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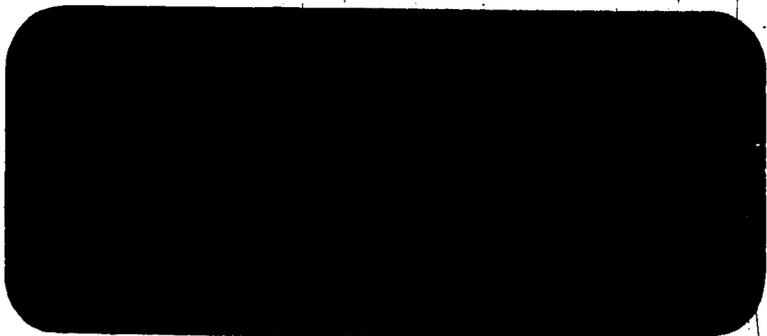
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ABSTRACT These are the collected appendices to the evaluation reports on Title I non-public school programs conducted in New York in 1979-1980. Materials contained include: (1) teacher and program coordinator interview forms; (2) clinical and guidance survey; (3) classroom observation form; (4) supplements to the teacher questionnaire; (5) reading skills program documents; (6) English as a second language program documents; and (7) clinical and guidance program documents. (APM)

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New York City Public Schools
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FINAL EVALUATION REPORT

ESEA TITLE I

Project Identification Numbers: 5001-64-01622

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5001-64-01626

ESEA TITLE I

NONPUBLIC SCHOOL PROGRAMS

APPENDICES

1979-1980

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TITLE I NON-PUBLIC SCHOOLS INTERVIEW

DATE: _____
 LENGTH OF INTERVIEW: _____
 INTERVIEWER: _____
 SITE: _____

CORRECTIVE READING: _____
 CORRECTIVE MATH: _____
 READING SKILLS: _____
 ENGLISH AS A SECOND LANGUAGE: _____
 CLINICAL GUIDANCE: _____

INTRODUCTORY STATEMENT

Before you begin the inquiry, discuss each of the following topics with the interviewer.

A. The Interviewer:

1. You are a representative of the Office of Educational Evaluation.
2. You were specially trained for this assignment by OEE Staff and Title I Non-Public School personnel.

B. The Purpose of the Interview:

1. To feed information back to the program coordinators and OEE.
2. To ascertain similarities and differences in sites; no evaluation is implied.

C. Anonymous Responses:

1. (FOR TEACHERS ONLY) All teachers will be randomly selected to be interviewed.
2. All responses to questions will be reported and stored anonymously.
3. Only the site numbers will be used to identify the interviews.

INTERVIEWER COMMENTS:

TEACHER INTERVIEW

1. How many years have you ever taught?
 _____ 1-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ 20+

2. How many years have you taught in the Title I Non-Public School Program?

3. What education degrees and credits do you hold?
 _____ BA/S _____ Graduate credits _____ MA/S

4. What professional development activities have you participated in during the past 3 years?
 _____ College credits _____ Self initiated _____ Other (specify)

5. How many pupils do you teach at each site where you work, and how many parents have you met?

<u>Name of Sites</u>	<u># Pupils</u>	<u># Parents Met</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Describe the criteria of selection for the children who are in your class(es)?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. <u>Low achievers in Reading</u>	_____	_____	_____
b. <u>Low achievers in Math</u>	_____	_____	_____
c. <u>Severely disabled readers</u>	_____	_____	_____
d. <u>Limited English speaking</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. In an average teaching session what percentage of time do you spend on the following activities?

(READ ALL ACTIVITIES FIRST, THEN ASK TEACHER TO GIVE PERCENTAGES).

- _____ % Direct instruction to whole group
- _____ % Direct instruction to individual pupils, including monitoring of pupils work
- _____ % Diagnosis (formal and informal)
- _____ % Other (discipline, housekeeping, etc.)

100%

8. At the beginning of the year, how did you assess your pupil's academic ability?

NPS Program assessment
 Other standardized instruments
 NRT
 CRT
 A non-standardized instrument*
 Describe: _____

 Formal teacher assessment*
 Describe: _____

 Informal teacher assessment*
 Describe: _____

 Other*
 Describe: _____

9. How were the students reassessed during the year? (Probe for any informal individual conferences)

METHODS	FREQUENCY		
	1-2	3-4	Other, Describe
TESTING:			
OBSERVATION:			
OTHER:			

*Ask to see the instruments used by the teacher. Write comments on back of this page. Remember to identify each instrument and the category of assessment.

10. For what purposes did you use the results of the initial pupil assessment?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Individualize instruction			
b. Organize group work			
c. Evaluate progress			
d. Plan long range lessons			
e. Fulfill NPS requirements			

11. For what purposes do you use the results of the pupil reassessments?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Individualize instruction			
b. Organize group work			
c. Evaluate progress			
d. Plan long range lessons			
e. Fulfill NPS requirements			

12. Who participated in the selection of the children you are teaching?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. NPS Title I teacher			
b. NPS Title I guidelines			

13. What are the five most common learning problems your students have that interfere with achievement?

1. _____

2. _____

3. _____

4. _____

5. _____

14. What methods or techniques do you use to motivate your students?

15. What behavioral changes have you noticed that indicate increased motivation?

16. Are your students involved in the following activities?

	YES	HOW IS THIS DONE?
a. Peer tutoring		
b. Self-evaluations		
c. Independent study		

17. How are pupils referred to Clinical and Guidance services?

18. Overall, how effective do you feel the Clinical and Guidance services have been?

- _____ Extremely effective
- _____ Very effective
- _____ Somewhat effective
- _____ Not at all effective
- _____ Don't know

19. Of the _____ (refer to question 18) parents you see what percentage of them do you see _____
Daily _____ weekly _____ Monthly _____ Every reporting period
Yearly _____

20. How do you communicate with the parents?
Face to face _____
Telephone _____
Written communication _____
Parent tutorial _____
Other (Explain) _____

21. Who initiated the contacts?
Title I Teacher _____ Regular classroom teacher _____ Parents _____
Pupils _____

22. How have parents been involved in your classroom?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Visit to observe			
b. Tutoring			
c. Individual conferences to discuss their child's progress			

23. Speaking of pupil progress, what are the major concerns of the parents to whom you have spoken?

24. Are any of the parents involved in home activities with their children that are related to your classroom teaching? Explain?

25. What general recommendations do you have for the improvement of services to children served by the Title I IPS program?

20 Do you have any specific recommendations related to:

Staff development:

.....

.....

Materials:

.....

.....

Para professional services:

.....

.....

Pupil selection:

.....

.....

Coordination with the regular classroom teachers:

.....

.....

Coordination with other NPS Title I Program Staff:

.....

.....

