

DOCUMENT RESUME

ED 199 374

UD 021 371

AUTHOR Rex, Buck R.
 TITLE District 30 Title VII Bilingual Program. Evaluation Report, 1979-80.
 INSTITUTION Community School District 30, Queens, N.Y.
 SPONSORING AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
 BUREAU NO 5001-07601
 PUE DATE Jul 80
 GRANT G007506969
 NOTE 41p.; For related documents, see UD 021 352-358, UD 021 360, UD 021 362-366, UD 021 368, UD 021 375, UD 021 378-379, and UD 021 382-384.

EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS *Academic Achievement; *Bilingual Education; *Curriculum Development: Elementary Education; Federal Programs; *Greek; Greek Americans; Hispanic Americans; Italian; *Program Effectiveness: Program Evaluation; *Spanish
 IDENTIFIERS Elementary Secondary Education Act Title VII: *New York (Queens)

ABSTRACT

This is the evaluation of the final year of a five year bilingual education program funded under Title VII and carried out in elementary schools of Community School District 30, Queens, New York. The program is described as (1) involving content instruction and materials development in Spanish and Greek, as well as an English as a Second Language component; (2) developing curriculum materials in Italian; and (3) offering training in language and teaching methods to the regular school staff. The report also includes: (1) a description of curriculum development activities undertaken during the 1979-80 school year; (2) assessment of student achievement objectives in the areas of language competency, mathematics, social studies, and science, and participation in classroom and extracurricular activities; (3) classroom observations by the evaluators; and (4) an evaluation of teacher training activities and parent involvement under the program. Based on the overall evaluation, the Title VII program in District 30 is judged as having been highly successful. (Author/GC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED199374

EVALUATION REPORT

for the

DISTRICT 30 TITLE VII BILINGUAL PROGRAM

1979-80

An evaluation of Community School District 30, Queens, Title VII, Federal Bilingual Program Project number 5001-07601, Grant Award G-007506969, Training Component 5001-07602 performed under contract with the Board of Education of the City of New York for the 1979-80 school year.

Submitted to:

COMMUNITY SCHOOL DISTRICT 30

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

*THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Submitted by:

BUCK R. REX
EDUCATIONAL EVALUATION AGENCY

2 Cherry Lawn Lane
Northport, New York 11768

July 1980

021371
ERIC
Full Text Provided by ERIC

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I Program Description	1
II Evaluation Findings	2
Evaluator's View of the Program in Operation	2
Objectives Related to Pupils' Programs	9
Objective I	9
Objective II	14
Objective III	15
Classroom Observations	25
Teacher Training	28
Parent Activities	29
Overall Evaluation	31
Recommendations	33

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance- Greek and English	12
II Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance- Spanish and English	13
III Results of Program Teachers' Ratings of Children's progress in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group-Greek	18
IV Results of Program Teachers' Ratings of Children's progress in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group-Spanish	19
V Ratings of Classroom Teachers with Bilingual but Non-Program Children in their classes in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group in the school with the Title VII Program Greek Children	20
VI Ratings of Classroom Teachers with Bilingual but Non-Program Children in their classes in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group in the schools with Title VII Program Spanish Children	21
VII Results of Program Teachers and Classroom Teachers with Bilingual but Non-Program Children in their classes Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level-Greek.	22
VIII Results of Program Teachers and Classroom Teachers with Bilingual but Non-Program Children in their classes Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level-Spanish	23
IX Results of Program and Classroom Teachers' Ratings of Bilingual but Non-Program Children's Participation in Extra-Curricular Activities Available at School both Pre and Post with t-Ratio and Level of Significance for both groups	24
IXA Results of Classroom Teachers Ratings of Bilingual Non-Program Children in Working and playing with Pupils with Different Language Backgrounds both Pre and Post with t-Ratio and Level of Significance	24

CHAPTER I

PROGRAM DESCRIPTION

The 1979-1980 school year is in the fifth year of a five-year program in Bilingual Education funded under Title VII of E.S.E.A. Community School District 30 is the only district in New York City offering services to Greeks and Hispanics, including Greek curriculum development, as well as Italian curriculum development under a Title VII grant.

District 30's bilingual program has set as its goal the education of students who do not speak English, keeping in mind their individual needs and the strengths they bring into the school. Their dominance in Spanish and Greek is seen as a strength which will be utilized to help the students become literate, educated, contributing members of society.

The aim of the program is to have the students become literate and educated in basic curriculum areas, while learning English as a Second Language.

The Title VII program is designed to involve content instruction in the dominant languages (Spanish and Greek), as well as English as a Second Language component. In addition, the resource teachers offer training in language and methodology to the regular school staff. This is accomplished through the utilization of resource teachers who are bilingual and who are trained in the techniques of education for non-English speaking students. In schools where this program is operational for Greek-speaking students, cur-

riculum materials and methodologies are initiated by the two bilingual Greek Curriculum Specialists and the Greek bilingual resource teacher. The Spanish curriculum materials are initiated by the Director of Bilingual Education.

CHAPTER 2

EVALUATION FINDINGS

The evaluator visited each of the four Title VII schools four times during the school year. During these visits he observed the instructional program, interviewed all of the bilingual resource teachers and bilingual teachers, and talked with the principals and/or assistant principals about the programs. The evaluator also visited the district office several times to discuss the program's operations with staff members and the Project Director, as well as to attend two training sessions for program personnel, and a meeting of the Bilingual Advisory Council. The evaluation study was conducted smoothly and according to plan with full cooperation from all those in the schools and the district office.

