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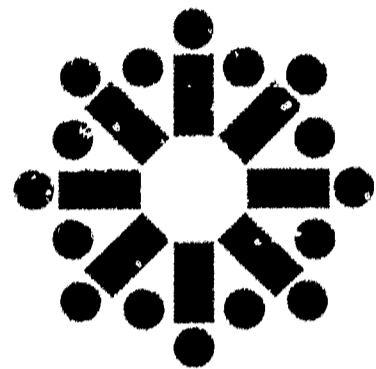
## ABSTRACT

The Program to Strengthen Early Childhood Education in poverty area schools in New York City, a Title I ESEA project, was designed to continue the efforts of Project Headstart into the primary grades. The program attempted to improve the achievement level of primary grade pupils by introducing reduced class ratios, paraprofessional assistance, and provision of additional instructional materials. Investigation of the extent to which the prescribed organizational framework was implemented revealed a low degree of accomplishment. Limitations of classroom space and difficulties in recruiting educational assistants severely handicapped organizational plans. The allocation of additional instructional materials was not received by two-thirds of the schools questioned. Subsidiary features of the program encompassing the area of related services, nutritional, dental, medical, psychological and social services, and parental involvement, received recognition only in the project proposal. No budget or guidelines were formulated for these components. Any inferences as to the effect of the program on academic achievement are very tentative due to the shortened school year, nonrandom assignment of pupils to program variants, limited implementation of the program, and the high rate of teacher and pupil mobility. (JM)

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Project No. 0769

**A PROGRAM TO STRENGTHEN  
EARLY CHILDHOOD EDUCATION  
IN POVERTY AREA SCHOOLS**



by Cynthia Almeida

October 1969



**Evaluation of  
ESEA Title I Projects  
in New York City  
1968-69**

UD010170

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ESEA Title I Program Evaluation

A PROGRAM TO STRENGTHEN EARLY CHILDHOOD EDUCATION  
IN POVERTY AREA SCHOOLS

Cynthia H. Almeida

UD010170E

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1968-69 school year.

November 1969

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## CHAPTER I

### DESCRIPTION OF THE PROJECT

#### A. INTRODUCTION

The Program to Strengthen Early Childhood Education in Poverty Area Schools in New York City (SEC) was designed to continue the efforts of Project Headstart into the primary grades. Special emphasis was to be placed on the verbal, cognitive, and conceptual development of the child. Positive personal and interpersonal relationships with the peer group and with adults in the school environment were to be carefully nurtured.

The SEC program was planned through the joint efforts of the Bureau of Early Childhood Education, the New York City Board of Education, the Office of Elementary Schools, the Auxiliary Career Unit, and the Office of State and Federally Assisted Programs.

The purpose of the program was to improve the academic functioning of primary-grade children in poverty area schools in New York City. These objectives were to be achieved by reducing pupil-teacher and pupil-adult ratios in the classroom. Additional teachers and educational assistants were to be assigned as follows:

1. An educational assistant was to be assigned to all kindergarten classes.
2. Forty percent of the classes were to have a reduced pupil-teacher ratio of 15 to 1 in grade 1 and 20 to 1 in grade 2 (RPTR classes).
3. Sixty percent of the classes were to have a pupil-teacher ratio of 27.2 plus 5 hours per day of educational assistant time in grade 1 and grade 2 (SPAR classes).

Decisions about the assignment of pupil-teacher ratios and educational assistant hours for each eligible school were to be made by individual district superintendents. Each school was permitted to assign additional teachers in place of educational assistants. The assignment of one such additional teacher was considered equivalent to the time allotment of four educational assistants. (See Appendix C1.)

District superintendents were advised to use one or more of the additional teaching positions to continue the position of Early Childhood coordinator (ECC) in the schools. The position of ECC had been created in the previous year to assist in cooperative planning for team teachers, to act as liaison among teachers, administrators, and community, and to aid teachers where possible.

Along with the additional personnel, teachers, and educational assistants provided by the program, each district was to receive an allotment of funds for additional instructional materials at the rate of \$2.73 per child.

The following memorandum was issued by the Assistant Director, Division of State and Federally Assisted Programs at the Board of Education to the District Supervisors regarding the distribution of funds between the primary grades involved:

"In distributing this allotment to the Title I schools in your district, please be guided by the fact that approximately one-third of this amount should be allocated on the kindergarten level and the remainder for the first and second grades."<sup>1</sup>

Selection of specific materials to be purchased was left to each school. However, the Bureau of Early Childhood prepared lists of kits suitable for use in these grades which were circulated to all district supervisors along with requisition forms. (See Appendix C5 for an example.)

## B. INSTRUCTIONAL SPECIFICATIONS FOR EACH GRADE

### 1. Kindergarten

Whenever possible, classes were to be organized on a two-and-one-half hour basis rather than on the usual three hour A.M., two hour P.M. session. Each kindergarten teacher was to be assisted by one full-time educational assistant. Class size was not specified. A multi-media approach was to be used to provide experiences necessary for the development of such various cognitive skills as hearing, seeing, touching, and naming and classifying simple everyday objects.

### 2. Grades 1 and 2

Reduction of the pupil-teacher and pupil-adult ratios in the classroom was designed to provide more individualized instruction.

In the classes where educational assistants were provided, the educational assistant was to work in close relationship with the teacher

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<sup>1</sup>Memorandum #16, to District Superintendents, Unit Administrators and Title I ESEA Coordinators, Board of Education of the City of New York, Office of State and Federally Assisted Programs, December 26, 1968. (See Appendix C3.)

assisting her in developing improved attitudes, skills, and habits. The Auxiliary Educational Career Unit prepared a description of the role and function of the educational assistant which was distributed to all district superintendents in January 1969.<sup>2</sup> The circular said:

EDUCATIONAL ASSISTANTS SHALL FUNCTION AT THE DIRECTION OF THE CLASSROOM TEACHER

- To aid the classroom teacher by working with small groups or with individual children.
- To participate in daily and long-range planning with the classroom teacher.
- To contribute to enrichment activities by utilizing her special talents and abilities, such as art, singing, music.
- To assist the teacher in guiding children in attempts to work and play harmoniously.
- To alert the teacher to the special needs of individual children.
- To accompany individual children or groups as necessary.
- To give special encouragement and aid to the non-English speaking child.
- To be a source of affection and security to the children.
- To assist the teacher in necessary clerical work, and to perform related classroom duties as required.

The following are examples of specific tasks that the Educational Assistant may perform in her assigned classroom:

Taking attendance; keeping class and health record cards; administering height and weight tests; collecting monies; arranging displays and bulletin boards; assisting with housekeeping chores; operating audio-visual equipment; arranging for field trips; interpreting and translating a foreign language; assisting children in preparation for dismissal; escorting children to and from the bus upon arrival and dismissal; preparing instructional materials; assuming responsibility for materials and supplies; engaging in informal conversations with pupils during snack or work-play periods, in English or the native language of the child; reading to individual pupils.

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<sup>2</sup>"Job Description for Educational Assistants in Elementary Schools," Board of Education of the City of New York, Office of Personnel, Auxiliary Education Career Unit, January 29, 1969. (See Appendix C4.)

The educational assistants assigned were to be, as far as possible, residents of the community, thus constituting a vital link between the home, the school, and the community.

The training aspect of the educational assistant program, although described in the project description of the SEC program, constituted an independent Title I project entitled Auxiliary Educational Career Unit. (This program was to be evaluated by New York University Center for Field Research and School Services.)

#### C. RELATED SERVICES

It was strongly recommended in the Project proposal<sup>3</sup> that the children in the SEC program receive the following services considered vital to their nutritional, emotional, social, and intellectual development:

1. Free lunch program and appropriate snacks.
2. Social services for the child and his family (Bureau of Child Guidance). A team of Social Worker, Psychologist, and Family Assistant (paraprofessional) should work in cooperation with the teacher in providing the necessary Social Services component.
3. Health and medical and dental services were to be provided to each child with remediation where indicated.

#### D. PARENTAL INVOLVEMENT

The Bureau of Early Childhood Education was to work cooperatively with the Education Careers Program and the Bureau of Child Guidance in planning and participating in activities involving parents. Suggested topics for consideration at parent workshops and meetings were: education programs for five-year-olds, the role and responsibility of the school and the home in the education of children, and services available at neighborhood agencies.

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<sup>3</sup>"The Program to Strengthen Early Childhood Education in Poverty Area Schools," 1968-69, New York City Board of Education, Office of Coordinator, Title I, ESEA, Project Description, Section II-A, p.6.

## CHAPTER II

## EVALUATION DESIGN AND PROCEDURES

## A. OBJECTIVES

This was the second year of operation of the program to Strengthen Early Childhood education in the poverty area schools of New York City. In keeping with the program's stated objectives to improve the academic functioning of primary-grade children through the reduction of pupil-teacher and pupil-adult ratios in the classroom, the evaluation design had the following goals:

1. To determine the nature and extent of the implementation of the program.
  - a. Extent of implementation of the prescribed ratio of Reduced Pupil-Teacher Ratio (RPTR) classes to Specified Pupil-Adult Ratio (SPAR) classes.
  - b. Organization and function of RPTR and SPAR classes in kindergarten, grade 1, and grade 2.
  - c. Role and function of educational assistants.
  - d. Type and utilization of additional supplies provided by the program.
  - e. Quality and adequacy of related services (nutritional, medical, dental, social, and psychological) provided in poverty-area schools.
  - f. Nature and extent of parent involvement programs for the primary grades.
2. To analyze personnel reactions to the program.
3. To assess the extent to which the SEC program succeeded in improving the academic achievement of primary-grade children.
  - a. Comparison of pupil achievement in RPTR classes with those in SPAR classes on the basis of reading-readiness performance in grade 1 and reading achievement in grade 2. (Note: Pupil achievement in kindergarten was not evaluated in the absence of a reliable and valid group test for this level.)
  - b. Analysis of growth effects in reading achievement of grade 2 pupil participants in the testing sample of the 1967-68 cycle of the SEC program.

Part I of the evaluation encompassed the analysis of the implementation of the program and the reactions of personnel to it. Part II was concerned with the impact of the SEC program on academic achievement.

## B. IMPLEMENTATION AND REACTIONS

Data for this purpose were collected through observational visits to the schools and interviews and questionnaires to the professional participants. Telephone interviews with school administrators or their designates were used to obtain the numbers of classes in each of the prescribed types of classes.

### 1. Observational Visits

There were 291 Special Service elementary schools, involving approximately 98,550 primary-grade children, located in 29 of the 33 school districts in New York City that participated in the SEC program. Of this number, three districts with 38 schools also participated in Project READ and another five schools were involved in the Special Primary Program. To avoid confounding program effects, it was decided to exclude these schools from the sample. From the remaining total of 248 schools located in 26 districts, a sample of one school per district was selected at random. This number was later increased by six schools when it was learned that some of the observers had free time because of disturbances on their own college campuses, and had been able to complete their assignments ahead of schedule. The six additional schools were chosen from six districts with the highest number of schools in the program. The final number of sample schools was 32, which represented approximately 13 percent of the schools involved in the program.

In each school selected for intensive study, a three-and-a-half day visit was planned. The first half-day was devoted to interviewing the principal, Early Childhood coordinator, or assistant principal in charge of the SEC program. The remaining three days were to be spent observing two classes from each of the grades involved, i.e., kindergarten and grades 1 and 2. Each observation was a half-day long, and was conducted in the late spring.

Earlier visits to 12 schools (conducted in early March as part of the Interim Evaluation report) had revealed considerable variation in the prescribed classroom ratio patterns of grades 1 and 2. Most kindergarten classes, with few exceptions, followed the prescribed ratios. The evaluation design assigned first preference in the selection of classes to be observed to those of the prescribed types, RPTR (Reduced Pupil-Teacher Ratio) and SPAR (Specified Pupil-Adult Ratio). The RPTR classes could be observed in either a single or paired classroom setting, thus constituting a third prescribed type, RPTR (P).

Decisions about the number and type of specific classes to be observed within each grade were made by the evaluation director on the criterion of random selection wherever possible. Information on class size and assignment of educational assistants and paired classes was collected by each observer during the interview session with the Early Childhood coordinator or administrator in charge of the program within each school. Analysis of the data pointed to the need for increasing the number of observations originally planned at the grade 1 and 2 levels to obtain an adequate sample of classroom types prescribed by the SEC program. Absences of teachers and educational assistants often necessitated last-minute changes by the observers. Classroom observations completed at grades 1 and 2 numbered 75 and 74 respectively. Because variation in the prescribed type of classroom organization at the kindergarten level was rare, it was decided to decrease the number of classroom observations originally planned for this grade by one-half and to distribute the remainder between grades 1 and 2. The total number of kindergarten observations completed was 32. The guides used in classroom observations are presented in Appendix B.

## 2. Interviews and Questionnaires

In each of the 32 sample schools visited, structured interviews were conducted with the principal, the Early Childhood coordinator or administrator in charge of the SEC program, and the teachers observed in the classroom. The interviews focused on the perceptions of the professional participants about the program's patterns of implementation, strengths and weaknesses, and value as implemented, and also solicited recommendations. The same information was collected from Early Childhood supervisors by questionnaire.

Teacher perceptions were also requested from one kindergarten teacher, one grade 1 teacher, and one grade 2 teacher selected at random from each of 235 schools distributed among the participating districts. This larger sample was chosen to provide a broad and representative perspective of the SEC program in New York City and was reached by questionnaire.

All the instruments used in this study, with the exception of the kindergarten observation guide, were adapted from those used in the SEC evaluation report of 1968.<sup>1</sup> The adaptations incorporated the new features of the 1968-69 cycle of the SEC program, such as the assignment of educational assistants to the primary grades, the kindergarten program, related services, and parent involvement program.

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<sup>1</sup>Sydney L. Schwartz, The Reduction of Pupil-Teacher Ratios in Grades 1 and 2 and the Provision of Additional Materials (New York: Center for Urban Education, November 1968).

Each observer completed two additional instruments: a school summary report after the three-and-a-half day visit to a school, and an overall summary report on all the schools observed. The judgments and ratings of various aspects of the program in these reports furnished much of the background information needed to interpret the program organization in the schools.

### 3. The Observers

The evaluation team consisted of 11 observers chosen to provide a multidisciplinary perspective on the program. Four observers were specialists in the field of early childhood education, three in educational psychology, two in elementary education, one in English literature, and one in art history. All the observers, with one exception, had taught for more than three years at the elementary level. Five of the team were also college faculty members associated with teacher education programs in large urban centers. One full-day orientation session was conducted for the observers, at which time they were briefed on the objectives of the program and the instruments to be used in the investigation.

Each observer was responsible for observational visits and interviews in two to five schools. In many cases it was necessary to assign two or three observers to a school to accommodate requests for specific dates or to accommodate the observers' college teaching schedules. Upon completion of the assignment, each observer met individually with the evaluation director to present reactions and recommendations based on his observations.

## C. ANALYSIS OF ACHIEVEMENT TEST RESULTS

### 1. Selection of Sample Classes in Grades 1 and 2

Letters of request for school organization sheets were mailed to the principals of all the schools participating in the program. The response was good; 267 out of 291 schools replied, yielding approximately 91.8 percent returns. This was followed by telephone calls to a random sample of 180 of the 267 schools responding (63.7 percent) requesting additional details about the specific organization of primary-grade classes, the registers for each class, the numbers of educational assistants, the classes to which the educational assistants were assigned, and whether the classes were single or paired. About 15 school administrators called asked for letters of request rather than answer questions by telephone. Data were received from 153 schools out of the total of 291 (52.6 percent). Nine of these schools, however, were classified as special schools for one reason or another, i.e., they dealt with special problems, were nongraded primary schools, or else



were participating in experimental primary programs. Completed statistics on the class ratio organization of the SEC program were compiled for 144 schools out of the 291, yielding a 49.5 percent sample.

Within this group of 144 schools, 22 schools were excluded from the grade 1 achievement test sample. Eighteen schools were participating in Project READ; three others serviced children with special problems; and one school had not administered the New York State Readiness test. The final grade 1 sample consisted of 122 schools (42 percent). At the second grade level, in addition to the 22 schools eliminated for grade 1, 11 schools had to be excluded from the study because the Metropolitan Achievement Test administered in these schools had differed from that used in the other public schools in poverty areas. The final number consisted of 111 schools, an approximate 38 percent sample.

The following is a list of the abbreviations to be used throughout the subsequent text:

Specified Teacher-Pupil Ratio Types: Reduced Teacher-Pupil Ratio classes (RPTR); Reduced Teacher-Pupil Ratio classes - paired (RPTR(P)); Specified Pupil-Adult Ratio classes (SPAR).  
Variations: Over Reduced Teacher-Pupil Ratio classes (ORPTR); Under Reduced Teacher-Pupil Ratio classes (URPTR); Over Specified Pupil-Adult Ratio classes (OSPAR); Under Specified Pupil-Adult Ratio classes (USPAR).

TABLE II-1

## DISTRIBUTION OF CLASSES: PUPIL ACHIEVEMENT TEST ANALYSIS

| Grades             | Number of Schools | RPTR Classes | RPTR(P) Classes | ORPTR Classes | SPAR Classes |
|--------------------|-------------------|--------------|-----------------|---------------|--------------|
| Grade 1<br>(N=683) | 112               | 68           | 88              | 165           | 362          |
| Grade 2<br>(N=509) | 111               | 143          | 20              | 90            | 256          |

## 2. Experimental Design

In the absence of a control group sample (since all the poverty area schools in the city were involved in the program and pre-program measures of pupil achievement were not available) it was decided to investigate the effect of the prescribed class ratios on pupil achievement.

A one-way analysis of variance was undertaken to test the significance of mean differences between the four class types RPTR, RPTR(P), ORPTR, and SPAR on the basis of achievement test scores in grades 1 and 2. The ORPTR class type, although nonprescribed, was included in the analysis first because it was the class type most often reported in the schools after the SPAR type, and second, because it represented the traditional, pre-SEC program type of class -- a single teacher with a register above 20 or 25.

Reading readiness scores were reported in total raw score form for grade 1, from which a median score was computed for each class. In grade 2, the reading achievement test involved three scores, two sub-test scores and a total or average score each reported in grade-equivalent units. The analysis of variance technique used class medians in grade 1 and class means in grade 2. The former were in raw score form and the latter in grade equivalent units. The score form of the test data analyzed was determined by the available records of the Bureau of Educational Research, Board of Education, New York City.

### 3. Instruments and Testing Schedule

The New York State Readiness Test, Form A, a modification of the Metropolitan Readiness Test, was administered to all first-grade children in New York City Public Schools in December 1968. According to the authors,

Metropolitan Readiness Tests were devised to measure the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first-grade instruction. Designed for testing pupils at the end of the kindergarten year or the beginning of the first grade, these tests provide a quick, convenient, and dependable basis for early classification of pupils, thus helping teachers manage the instructional effort more efficiently.

Among the chief factors that contribute to readiness for beginning schoolwork are linguistic attainments and aptitudes, visual and auditory perception, muscular coordination and motor skills, number knowledge, and the ability to follow directions and to pay attention in group work.<sup>2</sup>

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<sup>2</sup>Gertrude H. Hildreth, Nellie L. Griffiths, and Mary E. McGauvran, Metropolitan Readiness Tests, Manual of Directions (New York: Harcourt, Brace & World, Inc., 1969), p. 2.

The total raw score was comprised of six subtests: Word Meaning, Listening, Matching, Alphabet, Numbers, and Copying. The raw scores were converted into percentiles using New York State Norms compiled in 1966. The score analyzed in this study was the median raw score of each class. Use of median scores rather than mean scores was necessitated by the New York City Board of Education's practice of recording scores in this form.

Reported in the test manual are Spearman-Brown corrected total-score reliabilities for three school systems taking Form A in October 1964. Reliability coefficients ranged from  $r=.91$ ,  $N=173$  to  $r=.94$ ,  $N=200$ . Predictive validity coefficients computed for total scores against the subtests of the Stanford Achievement Test ranged from .57 to .67.

Selected subtests from the Metropolitan Achievement Test Battery, Primary I, Form A were administered to all second-grade children in New York City public schools in March 1969. The tests included were Word Knowledge and Reading. In addition to the subtest scores a total or average score was computed. Each raw score was converted into grade-equivalent units. A total grade equivalent for the Reading section was computed as an average of the two subtest scores. The authors reported that

Metropolitan Achievement Tests are intended to meet the varied needs of teachers, principals, guidance counselors, supervisors and administrators for the valid appraisal of the extent to which pupils are progressing toward attainment of desirable educational goals. These comprehensive achievement tests, covering Grades 1 to 9 inclusive, are designed to help provide a better understanding of individual pupils and of the impact on them of particular instructional experiences.<sup>3</sup>

The following statement was extracted from the most recent review of the test:

This latest edition of the Metropolitan Achievement Tests is to be applauded for scope, both vertical and horizontal, for the quality of individual test questions, for the measurement of important outcomes for careful standardization, for clear and attractive format and for efficient accessory materials.<sup>4</sup>

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<sup>3</sup>Walter N. Durost, Metropolitan Achievement Tests, Manual for Interpreting (New York: Harcourt, Brace & World, Inc., 1962), p. 1.

<sup>4</sup>Oscar Buros (Editor) The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: Gryphon Press, 1965).

Split-half reliability coefficient computed within simple grade groups are in the .80's and .90's. Content validity, based chiefly on "curricular research" was used extensively.

#### 4. Follow-up Study on the 1967-68 Achievement Test Sample

An attempt was made to identify the pupils included in the achievement test sample of the 1967-68 cycle of the SEC program. The sample consisted of 13 experimental (SEC program) schools and seven control (non-SEC program) schools involving 1,127 and 516 pupils respectively. The goal was to assess the achievement effects of two years' participation in the program.

Comparison between the two groups, experimental and control, was to be conducted by means of a matched sample to control for the absence of comparability between the groups on the New York State Readiness Test. It was also important to ensure that the pupils had studied under the same classroom ratio pattern for the two years. Keeping these points in mind, the search revealed that only 82 out of the 1,127 (located in three schools) and 81 out of the 516 pupils (located in two schools) met the specifications. This number was considered too small and unrepresentative of the population under investigation for the computation of meaningful results.

#### D. LIMITATIONS OF THE STUDY

##### 1. Confounded Treatment Effects

The assessment of the SEC program required that the pupil-teacher ratio for each class be relatively constant over the school year and that in general the same pupils and teachers be involved in each type of class. This was not observed in practice. The high rate of teacher resignations and leave requests during the school year (more so in some districts than in others), difficulties in recruiting qualified persons for the position of educational assistant, and high pupil mobility, drastically diminished the stability of the organizational framework.

Chronic absenteeism on the part of teachers and educational assistants combined with tardiness in the pupils further compounded the problem. Many pupils experienced two, three, or even four different class types during the school year. Thus, for the SEC program, the treatment or class-type effects were severely "confounded."

##### 2. Shortened School Year

The school year of 1968-69 was much shortened as a result of the teachers' strikes in September and October 1968. Even after school

reopened in November, much instructional time had to be used mending broken ties and soothing ruffled feelings within the school community. Previously planned orientation sessions had to be canceled. With little preparation, teachers, educational assistants, and pupils were thrown into a special program. Evaluation of the effectiveness of such an educational program within a span of eight months cannot be expected to provide conclusive results. At best, the evaluation could identify strengths and weaknesses to be reinforced or remedied by future planning.

## CHAPTER III

## IMPLEMENTATION OF PROGRAM ORGANIZATION

The administrative organization of the SEC program was decentralized. Individual school superintendents were empowered to adapt the Board of Education's guidelines to suit the needs of the district. A telephone survey was conducted with a random sample of approximately 180 schools. Twenty-six of the schools contacted were not included in the results either because of the special features of the school, including nongraded primary classes, schools for special problems (9), or because some school officials declined to provide the requested information over the telephone (15). Completed data are presented for 144 schools, including the 32 sample schools representing a 50 percent sample. (See Tables III-1, III-2, III-3.)

## A. CLASSROOM RATIO ORGANIZATION

At the kindergarten level almost all districts had educational assistants in the classes. The survey of grade 1 and 2 distributions showed that only about one-fourth of the districts were able to approach the prescribed ratios of 40 percent reduced pupil-teacher ratio (RPT) classes and 60 percent specified pupil-adult ratios (SPAR). Districts were variously affected by the teacher's strike and resultant resignations as well as by the problems encountered in recruiting qualified personnel for educational assistant. Also the recommended practice of assigning an Early Childhood coordinator subtracted from the number of teachers available for classroom instruction. It must be noted that the figures reported represent the situation in the schools at a specific period in the year -- late May and June. Teacher and educational assistant turnover during the school year added to the personnel problems.

## B. SCHOOL POPULATION

The predominant ethnic group in the sample schools visited was black (see Table III-4) with nine schools reporting a black population over 60 percent. The second largest group was Spanish-speaking, which predominated in six schools. The Spanish-speaking children were mainly Puerto Rican with some from Cuba and the Dominican Republic. In two schools the "Other" population (white and a few orientals) predominated. The sample schools in each of the remaining 14 districts had populations distributed over the three groups described.

