#### DOCUMENT RESUME

ED 074 856

FL 004 037

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TITLE

Content Analysis Schedule for Bilingual Education

Programs: Ukiah Indian, Mexican-American

Bilingual-Bicultural Program.

INSTITUTION

City Univ. of New York, N.Y. Hunter Coll. Bilingual

Education Applied Research Unit.

SPONS AGENCY

Office of Education (DHEW), Washington, D.C. Div. of

Bilingual Education.

PUB DATE

14 Jan 72

NOTE

35p.

EDRS PRICE

MF-\$0.65 HC-\$3.29

DESCRIPTORS

American Indian Languages; \*American Indians; Biculturalism; \*Bilingual Education; Cognitive Development; \*Content Analysis; Curriculum Design; Educational Finance; Elementary Grades; English; Learning Theories; \*Mexican Americans; Preschool Children; Program Costs; Program Evaluation; Self Esteem; Sociolinguistics; \*Spanish; Student Grouping;

Tutoring

IDENTIFIERS

California; \*Project BEST; Ukiah

#### ABSTRACT

This content analysis schedule for the Ukiah Indian, Mexican-American Bilingual-Bicultural Program of Ukiah, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are a description of the objectives of the instructional component, a discussion of the methods of second language teaching, and a list of materials. (SK)

## Enic Copy

PROJECT BEST

Proj. # 178 UKiah, Calif.

Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

VERIFIED BY PROJECT

CHECK ( DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

Initial Proposal	
2nd Year Continuation	
 3rd Year Continuation	(on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

·	<u>lst year</u>	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit	:		
Interim audit			
Final audit			

U.S. DEPARTMENT OF HEALTH, EDUCATION & WEIFARE OFFICE OF EDUCATION

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# Project Best Bilingual Education Applied Research Unit Hunter College, 695 Park Ave., N.Y., N.Y. 10021

#### CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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1.1 Year Project Began under Title VII	1
2.0 FUNDING	
2.1 Funding of Bilingual Program, Prior to Title VII	1
2.2 Year Prior Funding Began	1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
2.4 Source of Prior Bilingual Program Funding	1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program	
Cooperating with Title VII	1
2.7 Source of Concurrent Funding	1
2.8 Total Title VII Grant (first year)	1
3.0 UNIVERSITY Involvement with Project	1
4.0 SCOPE OF PROJECT	_
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•	0.4. <u>Uk</u>	iah, Californ	La 95482		
•05	STATE			0.5 3	
	2-Arizona 1 3-California 1 4-Colorado 1 5-Connecticut 1 6-Florida 1 7-Guam 1 8-Idaho 1 9-Illinois 1	1-Louisiana 2-Naine 3-Nassachusetts 4-Michigan 5-Montana 6-New Hampshire 7-New Jersey 8-New Mexico 9-New York	24-Inode Island 25-Texas		
	Project			1.1 97	
	NDING (Hark all the 1-Any PAION fundir VII continues or Ono prior funding	ng of BILINGUAL p e expands that pr		2.1	
2.2	Year prior funding	g began		2.2 NA	
2.3	Prior bilingual pr 1-early childhood 2-elementary studer 3-secondary studer 0-not specified	(pre K + K; ents (grades 1-6)		2.3 NA	A
2.4		4-university 5-federal (specif	у)	2.4 NA	
2.5	1-CONCURRENT fund with Title VII in One concurrent for	program	, if cooperating	2.5	
2.6	Concurrent program 1-early childhood 2-elementary studen 3-secondary studen 4-teachers 0-not specified	(pre K + K) ents (grades 1-6)		2.6 NA	e Ha
2.7	program: 1-local	ent funding, if o 4-federal (specif 5-other (specify)		2.7 <u>NA</u>	
2.8	Total Title VII g	rant (first year	only)	2.8 \$62,851	-c p.3
2.9	Total funds for c	oncurrent program	n(s) cooperating with	2.9 _ 0	produced as
ERIC o	specify which: Sa	nta Rosa Junio 9.7)	e Title VII program, r College (Adult Educa	3.0 <u>l</u> tion Courses	