1. The Corrective Reading Program's goals are to remediate reading and writing problems through small group and individualized instruction. In accordance with the Title I guidelines, what are the major areas of focus for your instruction?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Development of language concepts	_____	_____	_____
b. Enrichment of language concepts	_____	_____	_____
c. Development of flexible means of word analysis	_____	_____	_____
d. Foster accurate total comprehension	_____	_____	_____
e. Development of writing techniques	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

2. Think about your job description and tell me what are your duties and activities related to teaching your pupils?

	Unaided Awareness	Aided Awareness	Comments
a) Selecting, screening and grouping of pupils employing standardized instrument measures of diagnosis and achievement.	_____	_____	_____
b) Diagnosing and prescribing to meet the needs of the pupils.	_____	_____	_____
c) Preparing and planning of long range instructional program to meet the pupils' needs and overcome weaknesses.	_____	_____	_____
d) Conducting the day-to-day instructional program.	_____	_____	_____
e) Evaluating the strengths and weaknesses of the program as evidenced in pupil achievement.	_____	_____	_____
f) Conferring with parents and classroom teachers on the status of participants and for an interchange of suggested follow-up reinforcement activities.	_____	_____	_____
g) Conferring with Title I staff on the status of participants and for exchange of suggested follow-up activities.	_____	_____	_____
h) Referring participants for Clinical Guidance services and Reading Skills Center.	_____	_____	_____
i) Training students for tutor-tutorial program, and training parents for the parent-tutorial program	_____	_____	_____
j) Planning and guiding the paraprofessional in conducting the activities in the reading classroom.	_____	_____	_____
k) Participating in on-the-job training sessions and group training sessions. (inservice, small group, or large group conference)	_____	_____	_____

3. Are the materials you have in your classroom(s) appropriate for the pupils you teach?

_____ Yes _____ No
If no, why?

4. Thinking about the manner in which you teach, are the materials in your classroom(s) helpful to you?

_____ Yes _____ No
If no, why?

5. Who selected these materials for your use?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. NPS Central staff			
b. Title I teacher			

6. What kinds of support do you receive from the NPS Principal?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Orientation to School Procedures			
b. Encourages coordination with regular classroom teachers			
c. Scheduling			
e. Monthly conferences			

7. Thinking about what you have observed in your classes, in what ways has the teaching of writing affected the reading achievement of your pupils?

8. What is your preference for a weekly time schedule for teaching writing?

9. What activities have you used in connection with teaching writing skills?

a. Which activity(s) have you utilized most as a diagnostic technique(s) to determine writing skill(s) needs?

b. If yes, have you been able to detect any overall growth in writing

	<u>YES</u>	<u>NO</u>
1. Sentence sense	_____	_____
2. Ability to express oneself effectively	_____	_____
3. Ability to write in longer units	_____	_____
_____	_____	_____
_____	_____	_____

10. What pupil and program records do you keep?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. All reading tests administered	_____	_____	_____
b. Samples of pupil's writing activities (pre- and post- tests)	_____	_____	_____
c. Intercomponent referrals	_____	_____	_____
d. Records of assignments given	_____	_____	_____
e. Materials used in assignments	_____	_____	_____
f. Conference with parents	_____	_____	_____
g. Conference with classroom teachers	_____	_____	_____
h. Conference with guidance counselors	_____	_____	_____
i. Diagnostic profiles with mastery checks.	_____	_____	_____
j. Assessment checklist of ongoing writing needs	_____	_____	_____
k. Attendance records	_____	_____	_____

11. For what purposes do you consult with the regular classroom teacher?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Motivate interest of pupils			
b. Assess pupil needs & weaknesses			
c. Coordinate scheduling			

12. What support services have you received from the NPS Central Staff?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Training/orientation			
b. Resources materials			
c. Ideas for new approaches			
d. Aid in selection/screening of pupils			
e. Demon. admin./scoring of tests			
f. Demon. test interpretation			
g. Aid in pupil diagnosis			
h. Aid in development pupil prescriptions			
i. Aid in development of instructional methodologies			
j. Selection of materials			
k. Development of parent involvement activities			
l. Supervisory visits			

1. In accordance with the Title I guidelines, what are the major areas of focus for your instruction?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. <u>Diagnostic- Prescriptive Reading</u>			
b. <u>Diagnostic - Prescriptive Writing</u>			
c. <u>Work attack skills</u>			
d. <u>Decoding</u>			
e. <u>Word Power</u>			
f. <u>Comprehension</u>			
g. <u>Work - study skills</u>			
h. <u>Sentence Structure</u>			
i. <u>Paragraph Structure</u>			

2. What support services have you received from Central NPS Staff?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. <u>Training/ Orientation</u>			
b. <u>Assist. in pupil selection</u>			
c. <u>Assist. in testing/diagnosis</u>			
d. <u>Demonstrate Instruct. Methods</u>			
e. <u>Resource Materials</u>			
f. <u>Follow-up Conference Notes</u>			
g. <u>Teacher Evaluation of Suggested Techniques</u>			
h. <u>Supervisory visits</u>			

3. Generally, what are your duties and activities related to teaching?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. <u>Select pupils</u>			
b. <u>Admin. test</u>			
c. <u>Define short/long range objectives</u>			
d. <u>Individualize lesson plans</u>			
e. <u>Evaluate pupil progress</u>			
f. <u>Schedule pupils for instruction</u>			
g. <u>Meet with parents</u>			
h. <u>Make Clincial & Guidance Referrals</u>			
i. <u>Discuss pupil status with other Title I NPS staff</u>			
j. <u>Directing activities of Paras.</u>			

4. Are the materials you have in your classroom(s) appropriate for the pupils you teach?

Yes No

If no, why?

5. Thinking about the manner in which you teach, are the materials in your classroom(s) helpful to you?

Yes No

If no, why?

6. Who selected these materials for your use?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. NPS Central staff	_____	_____	_____
b. Title I Teacher	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

7. What kinds of support do you receive from the NPS Principal?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. Orientation to School Procedures	_____	_____	_____
b. Encourages coordination with regular classroom teachers	_____	_____	_____
c. Scheduling	_____	_____	_____
e. Monthly Conferences	_____	_____	_____
	_____	_____	_____

8. Thinking about what you have observed in your classes, in what ways has the teaching of writing affected the reading achievement of your pupils.

READING SKILLS CENTER

9. What is your preference for a weekly time schedule for teaching writing?

10. Do you use a writing journal in connection with teaching writing?

 Yes No

a. If yes, how effective has the writing journal been for the diagnosis of writing skills as compared to using a diagnostic test?
(PROBE Why?)

b. If yes, have you been able to detect any overall growth in writing from reviewing the pupils journals in the following areas? (PROBE: OTHER AREAS?)

	YES	NO	COMMENTS
a. Sentence sense			
b. Ability to express oneself			
c. Ability to write in longer units			

11. What pupil and program records do you keep?

	UNAIDED AWARENESS	AWARENESS	COMMENTS
a. Diagnostic assessment of reading and writing needs			
b. Specific instructional objectives in word study, vocabulary, comprehension and study skills			
c. Prescribed reading and writing objectives			
d. Student mastery of objectives			
e. Daily attendance			
f. Standardized and criterion referenced tests			

1410

CORRECTIVE MATH

1. What are the major areas of focus for your instruction?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Learning of basic arithmetic facts			
b. Acquisition of computational skills			
c. Increase problem solving ability			
d. Discover number relationships			
e. Form generalizations			
f. Fix learnings			

2. What support services have you received from the NPS Central Staff?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Instructional supplies			
b. A.V. equipment and supplies			
c. Reference materials (resources)			

3. Generally, what are your duties related to teaching?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Administer standardized tests			
b. diagnose needs			
c. organize instructional groups			
d. implement instruction			
e. plan and conduct parent workshops			
f. participate in in-service conference			
g. prepare and maintain lesson plans			
h. Maintain pupil records			
i. conference with parents			

4. Are the materials you have in your classroom(s) appropriate for the pupils you teach?

_____ Yes _____ No

If no, why?