TABLE III-1

## KINDERGARTEN CLASS ORGANIZATION IN PROGRAM SCHOOLS

| District | Number of<br>Schools in<br>Project | Number of<br>Schools<br>Surveyed | %     | Total Number of<br>Classes in<br>Schools Surveyed | % Classes With<br>Educational<br>Assistants |
|----------|------------------------------------|----------------------------------|-------|---|---|
| A        | 13                                 | 7                                | 53.8  | 46  | 100.0                                       |
| B        | 7                                  | 4                                | 57.1  | 26  | 100.0                                       |
| C        | 8                                  | 3                                | 37.5  | 12  | 100.0                                       |
| D        | 12                                 | 6                                | 50.0  | 36  | 100.0                                       |
| E        | 17                                 | 6                                | 35.3  | 31  | 100.0                                       |
| F        | 14                                 | 4                                | 28.6  | 29  | 100.0                                       |
| G        | 17                                 | 8                                | 47.1  | 54  | 100.0                                       |
| H        | 9                                  | 3                                | 33.3  | 30  | 100.0                                       |
| I        | 12                                 | 7                                | 58.3  | 54  | 100.0                                       |
| J        | 2                                  | 1                                | 50.0  | 8   | 100.0                                       |
| K        | 15                                 | 8                                | 53.3  | 72  | 100.0                                       |
| L        | 17                                 | 10                               | 58.8  | 56  | 100.0                                       |
| M        | 19                                 | 16                               | 84.2  | 102   | 100.0                                       |
| N        | 16                                 | 12                               | 75.0  | 84  | 85.7  |
| O        | 23                                 | 16                               | 69.6  | 121   | 100.0                                       |
| P        | 12                                 | 4                                | 33.3  | 28  | 100.0                                       |
| Q        | 8                                  | 4                                | 50.0  | 16  | 100.0                                       |
| R        | 20                                 | 5                                | 25.0  | 17  | 100.0                                       |
| S        | 1                                  | 1                                | 100.0 | 8   | 100.0                                       |
| T        | 3                                  | 1                                | 33.3  | 6   | 100.0                                       |
| U        | 6                                  | 4                                | 66.7  | 18  | 100.0                                       |
| V        | 2                                  | 1                                | 50.0  | 8   | 0.0   |
| W        | 7                                  | 2                                | 28.6  | 12  | 100.0                                       |
| X        | 5                                  | 2                                | 40.0  | 20  | 100.0                                       |
| Y        | 7                                  | 3                                | 42.9  | 20  | 100.0                                       |
| Z        | 6                                  | 4                                | 66.7  | 28  | 50.0  |
| AA       | 4                                  | 1                                | 25.0  | 6   | 100.0                                       |
| BB       | 4                                  | 1                                | 25.0  | 7   | 100.0                                       |
|          | <u>286<sup>a</sup></u>             | <u>144</u>                       |       | <u>955</u>  |   |

<sup>a</sup>Statistics were obtained for 28 out of the 29 districts involved.

TABLE III-2  
GRADE 1 CLASS ORGANIZATION IN PROGRAM SCHOOLS

| District | Number of<br>Schools in<br>Project | Number of<br>Schools in<br>Survey | %     | Total<br>Grade 1<br>Classes | Total |       | %   | Total<br>SPAR | %  | Total<br>ORPTR<br>OSPAR<br>ORPTR(P)<br>SPAR (P) | % |
|----------|------------------------------------|-----------------------------------|-------|-----------------------------|-------|-------|-----|---------------|----|---|---|
|          |                                    |                                   |       |                             | RPTR  | URPTR |     |               |    |   |   |
| A        | 13                                 | 7                                 | 53.8  | 35                          | 2     | 5.7   | 20  | 57.1          | 13 | 37.1  |   |
| B        | 7                                  | 4                                 | 57.1  | 22                          | 4     | 18.1  | 9   | 40.9          | 9  | 40.9  |   |
| C        | 8                                  | 3                                 | 37.5  | 14                          | 4     | 28.6  | 0   | 00.0          | 10 | 71.4  |   |
| D        | 12                                 | 6                                 | 50.0  | 48                          | 30    | 62.5  | 13  | 27.1          | 5  | 10.4  |   |
| E        | 17                                 | 6                                 | 35.3  | 37                          | 13    | 35.1  | 11  | 29.7          | 13 | 35.1  |   |
| F        | 14                                 | 4                                 | 28.6  | 35                          | 12    | 34.3  | 18  | 51.4          | 5  | 14.3  |   |
| G        | 17                                 | 8                                 | 47.1  | 60                          | 8     | 13.3  | 43  | 71.7          | 9  | 15.0  |   |
| H        | 9                                  | 3                                 | 33.3  | 38                          | 20    | 52.6  | 15  | 39.5          | 3  | 7.9   |   |
| I        | 12                                 | 7                                 | 58.3  | 76                          | 34    | 44.7  | 13  | 17.1          | 29 | 38.2  |   |
| J        | 2                                  | 1                                 | 50.0  | 10                          | 6     | 60.0  | 2   | 20.0          | 2  | 20.0  |   |
| K        | 15                                 | 8                                 | 53.3  | 84                          | 33    | 39.3  | 35  | 41.7          | 16 | 19.0  |   |
| L        | 17                                 | 10                                | 58.8  | 77                          | 26    | 33.8  | 44  | 57.1          | 7  | 9.1   |   |
| M        | 19                                 | 16                                | 84.2  | 115                         | 31    | 27.0  | 32  | 27.8          | 52 | 45.2  |   |
| N        | 16                                 | 12                                | 75.0  | 75                          | 23    | 30.7  | 40  | 53.3          | 12 | 16.0  |   |
| O        | 23                                 | 16                                | 69.6  | 127                         | 0     | 00.0  | 124 | 97.6          | 3  | 2.4   |   |
| P        | 12                                 | 4                                 | 33.3  | 33                          | 0     | 00.0  | 22  | 66.7          | 11 | 33.3  |   |
| Q        | 8                                  | 4                                 | 50.0  | 26                          | 9     | 34.6  | 14  | 53.8          | 3  | 11.5  |   |
| R        | 20                                 | 5                                 | 25.0  | 43                          | 19    | 44.2  | 5   | 11.6          | 19 | 44.2  |   |
| S        | 1                                  | 1                                 | 100.0 | 20                          | 20    | 100.0 | 0   | 00.0          | 0  | 00.0  |   |
| T        | 3                                  | 1                                 | 33.3  | 10                          | 6     | 60.0  | 3   | 30.0          | 1  | 10.0  |   |
| U        | 6                                  | 4                                 | 66.7  | 37                          | 8     | 21.6  | 15  | 40.5          | 14 | 37.8  |   |
| V        | 2                                  | 1                                 | 50.0  | 4                           | 0     | 00.0  | 3   | 75.0          | 1  | 25.0  |   |
| W        | 7                                  | 2                                 | 28.6  | 13                          | 6     | 46.2  | 3   | 23.0          | 4  | 30.8  |   |
| X        | 5                                  | 2                                 | 40.0  | 14                          | 6     | 42.9  | 5   | 35.7          | 3  | 21.4  |   |
| Y        | 7                                  | 3                                 | 42.9  | 17                          | 0     | 00.0  | 14  | 82.4          | 3  | 17.6  |   |
| Z        | 6                                  | 4                                 | 66.7  | 21                          | 14    | 66.7  | 0   | 00.0          | 7  | 33.3  |   |
| AA       | 4                                  | 1                                 | 25.0  | 7                           | 3     | 42.8  | 2   | 28.6          | 2  | 28.6  |   |
| BB       | 4                                  | 1                                 | 25.0  | 6                           | 0     | 00.0  | 6   | 100.0         | 0  | 00.0  |   |
|          |                                    | <u>144</u>                        |       |                             |       |       |     |               |    |   |   |
|          |                                    | 286                               |       |                             |       |       |     |               |    |   |   |



TABLE III-3  
GRADE 2 CLASS ORGANIZATION IN PROGRAM SCHOOLS

| District | Number of Schools in Project | Number of Schools in Survey | %     | Total Grade 2 Classes | Total |       | %    | Total SPAR | Total USPAR | %    | Total     |          | % |  |
|----------|------------------------------|-----------------------------|-------|-----------------------|-------|-------|------|------------|-------------|------|-----------|----------|---|--|
|          |                              |                             |       |                       | RPTR  | URPTR |      |            |             |      | ORPTR (P) | SPAR (P) |   |  |
| A        | 13                           | 7                           | 53.8  | 38                    | 11    | 11    | 28.9 | 12         | 12          | 31.6 | 15        | 39.5     |   |  |
| B        | 7                            | 4                           | 57.1  | 20                    | 10    | 10    | 50.0 | 3          | 3           | 15.0 | 7         | 35.0     |   |  |
| C        | 8                            | 3                           | 37.5  | 13                    | 5     | 10    | 38.5 | 3          | 7           | 23.0 | 5         | 38.5     |   |  |
| D        | 12                           | 6                           | 50.0  | 33                    | 10    | 10    | 30.3 | 7          | 26          | 21.2 | 16        | 48.5     |   |  |
| E        | 17                           | 6                           | 35.3  | 38                    | 10    | 10    | 26.3 | 26         | 16          | 68.4 | 2         | 5.3      |   |  |
| F        | 14                           | 4                           | 28.6  | 30                    | 7     | 16    | 23.3 | 16         | 37          | 53.3 | 7         | 23.3     |   |  |
| G        | 17                           | 8                           | 47.1  | 67                    | 16    | 13    | 23.9 | 37         | 18          | 55.2 | 14        | 20.9     |   |  |
| H        | 9                            | 3                           | 33.3  | 34                    | 13    | 30    | 38.2 | 18         | 12          | 52.9 | 3         | 8.8      |   |  |
| I        | 12                           | 7                           | 58.3  | 64                    | 30    | 6     | 46.9 | 12         | 2           | 18.8 | 22        | 34.4     |   |  |
| J        | 2                            | 1                           | 50.0  | 10                    | 6     | 6     | 60.0 | 2          | 37          | 20.0 | 2         | 20.0     |   |  |
| K        | 15                           | 8                           | 53.3  | 84                    | 27    | 27    | 32.1 | 2          | 42          | 44.0 | 20        | 23.8     |   |  |
| L        | 17                           | 10                          | 58.8  | 66                    | 10    | 57    | 15.2 | 42         | 20          | 63.6 | 14        | 21.2     |   |  |
| M        | 19                           | 16                          | 84.2  | 107                   | 57    | 32    | 53.3 | 20         | 30          | 18.7 | 30        | 28.0     |   |  |
| N        | 16                           | 12                          | 75.0  | 67                    | 32    | 32    | 47.8 | 20         | 15          | 29.9 | 15        | 22.4     |   |  |
| O        | 23                           | 16                          | 69.6  | 133                   | 2     | 2     | 1.5  | 124        | 7           | 93.2 | 7         | 5.3      |   |  |
| P        | 12                           | 4                           | 33.3  | 33                    | 4     | 4     | 12.1 | 23         | 6           | 69.7 | 6         | 18.2     |   |  |
| Q        | 8                            | 4                           | 50.0  | 25                    | 4     | 4     | 16.0 | 17         | 4           | 68.0 | 4         | 16.0     |   |  |
| R        | 20                           | 5                           | 25.0  | 41                    | 24    | 24    | 58.5 | 4          | 13          | 9.8  | 13        | 31.7     |   |  |
| S        | 1                            | 1                           | 100.0 | 13                    | 3     | 3     | 23.1 | 2          | 8           | 15.4 | 8         | 61.5     |   |  |
| T        | 3                            | 1                           | 33.3  | 8                     | 3     | 3     | 37.5 | 5          | 0           | 62.5 | 0         | 0.0      |   |  |
| U        | 6                            | 4                           | 66.7  | 28                    | 18    | 18    | 64.3 | 2          | 8           | 7.1  | 8         | 28.6     |   |  |
| V        | 2                            | 1                           | 50.0  | 4                     | 1     | 1     | 25.0 | 2          | 1           | 50.0 | 1         | 25.0     |   |  |
| W        | 7                            | 2                           | 28.6  | 11                    | 3     | 3     | 27.3 | 8          | 0           | 72.7 | 0         | 0.0      |   |  |
| X        | 5                            | 2                           | 40.0  | 12                    | 1     | 1     | 8.3  | 10         | 1           | 83.3 | 1         | 8.3      |   |  |
| Y        | 7                            | 3                           | 42.9  | 16                    | 0     | 0     | 0.0  | 14         | 2           | 87.5 | 2         | 12.5     |   |  |
| Z        | 6                            | 4                           | 66.7  | 20                    | 17    | 17    | 85.0 | 0          | 3           | 0.0  | 3         | 15.0     |   |  |
| AA       | 4                            | 1                           | 25.0  | 6                     | 4     | 4     | 66.7 | 1          | 1           | 16.7 | 1         | 16.7     |   |  |
| BB       | 4                            | 1                           | 25.0  | 7                     | 4     | 4     | 57.1 | 2          | 1           | 28.6 | 1         | 14.3     |   |  |
|          |                              | <u>144</u>                  |       |                       |       |       |      |            |             |      |           |          |   |  |
|          |                              | 286                         |       |                       |       |       |      |            |             |      |           |          |   |  |

TABLE III-4

ETHNIC DISTRIBUTION OF SAMPLE SCHOOLS:  
KINDERGARTEN, GRADE 1, AND GRADE 2  
(N=31)<sup>a</sup>

| School | Kindergarten        |         |        | Grade 1 |         |        | Grade 2 |         |        |
|--------|---------------------|---------|--------|---------|---------|--------|---------|---------|--------|
|        | B <sup>b</sup><br>% | SS<br>% | O<br>% | B<br>%  | SS<br>% | O<br>% | B<br>%  | SS<br>% | O<br>% |
| 1      | 25.0                | 69.0    | 6.0    | 25.0    | 69.0    | 6.0    | 25.0    | 69.0    | 6.0    |
| 2      | 22.0                | 78.0    | 0      | 22.0    | 78.0    | 0      | 22.0    | 78.0    | 0      |
| 3      | 10.0                | 67.0    | 23.0   | 12.5    | 75.0    | 12.5   | 22.0    | 66.0    | 12.0   |
| 4      | 55.0                | 45.0    | 0      | 45.0    | 55.0    | 0      | 45.0    | 55.0    | 0      |
| 5      | 25.0                | 29.0    | 46.0   | 25.0    | 29.0    | 46.0   | 30.0    | 30.0    | 40.0   |
| 6      | 100.0               | 0       | 0      | 100.0   | 0       | 0      | 100.0   | 0       | 0      |
| 7      | 19.0                | 80.0    | 1.0    | 19.0    | 80.0    | 1.0    | 19.0    | 80.0    | 1.0    |
| 8      | 27.0                | 33.0    | 40.0   | 35.0    | 29.0    | 36.0   | 39.0    | 22.0    | 39.0   |
| 9      | 40.0                | 57.0    | 3.0    | 47.0    | 49.0    | 4.0    | 47.0    | 51.0    | 2.0    |
| 10     | 47.0                | 47.0    | 6.0    | 47.0    | 47.0    | 6.0    | 47.0    | 47.0    | 6.0    |
| 11     | 40.0                | 40.0    | 20.0   | 45.0    | 48.0    | 7.0    | 45.0    | 45.0    | 10.0   |
| 12     | 15.0                | 18.0    | 67.0   | 33.0    | 27.0    | 40.0   | 30.0    | 15.0    | 55.0   |
| 13     | 2.0                 | 70.0    | 28.0   | 7.5     | 88.1    | 4.4    | 15.2    | 70.7    | 14.1   |
| 14     | 32.0                | 60.0    | 8.0    | 27.0    | 70.0    | 3.0    | 32.0    | 58.0    | 10.0   |
| 15     | 88.0                | 10.0    | 2.0    | 90.0    | 10.0    | 0      | 90.0    | 8.0     | 2.0    |
| 16     | 66.7                | 33.3    | 0      | 55.0    | 44.0    | 1.0    | 71.0    | 28.0    | 1.0    |
| 17     | 60.0                | 16.0    | 24.0   | 60.0    | 16.0    | 24.0   | 60.0    | 16.0    | 24.0   |
| 18     | 49.0                | 49.0    | 2.0    | 42.8    | 56.3    | 0.9    | 40.5    | 58.1    | 1.4    |
| 19     | 31.0                | 15.0    | 54.0   | 40.0    | 8.0     | 52.0   | 39.0    | 14.0    | 47.0   |
| 20     | 40.0                | 40.0    | 20.0   | 40.0    | 40.0    | 20.0   | 40.0    | 40.0    | 20.0   |
| 21     | 32.0                | 24.2    | 43.8   | 42.4    | 28.1    | 29.5   | 39.4    | 23.5    | 37.1   |
| 22     | 66.7                | 33.3    | 0      | 66.7    | 33.3    | 0      | 66.7    | 33.3    | 0      |
| 23     | 48.4                | 9.3     | 42.3   | 44.7    | 11.5    | 43.8   | 50.2    | 11.2    | 39.0   |
| 24     | 98.0                | 1.0     | 1.0    | 98.0    | 1.0     | 1.0    | 98.0    | 1.0     | 1.0    |
| 25     | 100.0               | 0       | 0      | 99.0    | 0       | 1.0    | 99.0    | 0       | 1.0    |
| 26     | 20.0                | 0       | 80.0   | 33.0    | 0       | 67.0   | 30.0    | 0       | 70.0   |
| 27     | 10.0                | 40.0    | 50.0   | 10.0    | 45.0    | 45.0   | 10.0    | 50.0    | 40.0   |
| 28     | 99.0                | 1.0     | 0      | 99.0    | 1.0     | 0      | 99.0    | 1.0     | 0      |
| 29     | 25.0                | 60.0    | 15.0   | 25.0    | 60.0    | 15.0   | 25.0    | 60.0    | 15.0   |
| 30     | 50.0                | 50.0    | 0      | 60.0    | 32.0    | 8.0    | 31.0    | 38.0    | 31.0   |
| 31     | 100.0               | 0       | 0      | 100.0   | 0       | 0      | 100.0   | 0       | 0      |

<sup>a</sup>N=31 because one sample school did not supply data.

<sup>b</sup>B=Black; SS=Spanish Speaking; O=Other.

### C. ORIENTATION

School and district orientation plans were severely affected by the two-and-a-half month teacher's strike.

#### Early Childhood Coordinator

Nine out of 21 Early Childhood supervisors reported conducting orientation sessions for Early Childhood coordinators prior to the opening of school. Administrative problems, deployment of space, utilization of personnel, and procurement of supplies were discussed.

#### Teachers

Orientation sessions for teachers were conducted by program coordinators in nine out of the 32 sample schools. Table III-5 describes the range and frequency of the orientation and inservice meetings and school personnel conducting the sessions. These meetings were held before school reopened as part of the regular annual school orientation and consisted mainly in a description of the administrative framework of the SEC program. All 17 Early Childhood coordinators reported conducting training sessions during the school year. This responsibility was shared by teacher trainers assigned early childhood grades.

#### Educational Assistants

All of the 21 Early Childhood supervisors conducted district-wide training sessions for educational assistants. The most common was a lecture-demonstration session. Curriculum specialists often provided assistance in specific curriculum areas. In addition, several reported that they had held meetings within a specific school or with individual teachers and educational assistants. (Evaluation of the educational assistant training program constituted a separate study undertaken by New York University Center for Field Research and School Service.)

### D. GUIDELINES

Communication on the SEC program between district offices and individual schools was reported to be extremely limited. Receipt of guidelines was reported by 19 out of the 29 sample schools questioned. Uncertainty on the question was indicated by six schools and four others were definite about not having received any directives on the program. The documents described most often were the memos from the Central Board to the district superintendents about the organization of the program, and from the Auxiliary Educational Career Unit describing job functions of the educational assistants. (See Appendix D.) The third type of communication concerned guidelines for evaluating pupil progress and occasional staff bulletins. Communications relating to any other materials could not be recalled by most administrators.

TABLE III-5  
 TRAINING SESSIONS CONDUCTED BY PROGRAM COORDINATORS  
 BEFORE AND DURING SCHOOL YEAR

|   | <u>BEFORE SCHOOL YEAR</u>           |     |                                |     |                  |     |                             |     |
|---|-------------------------------------|-----|--------------------------------|-----|------------------|-----|-----------------------------|-----|
|   | <u>Early Child-<br/>hood Coord.</u> |     | <u>Assistant<br/>Principal</u> |     | <u>Principal</u> |     | <u>Teacher-<br/>Trainer</u> |     |
|   | Range                               | Av. | Range                          | Av. | Range            | Av. | Range                       | Av. |
| 1. Kindergarten, Grades 1 and 2 teachers together | 2-6                                 | 4   | 2-6                            | 5   | -                | -   | -                           | -   |
| 2. Kindergarten teachers separately               | 2                                   | 2   | 1-2                            | 2   | -                | -   | -                           | -   |
| 3. Grade 1 teachers separately                    | 1-2                                 | 2   | 1-2                            | 2   | -                | -   | -                           | -   |
| 4. Grade 2 teachers separately                    | 1-2                                 | 2   | 1-2                            | 2   | -                | -   | -                           | -   |
| 5. Inexperienced tchrs. (K, 1 and 2)              | 2                                   | 2   | 2-18                           | 6   | -                | -   | 10                          | 10  |
| 6. Educational Assts.                             | -                                   | -   | -                              | -   | -                | -   | -                           | -   |
|   | <u>DURING SCHOOL YEAR</u>           |     |                                |     |                  |     |                             |     |
| 1. Kindergarten, Grades 1 and 2 teachers together | 1-4                                 | 2   | -                              | -   | -                | -   | 3                           | 3   |
| 2. Kindergarten teachers separately               | 1-15                                | 5   | 4                              | 4   | -                | -   | 2                           | 2   |
| 3. Grade 1 teachers separately                    | 1-15                                | 4   | 10                             | 10  | -                | -   | 1-8                         | 4   |
| 4. Grade 2 teachers separately                    | 1-5                                 | 3   | 8                              | 8   | -                | -   | 1-5                         | 3   |
| 5. Inexperienced tchrs. (K, 1 and 2)              | 1-5                                 | 3   | 5-30                           | 15  | -                | -   | 1-3                         | 2   |
| 6. Educational Assts.                             | 1-10                                | 4   | 2-10                           | 6   | -                | -   | 2-10                        | 6   |

### E. ROLE OF EARLY CHILDHOOD COORDINATOR

The program was supervised by an Early Childhood coordinator in only 14 out of the 32 sample schools visited. In one school, there were two coordinators, one for prekindergarten and kindergarten, and another for grades 1 and 2. In eight schools the coordinator of the program was the assistant principal; the principal in four schools; and the teacher-trainer in two others. In two schools the responsibility for coordination was divided between the Early Childhood coordinator and the assistant principal, and in two others between the teacher-trainer and the assistant principal. Interviews with the program coordinators of three schools, involving two principals and one assistant principal, were not conducted because of the busy schedule of the administrators involved.

The position of Early Childhood coordinator as an independent entity within the school was observed in only 16 sample schools. In two of these schools the duties involved were divided between the Early Childhood coordinator and the assistant principal. By contrast to the previous year, the position was not mandated but only strongly recommended in the project proposal. Most principals, while in favor of the position in theory, indicated that, in practice, this meant "shortchanging" the school, which could not afford the luxury of replacing a much needed teaching position by the assignment of an Early Childhood coordinator. Other considerations included personality clashes experienced in the previous year between coordinator and the assistant principal or principal. Two principals reported thinking that the SEC program had been discontinued in their schools and hence the position had been abolished. Reference to "some" notification to this effect by the Board was vaguely recalled.

A description of the types of duties performed by the Early Childhood coordinator is presented in Table III-6. Besides the duties listed, the coordinator spent much time assisting individual teachers upon request. Teachers reported the assistance to have been of great help. The task of providing training for educational assistants appeared to have been considered a district function. Many coordinators were of the opinion that inschool rather than district-wide meetings would be more meaningful to the educational assistants and the teachers working with them.

TABLE III-6

## TIME SPENT ON VARIOUS ACTIVITIES BY PROGRAM COORDINATORS

| Activity   | Beginning of Year         |                     |     | End of Year               |                     |     |
|--|---------------------------|---------------------|-----|---------------------------|---------------------|-----|
|  | Program Coords. Reporting | Hrs. Per Week Range | Av. | Program Coords. Reporting | Hrs. Per Week Range | Av. |
| Previewing and listing instructional material                | 26                        | 1/2-20              | 4.9 | 24                        | 1/2-15              | 4.9 |
| Serving as liaison person with admin. and teaching personnel | 21                        | 1-20                | 6.4 | 18                        | 1-20                | 5.3 |
| Assessing pupil progress                                     | 25                        | 1-20                | 5.2 | 24                        | 1-20                | 5.3 |
| Guiding and assisting pupil grouping                         | 26                        | 1/2-15              | 4.9 | 23                        | 1/2-10              | 3.8 |
| Scheduling use of space and equipment                        | 24                        | 1/2-10              | 3.3 | 18                        | 1/2-6               | 2.8 |
| Number of demonstration lessons given                        | 20                        | 1-10                | 6.5 | 11                        | 3/4-14              | 5.1 |
| Conferring with asst. principal or principal on SEC program  | 24                        | 1-20                | 5.2 | 23                        | 1/2-20              | 5.3 |

## F. ROLE OF THE EARLY CHILDHOOD SUPERVISOR

Information concerning the functions of the Early Childhood supervisor was obtained through a questionnaire sent to 31 persons so assigned (one district did not have anyone in this position). Returns were received from 21 respondents, a 67.7 percent response. The major role of the Early Childhood supervisor in the SEC program appeared to be that of organizing and conducting an inservice training program for educational assistants. Responses of Early Childhood supervisors to questions relating to their activities in the program are presented in Table III-7.

