

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 *see Xerox Copy 14a, b*

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)

McMillan Reading Program (Engl.)

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

16.1 IA 1 IB 1 IIA 1 IIB 1

Proposed Eval. Design

16.2 If some reading material is in the child's dialect, indicate how long it is used:

1-Grade 1

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

16.2 IA 0

IIA 0

10 first grade classrooms piloted Preparandose Para Leer (Houghton Mifflin)

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 phonetic transparencies

5-programmed instruction

6-stories read to children

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays

10-records, tapes

11-listening centers

12-multi-media approach learning centers P 24

Experiential:

13-role playing, dances

14-puppetry

15-experience charts

16-primary typewriter

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 Eval. Design II

21-suggested TV programs

22-other (specify)

Proposed Eval. Design

\*20--farm, zoo, circus, museum

COMPONENT NAME Materials Acquisition, DOMINANT LANGUAGE GRADE LEVEL Preschool - First - Second  
Adaptation, and Development

PROGRAM OBJECTIVES: To provide teacher with materials which will be utilized in bilingual instruction

PROCESS

EVALUATION

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
<p>1. The program assistants will utilize the following materials from which they will use portions to develop the Spanish Activities Booklet.</p> <ul style="list-style-type: none"> <li>a) Mi Libro Encantado (La Hora de Jugar - Vol. XI)</li> <li>b) <u>Bilingual Curriculum Guide FLICS</u> 220 E. Huron Ann Arbor, Michigan</li> <li>c) <u>Bilingual Lessons for Spanish-speaking Preschool Children</u> San Diego City Schools San Diego, California</li> <li>d) <u>Bilingual Curriculum Guide</u> developed by Victor Cruz-Aedo Texas Education Agency</li> <li>e) <u>Teaching Methods and Aids for Teaching Spanish to English speaking Children</u> El Paso Public Schools El Paso, Texas</li> <li>f) <u>Spanish Curriculum Guide by Chicago Public Schools</u> Chicago, Illinois</li> </ul>	<ul style="list-style-type: none"> <li>1. Jan. 25, 1970</li> <li>2. Sept. 14, 1970</li> </ul>	<p>1. &amp; 2. <u>Program Assistants</u> Jo Whalen Charlotte Maldonado Maria Hardie</p>	<ul style="list-style-type: none"> <li>1. Program Assistants will submit a draft of the Spanish Activities Booklet Supplement to the project director on Jan. 11, 1970.</li> <li>2. Program Assistants will submit a list of materials to the project director on Sept. 9, 1970 for approval.</li> </ul>
<p>2. Materials will be ordered from the following Supply Houses:</p> <ul style="list-style-type: none"> <li>a) Heffernan's Supply Co. San Antonio, Texas</li> <li>b) Random House Westminister, Maryland</li> </ul>			



COMPONENT NAME Materials Acquisition, Adaptation, and Development DOMINANT LANGUAGE Spanish GRADE LEVEL Preschool - First - Second

PROGRAM OBJECTIVES: To provide teacher with materials which will be utilized in bilingual instruction

PROCESS

PERFORMANCE OBJECTIVE (Includes name or description of instrument)	EVALUATION		
	Date or Frequency of Measurement	Person(s) Responsible	Data collecting and reporting, including due date
c) McGraw-Hill, Inc. d) Bowman Publishing Co. e) Follett Publishing Co. Dallas, Texas f) Region I Education Service Center Edinburg, Texas			



- 16.4 The sources of Non-English materials and textbooks are: 16.4 2,9,10  
 (mark all that apply)  
 0-not specified  
 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)  
 5-developed in conjunction 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. Proposed Eval. Design 16,17,31, etc.  
 10-are translations of U.S. texts  
 11-are coordinated with materials used in the regular subject curriculum  
 12-other (specify)

- 16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1  
 0-not specified Eval. Design 31,32  
 1-xerox attached-page and document see xerox 14 a, b

17.0 STUDENT GROUPING

- 17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1  
 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 1  
 (mark all that apply) A-more than  $\frac{1}{2}$  the time B Less than  $\frac{1}{2}$  the time  
 0-not specified  
 1-total class  
 2-small groups (specify size) 2 2  
 3-individual instruction