5. Thinking about the manner in which you teach, are the materials in your classroom(s) helpful to you?

If no, why?

6. Who selected these materials for your use?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. NPS Central staff	_____	_____	_____
b. NPS Title I teacher	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. What kinds of support do you receive from the NPS Principal?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Orientation to school Procedures	_____	_____	_____
b. Encourages coordination with regular classroom teachers	_____	_____	_____
c. Scheduling	_____	_____	_____
d. Monthly conferences	_____	_____	_____

8. What pupil and program records do you keep?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Attendance	_____	_____	_____
b. Test scores	_____	_____	_____
c. Pupil progress	_____	_____	_____
d. Parent conference	_____	_____	_____
e. Classroom teacher conferences	_____	_____	_____
f. Non-public school principal conferences	_____	_____	_____
g. Children's work	_____	_____	_____
h. Check list of skills worked on	_____	_____	_____

1. In accordance with the Title I guidelines, what are the major areas of focus for your instruction?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Develop listening skills			
b. Develop speaking skills			
c. Develop reading skills			
d. Develop writing skills			

2. What support services have you received from the Title I NPS Central Staff?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Administrative visits			
b. Supervisory guidance			
c. Staff training meetings			
d. Instructional materials			

3. Generally, what are your duties related to teaching?

	UNAIDED AWARENESS	AIDED AWARENESS	COMMENTS
a. Administer standardized tests			
b. Conduct needs assessments			
c. Organize instructional groups			
d. Write lesson plans			
e. Adapt or create materials			
f. Implement instruction			
g. Maintain pupil records			
h. Communicate with parents			
i. Confer with classroom teachers			

4. Are the materials you have in your classroom(s) appropriate for the pupils you teach?

 Yes No

If no, why?

5. Thinking about the manner in which you teach, are the materials in your classroom(s) helpful to you?

 Yes No

If no, why?

6. Who selected these materials for your use?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. NPS Central staff	<u> </u>	<u> </u>	<u> </u>
b. NPS Title I teacher	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

7. What kinds of support do you receive from the NPS Principal?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. Orientation to school procedures	<u> </u>	<u> </u>	<u> </u>
b. Encourages coordination with regular classroom teachers	<u> </u>	<u> </u>	<u> </u>
c. Scheduling	<u> </u>	<u> </u>	<u> </u>
d. Monthly Conferences	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

8. What pupil and program records do you keep?

	<u>UNAIDED AWARENESS</u>	<u>AIDED AWARENESS</u>	<u>COMMENTS</u>
a. Attendance	<u> </u>	<u> </u>	<u> </u>
b. Pre-and post test standardized test scores	<u> </u>	<u> </u>	<u> </u>
c. Individual profile charts	<u> </u>	<u> </u>	<u> </u>
d. Pupils' work folders	<u> </u>	<u> </u>	<u> </u>
e. Parent conferences	<u> </u>	<u> </u>	<u> </u>
f. Conferences with non-public school staff	<u> </u>	<u> </u>	<u> </u>
g. Referrals to supportive service	<u> </u>	<u> </u>	<u> </u>

TITLE I NON-PUBLIC SCHOOLS INTERVIEW
PROGRAM COORDINATORS

DATE: _____

CORRECTIVE READING: _____

LENGTH OF INTERVIEW: _____

CORRECTIVE MATH: _____

INTERVIEWER: _____

READING SKILLS: _____

ENGLISH AS SECOND LANGUAGE: _____

INTRODUCTORY STATEMENT

Before you begin the inquiry, discuss each of the following topics with the interviewer.

A. The Interviewer:

1. You are representative of the Office of Educational Evaluation
2. You were specially trained for this assignments by OEE Staff and Title I Non-Public School personnel.

B. The Purpose of the Interview:

1. To feed information back to the program coordinators, and OEE.

INTERVIEWER COMMENTS

1. What are the educational goals and philosophy of this program?

A. How were they developed? (Who was involved?)

B. If the goals have changed since the beginning of the program, how have they changed?

2. What new ideas, approaches, topics for instruction were introduced in the last three years?

A. How were these ideas/approaches/topics introduced?

3. How great is the overlap between what is to be taught and what is tested?

A. How do you know?

4. For what purposes are the program assessments used?

5. What approaches to instruction are utilized?

A. What structure or sequence is the daily lesson supposed to follow?

6. What methods and techniques are teachers expected to use in motivating and instructing students?

7. What procedures have been developed for reporting progress to:

Students:

Frequency: _____

Parents:

Frequency: _____

School
principal:

Frequency: _____

8. Describe the criteria used for the retention of students.

A. How many years can a student remain in the program. _____
Why? _____

9. What are considered to be the greatest strengths of the instructional program?
Why?

10. What parts of the instructional program are in need of strengthening?

A. What improvements do you recommend, if any?

B. What changes, if any, are anticipated or being planned?

11. Describe how the supervisory staff fulfills its responsibilities for:

A. Teacher Supervision and evaluation:

1. What is the basis for evaluation? _____

2. Frequency of teacher evaluations? _____

3. How are observations of unsatisfactory teacher performance dealt with? _____

B. Relating to other Title I NPS Coordinators:

C. Program change and development:

12. What are the instructional staff's greatest strengths?

A. What areas are in need of strengthening?

13. How many years have you been involved with this Title I program?
In what capacities? (Specify number of years at each position, if more than one)

14. What general recommendations do you have for the improvement of services to children served by the Title I NPS program?

15. Do you have any specific recommendations related to:

Staff development: _____

Materials: _____

• Para-professional services: _____

Pupil selection: _____

Coordination with the regular classroom teachers: _____

Coordination with other NPS Title I Program Staff: _____

8. What general recommendations do you have for the improvement of services to children served by the Title I NPS program?

9. Do you have any specific recommendations related to:

Staff Development: _____

Materials: _____

Pupil Selection: _____

Coordination with the regular classroom teachers: _____

Coordination with other NPS Title I Program Staff: _____

TITLE I NON-PUBLIC SCHOOLS INTERVIEW
PROGRAM COORDINATORS OF CLINICAL AND GUIDANCE

IDENTIFYING INFORMATION

Date: _____

Interviewee: _____

O.E.E. Representative: _____

Clinical: _____

Length of Interview: _____

Guidance: _____

INTRODUCTORY STATEMENT

Before you begin the inquiry, discuss each of the following topics with the interviewer:

A. The Interviewer:

1. You are representative of the Office of Educational Evaluation.
2. You were specially trained for this assignment by OEE Staff and Non-Public School personnel.

B. The Purpose of the Interview:

1. To feed information back to the program coordinators, and OEE.

INTERVIEWER COMMENTS:

1. What are the philosophy and goals of this program?

A. How were they developed?

B. How have they changed over time?

2. Describe the functions performed by:

Guidance Counselors: _____

Social Workers: _____

Psychologists: _____

Psychiatrist: _____

How is work/performance standardized across staff?

