

RIF Conceptual model

When we explored the coordinator’s views of the RIF conceptual model, she strongly validated it.

“I think it’s a perfect model, that each, the Book Selection, Motivation, the Local Share, really function independently but dependently within the whole process of RIF and...what we would hope is that there would be home and community support as well.”

Overall Reflections of the RIF Coordinator in School B

The coordinator asserted that the two most important things that made the RIF program succeed in her school were the leadership and support of the state and local administrators and program leaders. In addition, the coordinator felt strongly that the program should be school-wide, not limited to a single grade. Much of the additional fundraising occurred to make this happen. The additional funds beyond covering the cost

of books enabled the motivational activities that were critical to the program's getting a "good start."

However, in the coordinator's view, the major accomplishment dealt with the students' excitement about reading.

"I think probably the major accomplishment is that we got kids excited about reading, not every kid, but enough of them that it was obvious...they'd come into the library and they'd be talking and chattering...sharing books and pointing things out, and that didn't happen with every kid, but I think it happened with enough students that it was really obvious...I think that was really my goal out of this—to get kids excited about reading."

To improve the RIF program in School B, the in-school coordinator offered the following suggestions:

- Need for better information dissemination

This school's RIF coordinator admits that their program needs improvement. There is a need to better distribute information among the staff and with the students so as to avoid misunderstandings about the goals of the program.

"We did a lot of work with staff, but I think maybe there needs to be class meetings to tell the kids about RIF, what the intention is...I think there were still kids who had a perception that they were supposed to do something with the books, you know, beyond reading them. That there was some sort of obligation."

- Improve the motivational activities

The coordinator felt a need to make the motivational activities more aligned with adolescent interests. To do this, it is important to gain a better understanding from the students themselves of what they value and what would motivate them to participate.

Committing time for deliberate and structured planning appeared to be an important next step.

"I felt that we did not do a particularly good job on motivational activities... I think part of it is difficult to do at the high school level because you're limited on the kinds of things you'd normally do at an elementary school...One of my goals this summer is to really sit down with the RIF manual and really plan out the whole concept of RIF for next year... Because I did do a survey with the kids, I asked them what activities you would like to see connected with RIF, and I got some fantastic ideas...I'm going to take a real serious look at the surveys this summer and take a look at the kids' input."

- Improve parental involvement

The coordinator hoped that she would be able to gather some ideas from other RIF high school coordinators and other resources on how to involve parents more actively in the program in the years ahead. It appeared that the development of a support network would be helpful.

"I would like to talk to the other RIF coordinators that did this project at the high school and see what kinds of things they did... We may be able to do that through our state reading cadre--get a chance to talk about that."

- Broaden the variety of books available

The coordinator expressed concern about the limited variety of books available from the book distributors, especially in regards to high-school level readers.

"It was difficult to find good, high quality, interesting books at the high school level that were not classics. That was a problem, and I think probably because there hasn't been a big emphasis on RIF at the secondary level... [The problem was not that they were] hugely expensive, but that typically what was available were things that our kids have read."

C HAPTER IV: EXAMINING THE CASE STUDIES THROUGH THE RIF INNOVATION CONFIGURATION & IMPLICATIONS FOR THE RIF NATIONAL PROGRAM

Overall Research Team Ratings

School A: This School presents a profile of a school that overall falls in the **minimally acceptable** category of the RIF Innovation Configuration.

Book Selection and Distribution.

RIF INNOVATION CONFIGURATION: BOOK SELECTION/ DISTRIBUTION					
Participant	Ideal	Approaching Ideal	Minimally Acceptable	Unacceptable	Notes
School		X (BS 1,2)	X (BD)		<i>Input for BS improved over time.</i>
Coordinator			X (BD)	X (BS)	<i>BD minimal advertising; Inconsistent restocking books.</i>
Faculty			X		
Parent			X		<i>RIF IC does not capture the option of no parents attending the BD.</i>
Ideal	Approaching Ideal	Acceptable	Minimally Acceptable		<i>Nonparticipation in this is minimally acceptable.</i>
Community				X	
Student				X	

1. Coordinator's goal was to get books in the hands of the students. Book Distribution is where School A showed the best "fit" with RIF's program components.

2. In School A, the coordinator was assigned to the RIF duties. This may complicate, as well as illustrate, the lack of RIF buy in at all levels in School A.

There was a small but diverse membership on the book selection committee with little or no other program involvement of other school staff, parents, community, or students.

Motivating Activities.

RIF INNOVATION CONFIGURATION: MOTIVATIONAL ACTIVITIES					
Participant	Ideal	Approaching Ideal	Minimally Acceptable	Unacceptable	
School				X	<i>None occurred.</i>
Coordinator				X	<i>Posters advertising BD do not fulfill this requirement.</i>
Faculty				Does not apply	<i>None occurred.</i>
Student				Does not apply	<i>None occurred.</i>
	Ideal	Approaching Ideal	Acceptable	Minimally Acceptable	<i>Nonparticipation in this is minimally acceptable.</i>
Community				X	
Parent				X	

Attempts at publicity and motivation, inviting a local reporter and displaying student-made posters, did not become realized.

Providing Local Share.

RIF INNOVATION CONFIGURATION: PROVIDING LOCAL SHARE OF FUNDING					
Participant	Ideal	Approaching Ideal	Acceptable	Non-participation / minimally acceptable	Nonparticipation in this is minimally acceptable, as long as students do not pay for books directly.
School				X	<i>Minimal funding provided.</i>
Coordinator				X	<i>Unaware of how funding was obtained.</i>
Faculty				X	
Student				X	
Community				X	
Parent				X	

The provision of local funding share was not understood by the coordinator who, in the end, felt the program was contrived.