EVALUATOR'S VIEW OF THE PROGRAM IN OPERATION

The evaluator was most favorably impressed with the smooth operation of the program in each school, especially in view of some personnel shifts. Teachers were found to be working harmoniously and efficiently toward attaining the over-all objective of the students becoming literate and educated in basic curriculum areas, while learning English as a Second Language as well as strengthening their dominant language. At the time of the final visit, the quality and experience of the staff observed and interviewed was very good, and the leadership and support provided by District 30 Bilingual staff excellent. The narrative which

follows is a combination of observations, interviews, and a review of the materials which were collected and studied. The narrative will also elaborate on staff responsibilities and relationships. The responsibilities outlined in the job descriptions of the Bilingual District Office Curriculum Specialists are:

Assessing existing bilingual and ESL materials

Examining and ordering specialized materials for Greek/Italian bilingual and TESL programs

Developing curriculum and teaching materials for Greek/Italian bilingual education programs

Conducting workshops and training sessions for District bilingual and TESL staff

Offering in-service courses in Greek, Italian, and Spanish for District staff

Collecting and collating data on student English language ability within the District

Establishing and maintaining extensive District Office library for Greek, Italian, Spanish and ESL materials

Assisting Supervisor of Bilingual Education in the operation of the District's Bilingual and TESL programs

Interpreting and translating for principals, teachers and parents, and advisory council meetings

The following is an elaboration on the curriculum development aspect of the office staff during the 1979-1980 school year. The Greek Curriculum Specialists have developed and piloted in the District's Greek bilingual programs curriculum guides in Science, arranged according to the topics Plants and Animals, Sound, and Weather. The Curriculum Guide on Sound includes topics such as sound around us, how sounds are made, travel, and are recorded. The Plants and Animals Guide covers such topics as plants and animals in our neighborhood, plants and animals

in our classroom, and getting new plants. The Guide on Plants and Animals has been reedited taking into consideration feedback information from the teachers. The Curriculum Guides dealing with the weather cover such topics as atmosphere and changes in the weather, observing and measuring weather changes, weather and climates from season to season, weather from day to day, the weather from place to place. These Science Guides include materials to be covered in the elementary school grades, individual lesson plans for teachers, laboratory experiments, evaluative activities, definitions, and a bilingual glossary of the scientific terms used in each grade and topic.

As a companion to this Science curriculum they have developed a test booklet with various tests on the different Science topics for the early grades. Completed also is a Greek dictionary with pictures of people, animals, storybook characters, words that tell what we do, things, parts of the body, places, words that help and numbers. It also includes a bilingual index.

The Social Studies lessons that were started in the previous years are being expanded this year to include units on contributions of Greek-Americans for elementary school students. The Consumer Education units, which were started three years ago, were expanded into a Consumer Education booklet which acts as a guide to the Greek bilingual teachers in making their own lesson plans on Consumer Education. Consumer Education series was aired on the Greek Radio Program during the 1979-1980 School Year, servicing the Greek speaking parents of the community. The series was prepared by the Greek Curriculum Specialists and by a

Greek bilingual teacher. Some of the topics covered were: Buying furniture; Large and small appliances; Purchasing clothing; Buying a house; Savings accounts; Budgeting money for future Investments, and Conserving energy. Copies of the tapes and scripts are available. In addition each topic was developed into a major unit. The Consumer Education Units were piloted in District schools and during each year were updated and revised taking into consideration the teachers' recommendations.

Cassette recordings narrated in Greek and accompanied by film-strip and text in Greek were also made with topics culturally relevant to Greek students, such as Ancient Greek Gods and Heroes, as well as Gods and Goddesses of the Greeks. They also developed a unit on the influence of Ancient Greek culture in the contemporary world and a unit including lesson plans on Greek Independence Day.

Besides the Curriculum Guides mentioned above, the Greek Curriculum Specialists have developed and piloted in the District schools a contract activity package on the contributions of the Greeks in language and literature intended for the Junior High School Grades.

The Italian Curriculum Specialist to date has developed a curriculum in Italian for all math concepts taught from the first through the sixth grades. It is primarily a teacher's guide and it is arranged in the order in which math is taught in the New York City Public Schools. This curriculum guide has been piloted in the District's bilingual program as well as in other New York City school districts where there are bilingual programs.

The Curriculum Specialist also has completed, revised and piloted

an Italian dictionary with pictures of people, animals, storybook characters, words that tell what we do, things, parts of the body, places words that help and numbers. It also includes a bilingual index.

Also developed and piloted in the District's bilingual program were the following materials: Social Studies lessons in Italian on New York State, Social Studies units on contributions of Italo-Americans, Family relationships and various social settings; Science lessons in Italian on parts of the body, wind, plants, birds and their movements, the moon and the pulley, an Italian-English booklet of idiomatic expressions; a booklet of mathematical terms (in Italian); a booklet of musical expressions in Italian; a tape of a script translated into Italian from English for Colgate Co., filmstrip on dental health; English as a Second Language lessons for the Italian conversational course given for teachers and other personnel; an original story of a little boy at the opera with a text in both Italian and English; a recounting of the operas: "Il Trovatore" and "I Pagliacci" in book form, in Italian and English.

The materials developed by the Curriculum Specialist for the opera "Tosca" presently are being reedited in the District's bilingual program. These include tape recordings (in English and Italian) of the voices of children from one of the District's schools, who also acted out the opera in a filmstrip, as well as a complete script which follows the dialogue of the English and Italian tapes, a questioning strategy and a synopsis of the story of the opera in both languages.

Among many other units developed, piloted and reedited in the District's

bilingual program. The Italian Curriculum Specialist are: La Storia Della Nostra Bandiera; La Traviata; Modi di Dire; Il Mio Dizionario Illustrato; Termini Matematici; Termini Musicali; Lezioni di Studi Sociali; Lezioni di Scienza; Squellino S' attacca del' Opera; Racconti D' Opere; Come Fare il buon proprietario; ai Tuoi Denti; Italian Conversational In-Service Course Booklet, and E.S.L. Lezioni per Genitori.