3. What new ideas, approaches, service, etc. were introduced in the last three years?

How were they introduced?

4. Describe how students are referred to clinical and guidance services.

How long does it take the guidance/clinical staff to respond to a request for service

5. What diagnostic instruments, processes, or procedures are used (by GC, SW, P&P) when students begin and end treatment?

A. Beginning procedures:

B. Ending procedures:

C. Why are they used?

D. What are the results used for and how are they recorded?

- 6. After the initial screening, how and when do (CG, SW, P&P) reassess needs and determine progress?

How is such information used and recorded?

- 7. What are the five most frequently occurring problems among the students being treated?

- 8. How are staff (GC, SW, P&P) supposed to allocate their time? What should their caseloads be?

Guidance Counselor: _____

Social Worker: _____

Psychologist: _____

Psychiatrist: _____

- 9. What provision is made for the interpretation of diagnostic and evaluation procedures to students, parents, school staff, etc.?

- 10. Describe the criteria used to determine when service to a student should be ended?

How many years can a student receive treatment? Why?

11. What kind of emergencies occur, if any? How are they handled?

12. Are staff involved with the Title I and the Regular Teacher in the coordination of services? If yes, in what ways?

13. Generally how long does it take outside agencies to respond to requests for services?

14. What are considered to be the greatest strengths of the program? Why? Greatest needs? (Probe why)?

Strengths:

Needs:

15. What would you have to change in order to make this program more effective?

A. Are any changes anticipated or being planned?

16. Describe how the supervisory staff fulfills its responsibilities for:

A. Staff Supervision and Evaluation:

What is the basis for staff evaluation?

How often are staff evaluated? (GC, SW, P&P)

How are observations of unsatisfactory performance dealt with?

B. Staff Development (frequency, nature)

C. Relating to other Non-Public School Component Coordinators

17. What general recommendations do you have for the improvement of services to children served by the Title I NPS program?

18. Do you have any specific recommendations related to:

Staff development: _____

Materials: _____

Pupils referrals: _____

Coordination with the regular classroom teachers: _____

Coordination with other NPS Title I Program Staff: _____

Site: _____
Component: _____

Time out: _____

CLASSROOM CHARACTERISTICS

Lighting

inadequate - difficulty seeing print

adequate - can see print

Orderliness (physical)

inadequate - materials out of place, inaccessible

adequate - everyone can work and move as necessary

Space

inadequate - crowded, interferes with work and movement

adequate - everyone can work and move as necessary

Ventilation

inadequate - stuffy, induces lethargy

adequate - enough air to maintain alertness

External noise

inadequate - prolonged, distracting noise

adequate - free from distracting noise

Flexibility

inadequate - movement for instructional purposes is not possible

adequate - movement for instructional purposes is possible

Physical Environment	Inadequate	Adequate	Comments
Lighting			
Orderliness			
Space			
Ventilation			
Free from External Noise			
Flexibility			

LESSON(S) OBSERVED

Length of Time: _____

OBJECTIVES:

MATERIALS:

ACTIVITIES:

PUPIL FEEDBACK:

COMMENTS:

OBJECTIVE:

MATERIALS:

ACTIVITIES:

PUPIL FEEDBACK:

COMMENTS:

OBJECTIVE:

MATERIALS:

ACTIVITIES:

PUPIL FEEDBACK:

COMMENTS:

CLASSROOM OBSERVATION CHECKLIST

OBSERVED
YES NO

A. Teacher

- | | | |
|---|-----|-----|
| 1. Encourages children to work independently | ___ | ___ |
| 2. Encourages children to work together. | ___ | ___ |
| 3. Talks with children about their activities for the instruction period. | ___ | ___ |
| 4. Works along with children. | ___ | ___ |
| 5. Helps children solve academic problems. | ___ | ___ |
| 6. Helps children solve social problems. | ___ | ___ |
| 7. Models appropriate behavior. | ___ | ___ |
| 8. Encouraging/reinforcing children in their work. | ___ | ___ |
| 9. Gives feedback to children on their progress. | ___ | ___ |
| 10. Pupil diagnosis/prescription | ___ | ___ |
| 11. General discussions with pupil(s) | ___ | ___ |
| 12. Individual pupil conference | ___ | ___ |

B. Children

- | | | |
|--|-----|-----|
| 1. Work independently. | ___ | ___ |
| 2. Work in small groups independent of teacher. | ___ | ___ |
| 3. Children decide what they will do (their plan is not limited to specific teacher conceived activities). | ___ | ___ |
| 4. Overt non-social behavior: _____

_____ | ___ | ___ |
| 5. Children's work is visibly displayed in classroom. | ___ | ___ |

TITLE I. NON-PUBLIC SCHOOLS TEACHER QUESTIONNAIRE

For each item (unless otherwise specified) check one alternative.

A. For what program did you teach?

1. Corrective Reading ___ 2. Corrective Math ___
3. Reading Skills ___ 4. English as a Second Language ___

B. What is the total number of years that you have taught?

- (1) ___ 1-5yrs (2) ___ 6-10yrs (3) ___ 11-15yrs (4) ___ 16-20yrs (5) ___ 20+yrs

C. How many years have you taught in the Title I non-Public School Program?

- (1) ___ 1yr (2) ___ 2yrs (3) ___ 3yrs (4) ___ 4yrs (5) ___ 5+yrs

D. What Educational degrees and credits do you hold?

- (1) ___ BA/S (2) ___ Graduate Credits (3) ___ MA/A

E. What professional development activities have you participated in during the past 3 years? Check all that apply.

- (1) ___ College Credits (2) ___ Non Title I BOE Workshops (3) ___ UFT Courses
(4) ___ Title I Workshops (5) ___ Local & National Professional Conferences
(6) ___ Publisher's Materials Workshops (7) ___ Other/Non-Credit Courses

F. How many pupils do you teach at all sites where you work?

Number of Pupils

G. How many parents of the above mentioned pupils have you met?

Number of Parents

H. At the beginning of the year, how did you assess your pupil's academic ability?

- (1) ___ Non-Public School Program Assessment (2) ___ An Informal Reading Test
(3) ___ A Standardized Norm Reference Test (4) ___ A Standardized Criterion Ref. Test
(5) ___ Teacher Made Criterion Ref. Test (6) ___ Conference with Classroom Teacher
(7) ___ An Informal Math Test

I. How were the students reassessed during the year?

- (1) ___ Non-Public School Program Assessment (2) ___ An Informal Reading Test
(3) ___ A Standardized Norm Reference Test (4) ___ A Standardized Criterion Ref. Test
(5) ___ Teacher Made Criterion Ref. Test (6) ___ Conference with Classroom Teacher
(7) ___ Classroom Observation

J. What are the two Major purposes for which you use the results of the initial pupil assessment?

- (1) Individualize Instruction (2) Organize group work (3) Evaluate Progress
 (4) Lesson Planning (5) Record Keeping (7) Diagnosis

K. What are the two Major purposes for which you use the results of the initial pupil assessment?

- (1) Individualize Instruction (2) Organize group work (3) Evaluate Progress
 (4) Lesson Planning (5) Record Keeping (6) Diagnosis (7) Teach Self-Evaluation

L. Who participated in the selection of the children you are teaching? Check all that apply.

- (1) NPS Title I teacher (2) NPS Principal (3) NPS Classroom teacher
 (4) Guidance Counselor (5) Other Title I Teachers

M. Of the problems listed, what are the three most common learning problems that interfere with the student's achievement?

