Developed by Marietta Saravia Shore
Coordinator, BEARU

Bilingual Education Applied Research Unit     0.1 Project No. __164__
project b.e.s.t.
n.y.c. consortium on bilingual education   **DATA VERIFIED BY PROJECT**

CONTENT ANALYSIS SCHEDULE
    FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant __ALAN EHRLICH / msshare__   Date __FEBRUARY, 1972__

0.2 Name of Project __BILINGUALISM FOR CONCEPTUALIZATION OF LEARNING__

0.3 Address of Project __LAREDO I.S.D.__ __1702 HOUSTON STREET__

0.4 __LAREDO, TEXAS 78040__

0.5 __25__

.05   STATE

| | | |
|---|---|---|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | ✓25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE
   1.1 Year Project began under Title VII:

| see | 97 | - | 1969 |
|---|---|---|---|
| Project | 07 | - | 1970 |
| No. | 17 | - | 1971 |

1.1 __97__

2.0 FUNDING (Mark all that apply)
   2.1 1-Any PRIOR funding of BILINGUAL program, if Title
      VII continues or expands that program
      0-no prior funding mentioned

2.1 __O__

   2.2 Year prior funding began

2.2 __N.A.__

   2.3 Prior bilingual program involved:
      1-early childhood (pre K + K)
      2-elementary students (grades 1-6)
      3-secondary students (grades 7-12)
      0-not specified

2.3 __N.A.__

   2.4 Source of prior bilingual program funding:
      1-local      4-university
      2-state      5-federal (specify)_____
      3-foundation    6-other (specify)_____

2.4 __N.A.__

   2.5 1-CONCURRENT funding of program(s), if cooperating
      with Title VII program
      0-no concurrent funding mentioned

2.5 __1__

0.2 Name of Project **BILINGUALISM FOR CONCEPTUALIZATION OF LEARNING**

**LAREDO I.S.D.**
0.3 Address of Project **1702 HOUSTON STREET**

0.4 **LAREDO, TEXAS   78040**

.05  STATE                                                        0.5 __25__

| | | |
|---|---|---|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | ✓25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE
  1.1 Year Project began under Title VII:
        see              97 - 1969                          1.1 __97__
        Project          07 - 1970
        No.              17 - 1971

2.0 FUNDING (Mark all that apply)
  2.1  1-Any PRIOR funding of BILINGUAL program, if Title        2.1 __0__
         VII continues or expands that program
         0-no prior funding mentioned

  2.2  Year prior funding began                                  2.2 __N.A.__

  2.3  Prior bilingual program involved:                         2.3 __N.A.__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)
       3-secondary students  (grades 7-12)
       0-not specified

  2.4  Source of prior bilingual program funding:               2.4 __N.A.__
       1-local            4-university
       2-state            5-federal (specify)_____
       3-foundation       6-other (specify)_____

  2.5  1-CONCURRENT funding of program(s), if cooperating        2.5 __1__
         with Title VII program
         0-no concurrent funding mentioned

  2.6  Concurrent program cooperating with Title VII involves:   2.6 __2__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)         (BY 4th YEAR, K ALSO)
       3-secondary students  (grades 7-12)        (BY 4th YEAR, 7th Also)
       4-teachers                                 (BY 5th YEAR, 8th Added)
       0-not specified

  2.7  Source of concurrent funding, if cooperating with Title VII
       program:                                                  2.7 __1,4__
       ✓1-local        ✓4-federal (specify) _Title I_
       2-state          5-other (specify) _____
       3-university
                                                         (C '71-p.17)
  2.8  Total Title VII grant (first year only)            2.8 $76,500

  2.9  Total funds for concurrent program(s) cooperating with    2.9 $90,500 (2nd yr)
       Title VII                                                     $98,273 (3rd yr)

3.0  1-If a UNIVERSITY is working with the Title VII program,   3.0 __0__
       specify which: _____
       0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:     4.1 __2__

     1–one      4–four      0–not specified
     2–two      5–five
     3–three      6–other

                                         *REVISE)*

4.2 Total number of students in program A. First year     4.2 A __347__
                               B. Second year         B __3:3?__
                               C. Third year         C __330__

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

| Grade | Number of Classes | Grade | Number of Classes |
|---|---|---|---|
| PS–PreSchool | _____ | 7–grade 7 | _____ |
| K–Kndgtn | _____ | 8–grade 8 | _____ |
| PSK _____ TOTAL NO. students PS and K | | 9–grade 9 | _____ |
| | | B _____ TOTAL students gr. 7–9 | |

| Grade | No. Classes | Grade | No. Classes |
|---|---|---|---|
| 1–grade 1 | 2 | 10–grade 10 | _____ |
| 2–grade 2 | 2 | 11–grade 11 | _____ |
| 3–grade 3 | 2 | 12–grade 12 | _____ |
| 4–grade 4 | 2 | C _____ TOTAL students gr. 10–12 | |
| 5–grade 5 | 2 | | |
| 6–grade 6 | | | |
| A __338__ TOTAL students gr. 1–6 | | | |

*(50 K students subtracted from total, since not included in 2nd year.)*

4.4   1–All classes graded                       4.4 __1__
       2–All classes ungraded
       3–Some classes ungraded
       If ungraded, specify ages or grades grouped together: _____

5.0 PROCESS VARIABLES – STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

| | I Non-English Dominant | II English Dominant | 5.0 | No. | % |
|---|---|---|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom – NEMT    **320 MEXICAN-AMERICAN** | II E-Dom – NEMT    **12** | NE dom: I   N–EMT | **320** | **95–%** |
| 2. Total English Mother-Tongue | | II₂ E-Dom – EMT    **6** | E dom II₁   NEMT | **12** | **(EST)** **3–4%** |
| | | | E–Dom II₂   EMT | **6** | **1–2%** |

$II_1$ E-Dom – NEMT    **12**

       I Total Non-English Dominant: **320**     II Total English Dominant: **18**    Total E-Dom **18**    **5%**
                                            $II = II_1 + II_2$

*(Minus 50 K students not included in 2nd year)*

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

| Grade | Number of Classes | Grade | Number of Classes |
|---|---|---|---|
| PS-PreSchool | | 7-grade 7 | |
| K-Kndgtn | | 8-grade 8 | |
| PSK _____ TOTAL NO. students PS and K | | 9-grade 9 | |
| | | B _____ TOTAL students gr. 7-9 | |

| Grade | Number of Classes | Grade | Number of Classes |
|---|---|---|---|
| 1-grade 1 | 2 | 10-grade 10 | |
| 2-grade 2 | 2 | 11-grade 11 | |
| 3-grade 3 | 2 | 12-grade 12 | |
| 4-grade 4 | 2 | C _____ TOTAL students gr. 10-12 | |
| 5-grade 5 | 2 | | |
| 6-grade 6 | | | |
| A _331_ TOTAL students gr. 1-6 | | | |

*(50 K students subtracted from total, since not included in 2nd year.)*

4.4  1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:_____

4.4 _1_

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)
   5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

| | Non-English Dominant | English Dominant | 5.0 | No. | % |
|---|---|---|---|---|---|
| 1. Total Non-English Mother Tongue | I . N-E Dom – NEMT  320 MEXICAN-AMERICAN | II. E-Dom – NEMT  12 | NE dom: I N-EMT | 320 | 95% |
| | | | E dom NEMT II₁ | 12 | 3-4% (EST) |
| 2. Total English Mother-Tongue | | II₂ E-Dom – EMT  6 | E-Dom EMT II₂ | 6 | 1-2% |

I Total Non-English Dominant: _320_   II Total English Dominant: _18_   Total E-Dom _18_   II= II₁ + II₂   5%

*(Minus 50 K students not included by 2nd year)*

KEY:

| | Non-English Dominant | English Dominant |
|---|---|---|
| | N-E Dom    N-EMT | E-Dom    N-EMT |
| Non-English Mother Tongue | Example: a native Spanish speaker who uses Spanish in most contacts though he may know English | Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work. |
| | N-E Dom – EMT | E-Dom – EMT |
| English Mother Tongue | Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant | Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation |

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

| Indigenous Americans: | Number | Per Cent of Total Students | if inferred, check (✓) |
|---|---|---|---|
| A1 Navajo | A1 ...... | ...... % | ........ |
| A2 Cherokee | A2 ...... | ...... % | ........ |
| A3 Other (specify) | A3 ...... | ...... % | ........ |
| A TOTAL No. of American Indian A | **N.A.** | ...... % | ........ |

Americans of other ethnic backgrounds:

| | Number | Per Cent | check |
|---|---|---|---|
| B1 Mexican-American | B1 **332** | **98** % | ........ |
| B2 Puerto-Rican | B2 ...... | ...... % | ........ |
| B3 Cuban | B3 ...... | ...... % | ........ |
| B4 Other Spanish-American (specify) | B4 ...... | ...... % | ........ |
| B TOTAL No. of Spanish-speaking Americans | B **332** | **98** % | ........ |
| C Portuguese-American | C ...... | ...... % | ........ |
| D Franco-American | D ...... | ...... % | ........ |
| F Chinese-American | F ...... | ...... % | ........ |
| G Eskimo | G ...... | ...... % | ........ |
| H Russian | H ...... | ...... % | ........ |
| J Other | J ...... | ...... % | ........ |
| I TOTAL number of N-EMT target students | **332** | **98** % | ........ |

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

| | Number | Per Cent | |
|---|---|---|---|
| E1 ................... | E1 ...... | ...... % | ........ |
| E2 ................... | E2 ...... | ...... % | ........ |
| II TOTAL number of EMT students other than target population | **6** | **2** % | ........ |

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4 __1__

(specify)

| Dominant language | Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | **SPANISH** ............ | **12** | **40%** |
| 2-Spanish | ........................... | ...... | ...... |

5.5 Students' Dominant Language and Extent of Bilingualism

| Dominant language of students in program | Number of Monolingual Students | | Number of students Bilingual to any extent | | | |
|---|---|---|---|---|---|---|
| | | | | not spec. | only listening comprehension | speaking ability |
| Number | % | not spec. | No. % | No. % | No. % | No. % |

B1 Mexican American | B1 **332** | **91** %
B2 Puerto-Rican | B2 ....... | .......%
B3 Cuban | B3 ....... | .......%
B4 Other Spanish-American (specify) | B4 ....... | .......%
(B) TOTAL No. of Spanish-speaking Americans | B **332** | **91** %

| | | | |
|---|---|---|---|
| C | Portuguese-American | C ....... | .......% |
| D | Franco-American | D ....... | .......% |
| F | Chinese-American | F ....... | .......% |
| G | Eskimo | G ....... | .......% |
| H | Russian | H ....... | .......% |
| J | Other | J ....... | .......% |

I TOTAL number of N-EMT target students   **332**   **91** %   .......