Some of the primary functions of the resource teachers as outlined in the proposal are:

- a. assisting the Supervisor of Bilingual Education in the implementation of the bilingual instructional component at participating schools
- b. assisting in the implementation of the parental and community involvement by conducting periodical academic workshops for parents
- c. assisting with the in-service and on-site training of bilingual teachers
- d. assisting with the selection and ordering of bilingual curriculum materials and supplies for use in the program
- e. working cooperatively with the bilingual teachers in order to implement the English as a Second Language instruction for parents
- f. assisting in the organization of the program

The bilingual resource teachers were asked to describe their duties related to the bilingual teachers, classroom teachers, parents, and other functions as bilingual resource teachers. The following responsibilities and activities were described:

With the bilingual teachers:

- a. giving classroom demonstrations occasionally
- b. making units in subject matter areas
- c. translating from English to Greek or Spanish
- d. reproducing materials

- e. arranging field trips
- f. coordinating the testing
- g. evaluating new children in the program
- h. giving demonstration lessons to bilingual children in small groups
- i. ordering materials

To elaborate on the responsibility listed above, "making units in subject matter areas", the evaluator collected and examined a great amount of material which had been developed by the resource teachers. The material covered many subject matter areas and represented a great amount of effort beyond that required in the outlined duties of a resource teacher.

Classroom teachers come to the resource teachers to request materials, books, audio-visual supplies, and advice on how to work with bilingual children in their classrooms. The resource teacher works with teachers individually rather than in groups. She also helps the monolingual classroom teachers when there is a need for an interpreter for the student or the student's parents. Any problems that might arise between the program teachers and teachers' sending children to the program are resolved by the resource teachers.

In addition to conducting the English classes with parents, the resource teacher explains the bilingual program to the parents, makes an effort to make them feel comfortable in the school, and serves as the interpreter for the parent in relationships with classroom teachers, administrators, guidance personnel, and any others when necessary.

The facilities were adequate or better in all four schools; however, in one instance the use of one of the rooms for other purposes was somewhat inhibiting. The rooms were attractive and decorated in ways to en-

hance the learning process. Most impressive was the amount of new teaching materials and equipment made available to the Title VII staff by the Office of Bilingual Education.

OBJECTIVES RELATED TO PUPILS' PROGRESS

OBJECTIVE I

It is expected by the end of the school year that at least 60% of the students involved in the program will have progressed in their ability to speak and understand English beyond that expected without the program.

The Basic Inventory of Natural Language, a language assessment system, was administered at the beginning of October and again in late April. This test gives a series of scores which become the language profile for each student. The scores in the tables reflect the total number of words used by the student during the sampling as well as indicate the ability to use the vocabulary, structures, and forms in both languages. In the tables used for evaluation, the pre and post recorded scores are for Level of Complexity (command of the structures of the language, including the use of modifiers, phrases, and clauses). This instrument was selected because it measures language dominance and serves as a language diagnostic instrument for both the Spanish dominant and Greek dominant children. It also measures language dominance in English, Spanish, and Greek, and establishes degree of command of these languages.

Differences between pre and post-test scores were calculated and a t-test was computed to determine if 60% of the students had progressed

to a level of significance of .05 or better.

The following Tables I and II record by grade level the number of participating children, the pre and post-test Level of Complexity, the t-test computation, and the Level of Significance for each group. Table I is for both Greek and English; Table II is for Spanish and English.

BINL score ranges have been established into grade level groupings based on the Complexity Level Scale. The categories established are Non-English Speaking, Limited English Speaking, Fluent English Speaking, and Proficient English Speaking.

Most of the participating Greek children in groups by grade level were in the Non-English Speaking or Limited English Speaking categories at the time of the October tests, and all moved to the Fluent English Speaking or Proficient English Speaking categories at the time of the April post-test. Taking the Greek children as individuals and making a comparison of categories pre and post, it was found that at the time of the post-test there were 39 (44%) of the participating Greek children who were in the Proficient English Speaking category and 31 (35%) in the Fluent English Speaking category.

The participating Spanish children in groups by grade level all were in the Non-English Speaking or Limited English Speaking categories at the time of the October tests and all moved to the Fluent English Speaking or Proficient English Speaking categories at the time of the April post-test, except the 6th grade group who at the time of the post-test remained in the Limited English Speaking category. Taking the Spanish children as individuals and making a comparison of categories pre and post, it was found that at the time of the post-test there were 27 (32%) of the participating

Spanish children who were in the Proficient English Speaking category and 28 (33%) in the Fluent English Speaking Category.

Of the participating Greek children tested, 94% were in groups whose post-test means were significantly higher than the pre-test means in English and Greek.

Of the participating Spanish Children tested, 91% were in groups whose post-test means were significantly higher than the pre-test means in English and Spanish.

The expectations of Objective I were clearly met.

Table I

Mean Scores on the Basic Inventory of Natural Language by Grade Level with t -Ratio and Level of Significance -Greek and English

<u>Grade</u>	<u>Number</u>	<u>Greek</u>			
		<u>Pretest Mean</u>	<u>Posttest Mean</u>	<u>t-Ratio</u>	<u>Level of Significance</u>
K	45	27.8	34.3	2.88	.01
1	30	36.5	44.3	4.41	.01
2 & 3	5	30.0	47.0	2.24	NS
4	4	79.2	98.3	3.3	.05
5 & 6	6	81.3	103.0	3.2	.05

<u>English</u>					
<u>Grade</u>	<u>Number</u>	<u>Pretest Mean</u>	<u>Posttest Mean</u>	<u>t-Ratio</u>	<u>Level of Significance</u>
K	45	30.9	66.8	8.556	.01
1	30	53.6	79.1	7.05	.01
2 & 3	5	39.8	56.6	1.17	NS
4	4	71.0	128.0	4.6	.05
5 & 6	5	95.4	137.0	5.69	.01

Table II

Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Spanish and English

<u>Grade</u>	<u>Number</u>	<u>Spanish</u>		<u>t-Ratio</u>	<u>Level of Significance</u>
		<u>Pretest Mean</u>	<u>Posttest Mean</u>		
1	33	35.4	60.7	6.25	.01
2	15	42.5	65.0	3.18	.01
3	10	47.3	67.5	4.8	.01
4	10	39.5	55.5	2.44	.05
5	9	40.5	67.3	5.54	.01
6	8	49.1	63.0	1.84	NS

English

1	33	35.4	71.2	7.50	.01
2	15	31.9	83.0	5.62	.01
3	10	43.8	76.1	2.71	.05
4	10	45.9	75.0	4.06	.01
5	9	52.8	83.0	4.82	.01
6	8	34.2	51.6	2.02	NS

OBJECTIVE II

It is expected by the end of the school year that children involved in the program will progress in Mathematics, Social Studies and Science, commensurate with children in the regular school program due to instruction in these areas in the child's dominant language.