- 17.3 Criteria for grouping:
- |                           | I Non Eng dom | Students<br>II Eng dom<br>EIT | III Eng dom<br>NETI |
|---------------------------|---------------|-------------------------------|---------------------|
| 0-not specified           | ---           | ---                           | ---                 |
| 1-by age                  | ---           | ---                           | ---                 |
| 2-by native language      | ---           | ---                           | ---                 |
| 3-by dominant language    | ---           | ---                           | ---                 |
| 4-by language proficiency | ---           | ---                           | ---                 |

- (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S. Proposed Eval. Design 16,17,31, etc.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

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 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 1  
 (mark all that apply) A-more than 1/2 the time B Less than 1/2 the time  
 0-not specified  
 1-total class  
 2-small groups (specify size) 2  
 3-individual instruction 2

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EMT	III Eng dom NEMT	
1-by age	---	---	---	
2-by native language	---	---	---	
3-by dominant language	---	---	---	
4-by language proficiency (ex. level of reading skill)	<u>X</u>	<u>X</u>	<u>X</u>	(see continuous progress compon.)
n.a. not applicable (no E.dom/NEMT)	---	---	---	Pre-Audit 22

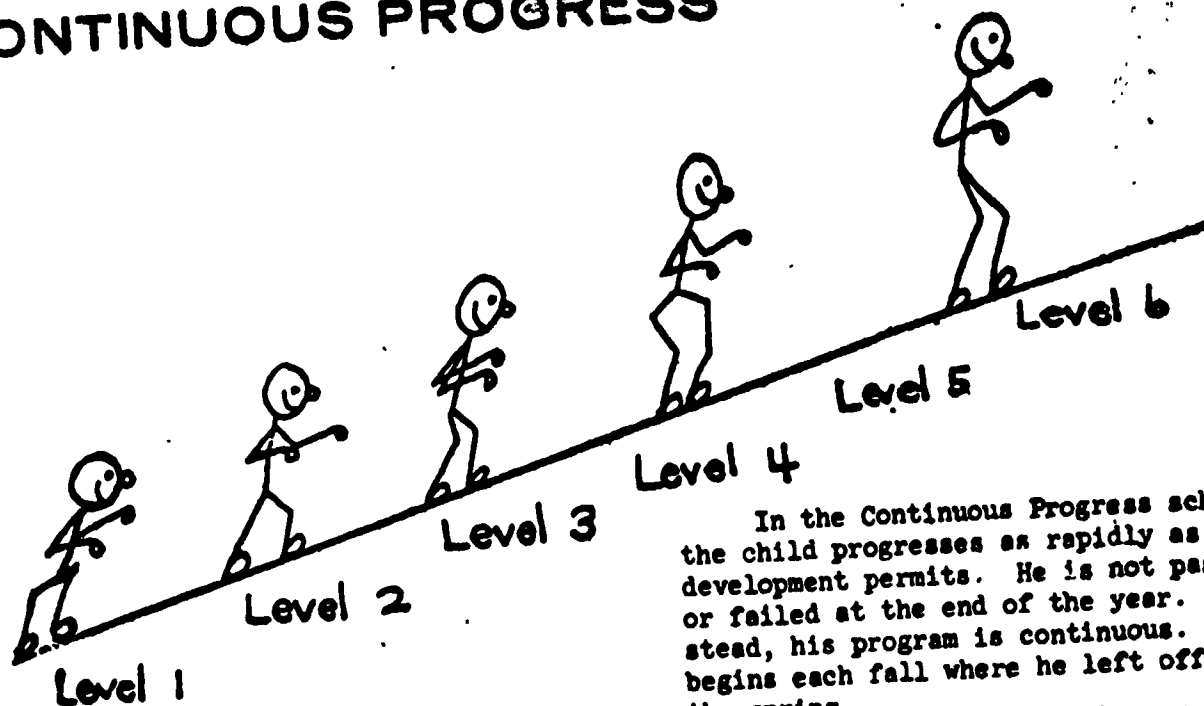
See Xerox Copy 15a

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no  
 no-not mentioned  
 0-type is not specified  
 1-inter-ethnic (N-EMT student tutors EMT students)  
 2-intra-ethnic (N-EMT student tutors N-EMT)  
 3-done by older children (cross age)  
 4-done by peers (same age)  
 5-other (specify)

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 reading

# CONTINUOUS PROGRESS



In the Continuous Progress school, the child progresses as rapidly as his development permits. He is not passed or failed at the end of the year. Instead, his program is continuous. He begins each fall where he left off in the spring.