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ........................  E1 ....... | .......% | .......

E2 ........................  E2 ....... | .......% | .......

II TOTAL number of EMT students other than target population   **6**   **2** %   .......

5.4 Students' native language or mother tongue if DIFFERENT from dominant language   5.4 **1** .......

(specify)

| Dominant language | Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | **SPANISH** .............. | **12** | **4** % |
| 2-Spanish | ........................... | ....... | ....... |

5.5 Students' Dominant Language and Extent of Bilingualism

| Dominant language of students in program | | Number of Monolingual Students | | Number of students Bilingual to any extent | | | | |
|---|---|---|---|---|---|---|---|---|
| Number | % | not spec. | No. | % | not spec. | only listening comprehension No. | % | speaking ability No. | % |
| (E) 18 English American Indian | 5% | 4 → .... | | 22% | .... | 2 | 11% | 12 - 67% |
| A1 ....... Navajo | | | | | | | | |
| A2 ....... Cherokee | | | | | | | | |
| A3 ....... Keresan | | | | | | | | |
| A4 ....... Other (spec.) | | | | | | | | |
| (D) 320 Spanish | 95% | 50 → | | 16% | 20 | 6% | 250 - 75% |
| C ....... Portuguese | | | | | | | | |
| D ....... French | | | | | | | | |
| F ....... Chinese | | | | | | | | |
| G ....... Eskimo | | | | | | | | |
| H ....... Russian | | | | | | | | |
| J ....... Other (spec.) | | | | | | | | |

5.6 Recruitment of Students:
    0 - not specified
    1 - English Mother Tongue and Non English Mother Tongue
       Students are required to participate in the bilingual program
    2 - Only N-EMT are required to take program, EMT's participation
       is voluntary
    3 - Both EMT and N-EMT partici    .   voluntary

5.5 __3__

5.7 Proportion of EMT pupils in project area: see Chart C
    n.s. not specified on the chart

5.7 __5%__

5.8 Community Characteristics (mark ally that apply)
    0 - not specified
    ✔ - inner city-ghetto
    2 - major city
    3 - small city, town or suburb
    4 - rural
    5 - other (specify)

5.8 __1__

(I.A - p.18)

5.9 A. Socio-economic status of N-EMT participating students
      (indicate specific percent of low SES)
    B. Average family income, if mentioned
    n.s. not specified

5.9 A. __95%__
B. __under $3,000__

5.10 Socio-economic status of EMT participating students
    (indicate specific percent of low SES on the blank)
    n.a. - not applicable (no EMT)
    00 - not specified

5.10 __N.S.__

5.11 Proportion of migrant students in project
    (Indicate specific percent)
    n.s. - not specified

5.11 __0%__
(C '71 - p.18)

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

| | I for N-EMT group | II for EMT group |
|---|---|---|
| ① was made | | |
| ② will be made | ✔ | ✔ |
| 0 not mentioned | | |

6.1 I 1, 2
II 1, 2

(FOR TEACHERS ONLY.)
I.A. - p.21

6.2 If a sociolinguistic survey was or will be made,
    mark all groups included:

| | I N-EMT | II EMT |
|---|---|---|
| 1 parents | ✔ | ✔ |
| 2 children | ✔ | ✔ |
| 3 teachers | ✔ | ✔ |
| 4 community | | |
| 5 others (specify) | | |

6.2 I __3, 2__ /
II __3, 2__ /

6.3 Language dominance of N-EMT groups (check A ✔ parents, B ✔ children, C ✔ teachers)
    will be determined by the extent each language is used in different domains
    through various means of communication.
    e.g. specify extent descriptively: never, sometimes, always  6.3 A 1,2,3,4,5,6,7,8
B 1,2,3,4,5,6,7,8
C 1,2,3,4,5,6,7,8

USE NON-ENGLISH LANG.        USE ENGLISH

5.8 Community characteristics (mark all that apply)     5.8 __1__
    0 - not specified
    ✓ - inner city-ghetto     *(I.A.- p.18)*
    2 - major city
    3 - small city, town or suburb
    4 - rural
    5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students     5.9 A. __95%__
      (indicate specific percent of low SES)
   B. Average family income, if mentioned     B. *under $3,000*
   n.s. - not specified

5.10 Socio-economomic status of EMT participating students     5.10 __N.S.__
    (indicate specific percent of low SES on the blank)
    n.a. - not applicable (no EMT)
    00 - not specified

5.11 Proportion of migrant students in project     5.11 __0 %__
    (Indicate specific percent)     *(C '71- p.18)*
    n.s. - not specified

## 6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:     6.1 I __1, 2__
              I for        II for     II __2__
             N-EMT group   EMT group     *(FOR TEACHERS ONLY.)*
    ① was made     ✓     ✓     *I.A. - p.21*
    ② will be made
    ⓪ not mentioned

6.2 If a sociolinguistic survey was or will be made,     6.2 I __3, 2__/
    mark all groups included:     II __3, 2__/
               I N-EMT   II EMT
    ✓ 1 parents    ✓    ✓
    ✓ 2 children    ✓    ✓
    ✓ 3 teachers    ✓    ✓
    4 community
    5 others
       (specify)

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C ✓ teachers)
    will be determined by the extent each language is used in different domains
    through various means of communication.
    e.g. specify extent descriptively: never, sometimes, always
                            6.3 A 1,2,3,4,5,6,7,8
                            B 1,2,3,4,5,6,7,8
       USE NON-ENGLISH LANG.      USE ENGLISH    C 1,2,3,4,5,6,7,8

| DOMAINS: | USE NON-ENGLISH LANG. | | | | USE ENGLISH | | | |
|---|---|---|---|---|---|---|---|---|
|  | LISTENING | SPEAKING | READING | WRITING | LISTENING | SPEAKING | READING | WRITING |
| 1 Home | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 Church | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 School | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 Work | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 Socializing | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 Neighborhood | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 film-TV-radio | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 8 Magazines,news | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| 9 Others (specify) | | | | | | | | |

6.4 If not included in survey, how was student's language dominance 6.4 I _3_
determined?                                                        II _3_

                                              I        II
                                           N-EMT  EMT

1-inferred by use of surname
2-established by formal testing of students
(3)-assessed by informal means (specify how)   ✓    ✓
4-not mentioned

6.5 <u>Sociolinguistic Survey includes</u>: (check all that apply)     6.5 _0_
    An analysis to determine if an interlanguage exists
    in the community, (e.g., a mixture of two languages
    which serves as a single system of communication for
    a group of people).
    1-yes
    0-no

    Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's    6.6 **N.A.**
    N-EMT in particular domains of use or complete shift
    to English
    1-yes
    0-no

6.7 EMT parents' attitudes toward their children's learning    6.7 **N.A.**
    of the N-EMT language
    1-yes
    0-no

6.8 Children's own attitudes regarding the second language    6.8 _1_
    they are learning and the speakers of that language
    1-yes
    0-no

6.9 If not included in survey how were parental and/or    6.9 _3_
    community attitudes toward N-EMT maintenance
    determined?
    1-will not be assessed
    2-will be assessed, method not specified
    3-has been or will be assessed by method other than
       sociolinguistic survey (specify how) _____

6.10 1-After sociolinguistic survey is made, how does it influence    6.10 _1_
    program? (specify) (e.g. transfer or maintenance instructional
    programs) *(IN THE DEVELOPMENT OF PRESERVICE & IN-SERVICE STAFF TRAINING*
    0-not mentioned   *PROGRAM.—*

## 7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:
    (indicate non-English language in each box)

    ✓ Language dominance not specified        (if any information is not
    ✓ Mother tongue not specified            specified, cross out that
    ✓ not specified whether monolingual or bilingual   heading and complete the
                                                      rest of the chart)

0-no

Attitudes toward maintenance or shift:

6.6   N-EIT parents' attitudes toward maintenance of child's      6.6 __N.A.__
       N-EIT in particular domains of use or complete shift
       to English
       1-yes
       0-no

6.7   EIT parents' attitudes toward their children's learning      6.7 __N.A.__
       of the N-EIT language
       1-yes
       0-no

6.8   Children's own attitudes regarding the second language      6.8 __1__
       they are learning and the speakers of that language
       1-yes
       0-no

6.9   If not included in survey how were parental and/or      6.9 __3__
       community attitudes toward N-EIT maintenance
       determined?
       1-will not be assessed
       2-will be assessed, method not specified
       3-has been or will be assessed by method other than
         sociolinguistic survey (specify how) *Refinement of early survey instrument. Planned (indirect) indirect measure (inferred)*

6.10  1-After sociolinguistic survey is made, how does it influence    6.10 __1__
       program? (specify) (e.g. transfer or maintenance instructional
       programs)  *(IN THE DEVELOPMENT OF PRESERVICE & IN-SERVICE STAFF TRAINING)*
       0-not mentioned   *PROGRAM. —*

## 7.0 STAFF SELECTION

7.1  Linguistic background of project teachers, by number in each category:
      (indicate non-English language in each box)

      ✓ Language dominance not specified        (if any information is not
      ✓ Mother tongue not specified           specified, cross out that
      ✓ not specified whether monolingual or bilingual    heading and complete the
                                      rest of the chart)

|  | A-Monolingual | B-Bilingual |
|---|---|---|
| I  N E Dom.<br>NEMT | N=   / | N= |
| II  E Dom<br>EMT | N=   / | N= |
| II₁  F Dom<br>NEMT | N= | N=  14 |

A Total Number    B Total Number
Monolingual        Bilingual
     __2__           __14__

Total Number
of Teachers
N  __16__
(C-AMENDED-p.4)

7.1
I  A __2__ __2__%
I  B ____
II  A __1__ __6__%
II  B ____
II₁  A ____
II₁  B __14__ __88__%

A  __2__ __12__%
B  __14__ __88__%
N →16  100%

*(2 K TEACHERS NOT COUNTED,
SINCE THERE WAS NO K IN 2nd YEAR)
However, there were 2 6th grade,
4 Resource teachers or specialist
— A Total of 16 Teachers.*

2. Classroom Usage

3. Pupil Questionnaire

4. Verbal Responses on Learning Tasks

7.2 <u>Linguistic background of project aides or paraprofessionals, by number:</u>
(indicate non-English language in each box) *NUMBER    REDUCED*  *IN 2ⁿᵈ YR To 3.*

___ Language dominance not specified       (If any information is not
___ Mother tongue not specified          specified, cross out that
___ Not specified whether monolingual or bilingual   heading and complete the
                                               rest of the chart)



|        | A Monolingual | B Bilingual |
|--------|---------------|-------------|
| I N-E Dcm N-EMT | | |
| II E Dom EMT | | |
| II₁ E Dom N-EMT | | 3 |

A Total Number Monolingual

B Total Number Bilingual *3*

N Total Number of aides or paraprofessionals *3*

| 7.2 | No. | % |
|-----|-----|---|
| I A | *N.A.* | — |
| I B | " | — |
| II A | " | — |
| II B | " | — |
| II₁A | " | — |
| II₁B | *3* | — |
| A | | — |
| B | *3* | — |
| N | *3* | — |

7.3 <u>Language(s) used by bilingual teachers:</u>          7.3 *2*
(Mark all that apply)

1-Bilingual teachers teach in only one language

    1a-Bilingual teachers who teach in only one language teach in their
       <u>dominant</u> language, whether that is their native or second language.