- (1) Problems from other achievement areas (2) Attention problems
 (3) Language problems (4) Behavioral problems (5) Poor listening skills
 (6) Poor self-image (including fear of failure) (7) Retention skills
 (8) General problems in concept formation

N. What methods or techniques do you use to motivate your students?

- (1) Games (2) Graphs for self-tracking (3) Reward systems (stars, stamps, etc)
 (5) Use of manipulatives (6) Other pupil self-evaluative techniques

O. If you have noticed behavioral changes that indicate increased motivation, check the two most obvious ones.

- (1) Willingness to try more difficult materials (2) More pupil participation in Title I classroom activities (3) Know what to do without asking
 (4) More attentive (5) Greater rapport with teacher (6) Better self-image

P. Are your students involved in peer tutoring?

- (1) Yes (2) No

Q. Are your students involved in independent study activities?

- (1) Yes (2) No

R. Who refers pupils to clinical and guidance services? Check all that apply.

- (1) Title I Teacher (you) (2) Other Title I Teachers (3) Classroom Teachers
 (4) Principal (5) Parents

S. Overall, how effective do you feel the Clinical and Guidance services have been?

- (1) Extremely effective (2) Very effective (3) Somewhat effective
 (4) Not at all effective (5) Don't know

T. Of the number of parents that you reported seeing (in question G), what percentage of them do you see:

Daily Weekly Monthly Every reporting period Yearly

U. What percent of your communication with parents is by:

Face to face Telephone Written communication Parent tutorial/workshops

V. Who initiated the majority of teacher - parent contacts?

- (1) Title I teacher (2) Regular classroom teacher (3) Parents
 (4) Pupils

W. What is the major concern of the parents to whom you have spoken?

- (1) Are the children approaching grade level academic performance
 (2) Promotion (3) Obtaining special services (e.g., for the handicapped)
 (4) Other

X. Which of the following recommendations do you think is most important for the improvement of the NPS Title I Program?

- (1) More Title I teacher involvement in materials selection
 (2) Fewer students seen more often
 (3) More workshops based on Title I teacher input (re teaching techniques)
 (4) More opportunity for coordination with classroom teachers
 (5) More opportunity for coordination with guidance personnel
 (6) More opportunity for coordination with other Title I personnel
 (7) No significant improvement is required

CORRECTIVE READING SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For each item check all alternatives that apply.

A. What are the major areas of focus for your instruction?

- (1) Development of language arts, skills and concepts
- (2) Development of flexible means of word analysis
- (3) Foster accurate total comprehension
- (4) Development of writing techniques
- (5) Study skills

B. Are the materials you have in your classroom(s) appropriate for the pupils you teach?

- (1) Yes (2) No

C. What kinds of support do you receive from the NPS Principal?

- (1) Orientation to School Procedures
- (2) Arranges conferences with regular classroom teachers
- (3) Scheduling
- (4) Monthly conferences

D. Do you use writing samples in connection with teaching writing?

- (1) Yes (2) No

E. If you responded Yes to question D, how effective have the writing samples been for the diagnosis of writing skill needs?

- (1) Extremely effective (2) Very effective (3) Somewhat effective
- (4) Not at all effective

Have you been able to detect any overall growth in writing from reviewing the pupils samples in the following areas?

- Sentence Sense (1) Yes (2) No
- Ability to express oneself (1) Yes (2) No
- Ability to write in longer units (1) Yes (2) No

F. For what purposes do you consult with the regular classroom teacher?

- (1) Motivate interest of pupils
- (2) Assess pupil needs & weaknesses
- (3) Coordinate scheduling
- (4) Selecting pupils

G. What support services have you received from the Title I Central Staff since you have teaching in the program?

- (1) ___ Training/Orientation
- (2) ___ Resources materials
- (3) ___ Ideas for new approaches
- (4) ___ Aid in selection/screening of pupils
- (5) ___ Demon. admin./scoring of tests
- (6) ___ Demon. test interpretation
- (7) ___ Aid in pupil diagnosis
- (8) ___ Aid in development pupil prescriptions
- (9) ___ Aid in development of instructional methodologies
- (10) ___ Selection of materials
- (11) ___ Development of parent involvement activities
- (12) ___ Supervisory visits



READING SKILLS CENTER SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For each item check all alternatives that apply.

A. What are the major areas of focus for your instruction?

- (1) Diagnostic-Prescriptive Reading
- (2) Diagnostic-Prescriptive Writing
- (3) Work attack skills
- (4) Decoding
- (5) Word Power
- (6) Comprehension
- (7) Work - study skills
- (8) Sentence Structure
- (9) Paragraph Structure

B. What support services have you received from the Title I Central Staff since you have been teaching in the program?

- (1) Training/Orientation
- (2) Assist. in pupil selection
- (3) Assist. in testing/diagnosis
- (4) Demonstrate Instruct. Methods
- (5) Resource Materials
- (6) Follow-up Conferences Notes
- (7) Teacher Evaluation of Suggested Techniques
- (8) Supervisory visits

C. What kinds of support do you receive from the NPS Principal?

- (1) Orientation to School Procedures
- (2) Arranges Conferences with regular classroom teachers
- (3) Scheduling
- (4) Monthly Conferences

D. Do you use a writing journal in connection with teaching writing?

- (1) Yes (2) No

E. If you responded Yes to question D, how effective has the writing journal been for the diagnosis of writing skills as compared to using a diagnostic test?

- (1) Extremely effective (2) Very effective (3) Somewhat effective
- (4) Not at all effective

Have you been able to detect any overall growth in writing from reviewing the pupils journals in the following areas?

- Sentence Sense (1) Yes (2) No
- Ability to express oneself (1) Yes (2) No
- Ability to write in longer units (1) Yes (2) No

CORRECTIVE MATH SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For each item check all alternatives that apply.

A. What are the major areas of focus for your instruction?

- (1) Learning of basic arithmetic facts
- (2) Acquisition to computational skills
- (3) Increase problem solving ability
- (4) Discover number relationships
- (5) Form generalizations

B. What support services have you received from the Title I Central Staff since you have been teaching in the program?

- (1) Instructional supplies
- (2) A.V. equipment and supplies
- (3) Supervisory visits

C. What kinds of support do you receive from the NPS Principal?

- (1) Orientation to school procedures
- (2) Arranges conferences with regular classroom teachers
- (3) Scheduling
- (4) Monthly conferences

ENGLISH AS A SECOND LANGUAGE SUPPLEMENT TO NPS TEACHER QUESTIONNAIRE

For each item check all alternatives that apply.