## ORGANIZATION

Continuous Progress refers to a method of organization of a school by which pupils are allowed to progress through levels, or groups of skills, at their own individual rate. Each pupil covers as much of an appropriate curriculum as he can during the year. At the beginning of the next term he picks up where he left off and, again, works at his own speed. No grade level is attached to the work. There are no promotions and no retentions. A slow learner may take four years to cover the work which the average pupil does in three, but he does not repeat work as he would if he were held back a year under the graded system. The academically-talented pupil may complete the curriculum faster than he would in a graded school, but he does not "skip" any material. The faster learner can be led to deeper and more enriched areas of learning. Thus, each child gets the maximum of instruction and opportunities for expression and personal assistance.

The term "level," as used in the Continuous Progress Plan, indicates a specific state of development. A change in class placement may be made whenever it becomes apparent that it is to the advantage of the child. A change is made gradually by permitting the pupil to visit his new class for short periods until it is obvious that he can make the transition without difficulty. Very rarely does a child change teachers more often than once each school year.

The levels through which children grow have been established and developed by the staff of our school after a careful study of our reading program and other subjects. In the beginning, pupils are placed on the basis of reading readiness. Later on, placement of pupils is based on their level of attainment in mathematics also. They progress through succeeding levels on the basis of achievement and mastery of skills. Levels have no time limit and are very flexible. A child has completed a level when, on the basis of teacher judgment supplemented by special tests, he has mastered the skills for this level.

The levels for reading for what formerly was Grade 1 are:

- Level 1. Readiness
- Level 2. Preprimer
- Level 3. Primer
- Level 4. First reader

Within each of these levels are groups of carefully defined skills which must be mastered.

## HOW CONTINUOUS PROGRESS WORKS

18.3. Parent tutoring: (mark all that apply)

18.3 0

no-not mentioned

0-type not specified P 36

3,4,5,2

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 2,3,4,5

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 within the curriculum of the bilingual program which differ from traditional, typical curriculum 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

5-individualized learning

6-open classroom, working centers P 27

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

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:

Continuous Progress Program

see Xerox Copy 16a-9

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 1,2,3,4

1-structured environment 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

P 21,28

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



7-materials are provided for use in home by parents  
8-other (specify)

## 19.0 CURRICULUM PATTERNS

19.0 2,3,4,5

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 within the curriculum of the bilingual program which differ from traditional, typical curriculum 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 P 22

4-small group instruction

5-individualized learning

6-open classroom, working centers P 27

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

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:

Continuous Progress Program

see Xerox Copy  
16a-g

## 20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 1,2,3,4

1-structured environment 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 P 21,28

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:

16b

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

20.2 NA



6. A Good Bilingual Program develops from the child's

environment even though the environment of the English-speaking and Spanish-speaking children is different. .

Following are a few of the most important principles of a good program.

- a. It provides many opportunities for social adjustment. Since most young children are individualists, they must learn through experience to share, take turns, and to plan and act with individuals and groups. For example, the Level I child may learn through experiences in sharing toys, and educational games. Level I and Level II children may adjust to a most important developmental task of taking turns. This may be done through child leadership of groups or by serving as a personal helper. The young child must learn to interact with his peer group. Teachers must be cognizant of the fact that each human being derives from his experiences those meanings that are uniquely his--learnings that are his own. The experiences must be organized through time and consequently achieve meaning.
- b. It develops from the immediate environment of the child, since his environment points up and emphasizes the child's interest. The human being learns with his total organism

in interaction with his total environment. So the child is made comfortable with learnings associated with his environment. For example, the child's math facts may be based on family size, times of family activities, and family purchasing power.