    Bilingual teachers who teach in only one language teach in their
    <u>native</u> language:
        1b-only if native language is also their dominant language
        1c-even if native language is <u>not</u> their dominant language
        1-0-not specified

2-Bilingual teachers teach in both their native and second language,
 regardless of which is their <u>dominant</u> language.

0-language(s) used by teachers not specified

7.4 <u>Language(s) used by bilingual aides or paraprofessionals:</u>    7.4 *2*
(Mark all that apply)

1-Bilingual aides instruct in only one language
   1a-Bilingual aides who instruct in only one language teach in
     their <u>dominant</u> language, whether or not it is their native language.
   Bilingual aides who instruct in only ono lang. teach in their <u>native</u> lang.:
   1b-only if native language is also their dominant language
   1c-even if native language is not their dominant language
   1-0 not specified

2-Bilingual aides instruct in both their native and second language,
 regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

II E Dom
EMT

II 1 E Dom N-EMT

3

II A  "  ___
II B  "  ___
II,A  "  ___
II 1 B 1  3  ___

A ___
B  3  ___
N  3

| A Total Number Monolingual | B Total Number Bilingual  3 | N Total Number of aides or paraprofessionals  3 |
|---|---|---|

---

7.3 **Language(s) used by bilingual teachers:**                    7.3 __2__
(Mark all that apply)

1-Bilingual teachers teach in only one language

    1a-Bilingual teachers who teach in only one language teach in their
        <u>dominant</u> language, whether that is their native or second language.

    Bilingual teachers who teach in only one language teach in their
    <u>native</u> language:
        1b-only if native language is also their dominant language
        1c-even if native language is <u>not</u> their dominant language
        1-0-not specified

2-Bilingual teachers teach in both their native and second language,
  regardless of which is their <u>dominant</u> language.

0-language(s) used by teachers not specified

7.4 **Language(s) used by bilingual aides or paraprofessionals:**     7.4 __2__
(Mark all that apply)

1-Bilingual aides instruct in only one language
  1a-Bilingual aides who instruct in only one language teach in
    their <u>dominant</u> language, whether or not it is their native language.
  ilingual aides who instruct in only one lang. teach in their <u>native</u> lang.:
  1b-only if native language is also their dominant language
  1c-even if native language is not their dominant language
  1-0 not specified
 2-Bilingual aides instruct in both their native and second language,
  regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 **Cultural affiliation of teachers, aides, project director and evaluators by number and percent** (Mark all that apply) Specify cultural affiliation.

A. Teachers No. %    B. Aides No. %   C. Proj. Director   D. Evaluator(s)No. %

Mex Amer 14 - 88%   3 → 100%                         Mex-Amer 1 50%

O.Span Amer 1 - 6%              O. Span Amer                1 50%

Anglo Amer 1 - 6%

0-not specified

Key-
1- Mexican American
2- Other Spanish (Speaking) American
3- Anglo American

7.6 <u>Selection of N-EMT teachers from local community</u>
    0-not specified                         7.6 No. $^{page}_{\%}$ 7
    Number of N-EMT program teachers from local community ____    _12_ _15%_
    and % ____ of total N-EMT teachers.

7.7 <u>Number and Proportion of teachers and aides of same</u>           7.7 No.  %
    <u>cultural background as N-EMT students:</u>                    $\frac{4}{B}$ $\frac{4}{4}$ —
    indicate specific percent on the blank, or
                                if specified descriptively,

                            A = teachers    1-few
                            B = aides       2-some
                                    3-many
                                    (4)-most
                                    5-more than half
                                    0-not specified

7.8 <u>Teacher Qualifications</u> - Training prior to project        no.'s 2,3, 4, 5, 6, 7, 8,
    (Indicate number of teachers with each qualification, 7.8____     9, 14, 15
                                       if given)

    n.s.-qualifications not spcified
     0-previous courses not specified
    1.____teacher must meet a specified level of language proficiency on a
           standardized proficiency test of the non-English language through
           which (s)he will instruct
    2. _6_teacher must meet a specified level of communicative competence in
           the non-English language determined by a structured interview
    3. _1_previous teaching through N-EMT (in country where it is a native
           language, in Peace Corps)
    4. _12_previous teaching in local area
    5. _10_courses in N-EMT language structure and usage
    6. _14_courses in N-E literature
    7. _2_content (e.g. Social Studies) courses learned through N-EMT
    8. _8_any previous education through N-EMT
    9. _12_courses in teaching ESL
    10.____courses in methods of teaching N-EMT language
    11.____courses in methods of teaching content (e.g. math)in N-EMT
    12.____certification in ESL
    13.____certification in teaching N-EMT
    14. _10_cross cultural courses
    15. _14_courses in the cultural heritage, values, deep culture of N-EMT
    16.____other qualifications, specify

8.0 STAFF DEVELOPMENT                         8.1 A _1,2,3,4,5,6_
                                          B _5,6_

    0-No staff training mentioned
8.1 <u>The project is offering training for teachers</u>    A. For    B. For Para-
    <u>and /or paraprofessionals in the following areas:</u> <u>Teachers</u> <u>professionals</u> ,
    (mark all that apply)

n.s.-Training indicated, but nature not specified ....
1-English as their second language _____
2-The teaching of English as a second language _____                  (continued-p.20)
3-X as their second language

7.8 Teacher Qualifications - Training prior to project
   (Indicate number of teachers with each qualification, 7.8 _____ no.'s 2,3,4,5,6,7,8,
                                                    if given)      9,14,15

   n.s.-qualifications not spcified
    0-previous courses not specified
   1. _____ teacher must meet a specified level of language proficiency on a
       standardized proficiency test of the non-English language through
       which (s)he will instruct
   2. _6_ teacher must meet a specified level of communicative competence in
       the non-English language determined by a structured interview
   3. _1_ previous teaching through N-EMT (in country where it is a native
       language, in Peace Corps)
   4. _12_ previous teaching in local area
   5. _10_ courses in N-EMT language structure and usage
   6. _14_ courses in N-E literature
   7. _2_ content (e.g. Social Studies) courses learned through N-EMT
   8. _5_ any previous education through N-EMT
   9. _12_ courses in teaching ESL
   10. ____ courses in methods of teaching N-EMT language
   11. ____ courses in methods of teaching content (e.g. math) in N-EMT
   12. ____ certification in ESL
   13. ____ certification in teaching N-EMT
   14. _10_ cross cultural courses
   15. _14_ courses in the cultural heritage, values, deep culture of N-EMT
   16. ____ other qualifications, specify


8.0 STAFF DEVELOPMENT                                8.1 A _1,2,3,4,5,6_
                                                        B _5,6_

   0-No staff training mentioned
  8.1 The project is offering training for teachers    A. For    B. For Para-
    and /or paraprofessionals in the following areas: Teachers professionals
    (mark all that apply)

| | A | B | |
|---|---|---|---|
| n.s.-Training indicated, but nature not specified | | | |
| 1-English as their second language | ✓ | | (C-Amended-p.20) |
| 2-The teaching of English as a second language | ✓ | | |
| 3-X as their second language | ✓ | | |
| 4-The teaching of X as a second language | ✓ | | |
| 5-Methods of teaching other academic subjects | ✓ | ✓ | |
| 6-Methods of teaching other academic subjects in X language | ✓ | ✓ | |

8.2 Stated goals of teacher training are: 8.2 I _5,6,9,10,4,7,8,31_
                                              II _5,6,9,10,4,7,8,31_ Students
                                                 I N-EMT   II EMT

| | I N-EMT | II EMT |
|---|---|---|
| 1-Understanding of socio-cultural values and practices or | | |
| 2-Cross-cultural training | | |
| 3-Sensitivity to ethnocentricism and linguistic snobbery | ✓ | ✓ |
| 4-Awareness of the social-emotional development of | ✓ | ✓ |
| 5-Strategies for accomodating the different learning styles of | ✓ | ✓ |
| 6-Strategies for cognitive development of | ✓ | ✓ |
| 7-Strategies for reinforcing the self-esteem of | ✓ | ✓ |
| 8-Methods of cross-cultural teaching or teaching the bicultural component | ✓ | ✓ |
| 9-Formulation of pupil performance objectives | ✓ | ✓ (C-Amended-p.20) |
| 10-Methods of evaluation of pupil performance objectives | ✓ | ✓ |

    List specific courses if given (or Xerox and attach)     (SEE XEROX ON OPPOSITE
                                                                PAGE ; I.P.-p.9,23)

  BILINGUAL EDUCATIONAL PHILOSOPHY

                         7a,b

#21 - MICRO-TEACHING

## 8.0 Staff Development

Title III training program (48 LISD teachers in groups of 12 each) has provided the project leaders an opportunity to learn first hand of respective abilities, skills and interests. It has also provided an opportunity for effective use of outside consultants and specialists. In Title VII it is proposed to continue and intensify the use of small group training and the use of experts who are to have continued roles of guidance and leadership in the program.

Specifically the expected outcomes of the training are:

1. Provide an opportunity for the teachers to evaluate their changing roles in bilingual education.

2. Aiding teachers and the total staff in gaining new skills and keeping up to to date in subject matter and subjective and objective measurements.

3. To aid the total school staff in understanding and using new methods and materials, including objective tests and proper interpretation of test results.

4. Helping teachers to develop greater skill in providing activities which foster rational thinking rather than rote learning on the part of their pupils.

5. To help teachers become better able to find, develop, compile and adapt materials of specific relevance and interest to their bilingual pupils.

6. To stimulate the total school staff to analyze problems, develop new strategies and seek solutions.

7. To provide background, research findings and other pertinent information, and to enable teachers and staff to be more adequate in meeting local needs.

8. To encourage research and the application of findings.

9. To provide information, objectives, and services of other agencies.

10. To provide training in parental, neighborhood, community relations.

11. To provide training in the use of diagnostic tests and interpretation of test results.

12. To provide training in methods, procedures, and value of subjective evaluation processes.

F. Evaluation-assessment and accountability

Continuous evaluative processes are planned including objective and subjective measures, parental and community interest and support. Specific measurable objectives are to be established for each desired outcome in both pupil growth and teacher development and these are regarded as inseparable thrusts in our situation. It is planned to involve community leaders as well as parents in the total evaluative process and such involvment should increase during the project years.