Bilingual teachers examined their records and completed a rating scale for pupil performance pre and post, in Social Studies, Science and Math. They were asked to indicate the performance of the children in two areas: Area 1 - Ability to comprehend concepts embodied in the lesson as evidenced by attentiveness in class, response to questions about material, and raising questions which logically follow from an understanding of the concepts. Area 2 - Ability to apply concepts embodied in the lesson as evidenced by completeness and accuracy of written assignments, and capability of explaining concepts to others. For assessment the following scale was used:

- 1 - low performance
- 2 - below average performance
- 3 - average performance
- 4 - above average performance
- 5 - high performance

Similar surveys were made by regular classroom teachers with bilingual but non-program children in their classes.

To determine assessments of programs differences between pre and post average ratings by grade level were calculated to determine gain and t-tests were calculated for each group. Table III is for the Greek children; Table IV is the Spanish children; Table V is for classroom teachers from the school

with the Title VII Greek children with bilingual but non-program children in their classes; Table VI is for classroom teachers from the schools with the Title VII Spanish children with bilingual but non-program children in their classes.

Of the participating Greek children rated, 90% were in groups whose post mean ratings were significantly (.05 or better) higher than the pre-test mean ratings in Social Studies, Science and Math.

Of the participating Spanish children rated, 99% were in groups whose mean ratings were significantly (.05 or better) higher than the pre-test mean ratings in Social Studies, Science and Math.

Even though many classroom teachers with bilingual but non-program children gave lower ratings to children at the time of post rating, 59% of these Spanish children and 80% of the Greek children rated were in groups that showed gains, pre and post. However, with a great number of teachers showing no gain, added to those indicating negative growth, the percentage of children in groups where the t-test showed less than .05 or no significance is 77% for Greek children (Table V) and 62% for Spanish children (Table V).

Comparing the percentages of program children who attained the significance level of .05 as outlined in the program objectives with the non-program children, the differences are great; Greek children (program children 90%, non-program children 23%) Spanish children (program children 99%, non-program children 38%).

The expectations of Objective II were clearly met.

OBJECTIVE III

It is expected there will be greater participation of the students who

are now reluctant because of their language backgrounds in classroom and school-wide activities as evidenced by the number of voluntary contributions made in class and the number of volunteers in school-wide activities.

Program teachers completed rating forms for the children in their classes, rating their participation in classroom activities and extra-curricular activities available at school both in November and in May. The following scale was used: 1-never; 2-sometimes; 3-average number of times; 4-more than average; 5-much of the time. Classroom teachers' ratings of bilingual non-program children both pre and post were also collected and tabulated. These classroom teachers with bilingual children in their classes were also asked to rate these children in relation to their working and playing with pupils with different language backgrounds.

Table VII reflects the Greek program children and classroom teachers' ratings of bilingual non-program children related to their participation in classroom activities. Table VIII shows the same results for the Spanish children.

To determine assessments of progress, pre and post-ratings by grade level were calculated to determine gain and t-tests were calculated for each group.

Of the participating Greek children, 89% were in groups whose post mean ratings were significantly (.05 or better) higher than the pre-test mean ratings related to participation in classroom activities. All (100%) of the Greek children were in groups that showed a gain between pre and post. Even though all the bilingual but non-program children in the school with the

Greek program showed gains between pre and post, only 27% were in groups whose post t-test mean ratings were significant (.05 or better).

Of the participating Spanish children, all(100%) were in groups whose post mean ratings were significantly higher than the pre-test mean. Only 43% of the bilingual but non-program children in the schools with the Spanish programs showed gains between pre and post ratings related to participation in classroom activities and none attained the significance level of .05.

To determine progress in participation in extra-curricular activities available at school, pre and post-ratings were calculated for all the participating Title VII children and the classroom teachers' ratings of bilingual non-program children (not broken down by language group or grade level).

The results of children's participation in Extra-Curricular activities available at schools were positive for both the Title VII Program children and for the non-program bilingual children. The significance level was better (.01) for the Title VII children than for the non-program groups (.05), and the pre to post ratings gains were also greater. Title VII 2.4 pre to 3.6 post - non-program children 2.7 pre to 3.2 post. Results are given in Table IX.

Pre and post-ratings were calculated for bilingual children by the classroom teachers with bilingual non-program children "Works and plays with pupils with different language backgrounds." Table IXA shows these results.

The expectations of Objective III were clearly met.

Table III

VII

Greek

Results of Program Teachers' Ratings of Children's Progress in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group

Social Studies

Grade	Number	Area #1				Area #2			
		Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
K	45	1.69	3.5	13.2	.01	1.73	3.5	3.78	.01
1	30	1.4	2.8	7.01	.01	1.23	2.5	5.4	.01
2 & 3	5	2.0	2.4	1.6	NS	1.8	2.4	2.5	.05
4	5	2.0	2.4	1.6	NS	1.8	2.2	1.6	NS
5 & 6	7	2.14	2.85	3.8	.01	2.0	2.4	2.2	NS

Science

K	45	1.64	3.7	16.1	.01	1.98	3.5	6.32	.01
1	30	1.17	2.5	5.16	.01	1.17	2.5	5.16	.01
2 & 3	5	2.0	2.4	1.63	NS	1.6	2.2	2.45	.05
4	5	2.0	2.4	1.63	NS	1.8	2.2	1.63	NS
5 & 6	7	2.1	2.8	3.87	.01	2.0	2.4	2.12	NS