- c. It allows ample time and adequate opportunities for children to express themselves freely through many media. The young child likes to work with things, he likes to get his hands in water, to paint with his fingers or with brushes, to pound nails into wood, to play "dress up", to work with clay, and to build with blocks.
- d. It provides opportunities for the child to use his whole body in proper activities. He likes to use his voice in talking, singing, laughter, and dramatizing. He needs to engage in dancing and rhythmic activities. He needs to engage in varied physical activities that will insure proper muscular development and total body balancing. A proper balance between vigorous and quiet activities should be maintained.
- e. It utilizes the experiences of children to build firmly for later experiences. It provides experiences which build foundations for formal subject matter. Active involvement in the learning process causes children to form concepts.

Concepts become ideas which help the child to further extend understandings, gain new knowledge, and comprehend more readily. By using a logical step by step approach the children will learn and understand the basic concepts necessary for success in their exposure to reading as they continue their total school career.

- f. It considers the interests and needs of parents as well as interests and needs of children. Parent involvement is an essential in a bilingual program. Provision should be made in the teachers' professional load for parents' meetings, conferences with parents, and for frequent home visits. A detailed explanation of this point is found in the Parental-School-Community Involvement and Parent Education Component in this proposal.
7. The Curriculum Guidelines of a bilingual program are not organized into a rigid schedule for time allotments with separate periods for language arts, math activities, and science. Rather, the learning skills will be acquired in different situations, and groups so that general movement of the child from group to group may be achieved. Since the classroom teaching staff will move from group to group throughout the classroom, and since the grouping of students will be highly flexible, allowances will be made for small

for small group, large group, and individually supervised activities. Some groups will have the full attention of the full staff members while other groups will be maintained by the instructional materials, by teacher aides and models. In all learning centers, activities requiring spoken or written language will permit and encourage instruction concurrently in English and in Spanish.

Bilingual language development will be a constant factor in each confrontation between pupils and teachers as they model, elaborate, extend, and reinforce language. Every effort will be made to stimulate the pupil's efforts to communicate and to reinforce him when he does make the attempt. Teachers and teacher aides will use every teaching situation to increase and extend the vocabulary of the students.

**Example:**

If someone in a car should ask you to ride, be polite, but walk away and do not get inside.

Si alguien en un carro quiere que vaya con el, tenga cortes, pero marchase y no entre su carro.

\_\_\_\_\_ is my friend. Will you be my friend too?

\_\_\_\_\_ es mi amigo. Quiere ser mi amigo tambien?

To Market, To Market

A la plaza, a la plaza

To market, to market,  
To buy a fat pig.  
Home again, home again,  
Jiggety - jig!

A la plaza, a la plaza,  
A comprar un lechon.  
A la casa, a la casa,  
i ti-qui-ti, ti-qui-ti, ton!

To market, to market,  
To buy a plum bun.  
Home again, home again,  
Shopping is done!

A la plaza, a la plaza,  
Rico bollo he comprado.  
A la casa, a la casa,  
¡ la compra se ha terminado!

The experience-learning approach will be used for initial training in Level I (Kindergarten) and continued in Level II (First Grade). By using the children's past experiences as a base, activities can be planned that will expand the experiential background of the children. These streams of learning experiences in Level I will lay foundations for further learnings in Level II. For example, when the child has acquired the ability to listen, understand, interpret and follow directions, then he will be ready to develop the ability to listen to and follow directions that require a certain sequence.

**Example:**

**Level I**

Juan, get one ball.  
Don, find a red toy.

Juan, agarra una pelota.  
Don, busca un juguete colorado.

**Level II**

Maria, get three balls.  
Show me two ways to tell me  
you have three balls.

que haya con el tiempo cortado  
Maria, agarra tres pelotas,  
Enseñame dos modos para  
decirme que tienes tres pelotas.