## PHASE IV

PRESERVICE TRAINING                                    Aug. 4 - 22

### A. Purposes

1. Understanding of bilingualism
2. Improving bilingual teaching skills
3. Preparation of curriculum plans for first six weeks of school
4. Initiating a program of selfimprovement of language skills
5. Exploring new ways of approaching teaching:
   a) Team teaching
   b) Teaching for creativity
   c) Programmed techniques in teaching
   d) Second Language teaching
   e) Enlisting parent cooperation in problems solving learning

### B. Activities

1. Sensitivity Training
2. Preparation of listening tapes in both languages
3. Transparencies - preparation of and simulated teaching situation
4. Locating community resources - developing plans for utilization
5. Simulated teaching situations
   a) Team teaching
   b) Creative approach
   c) Programmed instruction
   d) English as a second language
   e) Spanish as a second language
   f) Parent-teacher conferences
6. Analysis of classroom management
7. Analysis of evaluation of classroom activities
8. Creative Expression
   a) Art
   b) Music
   c) Drama
   d) Dance
9. History and culture of area study
10. Adaption of existing teaching materials and trying out new ones

### C. Expected Outcomes

1. Series of units of study to begin first six weeks of school
2. A systematic effort to improve language proficiency has been started by each teacher
3. The beginning of an attitude of commitment to bilingual education of the part
   of each teacher
4. The beginning of a freer communication between project teachers and parents of the
   community where they teach
5. Greater feeling of confidence enthusiasm in beginning to teach in the fall
6. Increased acceptance of the teacher for self-appraisal
7. Developing a team approach to the bilingual program that includes Project VII
   Staff, LISD teachers, administrators, pupils and their parents.

8.3 <u>Methods of Teacher Training</u>:   (Mark all that apply)        8.3 <u>1,2,3,4,5,6,7.</u>

✓1-courses
✓2-experiential, teaching supervised by master teacher
✓3-workshops where teachers offer suggestions to each other
✓4-use of video-tapes of teachers for feedback on how they are doing *(C-AMENDED-p.21)*
✓5-cross-cultural sensitivity training, t-groups  - *INTERPERSONAL*
✓6-interaction analysis (e.g. Flanders system)    *GROUPS*
✓7-other (specify)                                        *(C-AMENDED-p.14)*
   *DEMONSTRATION LESSONS*

8.4 <u>Project provides released time to teachers and paraproffesion-</u>    8.4 _1_
    <u>als for joint lesson planning</u>:  1-yes  0- not mentioned      *(C-AMENDED-p.21)*

8.5 <u>Project provides for paraprofessionals to receive course credit</u>  8.5 _1_
    <u>toward eventual certification</u>: 1-yes  0-not mentioned
    How? (specify) _____

                                                              8.6 _1,2,3,4_
8.6 <u>Paraprofessional's role</u>:

   ①-teaching whole class
   ②-teaching small groups
   ③-tutoring individually
   ④-clerical
   5-contributing to  bicultural component
     how ? _____
   6-liaison with parents

8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A _1,2,3, 9_
    (mark all that apply)          A for teachers    B for aides       B _1,2,3,_
   0-not specified                  ___  ✓            ___  ✓
   ✓1-University faculty            ___✓              ___✓  *(I.P.-p.8)*
   ✓2-project's Master Teachers     __✓               __✓
   ✓3-project's teachers            __✓               ___✓
   ✓4-other (specify)               ___✓              ____
   9- *T.E.A.*                       __✓           *(C-AMENDED-p.20)*  no.   %
8.8 <u>Number and Proportion of personnel giving teacher training who</u>  8.8 1 _3_  _NS_
    <u>are</u>:                                                              2 _3_  _NS_
   1-bilingual                                                           3 __   __
   2-bicultural
   3-N-EIT (specify background)

                                                              8.9 _1,2_
8.9 <u>Training is provided</u>:                                  *(I.P.-p.23,26)*
   ✓1-during a summer session
   ✓2-during the academic year
   3-other (specify)

8.10 <u>Extent of training</u>:                                   8.10 A _2_
                                    B (indicate no. of hours)       B5 _10_
A /-approximately equivalent to a    5 _10_ weekly                  6 ___
    college course                   6 _____ monthly                7 ___
   ✓2-more than one course           7 _____ bi-monthly      *(C-AMENDED-pp.29,21)*
   3-less than one course
   4-other (specify) _____
                                                              no.   %
8.11 <u>Number and Proportion of teachers attending training</u>:   8.11 _16_  _100_%
                        or: if specified descriptively, indicate:  *(C-AMENDED-p.3?)*

8.5 <u>Project provides for paraprofessionals to receive course credit</u> 8.5 ___/___
    <u>toward eventual certification</u>: 1-yes  0-not mentioned
    How? (specify) _____

8.6 <u>Paraprofessional's role</u>:                     8.6 _1,2,3,4_

    1-teaching whole class
    2-teaching small groups
    3-tutoring individually
    4-clerical
    5-contributing to bicultural component
    how ? _____
    6-liaison with parents

8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A _1,2,3,_ 9
    (mark all that apply)     A for teachers   B for aides    B _1,2,3,_
    0-not specified
    1-University faculty                   (I.P.-p.8)
    2-project's Master Teachers
    3-project's teachers
    4-other (specify)
    9- T.E.A.                              (C-AMENDED-p.20)  no.   %
8.8 <u>Number and Proportion of personnel giving teacher training who</u> 8.8 1 _3_ _NS_
    <u>are</u>:                                         2 _3_ _NS_
    1-bilingual                              3-__ __
    2-bicultural
    3-N-EMT (specify background)

8.9 <u>Training is provided</u>:                 8.9 _1,2_
    1-during a summer session          (I.P.-p.23,26)
    2-during the academic year
    3-other (specify)

8.10 <u>Extent of training</u>:                           8.10 A _2_
                       B (indicate no. of hours)   B5 _10_
A 1-approximately equivalent to a   5 _10_ weekly       6 __
    college course          6 _____ monthly      7 __
    2-more than one course     7 _____ bi-monthly   (C-AMENDED-pp.20,21)
    3-less than one course
    4-other (specify) _____

                                               no.    %
8.11 <u>Number and Proportion of teachers attending training</u>:   8.11 _16_ _100_%
                    or: if specified descriptively, indicate: (C-AMENDED-p.20)
    0-not specified         6-most
    1-100%              7-many
    2-more than 75%     8-few
    3-50-74%         9-other (specify)._____
    4-25-50%
    5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 <u>Teachers'attitudes are assessed</u>: (Mark all that apply)   9.1 _4,5,6,7_
    0-not mentioned
    1-to N-EMT language or dialect          (INF.-I.P.-p.22)
    2-to N-EMT students - expectations of achievement
    3-to N-EMT culture

    4-prior to participation in bilingual project
    5-after project training
    6-after participation for a period of time in project

    7-through a questionnaire
    8-other (specify) _____

## 10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:  10.1 _1,3_
  0-not specified     ✓1-bilingual teacher
  ✓1-team teaching     2-ESL teacher  10.2 _1,4,5, 9, 20_
  2-cluster teaching     3-bilingual coordinator  _(I.A.-pp. 23,31)_
  ✓3-shared resource teacher     ✓4-aides or paraprofessionals
  4-other (specify) _____     ✓5-consultant psychotherapist _(C-Amended p.14,16,17)_
          or guidance counselor
          6-other (specify) _____
      ✓9. Curriculum Specialists

10.3 Average number of pupils per class: ✓20 Tutor Corps Coordinator 10.3 _30_
  0-not specified

10.4 Average number of aides or paraprofessionals per class:  10.4 _1 per 4 cl._
  0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-  10.5 _1 per 4 cl._
  professionals) per clas:
  0-not specified

10.6 Special aide to pupils having most difficulty in learning  10.6 _1,2,5, 7, 3,4_
  is given:
  ✓1-individually   by:✓3-teacher
  ✓2-in small groups   ✓4-special remedial teacher  _(C-p.7)_
  0-not specified   ✓5-paraprofessional
          6-parent tutor  _(I.A.-p.19)_
          ✓7-older student tutor
          8-peer tutor
          9-not specified
          10-no special help given

## 11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

_See Xerox Copy 9a_

11.1 Duration of Bilingual Education (policy)

| | I | | II | | II$_1$ | |
|---|---|---|---|---|---|---|
| N-EMT language will be maintained in program: (mark all that apply) | E DOM NEMT | E DOM EMT | E DOM EMT | E DOM EMT | E DOM NEMT | E DOM EMT |
| 0-not specified how long | | | | | | |
| 1-as the alternative language of learning for as long as desired | ✓ | | ✓ | | ✓ | |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | --- | | --- | | --- | |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | --- | | --- | | --- | |

11.1 I _1_
   II _1_
   II$_1$ _1_

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?  11.2 _thru university for pupils desiring it._

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

------

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K.

O-not specified

10.4 <u>Average number of aides or paraprofessionals per class:</u>
    O-not specified

10.4 *1 per 4cl.*

10.5 <u>Average number of N-EMT or bilingual aides (or para-
    professionals) per clas:</u>
    O-not specified

10.5 *1 per 4cl.*

10.6 <u>Special aide to pupils having most difficulty in learning
    is given:</u>

10.6 *1,2, 5, 7, 3, 4*

1-individually          by: 3-teacher
2-in small groups            4-special remedial teacher       *(C-p.7)*
0-not specified              5-paraprofessional
                             6-parent tutor                   *(I.A.-p.19)*
                             ✓7-older student tutor
                             8-peer tutor
                             9-not specified
                             10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

*See
Xerox
Copy
9a*

11.1 Duration of Bilingual Education (policy)        I          II          II$_1$

<u>N-EMT language will be maintained in program:</u>   E DOM     E DOM     E DOM
(mark all that apply)                                 NEMT      EMT       NEMT
0-not specified how long
1-as the alternative language of learning            ✓          ✓          ✓
  for as long as desired
2-as the medium of instruction for special           -----     -----      ......
  subject matter (e.g. cultural heritage)
3-only for the length of time necessary for          -----     -----      ......
  the acquisition of sufficient English to
  permit learning of academic content at an          11.1 I ___/___
  acceptable level in English                             II ___/___
                                                         II$_1$ ___/___

11.2 <u>How many years does project state is optimal for instruction
    for N-EMT group through N-EMT language to continue?</u>

11.2 *thru
university
for pupils
desiring it.*

0-not mentioned
if for a particular number of years:
1  2  3  4  5  6  7  8  9  10

--- --- --- --- --- --- --- --- ---

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K,
N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 <u>Second language learning is introduced</u> in which grade:    11.3 I ___/___
    code:  C= N.A. (if no EMT)                                            II ___/___
                           13=      14=                                   II$_1$ ___/___

| for each group | N.A. | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I N-E DOM | --- | --- | ✓ | | | | | | | | | | | | |
| II E DOM | --- | --- | ✓ | | | | | | | | | | | | |
| II$_1$ E DOM/NEMT | .. | ... | ✓ | | | | | | | | | | | | |

*(BY 4$^{th}$ YEAR,
2nd LANG
LEARNING will
BE INTRODUCED IN K-
AND EXTENDED THRU
7$^{th}$ -
IN 5$^{th}$ YR. INTL 8$^{th}$ -*

2nd. Year Objectives

1. To establish bilingual kindergartens in each project school area.

2. To provide project pupils in grades 1-5 of Urbahn and Sanchez Annex schools whose dominant language is Spanish but whose basic school instruction has been almost entirely in English with a student-centered Spanish-English language arts curriculum.