A. What are the major areas of focus for your instruction?

1. Develop listening skills _____
2. Develop speaking skills _____
3. Develop reading skills _____
4. Develop writing skills _____
5. Cognitive skills _____
6. Experiential development _____
7. Conceptual development _____

B. What support services have you received from the Title I NPS Central Staff?

1. Administrative visits _____
2. Supervisory guidance _____
3. Staff training meetings _____
4. Instructional materials _____

C. What kinds of support do you receive from the NPS Principal?

1. Orientation to school procedures _____
2. Arranges conferences with regular classroom teachers _____
3. Scheduling _____
4. Monthly Conferences _____



BOARD OF EDUCATION OF THE CITY OF NEW YORK
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BUREAU OF NONPUBLIC SCHOOL REIMBURSABLE SERVICES
347 Baltic Street, Brooklyn, New York 11201 - Room 210A

LAWRENCE F. LARKIN
Director

Guidelines For Completing
Needs Assessment: Basic Writing Skills

1. Purpose:

The purpose of the Needs Assessment: Basic Writing Skills form is to have an ongoing record of each pupil's strengths and weaknesses in the basic mechanics of writing.

A diagnostic profile for each pupil enables the teacher to provide an individualized diagnostic-prescriptive program in writing skills instruction.

2. Plan Books:

A diagnostic profile sheet is to be kept for each pupil involved in the writing program. The profile sheet is to be placed in the teacher's plan book. At the end of the term the diagnostic profile sheet is to be placed in the pupil's record folder which is kept in the Reading Skills Center file cabinet.

3. Needs Assessment and Planned Remediation:

3.1 The diagnostic profile sheet is a record of the pupil's strengths and weaknesses in the mechanics of writing. It is to be used as the basis for planning an individualized diagnostic-prescriptive program of writing skills instruction.

3.2 Recommended procedures for planning a diagnostic-prescriptive program include:

....Internalizing the basic components of the writing skills program as outlined on the diagnostic profile form.

....Analyzing pupil's Journal entries to assess strengths and weaknesses in basic writing skills.

3.3 "Needs Remediation":

Analysis of selected Journal entries will reveal recurring patterns of errors. For example, frequent use of run-on sentences and sentence fragments indicate a weakness in Sentence Sense. A check (✓) should be placed in the column labelled "Needs Remediation" indicating that the teacher is currently planning to teach that skill to the student.

3.4 "Needs Reinforcement":

When a specific skill weakness is diagnosed, the teacher provides direct instruction in that skill. After instruction is completed a check (✓) is placed in the column labelled "Needs Reinforcement" to indicate that the skill is being reinforced. Reinforcement activities include ongoing Journal writing assignments and use of teacher-made and commercially prepared materials.

3.5 Projected Needs:

Analysis of Journal entries may indicate that the student has weaknesses in several skill areas. A check (✓) in the column labelled "Projected Needs" will assist the teacher in setting long range objectives for each student, daily lesson planning and in prescribing writing activities designed to strengthen specific skills.

3.6 "Skill Activities Being Worked On":

After direct instruction is given and pupils are actively engaged in activities for specific skill reinforcement a (✓) is placed in the column labelled "Skill Activities Being Worked On". The pupil may be actively engaged in using materials for reinforcing more than one skill. Therefore, it is appropriate to place a (✓) next to each skill being reinforced. Several skills may be reinforced simultaneously.

3.7 "Achieved Mastery":

A check (✓) is placed next to the skill that the pupil has mastered in the column labelled "Achieved Mastery". Mastery may be achieved by administering criterion-referenced tests which appear in some commercially prepared materials, preparing teacher-made mastery tests and analyzing pre/post mastery of a specific skill based on teacher evaluation of ongoing Journal writing assignments. Skill mastery is based on teacher's judgement using one or more of the aforementioned tools for evaluation.

Needs Assessment: Basic Writing Skills

	Needs	Remediation	Needs	Reinforcement	Projected	Needs	Skill Activ. Being Wkd On	Achieved	Mastery
Name of Pupil _____									
<u>Creative/Free Writing</u>									
Participates in Daily Journal Writing Activities									
<u>Capitalization Skills</u>									
Words At Beginning of Sentence									
Names of People									
Titles of Respect									
"I" When Writing Sentences									
"I" In Contractions									
Places									
Holidays, Days, Months									
Books, Stories									
<u>Punctuation Skills</u>									
Period At End Of Sentence									
Question Marks									
Exclamation Point									
Comma Between Day, Date, Year.									
Comma Between City, State									
Periods After Initials									
Periods After Abbreviation									
<u>Spelling</u>									
<u>Usage (Refers To Grammatical Usage)</u>									
<u>Sentence Sense (Refers To Frequent Use of Sentence Fragments and Run On Sentences)</u>									

ROBERTA SPIEGELMAN
COORDINATOR
NONPUBLIC SCHOOL REIMBURSABLE PROGRAMS
READING SKILLS CENTER

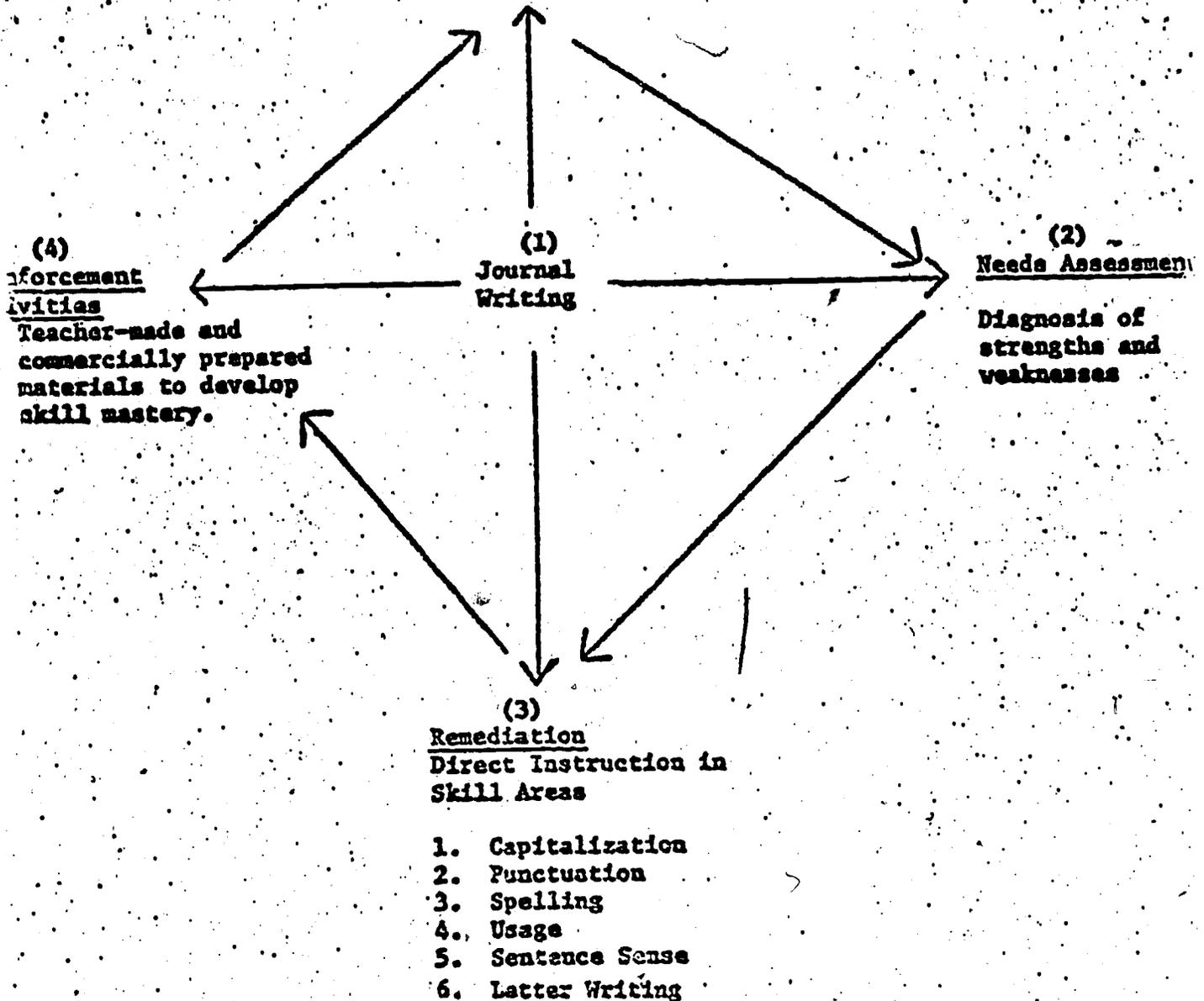
SCOPE AND SEQUENCE OF AN
INDIVIDUALIZED DIAGNOSTIC-PRESCRIPTIVE
WRITING SKILLS PROGRAM