TABLE III-7  
 ACTIVITIES OF EARLY CHILDHOOD SUPERVISORS  
 IN SEC PROGRAM  
 (N=21)

|  | Number of<br>Districts | Total Number<br>Meetings<br>Reported<br>(Per Year) | Number of Meetings<br>Average | Meetings<br>Range |
|--|------------------------|--|-------------------------------|-------------------|
| District meetings with<br>K, Grades 1 & 2 teachers | 10                     | 124  | 12.4                          | 1-70              |
| Meetings with school<br>administrative personnel   | 17                     | 247  | 13.9                          | 1-52              |
| Meetings with E.C.<br>coordinator                  | 16                     | 144  | 9.0                           | 4-25              |
| Schools visited to<br>observe SEC program          | 18                     | 285  | 15.8                          | 1-36              |
| Demonstration lessons                              | 17                     | 187  | 11.0                          | 2-23              |
| Number of meetings with<br>educational assistants  | 19                     | 231  | 12.2                          | 2-43              |

Communication between Early Childhood supervisor and program coordinator was limited. In four sample schools, program coordinators described the services of the Early Childhood supervisors as being very helpful. In four others, the rating of "slightly helpful" was assigned. In 75 percent of the schools visited, the contacts between Early Childhood supervisors and the schools were described as being limited to general meetings. A few supervisors indicated that they had not been placed in charge of grades 1 and 2 this year. None of the sample schools visited reported demonstration lessons by Early Childhood supervisors.

#### G. TEACHER ASSIGNMENT

In a sample of 578 teachers questioned about their assignments to specific types of classes, 85 percent reported having been assigned, 12 percent reported personal choice, and 3 percent did not reply. A list of the criteria considered by principals in deciding teacher assignments for each grade is presented in Table III-8. The recorded data were obtained from 30 out of the 32 sample schools. In the remaining two

schools, one did not have a principal assigned at the time of the interview and in the other case, the principal had been newly assigned.

TABLE III-8

CRITERIA USED BY PRINCIPALS IN THE  
ASSIGNMENT OF TEACHERS  
(N=30)

| Criteria         | Single Teacher<br>Classes |    |    | Teacher and Ed.<br>Asst. Classes |   |    | Paired<br>Teachers |    |    |
|------------------|---------------------------|----|----|----------------------------------|---|----|--------------------|----|----|
|                  | K                         | 1  | 2  | K                                | 1 | 2  | K                  | 1  | 2  |
| Teacher Qualif.  | 0                         | 8  | 5  | 7                                | 9 | 7  | 3                  | 3  | 3  |
| Pupil Abilities  | 0                         | 1  | 2  | 0                                | 2 | 3  | 0                  | 0  | 0  |
| Teacher Request  | 0                         | 3  | 3  | 5                                | 5 | 2  | 0                  | 2  | 1  |
| School Policy    | 0                         | 5  | 4  | 3                                | 3 | 3  | 2                  | 1  | 2  |
| Arbitrary        | 0                         | 0  | 1  | 1                                | 1 | 1  | 5                  | 2  | 2  |
| DNA <sup>a</sup> | 20                        | 3  | 5  | 0                                | 4 | 4  | 8                  | 8  | 8  |
| No Answer        | 10                        | 10 | 10 | 14                               | 6 | 10 | 12                 | 14 | 12 |

<sup>a</sup>Does Not Apply.

Note: Multiple criteria reported.

The scope of each criterion in Table III-8 was defined as: Qualifications - education degree, license, teaching experience, and personality (this criterion was used most often); Pupil Abilities - achievement level, kindergarten experience, language familiarity and physical maturity; Teacher Request - teacher's personal choice; School Policy - rotation policy, based on assignments of the previous year, established school practices, e.g., middle component in the grade given the largest register, policies about pairing of classes; Arbitrary - random selection; and Does Not Apply (DNA) - certain schools had only one type of class.

The most frequently used criterion was "teacher qualifications." Within this category, personality, in the sense of being compatible, able to work with another teacher, with an educational assistant, or with certain types of pupil problems, was a prime consideration and most frequently used by principals. "School policy" rated second in order of frequency, with "teacher request" a close third.



## H. PUPIL ASSIGNMENT

As in the case of teachers, principals used a variety of criteria in assigning pupils to the various types of classes involved (Table III-9).

TABLE III-9  
CRITERIA USED BY PRINCIPALS IN THE  
ASSIGNMENT OF PUPILS  
(N=30)

| Criteria                              | Single Teacher<br>Classes | Teacher with<br>Ed. Asst. Classes | Paired Teacher<br>Classes |
|---------------------------------------|---------------------------|-----------------------------------|---------------------------|
| Ability grouping                      | 26                        | 23                                | 10                        |
| Recommendation of<br>school personnel | 15                        | 15                                | 6                         |
| Age                                   | 11                        | 5                                 | 1                         |
| Previous school<br>experience         | 3                         | 4                                 | 1                         |
| Parent choice                         | 3                         | 1                                 | 0                         |
| School policy                         | 1                         | 7                                 | 2                         |
| Arbitrary                             | 1                         | 2                                 | 6                         |
| Emotional needs of<br>children        | 0                         | 6                                 | 4                         |

Note: Multiple criteria reported.

From an evaluation standpoint, it was important that the assignment of pupils to prescribed and nonprescribed classes be selected completely at random. Without this provision the influence of the various class ratio types upon pupils' achievement could not be clearly defined. The actual assignment process was found to be highly selective. First in order of frequency was ability grouping. The second and third most frequently reported categories were "recommendations of school personnel" and "age." The "recommendations" category also involved some assessment of achievement level and as such was similar to the category "ability grouping." In paired classes, the policy of ability grouping involving the pairing of a bright and a slow class was frequently practiced. However, it was not possible to ascertain clearly the specific level of ability, high, low, medium, assigned to RPTR, RPTR(P), ORPTR, and SPAR

classes. Given this situation, interpretation of achievement results involves a number of unidentified variables.

### I. STAFF QUALIFICATIONS

Details about the educational, professional, and experiential qualifications of teachers and Early Childhood coordinators are reported in Tables III-10 and III-11. An important observation was the small number of Early Childhood coordinators holding Early Childhood licenses.

TABLE III-10  
LICENSE AND TEACHING EXPERIENCE  
OF 578 TEACHERS

| Type of License               | By Grade |           |           | Years of Experience |           |          |          |
|-------------------------------|----------|-----------|-----------|---------------------|-----------|----------|----------|
|                               | Kgn.     | 1         | 2         | Less than 3         | 3-7       | 7-10     | Over 10  |
| Regular-Early<br>Childhood    | 134      | 56        | 35        | 78                  | 72        | 26       | 49       |
| Regular-Common<br>Branches    | 32       | 111       | 122       | 86                  | 87        | 36       | 56       |
| Substitute-Early<br>Childhood | 20       | 20        | 8         | 32                  | 13        | 1        | 2        |
| Substitute-Common<br>Branches | <u>8</u> | <u>35</u> | <u>32</u> | <u>48</u>           | <u>17</u> | <u>3</u> | <u>7</u> |
|                               | 194      | 222       | 197       | 244                 | 189       | 66       | 114      |

Note: Totals exceed 578 due to multiple licenses of some teachers.

TABLE III-11  
EARLY CHILDHOOD COORDINATORS

|                                |    | <u>Educational Qualifications</u> |                 |         |                  |                    |
|--------------------------------|----|-----------------------------------|-----------------|---------|------------------|--------------------|
|                                | N  | Elem.<br>Educ.                    | Liberal<br>Arts | Science | Graduate<br>M.S. | Educ.<br>Grad. Cr. |
| Early Childhood<br>Coordinator | 17 | 10                                | 6               | 1       | 10               | 7                  |
| Assistant<br>Principal         | 11 | 3                                 | 8               | 0       | 11               | 0                  |

|                                |    | <u>Teaching Experience</u> |            |               |
|--------------------------------|----|----------------------------|------------|---------------|
|                                | N  | 3-7 years                  | 7-10 years | Over 10 years |
| Early Childhood<br>Coordinator | 17 | 3                          | 5          | 9             |
| Assistant<br>Principal         | 11 | 0                          | 1          | 10            |

|                                |    | <u>License</u>          |                 |
|--------------------------------|----|-------------------------|-----------------|
|                                | N  | Regular Early Childhood | Common Branches |
| Early Childhood<br>Coordinator | 17 | 5                       | 12              |
| Assistant<br>Principal         | 11 | 3                       | 8               |

Note: Number of Assistant Principals is 11 because one assistant principal was not interviewed.

## J. ADDITIONAL MATERIALS

In addition to the reduction of pupil-teacher and pupil-adult ratios in the primary grades, the SEC program involved the allocation of funds for supplies at the rate of \$2.73 per child. Guidelines for the distribution of this additional allotment were described in a circular to district superintendents from the Office of State and Federally Assisted Programs dated December 26, 1968.

Principals, assistant principals, Early Childhood coordinators, Early Childhood supervisors, and teachers were questioned about the type and quality of the additional supplies received. The data are presented in Tables III-10, III-13, and III-14.

TABLE III-12

### REPORT ON ADDITIONAL MATERIALS RECEIVED

| Personnel                              | N   | Received<br>% | Not<br>Received<br>% | Not Sure<br>% | No Answer<br>% |
|--|-----|---------------|----------------------|---------------|----------------|
| Principals                             | 30  | 34            | 43                   | 10            | 13             |
| E.C. Coord.<br>and Asst.<br>Principals | 31  | 32            | 48                   | 10            | 10             |
| Teacher<br>(Interviews)                | 210 | 37            | 51                   | 0             | 12             |
| Teacher<br>(Questionnaire)             | 368 | 50            | 29                   | 0             | 21             |

A large proportion of the teachers interviewed reported no knowledge about the allocation of these funds. Reference to this money was received with great surprise since one of the major complaints about the SEC program had been the lack of adequate instructional materials. In several instances, school administrators, principals, assistant principals, and program coordinators expressed surprise about the allocation. A few schools reported ordering materials but had not yet received them.

TABLE III-13  
 TYPES OF ADDITIONAL MATERIALS RECEIVED

| Types  | Principal<br>N=10 | ECC<br>N=10 | Teacher<br>Interview<br>N=78 | Teacher<br>Question-<br>naire<br>N=185 |
|--|-------------------|-------------|------------------------------|--|
| Audio-visual (filmstrips, phono, television)   | 3                 | 4           | 29                           | 76                                     |
| Science Kits - AAAS, SCIS, SRA   | 3                 | 1           | 9                            | 19                                     |
| Reading Texts  | 2                 | 7           | 32                           | 84                                     |
| Supplementary library books  | 1                 | 2           | 12                           | 17                                     |
| Math Kits - Cuisenaire rods, SRA, wood numbers, balance scales, etc.   | 0                 | 3           | 17                           | 32                                     |
| Toys and games: matrix game, Picto-lotto cards, blocks, puppets, etc.  | 3                 | 5           | 28                           | 40                                     |
| Primer typewriter  | 1                 | 1           | 1                            | 2                                      |
| Language Arts Kits - Ginn, ITA   | 0                 | 2           | 10                           | 37                                     |
| Puzzles: Alphabet and shape  | 2                 | 2           | 19                           | 14                                     |
| Visual aids (concept posters, traffic signs, etc.)   | 3                 | 1           | 11                           | 29                                     |
| Classroom equipment and stationery (magnetic boards and discs, work bench, construction paper, home furnishings, etc.) | 2                 | 1           | 12                           | 19                                     |

Note: Multiple types received by some schools.

The above quoted circular contained lists of kits prepared by the Bureau of Early Childhood Education for use in the primary grades. Analysis of data contained in Table III-13 showed that none of the schools included in this table reported purchasing the kits recommended. Three schools reported finding the kits too expensive, especially since one could not choose items but had to purchase the entire kit. Evaluations

of materials received were generally favorable with a substantial number, approximately 30 percent, rating them as excellent (Table III-14).

TABLE III-14  
RATINGS OF MATERIALS RECEIVED

| Personnel                       | Materials Reported Received (Number) | Excellent % | Good % | Average % | Fair % | Poor % | Don't Know % |
|---------------------------------|--------------------------------------|-------------|--------|-----------|--------|--------|--------------|
| Principal                       | 10                                   | 30.0        | 40.0   | 30.0      | 0.0    | 0.0    | 0.0          |
| E.C. Coord. and Asst. Principal | 10                                   | 0.0         | 30.0   | 70.0      | 0.0    | 0.0    | 0.0          |
| Teacher (Interviews)            | 78                                   | 39.0        | 42.0   | 13.0      | 4.0    | 3.0    | 0.0          |
| Teacher (Questionnaire)         | 185                                  | 30.0        | 50.0   | 10.0      | 7.0    | 3.0    | 0.0          |

#### K. RELATED SERVICES

Questions about the quality of services available in the schools (such as medical, dental, nutritional, psychological and social services) were asked of principals (N=30), Early Childhood coordinators (N=31), and teachers (N=578). Table III-15 presents the findings, reported in percentages.

Only nutritional services obtained a rating of average and above by approximately 60 percent of the group. All the other five services were judged by 50 percent of the group to be on the poor side, fair and below. Psychological and social services received the lowest rating; the amount provided was far below the needs expressed.

TABLE III-15

RATINGS OF RELATED SERVICES BY PRINCIPALS, EARLY CHILDHOOD  
COORDINATORS, AND TEACHERS IN 187 SCHOOLS  
(N=639)

| Rating                    | Medical<br>% | Dental<br>% | Psycho-<br>logical<br>% | Social<br>% | Nutritional<br>% |
|---------------------------|--------------|-------------|-------------------------|-------------|------------------|
| Excellent                 | 4.4          | 9.7         | 4.1                     | 3.3         | 12.8             |
| Good                      | 21.4         | 21.3        | 15.7                    | 15.6        | 30.6             |
| Average                   | 25.8         | 15.2        | 18.1                    | 18.6        | 23.1             |
| Fair                      | 18.9         | 13.1        | 20.3                    | 19.7        | 13.0             |
| Poor                      | 23.8         | 16.6        | 31.4                    | 16.7        | 11.9             |
| Don't Know                | 3.0          | 5.6         | 3.0                     | 13.8        | 1.9              |
| Facility not<br>available | 0.9          | 15.6        | 4.7                     | 8.4         | 3.1              |
| No answer                 | 1.9          | 3.0         | 2.7                     | 3.9         | 3.6              |

#### L. PARENTAL INVOLVEMENT COMPONENT

The 1968-69 cycle of the SEC program, in comparison to the previous year, did not allocate any budget for a parental involvement component. Nevertheless, the project proposal<sup>1</sup> emphasized the need for parental involvement in the program and outlined plans for involving the parents:

"The Bureau of Early Childhood Education will work cooperatively with the Education Careers Program and Bureau of Child Guidance in planning and participating in activities involving parents."

Questions about the nature and extent of the parental involvement program were asked of all the personnel interviewed in the 32 schools observed. In addition, responses were received from the larger sample of teachers reached by questionnaires. Data on the continuation of the parent involvement program (Title I) of the previous year are presented in Table III-16.

<sup>1</sup>"The Program to Strengthen Early Childhood Education in Poverty Area Schools," 1968-69, New York City Board of Education, Office of Coordinator, Title I, ESEA, Project Description, Section II-A, p.7.

TABLE III-16  
PARENTAL INVOLVEMENT PROGRAM

|                             | N   | Kindergarten |    |      | Grade 1 |    |      | Grade 2 |    |      |
|-----------------------------|-----|--------------|----|------|---------|----|------|---------|----|------|
|                             |     | Yes          | No | Ans. | Yes     | No | Ans. | Yes     | No | Ans. |
| Early Childhood Supervisor  | 21  | 12           | 5  | 4    | 12      | 6  | 3    | 10      | 7  | 4    |
| Principal                   | 30  | 25           | 5  | 0    | 24      | 6  | 0    | 24      | 6  | 0    |
| Early Childhood Coordinator | 17  | 13           | 4  | 0    | 11      | 6  | 0    | 10      | 7  | 0    |
| Teacher (Interview)         | 210 | 19           | 19 | 0    | 35      | 57 | 0    | 37      | 43 | 0    |
| Teacher (Questionnaire)     | 368 | 66           | 82 | 0    | 52      | 61 | 0    | 50      | 57 | 0    |

Widely conflicting reports were often received within the same school. Survey of the responses indicated that a much larger proportion of administrative personnel replied "yes" to the question than the teachers questioned. The respondents in the "yes" category often indicated their ignorance about a program in a formal sense, but described all of the activity involving parents in which they had participated.

Investigation into the type and frequency of meetings held as part of a parent-involvement program revealed that parent education workshops were the most popular. These involved adult language classes for non-English speaking mothers and lessons in sewing, cooking, and helping children with their homework. Next in order of frequency was a lecture session dealing with general educational problems, attendance, grading, grouping, special services, etc. Parent conferences with school personnel, classroom teacher, assistant principal, guidance counselor, and principal ranked third on the list. Of much lesser frequency were the programs involving a staff of family workers, a type of social service assistance, home visitation, and various forms of parent employment services.

Reports on the frequency of these meetings indicated that they varied from twice a month to once a year in specific schools. The effectiveness of these endeavors was reported as difficult to evaluate because of the poor attendance by parents at these meetings. Administrators and



teachers were unanimous in their endorsement of the need for a parental involvement program, and many called for the assignment of personnel, full-time or at least part-time, to provide the much needed organization and leadership required in the conduct of active programs. The problem of poor parent attendance at meetings also needed the formulation of imaginative new approaches, little of which had been tried to date.

## CHAPTER IV

## THE INSTRUCTIONAL PROGRAM

The reduction of pupil-teacher and pupil-adult ratios in classroom organization was designed to improve the achievement level of primary grade children in poverty area schools. Translated into instructional terms, this means providing more small group and individual instruction rather than total group instruction, to meet the special needs of the program population. Consequently, an assessment of the nature and extent of the grouping practices was a major consideration in the analysis of the instructional sessions observed.

## A. KINDERGARTEN PROGRAM

Program specifications about duration of session and assignment of educational assistants to each class were closely followed in most cases. Only three out of the 32 sessions observed extended up to three hours instead of the prescribed two and one-half hours. Educational assistants had not been assigned in only two of the classes observed. In one school, the registers were small, below 15; in the other, a paired teacher classroom was considered more advantageous. The number of paired classes included in this analysis was close to a quarter of the total sample, as a result of space problems experienced in these schools.

1. Grouping Practices

For purposes of this study total group instruction was defined as including two-thirds and above of the total class register. Small group instruction was defined as ranging from two children to two-thirds of the total class present. In these situations there should be at least two activities in progress simultaneously. Individual instruction was defined as one adult working with one child, exclusive of correcting children's work at their seats. Grouping practices observed in kindergarten classes are presented in Table IV-1.

TABLE IV-1

TIME ANALYSIS OF KINDERGARTEN INSTRUCTIONAL  
GROUPING PRACTICES

|                          | Number of<br>Sessions<br>Observed | Total Instruc-<br>tional Time<br>(In Minutes) | Total Group<br>Instruction<br>Time | %    | Small Group<br>& Ind. Instr.<br>Time | %    |
|--------------------------|-----------------------------------|---|------------------------------------|------|--------------------------------------|------|
| Kindergarten<br>(Single) | 25                                | 3720  | 2830                               | 76.1 | 890                                  | 23.9 |
| Kindergarten<br>(Paired) | 7                                 | 1030  | 925                                | 89.8 | 105                                  | 10.2 |

Total group instruction predominated. In eight out of the total 32 sessions observed, there was no instance of small group or individual instruction. The instructional activity where small group instruction and individual instruction was most frequently observed was the free choice activity period (12 out of 24 instances). In this period the children were free to choose their activities, such as working with paints, clay, puzzles, blocks, toys, various handcrafts, etc. Next in frequency, six out of 24, were the readiness activities: alphabets, phonics, numbers, and handwriting. The remaining six instances involved a combination of readiness and play activities conducted simultaneously. A few instances were observed where one or two children left the class to go for special language instruction in another room.

## 2. Instructional Program

The pattern of activities in kindergarten sessions generally consisted of three sections: one-third free play; one-third classroom routines; and one-third readiness activities such as alphabet, numbers, naming objects, simple classification, and listening and comprehension skills. Within each section there was limited variety caused to a large extent by lack of appropriate materials. In many instances materials were observed to be old and worn out.

Activities were changed frequently to accommodate the pupils' short attention span. Sedentary activities were followed by muscular activities and periods of free conversation by silence. The use of audiovisual materials was noted in only seven sessions; these consisted mostly of record-playing songs and stories. Use of television was observed in one class. The limited use of this medium was attributed by teachers to the lack of readily available audiovisual equipment for classroom use.

### 3. Educational Assistant Involvement in the Instructional Program

While the assignment of educational assistants appeared to have brought about little change in the traditional total-group type of instruction, they did undoubtedly provide the much needed "additional pair of hands" in the classroom. Table IV-2 summarizes the extent to which educational assistants were observed to be involved in the instructional activities of the kindergarten classes.

TABLE IV-2  
TIME ANALYSIS OF EDUCATIONAL ASSISTANT INVOLVEMENT  
IN INSTRUCTIONAL PROGRAM  
KINDERGARTEN

|                          | Number of<br>Sessions<br>Observed | Total Instruc-<br>tional Time<br>(in Minutes) | Involved in<br>Instr. Activ.<br>Time | %    | Not Involved in<br>Instr. Activity<br>Time | %    |
|--------------------------|-----------------------------------|---|--------------------------------------|------|--|------|
| Kindergarten<br>(Single) | 25                                | 3720  | 3251                                 | 87.4 | 469  | 12.6 |
| Kindergarten<br>(Paired) | $\frac{6}{31^a}$                  | 1760 <sup>b</sup>                             | 1280                                 | 72.7 | 480  | 27.3 |

<sup>a</sup>One paired class did not have educational assistants - not included in totals.

<sup>b</sup>The total instructional time of a paired class was doubled to obtain the required time proportions for each educational assistant in this setting.

About one-third of the time described as "involved in instructional activities" was spent assisting the teacher in either total or small group instruction; the rest of the time was taken up with classroom routines: preparation of materials, collection of milk containers, cleaning up (usually with the teacher), helping to dress and undress children, and clerical duties. The time described as "not involved in instructional activities" represented the time when the educational assistant was in the classroom, usually sitting and watching, but not engaged in working with children or in assisting the teacher in any way. In paired classroom settings, this amounted to close to one-third of total instructional time.

The variation in grouping practices and nature and extent of educational assistant involvement in the instructional program was extremely limited. Illustration of the points described are presented in Table IV-3 and IV-4. These two examples of the daily schedule observed in two kindergarten classes were considered representative of all the 32 classes observed. Grouping was on the basis of reading readiness and sensorimotor skills. The amount of small group instruction was observed to be a function of the teachers' teaching style rather than the number of pupils in the class.

#### 4. Additional Personnel

Cluster teachers were observed in nine sessions. In one of these the activity consisted of story telling; in two, of free play; and in five, of rest periods. One teacher engaged the class in cutting butterfly stencils. Spanish-speaking educational assistants were observed in one-third of the kindergarten classes.