Leadership and Support.

RIF INNOVATION CONFIGURATION: LEADERSHIP & SUPPORT					
Participant	Ideal	Approaching Ideal	Minimally Acceptable	Unacceptable	
School				X	<i>Lack of buy-in; No motivational events; Absence of support and leadership from administration.</i>
Coordinator				X	<i>No motivational events.</i>
	Ideal	Approaching Ideal	Acceptable	Minimally Acceptable	<i>Nonparticipation in this is minimally acceptable.</i>
Faculty				X	<i>Absence of support, although acceptable, was problematic.</i>
Student				X	
Community				X	
Parent				X	

It appears that the RIF program in School A was “put into place” by others with no support or buy in from the school community. The coordinator’s concerns looking forward to next year center on the need for information and collaboration among the school faculty and staff, upon whom the “burden” of this implementation has fallen.

School B: This school presents an overall profile of a school that falls in the *approaching ideal* category of the RIF Innovation Configuration. Implementation at School B yields a richer more active picture when viewed in light of the RIF- IC. The experience seen is one of school leadership, faculty support, student involvement, and business community funding working together toward a unified literacy program that includes books for ownership as an important dimension.

Book Selection and Distribution.

RIF INNOVATION CONFIGURATION: SCHOOL B: BOOK SELECTION/DISTRIBUTION					
Participant	Ideal	Approaching Ideal	Minimally Acceptable	Unaccept-able	Notes
School		X			
Coordinator	X				<i>Played an active role; Formed an "informal committee"</i>
Faculty		X (BS,BD1)*		X(BD2)*	<i>* Evidence exists for both classifications. If it were available, data from BD3 would assist in an overall determination.</i>
Parent		X(BS)	X(BD)		<i>RIF IC does not capture the option of no parents attending the BD.</i>
	Ideal	Approaching Ideal	Acceptable	Minimally Acceptable	<i>Nonparticipation in this is minimally acceptable.</i>
Community				X	
Student		X (BS)	X(BD)		<i>RIF IC does not assign an active role for students in BD.</i>

1. RIF IC should allow for informal collaboration as an alternative for structured committee
2. Some components reflect the saying that the sum is greater than its parts. The overall effort is rated higher than that of the individual participants.

The book selection process included a wide and diverse membership who sought to find numerous, attractive books that high school students could read. Teachers and staff assisted with book distributions. Parents were notified through the principal's newsletters and through the inclusion of Advisory Council members in the book selection process.

Motivating Activities.

RIF INNOVATION CONFIGURATION: MOTIVATIONAL ACTIVITIES					
Participant	Ideal	Approaching Ideal	Minimally Acceptable	Unacceptable	
School		X			<i>Activities were linked to reading and variety of activities took place.</i>
Coordinator		X			<i>Played an active role; "Committee" was informal.</i>
Faculty			X**		<i>** Data regarding in-class role is missing.</i>
Student			X		<i>Evidence of active participation, but unclear of level of leadership and planning.</i>
	Ideal	Approaching Ideal	Acceptable	Minimally Acceptable	Nonparticipation in this is minimally acceptable.
Community		X			
Parent				X	

Motivational activities were held several times through the year; community awareness and involvement were sought through the local newspaper. Literacy initiatives that were already in place were interwoven with RIF, such as the read aloud/book distributions for younger children. This brought another level of energy to the program and more opportunities for student involvement and ownership.

Providing Local Share.

RIF INNOVATION CONFIGURATION: PROVIDING LOCAL SHARE OF FUNDING					
Participant	Ideal	Approaching Ideal	Acceptable	Non-participation / minimally acceptable	Nonparticipation in this is minimally acceptable, as long as students do not pay for books directly.
School	X				<i>Obvious group effort; Principal and coordinator were committee</i>
Coordinator		X			
Faculty		X			<i>Teachers in book sale; Principal with grant writing</i>
Student				X	<i>Need evidence of students' level of involvement</i>
Community			X***		<i>*** RIF IC does not fully capture this at School B.</i>
Parent		X			

From the very beginning of the program, the need for added funding was recognized as critical and additional funds were sought and received. The commitment to expand the program beyond the initial scope, i.e., 9th grade only, motivated the implementers to seek additional financial support.

Leadership and Support.

RIF INNOVATION CONFIGURATION: LEADERSHIP & SUPPORT					
Participant	Ideal	Approaching Ideal	Minimally Acceptable	Unacceptable	
School	X				<i>Coordinator and some faculty show commitment to RIF and its goals.</i>
Coordinator		X			
	Ideal	Approaching Ideal	Acceptable	Minimally Acceptable	<i>Nonparticipation in this is minimally acceptable.</i>
Faculty		X			<i>Data regarding in class promotion and tie in is missing.</i>
Student			X		<i>Some students, parents, and community serve on informal BS committee and/or in community out reach role. Need more information regarding support for reading at home.</i>
Community			X		
Parent				X	

Support and leadership at the state and local levels worked collaboratively to promotes an effective early implementation of the RIF program. Support was also evident from teachers and other staff members; parents were less actively involved.