Math

K	45	1.83	3.9	14.3	.01	2.02	3.75	6.11	.01
1	30	1.57	2.9	3.6	.01	1.57	2.9	3.6	.01
2 & 3	5	2.8	3.2	1.63	NS	2.4	3.8	3.5	.05
4	5	2.8	3.2	1.63	NS	2.4	3.2	4.0	.05
5 & 6	7	2.7	3.22	2.82	.05	2.7	2.85	1.0	NS

Table 1V

VII

Spanish

Results of Program Teachers' Ratings of Children's Progress in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group

Social Studies

Grade	Number	Area #1				Area #2			
		Ability to Comprehend Concepts		t	Level of Sig	Ability to Apply Concepts		t	Level of Sig
		Pre Rating	Post Rating			Pre Rating	Post Rating		
1	31	1.6	2.8	7.7	.01	1.5	2.6	9.40	.01
2	17	2.4	3.6	6.7	.01	2.0	3.2	7.6	.01
3	10	2.3	3.5	6.0	.01	2.0	3.2	9.0	.01
4	11	2.27	3.45	6.5	.01	1.6	3.0	6.7	.01
5	9	2.6	3.6	6.0	.01	2.1	3.2	4.2	.01
6	8	2.6	3.2	3.4	.05	2.2	2.6	2.04	NS

Science

1	31	1.5	2.4	11.9	.01	1.4	2.6	13.9	.01
2	17	2.2	3.35	9.17	.01	1.7	3.2	10.1	.01
3	10	2.2	3.1	3.85	.01	1.9	3.0	6.1	.01
4	11	2.1	3.1	7.4	.01	1.7	2.6	4.3	.01
5	9	2.6	3.5	4.4	.01	2.1	3.2	4.2	.01
6	8	2.9	3.4	2.64	.05	2.1	3.1	3.74	.01

Math

1	31	1.7	2.6	7.16	.01	1.4	2.7	8.59	.01
2	17	2.3	3.5	9.17	.01	2.0	3.5	9.7	.01
3	10	2.2	3.5	6.09	.01	1.9	3.1	6.0	.01
4	11	2.2	3.1	3.6	.01	1.7	2.9	6.5	.01
5	9	2.5	3.7	4.4	.01	2.0	3.4	5.9	.01
6	8	2.7	3.6	3.8	.01	2.3	3.2	2.96	.05

Table V

Ratings of Classroom Teachers with Bilingual but Non-Program Children in their classes in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group in the school with the Title VII Program Greek Children

Social Studies

Grade	Number	Area #1				Area #2			
		Ability to Comprehend Concepts		Level of Sig		Ability to Apply Concepts		Level of Sig	
		Pre Rating	Post Rating	t		Pre Rating	Post Rating	t	
K	7	2.0	2.1	1.0	NS	1.4	1.7	1.5	NS
1	6	2.16	3.3	7.0	.01	2.3	3.1	2.07	NS
2	7	2.7	2.7	.00	NS	2.7	2.7	.00	NS
3	7	3.0	3.7	1.98	NS	3.0	3.14	1.0	NS
4	6	2.66	3.16	2.2	NS	2.33	3.0	1.3	NS
5	7	3.4	3.28	-.5	NS	3.0	3.1	1.0	NS
6	7	3.29	4.0	3.87	.01	2.85	3.7	3.3	.05

Science

K	7	1.57	2.0	2.12	NS	1.14	1.42	1.54	NS
1	6	2.16	3.3	7.0	.01	2.3	3.1	2.07	NS
2	7	3.4	3.28	1.0	NS	2.85	3.0	.54	NS
3	7	3.0	3.42	2.1	NS	3.0	3.28	1.0	NS
4	6	2.5	2.66	1.0	NS	2.3	2.66	1.5	NS
5	7	3.0	3.14	1.0	NS	2.85	2.85	.00	NS
6	7	3.14	3.85	3.87	.01	3.0	3.57	2.8	.05

Math

K	7	1.85	1.7	-1.0	NS	1.1	1.1	.00	NS
1	6	2.66	3.3	3.16	.05	2.66	3.3	3.16	.05
2	7	3.7	3.7	.00	NS	3.4	3.7	1.0	NS
3	7	3.4	3.57	1.0	NS	3.4	3.57	1.0	NS
4	6	3.0	3.5	2.2	NS	3.0	3.5	2.2	NS
5	7	3.57	3.7	1.0	NS	3.1	3.28	1.0	NS
6	7	4.00	3.7	-1.0	NS	3.3	3.5	1.5	NS

TABLE VI

Ratings of Classroom Teachers with Bilingual but Non-Program Children in their classes in Social Studies, Science, and Math by Grade Levels with t-Ratio and Level of Significance for Each Group in the schools with the Title VII Program Spanish Children

Social Studies

Grade	Number	Area #1				Area #2			
		Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
1	20	3.4	3.8	2.3	.05	3.2	3.7	2.9	.01
2	16	2.5	2.125	-1.3	NS	2.3	2.1	-.8	NS
3	14	3.2	3.1	-.6	NS	2.6	3.0	.5	NS
4	13	2.7	3.0	1.59	NS	2.5	2.8	1.1	NS
5	11	2.5	2.9	1.78	NS	2.3	2.8	3.46	.01
6	9	2.8	2.8	1.8	NS	2.8	2.8	1.3	NS

Science

1	20	2.8	3.4	2.2	.05	2.7	3.2	2.0	.05
2	16	2.7	2.2	-1.65	NS	2.5	2.2	-1.1	NS
3	14	3.3	2.9	-1.58	NS	2.6	2.2	-1.7	NS
4	13	2.8	2.8	.00	NS	2.5	2.5	.365	NS
5	11	2.5	3.1	2.6	.05	2.1	2.9	3.1	.05
	9	2.7	3.1	2.5	.05	2.5	3.1	2.29	.05