3. To provide last year's project fifth graders who are now in non-project sixth grades with follow-up Spanish language ar $;$ instruction.

4. To provide project pupils with varied learning experiences both within and without the school grounds.

5. For project teachers and staff to develop greater proficiency in their English and Spanish language skills, competency in professional skills and increased effectiveness in their interpersonal relationships.

6. To promote community involvement and support in all aspects of the bilingual program.

Because not all data has been analyzed, it is not known exactly which objectives must be modified for the 2nd. year of the project. At this time, however, it is anticipated that there will be no changes in the global project objectives but that numerous modifications will be made in the more specific behavioral objectives as they relate to the individual components. The inclusion of a kindergarten component and the deletion of the 6th. grade from the original plan obviously will involve certain changes in objectives.

11.4 The current project will be linked to a future Bilingual
Program at the indicated grade level: (indicate specific grade)

| | code: (if no EIT) | 00 0 not mentioned | grades 1-3 | 4-6 | 7-9 | 10-12 | 13-college | 14 Voc. training |
|---|---|---|---|---|---|---|---|---|
| I N-E DOM | | --- | .... | ✓ | ✓ | --- | --- | --- |
| II E-DA - EIT | | --- | --- | ✓ | ✓ | --- | --- | --- |
| III E-DOM/NEIT | | --- | --- | ✓ | ✓ | --- | --- | --- |

code: 13=College or University (Other professional training)    11.4 I __ _9_
      14=Federal, State, or Private Vocational Job training     I₂ - 9

$I_2$ - 9
II __ 9

11.5 Second language learning for English dominant students is
projected through grade:

11.5 I₂ 6
II 6

| | code: | 00 if no EIT | 0 not specified | grades 1 2 3 4 5 6 7 8 9 10 11 12 |
|---|---|---|---|---|
| II EIT | | --- | --- | |
| IIₐ N-EIT/E Dom | | --- | --- | ✓ |

11.6 Learning in their native language for Non-English dominant
students is projected through grade:      11.6 ___8___

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language
per day for N-EIT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

| | 11.7 Min. per day of instruction through N-EIT | 11.8 Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EIT | |
|---|---|---|---|---|---|
| PreK | | | | Pre K | |
| 1 | 160 | 200 | m, S, SS | 1 | 80% |
| 2 | 120 | 200 | | 2 | 60% |
| 3 | 100 | 200 | | 3 | 50% |
| 4 | 70 | 200 | | 4 | 40% |
| 5 | 60 | 200 | | 5 | 30% |
| 6 | 40 | 200 | | 6 | 20% |
| 7 | | | | 7 | |
| 8 | | | | 8 | |
| 9 | | | | 9 | |
| 10 | | | | 10 | |
| 11 | | | | 11 | |
| 12 | | | | 12 | |

11.10 The amount of instructional time in and through their native language
for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

11.5 Second language learning for English dominant students is
projected through grade:          11.5 I₂ 6
                                  II 6

```
                  00 if  0 not      grades
        code:     no EIT specified  1  2  3  4  5  6 /7  8  9  10  11  12
II EIT            ---      ---      -- -- -- -- -- --/-- -- -- -- -- --
IE N-EIT/E Dom    ---      ---      -- -- -- -- -- --/-- -- -- -- -- --
```

11.6 Learning in their native language for Non-English dominant     11.6 _8_
students is projected through grade:
0=not specified/Grade 1  2  3  4  5  6  7  8  9  10  11  12

11.7 The amount of instructional time in and through their native language
per day for N-EIT students who are N-E dominant is:

code:  0=not specified  m=math  s = science  ss = social studies

| | 11.7 Min. per day of instruction through N-EIT | 11.8 Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | | 11.9 % of time per day of instruction through N-EIT |
|---|---|---|---|---|---|
| PreK | | | | Pre K | |
| 1 | 160 | 200 | m, S, SS | 1 | 80% |
| 2 | 120 | 200 | | 2 | 60% |
| 3 | 100 | 200 | | 3 | % |
| 4 | 80 | 200 | | 4 | % |
| 5 | 60 | 200 | | 5 | 30% |
| 6 | 40 | 200 | | 6 | 20% |
| 7 | | | | 7 | |
| 8 | | | | 8 | |
| 9 | | | | 9 | |
| 10 | | | | 10 | |
| 11 | | | | 11 | |
| 12 | | | | 12 | |

11.10 The amount of instructional time in and through their native language
for N-EIT students who are English dominant is:

code:  0 = not specified  N.A. = not applicable, no N-EIT, E dom students

| | 11.10 Min. per day of instruction through N-EIT | Total Min. per day of any instruction | 11.11 Subjects taught in native lang. | | 11.12 % of time per day of instruction through N-EIT |
|---|---|---|---|---|---|
| PreK | | | | Pre K | |
| 1 | | | | 1 | |
| 2 | | | | 2 | |
| 3 | | | | 3 | |
| 4 | | | | 4 | |
| 5 | | | | 5 | |
| 6 | | | | 6 | |
| 7 | | | | 7 | |
| 8 | | | | 8 | |
| 9 | | | | 9 | |
| 10 | | | | 10 | |
| 11 | | | | 11 | |
| 12 | | | | 12 | |

SUCH A FEW PUPILS INVOLVED THAT
DETAILS ARE WORKED OUT IN INDIVIDUAL
RooMS.

11.13  1-Program is one-way - only non-English Mother Tongue          11.13 .**2**
       students (including N-EMT-English dominant).  English
       Mother tongue students do not receive instruction in
       a second language
       0-no English Mother tongue students
       **2-TWO-WAY**

11.14  The amount of instructional time in and through their second language
       for pupils who are native speakers of English is:

       code:  0 = not specified    N.A. = not applicable, no English MT students

|  | 11.14<br>Min. per day<br>of instruction<br>through N-EMT | Total min. per<br>day of any<br>instruction | 11.15<br>Subjects taught<br>in second lang. | 11.16<br>% of time per day<br>of instruction<br>through N-EMT |  |
|---|---|---|---|---|---|
| PreK |  |  |  | Pre K |  |
| 1 | N.A. |  |  | 1 |  |
| 2 | N.A. |  |  | 2 |  |
| 3 | 40 | 200 | L, Arb, Sci. | 3 |  |
| 4 | 40 | " | " | 4 |  |
| 5 | 40 | " | " | 5 |  |
| 6 | N.A. |  |  | 6 |  |
| 7 |  |  |  | 7 |  |
| 8 |  |  |  | 8 |  |
| 9 |  |  |  | 9 |  |
| 10 |  |  |  | 10 |  |
| 11 |  |  |  | 11 |  |
| 12 |  |  |  | 12 |  |

11.17  Mixed or separate language usage by teacher and/or aide          11.17 _**25**_
       in the classroom (mark all that apply)

       0-not specified
       1-languages are never mixed by either the teacher, aide or the
        pupil in any one class period;  only one language is used.
       ✓2-the second language is used exclusively by the teacher,aide
        and pupils during at least one portion of the school day.
       3-the teacher uses one language exclusively within a class period;
        pupils are allowed to use either native or second language.
       4-the teacher uses only one language;  however, the aide or para-
        professional uses another during the same class period; students
        may use either.
       ✓5-the teacher reinforces any conversation initiated by the child
        through the use of whichever language the child has used at the time.
       6-constant switching from one language to another by teacher during
        lesson.
       7-the teacher uses English and the paraprofessional then translates
        the same material for N-EMT pupils.
       8-other (summarize)
       Except during oral second language practice.

12.0  METHODS OF SECOND LANGUAGE TEACHING

| | Min. per day of instruction through N-EIT | Total min. per day of any instruction | Subjects taught in second lang. | % of time per day of instruction through N-EIT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | N/A | | | 1 |
| 2 | N/A | | | 2 |
| 3 | 40 | 200 | L. Arts, Sci. | 3 |
| 4 | 40 | " | " | 4 |
| 5 | 40 | " | " | 5 |
| 6 | N/A | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.17 Mixed or separate language usage by teacher and/or aide    11.17 _25_
in the classroom (mark all that apply)

0-not specified
1-languages are never mixed by either the teacher, aide or the
pupil in any one class period;  only one language is used.
✓ 2-the second language is used exclusively by the teacher, aide
and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period;
pupils are allowed to use either native or second language.
4-the teacher uses only one language;  however, the aide or para-
professional uses another during the same class period; students
may use either.
✓ 5-the teacher reinforces any conversation _initiated_ by the child
through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during
lesson.
7-the teacher uses English and the paraprofessional then translates
the same material for N-EIT pupils.
8-other (summarize)

Except during oral second language practice.

12.0  METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination    12.0 _1, 2b, 2a_
of methods)

1-Audio-lingual habit skills or behavioral approach. Emphasis
on communication.  Includes contrastive analysis of sounds
(units) in both languages by teacher and students, student
repitition of tapes and/or fluent teachers' model sentence
patterns until responses are automatic.  Structural drills and
dialogues are systematically presented.  Includes direct as-
sociation between object and word in second language in a
sequence of patterns learned in complete sentences.  Inductive-
generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or
grammatical rules of a language.

BILINGUAL PROCEDURES

PRODUCT

A. SAMPLE COMPONENT NAME ___Instruction___   B. DOMINANT LANGUAGE ___Spanish___   C. GRADE LEVEL ___K-1___

D. NO. OF PARTICIPANTS ___110___

E. Program Objectives: To provide project pupil kinder-garten and first grade pupils of Sanchez Annex and Urbahn School with a highly structured Spanish lan-guage kindergarten program that stresses oral lan-guage concept developement, an enriched learning en-vironment and English-as-a second language.