Implications for the RIF National Program

The current view of the nature of reading motivation is that it is multifaceted. Two goal orientations, i.e., mastery and performance, have implications for understanding motivation. A mastery orientation involves students seeking to improve their skills and accept new challenges. A performance orientation involves students attempting to outperform others. Many researchers believe that mastery orientation is more likely to foster long-term engagement and learning (Ames, 1992; Maehr & Midgley, 1996). Moreover, motivation can be considered intrinsic or extrinsic. When an

individual sees pursues reading for its own sake and has a genuine interest in performing some reading activity, the motivation is considered intrinsic in nature (Deci, 1992). Extrinsic motivation is more likely to involve a desire for some external recognition, like a good grade or praise from a valued individual. These forms of motivation are not simply the opposite of one another; they are moderately and positively correlated. Both can predict the amount and how often an individual reads. Yet readers who are extrinsically motivated often engage in self-terminating behavior, that is, after the reward has been achieved, the behavior ceases (Miller & Meece, 1997). Social motivation is another aspect of reading motivation. Wentzel & Wigfield (1998) found that students who share books with their peers and participate in a community of learners are likely to be intrinsically motivated. Social motivation leads to an increased amount of reading (Guthrie, Schafer, Wang, & Afflerbach, 1995) and higher reading achievement (Wentzel, 1996). Since the Reading is Fundamental program hopes to promote lifelong interest in reading and improved achievement, it would seem that the program focus its efforts on cultivating intrinsic and social motivation.

This reading motivation research was informative as we examined the early implementation of RIF in the two Delaware high schools. It was readily apparent that the implementation in School B was superior to that of School A according to the criteria of the RIF Innovation Configuration. Yet, the schools are somewhat similar in size and student demographics. The RIF program was presented to each school in the same way at the state level. The academic preparation of the teachers was not dissimilar. The in-school coordinators had access to the same RIF information and training. Many aspects of these schools, from the outside, appear similar. But their implementation of the RIF

program was extremely different. Please note that we are not proposing causation; our design does not allow for such claims. However, we believe we have learned from our study that some components of the RIF Innovation Configuration could leverage more change in schools than others. Or perhaps, some components are more important to be attended to in the early stages of implementation than others.

First, we believe that it is important to understand the level of engagement that secondary students have with reading before the initiating a RIF program. The RIF program does have the capacity to “jump-start” the extrinsic motivation of students by providing them with a reward through the form of a new book. But, book selection and distribution are obviously not enough to move students toward intrinsic motivation. The students in School B exhibited a significantly higher level of social motivation for reading than the students in School A. This was a pre-existing condition that had been fostered by the culture within the school and its commitment to literacy. Social motivation for reading was not evident among the students in School A. Consequently, the RIF motivational activities are key but they need to be focused on the type of activities that promote more than extrinsic motivation alone; a focus on social and intrinsic types of motivation appears paramount.

Second, we believe that it is important to understand the culture of the high school that is implementing a RIF program. The leadership of School B appeared to celebrate literacy and worked toward integrating the RIF program into its culture. RIF was not seen as an “add-on” program but efforts were made by the coordinator, teachers, and principal to link the RIF program to other initiatives. We believe that this not only created synergy but also validated the program’s value in the eyes of the students and

their teachers. RIF motivating activities in School B were integrated into other, already established and valued activities. School B was committed to an integrated literacy program; this commitment allowed them to embrace RIF and get a “good start” in their first year of implementation. Embedding the RIF program within the culture of the school seems to be an important factor in early success.

Third, we believe that the roles of the community and parents may not be extremely important during the early implementation of a high school RIF program. Both high schools that we studied experienced difficulty engaging the parents and community in significant roles. This may simply be the nature of schools that serve adolescents. Except for the provision of additional funding (that could come from other sources), the roles of the parents and community may not be as significant in the early years as they are in the RIF elementary school programs.

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APPENDIX A: TIMELINE OF INNOVATION CONFIGURATION MAP DEVELOPMENT

I. Data Gathering

- A. Retrieval of key documents (RIF handbook, pamphlets, and brochures)
- B. Interviews with RIF developers/experts concerning ideal implementation
- C. Interviews with school-level personnel from high school RIF programs identified as ideal or exemplary in their implementation

II. Data Sorting

- A. Independent data coding by 2 members using HyperResearch software
- B. Team consolidates code list
- C. Re-coding of data using consolidated code list
- D. Series of meetings to identify key components and players
- E. Creation of cluster maps to organize key components and players
- F. Creation of dimension maps for each component to reflect variations

III. Data Analysis

- A. Composition of descriptive vignettes for ideal implementation of each component
- B. Creation of IC Map for each component
- C. Creation of conceptual model
- D. Analyses conducted by multiple reviewers to ensure consistency

IV. Revision

- A. In-house revision (collapse 6 components to 4)
- B. Feedback from RIF experts (placement of fidelity lines)

APPENDIX B:

READING IS FUNDAMENTAL
INNOVATION CONFIGURATION INTERVIEW PROTOCOL

Thank you for your willingness to meet with me today to discuss the Reading is Fundamental program. The purpose of this interview is to help us better understand your perspective of what a RIF program would look like if it were ideally implemented in a school. I want to assure you that your responses and your identity will be kept confidential. Thank you for your willingness to let me use a tape recorder so that I can accurately capture what you share with me today. During the next hour, I plan to ask four major questions that will focus our interview today.

- I. Would you describe for me the Reading is Fundamental Program, specifically the model you advocate for high school implementation?

- II. Ideally, what would I see in a high school where RIF was in full implementation? That is, what are the major components of the program?