Math

1	20	3.2	3.7	2.0	.05	2.1	3.6	2.13	.05
2	16	2.6	2.6	.00	NS	2.6	3.2	1.0	NS
3	14	2.8	2.9	.43	NS	2.8	2.2	-2.5	NS
4	13	3.1	2.4	-3.9	NS	2.9	2.1	-3.8	NS
	11	2.6	3.1	2.19	NS	2.5	3.0	2.19	NS
	9	2.7	3.3	2.8	.05	2.7	3.3	2.8	.05

TABLE VII

Results of Program Teachers and Classroom Teachers with Bilingual but Non-Program Children in Their Classes Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level

ORF/CR

<u>Grade</u>	<u>Number</u>	<u>Pre-Rating</u>	<u>Post-Rating</u>	<u>T-Ratio</u>	<u>Significance</u>
K	49	1.3	3.5	19.4	.01
1	39	2.2	2.8	15.6	.01
2 & 3	5	4.2	4.8	2.6	.05
4	5	4.0	4.5	2.23	NS
5 & 6	7	4.8	5.0	1.96	NS

Classroom Teachers' Ratings

K	7	2.9	3.1	1.5	NS
1	6	3.3	3.5	.3	NS
2	7	3.0	3.4	2.12	NS
3	7	3.1	3.4	1.0	NS
4	6	2.3	3.3	2.73	.05
5	7	3.1	4.0	6.00	.01
6	7	3.6	4.1	1.92	NS

TABLE VIII

Results of Program Teachers and Classroom Teachers with Bilingual but Non-Program Children in Their Classes Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level

<u>Grade</u>	<u>Number</u>	<u>Spanish</u>			
		<u>Pre-Rating</u>	<u>Post-Rating</u>	<u>t-Ratio</u>	<u>Significance</u>
1	32	1.9	3.2	8.15	.01
2	17	2.6	3.8	4.78	.01
3	10	2.5	3.8	8.51	.01
4	11	2.36	3.36	4.28	.01
5	9	2.9	4.2	4.33	.01
6	8	3.0	3.5	2.65	.05

Classroom Teachers' Ratings

1	20	3.7	3.9	1.16	NS
2	16	2.8	3.2	1.38	NS
3	14	3.2	2.8	-3.22	NS
4	13	3.5	3.3	-1.0	NS
5	11	3.5	3.3	-1.0	NS
6	9	4.4	3.0	-4.11	NS

TABLE IX

Results of Program Teachers and Classroom Teachers with Bilingual but Non-Program Children's Participation in Extra-Curricular Activities Available at School both Pre and Post with t-Ratio and Level of Significance for both Groups

<u>PROGRAM TEACHERS</u>				
<u>Number</u>	<u>Pre-Rating</u>	<u>Post-Rating</u>	<u>t-Ratio</u>	<u>Significance</u>
174	2.4	3.6	18.2	.01
<u>CLASSROOM TEACHERS</u>				
115	2.7	3.2	1.98	.05

TABLE IX A

Results of Classroom Teachers Ratings of Bilingual Non-Program Children in Working and Playing with Pupils with Different Language Backgrounds both Pre and Post with t-Ratio and Level of Significance

<u>Number</u>	<u>Pre-Rating</u>	<u>Post-Rating</u>	<u>t-Ratio</u>	<u>Significance</u>
111	3.4	3.7	3.949	.01

CLASSROOM OBSERVATIONS

The results of the standardized tests and the teachers' ratings in the subject matter areas are significantly high; however, the evaluator places greater emphasis on what was observed during visits to the classroom and during this the fifth year was greatly pleased and impressed by what he observed during these classroom visitations. The adult-child relationship was superior which was reflected in the obvious happiness of the children. The obvious atmosphere of eagerness in most instances was a direct result of the rapport established between the bilingual teachers and the program children. The same relationship was observed between the resource teachers and small groups or individual students as they worked with the resource teacher when she found some spare time. Attributable also is the teacher's utilization of specific techniques in teaching bilingual children and, probably more important, the teacher's concern and knowledge of each child's individual problems, both scholastic and personal. Another reason for their success is the positive relationship with classroom teachers sending children to the program, with the administration at the building level, and the close relationship with the parents. During question and answer periods, they always were enthusiastic to recite, and eager to share their successes and their love of the program with the evaluator. They were also unselfish and eager to share and encourage success with fellow students.

Teachers in the program had obviously put forth great efforts to make their rooms attractive. They had arranged a decor that not only assured the children a pleasant place in which to work, but they had provided

attractive decorations that contributed to the learning process. In every classroom the evaluator found attractive displays of children's work plus up-to-date seasonal exhibits. Days of the week, months of the year, colors, objects about the room, and everyday expressions were in permanent display about the room in both languages. In addition to seasonal exhibits, there could be found timely displays built around birthdays of important American Presidents and any other holidays.

With the different grade levels and the number of subject matter areas and language skills represented, it was remarkable to see the results of planning necessary to carry out a program in this complex situation. Many of the units observed were designed to be of interest and within the capabilities of more than one grade level. Following are brief outlines of some excellent units.

During a visit to one of the classes with Spanish speaking children, the evaluator was surprised to hear an interesting discussion of Greek myths. Probing deeper, it was learned from the teacher that the class had done a very complete unit about Greek myths which the children enjoyed thoroughly. The class had read stories, acted them out, illustrated them and had seen filmstrips of them. The film strips and records, Heroes of the Greek Myths, were supplemented with teachers' guides and reading scripts. One of the many attractive posters on display was one called "Pandora Opened the Box". The poster also illustrated all the things that Pandora allowed to escape from the box; scolding, deceit, despair, accusation, lies, distrust, envy, gossip, drudgery, old age and scheming. The many compositions and illustrations of excellent quality reflect the statement made by the teacher that a unit like this one with the film strips and record-

ings, plus a great many books assembled by the teacher, are a real break for the children because they do not have these enriching experiences in their regular classes. The composition by a young student is an illustration of the interest. It is called Greek Myths.