F. PERFORMANCE OBJECTIVES
(Includes name or description of instrument)

| | Date or Frequency of Measurement | Person(s) Responsible | Data collecting and reporting including due date |
|---|---|---|---|
| 1. Upon completion of each learning unit of the Michigan Oral Language Preschool Conceptual Bilingual Program, project pupils should be able to follow oral directions given in Span-ish by the teacher with 90% accuracy. | Every week for 6-9 weeks. | Classroom teacher. | Each week with report to pro-ject director. |

PROCESS

| | Date or Frequency of Measurement | Person(s) Responsible | Data collecting and reporting including due date |
|---|---|---|---|
| 1. Classroom teachers will adapt and use the Michigan Oral Language Preschool Conceptual Bilingual Program and follow the suggested Staff developed skills. | Taped daily samples of Spanish language circle activities conducted by teacher. | Teacher. | Aide and Teacher to discuss and evaluate each day. Results summarized weekly in confer-ence with staff member. |

-19-

2a-inductive  -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive  - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

C-<u>Grammar - Translation Method</u>
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0    DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

|  | I Non Eng dom students | | II Eng dom students | |
|---|---|---|---|---|
|  | A in dom lang | B in second lang | A in dom lang | B in second lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:                                              13.1 IB $\frac{4}{4}$
                                                                                                         IIB
1-concurrently with dominant language listening-speaking skills
2-after a specified level of competency achieved in listening-speaking skills in  dominant language
3-a specified period of time after listening-speaking skills in dominant language taught
4-before any specified level of listening-speaking competence achieved in dominant language

13.2 ALM sequence followed:                                                                              13.2 IA $\frac{4}{}$
                                                                                                         IB
1-Listening-speaking proficiency precedes introduction of reading                                        IIA $\frac{4}{}$
                                                                                                         IIB
2-Reading is taught concurrently with listening-speaking skills
3-Learning to read overlaps learning of listening-speaking skills
4-There is some overlap between learning to read and to write

to negative, declarative to interrogative, active to passive.

### C-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

## 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

|  | I Non Eng dom students | | II Eng dom students | |
|---|---|---|---|---|
|  | A in dom lang | B in second lang | A in dom lang | B in second lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

|  | A | B | A | B |
|---|---|---|---|---|
| 1-concurrently with dominant language listening-speaking skills | — | — |  |  |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | — | — |  |  |
| 3-a specified period of time after listening-speaking skills in dominant language taught | — | — |  |  |
| 4-before any specified level of listening-speaking competence achieved in dominant language | ✓ |  | ✓ |  |

13.1 IB ____4____
IIB ____4____

13.2 IA ____4____
IB ____1____
IIA ____4____
IIB ____1____

13.2 ALM sequence followed:

|  | A | B | A | B |
|---|---|---|---|---|
| 1-Listening-speaking proficiency precedes introduction of reading | — | ✓ | — | ✓ |
| 2-Reading is taught concurrently with listening-speaking skills | — | — | — | — |
| 3-Learning to read overlaps learning of listening-speaking skills | — | — | — | — |
| 4-There is some overlap between learning to read and to write | ✓ | — | ✓ | — |

13.3 Listening-speaking proficiency determined by:

|  | A | B | A | B |
|---|---|---|---|---|
| 1-measure of listening-speaking proficiency | — | — | — | — |
| 2-informal assessment by teacher | ✓ | ✓ | ✓ | ✓ |

13.3 IA ____2____
IB ____2____
IIA ____2____
IIB ____2____

13.4 Second language reading skills are learned:

|  | A | B | A | B |
|---|---|---|---|---|
| 1-concurrently with learning to read in dominant language | — | — |  |  |
| 2-after a specified level of dominant language reading competence/ achievement | ✓ |  | ✓ |  |
| 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) | .... |  | .... |  |
| 4-before learning to read in dominant language | .... |  | — |  |

13.4 IB ____2____
IIB ____2____

|  | I | | II | |
|---|---|---|---|---|
|  | Non Eng dom students | | Eng dom students | |
|  | A | B | A . | B · |
|  | dom lang | second lang | dom lang | second lang |

13.5 Reading is introduced:
A-individually, when child is ready
or at a specific time during grade: K
1
2
3

13.5 IA *1, 2, 3*
IB *1, 2, 3*
IIA *1, 2, 3*
IIB *1, 2, 3*

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA *1, 2*
IB *1, 2*
II *1, 2*
II *1, 2*

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify) *none*

13.7 IA *N.S.*
IB *N.S.*
IIA *N.S.*
IIB *N.S.*

13.8 Grade level academic achievement (math, science, etc.) in the
SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB *N.S.*
IIB *N.S.*

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
(mark all that apply)

14.0 I *2,5, 4*
II *2,5, 4*

|  | I = N-E dom students | II = E dom students |
|---|---|---|

*( I.P.- p.7 )*
*( C'71 -p.5 )*

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects. ✓ ✓

3-Second language learning is always in

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA _1, 2_
IB _1, 2_
IIA _1, 2_
IIB _1, 2_

13.7 Grade level reading is expected:
    1-in first grade
    2-in second grade
    3-in third grade
    4-in fourth grade
    5-in fifth grade
    6-in sixth grade
    7-other (specify) _none_

13.7 IA _N.S._
IB _N.S._
IIA _N.S._
IIB _N.S._

13.8 Grade level academic achievement (math, science, etc.) in the
    SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB _N.S._
IIB _N.S._

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
    (mark all that apply)

14.0 I _2, 5, 4_
II _2, 5, 4_

| | I = N-E dom students | II = E dom students |
|---|---|---|
| 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. | | — |
| 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. | ✓ | ✓ |
| 3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development. | — | — |
| 4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). | ✓ | ✓ |
| 5-Different academic content is taught in the second language from that which is taught in the native language. | ✓ | ✓ |
| 0-not specified | — | — |
| 6-other (specify) | | |

$\left( \begin{matrix} I.R.- p.7 \\ C'71 - p.5 \end{matrix} \right)$

15.0 TREATMENT OF CHILD'S LANGUAGE:

|  | I Non Eng. dom. students | | II Eng. dom. students | | 15.0 IA / IB 2 IIA 4 IIb 2 |
|---|---|---|---|---|---|
|  | A -in dom. lang. | B 2nd lang. | A Eng. | B 2nd lang. |  |
| 1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form. | ✓ | ___ | ✓ | ___ |  |
| 2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. | ___ | ✓ | ___ | ✓ |  |
| 3-Other (specify) | ___ | ___ | ___ | ___ |  |
| 0-Not specified | ___ | ___ | ___ | ___ |  |

## 16.0 MATERIALS

### 16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)  16.1 IA___ I ✓   IIA ✓ IIB___

16.1. IA 2, 4
IB 1, 2, 4
IIA 1, 2, 4
IB 2, 4

2-Basal readers (LAIDLAW- Spanish Series)  ✓ ✓   ✓ ✓

3-Dialect readers  ___ ___   ___ ___   C'71-p.5

4-Experience charts (stories dictated by children)  ✓ ✓   ✓ ✓

### 16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1  16.2 IA N.S.   IIA N.S.
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

### 16.3 The following are techniques and materials used for second language learning:
0-none specified  ___ ___
✓ 1-pattern drills  ✓ ✓
✓ 2-dialog memorization  ✓ ✓
✓ 3-choral repetition  ✓ ✓
✓ 4-songs  ✓ ✓
✓ 5-programmed instruction  ✓ ✓
✓ 6-stories read to children  ✓ ✓
    AUDIO VISUAL AIDES
✓ 7-films, filmstrips (I.A.-p.32)  ✓ ✓

aiming toward child's eventual
control of the standard form.

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

3-Other (specify)

0-Not specified

## 16.0 MATERIALS

### 16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
   (Merrill or Miami Linguistic
   readers, ITA, etc.)          16.1 IA___ I ✓          ILA ✓  IIB____

16.1. IA 2, 4
IB 1, 3, 4
IIA 1, 3, 4
IIB 2, 4

2-Basal readers (LAIDLAW-
SPANISH SERIES)

3-Dialect readers                                              C'71-p.5

4-Experience charts (stories
   dictated by children)

### 16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1                      16.2 IA N.S.          ILA N.S.
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

### 16.3 The following are techniques and materials used for second language learning:
0-none specified
1-pattern drills
2-dialog memorization
3-choral repetition
4-songs
5-programmed instruction
6-stories read to children
   AUDIO VISUAL AIDES
7-films, filmstrips (I.A.-p.32)
8-flannel or magnetic boards
9-realia, graphic displays (C-p.14)
10-records, tapes (C-p.14)
11-listening centers (I.A.-p.32)
12-multi-media approach
   Experiential:
13-role playing
14-puppetry
15-experience charts
16-primary typewriter (I.A.-p.32)
17-learning through direct experience
   with materials e.g. Montessori
18-activity centers-chosen by child
19-other (specify)
   Learning outside the classroom:
20-field trips (I.A.-p.32)
21-suggested TV programs
22-other (specify)

(18) limited to 1
or 2 centers
per room

LANGUAGE MASTERS (C-p.16)

27- Photography

16.4 The sources of Non-English materials and textbooks are:     16.4 $\underline{1,9,2,3,4,8,}$
(mark all that apply)     $\underline{10,11}$
0-not specified     (C'71-p.5)

✓ 1-are written by native speakers of that language
✓ 2-commercially prepared and published in countries where
    N-E is the native language
✓ 3-developed by the project's own bilingual staff
✓ 4-developed by the staff of another bilingual project (specify which) (MIAMI)
    5-developed in conjenction with project parents
    6-developed by or with members of N-EMT community
    7-are culturally appropriate for N-E culture
    (specify how this is determined)
✓ 8-are cross cultural
✓ 9-commercially prepared and published in the U.S.
✓ 10-are translations of U.S. texts
✓ 11-are coordinated with materials used in the regular subject
    curriculum
    12-other (specify)

See   16.5 The specific bilingual/bicultural materials used in the language   16.5 $\underline{1}$
Copy   component are:
15ᵃ   0-not specified
    1-never attached-page and document (C'71-p.5)   ① Miami Linguistic Readers
        ② Distar Reading Program
17.0 STUDENT GROUPING     ③ Spanish Laidlaw series
    ④ Método Onomatorevire → cont'd over.