- III. Ideally, what would (each component) look like in a school or community?
 - a. What would teachers do?
 - b. What would students do?
 - c. What would parents do?
 - d. Are there any other key groups? Who are they and what would they be doing?
 - e. For successful implementation, would you judge this to be a Critical component, that is, one that must be used, or a Related component, one that you recommend?

- IV. (In light of these components), if it didn't look exactly ideal, what other ways might it look?
 - a. Can you give me a version of (each component) that would be unacceptable to you?
 - b. What would be minimally acceptable?

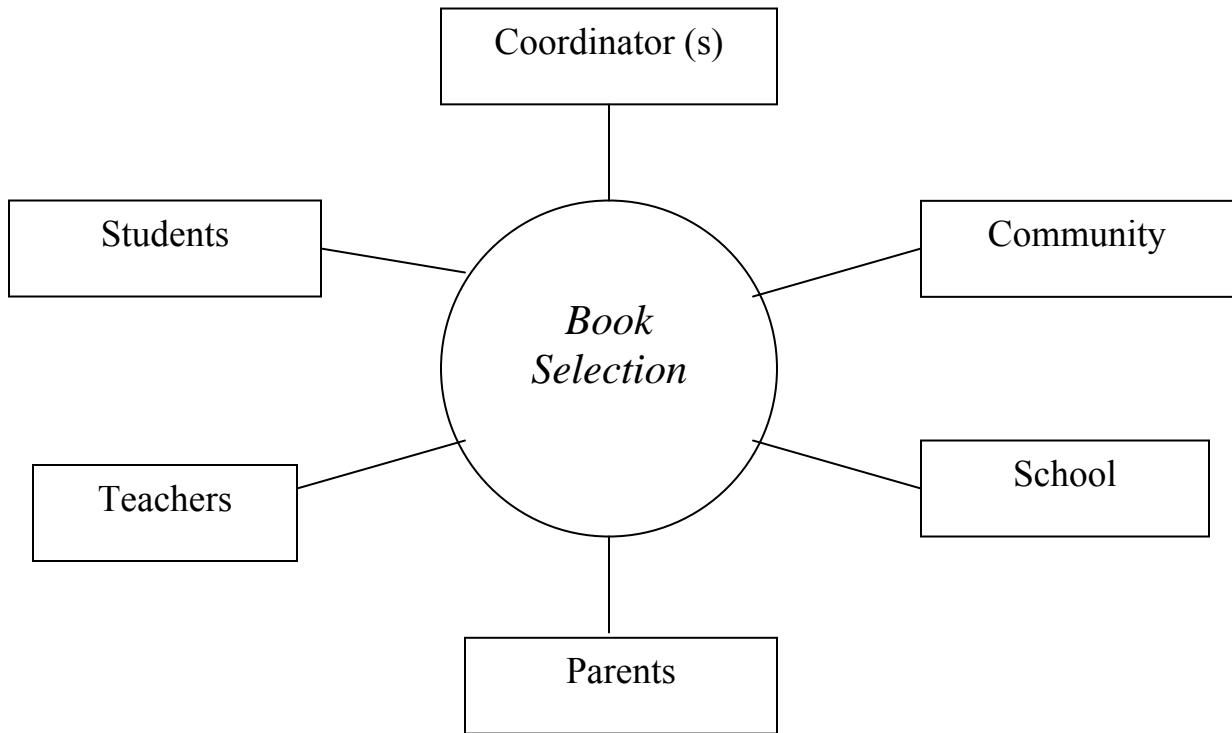
- V. Are you aware of any specific high school RIF program that you think is implementing the program according to the ideals that we have discussed?

- VI. Is there anything else about the ideal RIF program that you would like to share with me today?

APPENDIX C: EXAMPLE OF CLUSTER MAP

Component: Book Selection

Roles within Component: Coordinator, Students, Teachers, Parents, School, Community