Greek Myths

In this room we have learned lots of things, one of them are Greek Myths. We have learned about Pandora, Phaethon, Daedalous and Icarus, Phersephone, The Golden Fleece, and others. One I like best was about a girl whose name was Phersephone, and her mother was Demeter. One day when Phersephone was picking up flowers with her friends she heard someone coming, it was Hades God of the underworld. He took her down below the earth to his kingdom. There she ate the fruit of the dead. Now when Phersephone comes back earth is Spring, when she goes down below the earth is Winter.

A colorful display on the Spring bulletin board was the end result of a four day unit on Insects in another of the schools with Spanish children. The aim of the unit was to learn the general structure, names of various types of insects and the basic anatomical structure shared by each, and specifically how the characteristics of the butterfly differ from those of most other insects. Using the overhead projector, transparencies (Insectos, by Milliken Publishing Co.) of various common insects, especially the butterfly were shown. Also used was the book Teresita y los Orugos, (story of a caterpillar's metamorphosis to a butterfly. The products of this study were: discussions about number of legs, arms, eyes, etc, each child making a chosen insect out of clay (also on display during evaluator's visit), then after reviewing the structure of the butterfly from the transparency, each child was allowed to choose the type of butterfly which he would like to paint, then after painting, the beautiful col-

lection was displayed on the Spring bulletin board.

The excellent work done at the fourth, fifth and sixth grade levels in the area of writing was attractively bound in more than one volume at the school with Greek students. One especially attractive volume was "February's Greats" with a collection of stories written by the students (Greek and English) about Abraham Lincoln and George Washington. One written by a fourth grader follows:

Abraham Lincoln

Abraham Lincoln was born in a log cabin in Kentucky in 1809.

Abraham Lincoln loved to read. Sometimes he walked miles to get a book to read.

Abraham Lincoln became a lawyer. He became the sixteenth president of the United States of America.

Lincoln said that the Black People should be free.

In April, Lincoln was shot in the theatre in Washington, D.C.

Another beautiful book was called 25th of March (in Greek). This booklet contained stories and original drawings celebrating Greek Independence Day with children at all grade levels making contributions, some of the most colorful coming from the first graders.

The volume called "The Olympic Games" contained stories about the history of the Olympics, the Winter Olympics, and illustrations about the athletes. Stories are in both Greek and English.

The most beautiful book with front and back covers in color is a

collection of illustrated stories (Greek and English) from all grade levels written from October until May. A great variety of topics were covered including: Halloween, My School, Chocolate Moon, My Village, My Favorite Television Show, My Best Friend, Our Trip, Botanical Gardens, Spring, My Favorite Baseball Player and Summer.

The staff and the children are very proud (as they should be) of these and other volumes.

At the kindergarten level the Greek children were reading and writing, not only their names, but simple sentences.

During the visit to the children at the first grade level, the evaluator was impressed by the eagerness of the children to recite and in a short time observed expert skills (concepts and pronunciation in Greek and English) regarding the calendar, today, yesterday, tomorrow, counting, concept of fifth, the circle, rectangle, square, triangle, seasons, days of the week, months of the year and the holidays that month.

These are examples of quality teaching observed in the Title VII program.

The evaluator was impressed with the quantity and quality of materials, especially impressive were the many materials selected with the purpose of permitting a child to progress at his own rate. The books are for the most part attractive and had great appeal to the children.

Some of the materials that seem to be meaningful to teachers are: The New Reading Thinking Skills, Inference, Organization, Relationships, Vocabulary - Continental Press. - Mathematics de Silver Bordett supplemented by Continental Press Math, Rexos mostly - Puerto Rico, McGraw Hill - A Cada Paso, Lengua, Lectura y Cultura (with workbook) McGraw Hill, Webster Division -

Learning English as a Second Language, Oceans Publications - Critical Reading - Oceans Press, Developing Reading Comprehension Skills (children can work with these independently). The Magic of English workbook is a workbook of Beginning Experiences in English as a Second Language (for those who speak no English, starting with My name is _____, This is the school, clothing, colors, parts of the body, and items in the classroom) SRA Reading and Math, English Around the World, Scott Foresman and Co. Multiple Skills Series, Programs for Individual Instruction, multiple levels, Spanish edition - Growing Up with America, America's Story Through the Eyes of Young People. A large variety of teaching devices and learning materials were in evidence in most rooms.

During one visit the evaluator observed children working with the Language Master 717B. They were excited that they were allowed to work on their own. Other excellent learning materials included Developmental Learning Materials, Large Library, Caleco Quiz Wiz - Computer Answer Game 1001 Questions with cartridge/Quiz Book, and many other aids to learning such as Spanish and English Dictionary. The record player was of value in one school where the evaluator was permitted to observe Spanish songs and dances as the children practiced for Pan American Week.

The classroom observations are the most rewarding and pleasant aspect of an evaluation. The evaluator looks forward to each round of visits and the opportunity to be with teachers and children,

TEACHER TRAINING

Under Title VII Training Grant, Bilingual Staff and TESL were able to take courses at the following universities and colleges offering courses leading to advanced degrees in areas related to Bilingual Education. The institutions were St. John's University, New York University, Queens College, and Hunter College. In the Fall seven members of the bilingual staff took three credit courses and seven members during the Spring semester. Examples of the courses taken were: Guided Field Experiences; Individualization: Prescribing for Pupil Learning Needs; Thesis Seminar in Education II; Children's Art; Methods of Teaching Reading to the Language; Foundations of Research; What are Schools For?: Historical Perspectives; Advanced Spanish Conversation & Composition II; Foundations of Reading I: The Reading Process; Introduction to Applied Linguistics; Reading Instruction in Elementary Schools: Advanced Course; Twentieth Century Educational Thought, and Psychology of Language & Bilingualism. In addition to college courses taken by members of the Bilingual Staff, consultants were hired who conducted workshops and training sessions.

The project director conducted monthly workshops for the District's bilingual staff. Topics covered in these workshops included:

Teaching English as a Second Language through the content areas.

Criterion referenced testing.

Methods and materials of teaching English as a Second Language.

Language competence.