TABLE IV-3

 KINDERGARTEN: OBSERVED DAILY SCHEDULE  
 (Register 20, Present 10)

| Clock Time | Activity                    | Materials                     | Grouping Practice | Teacher         | E.A. <sup>a</sup> Activity                |
|------------|-----------------------------|-------------------------------|-------------------|-----------------|---|
| 12:30      | Free choice                 | Toys, blocks, numbers, charts | Total             | Teacher         | Same as teacher                           |
| 12:50      | Writing numbers             | Pencil and paper              | Small (2 groups)  | Teacher         | Painting, playing lottos with small group |
| 1:05       | Clean-up                    | -                             | Total             | Teacher         | Clean-up                                  |
| 1:15       | Wrapping gifts              | Mother's Day gifts            | Total             | Teacher         | Clean-up                                  |
| 1:30       | Finger play and songs       | -                             | Total             | Teacher         | Out for milk                              |
| 1:40       | Snack (milk) and discussion | -                             | Total             | Teacher         | Out for more snacks                       |
| 2:00       | Story discussion            | -                             | Total             | Cluster Teacher | Listening to discussion                   |
| 2:45       | Circle games                | -                             | Total             | Teacher         | Same as teacher                           |
| 2:50       | Dismissal preparations      |                               | Total             | Teacher         | Watching                                  |
| 3:00       | Dismissal                   |                               |                   |                 |   |

<sup>a</sup>Educational Assistant

TABLE IV-4

KINDERGARTEN (PAIRED): OBSERVED DAILY SCHEDULE  
(Register 42, Present 30)

| Clock Time | Activity   | Materials             | Grouping Practice                    | Teacher A | Educational Assistant A                              | Teacher B  | Educational Assistant B                              |
|------------|--|-----------------------|--------------------------------------|-----------|--|--|--|
| 9:00       | Roll call  | Roll book             | Total<br>(Classes A & B)             | Teacher A | Assists<br>Teacher A                                 | Prep. of<br>materials<br>P.M. class                | Out of room  |
| 9:10       | Pledge of Allegiance   | American flag         | Total<br>(Classes A & B)             | Teacher A | Participates<br>with chn.                            | As above   | Opens win-<br>dow                                    |
| 9:15       | Discussion - calendar  | Calendar              | Total<br>(Classes A & B)             | Teacher A | Prep. mat.<br>P.M. class                             | As above   | Disciplines<br>class                                 |
| 9:25       | Matching words   | Blackboard,<br>cards  | Total<br>(Classes A & B)             | Teacher A | As above   | Supervises<br>chn. at work                         | Disciplines<br>class                                 |
| 9:40       | Size of objects  | Rexographed<br>sheets | Total<br>(Classes A & B)             | Teacher A | Checks chn's<br>understanding<br>of work             | Checks chn's<br>understanding<br>of work           | Supervises<br>chn. at<br>work                        |
| 10:05      | Snack time   | Cookies               | Total<br>(Classes A & B)             | Teacher A | Collects<br>papers                                   | Same as<br>tchr. A                                 | Assists in<br>snack dist.                            |
| 10:15      | a) Reading--out-of-room with Cluster and 2 Ed. Assts.<br>b) Informal dancing | Records               | Small<br>(Classes A & B)<br>3 groups | Teacher A | Takes small<br>group out<br>for reading<br>readiness | Takes one<br>child out<br>for reading<br>readiness | Takes small<br>group out<br>for reading<br>readiness |
| 10:30      | Ed. T.V.<br>"Peter and the Wolf"   | T.V.                  | Small<br>(Classes A & B)<br>3 groups | Teacher A | Clerical work  | As above   | As above   |
| 10:50      | Prepare to go outside  | -                     | Total<br>(Classes A & B)             | Teacher A | Helps chn.<br>into line                              | Same as<br>tchr. A                                 | Takes break  |
| 11:00      | Circle games<br>traffic game   | School<br>yard        | Total<br>(Classes A & B)             | Teacher A | In yard with<br>children                             | In yard with<br>children                           | In yard<br>with chn.                                 |
| 11:15      | Dismissal preparations   |                       | Total<br>(Classes A & B)             | Teacher A | Dismissal<br>preparations                            | Dismissal<br>preparations                          | Dismissal<br>preps.                                  |

## B. GRADE 1 AND GRADE 2 PROGRAMS

Observations of grades 1 and 2 classes concentrated primarily on the three prescribed classroom ratio types, RPTR, RPTR(P), and SPAR. However, as was expected, each individual school devised variations in classroom ratio patterns to accommodate its special circumstances. A summary of the number and types of classes observed is presented in Table IV-5.

To classify classroom registers into the prescribed ratio types, an arbitrary decision was made to set the upper and lower limits of each type at  $\pm 5$  for single classes and  $\pm 10$  for paired classes. Observations of the USPAR(P) and OSPAR types represented a small number of emergency organizations caused by overcrowded classroom and as such were judged atypical of the school's program. The constant flow of in-migrants as well as pupil mobility throughout the school year posed serious classroom organization problems in some districts.

### 1. Reading and Language Arts

a. Grouping Practices. An examination of the proportions of time spent on total group, small group, and individual instruction (see Table IV-6) revealed that total group instruction in reading and language arts predominated in the four class types under consideration and across grades 1 and 2. A few of the differences in proportion of time spent on small group instruction by the four class types, RPTR, RPTR(P), ORPTR, and SPAR, were as large as 23 percentage points. However, since these differences were neither consistent in size nor in direction of difference, across grade levels, between class types, or within subject areas, only limited generalizations can be formulated from these results. Furthermore, the number of lessons observed in some class types were too small to permit valid comparisons. The analysis is presented to indicate trends rather than statistically significant observations.

There was, on the whole, more small group instruction in grade 1 than in grade 2. In the area of reading, all the four classroom types observed in grade 1 conducted much more small group instruction than their counterparts in grade 2. It should be noted, too, that the SPAR classes (the classes with educational assistants) were the only group to use all three instructional grouping practices, total, small group, and individual instruction, in the teaching of reading and language arts in grade 1 and grade 2. Total group instruction was more frequently observed in language arts than in reading in both grades. In almost all instances where small group instruction was observed, pupil ability was the criterion for placing a child in a given group. A few instances in which pupil interest was used as a basis for grouping were noted at the kindergarten level.



TABLE IV-5

## NUMBER AND TYPES OF CLASS RATIO PATTERNS OBSERVED IN GRADES 1 AND 2

| Types   | Grade 1         |                             | Grade 2         |                             |
|---|-----------------|-----------------------------|-----------------|-----------------------------|
|   | Number Observed | Range of Registers Observed | Number Observed | Range of Registers Observed |
| <u>Prescribed Types</u>   |                 |                             |                 |                             |
| RPTR<br>Reduced Pupil-Teacher Ratio   | 17              | 14-20                       | 25              | 15-25                       |
| RPTR(P)<br>Reduced Pupil-Teacher Ratio<br>(Paired Classroom)                  | 13              | 27-34                       | 9               | 24-31                       |
| SPAR<br>Specified Pupil-Adult Ratio   | 32              | 23-32                       | 30              | 23-32                       |
| <u>Variations</u>   |                 |                             |                 |                             |
| ORPTR<br>Over Reduced Pupil-Teacher Ratio                                     | 6               | 23-31                       | 9               | 24-31                       |
| USPAR<br>Under Specified Pupil-Adult Ratio                                    | 2               | 16-19                       | 3               | 18-19                       |
| USPAR(P) <sup>a</sup><br>Under Specified Pupil-Adult Ratio (Paired Classroom) | 2               | 39-43                       | 0               | 0                           |
| OSPAR <sup>a</sup><br>Over Specified Pupil-Adult Ratio                        | 3               | 33-34                       | 0               | 0                           |
|   | <u>75</u>       |                             | <u>74</u>       |                             |

<sup>a</sup>Classroom types excluded from analysis.

Note: All prescribed ratios interpreted within a range of  $\pm 5$  for single classrooms;  $\pm 10$  for paired classrooms.

TABLE IV-6

TIME ANALYSIS OF INSTRUCTIONAL GROUPING PRACTICES  
IN READING AND LANGUAGE ARTS

|                      | Number of<br>Lessons<br>Observed | Total<br>Instr.<br>Time<br>(Minutes) | Total Group<br>Instruction |       | Small Group<br>Instruction |      | Individual<br>Instruction |      |
|----------------------|----------------------------------|--------------------------------------|----------------------------|-------|----------------------------|------|---------------------------|------|
|                      |                                  |                                      | Time                       | %     | Time                       | %    | Time                      | %    |
| <u>GRADE 1</u>       |                                  |                                      |                            |       |                            |      |                           |      |
| <u>Reading</u>       |                                  |                                      |                            |       |                            |      |                           |      |
| RPTR                 | 10                               | 470                                  | 275                        | 58.5  | 195                        | 41.5 | 0                         | 0.0  |
| RPTR (P)             | 10                               | 578                                  | 440                        | 76.1  | 138                        | 23.9 | 0                         | 0.0  |
| ORPTR                | 4                                | 185                                  | 80                         | 43.2  | 105                        | 56.8 | 0                         | 0.0  |
| SPAR                 | 31                               | 1330                                 | 463                        | 34.8  | 867                        | 65.2 | 0                         | 0.0  |
| USPAR <sup>a</sup>   | <u>2</u>                         | 65                                   | 60                         | 92.3  | 5                          | 7.7  | 0                         | 0.0  |
|                      | 57                               |                                      |                            |       |                            |      |                           |      |
| <u>Language Arts</u> |                                  |                                      |                            |       |                            |      |                           |      |
| RPTR                 | 13                               | 495                                  | 450                        | 90.9  | 45                         | 9.1  | 0                         | 0.0  |
| RPTR (P)             | 10                               | 450                                  | 450                        | 100.0 | 0                          | 0.0  | 0                         | 0.0  |
| ORPTR                | 6                                | 195                                  | 165                        | 84.6  | 30                         | 15.4 | 0                         | 0.0  |
| SPAR                 | 28                               | 1104                                 | 829                        | 75.1  | 230                        | 20.8 | 45                        | 4.1  |
| USPAR <sup>a</sup>   | <u>2</u>                         | 40                                   | 10                         | 25.0  | 30                         | 75.0 | 0                         | 0.0  |
|                      | 59                               |                                      |                            |       |                            |      |                           |      |
| <u>GRADE 2</u>       |                                  |                                      |                            |       |                            |      |                           |      |
| <u>Reading</u>       |                                  |                                      |                            |       |                            |      |                           |      |
| RPTR                 | 15                               | 547                                  | 457                        | 83.5  | 90                         | 16.5 | 0                         | 0.0  |
| RPTR (P)             | 3                                | 70                                   | 70                         | 100.0 | 0                          | 0.0  | 0                         | 0.0  |
| ORPTR                | 7                                | 220                                  | 175                        | 79.5  | 0                          | 0.0  | 45                        | 20.5 |
| SPAR                 | 22                               | 1192                                 | 850                        | 71.3  | 242                        | 20.3 | 100                       | 8.4  |
| USPAR <sup>a</sup>   | <u>3</u>                         | 150                                  | 90                         | 60.0  | 60                         | 40.0 | 0                         | 0.0  |
|                      | 50                               |                                      |                            |       |                            |      |                           |      |
| <u>Language Arts</u> |                                  |                                      |                            |       |                            |      |                           |      |
| RPTR                 | 18                               | 838                                  | 608                        | 72.5  | 170                        | 20.3 | 60                        | 7.2  |
| RPTR (P)             | 4                                | 335                                  | 335                        | 100.0 | 0                          | 0.0  | 0                         | 0.0  |
| ORPTR                | 8                                | 438                                  | 438                        | 100.0 | 0                          | 0.0  | 0                         | 0.0  |
| SPAR                 | 22                               | 901                                  | 743                        | 82.5  | 43                         | 4.8  | 115                       | 12.8 |
| USPAR <sup>a</sup>   | <u>3</u>                         | 160                                  | 160                        | 100.0 | 0                          | 0.0  | 0                         | 0.0  |
|                      | 55                               |                                      |                            |       |                            |      |                           |      |

<sup>a</sup>Not included in descriptive analysis.

With the exception of instruction in reading in grade 1, total group instruction predominated in RPTR(P) classes. One reason for this was lack of space. Small group instruction, to be efficiently organized, requires that the groups in a classroom be seated at a reasonable distance from one another. Unfortunately, classrooms assigned to the paired classes were often too small to permit anything other than total group instruction. The common practice was for one teacher to conduct the lesson for both classes together, usually using the lecture-drill type of approach, while the second teacher assisted by maintaining discipline and working with individual children. The assignment of educational assistants served only to further confound the space problem. The finding that grade 1 ORPTR classes conducted more small group instruction in reading than the RPTR classes was surprising. Both classes involved single teacher-single classroom situations and the ORPTR classes had larger registers than the RPTR classes.

It would appear, then, that the proportion of instructional time devoted to small group and individual instruction was not necessarily increased through the reduction of pupil-teacher ratios or the allocation of educational assistants. Much depended upon the teacher's recognition of the need and importance of this type of instruction. Lack of familiarity and training may have also contributed to the relatively small use of this technique.

b. Observed Daily Schedule. The following section contains a few samples of daily schedules observed in the classroom. The selection of classes reported was simplified by the limited variation observed in instructional activities, teaching techniques, and grouping practices. Consequently the samples reported illustrate the major findings of classroom observations; the predominance of total group instruction in all subject areas and in all class ratio types; the frequency of small group instruction in classes with reduced pupil-teacher ratios and classes with educational assistants was roughly at the same level as that of oversized teacher-pupil ratio classes without educational assistants; the scarcity of small group instruction in paired classes; deployment of educational assistants and content of materials within the various curriculum areas.

The samples of daily schedules are presented in tabular form in Tables IV-7 through IV-14.

TABLE IV-7

REDUCED PUPIL-TEACHER RATIO CLASS (RPTR)  
OBSERVED DAILY SCHEDULE

Grade 1 (Register 17, Present 14)

| Clock Time | Curric. Area | Content of Instruction | Materials of Instruction | Grouping | Teachers Involved              | Add'l. Adults |
|------------|--------------|------------------------|--------------------------|----------|--------------------------------|---------------|
| 9:15       | Reading      | Oral reading           | Basal readers            | Total    | Classroom teacher              | -             |
| 10:00      | Lang. arts   | Show and Tell          | Toy turtle               | Total    | Classroom teacher              | -             |
| 10:15      | Gym          | Games                  | Ball, playground         | Total    | Classroom teacher              | -             |
| 11:00      | Snack time   | -                      | -                        | Total    | Classroom teacher <sup>a</sup> | -             |
| 11:15      | Toilet       | -                      | -                        | -        | Classroom teacher              | -             |
| 11:30      | Math         | Counting numbers       | Sets of blocks           | Total    | Classroom teacher              | -             |
| 12:00      |              | Dismissal              |                          |          |                                |               |

<sup>a</sup>Two classes combined for gym.

TABLE IV-8

REDUCED PUPIL-TEACHER RATIO CLASS (RPTR)  
OBSERVED DAILY SCHEDULE

Grade 2

(Register 16, Present 15)

| Clock Time | Curric. Area | Content of Instruction      | Materials of Instruction       | Grouping        | Teachers Involved | Add'l. Adults |
|------------|--------------|-----------------------------|--------------------------------|-----------------|-------------------|---------------|
| 9:00       | Phonics      | Word blends                 | Blackboard                     | Total           | Classroom teacher | -             |
| 9:25       | Lang. arts   | Sentence completion         | Blackboard                     | Total           | Classroom teacher | -             |
| 9:40       | Snack time   | -                           | -                              | Total           | Classroom teacher | -             |
| 9:50       | Reading      | Oral reading                | Trade books                    | Small (3 grps.) | Classroom teacher | -             |
| 10:05      | Lang. arts   | Wide variety of activities  | Blackboard, notebooks, readers | Indiv.          | Classroom teacher | -             |
| 10:15      | Behavior     | Discussion of rewards       | "Cookie" rewards               | Total           | Classroom teacher | -             |
| 10:20      | Reading      | Indiv. work, Library period | Library books                  | Total           | Classroom teacher | -             |
| 11:15      | Lang. arts   | Story reading               | Storybook                      | Total           | Classroom teacher | -             |
| 11:30      |              | Dismissal                   |                                |                 |                   |               |

TABLE IV-9

OVER REDUCED PUPIL-TEACHER RATIO CLASS (ORPTR)  
OBSERVED DAILY SCHEDULE

Grade 2

(Register 29, Present 28)

| Clock Time | Curric. Area | Content of Instruction | Materials of Instruction           | Grouping | Teachers Involved | Add'l. Adults |
|------------|--------------|------------------------|------------------------------------|----------|-------------------|---------------|
| 9:00       | Lang. arts   | Spelling               | Blackboard, notebooks              | Total    | Classroom teacher | -             |
| 9:10       | Lang. arts   | Handwriting            | Notebooks                          | Total    | Classroom teacher | -             |
| 9:20       | Crafts       | Sewing                 | Yarn, felt                         | Total    | Classroom teacher | -             |
| 9:45       | Math         | Measurement            | Thermometer, blackboard, notebooks | Total    | Classroom teacher | -             |
| 10:20      | Reading      | Silent reading         | Basal readers                      | Total    | Classroom teacher | -             |
| 10:30      | Reading      | Oral reading           | Basal readers                      | Total    | Classroom teacher | -             |
| 10:50      | Music        | Singing                | Auditorium                         | Total    | Classroom teacher | -             |
| 11:30      | Reading      | Oral reading           | Basal readers                      | Total    | Classroom teacher | -             |
| 12:00      |              | Dismissal              |                                    |          |                   |               |

TABLE IV-10  
 OVER REDUCED PUPIL-TEACHER RATIO CLASS (ORPTR)  
 OBSERVED DAILY SCHEDULE

Grade 1

(Register 31, Present 25)

| Clock Time | Curric. Area               | Content of Instruction | Materials of Instruction | Grouping        | Teachers Involved | Add'l. Adults |
|------------|----------------------------|------------------------|--------------------------|-----------------|-------------------|---------------|
| 12:30      | Arrival and prep. for work | -                      | -                        | Total           | Classroom teacher | -             |
| 12:45      | Lang. arts                 | Story reading          | Storybook                | Total           | Classroom teacher | -             |
| 12:50      | Lang. arts                 | Song of days of week   | -                        | Total           | Classroom teacher | -             |
| 12:55      | Math                       | Telling time           | Blackboard, paper clocks | Total           | Classroom teacher | -             |
| 1:30       | Lang. arts                 | Homework correction    | -                        | Total           | Classroom teacher | -             |
| 1:40       | Lang. arts                 | Word games             | Lotto and dominoes       | Small (6 grps.) | Classroom teacher | -             |
| 2:10       | Put games away, Toilet     | -                      | -                        | Total           | Classroom teacher | -             |
| 2:25       | Music                      | Singing                | -                        | Total           | Classroom teacher | -             |
| 2:30       |                            | Dismissal              |                          |                 |                   |               |

TABLE IV-11

REDUCED PUPIL-TEACHER RATIO CLASS (PAIRED)  
OBSERVED DAILY SCHEDULE

Grade 2

(Register 33, Present 27)

| Clock Time | Curric. Area   | Content of Instruction | Materials of Instruction | Grouping             | Teachers Involved         |                    |
|------------|----------------|------------------------|--------------------------|----------------------|---------------------------|--------------------|
| 12:50      | Reading        | Library period         | Library books            | Class A <sup>a</sup> | Teacher A                 | Teacher B at lunch |
| 1:20       | Social Studies | Telephone conversation | Role playing             | Classes A and B      | Teacher A on prep. period | Teacher B          |
| 2:10       | Art            | Drawing                | Crayons, paper           | Classes A and B      | Teacher A                 | Teacher B on prep. |
| 2:25       | Science        | Nutrition              | Textbooks                | Classes A and B      | Teacher A                 | Teacher B on prep. |
| 2:50       | Behavior       | Classroom conduct      | Behavior ratings         | Classes A and B      | Teacher A                 | Teacher B on prep. |
| 3:00       |                | Dismissal              |                          |                      |                           |                    |

<sup>a</sup>Class B at lunch.



TABLE IV-12

REDUCED PUPIL-TEACHER RATIO CLASS (PAIRED)  
OBSERVED DAILY SCHEDULE

Grade 1

(Register 31, Present 23)

| Clock Time | Curric. Area       | Content of Instruction   | Materials of Instruction       | Grouping        | Teachers Involved |                           |
|------------|--------------------|--------------------------|--------------------------------|-----------------|-------------------|---------------------------|
| 8:55       | Lang. arts         | Oral lang. exercises     | Blackboard                     | Classes A and B | Teacher A         | Teacher B                 |
| 9:25       | Music              | Singing                  | Xylophone, record player       | Classes A and B | Teacher A         | Teacher B                 |
| 9:50       | Snack time, Toilet | -                        | -                              | Classes A and B | Teacher A         | Teacher B                 |
| 10:00      | Math               | Addition and subtraction | Blackboard, abacus, work-books | Classes A and B | Teacher A         | Teacher B                 |
| 10:20      | Reading            | Oral reading             | Basal readers flash cards      | Classes A and B | Teacher A         | Teacher B                 |
| 10:45      | Art                | Coloring outlines        | Rexograph worksheets           | Classes A and B | Teacher A         | Teacher B on prep. period |
| 11:25      |                    | Dismissal                |                                |                 |                   |                           |

TABLE IV-13

SPECIFIED PUPIL-ADULT RATIO CLASS (SPAR)  
OBSERVED DAILY SCHEDULE

Grade 1

(Register 25, Present 23)

| Clock Time | Curric. Area               | Content of Instruction            | Materials of Instruction     | Grouping                      | Teachers Involved | Add'l. Adults |
|------------|----------------------------|-----------------------------------|------------------------------|-------------------------------|-------------------|---------------|
| 9:00       | Art                        | Painting                          | Paints, brushes, paper       | Total                         | Cluster teacher   | -             |
| 9:50       | Social Studies             | Citizen-ship                      | Oral recitation              | Total                         | Classroom teacher | Educ. asst.   |
| 9:55       | { Reading<br>Lang.<br>arts | { Oral rdg.<br>Lang.<br>exercises | { Basal readers<br>notebooks | { Small<br>Small<br>(2 grps.) | Classroom teacher | Educ. asst.   |
| 10:30      | Toilet                     | -                                 | -                            | -                             | Classroom teacher | -             |
| 10:40      | Gym                        | Games and dancing                 | Playground, record player    | Total                         | Classroom teacher | -             |
| 10:50      | { Math<br>Reading          | { Add. and subtr.,<br>oral rdg.   | { Workbooks<br>Basal readers | Small<br>(2 grps.)            | Classroom teacher | Educ. asst.   |
| 11:20      |                            | Preparations for Dismissal        |                              |                               | Classroom teacher | Educ. asst.   |
| 11:30      |                            | Dismissal                         |                              |                               |                   |               |

TABLE IV-14

SPECIFIED PUPIL-ADULT RATIO CLASS (SPAR)  
OBSERVED DAILY SCHEDULE

Grade 2

(Register 29, Present 22)

| Clock Time | Curric. Area   | Content of Instruction     | Materials of Instruction    | Grouping | Teachers Involved | Add'l. Adults |
|------------|----------------|----------------------------|-----------------------------|----------|-------------------|---------------|
| 9:00       | Math           | Counting in fives          | Bead frames                 | Total    | Classroom teacher | Educ. asst.   |
| 9:15       | Reading        | Oral reading               | List of words on blackboard | Total    | Classroom teacher | Educ. asst.   |
| 9:25       | Reading        | Silent reading             | Basal readers               | Total    | Classroom teacher | Educ. asst.   |
| 10:00      | Lang. arts     | Oral sentence construction | -                           | Total    | Classroom teacher | Educ. asst.   |
| 10:10      | Toilet         | -                          | -                           | Total    | Classroom teacher | Educ. asst.   |
| 10:20      | Lang. arts     | Story reading              | Trade books                 | Total    | Classroom teacher | Educ. asst.   |
| 10:30      | Social Studies | Social living              | Worksheets                  | Total    | Classroom teacher | Educ. asst.   |
| 10:35      | Recess         | Games                      | Teacher calls instructions  | Total    | Classroom teacher | Educ. asst.   |
| 10:40      | Phonics        | Letter "E"                 | Basal readers               | Total    | Classroom teacher | Educ. asst.   |
| 10:55      | Lang. arts     | Grouping of words          | Workbooks                   | Total    | Classroom teacher | Educ. asst.   |
| 12:15      |                | Dismissal                  |                             |          |                   |               |

c. Content and Materials. Wide differences in experimental backgrounds, interests, maturity level, and familiarity with language of instruction characterize the pupils participating in the SEJ program. A variety of instructional activities, materials of instruction, and teaching techniques are needed to meet this challenge of marked individual differences. The following section analyzes these considerations in the light of classroom data.

The basal reader in combination with a workbook was most frequently observed in the teaching of reading. In some classes a variety of basal readers were used, while in others the texts were limited to those of one publisher. The use of the Weekly Reader in addition to the basal text was recorded in 11 grade 1 classes and 15 grade 2 classes. Multi-ethnic readers were highly structured (Stem Structural, Miami Linguistics). In addition, reading programs such as SRA materials, project CRAFT materials, were observed, used either exclusively or in combination with the basal readers. In one school, where Project SUTEC (School-University Teacher Education Center) operated, and in a few classes in other schools (Infant Schools project and ITA), the entire instructional program was individualized.

The language arts activities observed included story telling, experience charts, poetry, comprehension, sentence construction, handwriting, spelling, and listening. Story telling, experience charts, and spelling were the most frequent language arts activities. The use of experience charts in other curriculum areas was widespread and served to interrelate the subjects.

A supply of word games was almost non-existent. Only four out of 137 grade 1 and grade 2 classes used them. Two instances involved "lotto" and two other letter puzzles. Confusion regarding funds for additional supplies limited the quantity and variety of materials available for use in the classroom.

On the whole, two-thirds of the classes had no published materials other than workbooks, and in the use of these teacher ingenuity was rare. In 75 percent of the classes, basal readers, workbooks, worksheets, and a few trade books were the only type of materials used. Teacher-made materials were observed in approximately one-fourth of classes observed (137). These consisted mainly of flash cards. Other materials such as pictures, tape recorders, and flannel boards were also used.

The method of instruction was also mainly drill. Question-answer discussions were observed in approximately 15 percent of the lessons. Instruction was highly teacher-controlled.

d. Additional Personnel. In the area of reading there were only isolated instances of specialized personnel being involved. The major

exception was several instances where non-English speaking children, usually three or four, left the classroom for special instruction. During the cluster teacher periods, language arts lessons were most frequently observed with workbook assignments being the most popular.