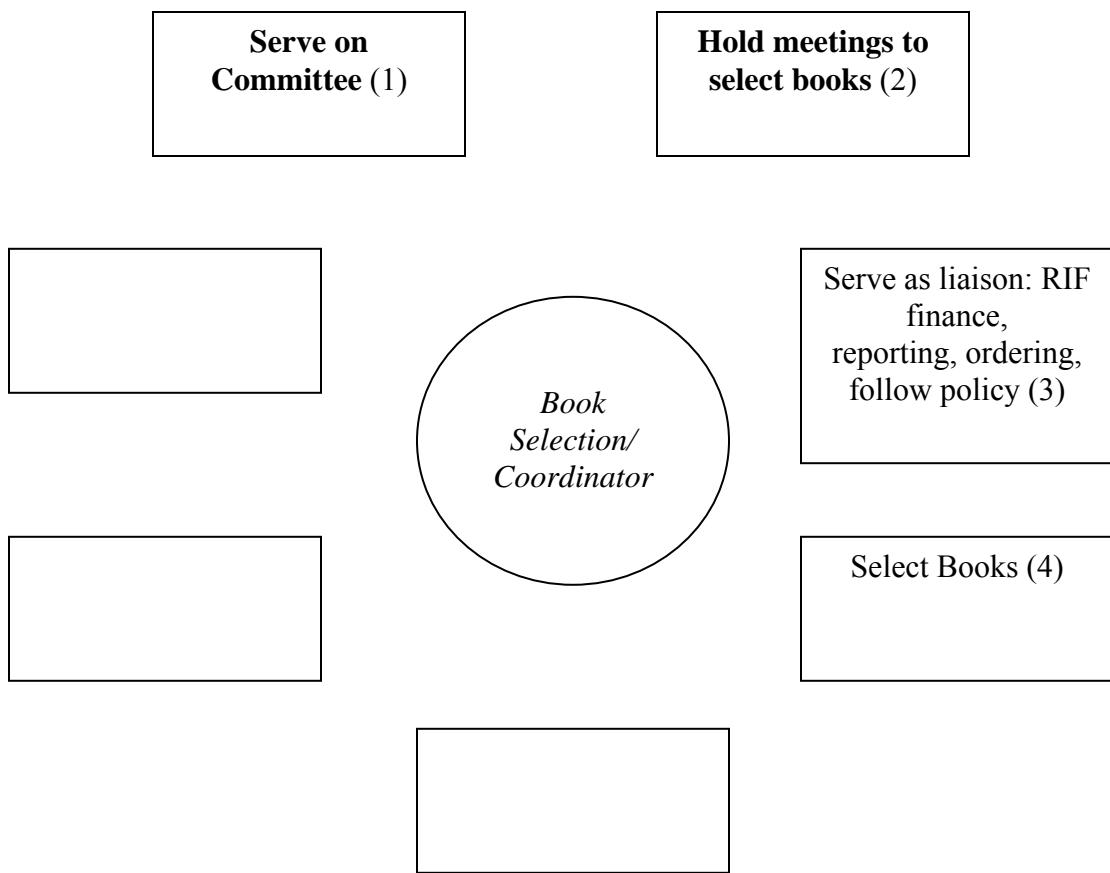
APPENDIX D: EXAMPLE OF A DIMENSIONS MAP

Component: Book Selection

Role: Coordinator—What are coordinators doing during book selection?

Dimensions: Aspects of the component

Variations: Different ways components/dimensions can be operationalized



Variations across Dimensions	
1	Serve → dedicated—amount of participation
2	3 people → variety of input + members
4	10% cushion → 3.3 books per child Small variety → large, diverse variety Low quality → high quality

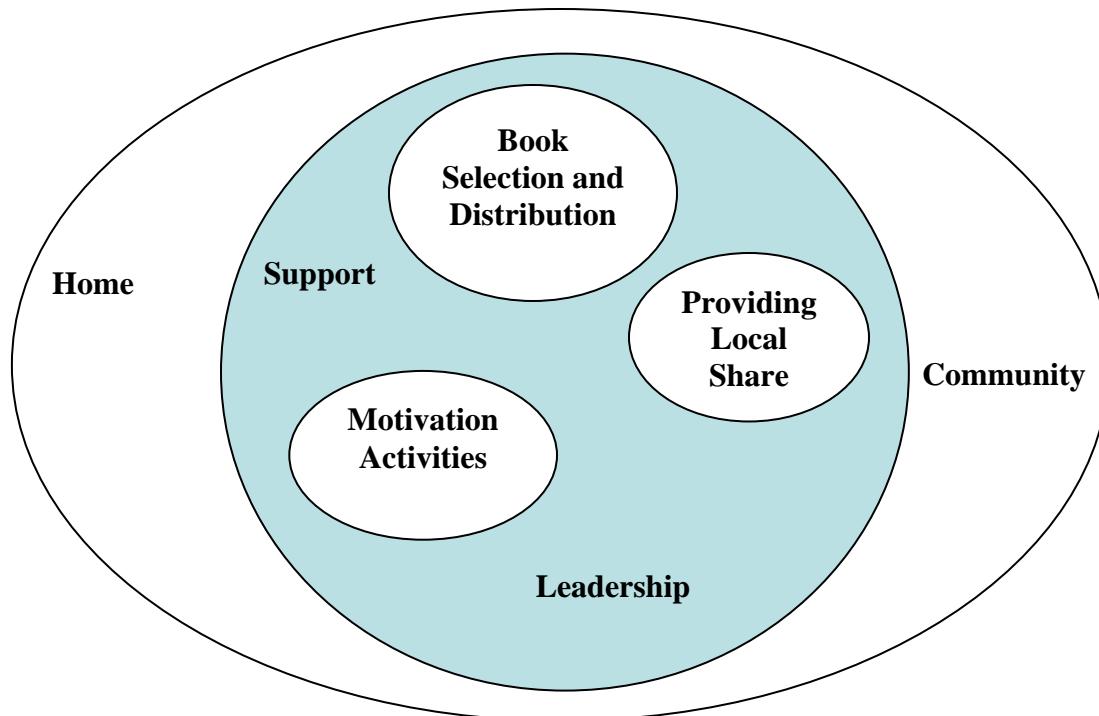
APPENDIX E: EXAMPLE OF A DRAFT OF AN INNOVATION CONFIGURATION MAP

Component: Fundraising

<i>Principal Participants</i>	<i>Non-use</i>	<i>Use of Parts and Pieces at Random</i>	<i>Delivery as designed</i>	<i>Ideal Implementation</i>
	(I)	(II)	(III)	(IV)
School	<p>The school participates in no or inappropriate fundraising.</p> <ul style="list-style-type: none"> • RIF money only • Out of pocket contributions from students and parents • Student-only raised funds 	<p>The school provides minimal funding for program.</p> <ul style="list-style-type: none"> • May set up fundraising committee • May contact outside community for additional funds • May sponsor fundraising event 	<p>The school facilitates fundraising and provides extra resources.</p> <ul style="list-style-type: none"> • Set up fundraising committee • Some outreach to community for additional funds • Hold a fundraising event 	<p>The school takes on full responsibility of fundraising.</p> <ul style="list-style-type: none"> • School provides all resources, matching RIF funds • Does not burden students with outside fundraising • School writes grants for additional money
<u>Examples:</u>	<p>“We have stated on our paperwork that the books are free to the children at no cost to them or their families. Fundraising is okay, but asking, but charging the children . . . completely unacceptable.”</p>			

APPENDIX F

Conceptual Model of Reading is Fundamental



ⁱ Santos, C. (2004). *Assessment*. Manuscript in preparation. Used with permission of author.