Provisions will be made early in the program for the child to acquire skills in phonetic analysis and contextual clues which will give him a head start toward becoming an independent reader. Likewise, in the skills of moving from the "scribbling" stage in art and writing he will

become more symbolic in this area. Within the stream of the curriculum area, there will be a developmental sequence of skills. When the child is ready for the next step in the sequence, the alert teacher will be ready to help him take it. Included below is one example of how large blocks of time within a school day may be utilized to develop instructional activities that will provide for flexible grouping of students and an economical use of time.

**Suggested Time Blocks Within a School Day**

**Level I**

**Level II**

**BLOCK ONE**

**Large group activity (Total class)**

- |   |  |
|---|--|
| <p>1. Free choice of activities which will provide opportunity for role-playing, dramatic play, and outlet of emotions.</p> | <p>1. Teacher interacts with the group in preparation for a specific activity accompanied by language related to that activity, such as phonics, use of dictionary, word recognition, and context.</p> |
|---|--|

**PLAY PERIOD-----**

## BLOCK TWO

### Structured activities (Small groups)

1. Opportunities to work in small group activities for social contacts, for experiences in spatial relationship, following directions, handling books and locating information.
1. Children at this time may have either specifically assigned work or work of their own choice related to a specific subject area as in reading activities, social studies, science and numbers.

LUNCH-----

## BLOCK THREE

### Story Time -- Music -- and Rhythms

1. Opportunity to enjoy music through singing, listening, and rhythmic expression. Opportunity to develop listening skills and appreciation for good stories as well as to memorize poems and summarize stories.
1. Continuing to develop music appreciation through singing, listening, and rhythms. Continue to progress in the ability to listen to good stories, as well as to memorize poems and to dictate and summarize stories.

PLAY PERIOD-----

## BLOCK FOUR

### Informal Work (Children take the initiative)

1. Children have freedom to choose their interest center, working alone or in groups. Teacher moves from child to child establishing contact with him through the medium of language on the child's immediate interest. Evaluating and planning for the next day helps the child to leave with a good feeling and anticipation for the next day.
1. Continue freedom in interest groups and teacher contacts with individual child through language. Special assistance or help in a given area may be given at this time. Evaluate and plan for the next day, make sure the children leave with a feeling of accomplishment and anticipation for returning the next day.



21.0 SELF-ESTEEM21.0 3,4,5,7,12

Stated methods of project component expected to increase self-esteem:  
no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

P 7-10

3-language-experience approach: students dictate stories from their own experience

4-teacher accepts, acknowledges ideas and feelings

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

P p.1

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

It is assumed that bilingualism increases appetite for learning & also

9-other (specify) (xerox or summarize) document page #

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

self-image

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

13-older pupils participate in curriculum planning and/or development

P 24

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

15-other (specify)

## 22.0 LEARNING STRATEGIES

22.0 1

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 participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

see xerox 16 a-g

## 23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

23.1 2,5,6

- 4-teacher accepts, acknowledges ideas and feelings
- 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 #

P p.1

It is assumed that bilingualism increases appetite for learning & also

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

self-image

- 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
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)

P 24

## 22.0 LEARNING STRATEGIES

22.0 1

- 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 participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

see xerox 16 a-g

## 23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2,5,6

- 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-ET 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 either or both groups, describe below: (or xerox-document page/#)  
0-none mentioned23.3 0

## 23.4 In the bicultural component knowledge of the N-ET culture involves (mark: all that apply)

23.4 3,4,5

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

teacher from Mexico

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 N-ET or ET

8-Other (specify)

## 23.5 American culture is defined:

23.5 1

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

Use of Ft. Worth Social Studies Course of Study

3-other(indicate document and page number for xerox) or elaborate in your own words

## 24.0 COMMUNITY COMPONENT

## 24.1 Bilingual libraries are provided for:

24.1 no

0-group not specified

1-project childrer

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

23.4 In the bicultural component knowledge of the N-EIT culture involves (mark all that apply) 23.4 3,4,5  
0-no bicultural component mentioned  
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements  
2- Historical-cultural heritage of the past--contributions to art and science  
3-'Deep' culture: family patterns and contemporary way of life. teacher from  
4-Itemization of surface aspects of a country--geography, dates Mexico  
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 N-EIT or IMT  
8-Other (specify)