Procedures for developing criterion referenced testing.

Sequence in Language Development plus Oral Pattern Practice
Drills, Materials, and ESL Learning Center.

Role of Language and Culture in Education. (Three Workshops.)

The average attendance at these in-service workshops was thirty-five.

The teachers in the program were generally impressed, and said that they gained a great amount of knowledge from the sessions. The evaluator was impressed with the quality of the presentations and teacher participation during the two training sessions he attended.

PARENT ACTIVITIES

Title VII staff members felt that one of the strongest aspects of the program was the parent participation and their relationship to the school because of the bilingual program. Parents are enthusiastic about the program and are anxious for their children to participate. The three resource teachers had regularly scheduled ESL classes for parents. They reported that there was always good attendance and interest was high. In addition to these classes, the bilingual staff members were valuable in contacting parents by telephone to explain all aspects of the program such as curriculum, testing, luncheons, and any problem the parent might encounter with the school. Bilingual parents are now very active in school activities. It was reported by one resource teacher that during Puerto Rican Discovery Day many parents brought many kinds of food. Many parents also work as volunteers and some have found jobs now that they have learned to speak English through the program. The parents rely also on bilingual staff members for help in filling out forms, behavior problems, and techniques they can use in helping the children at home. The parents in one school in the District participated in the presentation of an assembly in honor of Columbus Day. They helped in making costumes and working with the children during the Community Parade. They followed the activity with many letters and photographs of the parade and assembly. Objective II related to parents states: at least 40% of the parents of children in the program will exhibit willingness to assist in special activities such as trips, plays, and assembly programs. In one school parents helped by

going with a group to a puppet show. From responses of resource teachers, it is evident that this aspect is clearly met. Some percentages went as high as 70% to 90%, exhibiting willingness to assist when not hindered by small children at home or having to work. Objective III regarding parents becoming acquainted with guidelines and procedures at Advisory Council meetings was met. There was representation from each participating school on the Advisory Council.

In addition to the regularly scheduled classes in the four Title VII schools, parents attended afternoon workshops at two public schools and one non-public school in the evenings. There were thirty sessions at each school of two hours duration.

The evaluator attended a meeting of the Title VII Parent Advisory Council. At this meeting there was an attendance of 47, indicating not only an interest in the Title VII Program, but the broad support demonstrated by every school being represented. At this meeting the Supervisor of Bilingual Education explained the history of the District's Title VII grant and explained the regulations regarding the new proposal for a three year period. After a period of discussion, a motion was made to recommend the Title VII proposal to the Community School Board for approval. The motion passed unanimously.

The objectives related to parents were met.

OVERALL EVALUATION

The overall evaluation is based on a combination of factors such as test results, teachers ratings of students in Social Studies, Science and Math, and student participation in classroom and extra-curricular activities. Attainment of specific goals related to the outlined objectives is important, but to this evaluator, the gains in self-confidence, pride in achieving, and a love for school, (learned only by observations and conversations with children, teachers and resource teachers) are most important.

There can be little doubt about the attainment of Objectives I, II, and III as related to progress of participating children during the 1979-80 school year. The levels of significance as determined by calculation by t-test of groups of children were shown to be higher than original goals set in the proposal.

In the opinion of the evaluator, the objective pertaining to techniques used by teachers was more than adequately met. This evaluation was determined through classroom observations and conversations with the teachers and resource teachers concerning teaching methods and teacher-pupil relationships.

From conversations with principals and assistant principals, the Director of Bilingual Education, resource teachers, and bilingual teachers, plus examination of logs kept by resource teachers of parent attendance at bilingual classes and attendance by the evaluator at a parent advisory

council meeting, parent participation continues to be highly effective. In the judgment of the evaluator, the objective pertaining to parents has been clearly met.

In addition to the successful achievement of the program objectives, the Bilingual Office and its Supervisor have received added recognition. Among these are: a feature story "Bilingual Programs for Greek Students" in the Fall 1979 issue of the Educational Programs and Studies Information Service, New York State Education Department Newsletter, and participation by the Supervisor on a panel at Queens College. The theme of the conference was The Greek American Community in Transition, the Supervisor's topic was Greek Bilingual Education in Historical Perspective.

In summation, the Title VII Program for District 30 for 1979-80 has been judged as highly successful and has attained excellence in reaching the goals set forth in the proposal.

In the judgment of the evaluator the strong points of the program are:

- 1/ Children build confidence in themselves as they learn the English Language, preparing to enter the regular classes, as well as improve skills in their native language.
- 2/ The steady growth of program children in the social studies, science, and math areas during the school year plus increased participation in classroom and school-wide extra-curricular activities.
- 3/ The excellent parent relationships established bridge the gap between home and school and make the parents feel comfortable and a part of the school.
- 4/ The continued growth of positive relationships between the bilingual program and the regular classroom teachers.
- 5/ The constant effort of every staff member to improve the instructional program through in-service training and the constant search for and development of curriculum materials.

- 6/ The excellent leadership and inspiration provided by the Supervisor of Bilingual Education and her staff.

In reviewing the recommendations from the 1978-79 evaluation report, it is clearly apparent that all these recommendations have been fully implemented. A kindergarten and a self-contained first grade class were added at one school. The Title VII Advisory Council has recommended the new expanded Title VII Proposal to the Community School Board for approval for 1980-81.

RECOMMENDATIONS

Formulating concrete recommendations for a program the evaluator has rated as superior is difficult. With a view toward strengthening an already strong operation and with an optimistic wish that additional funds might become available to continue Title VII in the new proposal for 1980-81, the following recommendations are offered:

- 1/ Continue the effective training sessions, especially those concerning reading and individualized instruction or any other areas in which staff members express a need for additional training.
- 2/ Continue the good efforts to produce and search for curriculum materials in the program languages.
- 3/ Continue the excellent relationships with regular classroom teachers.
- 4/ Continue and build upon the already strong relationships with program parents.
- 5/ Obviously the evaluator highly recommends the refunding of this Title VII Program.