ⁱⁱ Wigfield, A. & Guthrie, J.T. Relations for children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89, 420-432. Used with permission of authors.

APPENDIX G

Student Survey of Reading Motivation & Learning Strategies

This study is being conducted by the University of Delaware Education Research & Development Center for the Reading Is Fundamental program. Through your responses to this survey, we hope to better understand your views of reading. We ensure the confidentiality of your responses. Your name will not be attached to any report. If you have any questions about this survey, please feel free to contact the Delaware Education Research & Development Center at ud-rdc@udel.edu or 302/831-4433.

Thank you for completing this survey!

PART A: QUESTIONS ABOUT READING

DIRECTIONS:

Please read the following statements and think about how much it is or is not like you. There is no right or wrong answer. We only want to know how you feel about reading.

	All responses are reported as % School A (n= 231) School B (n= 230)	RIF School	Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me
1.	If the teacher discusses something interesting, I might read more about it.	A	8%	27%	50%	15%
		B	10%	19%	45%	27%
2	I read stories about fantasy.	A	24%	29%	30%	17%
		B	34%	22%	26%	19%
3.	It is very important to me to be a good reader.	A	9%	27%	37%	27%
		B	5%	14%	36%	45%
4.	I visit the library often with my friends	A	45%	32%	16%	7%
		B	49%	26%	17%	8%
5.	I buy books for myself frequently.	A	49%	25%	16%	10%
		B	46%	20%	23%	11%
6.	I have favorite subjects that I like to read about.	A	10%	20%	31%	40%
		B	19%	17%	26%	38%

	All responses are reported as %	RIF School	Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me
7.	I like mysteries.	A	15%	24%	34%	26%
		B	19%	21%	36%	24%
8.	In comparison to other activities I do, it is very important for me to be a good reader.	A	14%	33%	33%	20%
		B	10%	25%	37%	29%
9.	I talk to my friends about what I'm reading.	A	48%	26%	17%	10%
		B	31%	24%	24%	21%
10.	There are a lot of things to read in my home.	A	15%	26%	30%	30%
		B	13%	16%	37%	34%
11.	It is very important for me to be a good reader.	A	13%	23%	37%	28%
		B	8%	14%	32%	47%
12.	I like to read about new things.	A	13%	23%	41%	23%
		B	9%	25%	38%	28%
13.	I enjoy long, involved books.	A	33%	26%	23%	19%
		B	29%	25%	26%	20%
14.	When I have free time, I choose to read.	A	45%	24%	20%	10%
		B	37%	28%	24%	11%
15.	My friends and I trade things that we are reading.	A	62%	18%	16%	4%
		B	45%	20%	17%	17%
16.	I read to learn new information about topics that interest me.	A	15%	34%	36%	16%
		B	19%	20%	34%	27%
17.	I read a lot of adventure stories.	A	26%	34%	24%	16%
		B	34%	28%	26%	12%
18.	To do well in my classes at school, I need to read well.	A	8%	17%	44%	31%
		B	4%	15%	45%	36%

	All responses are reported as %	RIF School	Very DIFFERENT from Me	Somewhat DIFFERENT from Me	Somewhat LIKE Me	A Lot LIKE Me
19.	When I read a good story or article, I'll encourage my friends to read it.	A	29%	30%	25%	16%
		B	21%	21%	29%	29%
20.	If I want to read about something at home, I get on the Internet	A	32%	25%	24%	19%
		B	23%	30%	27%	20%

DIRECTIONS:

Now we'd like to learn more about what you do when you read in **your English class**. Please tell us how often you do the following things when you read.

	All responses are reported as %	RIF School	Never	Rarely	Sometimes	Usually	Always
21.	Before reading , I think about what I already know and want to learn about a topic.	A	23%	26%	32%	14%	6%
		B	20%	24%	38%	13%	6%
22.	Before reading , I know what I am looking for and what I should be taking notes on.	A	17%	22%	30%	24%	8%
		B	13%	17%	28%	27%	14%
23.	I use organizational clues such as titles, bold print, and summary statements, to help me understand the assignment.	A	12%	19%	28%	28%	13%
		B	9%	13%	21%	35%	22%
24.	I have the opportunity to discuss, in pairs and groups in class, what I am learning.	A	11%	23%	33%	25%	9%
		B	10%	20%	34%	25%	12%
25.	I write about what I am learning in journals and/or learning logs.	A	21%	28%	21%	17%	13%
		B	40%	23%	19%	12%	7%
26.	I learn a variety of learning strategies by watching my teachers demonstrate them.	A	12%	22%	30%	24%	11%
		B	10%	21%	34%	23%	12%
27.	When assignments and tests are returned , I think about how I studied.	A	16%	16%	30%	22%	15%
		B	21%	17%	23%	25%	14%

	All responses are reported as %	RIF School	Never	Rarely	Sometimes	Usually	Always
28.	When assignments and tests are returned, I think about how I can improve.	A	8%	11%	21%	24%	36%
		B	4%	10%	16%	30%	41%
29.	When given a reading assignment, I know how to remember the important information without my teacher's help.	A	11%	14%	34%	26%	14%
		B	7%	12%	29%	31%	21%

Directions:

Please check the organizational strategies that you use to help you understand and remember information (check as many as you use).