23.5 American culture is defined: 23.5 1  
0-not specified  
1-narrowly: primarily Anglo-Saxon orientation  
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed Use of Ft. Worth  
3-other(indicate document and page number for xerox) or Social Studies  
elaborate in your own words Course of Study

#### 24.0 COMMUNITY COMPONENT

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

24.2 An ethnic studies library is provided for: 24.2 no  
0-group not specified  
1-project children  
2-adults of the project community  
3-teachers  
no-ethnic studies library not mentioned

"Objectives for community involvement have been developed for parent involvement. Hence the objectives reflect only that aspect of the community." Pre-Audit p.5

- 24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,3,4,5,7,  
8,9 *inf.*
- 0-method not specified
  - no-provision for informing community
  - 1-bilingual newsletter Exhib B- Cont. 88
  - 2-monolingual newsletter
  - 3-news sent to mass media. television
  - 4-if articles included with project, check 4--Exhib. B, pp.86-87
  - 5-bilingual fliers sent home --Exhib. C, Cont. 83
  - 6-formal meetings
  - 7-informal meetings open to entire community --evening school meeting
  - 8-meetings conducted in both languages talks with slide presentation
  - 9-home visits visiting teachers
  - 10-other (specify)
  - 11-project director personally involved in program dissemination. specify how
    - a. parent's council
    - b. parent's advisory council

- 24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4
- 0-type not specified
  - no-not sought
  - 1-existing community groups working with program
  - 2-bilingual questionnaires
  - 3-community-school staff committees P 69.
  - 4-community advisory groups 2 planning groups
  - 5-formal meetings open to the entire community (one lay group, 1 professional) give advise & counsel to program
  - 6-informal meetings with community groups
  - 7-other (specify)
  - 8-project director personally seeks involvement of community in program. specify how

- 24.5 The school keeps informed about community interests, events and problems through: 24.5 2,4
- 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

- 24.6 The school is open to the community through: 24.6 2
- 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

- 6-formal meetings
- 7-informal meetings open to entire community --evening school meeting
- 8-meetings conducted in both languages talks with slide presentation
- 9-home visits visiting teachers
- 10-other (specify)
- 11-project director personally involved in program  
dissemination. specify how a. parent's council  
b. parent's advisory council

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 1,4

- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires
- 3-community-school staff committees P 69
- 4-community advisory groups 2 planning groups
- 5-formal meetins open to the entire community (one lay group, 1 professional) give advise & counsel to program
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through:

24.5 2,4

- 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

24.6 The school is open to the community through:

24.6 2

- 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 *see copy 19a*

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1,3,4,6

- 1-newspaper articles C p.46
- 2-radio programs
- 3-TV programs
- 4-video-tapes
- 5-films
- 6-visitors to observe the program

Question 25.0  
Impact Evaluation

19a

Several organizations (PTA groups in various schools, Texas Future Teachers of America, Texas State Teachers Association, Fort Worth ISD Administrators Association, etc.) have invited program personnel to describe the project to their groups.



- 25.2 Project's impact: 25.2 3
- 1-Project mentions that other classes in the school, but 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 development needs

some of the teacher aides are students from Texas Women's University--earn credit

26.0 ROLE OF EVALUATOR

see  
Xerox  
copy  
20-

- 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 the bilingual program: 26.1 0
- 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 0
- 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 5
- 0-not mentioned
  - no-never
  - 1-once or twice during year
  - 2-more than twice
  - 3-regularly
  - 4-other (specify)
  - 5-Evaluator has met with teachers-n.s. how often

27.0 EVALUATION PROCEDURE

- 27.1 0-not specified 27.1 1a
- 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 1,3,5,7
- 1-Pre-tests have been given to project group or sample
  - 2- " will be " "
  - 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 " "

Question 26.0  
Role of Evaluation

20a

**JOB REQUIREMENTS OF PROJECT EVALUATOR**

- - Develops behavioral objectives for the bilingual program
- - Selects tests appropriate for measuring proposed program objectives
- - Orients teachers to testing program
- - Devises data collecting instruments
- - Analyzes test data collected by all instruments
- - Submits reports to project director of all program evaluation conducted