## 2. Mathematics

a. Grouping Practice. As in reading and language arts, total group instruction predominated in mathematics. (See Table IV-15.) Some small group instruction was observed in SPAR classes in both grades and in RPTR classes in grade 1, but the proportion of small group instruction to total group instruction was insignificant. In contrast, a fairly large proportion of time was spent in individual instruction in single teacher classes. The common practice observed was to first discuss a concept or problem with the whole class, after which problems were assigned and the teacher circulated assisting individual children.

TABLE IV-15

TIME ANALYSIS OF INSTRUCTIONAL GROUPING PRACTICES  
IN MATHEMATICS

|                | Number of<br>Lessons<br>Observed | Total<br>Instr.<br>Time<br>(Minutes) | Total Group<br><u>Instruction</u> |       | Small Group<br><u>Instruction</u> |      | Individual<br><u>Instruction</u> |      |
|----------------|----------------------------------|--------------------------------------|-----------------------------------|-------|-----------------------------------|------|----------------------------------|------|
|                |                                  |                                      | Time                              | %     | Time                              | %    | Time                             | %    |
| <u>GRADE 1</u> |                                  |                                      |                                   |       |                                   |      |                                  |      |
| RPTR           | 5                                | 220                                  | 165                               | 75.0  | 0                                 | 0.0  | 55                               | 25.0 |
| RPTR(P)        | 7                                | 185                                  | 185                               | 100.0 | 0                                 | 0.0  | 0                                | 0.0  |
| ORPTR          | 3                                | 85                                   | 60                                | 70.6  | 0                                 | 0.0  | 25                               | 29.4 |
| SPAR           | 19                               | 507                                  | 472                               | 93.1  | 30                                | 5.9  | 5                                | 1.0  |
| USPAR          | <u>2</u>                         | 0                                    | 0                                 | 0.0   | 0                                 | 0.0  | 0                                | 0.0  |
|                | 36                               |                                      |                                   |       |                                   |      |                                  |      |
| <u>GRADE 2</u> |                                  |                                      |                                   |       |                                   |      |                                  |      |
| RPTR           | 10                               | 357                                  | 292                               | 81.8  | 65                                | 18.2 | 0                                | 0.0  |
| RPTR(P)        | 2                                | 60                                   | 60                                | 100.0 | 0                                 | 0.0  | 0                                | 0.0  |
| ORPTR          | 7                                | 245                                  | 245                               | 100.0 | 0                                 | 0.0  | 0                                | 0.0  |
| SPAR           | 18                               | 746                                  | 571                               | 76.5  | 130                               | 17.4 | 45                               | 6.1  |
| USPAR          | <u>3</u>                         | 0                                    | 0                                 | 0.0   | 0                                 | 0.0  | 0                                | 0.0  |
|                | 40                               |                                      |                                   |       |                                   |      |                                  |      |

b. Content and Materials. The mathematics program appeared highly structured, with sequentially developed units. It was in this area that the largest number and greatest variety of concrete materials were used. Counters of various types, beads, blocks, Cuisinaire rods, and balls were the most frequently used type of manipulative materials. Worksheets and workbooks were observed in all instances.

c. Additional Personnel. The conduct of math lessons by cluster teachers was observed in only one instance at grade 1 level and in two instances at the grade 2 level.

### C. OTHER CURRICULUM AREAS OBSERVED

A description of the number of grade 1 and 2 lessons observed in each curriculum area for the five classroom ratio types is presented in Table IV-16. The proportion of reading and language arts instruction constituted from one-half to two-thirds of a session. In both grades, mathematics came next as the most frequently observed area, with social studies a distant third, and art fourth. Science ranked lowest among the academic areas. In the areas of science, arts, social studies, physical activities and music, there was almost one hundred percent total group instruction in all classroom ratio types.

In the areas of social studies and science, there was no evidence of any sequentially developed program (with the exception of a few instances in science). The general practice was isolated lessons (sometimes a series was involved). Manipulative materials, either commercial or teacher-made, were seldom observed in use. The teaching method most often used was lecture-discussion with only one instance of pupil investigation. The use of filmstrips and television were seldom noted.

Music lessons consisted mostly of group singing, usually without a piano. In a few instances percussion bands were conducted. In art, aside from use of paints and crayons which was the activity most often noted in this area, some crafts lessons, involving sewing, paper cutting, and basket work were observed. Physical activities were usually held in the gymnasium; at times, the lunchroom doubled as a gymnasium. In good weather outdoor activities were frequent.

#### 1. Additional Personnel

Within the instructional program of the curriculum areas excluding reading, language arts, and mathematics, science lessons were most frequently conducted, with music and social studies ranking second and third respectively. Paired classes were not involved in the cluster program -- the presence of two teachers enabled each to provide coverage to the other during the preparation period.

TABLE IV-16

NUMBER OF LESSONS OBSERVED IN EACH OF THE CURRICULUM AREAS

|  | Number of Grade 1<br>Sessions Observed | Reading        | Language<br>Arts | Math           | Science        | Social<br>Studies | Art            | Music          | Phys.<br>Act.  |
|--|--|----------------|------------------|----------------|----------------|-------------------|----------------|----------------|----------------|
| RPTR                                   | 14                                     | 10             | 13               | 5              | 3              | 6                 | 4              | 5              | 5              |
| ORPTR                                  | 6                                      | 4              | 6                | 3              | 3              | 4                 | 3              | 1              | 2              |
| RPTR(P)                                | 13                                     | 10             | 10               | 7              | 1              | 7                 | 4              | 3              | 2              |
| SPAR                                   | 31                                     | 31             | 28               | 19             | 6              | 11                | 10             | 5              | 4              |
| USPAR                                  | $\frac{2}{66}$                         | $\frac{2}{57}$ | $\frac{2}{59}$   | $\frac{2}{36}$ | $\frac{0}{13}$ | $\frac{1}{29}$    | $\frac{2}{23}$ | $\frac{0}{14}$ | $\frac{0}{13}$ |
| 55                                     |  |                |                  |                |                |                   |                |                |                |
| Number of Grade 2<br>Sessions Observed |  |                |                  |                |                |                   |                |                |                |
| RPTR                                   | 23                                     | 15             | 18               | 10             | 4              | 5                 | 6              | 1              | 5              |
| ORPTR                                  | 9                                      | 7              | 8                | 7              | 2              | 1                 | 3              | 2              | 1              |
| RPTR(P)                                | 7                                      | 3              | 4                | 2              | 1              | 2                 | 3              | 1              | 0              |
| SPAR                                   | 29                                     | 22             | 22               | 18             | 3              | 11                | 4              | 0              | 4              |
| USPAR                                  | $\frac{3}{71}$                         | $\frac{3}{50}$ | $\frac{3}{55}$   | $\frac{3}{40}$ | $\frac{0}{10}$ | $\frac{2}{21}$    | $\frac{0}{16}$ | $\frac{0}{4}$  | $\frac{0}{10}$ |

## 2. Educational Assistant Involvement in Grades 1 and 2 Instructional Program

The majority of educational assistants were able to provide valuable assistance in the classroom. They were involved in the instructional program during approximately two-thirds of the total session time. These activities consisted of assistance to the teacher in the curriculum areas and in fire drill, in assembly, and in discipline. (See Table IV-17.) Activities classified as class routines involved clerical duties, cleaning up, preparation of materials, and supervision during lunch, toilet, and transitions. Recreation time was composed of classroom games, snacks, parties, and rest intervals. The category "Other" represented the activity of sitting and watching, not involved with either teacher or students. The proportion of time spent on "Recreation and Other" activities was noticeably high in grade 1 USPAR classes which were reported to include a number of special problem children with short attention spans. The "Absent from Class" category represented times when the educational assistant was away at lunch, district meetings, or on errands the exact nature of which were not clear.

Information on the grouping practices of SPAR classes had revealed (see Tables IV-6 and IV-16) that a large proportion of the instructional time was devoted to total group instruction. Within these periods of total group instruction, the role of the educational assistant was mainly that of a general supervisor -- assisting children in finding the correct page number, helping with the use of materials, sharpening broken pencils, etc., but her most important task was that of maintaining discipline during the lesson. In many instances, discipline maintenance during the school day was assigned almost entirely to the educational assistant. Although this assignment of duties cannot be considered "instructional" in the genuine sense, in many instances this was the only type of assistance the educational assistants were able to give with their limited educational backgrounds. In addition, this assistance, however limited and questionable given the original objectives of the program, did provide an important service in that it gave the teachers more time to concentrate on the job of teaching.

Training of teachers in the efficient and effective use of educational assistants in the classrooms was clearly lacking. Many teachers expressed awareness of this deficiency, both in terms of their teaching style and organization of the instructional program.



TABLE IV-17  
 TIME ANALYSIS OF EDUCATIONAL ASSISTANT INVOLVEMENT IN THE INSTRUCTIONAL PROGRAM  
 GRADES 1 AND 2

|                | Number of Sessions Observed | Total Session Time (Minutes) | Assisting in Classroom      |                           |                             |                              | Absent from Classroom Time % |
|----------------|-----------------------------|------------------------------|-----------------------------|---------------------------|-----------------------------|------------------------------|------------------------------|
|                |                             |                              | Instruct. Activities Time % | Classroom Routines Time % | Recreation and Other Time % | Absent from Classroom Time % |                              |
| <u>Grade 1</u> |                             |                              |                             |                           |                             |                              |                              |
| SPAR           | 31                          | 4625                         | 2883 62.3                   | 482 10.4                  | 335 7.2                     | 925 20.0                     |                              |
| USPAR          | 2                           | 255                          | 120 47.1                    | 45 17.6                   | 40 15.7                     | 50 19.6                      |                              |
| <u>Grade 2</u> |                             |                              |                             |                           |                             |                              |                              |
| SPAR           | 28                          | 4370                         | 2760 63.2                   | 360 8.2                   | 462 10.6                    | 788 18.0                     |                              |
| USPAR          | 3                           | 405                          | 225 55.6                    | 0 0.0                     | 20 4.9                      | 160 39.5                     |                              |

### 3. Reported Functions of Educational Assistants

The preceding sections have presented information about the involvement of educational assistants observed in the classrooms. In addition the teachers in those classes observed, and the teachers contacted by questionnaire, were asked to describe the duties assigned to the educational assistants in their classes in order of frequency. A summary of the reports is presented in Table IV-18. The total number of respondents reported here represent only the teachers in classes with educational assistants, that is, the SPAR, SPAR(P), and USPAR class types.

Duties most frequently reported were the preparation of materials and clerical assignments. The assistance given to individual children was next in order of frequency. In some instances the educational assistants appeared to be able to work with individual problem children, but there were numerous instances to the contrary, where because of some established arrangement, the teacher worked with the bright group and the educational assistant was assigned to the slow group. The number of Spanish-speaking educational assistants observed were few, far below the needs of the population in many schools.

In all of these tasks assigned, the classroom teacher, whenever possible, worked with the educational assistant in the performance of these duties. A genuine attempt seemed to be made by the teachers to engage the educational assistants in the instructional program, but unfortunately their knowledge and skill in the efficient use of this assistance was highly limited. Classroom observations revealed several instances of educational assistants maintaining discipline in the class, although no report of this activity was described by any teacher.

Comparing the activities of educational assistants as observed in the classroom with those outlined by the Auxiliary Education Career Unit revealed only one striking discrepancy. Opportunity for the educational assistant "to participate in daily and long-range planning with the classroom teacher" was not reported by any teacher, and thus heavily reduced the effectiveness of the instructional program. Involvement of the educational assistants in this important activity could provide the needed professional boost to the current controversial status of educational assistants within the school system.

TABLE IV-18

## DUTIES ASSIGNED TO EDUCATIONAL ASSISTANTS IN ORDER OF FREQUENCY

|  | Teacher Interviews |              |              | Teacher Questionnaires |               |              |              |              |
|--|--------------------|--------------|--------------|------------------------|---------------|--------------|--------------|--------------|
|  | Kgn.<br>N=35       | Gr.1<br>N=48 | Gr.2<br>N=42 | Total<br>125           | Kgn.<br>N=145 | Gr.1<br>N=68 | Gr.2<br>N=70 | Total<br>283 |
| Preparation of materials and clerical work                             | 23                 | 38           | 27           | 88                     | 116           | 51           | 54           | 221          |
| Individual instruction to slow, average, and behavior problem children | 22                 | 32           | 26           | 80                     | 70            | 46           | 48           | 164          |
| Small group instruction  | 18                 | 25           | 18           | 61                     | 78            | 44           | 43           | 165          |
| Class routines, cleaning up, toilet, and transitions                   | 19                 | 17           | 11           | 47                     | 55            | 24           | 9            | 88           |
| Assists in total group instructional periods                           | 17                 | 6            | 7            | 30                     | 43            | 14           | 13           | 70           |
| Lunch and recess duties  | 9                  | 9            | 3            | 21                     | 32            | 9            | 9            | 50           |
| Individual instruction for non-English speaking children               | 7                  | 5            | 6            | 18                     | 25            | 11           | 11           | 47           |
| Helps with handling of behavior problems                               | 5                  | 2            | 2            | 9                      | 12            | 8            | 13           | 33           |
| Parent-teacher liaison work  | 4                  | 1            | 2            | 7                      | 12            | 0            | 6            | 18           |

## CHAPTER V

## PERSONNEL REACTIONS

The perceptions of administrators, supervisors, and teachers were considered essential for a constructive evaluation. This chapter focuses on personnel reactions to two specific features of the SEC program, the reduction of the pupil-teacher ratio and the assignment of educational assistants, as well as a general assessment of the program.

## A. CLASS RATIO TYPES

In a sample of 578 teachers located in 187 schools throughout the city, reactions to assigned class ratio types were mixed, slightly more positive than negative. (See Table V-1.) In three class types: a single teacher with an educational assistant, paired teachers with educational assistants, both at the kindergarten level, and the single teacher situation in grade 2, there was a close split. Close to half of the group favored the assignment and the other half were dissatisfied. The underlying reason for those who reacted positively or negatively to a particular class type was basically the same, regardless of grade level: the major factor determining teacher attitude was class size in proportion to classroom space. Thus in grade 1 which had more paired classes than grade 2, approximately 57 percent of the teachers in these situations with educational assistants rated their class type negative rather than positive. In addition, from the interview data it was noted that the factor of compatibility with the teammate, whether teacher or educational assistant, influenced the ratings given. When this condition was present the problem of limited space appeared less oppressive. Instances to the point were the two paired situations in grade 2, the paired teachers arrangement in grade 1, and the teachers with educational assistants in both grades 1 and 2.

## B. ASSIGNMENT OF EDUCATIONAL ASSISTANTS

The vast majority of teachers reported that the assignment of educational assistants was helpful. (See Table V-2.) The extent of this help depended upon such factors as the educational background of the educational assistant, the experience and ability of the teacher in working with another adult in the classroom, and the compatibility of their personalities. The observers reported only two instances where hostility and dislike between teacher and educational assistant was observed. The rest of the teachers and educational assistants worked amicably together in the classroom. A few teachers and administrators expressed the fear that the educational assistants were appointed "spies" of the community. However, this opinion was not shared by the vast majority of school personnel.

TABLE V-1

## TEACHER REACTIONS TO ASSIGNED CLASS RATIO TYPES

| Classroom Types          | Completely Positive |             | Qualified Positive |             | Qualified Negative |             | Completely Negative |             | No Answer |            |
|--------------------------|---------------------|-------------|--------------------|-------------|--------------------|-------------|---------------------|-------------|-----------|------------|
|                          | N                   | %           | N                  | %           | N                  | %           | N                   | %           | N         | %          |
| <u>Kindergarten</u>      |                     |             |                    |             |                    |             |                     |             |           |            |
| Single teacher with EA   | 152                 | 19.7        | 48                 | 31.6        | 58                 | 38.1        | 10                  | 6.6         | 6         | 4.0        |
| Paired teachers with EAs | <u>34</u>           | <u>20.6</u> | <u>10</u>          | <u>29.4</u> | <u>8</u>           | <u>23.5</u> | <u>9</u>            | <u>26.5</u> | <u>0</u>  | <u>0.0</u> |
| Total                    | 186                 | 19.9        | 58                 | 31.2        | 66                 | 35.5        | 19                  | 10.2        | 6         | 3.2        |
| <u>Grade 1</u>           |                     |             |                    |             |                    |             |                     |             |           |            |
| Single teacher with EA   | 101                 | 19.8        | 40                 | 39.6        | 29                 | 28.7        | 11                  | 10.9        | 1         | 1.0        |
| Single teacher           | 46                  | 28.3        | 20                 | 43.4        | 8                  | 17.4        | 5                   | 10.9        | 0         | 0.0        |
| Paired teachers with EAs | 16                  | 12.5        | 5                  | 31.3        | 6                  | 37.5        | 3                   | 18.7        | 0         | 0.0        |
| Paired teachers          | <u>42</u>           | <u>50.0</u> | <u>13</u>          | <u>30.9</u> | <u>6</u>           | <u>14.3</u> | <u>2</u>            | <u>4.8</u>  | <u>0</u>  | <u>0.0</u> |
| Total                    | 205                 | 27.3        | 78                 | 38.1        | 49                 | 23.9        | 21                  | 10.2        | 1         | 0.5        |
| <u>Grade 2</u>           |                     |             |                    |             |                    |             |                     |             |           |            |
| Single teacher with EA   | 97                  | 19.6        | 38                 | 39.2        | 30                 | 30.9        | 8                   | 8.2         | 2         | 2.1        |
| Single teacher           | 55                  | 14.5        | 22                 | 40.0        | 19                 | 34.6        | 5                   | 9.1         | 1         | 1.8        |
| Paired teachers with EAs | 15                  | 6.7         | 10                 | 66.6        | 1                  | 6.7         | 3                   | 20.0        | 0         | 0.0        |
| Paired teachers          | <u>20</u>           | <u>35.0</u> | <u>10</u>          | <u>50.0</u> | <u>2</u>           | <u>10.0</u> | <u>1</u>            | <u>5.0</u>  | <u>0</u>  | <u>0.0</u> |
| Total                    | 187                 | 18.7        | 80                 | 42.8        | 52                 | 27.8        | 17                  | 9.1         | 3         | 1.6        |
| Grand Total              | 578                 | 22.1        | 216                | 37.4        | 167                | 28.9        | 57                  | 9.9         | 10        | 1.7        |

TABLE V-2  
TEACHER RATINGS OF EDUCATIONAL ASSISTANTS

|                         | Extremely<br>Helpful<br>% | Quite<br>Helpful<br>% | Helpful<br>% | Very Little<br>Help<br>% | No Help<br>At All<br>% | No<br>Ans.<br>% |
|-------------------------|---------------------------|-----------------------|--------------|--------------------------|------------------------|-----------------|
| Kindergarten<br>(N=170) | 64.7                      | 16.5                  | 14.1         | 4.1                      | 0.6                    | 0.0             |
| Grade 1<br>(N=116)      | 46.6                      | 26.7                  | 17.2         | 4.3                      | 0.9                    | 4.3             |
| Grade 2<br>(N=112)      | 40.2                      | 20.5                  | 23.2         | 6.3                      | 0.9                    | 8.9             |

Note: Table reports only ratings obtained from teachers in classes with educational assistants.

#### C. STRENGTHS AND WEAKNESSES OF THE PROGRAM

Of the 578 teachers questioned on the reduction of the pupil-teacher ratio and the assignment of educational assistants, an overwhelming majority of teachers (81 percent) reported that the SEC program had provided significantly more individual instruction than had been possible previously. Classroom observations revealed that the proportion of small group and individual instruction conducted was very small. Many children with special problems, slow learners, non-English speaking children, and disciplinary cases were reported to have received at least some personal attention in the school day. The practice of homogeneous grouping adopted in some schools was also cited (6 percent) as a program strength. Fourteen percent of the group, however, reported not having perceived any positive effects. The program was considered too new to judge the arrangements.

Appraisal by administrators and supervisors of the program of the extent and form whereby the SEC program had alleviated some of the problems in the educational system is presented in Table V-3. Most principals, Early Childhood coordinators, and Early Childhood supervisors were of the opinion that the assignment of educational assistants and reduced ratio classes had resulted in more individual instruction being provided this year than previously. Classroom observations revealed that the proportion of time spent on individual instruction was very small. Apparently, this small amount was interpreted to represent an improvement in the teaching pattern over the previous years.

TABLE V-3

## ASSESSMENT BY SUPERVISORS OF PROBLEMS RESOLVED BY THE SEC PROGRAM

|   | Kindergarten  |             |             | Grade 1       |             |             | Grade 2       |             |             |
|---|---------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------|-------------|
|   | Prin.<br>N=18 | ECS<br>N=18 | ECC<br>N=17 | Prin.<br>N=22 | ECS<br>N=16 | ECC<br>N=17 | Prin.<br>N=22 | ECS<br>N=12 | ECC<br>N=17 |
| More indiv. instruction possible through the assignment of EA and reduced ratio classes | 16            | 2           | 10          | 18            | 13          | 10          | 18            | 10          | 10          |
| Burden of clerical duties on teacher reduced  | 0             | 4           | 0           | 1             | 0           | 0           | 1             | 0           | 0           |
| Space   | 3             | 5           | 1           | 3             | 0           | 1           | 3             | 0           | 1           |
| Recruitment of EAs from the community, improved school/community relationship           | 2             | 3           | 3           | 0             | 2           | 3           | 0             | 3           | 3           |
| Improved communications between school personnel  | 0             | 0           | 1           | 3             | 2           | 1           | 6             | 0           | 1           |
| Improved training and status of teachers  | 2             | 7           | 6           | 0             | 2           | 6           | 0             | 0           | 6           |
| Fewer personality conflicts among teaching staff this year                              | 0             | 2           | 1           | 3             | 7           | 1           | 0             | 1           | 1           |

Note: Ns for Principals, ECSs and ECCs vary for each grade according to the grade levels assigned for supervision by these personnel. Multiple responses reported.

In the case of perceived weaknesses in the program, teachers in classes with educational assistants and those in paired situations particularly, reported the prescribed ratios as being too large. The SPAR class type of one teacher and educational assistant in a class with 22-32 heterogeneously grouped children perceived little opportunity for individual instruction (72 percent). Inadequate space and instructional materials were cited as another major weakness (12 percent). Five percent

of the group described lack of inservice training for teachers and the personality conflicts engendered by the sharing of a classroom between two teachers as built-in weaknesses of the program. As compared to the 14 percent reporting "no strengths" in the program, 11 percent expressed complete satisfaction with the program.

The unresolved problems reported in Table V-4 are essentially the same as those reported resolved by the SEC program in Table V-3, the difference being the extent of remediation accomplished over the year. In each of the areas reporting alleviation there still appears to be a great need for improvement. Unresolved problems, the need for more individualized instruction, for inservice training, and for more classroom space, were also most frequently cited by the evaluation team. The problem of insufficient supplies and equipment was reported by only one principal whereas in the judgment of the evaluation team the scarcity of instructional materials was striking and seriously handicapped the program.

TABLE V-4  
ASSESSMENT BY SUPERVISORS OF UNRESOLVED PROBLEMS

|   | Kindergarten  |             |             | Grade 1       |             |             | Grade 2       |             |             |
|---|---------------|-------------|-------------|---------------|-------------|-------------|---------------|-------------|-------------|
|   | Prin.<br>N=18 | ECS<br>N=18 | ECC<br>N=17 | Prin.<br>N=22 | ECS<br>N=16 | ECC<br>N=17 | Prin.<br>N=22 | ECS<br>N=12 | ECC<br>N=17 |
| Individual instruction insufficient in proportion to need | 5             | 5           | 3           | 9             | 5           | 3           | 19            | 4           | 3           |
| Space problems  | 6             | 7           | 1           | 9             | 1           | 1           | 2             | 0           | 1           |
| Relationships between school/community need improvement   | 1             | 0           | 3           | 0             | 0           | 3           | 2             | 1           | 3           |
| Need for more communications between school personnel     | 0             | 0           | 3           | 0             | 2           | 3           | 0             | 0           | 3           |
| Inservice training  | 7             | 14          | 6           | 7             | 8           | 6           | 7             | 4           | 6           |
| Insufficient supplies and equipment                       | 0             | 5           | 1           | 0             | 0           | 1           | 1             | 3           | 1           |
| More guidance personnel, coordinator, librarian           | 3             | 0           | 0           | 7             | 2           | 0           | 0             | 0           | 0           |
| Personality clashes among teaching personnel              | 0             | 0           | 0           | 2             | 0           | 0           | 3             | 0           | 0           |

Note: Ns for Principals, ECSs and ECCs vary for each grade according to grade levels assigned for supervision by these personnel.



A majority of the school personnel questioned, principals, Early Childhood coordinators, teachers, and members of the evaluation team reported varying degrees of positive feeling about the SEC program. Organizational modifications such as the assignment of Early Childhood coordinator, availability of varied and adequate instructional materials, and personnel recruitment were considered essential to the program. Equally important was the need for a carefully planned, well organized inservice training component. Recommended content for the inservice training program included: clearly defined teaching goals in all curriculum areas; role expectancy within team situations; cooperative planning between the teachers, and teachers and educational assistants involved in a team; guidance in the conduct of flexible grouping practices in reading and other subject areas; teaching skills in the choice of method and materials appropriate for individualized instruction; and guidelines for evaluation of pupil progress. Coordination of the program at both the district and school levels was another area found to be in need of improved organization. Communication between Early Childhood supervisors and program coordinators and teachers during the year was the exception rather than the rule. (See Table V-5 and Table V-6.)