		RIF School A	RIF School B
30.	KWL or KWL Plus	7%	23%
	Power Notes	26%	28%
	Story Plans	15%	16%
	Mapping	13%	13%
	Problem- Solution Notes	17%	16%
	Two-Column Notes	31%	29%
	Outlining	56%	54%
	Highlighting	67%	76%
	Venn Diagram	25%	28%
	Sticky Notes	29%	26%
	None of these	16%	13%

Directions:

Please check what you do to learn new vocabulary (check as many as you use).

31.	Draw a picture	14%	20%
	List examples	39%	41%

		RIF School A	RIF School B
	Memorize definitions	68%	69%
	List synonyms	10%	20%
	Make word maps	6%	8%
	List antonyms	6%	14%
	Write the word in a sentence	55%	53%
	Use the word in discussions	31%	34%
	Copy the word many times	32%	37%

PART B: QUESTIONS ABOUT YOU			
		RIF School A	RIF School B
32.	Sex		
	Male	53%	44%
	Female	47%	56%
33.	Race		
	American Indian/Alaska Native	3%	4%
	Black or African American	43%	50%
	Native Hawaiian/Pacific Islander	0%	0%
	Asian	<1%	3%
	White	49%	36%
	Hispanic/Latino	5%	7%
34.	In English classes, my grades are mostly		
	A's	17%	17%
	B's	32%	50%
	C's	32%	30%
	D's	10%	2%
	F's	8%	1%
35.	How many free books have you received from the Reading is Fundamental program this school year?		
	0	22%	68%
	1	17%	25%
	2	5%	6%
	3	2%	1%

APPENDIX H



Concerns Questionnaire

This study is being conducted by the University of Delaware Education Research & Development Center for the Reading is Fundamental program. Through your responses to this survey, we hope to better understand your concerns about the RIF innovation. We ensure the confidentiality of your responses. Your name will not be attached to any report. If you have any questions about this survey, please feel free to contact the Delaware Education Research & Development Center at ud-rdc@udel.edu or 302/831-4433.

Thank you for completing this survey!

DIRECTIONS. Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement in the Reading is Fundamental (RIF) Program in your school. Phrases such as "the innovation," "this approach," and "the new system," all refer to the RIF Program. (Circle only one response)

		RIF School	Irrelevant	Not at All True of Me Now		Somewhat True of Me Now		Very True of Me Now		
1.	I am concerned about students' attitudes toward this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
2.	I now know of some other approaches that might work better.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
3.	I don't even know what the innovation is.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
4.	I am concerned about not having enough time to organize myself each day.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
5.	I would like to help other faculty in their use of the innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
6.	I have a very limited knowledge about the innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8

		RIF School	Irrelevant	Not at All True of Me Now	Somewhat True of Me Now		Very True of Me Now			
7.	I would like to know how this approach will affect my professional status.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
8.	I am concerned about conflict between my interests and my responsibilities.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
9.	I am concerned about revising my use of the innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
10.	I would like to develop working relationships with both our faculty and outside faculty using this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
11.	I am concerned about how the innovation affects students.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
12.	I am not concerned about this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
13.	I am concerned about who will make the decisions in this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
14.	I would like to discuss the possibility of using the innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
15.	I would like to know what resources are available if we decide to adopt this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
16.	I am concerned about my inability to manage all the innovation requires.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
17.	I would like to know how my teaching is supposed to change.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8

		RIF School	Irrelevant	Not at All True of Me Now		Somewhat True of Me Now		Very True of Me Now		
18.	I would like to familiarize other departments or persons with the progress of this new approach.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
19.	I am concerned about evaluating my impact on students.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
20.	I would like to revise the innovation's approach.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
21.	I am completely occupied with other things.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
22.	I would like to modify our use of the innovation based on the experiences of our students.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
23.	Although I don't know about this innovation, I am concerned about reading and student motivation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
24.	I would like to excite my students about their part in this approach.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
25.	I am concerned about time spent working with nonacademic problems related to this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
26.	I would like to know what the use of the innovation will require in the immediate future.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
27.	I would like to coordinate my effort with others to maximize the innovation's effects.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8

		RIF School	Irrelevant	Not at All True of Me Now		Somewhat True of Me Now		Very True of Me Now		
28.	I would like to have more information on time and energy commitments required by this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
29.	I would like to know what other faculty are doing in this area.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
30.	At this time, I am not interested in learning about this innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
31.	I would like to determine how to supplement, enhance, or replace the innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
32.	I would like to use feedback from students to change the program.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
33.	I would like to know how my role will change when I am using the innovation.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
34.	Coordination of tasks and people is taking too much of my time.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
35.	I would like to know how this innovation is better than what we have now.	A	1	2	3	4	5	6	7	8
		B	1	2	3	4	5	6	7	8
		RIF School	Not at All		Somewhat Involved		Highly Involved			
36.	I would describe my involvement/participation in the RIF Program as:	A	1	2	3	4	5			
		B	1	2	3	4	5			
37.	I would describe my involvement/participation in the CRISS Program as:	A	1	2	3	4	5			
		B	1	2	3	4	5			

APPENDIX I



Parent Reading Survey

This study is being conducted by the University of Delaware Education Research & Development Center for the Reading is Fundamental program. Through your responses to this survey, we hope to better understand your views of reading. We ensure the confidentiality of your responses.