17.1 Student grouping; mixed or separated into dominant language     17.1 $\underline{N.S.}$
groups: (mark all that apply)     ?
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into
    dominant language groups
6-separated for most academic subject learning into dominant
    language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction:     17.2 $\underline{N.S.}$
(mark all that apply)     A-more than $\frac{1}{2}$ the time     B Less than $\frac{1}{2}$ the time
0-nct specified
1-total class
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:

| | I Non Eng dom | II Eng dom EMT | II₁ Eng dom NEMT | 17.3 I-1 |
|---|---|---|---|---|
| 0-not specified | | | | II-1 |
| 1-by age | ✓ | ✓ | ✓ | III-1 |
| 2-by native language | | | | |
| 3-by dominant language | | | | (GRADED CLASSES) |

(specify how this is determined)
✓ 8-are cross cultural
✓ 9-commercially prepared and published in the U.S.
✓ 10-are translations of U.S. texts
✓ 11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

See Copy 15a

16.5 The specific bilingual/bicultural materials used in the language component are:    16.5 __1__
0-not specified
1-~~never attached~~-page. and document (C'71-p.5)   ①Miami Linguistic Readers
②Distar Reading Program
③Spanish Laidlaw series
④Método Onomatopéyico → cont'd over.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)    17.1 __N.S.__
0-not specified    ?
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction:    17.2 __N.S.__
(mark all that apply)    A-more than ½ the time    B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:

| | I Non Eng dom | II Eng dom EMT | III Eng dom NEMT | |
|---|---|---|---|---|
| 0-not specified | | | | 17.3 I-1 |
| 1-by age | ✓ | ✓ | ✓ | II-1 |
| 2-by native language | | | | III-1 |
| 3-by dominant language | | | | (GRADED CLASSES) |
| 4-by language proficiency (ex. level of reading skill) | | | | |
| n.a. not applicable (no E.dom/NEMT) | | | | |

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)    18.1 __2,3,1,4__
no-not mentioned    (INF.-I.R.-p.19)
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)    (C-AMENDED-p.9
2-intra-ethnic (N- T student tutors N-EMT)    TUTORING IS USED
3-done by older children (cross age)    ONLY FOR ENGLISH LANGUAGE
4-done by peers (same age)    LEARNING FOR THE FIRST
5-other (specify) _____    YEAR - AFTER THAT

18.2 Paraprofessionals or aides give tutoring or instruction as follows:    18.2 __1,2,3,4__
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

MAINLY IN SPANISH.

152

<u>Question 16.5</u>   <u>MATERIALS</u>

5.- Story of Mexican-Americans
6 - Mexican American Source Book
7 - El Grito
8 - A. Lopez Ley Series
9 - Delgadillo Series
10 - Bassett Series
11 - Hernandez Ruiz Series
12 - Arboleda Series
13 - Alborada Series
14 - Sonata Series
15 - Serie Matematica Fondo Escolar

Reference Books:
16 - Enciclopedia Barsa
17 - Mis Primeros Conocimientos
18 - Enciclopedia de Oro
19 - UNESCO Film Strips.

18.3 Parent tutoring: (mark all that apply)                    18.3 _N.S._

        no-not mentioned
         0-type not specified
         1-inter-ethnic parent tutoring is used
         2-intra-ethnic parent tutoring is used

      Parents are trained to become tutors for their children:
         3-in the home by a home-visiting teacher
         4-in an adult education component
         5-in school through observation and guidance of teacher
         6-as parent volunteers who tutor during the school day
         7-materials are provided for use in home by parents
         8-other (specify)

19.0 CURRICULUM PATTERNS                                   19.0 _4,8,5,7_

   The stated curriculum pattern of the bilingual project:
   1-Except for inclusion of N-EMT instruction the curriculum is
     otherwise typical or regular, for this state.
     There are other modifications whithin the curriculum of the
     bilingual program which differ from traditional, typical curri-
     culum such as: (mark all that apply)
       2-a non-graded classroom: pupils of different ages are
         grouped together during part of the school day
       3-flexible or modular scheduling
       4-small group instruction   (C'71- p.6)
       5-individualized learning
       6-open classroom
       7-guided discovery and inquiry
       8-a curriculum which is both child and subject-centered (C- p.10)
       9-others (specify)
      10-if the program includes activities which complement
        experiences children encounter in the home, community
        and through mass media i.e. TV, describe below:

*SCHOOL IS MOVING INTO FLEXIBLE SCHED ULING THIS YEAR.*

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:     20.1 _1,2,3,4,5,6_
   0-method not mentioned
   1-structured envirionment rich with materials child can manipulate
     order, compare, match for perceptual-motor development
   2-non-verbal materials, such as Montessori materials : rom which
     children can learn sensory discrimination, matching, seriation,
     counting, addition, subtraction
   3-labeling and discussion of concepts related to time, space, distance,
     position
   4-labeling and grouping actual objects to learn classification;
     grouping objects with common attributes and labeling their
     attributes (i.e. colors, sizes)
   5-direct experience of processes of science through discovery, using
     materials rather than text; active experimentation by child with teacher's
     guidance rather than teacher demonstration.
   6-direct experience of math through discovery rather than instruction
   7-other (specify or xerox) p. no. and document:

# 19.0 CURRICULUM PATTERNS

_The stated curriculum pattern of the bilingual project:_

1-Except for inclusion of N-EMT instruction the curriculum is
   otherwise typical or regular, for this state.
   There are other modifications whithin the curriculum of the
   bilingual program which differ from traditional, typical curri-
   culum such as: (mark all that apply)

_SCHOOL IS
MOVING INTO
FLEXIBLE
SCHED ULING
THIS YEAR._

   2-a non-graded classroom: pupils of different ages are
      grouped together during part of the school day
   3-flexible or modular scheduling
   4-small group instruction    _(C'71- p.6)_
   5-individualized learning
   6-open classroom
   7-guided discovery and inquiry
   8-a curriculum which is both child and subject-centered _(C - p.10)_
   9-others (specify)
   10-if the program includes activities which complement
      experiences children encounter in the home, community
      and through mass media i.e. TV, describe below:

# 20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
   0-method not mentioned
   1-structured envirionment rich with materials child can manipulate
      order, compare, match for perceptual-motor development
   2-non-verbal materials, such as Montessori materials from which
      children can learn sensory discrimination, matching, seriation,
      counting, addition, subtraction
   3-labeling and discussion of concepts related to time, space, distance,
      position
   4-labeling and grouping actual objects to learn classification;
      grouping objects with common attributes and labeling their
      attributes (i.e. colors, sizes)
   5-direct experience of processes of science through discovery, using
      materials rather than text; active experimentation by child with teacher's
      guidance rather than teacher demonstration.
   6-direct experience of math through discovery rather than instruction
   7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
   0-method not mentioned
   1-specify or xerox p. no. and document
   n.a.-no grade 4 or later grades

1- multi-media materials : 1- Field Ent. Soc. St. multi-media Kit
                           2- UNESCO filmstrips - records
                           3- MATH - SCIENCE MANIPULATIVES

2- multi-Level Reading materials 1- SRA        3- General Trees
                                 2- Field Ext.  4- Wide Dev., Eng/Span Bks.

3- Science Curr.  Inqr. Study - process - oriented/discovery
                                          approach   Life/Physical/Phys.

4- Programmed Study Aids - earlier

21.0 <u>SELF-ESTEEM</u>                                      21.0 <u>1, 2, 3, 4, 5, 6, 7,</u>

<u>Stated methods of project compenent expected to increase self-esteem:</u> 8,      , 10, 11, 14,
no-self-estecm not mentioned as an objective                                              21
  0-self-esteem is an objective but methods not specified
    Teacher encourages pupil to verbally express his feelings:
      ✓ 1-through role-playing
      ✓ 2-puppetry
        3-language-experience approach: students dictate stories from
          their own experience
      ✓ 4-teacher accepts, acknowledges ideas and feelings (*INF. - C'71- p. 4*)
      ✓ 5-teacher encourages non-verbal expression of child's feelings
          through painting, music, dancing
      ✓ 6-teacher provides experiences in which the various ways that
          children act are accepted by the teacher; their actions are
          discussed and the children are encouraged not to make fun of
          "different" ways
      ✓ 7-teacher provides experiences leading to competency and
          success
      ✓ 8-teacher provides experiences where occasional failure is
          acknowledged as part of everyone's experience; second
          attempts are encouraged
      ✓ 9-other (specify) (xerox or summarize) document page #   *Glosser materials*
          21. adapted Palomares and Wm.
Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as:
      10-pupils act as tutors for other pupils
      11-pupils have some options in choice of curriculum
      ⑫-pupils choose activities from a variety of interest centers ⎫ *this year's*
      ⑬-older pupils participate in curriculum planning and/or        ⎬ *goal.*
          development                                               ⎭
      ✓ 14-pupils write a bilingual newspaper for dissemination to the
          community
      15-other (specify)

22.0 LEARNING STRATEGIES                                      22.0 <u>0</u>

    1-The project mentions the following specific learning strategies
      as important for reaching a particular ethno-linguistic group:
      (specify or xerox)                        Document and Page no.
      Example: Navajo children resist participation in an authoritarian,
      traditional classroom.  An open classroom where teacher partici-
      pates rather than directs all activities and students or groups of
      students initiate activites, move abou; freely or sit in a circle or
      horseshoe rather than sit in rows, has been found more effective.
    0-none mentioned

4-teacher accepts, acknowledges ideas and feelings (INF. - C II - p. 4)

5-teacher encourages non-verbal expression of child's feelings
    through painting, music, dancing

6-teacher provides experiences in which the various ways that
    children act are accepted by the teacher; their actions are
    discussed and the children are encouraged not to make fun of
    "different" ways

7-teacher provides experiences leading to competency and
    success

8-teacher provides experiences where occasional failure is
    acknowledged as part of everyone's experience; second
    attempts are encouraged

9-other (specify) (xerox or summarize) document page #     *Glosser materials*
    21. *Adapted Palomares and Wm.*

Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as:

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers  *this year's*

13-older puils participate in curriculum planning and/or  *goal.*
    development

14-pupils write a bilingual newspaper for dissemination to the
    community

15-other (specify)


22.0 LEARNING STRATEGIES                                    22.0 __0__

1-The project mentions the following specific learning strategies
  as important for reaching a particular ethno-linguistic group:
  (specify or xerox)                           Document and Page no.
  Example: Navajo children resist participation in an authoritarian,
  traditional classroom. An open classroom where teacher partici-
  pates rather than directs all activities and students or groups of
  students initiate activites, move about freely or sit in a circle or
  horseshoe rather than sit in rows, has been found more effective.
0-none mentioned


23.0  BICULTURAL COMPONENT

23.1  This program is:                                      23.1 __3,5,6__
      1-bilingual alone
      2-bilingual and bicultural
      3-bilingual and multicultural
      0-not specified as to which of the above
      4-an ethnic studies program is included in the bilingual program
      5-art, posters, realia, crafts of both cultures are exhibited in
        the classroom
      6-language and cultural content are integrated
      7-other (specify)

23.2 Cross-cultural awareness:                                    23.2 __0__
    If project mentions specific values or modes of behavior of
    N-EIT culture, please summarize below: (or attach xerox)
    found in document _____, page # _____
    0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in     23.3 __O__
    either or both groups, describe below: (or xerox-document page/#)
    0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EIT culture      23.4 __1, 2, 3, 6, 7__
    involves (mark all that apply)
    0-no bicultural component mentioned
    ✓1-Humanistic aspects of culture: ideals and values, literature
      (oral or written), achievement of particular people or politcal
      movements
    ✓2-Historical-cultural heritage of the past--contributions to art
      and science
    ✓3-'Deep' culture: family patterns and contemporary way of life.
    4-Itemization of surface aspects of a country--geography, dates
      of holidays etc.
    5-A specific culture only e.g. one Indian tribe
    ✓6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
      speaking peoples)
    ✓7-A third culture different from NEIT or EIT
    8-Other (specify)

    (I.P.-p.8 MENTIONS UNIT ON FOLKLORE, ART, MUSIC, ETC. OF THE AMERICAS;
    BUT NOWHERE ELSE IS A CULTURAL COMPONENT MENTIONED.)