FLOW CHART

Scope and Sequence of A Basic Writing Program

Evaluation

1. Analysis of writing samples
2. Skill mastery as determined by teacher-made and commercially prepared criterion-referenced tests.



LANGUAGE ASSESSMENT: BASIC WRITING SKILLS

Name of Pupil _____

SKILL AREA	Needs	Recognition	Needs	Reinforcement	Projected	Needs	Skill Activ.	Needs	Achieved	Mastery
	<u>Creative/Free Writing</u>									
Participates in JOURNAL Writing Activities										
<u>Capitalization Skills</u>										
Words At Beginning of Sentence										
Names of People										
Titles of Respect										
"I" When Writing Sentences										
"I" In Contractions										
Places										
Holidays, Days, Months										
Books, Stories										
<u>Punctuation Skills</u>										
Period At End Of Sentence										
Question Mark's										
Exclamation Point										
Comma Between Day, Date, Year.										
Comma Between City, States										
Periods After Initials										
Periods After Abbreviation										
<u>Sentence Sense</u>										
Writing Complete Sentences										
Sentence Combining										
Sentence Expansion										
<u>Letter Writing</u>										
Friendly Letter										
Business Letter										

	California Achievement Test - Language Battery		Level	Form
	Raw Score	Grade Equivalent		Scanline
Language Mechanics				
Language Expression				
Total Language				



Scope and Sequence of A Basic Writing Program

I. Creative or Free Writing -

1. Instructional Objective

Given an array of thought-provoking stimuli (oral-visual-sensory-experiential) pupils will express in writing ideas, feelings, events, perceptions and experiences.

2. Needs Assessment

2.1 Random samples of pupils' writing will be analyzed periodically by the teacher. Diagnosis of recurring patterns of errors will reveal specific skill weaknesses. A program of direct instruction supplemented by proscribed activities for reinforcement to ameliorate specific weaknesses will be planned by the teacher.

3. Instructional Program

A variety of approaches and methodologies will be used to implement a diagnostic-prescriptive approach to the development of creative or free writing.

3.1 Pre-writing activities are teacher-directed pupil-centered mini-discussions that are based on specific topics which are related to the experiential background of the students. These activities are pre-organizers in that they assist pupils in developing a frame of reference by acting as a catalyst to gather, classify and organize ideas which are immediately translated into verbal statements.

3.2 Providing a Supportive Atmosphere

3.3 Establishing the Writing Center

3.3.1 An essential component of the writing center is an activity box consisting of a myriad of imaginative ideas, materials and open-ended activities levelled to meet individual needs, interests and abilities. Each activity card has a central focus, such as a question to be answered, a passage to be completed, a picture to react to or a "how-to" process to be detailed. These individualized activity cards help students to develop descriptive, expository and narrative techniques.

3.3.2 Thought-provoking pictures

3.3.3 Newspaper headlines

3.3.4 Memorabilia

3.3.5 Dioramas

4. The "Journal"

- 4.1 The "Journal" is an ongoing written record of events, experiences, feelings and perceptions to be kept by the pupil. Entries are made periodically. Writing samples are used for analysis and diagnosis by the teacher.
- 4.2 Suggested topics for "Journal" activities:
- 4.2.1 Weekly interest inventories such as, my best friend..., things I hate to do..., my favorite sport is... etc.
 - 4.2.2 Write a recipe
 - 4.2.3 Plan a menu for dinner
 - 4.2.4 Write an ad to sell your bike, buy skates or sell old records.
 - 4.2.5 Report an accident you saw
 - 4.2.6 Make lists, such as grocery lists, Xmas lists, list of tapes and records you enjoy listening to.
 - 4.2.7 Complete an open-ended statement such as, "When I opened the door I saw..."
 - 4.2.8 Wish upon a star, write about your wishes and dreams. Complete such statements as: "If I were a rich man..."
 - 4.2.9 Fantasy Island. Describe your Fantasy Island.
 - 4.2.10 Word Talk: color words, weather words, feeling words, angry words, happy words, hungry words, love words, etc.
 - 4.2.11 Sentence Patterning: John jumped over the fence.
leaped fire hydrant
 - 4.2.12 Messages: Write a telephone message you took for your sister, write a message you left for your mother indicating that you are planning to spend the afternoon with a friend, write a message you will give to a friend in your class asking him/her to join you for lunch or an evening movie.
 - 4.2.13 Invitations: Invite a friend to a disco party, a Halloween party, a wedding, a Xmas party, etc.
 - 4.2.14 Be An Accountant: Write a list of things you want to buy. Indicate how much each item costs. Total the amount of your purchases.
 - 4.2.15 If I could pick a job for the future I would like to be...., I would not like to be.....

- 4.2.16 If I had to spend one day as an animal it would be fun to be....., I would hate to be abecause.....
- 4.2.17 If I had to describe myself I would say that I am
- 4.2.18 I feel very sorry for myself when.....
- 4.2.19 Some of the things I like about my friends are.....; sometimes my friends do things I don't like, such as

III. Mechanical Aspects of Writing

1. Instructional Objective

- 1.1 Pupils will develop competency in the ability to write mechanically correct sentences and/or paragraphs.

2. Needs Assessment

- 2.1 Periodic analysis of sample journal entries will reveal recurring patterns of errors in specific skill areas.
- 2.2 Standardized tests, such as the language battery of the California Achievement Test, can supplement information for diagnostic purposes.
- 2.3 Commercially prepared diagnostic tests often accompany instructional materials. These diagnostic tests can be used to assess individual needs in specific skill areas.