In conclusion it may be said by way of overall summation of school personnel reactions to the program, that the program as outlined was perceived to have had great promise. In actual operation over the past year, from the observers' point of view, the potential was not realized.

TABLE V-5  
RECOMMENDATIONS FOR CONTINUATION OF CURRENT SEC PROGRAM

|                                 | Kindergarten  |             | Grade 1       |             | Grade 2       |             |
|---------------------------------|---------------|-------------|---------------|-------------|---------------|-------------|
|                                 | Prin.<br>N=28 | ECS<br>N=20 | Prin.<br>N=29 | ECS<br>N=21 | Prin.<br>N=27 | ECS<br>N=20 |
| Continue as currently organized | 23            | 8           | 17            | 5           | 15            | 4           |
| Continue, modify organization   | 5             | 11          | 11            | 14          | 11            | 11          |
| Discontinue                     | 0             | 0           | 1             | 1           | 1             | 2           |
| Undecided                       | 0             | 0           | 0             | 0           | 0             | 0           |
| No answer                       | 0             | 1           | 0             | 1           | 0             | 3           |

Note: Reported Ns vary according to the grade level assigned for supervision.

TABLE V-6  
SUGGESTED AREAS FOR IMPROVEMENT

|   | Kindergarten  |             | Grade 1       |             | Grade 2       |             |
|---|---------------|-------------|---------------|-------------|---------------|-------------|
|   | Prin.<br>N=18 | ECS<br>N=18 | Prin.<br>N=22 | ECS<br>N=16 | Prin.<br>N=22 | ECS<br>N=12 |
| Coordination of program at district and school levels | 4             | 7           | 4             | 6           | 4             | 4           |
| Inservice training for teachers and EAs               | 10            | 3           | 8             | 17          | 3             | 11          |
| Provision for more individualization of instr.        | 6             | 3           | 5             | 11          | 5             | 12          |
| Space, equipment, facilities                          | 1             | 6           | 1             | 4           | 0             | 6           |
| Homogeneous grouping                                  | 1             | 0           | 0             | 0           | 2             | 0           |
| Parent Involvement program                            | 2             | 2           | 2             | 1           | 1             | 2           |

## CHAPTER VI

## INTERPRETATION OF ACHIEVEMENT RESULTS

Implementation of the SEC program in all special service schools in the city made it possible to secure a control sample of schools. Consequently the investigation was directed toward the question of achievement test differences between the pupils of four class ratio types -- RPTR, RPTR(P), ORPTR, and SPAR at the grades 1 and 2 levels.

According to the citywide testing program of the New York City Board of Education, the New York State Readiness Test, Form A, was administered to all grade 1 classes in December 1968. In grade 2 the Metropolitan Achievement Tests, Primary I, Form A or Upper Primary, Form A, were administered in March 1969. The Upper Primary Battery, Form A, was administered to "accelerated" pupils. In some SEC schools, all the classes in the grade involved mixed groups, that is, some pupils took the Primary I and others the Upper Primary form. In addition, a few schools included in the present sample had one or two classes on the grade consisting of mixed groups. All these classes were excluded from the analysis. The study focused on the average or slow pupil -- the major target of the program.

After a long process of investigation and classification (outlined in Chapter II) 683 grade 1 classes and 509 grade 2 classes were located and categorized into appropriate class ratio types (see Chapter IV). The grade 1 sample involved 144 schools (49.5 percent sample) and grade 2 involved 111 schools (38 percent sample).

A single classification analysis of variance was used to test the significance of differences in achievement test scores among four class ratio types, RPTR, RPTR(P), ORPTR, and SPAR. The study used only total scores that had been computed into raw score medians for each class. Three one-way analyses of variance were computed for selected subtests and total score on the Metropolitan Achievement Test at grade 2 level. Three mean scores were involved, two for the Word Knowledge and Reading subtests, and a third for the total score or average of the two subtests. The class mean scores were recorded in grade-equivalent units.

## A. GRADE 1 - NEW YORK STATE READINESS TEST RESULTS

Examination of the analysis of variance results revealed highly significant differences in achievement test performance between the four class types investigated. (See Table VI-1.) The "t" tests conducted showed the RPTR (Reduced Pupil-Teacher Ratio) group of classes to score significantly higher than all the other three class groups, RPTR(P) (Reduced Pupil-Teacher Ratio, Paired), ORPTR (Over Reduced Pupil-Teacher

Ratio) and SPAR (Specified Pupil-Adult Ratio). (See Table VI-2.) Since the New York State Readiness Tests were designed to "assess the extent to which school beginners have developed in the several skills and abilities that contribute to readiness for first-grade instruction," the pupils had to be tested in the early part of grade 1. Consequently, indications of a relationship between pupil achievement and class ratio type cannot be claimed. All that may be concluded from the data was that the pupils of the RPTR classes were, from the very beginning of the school year, more mature and ready to undertake the first-grade program than those assigned to RPTR(P), ORPTR, and SPAR classes. The pupils had, apparently, been assigned to the various class types on the basis of an "ability" criterion. Lack of a measure of achievement at the end of the first grade prevented a fair assessment of the effects of the various class ratio types on pupil achievement. Additional testing was not conducted because of the shortened school year and late date at which this evaluation was undertaken.

TABLE VI-1

GRADE 1 ANALYSIS OF VARIANCE ON  
NEW YORK STATE READINESS TEST  
(N=682)

| Source  | Mean Square | df  | F Ratio |
|---------|-------------|-----|---------|
| Between | 9600.00     | 3   | 11.72** |
| Within  | 185455.00   | 679 |         |

\*\*Significant at .01 level.

TABLE VI-2

"t" TEST RESULTS ON THE NEW YORK STATE READINESS TEST

| Class Type | $\bar{X}$<br>(Raw Score) | Class Type | $\bar{X}$<br>(Raw Score) | $\bar{X}$ Diff.<br>(Raw Scores) | "t"    |
|------------|--------------------------|------------|--------------------------|---------------------------------|--------|
| RPTR       | 54.14                    | RPTR(P)    | 38.97                    | 15.1                            | 5.69** |
| RPTR       | 54.14                    | ORPTR      | 47.63                    | 6.5                             | 2.72** |
| RPTR       | 54.14                    | SPAR       | 45.03                    | 9.1                             | 4.10** |
| ORPTR      | 47.63                    | RPTR(P)    | 39.97                    | 8.6                             | 4.03** |
| ORPTR      | 47.63                    | SPAR       | 45.03                    | 2.6                             | 1.66   |
| SPAR       | 45.03                    | RPTR(P)    | 39.97                    | 5.1                             | 2.68** |

\*\*Significant at .01 level.

The performance of the sample on the New York State Readiness Test was compared in Table VI-3 to that of the 1967-68 SEC testing sample, and the pupils of the public schools in New York City over the past three years. This year's SEC sample gained slightly over the sample of the previous year. It was still, however, considerably lower than the average of public schools in New York City.

TABLE VI-3

COMPARISON OF SEC SAMPLE SCHOOLS WITH ALL NYC PUBLIC SCHOOLS  
ON THE NEW YORK STATE READINESS TEST

| Groups             | Date of Test Administration | Number of Pupils | Total Raw Score | Percentile |
|--------------------|-----------------------------|------------------|-----------------|------------|
| NYC Schools        | September 1966              | 73,021           | 39.10           | 18         |
|                    | October 1967                | 78,545           | 45.35           | 25         |
|                    | December 1968               | 66,088           | 55.97           | 40         |
| SEC Sample 1967-68 | October 1967                | 1,127            | 42.50           | 20         |
| SEC Sample 1968-69 | December 1968               | 10,245           | 45.94           | 25         |

## B. GRADE 2 - METROPOLITAN ACHIEVEMENT TEST RESULTS

Analysis of grade 2 achievement test data yielded highly significant results. (See Tables VI-4 and VI-5.) The F ratios for all three parts of the test, Word Knowledge, Reading, and the Total Score, were significant beyond the .01 level. The ORPTR group of classes appeared to have scored significantly higher than the other three groups of classes. The difference was significant at the .01 level when compared to the SPAR group and at the .05 level for the RPTR(P) group. Only on the Word Knowledge test did the ORPTR group score significantly higher than the RPTR group.

TABLE VI-4

## ANALYSIS OF VARIANCE ON SELECTED SUBTESTS OF THE METROPOLITAN ACHIEVEMENT TEST - GRADE 2

| Variables      | Source  | Mean Square | df  | F Ratio |
|----------------|---------|-------------|-----|---------|
| Word Knowledge | Between | 2.93        | 3   | 3.845** |
|                | Within  | 128.42      | 508 |         |
| Reading        | Between | 2.73        | 3   | 3.25**  |
|                | Within  | 141.29      | 505 |         |
| Total Score    | Between | 2.74        | 3   | 3.54**  |
|                | Within  | 130.08      | 505 |         |

\*\*Significant at .01 level.

TABLE VI-5

## TABLE OF SIGNIFICANT "t" TESTS ON SELECTED VARIABLES OF THE METROPOLITAN ACHIEVEMENT TEST

| Variables      | Class Type | $\bar{X}$ Grade Equiv. Units | Class Type | $\bar{X}$ Grade Equiv. Units | Mean Diff. | "t"    |
|----------------|------------|------------------------------|------------|------------------------------|------------|--------|
| Word Knowledge | ORPTR      | 2.25                         | RPTR(P)    | 2.00                         | .25        | 2.00*  |
|                | ORPTR      | 2.25                         | SPAR       | 2.05                         | .20        | 3.08** |
| Reading        | ORPTR      | 2.33                         | RPTR       | 2.17                         | .16        | 2.17*  |
|                | ORPTR      | 2.33                         | RPTR(P)    | 2.05                         | .28        | 2.11** |
|                | ORPTR      | 2.33                         | SPAR       | 2.14                         | .19        | 2.91** |
| Average Score  | ORPTR      | 2.31                         | RPTR(P)    | 2.05                         | .26        | 2.10*  |
|                | ORPTR      | 2.31                         | SPAR       | 2.12                         | .19        | 3.04** |

\*Significant at .05 level.

\*\*Significant at .01 level.

The fact that the ORPTR group of classes scored significantly higher than the other three class types is a reflection of an important factor in the organization of classes within the program. In investigation of criteria used to assign pupils and teachers to the various ratio types prescribed by the program revealed a highly selective process in operation. In the case of the pupils, the most frequently reported criterion was "ability." In the light of this it can only be presumed (since exact information was not available except in a few instances) that pupils requiring special attention because of language, discipline, or educational problems were usually assigned to classes where additional help (educational assistants in SPAR classes) was available. The RPTR group, because of reduced pupil-teacher ratios, were also in a position to deal with these pupils. On the other hand, the ORPTR classes involved only one adult, a single teacher with a large register ranging above 21 in grade 1 and above 26 in grade 2, and so were more likely to receive the highest ability group with as few problem cases as possible.

In the case of the teachers, the most frequently reported criterion for assignment was "qualifications." It is possible that because of this arrangement or the "rotation policy" adopted in some schools, many teachers of these classes may have been more skilled and experienced than those of the other groups. In Chapter IV it was noted that the ORPTR teachers, despite their large registers, had conducted approximately the same amount of small group and individual instruction as the teachers of the other three groups. All of this serves to relate the superior results of the ORPTR classes to the process of selective assignment used by principals. The influence of any specific type of classroom ratio remains ambiguous.

Comparisons of the performance of this year's SEC sample with that of the public school pupils in New York City over the past four years are presented in Table VI-6. The average score for the city schools was at grade level for this test, that is, 2.7, on the Word Knowledge test and .1 grade-equivalent units above for the reading test. The SEC group was .6 grade equivalent units or six months below public school pupils in New York City.

TABLE VI-6

COMPARISON OF THE SEC SAMPLE SCHOOLS WITH ALL NEW YORK CITY  
PUBLIC SCHOOLS ON THE METROPOLITAN ACHIEVEMENT TEST

| Groups         | Date of Test Administration | N      | Word Knowledge | Reading | Average Score |
|----------------|-----------------------------|--------|----------------|---------|---------------|
| NYC<br>Schools | May 1966                    | 73,482 | 2.9            | 2.8     | 2.9           |
|                | April 1967                  | 78,963 | 2.8            | 2.8     | 2.8           |
|                | April 1968                  | 77,070 | 2.7            | 2.7     | 2.7           |
|                | March 1969                  | 73,388 | 2.7            | 2.8     | 2.8           |
| SEC<br>Program | March 1969                  | 10,180 | 2.1            | 2.2     | 2.2           |

In conclusion it may be said that while the analysis of achievement test results yielded some significant differences between the prescribed ratio types at both grade levels, the findings were inconclusive for many reasons. Most important of all was the non-randomness of pupil assignment to the prescribed ratio types. The "ability" criterion was most frequently reported as the basis for assignment in both grades. Added to this was the unknown variable of teacher assignment. Information regarding the interpretation of "qualifications," the most frequently reported criterion in terms of the prescribed ratio classes, was not available. Teacher attrition, recurrent absenteeism on the part of the educational assistants, and teacher and pupil mobility resulted in constantly changing classroom ratio patterns. Consequently the formulation of meaningful generalizations from these findings was not possible.



## CHAPTER VII

## CONCLUSIONS AND RECOMMENDATIONS

## A. CONCLUSIONS

1. Program Organization

The SEC program attempted to improve the achievement level of primary grade pupils by introducing reduced class ratios, paraprofessional assistance, and provision of additional instructional materials. Investigation of the extent to which the prescribed organizational framework was implemented revealed a low degree of accomplishment. Limitations of classroom space and difficulties in recruiting educational assistants severely handicapped organizational plans.

The allocation of additional instructional materials was not received by two-thirds of the schools questioned. Confusion ranged from total ignorance to slight awareness of this program feature. Consequently a dearth of instructional materials was evident.

Subsidiary features of the program, including the area of related services, nutritional, dental, medical, psychological and social services, and parental involvement, received recognition only in the project proposal. No budget or guidelines were formulated for these components even though the proposal underscored their importance to the program.

2. Instructional Program

Individualization of instruction was the major pedagogical objective of the SEC program, but the instructional program conducted in the prescribed ratio classes (RPTR, RPTR(P), and SPAR) was not substantially different from that of the nonprescribed ratio classes (ORPTR and OSPAR). As of old, total group instruction predominated at all levels and in all curriculum areas. In the instances to the contrary, and these were the only signs of change, some small group and individual instruction were observed. Consequent to total group instruction was the high occurrence of the lecture-drill approach in all curriculum areas, thus allowing little opportunity for discussions involving the exchange of questions and answers, or individual investigation based on pupil interest or teacher direction.

The content of instruction in all areas was extremely limited in variety. The prescribed plan of a multi-media approach to teaching and learning at the kindergarten level was not observed. Television was observed only once; and the use of phonographs in six instances completed the range of audio-visual materials noted in the 32 sessions observed. The absence of adequate funds to purchase instructional materials

severely limited the range of sensorimotor experiences possible and thus hampered the development of an effective early childhood instructional program.

Instruction in the areas other than reading, language arts, and mathematics received little attention. The cluster teacher arrangement created serious fragmentation within the instructional program because the lessons were delivered as discrete units with little attempt to relate them within a total program. In the absence of joint planning with classroom teachers, little genuine instruction was provided during these periods. The role assigned to the cluster teacher was mainly custodial -- maintaining peace and order while the classroom teacher was on preparation time.

### 3. Program Effects on Achievement

Because of the shortened school year (only seven and a half months of instruction), expectations of improvement in pupil achievement were greatly reduced. Limited implementation of the program, both in organizational framework and in instructional component, further diminished these expectations. Finally there was the problem of the non-randomness of pupil assignment to the various prescribed class ratio types, and the confounding of treatment effects caused by the high rate of teacher and pupil mobility, which resulted in inconclusive findings. Consequently, the instances of significant differences reported could not be translated into meaningful generalizations about classroom ratio patterns and pupil achievement.

## B. RECOMMENDATIONS

### 1. Program Organization

The unavoidable circumstances of limited classroom space, shortage of qualified paraprofessional assistance, and the shortened school year prevented the SEC program of 1968-69 from receiving a fair trial. School administrators, program coordinators, teachers, and the evaluation team believe that the program contains many sound educational ideas which, with intensive and extensive overhauling, can achieve its objectives. Most urgent of all is the need for carefully planned inservice programs for all personnel. Without this component the limited results of the past year cannot be expected to change.

The problem of insufficient classroom space is perennial, but the fact that there were fewer paired classes this year compared to last year indicates that there has been some improvement.

The shortage of qualified persons to fill the position of educational assistant within some communities could be handled in two ways.

First, present recruitment policies could be extended to include qualified persons from other districts throughout the city. Second, an intensive recruitment drive could be organized, especially in Spanish-speaking communities, in conjunction with an educational training program.

## 2. Instructional Program

Within each school the entire instructional program of the early childhood grades needs to be carefully reexamined. The provisions and objectives of the SEC program should be translated into concrete teaching methods and learning goals. To achieve these goals, certain organizational procedures need to be adopted:

1. Flexible class ratios designed by the principal of each school.
2. Reinstatement of the position of a full-time Early Childhood coordinator for each school with clear delineation of the role and its objectives and responsibilities.
3. Organization of a regularly scheduled inservice training program for teachers and educational assistants in all the primary grades. Areas of emphasis to include: a. identifying the educational strengths and deficiencies of the target population; b. intensive study of teaching methods that will lead to the development of the required language and cognitive skills; c. use of flexible instructional grouping patterns; d. use of varied instructional materials and activities within each subject area; e. team-teaching; and f. cooperative planning by the two teachers paired in a classroom and the teacher-educational assistant teams for all facets of the instructional program.
4. Provision of time in the school week for cooperative planning between the teammates in a classroom. Cluster teachers should be included in these sessions.
5. Adequate amounts of varied instructional materials available for use in the classrooms throughout the school year.
6. Development of a curriculum resource center at each district office which the teacher and educational assistant can use to read, select, and learn to use new materials.
7. Coordination of parental involvement programs for the three primary grades by the Early Childhood coordinators.

8. Provisions for personnel and facilities in the related areas of medical, dental, psychological, and social services.

A final consideration from the evaluation point of view is the involvement of evaluators in the planning-implementation stage of the program. This procedure would remove some of the pitfalls responsible for the present ambiguous and inconclusive findings. Provision of pre-program measures of achievement, selection of samples, avoidance of "confounding" effects are some of the problems that could be ameliorated by such involvement of the evaluators.

APPENDIX B  
INSTRUMENTS

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## Center for Urban Education

## Early Childhood Education Project

## PRINCIPALS' INTERVIEW GUIDE

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_ Interviewer \_\_\_\_\_

1. How has the addition/subtraction (check one) of a coordinator affected the work load of the primary assistant principal this year? (check one)

much heavier  
 heavier  
 the same  
 a little lighter  
 much lighter  
 don't know  
 no coordinator

2. How effective do you think the coordinator/assistant principal has been in implementing the Kindergarten, Grade 1 and 2 program in your school? (check one)

| <u>Coordinator</u>                            | <u>Assistant Principal</u>                    |
|---|---|
| <input type="checkbox"/> very effective       | <input type="checkbox"/> very effective       |
| <input type="checkbox"/> effective            | <input type="checkbox"/> effective            |
| <input type="checkbox"/> slightly effective   | <input type="checkbox"/> slightly effective   |
| <input type="checkbox"/> slightly ineffective | <input type="checkbox"/> slightly ineffective |
| <input type="checkbox"/> ineffective          | <input type="checkbox"/> ineffective          |
| <input type="checkbox"/> don't know           | <input type="checkbox"/> don't know           |

3. How effective do you think the winter orientation of all Kindergarten, Grade 1 and 2 teachers was to the new program? (check one)

very effective  
 effective  
 slightly effective  
 slightly ineffective  
 ineffective  
 don't know  
 no orientation

4. How effective have those involved in the Kindergarten, Grade 1 and 2 program been in informing parents of the new program and involving them in the education of their children? (check one)

very effective  
 effective  
 slightly effective  
 slightly ineffective  
 ineffective  
 don't know

5. How do you feel now about the Kindergarten program in your school?  
(check one)

- completely positive
- strongly positive, but not completely
- slightly positive
- slightly negative
- strongly negative, but not completely
- completely negative

6. How do you feel about the continuation of the current Kindergarten program? (check one)

- continue as now organized
- continue, but modify organization
- discontinue
- undecided

7. How effective do you think the current Kindergarten program has been in terms of meeting the major goal of the program, individualization of instruction? (check one)

- very effective
- effective
- slightly effective
- slightly ineffective
- ineffective

8. What problems in your Kindergarten program have been resolved this year?

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9. What problems remain unresolved in your Kindergarten program?

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10. What recommendations would you suggest for improvement of the Kindergarten program?

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11. How do you feel now about the Grade 1 program in your school? (check one)

- completely positive
- strongly positive, but not completely
- slightly positive
- slightly negative
- strongly negative, but not completely
- completely negative

12. How do you feel about the continuation of the current Grade 1 program? (check one)

- continue as now organized
- continue, but modify organization
- discontinue
- undecided

13. How effective do you think the current Grade 1 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (check one)

- very effective
- effective
- slightly effective
- slightly ineffective
- ineffective

14. What problems in your Grade 1 program have been resolved this year?

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15. What problems remain unresolved in your Grade 1 program?

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16. What recommendations would you suggest for improvement of the Grade 1 program?

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17. How do you feel now about the Grade 2 program in your school?  
(check one)

- completely positive
- strongly positive, but not completely
- slightly positive
- slightly negative
- strongly negative, but not completely
- completely negative

18. How do you feel about the continuation of the current Grade 2 program?  
(check one)

- continue as now organized
- continue, but modify organization
- discontinue
- undecided

19. How effective do you think the current Grade 2 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (check one)

- very effective
- effective
- slightly effective
- slightly ineffective
- ineffective

20. What problems have been resolved this year in your Grade 2 program?

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21. What problems remain unresolved in your Grade 2 program?

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22. What recommendations would you suggest for improvement of the Grade 2 program?

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23. What suggestions do you have to help teachers in paired classrooms assume joint responsibility for instruction in all curriculum areas (as opposed to taking turns in total group instruction)?

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24. What suggestions do you have for organizing for instruction in a way that will diminish fragmentation of the instructional program and permit relationships to be made among subject areas?

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25. Is the parent-involvement program begun last year in operation?

|              | <u>Yes</u> | <u>No</u> |
|--------------|------------|-----------|
| Kindergarten | —          | —         |
| Grade 1      | —          | —         |
| Grade 2      | —          | —         |

If yes, briefly describe the program for each grade.

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If no, why for each grade.

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26. To what extent do you find the following school facilities adequate?

|                                | Excellent | Good  | Average | Fair  | Poor  | Don't Know | Facility Not Available |
|--------------------------------|-----------|-------|---------|-------|-------|------------|------------------------|
| Medical                        | _____     | _____ | _____   | _____ | _____ | _____      | _____                  |
| Dental                         | _____     | _____ | _____   | _____ | _____ | _____      | _____                  |
| Psychological                  | _____     | _____ | _____   | _____ | _____ | _____      | _____                  |
| Social Services                | _____     | _____ | _____   | _____ | _____ | _____      | _____                  |
| Nutritional<br>(lunch, snacks) | _____     | _____ | _____   | _____ | _____ | _____      | _____                  |

27. Describe type of additional materials received.

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If not received, why? When were they ordered?

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28. How would you rate the adequacy of these materials? (check one)

- Excellent
- Good
- Average
- Fair
- Poor
- Don't know

29. On what basis were teachers assigned to classroom settings at the beginning of this school year?

a. Kindergarten

Criteria

Single Teacher Classroom:

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Single Teacher and Ed.Asst.:

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---

---

Paired Teacher Classroom:

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b. Grade 1

Single Teacher Classroom:

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---

Single Teacher and Ed. Asst.:

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Paired Teacher Classroom:

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c. Grade 2

Single Teacher Classroom:

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---

Single Teacher and Ed. Asst:

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---

Paired Teacher Classroom:

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30. On what basis were children assigned to classroom settings at the beginning of this school year?