23.5 American culture is defined:                                   23.5 __2__
    0-not specified
    1-narrowly: primarily Anglo-Saxon orientation          PROJECT EXEMPLIFIES
    ✓2-broadly: ethnic pluralism of America--multicultural   MULTICULTURAL
      contributions of various ethnic groups discussed       INPUTS.
    3-other(indicate document and page number for xerox) or
    elaborate in your own words                            DIR: P. RICAN

Consultants:                                                        EVAL: MEX.-AMER.
Et: (1) Cuban     (1) high-Amer.
(1) Mexican       (1) Scotch-Irish,

23.3 1-if project mentions efforts to decrease ethnocentrism in     23.3 __0__
    either or both groups, describe below: (or xerox-document page/#)
    0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture    23.4 _1, 2, 3, 6, 7_
    involves (mark all that apply)
    0-no bicultural component mentioned
    ✓ 1-Humanistic aspects of culture: ideals and values, literature
      (oral or written), achievement of particular people or politcal
      movements
    ✓ 2- Historical-cultural heritage of the past--contributions to art
      and science
    ✓ 3-'Deep' culture: family patterns and contemporary way of life.
    4-Itemization of surface aspects of a country--geography, dates
      of holidays etc.
    5-A specific culture only e.g. one Indian tribe
    ✓ 6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
      speaking peoples)
    ✓ 7-A third culture different from NEMT or EMT
    8-Other (specify)

   (I.R.-p.8 MENTIONS UNIT ON FOLKLORE, ART, MUSIC, ETC. OF THE AMERICAS,
   BUT NOWHERE ELSE IS A CULTURAL COMPONENT MENTIONED.)

23.5 American culture is defined:          23.5 __2__
    0-not specified
    1-narrowly: primarily Anglo-Saxon orientation     PROJECT EXEMPLIFIES
    ✓ 2-broadly: ethnic pluralism of America--multicultural    MULTI CULTURAL
      contributions of various ethnic groups discussed    INPUTS.
    3-other(indicate document and page number for xerox) or
      elaborate in your own words             DIR: P. RICAN
   Consultants:                  EVAL: MEX.-AMER.
   Ex: (1) Cuban    (1) Irish-Amer.
      (1) Mexican   (1) Scotch-Irish     RESOURCE STAFF: {1-MEX.AMER / 1-ANGLO-AMER / 1-SPANISH}
24.0 COMMUNITY COMPONENT   (1) Irish-French

24.1 Bilingual libraries are provided for:       24.1 _4, 3_
    0-group not specified
    1-project children
    2-adults of the project community
    3-teachers
    no-bilingual library not mentioned but     EXISTED

24.2 An ethnic studies library is provided for:     24.2 _YES 1,3_
    0-group not specified
    1-project children        TITLES AVAILABLE-
    2-adults of the project community    1- MEX-AMER. GROUPS
    3-teachers                   2 - INDIAN GROUPS
    no-ethnic studies library not mentioned   3 - BLACK GROUPS
                            4 - OTHER AMERICAN GROUPS
                            5 - SOUTH, CENTRAL AMERICAN GROUPS
                            6 - ASIANS

24.3 Provision is made by the school for informing the parents
   and community about the program through:(Mark all that apply)
      0-method not specified
    ✓ no-no provision for informing community
   ✓ 1 · bilingual newsletter
      2₊ monolingual newsletter
   ✓ 3- ews sent to mass media.
      4-if articles included with project, check 4
      5-bilingual fliers sent home
   ✓ 6-formal meetings
    ✓ 7-informal meetings open to entire community
   ✓ 8-meetings conducted in both languages
   ✓ 9-home visits
    ✓ 10-other (specify)
   ✓ 11-project director personally involved in program
         dissemination. specify how

24.3 ~~3~~,6,4,8,9,11

(I.P.-p.24)

1 - meet with Community Agencies and
   Project School Groups;
2- pure as ophro to pr. college, univ. close
★ 3. meet with psychiatic groups interested in

24.4 Community involveme. t in the formulation of school policies
   and programs is sought through:
      0-type not specified
      no-not sought
    ✓ 1-existing community groups working with program
   ✓ 2-bilingual questionnaires
    ③-community-school staff committees **to be der, this yw**
   ✓ 4-community advisory groups
   ✓ 5-formal meetins open to the entire community
   ✓ 6-informal meetings with community groups
      7-other (specify)
      8-project director personally seeks involvement of community
         in program. specify how *see above* .

24.4 5,4,6,2 ~~how~~
   we
   use
   interpersonal
   Communication
   ~~~~~~: our
   filing. clue.
   program.

24.5 The school keeps informed about community interests, events and
   problems through:
      no-no mention of school seeking to be informed about community
      1-meetings open to the entire community conducted in both
    ✓ languages
   ✓ 2-community representatives to the school
      3-bilingual questionnaire sent to the home
      4-home visits by school personnel
      5-other (specify)
      0-method not specified

24.5 2,3,4

(I.P.-p.24)

7-informal meetings open to entire community
✓      8-meetings conducted in both languages
✓      9-home visits
         10-other (specify)
✓      11-project director personally involved in program
            dissemination. specify how      *1 - met with Community Agencies and*
                                                          *Project School groups;*
                                                          *2 - serve as spkrs to jr. college, univ. class*
                                                      * *3. met with particular groups interested in*

24.4 Community involvement in the formulation of school policies           24.4 _5,4,6,2_  *how*
        and programs is sought through:                                                                          *we*
         0-type not specified                                                                                         *use*
         no-not sought                                                                                               *interpersonal*
✓      1-existing community groups working with program                             *Communication*
✓      2-bilingual questionnaires
        3-community-school staff committees *to be dev. this year)*               *citing one due.*
✓      4-community advisory groups                                                              *program.*
✓      5-formal meetins open to the entire community
✓      6-informal meetings with community groups
         7-other (specify)
         8-project director personally seeks involvement of community
            in program. specify how
                        *see above.*


24.5 The school keeps informed about community interests, events and        24.5 _2,3,4_
        problems through:
         no-no mention of school seeking to be informed about community
         1-meetings open to the entire community conducted in both            *(I.P.-p.24)*
            languages
✓      2-community representatives to the school
         3-bilingual questionnaire sent to the home
         4-home visits by school personnel
         5-other (specify)
         0-method not specified


24.6 The school is open to the community through:                                    24.6 _3 - NS_
         0-not mentioned
         no-school is not open to community for community use
         1-opening school facilities to the community at large for use
            after school hours and on weekends
         2-providing adult education courses
         3-other (specify)


25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
        program through:                                                                          25.1 _1,3,4,6_
✓      1-newspaper articles
         2-radio programs                                                                            *(I.P.-p.24)*
✓      3-TV programs
✓      4-video-tapes
         5-films
✓      6-visitors to observe the program

25.2 Project's impact:          25.2 /3

   ✓1-Project mentions that other classes in the school, but     *(INF.I.P.-p.8)*
      not in the program have picked up methods or material from
      the bilingual program
   2-Project mentions other schools in the local educational system
     have started bilingual programs
   ✓3-Project mentions that a University has instituted teacher
      training courses in bilingual education to meet staff devel-
      opment needs

26.0 ROLE OF EVALUATOR  *See Xerox Copy 20 a*

26.1 Evaluator has field tested, on a group of children who are of
    the same language, culture and grade levels as the children in    26.1 1,2,3,4
    the bilingual program:
    0-not mentioned
  ✓1-published measures
  ✓2-staff developed measures
  ✓3-staff translations of published measures
  ✓4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program:   26.2 3
    0-not mentioned
    no-never
    1-once or twice during the year
    2-more than twice
  ✓3-regularly
    4-other (specify)

26.3 Evaluator has met with teachers:          26.3 3
    0-not mentioned
    no-never
    1-once or twice during year
    2-more than twice
  ✓3-regularly
    4-other (specify)

27.0 EVALUATION PROCEDURE

27.1   0-not specified              27.1 2
    1-A comparison group has been chosen
  ✓2-A comparison group will be chosen

27.2   0-not specified  (mark all that apply)    27.2 1,3,6,8
  ✓1-Pre-tests have been given to project group or sample
    2-     " will be     "     "    *(C71-pp.3,4)*
  ✓3-Post-tests have been given to project group or sample
    4-     " will be     "     "
   5-Pre-tests have been given to comparison group
  ✓6-     " will be     "     "
   7-Post-tests have been given to comparison group
  ✓8-     " will be     "     "

PROJECT EVALUATOR                                        To be employed

Working under the direction of the superintendent and the project director, the
LEA Project Evaluator:

1. Analyses basic needs and data of the problem for a project.

2. Establishes hypotheses to be tested.

3. Selects and/or helps prepare the tests, measuring devices, questionnaires,
   survey techniques, projective devices, personality and attitude scales,
   sociometric systems, etc., by means of which he may validly determine whether
   the instructional and other objectives, as stated in the proposal, are be-
   ing reached and have been attained.

4. Formulates specific research and/or other educational design as a means of
   arriving at supportable conclusions to determine whether program goals have
   been met.

5. Administers or supervices the administration of testing and survey programs
   for the purpose of gathering aptitude, achievement, interest, and other sco-
   res in the cognitive and affective domains. Insures that such data are ob-
   tained in a manner to insure the reliability of results.

6. Subjects scores and other data to analysis using automatic data processing
   systems as needed. Conducts both descriptive and predictive analyses.

7. Evaluates all aspects of the educational process and system including mana-
   gement, context, procedures, and product.

8. Determines cost effectiveness of project.

9. Applies standards for staff selection and work, for procurement and opera-
   ion of facilities, and for evaluation of instructional materials and equi-
   pment.

10. Prepare interim and terminal reports on the results of evaluation.

11. Reports findings and recommendations to the Project Director, Independent
    Educational Accomplishment Auditor, and OE Program Officer.

12. Assesses progress of both the entire program and its major components to
    determine appropriateness of individual program elements in terms of the
    desired goals.

QUALIFICATIONS

1. B.S., M.S. in tests and measurements, statistics.

2. Three or more years experience in educational evaluation or related area.