Your name will not be attached to any report. We value your opinions, but you may skip any question you do not care to answer. If you have any questions about this survey, please feel free to contact the Delaware Education Research & Development Center at ud-rdc@udel.edu or 302/831-4433.

Thank you for completing this survey!

Part A: Questions/Beliefs about Reading

DIRECTIONS:

Please read the following statements and mark the response that best describes your beliefs. There is no right or wrong answer. We only want to know what you think about reading. Please consider your **ninth grade son or daughter** when you choose your answers.

Which types of reading materials are available for your child to use at home?

(Check all that apply.)

- | | | | |
|--|------------------------------------|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Magazines | <input type="checkbox"/> Comic Books | <input type="checkbox"/> Library Books |
| <input type="checkbox"/> His/Her Own Books | <input type="checkbox"/> Internet | <input type="checkbox"/> Technical Manuals | <input type="checkbox"/> Text books |

	Strongly Agree	Agree	Disagree	Strongly Disagree
When I read, I show my child that reading is valuable.	1	2	3	4
This school makes parents feel welcome.	1	2	3	4
Parents pass on their love of reading to their child.	1	2	3	4
It is my job to provide books and magazines for my child.	1	2	3	4
In this school, there are many opportunities for parent participation.	1	2	3	4
There is a special space for reading in our home.	1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
I expect my child to attend college.	1	2	3	4
I expect my child to graduate from college.	1	2	3	4
Parents support school success by addressing any learning problems their child experiences.	1	2	3	4
A person with a college degree has more opportunities to succeed in life.	1	2	3	4
My child's teacher has asked me to read with my child.	Yes	No	Don't Know	
My child's teacher has asked me to volunteer or help out at school.	Yes	No	Don't Know	

DIRECTIONS: Please tell us how often you do the following things.	Almost Never	A Few times a Year	A Few times a month	A Few Times a week	Nearly Everyday
I listen to my child read at home.	1	2	3	4	5
I visit the public library with my child.	1	2	3	4	5
My child sees me reading at home.	1	2	3	4	5
I talk with my child about his/her interests.	1	2	3	4	5
I make time to read with my child.	1	2	3	4	5
I talk with my child about the value of reading.	1	2	3	4	5
I talk with my child about his/her future plans.	1	2	3	4	5

	Almost Never	Rarely	Sometimes	Frequently	Almost Always
I limit my child's TV hours.	1	2	3	4	5
I allow my child to freely choose his/her books.	1	2	3	4	5
I encourage reading at home.	1	2	3	4	5
What is the average number of hours YOUR CHILD watches TV on a school day?	Less Than 1 Hour	Between 1-2 Hours	Between 2-4 Hours	More Than 4 Hours	

PART B: Questions About Your Child's School				
In English class, <u>my ninth grade child</u> has				
<input type="checkbox"/> Mostly A's <input type="checkbox"/> Mostly B's <input type="checkbox"/> Mostly C's <input type="checkbox"/> Mostly D's <input type="checkbox"/> Mostly F's				
Does your <u>ninth grade</u> child's school have a Reading Is Fundamental (RIF) program?		Yes	No	Don't Know
If YES, please answer the following questions. <i>If NO or Don't Know, please skip to question number 29.</i>				
Have you been asked to participate in this school's Reading Is Fundamental (RIF) Program?		Yes	No	
Have you done any of the following? <i>Please check all that apply:</i>				
Planning RIF activities				
<input type="checkbox"/> RIF distribution activity <input type="checkbox"/> RIF motivation activity		<input type="checkbox"/> RIF book selection committee <input type="checkbox"/> RIF fundraising committee		
Participation in RIF activities				
<input type="checkbox"/> Seek local RIF funding <input type="checkbox"/> Participate in the RIF motivation activity		<input type="checkbox"/> Help run the RIF distribution activity		
Other involvement				
<input type="checkbox"/> Attend RIF activities at school <input type="checkbox"/> Other- Please describe _____		<input type="checkbox"/> Ask my child about the RIF activities at school		

PART C: Questions About You						
Which types of reading materials do YOU read at home? <i>Check all that apply</i>						
<input type="checkbox"/> Newspaper <input type="checkbox"/> My Own Books	<input type="checkbox"/> Magazines/Journals <input type="checkbox"/> Internet	<input type="checkbox"/> Comic Books <input type="checkbox"/> Technical Manuals	<input type="checkbox"/> Library Books <input type="checkbox"/> Text books			
What is your highest education level?		Some high school	High school diploma	Some college	College or technical degree	Masters degree or higher
How do you describe yourself?	American Indian/ Alaska Native	Black or African American	Native Hawaiian/ Pacific Islander	Asian	White	Hispanic/ Latino
What language do you speak at home? <i>All that apply</i>				English	Spanish	Other
What is your total household income?						
<input type="checkbox"/> Less than \$20,000 <input type="checkbox"/> \$35,000- 49,999		<input type="checkbox"/> \$20,000- 24,999 <input type="checkbox"/> \$50,000- 74,999		<input type="checkbox"/> \$25,000- 34,999 <input type="checkbox"/> \$75,000 or more		

^{iv} Gonzales, M. and Chrispeels, J. (1994/2005.) *Parent survey for middle and high schools*. Unpublished manuscript, Center for Educational Leadership, Gevirtz Graduate School of Education, University of California Santa Barbara. Used with permission of author.