Criteria

a. Kindergarten

Single Teacher Classroom:

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Single Teacher and Ed. Asst.:

---

---

Paired Teacher Classroom:

---

---

b. Grade 1

Single Teacher Classroom:

---

---

Single Teacher and Ed. Asst.:

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---

Paired Teacher Classroom:

---

---

c. Grade 2

Single Teacher Classroom:

---

---

Single Teacher and Ed. Asst.:

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---

Paired Teacher Classroom:

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31. Additional comments about program:

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## Center for Urban Education

## Early Childhood Education Project

## PROGRAM COORDINATORS' QUESTIONNAIRE

## Section 1:

1. School: \_\_\_\_\_ Borough: \_\_\_\_\_ Date: \_\_\_\_\_  
Coordinator's Name: \_\_\_\_\_
2. Sex: M \_\_\_ F \_\_\_
3. Undergraduate education: Where: \_\_\_\_\_  
Major: \_\_\_\_\_ Degree: \_\_\_\_\_
4. Graduate education: Where: \_\_\_\_\_  
Major: \_\_\_\_\_ Degree: \_\_\_\_\_ Number of credits in major: \_\_\_\_\_
5. License(s): Type (please check): Regular \_\_\_ Substitute \_\_\_  
Area: Early Childhood \_\_\_ Common Branches \_\_\_  
Other (specify) \_\_\_\_\_
6. Total years of teaching experience: \_\_\_\_\_
7. Total years of experience as A.P. or Coordinator of the Early Childhood Program: \_\_\_\_\_
8. Approximate number of hours per week currently spent in the teaching role: \_\_\_\_\_
9. Approximate number of hours per week currently spent in  
Planning with groups of teachers \_\_\_\_\_  
Planning with individual teachers \_\_\_\_\_  
Guiding educational assistants \_\_\_\_\_
10. Approximate number of hours per week currently spent in parent-related work in  
Arranging for parent-teacher conferences \_\_\_\_\_  
Other parent contacts (conferences, calls) \_\_\_\_\_  
Parent-teacher meetings or other community contacts (number so far this year) \_\_\_\_\_

11. Approximately how many hours per week are spent on the following activities:

|  | <u>Beginning<br/>of year</u> | <u>End<br/>of year</u> |
|--|------------------------------|------------------------|
| Previewing and listing instructional materials                       | —                            | —                      |
| Serving as liaison person with administrative and teaching personnel | —                            | —                      |
| Assessing pupil progress   | —                            | —                      |
| Guiding and assisting pupil grouping                                 | —                            | —                      |
| Scheduling use of space and equipment                                | —                            | —                      |
| Number of demonstration lessons given                                | —                            | —                      |
| Conferring with A.P. or Principal on Early Childhood Program         | —                            | —                      |

12. Did you conduct training sessions prior to the opening of school?

Yes \_\_\_ No \_\_\_

If yes, then how much time was spent with:

|   |       |       |
|---|-------|-------|
| Kindergarten, Grade 1 and 2 teachers together | _____ | hours |
| Kindergarten teachers separately              | _____ | hours |
| Grade 1 teachers separately                   | _____ | hours |
| Grade 2 teachers separately                   | _____ | hours |
| Inexperienced teachers (K, Grade 1 and 2)     | _____ | hours |
| Educational assistants                        | _____ | hours |

13. If no, did you conduct special training and planning sessions after school started?

Yes \_\_\_ No \_\_\_

If yes, how much time was spent with:

|   |       |       |
|---|-------|-------|
| Kindergarten, Grade 1 and 2 teachers together | _____ | hours |
| Kindergarten teachers separately              | _____ | hours |
| Grade 1 teachers separately                   | _____ | hours |
| Grade 2 teachers separately                   | _____ | hours |
| Inexperienced teachers (K, Grade 1 and 2)     | _____ | hours |
| Educational assistants                        | _____ | hours |

Where were the sessions conducted? \_\_\_\_\_

14. Did anyone assist you with the planning and training sessions?

Yes \_\_\_ No \_\_\_

If yes, who? (Check all those who helped)

- Assistant principal \_\_\_
- Principal \_\_\_
- ECE supervisor \_\_\_
- Other (specify) \_\_\_\_\_

How did they assist? (Please describe) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

15. What were your major problems in setting up the program this year?  
 (Number in order of magnitude of problem, using 1 to indicate the  
 greatest problem)

- \_\_\_ Assignment of space
- \_\_\_ Assignment of personnel to space and role
- \_\_\_ Acquiring and distributing audiovisual and instrumental materials
- \_\_\_ Setting up pupil grouping
- \_\_\_ Setting up a schedule
- \_\_\_ Other (specify) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

16. What are your major problems currently? (Again, number in order  
 according to magnitude of problem; 1 = the greatest problem.)

- \_\_\_ Utilization of space
- \_\_\_ Feelings of teachers concerning assigned role and space
- \_\_\_ Effective utilization of audiovisual and other instructional  
 materials
- \_\_\_ Grouping and regrouping of pupils
- \_\_\_ Gaining parent and community involvement
- \_\_\_ Rapport with teachers or administrative staff
- \_\_\_ Competency of teachers
- \_\_\_ Other (specify) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_



Center for Urban Education  
 Early Childhood Education Project

PROGRAM COORDINATORS' INTERVIEW

Coordinator's Name \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

Interviewer \_\_\_\_\_

Section 2: Program Organization

17. What is the total number of pupils in Kindergarten \_\_\_\_\_; Grade 1 \_\_\_\_\_; Grade 2 \_\_\_\_\_.

18. Describe the ethnic distribution of the primary grades.

|                  | Kindergarten<br>% | Grade 1<br>% | Grade 2<br>% |
|------------------|-------------------|--------------|--------------|
| Negro            | _____             | _____        | _____        |
| Spanish Speaking | _____             | _____        | _____        |
| Other            | _____             | _____        | _____        |

19. Is this ethnic distribution similar to that for the total school?

Yes \_\_\_\_\_ No \_\_\_\_\_

20. If no, how is it different? \_\_\_\_\_

21. What is the approximate number of non-English speaking children in the primary grades? (Check appropriate category)

|                | Kindergarten | Grade 1 | Grade 2 |
|----------------|--------------|---------|---------|
| 1 - 4 children | _____        | _____   | _____   |
| 5 or more      | _____        | _____   | _____   |

22. Describe the number of allotted and filled teaching positions for the primary grades:

|          | Kindergarten | Grade 1 | Grade 2 |
|----------|--------------|---------|---------|
| Allotted | _____        | _____   | _____   |
| Filled   | _____        | _____   | _____   |

23. Number of teaching positions allotted to the Kindergarten, Grade 1, and Grade 2 programs, but assigned elsewhere in the school: \_\_\_\_\_

24. Number of teaching positions not filled because the Board has not assigned anyone to the position: \_\_\_\_\_

25. Description of classroom organization:

|  | Kindergarten |    | Grade 1 | Grade 2 |
|--|--------------|----|---------|---------|
|  | AM           | PM |         |         |
| No. single teachers in a classroom   | —            | —  | —       | —       |
| No. single teachers in classroom<br>with educational assistant                                       | —            | —  | —       | —       |
| No. paired teachers (2) in clsm.   | —            | —  | —       | —       |
| No. paired teachers (2) with 1<br>ed.asst. in classroom  | —            | —  | —       | —       |
| No. paired teachers (2) with 2<br>ed.assts. in classroom   | —            | —  | —       | —       |
| <u>Other Personnel</u>   |              |    |         |         |
| Single Floater/Cluster Teachers<br>Specialist (specify type)<br>(Music, Art, Spanish-speaking, etc.) | —            | —  | —       | —       |
| _____  | —            | —  | —       | —       |
| _____  | —            | —  | —       | —       |
| Other (specify)<br>(Librarian, Guidance Counselor, etc.)   | —            | —  | —       | —       |
| _____  | —            | —  | —       | —       |
| _____  | —            | —  | —       | —       |
| Single Floater/Cluster Ed.Asst.<br>Specialist (specify type)   | —            | —  | —       | —       |
| _____  | —            | —  | —       | —       |
| Total No. of Classes   | —            | —  | —       | —       |

26. How helpful do you find the allotment of an educational assistant?  
(check one)

- Very helpful
- Quite helpful
- Helpful
- Very little help
- No help at all

27. With regard to the assignment of educational assistants, what do you consider to be:

a. The specific strengths of this arrangement? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. The specific weaknesses? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

28. What guides or other materials designed to help set up organizational patterns, inform staff, and evaluate the program have you, the coordinator, or teachers, received from the Board of Education? (110 Livingston St., District Superintendent, ECE Supervisor)

|                                   | From<br>Whom? | When<br>Received? | Usefulness? |
|-----------------------------------|---------------|-------------------|-------------|
| 1. Sample organizational patterns |               |                   |             |
| 2. Guidelines for evaluating      |               |                   |             |
| 3. Staff bulletins                |               |                   |             |
| 4. Other (specify)                |               |                   |             |

29. Background of teaching experience of teachers in

|   | <u>Kindergarten</u> | <u>Grade 1</u> | <u>Grade 2</u> |
|---|---------------------|----------------|----------------|
| No. with experience<br>(2 or more yrs. teaching experience) | _____               | _____          | _____          |
| No. without experience                                      | _____               | _____          | _____          |
| I.T.T.  | _____               | _____          | _____          |

30. Number of classrooms in use in Kindergarten \_\_\_\_\_ Grade 1 \_\_\_\_\_ Grade 2 \_\_\_\_\_

31. Please indicate the number of preparatory periods per week for each position:

|                                | Kindergarten | Grade 1 | Grade 2 |
|--------------------------------|--------------|---------|---------|
| Educational assistants         | _____        | _____   | _____   |
| Floater educational assistants | _____        | _____   | _____   |

32. What procedures have been developed for cooperative planning between classroom teachers and "prep" teachers?

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33. Please indicate the approximate number of hours per week other resource personnel ordinarily assigned to the school devote to the Kindergarten, Grade 1, and Grade 2 programs. If none, please write "none".

|  | Kindergarten | Grade 1 | Grade 2 |
|--|--------------|---------|---------|
| Spanish-speaking teacher/<br>coordinator | _____        | _____   | _____   |
| Guidance counselor                       | _____        | _____   | _____   |
| Librarian                                | _____        | _____   | _____   |

34. On what basis were teachers assigned to classroom settings at the beginning of this school year?

Criteria

a. Kindergarten

Single Teacher Classroom \_\_\_\_\_  
 \_\_\_\_\_

Single Teacher and Ed.Asst. \_\_\_\_\_  
 \_\_\_\_\_

Paired Teacher Classroom \_\_\_\_\_  
 \_\_\_\_\_

34.(Cont'd)

Criteria

b. Grade 1  
Single Teacher Classroom \_\_\_\_\_

Single Teacher and Ed.Asst. \_\_\_\_\_

Paired Teacher Classroom \_\_\_\_\_

c. Grade 2  
Single Teacher Classroom \_\_\_\_\_

Single Teacher and Ed.Asst. \_\_\_\_\_

Paired Teacher Classroom \_\_\_\_\_

35. On what basis were children assigned to classroom settings at the beginning of this school year?

Criteria

a. Kindergarten  
Single Teacher Classroom \_\_\_\_\_

Single Teacher and Ed.Asst. \_\_\_\_\_

Paired Teacher Classroom \_\_\_\_\_

35.(Cont'd)

Criteria

- b. Grade 1  
 Single Teacher Classroom \_\_\_\_\_  
 \_\_\_\_\_  
 Single Teacher and Ed.Asst. \_\_\_\_\_  
 \_\_\_\_\_  
 Paired Teacher Classroom \_\_\_\_\_  
 \_\_\_\_\_
- c. Grade 2  
 Single Teacher Classroom \_\_\_\_\_  
 \_\_\_\_\_  
 Single Teacher and Ed.Asst. \_\_\_\_\_  
 \_\_\_\_\_  
 Paired Teacher Classroom \_\_\_\_\_  
 \_\_\_\_\_

36. Were small groups set up to meet regularly in the primary grades?

|     | <u>Kindergarten</u> | <u>Grade 1</u> | <u>Grade 2</u> |
|-----|---------------------|----------------|----------------|
| Yes | _____               | _____          | _____          |
| No  | _____               | _____          | _____          |

37. If yes for Kindergarten, what are the content areas for each small group and the basis for grouping? (Please list name of content area, basis for grouping, and times per week it meets.)

| <u>Content area</u> | <u>Basis</u> | <u>No. of meetings per week</u> |
|---------------------|--------------|---------------------------------|
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |

38. If yes for Grade 1, what are the content areas for each small group and the basis for grouping? (Please list name of content area, basis for grouping, and times per week it meets.)

| <u>Content area</u> | <u>Basis</u> | <u>No. of meetings per week</u> |
|---------------------|--------------|---------------------------------|
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |

39. If yes for Grade 2, what are the content areas for each small group and the basis for grouping? (Please list name of content area, basis for grouping, and times per week it meets.)

| <u>Content area</u> | <u>Basis</u> | <u>No. of meetings per week</u> |
|---------------------|--------------|---------------------------------|
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |
| _____               | _____        | _____                           |

40. How often does membership in the small, regularly meeting groups change? (check one)

- Very frequently
- Frequently
- Seldom
- Almost never

41. Who usually determines change in small group membership? (check one)

- Teacher of small group
- Classroom teacher
- Coordinator
- Coordinator with a teacher
- Other (specify) \_\_\_\_\_

42. What criteria are used to determine need to change a child from one small group to another?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

43. Have any special provisions been built into the organizational plan for individual instruction?

Yes \_\_\_ No \_\_\_

If yes, describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

44. Does the organization provide for the occurrence of spontaneously formed small groups?

Yes \_\_\_ No \_\_\_

If yes, how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

45. In general, how would you rate the competency of your staff?

|            | <u>Kindergarten</u> | <u>Grade 1</u> | <u>Grade 2</u> |
|------------|---------------------|----------------|----------------|
| Competent  | ___                 | ___            | ___            |
| Adequate   | ___                 | ___            | ___            |
| Inadequate | ___                 | ___            | ___            |

46. Are you able to get substitute teachers when Kindergarten, Grade 1, and Grade 2 teachers are absent? (check one)

- Yes, all the time
- Usually, but not always
- About half the time
- Slightly under half the time
- Seldom

47. Approximately what per cent of the time would you say you have been able to get substitute teachers for Kindergarten, Grade 1, and Grade 2 when needed?



48. How did you feel about the Program when it began last year? (check one)

- Enthusiastic
- Positive, but not enthusiastic
- Slightly positive
- Slightly negative
- Strongly negative

49. How do you feel about the Program now? (check one)

- Enthusiastic
- Positive, but not enthusiastic
- Slightly positive
- Slightly negative
- Strongly negative

50. What is the general attitude of your staff of teachers to the Program? (check one)

- Enthusiastic
- Positive, but not enthusiastic
- Slightly positive
- Slightly negative
- Strongly negative

If slightly or strongly negative, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

51. Can you get all teachers at one grade level together at the same time if you wish to?

Yes \_\_\_ No \_\_\_

If no, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

52. When you have group meetings dealing with instructional approaches and methodology, how effective do you think they are? (check one)

- Extremely effective
- Moderately effective
- Slightly effective
- Not effective

53. Has the reduced pupil-teacher ratio resulted in changes in methods of instruction?

Yes \_\_\_ No \_\_\_

54. If yes, have these changes been: (check one)

- Substantial
- Moderate
- Slight

Specify: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

55. Has the assignment of an educational assistant resulted in changes in methods of instruction?

Yes \_\_\_ No \_\_\_

56. If yes, have these changes been: (check one)

- Substantial
- Moderate
- Slight

Specify: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

57. How adequate have the provisions been of materials and equipment in your program? (check one)

- More than adequate
- Adequate
- Less than adequate

58. Describe type of additional materials received. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

59. How effective do you consider these materials and equipment? (Consider availability, frequency of use, quality, appropriateness, etc.) (check one)

Very effective  
 Moderately effective  
 Slightly effective  
 Ineffective

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

60. Have there been changes in the teaching of reading? Yes \_\_\_ No \_\_\_

61. If yes, what kinds of changes? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

62. Do you think the program has had an effect on the number of children who begin to learn to read? Yes \_\_\_ No \_\_\_

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

63. How is pupil progress in learning to read being evaluated? (check one)

By one teacher  
 By a group of teachers  
 By one teacher and the coordinator  
 By a group of teachers and the coordinator  
 By coordinator only  
 Other (specify) \_\_\_\_\_

COORDINATOR ONLY:

64. To what degree has the assistant principal been of help to you this year? (check one)

Extremely helpful  
 Slightly helpful  
 Not helpful  
 A hindrance

COORDINATOR ONLY:

65. How do you think the 1968-69 Kindergarten, Grade 1, and Grade 2 Program has changed the role of the assistant principal? (check one)

- Made her role heavier
- Made her role lighter
- No change

If heavier or lighter, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ASSISTANT PRINCIPAL ONLY:

66. To what degree has the Early Childhood Coordinator been of help to you this year? (check one)

- Extremely helpful
- Slightly helpful
- Not helpful
- A hindrance

67. To what degree has the Early Childhood Supervisor been of help to you?(check one)

- Extremely helpful
- Slightly helpful
- Of no help

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

68. Has the principal been helpful? (check one)

- Extremely helpful
- Slightly helpful
- Of no help

Please comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

69. What problems have been resolved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

70. What problems remain unresolved? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

71. What do you consider the most valuable aspect of the program that you have implemented?  
\_\_\_\_\_  
\_\_\_\_\_

72. Is the parent-involvement program begun last year in operation?

|     | <u>Kindergarten</u> | <u>Grade 1</u> | <u>Grade 2</u> |
|-----|---------------------|----------------|----------------|
| Yes | _____               | _____          | _____          |
| No  | _____               | _____          | _____          |

73. If yes, what form for each grade? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

74. If no, why for each grade? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

75. To what extent do you find the following school facilities adequate?

|                                | <u>Excellent</u> | <u>Good</u> | <u>Average</u> | <u>Fair</u> | <u>Poor</u> | <u>Don't Know</u> | <u>Facility not available</u> |
|--------------------------------|------------------|-------------|----------------|-------------|-------------|-------------------|-------------------------------|
| Medical                        | _____            | _____       | _____          | _____       | _____       | _____             | _____                         |
| Dental                         | _____            | _____       | _____          | _____       | _____       | _____             | _____                         |
| Psychological                  | _____            | _____       | _____          | _____       | _____       | _____             | _____                         |
| Social Services                | _____            | _____       | _____          | _____       | _____       | _____             | _____                         |
| Nutritional<br>(lunch, snacks) | _____            | _____       | _____          | _____       | _____       | _____             | _____                         |

Center for Urban Education

Early Childhood Education Project

EARLY CHILDHOOD EDUCATION  
SUPERVISOR QUESTIONNAIRE

District # \_\_\_\_\_ Number of Schools in District \_\_\_\_\_ Date \_\_\_\_\_

1. Were you involved in the spring of 1968 in planning for the Strengthened Early Childhood Program for Kindergarten, Grades 1 and 2?

Yes \_\_\_ No \_\_\_

If yes, what responsibilities did you assume? (Check those in which you actively participated)

- \_\_\_ Determining the number of additional personnel required for each school in your district
- \_\_\_ Participation in an orientation program for project coordinators/assistant principals
- \_\_\_ Preparing written guides for organizing and deploying space and personnel for instruction
- \_\_\_ Other (specify) \_\_\_\_\_

2. What per cent of your time have you devoted to the various early childhood education programs in your district this academic year?

| <u>Program</u>  | <u>Time</u> |
|-----------------|-------------|
| Prekindergarten | _____ %     |
| Kindergarten    | _____ %     |
| Grade 1         | _____ %     |
| Grade 2         | _____ %     |

3. How many meetings and observations related to Kindergarten, Grade 1 and 2 programs have you been able to have this year?

- \_\_\_ Number of district meetings with Kindergarten, Grade 1 and 2 teachers
- \_\_\_ Number of meetings with administrative personnel of schools in your district
- \_\_\_ Number of meetings with school program coordinators
- \_\_\_ Number of schools in your district you were able to visit to observe Kindergarten, Grade 1 and 2 programs
- \_\_\_ Number of demonstration lessons
- \_\_\_ Number of meetings with educational assistants

4. Describe the form and frequency of meetings conducted with educational assistants.

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Where \_\_\_\_\_ Duration of Session \_\_\_\_\_

5. How effective do you think the orientation of teachers to the new program was? (check one)

Very effective  
 Effective  
 Slightly effective  
 Slightly ineffective  
 Ineffective  
 Don't know

6. How effective has your district been in informing parents of the new Kindergarten, Grade 1 and 2 program and involving them in the educational process? (check one)

Very effective  
 Effective  
 Slightly effective  
 Slightly ineffective  
 Ineffective  
 Don't know

7. How do you feel now about the Kindergarten program in schools in your district? (check one)

Completely positive  
 Strongly positive, but not completely  
 Slightly positive  
 Slightly negative  
 Strongly negative, but not completely  
 Completely negative

8. How do you feel about the continuation of the current Kindergarten program? (check one)

Continue as now organized  
 Continue, but modify organization  
 Discontinue  
 Undecided



9. How effective do you think the current Kindergarten program has been in terms of meeting the major goal of the program, individualization of instruction? (check one)

Very effective  
 Effective  
 Slightly effective  
 Slightly ineffective  
 Ineffective

10. What problems in your district's Kindergarten program have been resolved this year?

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11. What problems remain unresolved in your district's Kindergarten program?

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12. What recommendations would you suggest for improvement of the Kindergarten program?

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13. How do you feel now about the Grade 1 program in schools in your district? (check one)

Completely positive  
 Strongly positive, but not completely  
 Slightly positive  
 Slightly negative  
 Strongly negative, but not completely  
 Completely negative

14. How do you feel about the continuation of the current Grade 1 program? (check one)

Continue as now organized  
 Continue, but modify organization  
 Discontinue  
 Undecided

15. How effective do you think the current Grade 1 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (check one)

- Very effective
- Effective
- Slightly effective
- Slightly ineffective
- Ineffective

16. What problems in your district's Grade 1 program have been resolved this year?

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17. What problems remain unresolved in your district's Grade 1 program?

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18. What recommendations would you suggest for improvement of the Grade 1 program?

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19. How do you feel now about the Grade 2 program in schools in your district? (check one)

- Completely positive
- Strongly positive, but not completely
- Slightly positive
- Slightly negative
- Strongly negative, but not completely
- Completely negative

20. How effective do you think the current Grade 2 program has been in terms of meeting the major goal of the program, a more effective instructional program in the teaching of reading? (check one)

- Very effective
- Effective
- Slightly effective
- Slightly ineffective
- Ineffective

21. How do you feel about the continuation of the current Grade 2 program? (check one)

- Continue as now organized
- Continue, but modify organization
- Discontinue
- Undecided

22. What problems have been resolved this year in your district's Grade 2 program?

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23. What problems remain unresolved in your district's Grade 2 program?

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24. What recommendations would you suggest for improvement of the Grade 2 program?

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25. Is the parent-involvement program begun last year in operation?

|              | Yes   | No    |
|--------------|-------|-------|
| Kindergarten | _____ | _____ |
| Grade 1      | _____ | _____ |
| Grade 2      | _____ | _____ |

If yes, what form for each grade?

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If no, why for each grade?

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26. Additional Comments: \_\_\_\_\_

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Center for Urban Education  
 Early Childhood Education Project  
 TEACHER QUESTIONNAIRE GUIDE

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Interviewer \_\_\_\_\_

Class Register \_\_\_\_\_ Grade \_\_\_\_\_ No. Assistants \_\_\_\_\_

Classroom Setting: Single \_\_\_\_\_ Paired \_\_\_\_\_

1. Undergraduate education: Where? \_\_\_\_\_

Major \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_

2. License(s): Type (please check): Regular \_\_\_\_\_ Substitute \_\_\_\_\_

Area: Early Childhood \_\_\_\_\_ Common Branches \_\_\_\_\_

Other (specify) \_\_\_\_\_

3. Total years of teaching experience: \_\_\_\_\_

4. Were you assigned to this teacher-pupil ratio pattern or did you choose it?

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5. How do you feel about the teacher-pupil ratio assigned to your class?  
 (check one)

- Completely positive  
 Strongly positive but not completely  
 Slightly positive  
 Slightly negative  
 Strongly negative but not completely  
 Completely negative

6. What do you consider to be the specific strengths of this ratio?

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7. What do you consider to be the specific weaknesses of this ratio?

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8. Do you feel the assignment of an educational assistant helpful in teaching your class? (Please check one)

- Extremely helpful
- Quite helpful
- Helpful
- Very little help
- No help at all

9. Describe the activities assigned to the Educational Assistant in your class (in order of frequency - most frequent first).

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10. How is your class arranged for reading?

The whole class together\_\_\_ Small groups\_\_\_ Approximate No. in group \_\_\_

Criteria for grouping: \_\_\_\_\_  
\_\_\_\_\_

11. Does your school have a parent-education program for the parents of (Kindergarten, Grade 1 and Grade 2) children?

Yes\_\_\_ No\_\_\_

If so, describe the type and frequency of meetings.