3. Instructional Program

- 3.1 A planned program of individualized instruction will be provided for each student.

A plethora of commercially prepared and/or teacher made materials will be prescribed to foster skill retention and develop mastery.

3.2 Basic Skill Areas

3.2.1 Capitalization

- a. Words at the beginning of a sentence
- b. Names of people
- c. Titles of Respect
- d. "I" and contractions beginning with "I".
- e. Places
- f. Holidays, days, months
- g. Books, stories, poems

3.2.2 Punctuation

- a. Period at end of sentence
- b. Periods and question marks
- c. Exclamation point
- d. Comma between day, year, city, state
- e. Comma to separate words in a series
- f. Periods after abbreviations and initials
- g. Quotation marks

3.2.3 Grammar-Usage**3.2.4 Sentence Sense**

- a. Sentence expansion
- b. Sentence combining

3.2.5 Letter Writing

- a. Friendly letter
- b. Business letter

4. Evaluation

- 4.1 An evaluation of pre and post writing samples will be analyzed to determine pupil growth.
- 4.2 Teacher made and/or commercially prepared criterion-referenced tests will be used to determine the degree to which specific objectives were mastered.

III. Composing and Functional Writing Skills**1. Instructional Objectives**

- 1.1 Pupils will demonstrate ability to compose a paragraph from a given choice of topics.
- 1.2 Pupils will demonstrate ability to write a business letter given selected topics and sufficient information.
- 1.3 Pupils will demonstrate ability to write a simple report relating to content area subjects.

Part A

Prewriting Activity: Pupils will respond orally to an open-ended statement.

I was walking down the staircase when someone came running _____

Writing Activity: Pupils will respond in writing to open-ended statements.

Student Activity Sheet

Task: Complete the following statement. Let your imagination be your guide.

1. You are playing your favorite tapes when you hear the door bell ring. You open the door and _____

Part B

Prewriting Activity:

Pretend you are planning a party for your friends. What kind of party would you have? How will you tell your friends about the party?

Writing Activity:

Sample invitations can be distributed to the pupils to generate ideas.

1.

Student Activity Sheet

Task: You are planning a party. Complete the sample invitation.

To: _____

You are invited to a _____

Date: _____

Place: _____

Time: _____

R.S.V.P. _____



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347 Baltic Street, Brooklyn, New York 11201 - Room 210A

NCE F. LARKIN
tor

To: Reading Skills Center Teachers

From: Roberta Spiegelman, Coordinator

Re: Directions For Completing Questionnaire For Pilot Materials

Enclosed please find a questionnaire which is to be completed and returned to the Reading Skills Center office. Teacher Impact is a valuable tool for developing a well-balanced and effective curriculum. Your cooperation in completing the questionnaire at your earliest convenience is greatly appreciated.

RS:ic
enc.

Name of Material:

School (optional):

Publisher:

Name of Teacher Using

Pilot Material (optional):

Indicate Range of Reading Levels by Grade

The material was used with pupils in grade
4 _____
5 _____
6 _____
7 _____
8 _____

What kind of Evaluation Tool does the material have

Teacher Judgement _____
Mastery Testing _____
Pre/Post Test _____
(check-in/check-out test) _____
Self-Correcting Exercises _____
Other (Please describe _____
in some detail _____

Are there clearly defined Behavioral Objectives? YES _____
NO _____
Not Relevant _____

Does the material motivate pupils YES _____
NO _____
Explain _____

Are the skills sequentially developed YES _____
NO _____
Explain _____

Pupil Reaction - Please comment on the reaction of your students to the material _____

Teacher Evaluation: Please include your personal reaction as to the effectiveness of the material for your students. _____

BUREAU OF NONPUBLIC SCHOOL REIMBURSABLE SERVICES

ENGLISH AS A SECOND LANGUAGE

Lawrence F. Larkin
Director

Marie Mastrandrea
Coordinator

1 - Satisfactory Satisfactorio Satisfaisant	2 - Improving Está mejorando Améliorant	3 - Needs improvement Necesita mejorar Il faut s'améliorer	1	2	3
LISTENING COMPREHENSION IN ENGLISH COMPRENSIÓN AUDITIVA EN INGLÉS COMPREHENSION AUDITIVE EN ANGLAIS					
1. Listens with attention and interest. Escucha con atención y interés. Écoute attentivement.					
2. Understands simple directions. Entiende instrucciones sencillas. Comprend des renseignements simples.					
3. Understands general conversation. Entiende conversación general. Comprend la conversation quotidienne.					
SPEAKING ABILITY IN ENGLISH HABILIDAD ORAL EN INGLÉS FACILITE DE PAROLE EN ANGLAIS					
1. Repeats words and sentences correctly. Repite palabras y frases correctamente. Répète correctement des paroles et des phrases.					
2. Answers questions correctly. Contesta preguntas correctamente. Répond bien aux questions.					
3. Participates voluntarily in class discussions. Participa voluntariamente en la clase. Prend part volontiers à la classe.					



BOARD OF EDUCATION OF THE CITY OF NEW YORK
 DIVISION OF COMMUNITY SCHOOL DISTRICT AFFAIRS — OFFICE OF FUNDED PROGRAMS
 BUREAU OF ESEA TITLE I — NONPUBLIC SCHOOL PROGRAMS

347 BALTIC STREET, BROOKLYN, NEW YORK 11201
 CLINICAL & GUIDANCE SERVICE

DR. IRA JACOB
 COORDINATOR, GUIDANCE

RATING SCALE FOR STUDENTS' NEEDS FOR CLINICAL & GUIDANCE

SCHOOL _____ DISTRICT _____

REFERRED BY _____
 (Please identify — i.e. Classroom Teacher, Title I — Rdg. Math. — Rdg. SC — S.S. —)

NAME OF CHILD _____ BIRTH DATE _____

ADDRESS _____ BIRTH PLACE _____

TELEPHONE _____ SIBLING _____ SCHOOL HEAD _____ ROOM _____

CHILD LIVES WITH: BOTH PARENTS _____ FATHER _____ MOTHER _____ OTHER (SPECIFY) _____

FATHER'S NAME _____ MOTHER'S NAME _____
 (First Name & Maiden)

NUMBER OF SIBLINGS _____ POSITION IN FAMILY: _____
 oldest 2nd 3rd 4th etc.

BASIC REASON FOR REFERRAL:

- | | |
|--------------------------------------|------------------------------------|
| 1. OVERT BEHAVIOR _____ | 6. PROBLEMS IN RELATIONSHIPS _____ |
| 2. SHY-WITHDRAWN _____ | 7. FAMILY PROBLEMS _____ |
| 3. UNDERACHIEVEMENT _____ | 8. HEALTH PROBLEMS _____ |
| 4. POSSIBLE MENTAL RETARDATION _____ | 9. OTHER — SPECIFY _____ |
| 5. EDUCATIONAL PLANNING _____ | |

ENROLLED IN TITLE I: *

READING _____ MATH. _____ RDG.S.C. _____ E.S.L. _____

SCHOOL ATTENDANCE PATTERN:

EXCELLENT GOOD POOR
 Few Absences Average for Grade Above Average and/or Many Unexplained

See reverse for behavioral rating scale.