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12. Describe the quality of the following school facilities for your pupils:

|                                | <u>Excellent</u> | <u>Good</u> | <u>Average</u> | <u>Fair</u> | <u>Poor</u> | <u>Don't Know</u> | <u>Facility not avail.</u> |
|--------------------------------|------------------|-------------|----------------|-------------|-------------|-------------------|----------------------------|
| Medical                        | _____            | _____       | _____          | _____       | _____       | _____             | _____                      |
| Dental                         | _____            | _____       | _____          | _____       | _____       | _____             | _____                      |
| Nutritional<br>(lunch, snacks) | _____            | _____       | _____          | _____       | _____       | _____             | _____                      |
| Psychological                  | _____            | _____       | _____          | _____       | _____       | _____             | _____                      |
| Social Services                | _____            | _____       | _____          | _____       | _____       | _____             | _____                      |

13. Describe type of additional materials received.

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13a. How would you rate the quality of these materials? (Check one)

- Excellent
- Good
- Average
- Fair
- Poor
- Don't know

Center for Urban Education  
Early Childhood Education Project  
KINDERGARTEN OBSERVATION SCHEDULE

Teacher \_\_\_\_\_ School \_\_\_\_\_ No. Children Present \_\_\_\_\_ Class Register \_\_\_\_\_ Date \_\_\_\_\_

T E A C H E R

A S S I S T A N T

| Clock Time<br>(Beginning) | T E A C H E R                             |                           |            | A S S I S T A N T                         |                           |            | Chln.Lang.              |                         |
|---------------------------|---|---------------------------|------------|---|---------------------------|------------|-------------------------|-------------------------|
|                           | Program - Activity<br>Content & Materials | Behavior*<br>(I, B, or M) | Group Size | Program - Activity<br>Content & Materials | Behavior*<br>(I, B, or M) | Group Size | Production<br>0-1-2-3** | Production<br>0-1-2-3** |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |
|                           |   |                           |            |   |                           |            |                         |                         |

\* I = Instructional Moves (Teacher/Assistant activity directed toward intellectual functioning of child)  
 B = Behavioral Moves (Activity directed toward pupil's conduct in classroom)  
 M = Management Moves (Toward maintenance of classroom routines)

\*\*Language Production  
 0 = Silence  
 1 = One-word answers  
 2 = Short sentences  
 3 = Two or more sentences



Note: To be recorded after K.G. Classroom Observation is completed

|                        |                           |                               |                               |                                  |
|------------------------|---------------------------|-------------------------------|-------------------------------|----------------------------------|
| <u>Length of time:</u> | In Class<br>With Children | In Class Not<br>With Children | Out of Class<br>With Children | Out of Class<br>Without Children |
|------------------------|---------------------------|-------------------------------|-------------------------------|----------------------------------|

|           |       |       |       |       |
|-----------|-------|-------|-------|-------|
| Teacher   | _____ | _____ | _____ | _____ |
| Assistant | _____ | _____ | _____ | _____ |

Frequency of Language Behavior:

|           |         |         |         |         |
|-----------|---------|---------|---------|---------|
|           | 0 level | 1 level | 2 level | 3 level |
| Teacher   | _____   | _____   | _____   | _____   |
| Assistant | _____   | _____   | _____   | _____   |

|                        |                       |               |            |
|------------------------|-----------------------|---------------|------------|
| <u>Length of time:</u> | General<br>Management | Instructional | Behavioral |
|------------------------|-----------------------|---------------|------------|

|           |       |       |       |
|-----------|-------|-------|-------|
| Teacher   | _____ | _____ | _____ |
| Assistant | _____ | _____ | _____ |

|                        |             |                                       |
|------------------------|-------------|---------------------------------------|
| <u>Length of time:</u> | Total group | Small group or<br>Individual children |
|------------------------|-------------|---------------------------------------|

|           |       |       |
|-----------|-------|-------|
| Teacher   | _____ | _____ |
| Assistant | _____ | _____ |

Center for Urban Education

Early Childhood Education Project

OBSERVATION GUIDE FOR GRADES I AND II

School \_\_\_\_\_ Class \_\_\_\_\_ Paired \_\_\_\_\_ Single \_\_\_\_\_ AM \_\_\_\_\_ PM \_\_\_\_\_ AM and PM \_\_\_\_\_

Instructions: Enter each change in the classroom which occurs. This includes change of content, teacher, groups of children entering or leaving, changing groups within the room and change in use of instructional materials.

Observed Daily Schedule

| Clock Time | Content | Type of Instruction: lecture, drill, etc. | Materials of Instruction | # Children | # Tchrs. with Children | # Add'l Adults |
|------------|---------|---|--------------------------|------------|------------------------|----------------|
|            |         |   |                          |            |                        |                |
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|            |         |   |                          |            |                        |                |

Center for Urban Education

Early Childhood Education Project

CLASSROOM OBSERVATION GUIDE FOR GRADES I AND II

School \_\_\_\_\_ Borough \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_ Class Register \_\_\_\_\_  
 No. Children Present \_\_\_\_\_ No. Educational Assistants \_\_\_\_\_ Teacher's Name (s) \_\_\_\_\_  
 Single Classroom \_\_\_\_\_ Paired Classroom \_\_\_\_\_ Grade and Class \_\_\_\_\_

LANGUAGE ARTS

| Lesson Content                    | Materials (Texts, trade books, work-books, games, etc.) |  | Total Group Instr. |  | Small Group Instr. Present |  | No. Children Present |  | No. Teachers and Assts. Present |  | No. Teachers and Assts. Involved |  | Time Spent |
|-----------------------------------|---|--|--------------------|--|----------------------------|--|----------------------|--|---------------------------------|--|----------------------------------|--|------------|
|                                   |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| 1. Reading (specify content)      |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| 2. _____                          |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| 3. _____                          |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Other Language Arts               |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Story (telling and listening)     |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Experience Charts                 |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Dramatics                         |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Hand Writing Workbooks            |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Writing                           |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Spelling                          |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Library                           |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Oral Lang. (pictures, discussion) |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |
| Other (specify)                   |   |  |                    |  |                            |  |                      |  |                                 |  |                                  |  |            |

## SUMMARY REPORT

Total Group Instruction

No. total group reading lessons\_\_\_ Total time\_\_ hrs.\_\_\_ minutes

No. total group other Lang.Arts lessons\_\_\_ Total time\_\_ hrs.\_\_\_ minutes

No. total group lessons held outside of the classroom\_\_\_\_\_

No. of different teachers involved in conducting total groups\_\_\_\_\_

No. of adults, other than teachers, involved in conducting total groups\_\_\_\_\_

Small Group Instruction

No. small group reading lessons\_\_\_\_\_ Total time\_\_ hrs.\_\_\_ minutes

No. small group other L.A. lessons\_\_\_ Total time\_\_ hrs.\_\_\_ minutes

No. small group lessons held outside of the classroom\_\_\_\_\_

No. of different teachers involved in conducting small groups\_\_\_\_\_

No. of adults, other than teachers, involved in conducting small groups\_\_\_\_\_

Additional comments:

Center for Urban Education

Early Childhood Education Project

CLASSROOM OBSERVATION GUIDE FOR GRADES I AND II  
 Language Arts  
 Individual Instruction\*

| Conference Content                                | Materials of Instruction | Time/Conference |
|---|--------------------------|-----------------|
| Reading (oral reading, phonics, N.E., discussion) |                          |                 |
| 1.  |                          |                 |
| 2.  |                          |                 |
| 3.  |                          |                 |
| 4.  |                          |                 |
| 5.  |                          |                 |
| 6.  |                          |                 |
| 7.  |                          |                 |
| 8.  |                          |                 |
| <u>Other Language Arts</u>                        |                          |                 |
| Dictated Story                                    |                          |                 |
| Hand Writing                                      |                          |                 |
| Writing   |                          |                 |
| Spelling  |                          |                 |
| Oral Lang.  |                          |                 |
| Other (specify)                                   |                          |                 |

\*Individual instruction refers to one child and one adult apart from the group.

No. of individual conferences in reading \_\_\_ Total time \_\_\_ hrs. \_\_\_ minutes  
 No. of individual conferences in other L.A. areas \_\_\_ Total time \_\_\_ hrs \_\_\_ min.  
 No. of individual conferences held outside of the classroom \_\_\_  
 No. of different teachers involved in conducting conferences \_\_\_  
 No. of adults, other than teachers, involved in conducting conferences \_\_\_

Additional comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Center for Urban Education

Early Childhood Education Project

OBSERVATION OF OTHER INSTRUCTIONAL AREAS FOR GRADES I AND II

School \_\_\_\_\_

Paired Class (check one): AM \_\_\_\_\_  
 PM \_\_\_\_\_  
 AM and PM \_\_\_\_\_

Single Class (check one): AM \_\_\_\_\_  
 PM \_\_\_\_\_  
 AM and PM \_\_\_\_\_

B41

| Area               | Content | Grouping Arrangement |                     | Teachers Present |        | Teachers Involved |        |
|--------------------|---------|----------------------|---------------------|------------------|--------|-------------------|--------|
|                    |         | One Class            | More Than One Class | No. Clrm.        | Assts. | No. Clrm.         | Assts. |
| Science            |         |                      |                     |                  |        |                   |        |
| Social Studies     |         |                      |                     |                  |        |                   |        |
| Mathematics        |         |                      |                     |                  |        |                   |        |
| Arts               |         |                      |                     |                  |        |                   |        |
| Music              |         |                      |                     |                  |        |                   |        |
| Physical Education |         |                      |                     |                  |        |                   |        |

Additional Comments:

Center for Urban Education

Early Childhood Education Project

INDIVIDUAL SCHOOL SUMMARY REPORT  
Observer/Interviewer Reactions

Observer/Interviewer \_\_\_\_\_

School \_\_\_\_\_ Borough \_\_\_\_\_ Dates of Visits \_\_\_\_\_

Based on your visits to \_\_\_\_\_, please indicate your reactions to questions listed below:

1. How would you judge the working relationship of the program coordinator and the primary assistant principal? (check one)

- Extremely positive, close, and mutually supportive
- Positive, with good working agreements
- Slightly positive
- Slightly negative
- Negative

Basis for response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How would you judge the competency of the coordinator in perceiving and carrying out her assigned role? (check one)

- Highly competent
- Competent
- Adequate
- Barely adequate
- Incompetent

Basis for response: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What problems did the coordinator cite, related to carrying out her role, over which she has no control?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How would you judge the working relationship the coordinator has with the teachers?

|                   | <u>Kindergarten</u> | <u>Grade 1</u> | <u>Grade 2</u> |
|-------------------|---------------------|----------------|----------------|
| Very positive     | _____               | _____          | _____          |
| Positive          | _____               | _____          | _____          |
| Slightly positive | _____               | _____          | _____          |
| Slightly negative | _____               | _____          | _____          |
| Negative          | _____               | _____          | _____          |

Basis for response: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. In your opinion, what are the most effective aspects of this program? (Please list a, b, . . .)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. In your opinion, what are the greatest problems of this program? (Please list a, b, . . .)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the cause of these problems?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



7. In your opinion, is there a possibility for the problems encountered in this program to be solved (assume the same physical plant)?

Yes \_\_\_ No \_\_\_

If yes, how? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If no, why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Center for Urban Education

Early Childhood Education Project

OBSERVER'S OVERALL REPORT

Schools \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, Observer \_\_\_\_\_

1. How do you feel about the continuation of the current Kindergarten program? (check one)

- a. Continue as now organized
- b. Continue, but modify organization
- c. Discontinue

If you responded a or c, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you responded b, describe modifications you would recommend.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How do you feel about the continuation of the current Grade 1 program? (check one)

- a. Continue as now organized
- b. Continue, but modify organization
- c. Discontinue

If you responded a or c, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you responded b, describe modifications you would recommend.

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3. How do you feel about the continuation of the current Grade 2 program?  
(check one)

- a. Continue as now organized
- b. Continue, but modify organization
- c. Discontinue

If you responded a or c, why? \_\_\_\_\_

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If you responded b, describe modifications you would recommend.

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4. Which school that you visited had the best Kindergarten program? PS \_\_\_\_\_

5. What three factors do you think contributed most to the success of that program?

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6. Which school that you visited had the best Grade 1 program? PS \_\_\_\_\_

7. What three factors do you think contributed most to the success of that program?

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8. Which school that you visited had the best Grade 2 program? PS \_\_\_\_\_

9. What three factors do you think contributed most to the success of that program?

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10. When a program was not going well, what three factors (other than the competency of the teachers) usually contributed most to its lack of success?

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11. How many programs that you observed included "floating" teachers?

For Kindergarten \_\_\_\_\_ Schools \_\_\_\_\_

In Grade 1 \_\_\_\_\_ Schools \_\_\_\_\_

In Grade 2 \_\_\_\_\_ Schools \_\_\_\_\_

12. What assets do you attribute to the floating teacher pattern?

In Kindergarten \_\_\_\_\_

In Grade 1 \_\_\_\_\_

In Grade 2 \_\_\_\_\_

13. What liabilities do you attribute to the floating teacher pattern?

In Kindergarten? \_\_\_\_\_

\_\_\_\_\_

In Grade 1 \_\_\_\_\_

\_\_\_\_\_

In Grade 2 \_\_\_\_\_

\_\_\_\_\_

14. How many classrooms that you visited had a paraprofessional?

In Kindergarten \_\_\_\_\_ Schools \_\_\_\_\_

In Grade 1 \_\_\_\_\_ Schools \_\_\_\_\_

In Grade 2 \_\_\_\_\_ Schools \_\_\_\_\_

15. How many classrooms of those you observed evidenced a fragmented program?

Kindergarten paired \_\_\_\_\_ single \_\_\_\_\_

Grade 1 paired \_\_\_\_\_ single \_\_\_\_\_

Grade 2 paired \_\_\_\_\_ single \_\_\_\_\_

16. Of those programs evidencing a fragmented program, cite causes judged most important:

|                     | Organizational Plan | Teacher Competency | Other (specify) |
|---------------------|---------------------|--------------------|-----------------|
| Kindergarten Paired | _____               | _____              | _____           |
| Kindergarten Single | _____               | _____              | _____           |
| Grade 1 Paired      | _____               | _____              | _____           |
| Grade 1 Single      | _____               | _____              | _____           |
| Grade 2 Paired      | _____               | _____              | _____           |
| Grade 2 Single      | _____               | _____              | _____           |

17. What was the range of class registers?

SINGLE CLASSES

| Lowest Single Class Register      | Highest Single Class Register |
|-----------------------------------|-------------------------------|
| Kindergarten: # _____, P.S. _____ | # _____, P.S. _____           |
| Grade 1: # _____, P.S. _____      | # _____, P.S. _____           |
| Grade 2: # _____, P.S. _____      | # _____, P.S. _____           |

PAIRED CLASSES

| Lowest                            | Highest             |
|-----------------------------------|---------------------|
| Kindergarten: # _____, P.S. _____ | # _____, P.S. _____ |
| Grade 1: # _____, P.S. _____      | # _____, P.S. _____ |
| Grade 2: # _____, P.S. _____      | # _____, P.S. _____ |

18. Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPENDIX C

DOCUMENTS

|  | <u>Page</u> |
|--|-------------|
| Memorandum "Organization and Utilization of Additional Positions for the Strengthened Primary Program for Grades 1 and 2 of Eligible Schools"      | C1          |
| Memorandum "Additional Allotment for Supplies under Title I, ESEA Proposal -- Strengthening Early Childhood -- Function #911652-69 to District --" | C3          |
| Memorandum "Job Description for Educational Assistants in Elementary Schools"  | C4          |
| Description of Enrichment Kit (Sample)   | C5          |

Letter from Seelig Lester, Deputy Superintendent, Board of Education of the City of New York, Office of Instruction, dated May 29, 1968, to the District Superintendents and Unit Administrators, "Organization and Utilization of Additional Positions for the Strengthened Primary Program for Grades 1 and 2 of \*Eligible Schools:

"As a result of budgetary limitations and the suggestions received from superintendents and principals, we are modifying the Strengthened Primary Program which in 1967-68 provided a pupil-teacher ratio of 15 to 1 in grade one and 20 to 1 in grade two of eligible schools. We are trying to maintain the advantages of this program, and to incorporate within the new design, cogent recommendations made by superintendents, principals and teachers.

"1.) Objectives of the Strengthened Primary Program

The purpose of this special program is to assure the maximum growth of young children in the acquisition of cognitive skills and healthy self-concepts. To facilitate these objectives, additional teachers and educational assistants are being provided in the following ratios for distribution:

a pupil-teacher ratio of 15 to 1 and 20 to 1 for 40% of the grade one and grade 2 classes of eligible schools within your district;

a pupil-teacher ratio of 27.2 to 1 plus five hours per day of educational assistant time for 60% of the grade one and grade 2 classes of eligible schools within your district.

"2.) Distribution of Allotment to the Eligible Schools

The decision as to pupil-teacher ratios and the assignment of educational assistant hours for each eligible school is to be made by the district superintendent. In other words, if, based on a ratio of 27.2 to 1, there would be 100 classes in eligible schools in your district, you have been given personnel for 40 of these classes to be organized on a ratio of 15 to 1. The remaining 60 classes would have teaching positions assigned at the pupil-teacher ratio of 27.2 to 1. A total of 300 hours for educational assistants (60 classes x 5 hours EA service) would be available for distribution in grade one classes among the eligible schools.

Similarly, if there were 80 classes in grade two in the eligible schools, the personnel allotment for 32 of these classes would be on a ratio of 20 to 1. Forty eight classes would be organized on a ratio of 27.2 to 1. Two hundred forty hours of educational assistant service daily would be available for use in the second grades of the eligible schools.

"3.) Utilization of Educational Assistant Time

The total district allotment for educational assistant time may be appropriated for educational assistants and/or teachers in lieu of educational assistants.

\*Eligible schools include Title I. and those special service schools which were in the Strengthened Primary Program in 1967-68.



Under normal conditions, the assignment of an educational assistant within a school should be for not less than 4 nor more than 6 hours a day per individual. In schools where homogeneous grouping prevails, it may be desirable to have a full time assistant in one class and none at all in another room.

Actually, any pattern of time allotments may be utilized within the school and district -- providing that the total number of hours does not exceed the total designated on the Re-organization Worksheet.

"4.) Assignment of Additional Teachers in Lieu of Educational Assistants

The principal of a school may prefer to assign additional teachers in grades one and two in lieu of educational assistants. Such additional teachers must be computed as consuming 20 hours of the daily time allotment provided by the district superintendent for educational assistants within that school.

These additional teachers, as well as the educational assistants, must be used solely for the improvement of teaching-learning in grades one and two.

District Superintendents may develop any varieties of this program for the eligible schools of their district, provided that the total allocation for this purpose is not exceeded, and that all final decisions serve the objective of improving instruction for young children in grades one and two."

BOARD OF EDUCATION OF THE CITY OF NEW YORK  
OFFICE OF STATE AND FEDERALLY ASSISTED PROGRAMS  
110 Livingston Street, Brooklyn, New York, 11201

December 26, 1968

MEMORANDUM #16

TO: District Superintendents, Unit Administrators and Title I ESEA Coordinators

FROM: Gene M. Satin, Director

RE: Additional Allotment for Supplies under Title I ESEA Proposal -  
Strengthening Early Childhood - Function #911652-69 to District \_\_\_\_\_

-----

Based on the number of children in Kindergarten, Grades 1 and 2 in the Title I schools in your district, an additional allotment of \$ \_\_\_\_\_ for supplies is hereby authorized.

In distributing this allotment to the Title I schools in your district, please be guided by the fact that approximately one-third of this amount should be allocated on the Kindergarten level and the remainder for the first and second grades.

In order to minimize the amount of paper work that would be entailed in completing the requisitions for these supplies, the Bureau of Early Childhood has prepared Kits that are especially suited for use in these grades (see enclosures). The cost of each Kit is \$200. When ordering supplies, the following procedure should be followed:

- a. One "F" requisition should be prepared by each school for each type of kit ordered for that school. Ex. 1 requisition for Kit A, 1 for Kit B, etc.
- b. Should you desire to requisition items from the "G-I List", please use the "Old" numbers and include only items ending with the same numeral on the same requisition.
- c. If you wish to use part of these funds for non-list items, use a separate requisition for each recommended vendor.
- d. When preparing requisitions; in the box under Function, type 911652-69 and under Application, type E.S.E.A. Title I (S.E.C.P.). Be sure a complete school address is indicated.

Kits will be delivered approximately 20 days after receipt of requisition. Listed supplies will be delivered in approximately 30 days. Non-list materials probably will require 45 days for purchase and delivery.

The District Superintendent is requested to:

1. Make the detailed allotment to each Title I school.
2. Furnish such guidance as appears necessary.
3. Collect and approve all requisitions by Feb. 6, 1969 at which time the Bureau of Supplies will pick them up at the District Office.

For additional information, call Mr. R. Huebner (Bureau of Supplies) at ST 6-8800, Ext. 40.

GMS:rs  
enc.

"Job Description for Educational Assistants in Elementary Schools" from the Board of Education of the City of New York, Office of Personnel, Auxiliary Educational Career Unit, Wilton Anderson Director.

"This description has been developed as a result of joint consultation with representatives of teachers, auxiliary personnel, and the community.

"The following guidelines are suggested for the training and utilization of auxiliary personnel in the classrooms. The role of the Educational Assistant should be viewed as a developing and expanding one, not limited by a strict interpretation of the stated job description.

"EDUCATIONAL ASSISTANTS SHALL FUNCTION AT THE DIRECTION OF THE CLASSROOM TEACHER:

- .. To aid the classroom teacher by working with small groups or with individual children.
- .. To participate in daily and long-range planning with the classroom teacher.
- .. To contribute to enrichment activities by utilizing her special talents and abilities, such as art, singing, music.
- .. To assist the teacher in guiding children in attempts to work and play harmoniously.
- .. To alert the teacher to the special needs of individual children.
- .. To accompany individual children or groups as necessary.
- .. To give special encouragement and aid to the non-English speaking child.
- .. To be a source of affection and security to the children.
- .. To assist the teacher in necessary clerical work, and to perform related classroom duties as required.

"The following are examples of specific tasks that the Educational Assistant may perform in her assigned classroom:

Taking attendance; keeping class and health record cards; administering height and weight tests; collecting monies; arranging displays and bulletin boards; assisting with housekeeping chores; operating audio-visual equipment; arranging for field trips; interpreting and translating a foreign language; assisting children in preparation for dismissal; escorting children to and from the bus upon arrival and dismissal; preparing instructional materials; assuming responsibility for materials and supplies; engaging in informal conversations with pupils during snack or work-play periods, in English or the native language of child; reading to individual pupil."

1/29/69

## ESEA - S.E.C.P.

KIT A - KINDERGARTEN TOTAL COST \$200.00

Strengthening the Early Childhood Program

S.E.C.P. - Kindergarten Kit A

## (ENRICHMENT KIT)

| Item Number | Description                             | Unit of Measure | Total Units |
|-------------|---|-----------------|-------------|
| 39-0175     | Beads Plastic                           | Set             | 2           |
| 39-0190.01  | Birthday for Barbara                    | Set             | 2           |
| 39-0190.02  | Kam Iae Comes to School                 | Set             | 1           |
| 39-0440     | Block - Hollow                          | Set             | 1           |
| 39-0350     | Blockmobile                             | Set             | 1           |
| 39-1050     | Classification Game (Language Arts)     | Set             | 1           |
| 39-1205     | Judy Clown Bean Bag                     | Set             | 1           |
| 39-1285     | Glass Magnifying Big & Little (Science) | Box             | 1           |
| 39-1800     | Concept Puzzle Kit                      | Kit             | 1           |
| 39-2720     | Geometric Shapes (Math)                 | Set             | 1           |
| 39-2650.01  | Puzzle - Rain Rain                      | Ea.             | 1           |
| 39-2650.02  | Puzzle - Turkey                         | Ea.             | 1           |
| 39-2650.03  | Puzzle - Newsboy                        | Ea.             | 1           |
| 39-2650.04  | Puzzle - Astronaut                      | Ea.             | 1           |
| 39-2650.05  | Puzzle - Danny                          | Ea.             | 1           |
| 39-2650.06  | Puzzle - Helicopter                     | Ea.             | 1           |
|             |   |                 |             |
|             | Non-List                                |                 |             |
|             | Stepper Rug                             | Ea.             | 1           |
|             | Holt, Rinehart and Winston, Inc.        |                 |             |
|             | 383 Madison Avenue                      |                 |             |
|             | New York, New York 10017                |                 |             |

Strengthening the Early Childhood Program  
S.E.C.P. - Kindergarten Kit A

(ENRICHMENT KIT)

|  | Description                            | Unit of Measure | Total Units |
|--|--|-----------------|-------------|
|  | Non-List                               |                 |             |
|  | Book Collection Revised (LS-1)         | Ea.             | 1           |
|  | Book Collection 2 (IS-2)               | Ea.             | 1           |
|  | Picture Collection (IS-3)              | Ea.             | 1           |
|  | Picture Collection 2 (IS-4)            | Ea.             | 1           |
|  | Record Collection (IS-5)               | Ea.             | 1           |
|  | Vendor:                                |                 |             |
|  | Scholastic Magazines                   |                 |             |
|  | 902 Sylvan Avenue                      |                 |             |
|  | Englewood Cliffs, N. J. 07632          |                 |             |
|  | Non-List                               |                 |             |
|  | 96.01 Father is Big                    | Ea.             | 1           |
|  | 96.02 Watch Me Outdoors                | Ea.             | 1           |
|  | 96.04 Friends! Friends! Friends!       | Ea.             | 1           |
|  | 96.10 Watch Me Indoors                 | Ea.             | 1           |
|  | 96.13 An Apple is Red                  | Ea.             | 1           |
|  | 96.24 Do You Suppose Miss Riley Knows? | Ea.             | 1           |
|  | 96.28 Tell Me Please Whats That        | Ea.             | 1           |
|  | The Picture Story Sets                 |                 |             |
|  | 98.21 Myself                           | Set             | 1           |
|  | Vendor:                                |                 |             |
|  | Stanley Bowmar Co., Inc.               |                 |             |
|  | 12 Cleveland Street                    |                 |             |
|  | Valhalla, New York                     |                 |             |

APPENDIX D

STAFF LIST

Cynthia H. Almeida, Evaluation Director  
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Center for Urban Education

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Research Associate  
Teachers College  
Columbia University

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Professor  
School of Education  
Fordham University

Richard S. Barrett, Consultant  
Assistant Director  
Educational Research Committee  
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