0.3 Address of Project School and Henry Streets

```
4.0 SCOPE of PROJECT
      4.1 Numbers of schools involved in Title VII program:
                                                                              1 C.p.4
         (1<del>-)</del>one
                         4-four
                                            0-not specified
          2-tvio
                          5-five
          3-three
                          6-other
      4.2 Total number of students in program A. First year
                                               D.Second year
                                               C. Third 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)
                       Number of
                                                             Number of
          Grade
                       Classes
         PS-PreSchool 7-grade 7

K-Kndgtn 2 8-grade 8

PSK 60 TOTAL NC. students PS and K 9-grade 9
                                                  Grade
                                                             Classes
         (K)Kndgtn
                                                  8-grade 8
                                                  B TOTAL students gr. 7-9
         Dgrade 1
                                                  10-grade 10
         2-grade 2
                                                  11-grade 11
         3-grade 3
                                                  12-grade 12
         4-grade 4
                                                 C ____TOTAL students gr. 10-12
        Ggrade 5 }
         A 60 TOTAL students gr. 1-6
     4.4 1-All classes graded
                                                                       4.4 3
         2-All classes ungraded
        3-Some classes ungraded
         3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 1 non-grade
                                                                  1 non-graded 5th-6th
5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)
                                                                  C p.13
     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 - English Dominant 5.0
                                                                              No.
1. Total
                   I N-E Dom - NEHT
                                            II.E-Dom - NEMT
  Non-English
                                                                 NE don I
  Mother Tongue
                          60
                                                                 E dom
2. Total
                                                                NEMT
                                            II<sub>2</sub> E-Dom - EMT
  English
  liother-Tongue
                                                                 E-Dom
```

page

grade and total number of students by grouped grade levels (by second year) Number of Number of Grade Grade Classes Classes PS-PreSchool 7-grade 7 (K)Kindgtn 8-grade 8 PSK 60 TOTAL NO. students PS and K 9-grade 9 B TOTAL students gr. 7-9 1)grade 1 10-grade 10 11-grade 11 2-grade 2 3-grade 3 12-grade 12 C TOTAL students gr. 10-12 4-grade 4 Grade 5 } A 60 TOTAL students gr. 1-6 4.4 3 4.4 1-All classes graded 2-All classes ungraded 3-Some classes ungraded If ungraded, specify ages or grades grouped together: 1 non-graded 5th-6th level class C p.13 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 - English Dominant 5.0
I .N-E Dom - NEHT II.E-Dom - NEHT No. 1. Total NE do.: I 60 50 Non-English Mother Tongue E dom II<sub>1.</sub> NEMTII<sub>2</sub> E-Dom - EMT 2. Total English Nother-Tongue E-Dom II<sub>2</sub> I Total Non-English II Total English Total E-Dom 60 50

Dominant: 60 Dominant: 60 II= II<sub>1</sub>+ II<sub>2</sub> C p.3 English Dominant Non-English Dominant KEY: E-Dom N-EMT N-E Dom N-EMT Non-English Example: a native Spanish speaker Example: a native Spanish Nother Tongue who uses Spanish in most contacts speaker who uses Spanish only in though he may know English familiar contacts, and English in all others; school, work. E-Dom - ET N-I Dom - HAT English Example: (rare) a native English Examples: 1) a native E. speaking Mother Tongue speaking Puerto Rican child, acculturated American who may born in New York who returns er may not know a second lang. to Puirto Rico and becomes 2) a native E. speaking Spanish dominant llexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture

affiliation

4.3 Grade level of students in program, number of classes per

	•			
5.2	Cultural or Ethnic identifi	cation of target	students in non	page 3
	by number and 5 of each:	causin or warget	stadents in prog	ran
	Indigenous Americans:	Humber	Per Cent of	
	A1 Navajo	A1	Total Students	check ()
	A2 Cheroliee	A2		Dr. of Sp. de 100 (10)
	A3 Other (specify) POMO	A230	25 %	C p.3
	A TOTAL No. of American Ind	ian A 30	5 25 % 25 5	
	Americans of other ethnic b	ackgrounds:		
	B1 Hexican-American	B1 30	25 %	C p.3
	B2 Puerto-lican	B <b>2</b>	1/2	
	B3 Cuban	В3	F	1 1 to the factor of
	B4 Other Spanish-American		c.	
	(specify) B TOTAL No. of Spanish-	B4 B 30	,	e mare e que
	speaking Americans	D 200	<u>4</u> 0, 13	• the • compared to
	-		· · · · · · · · · · · · · · · · · · ·	
	C Portuguese-American	<u>C</u>		
	D Franco-American F Chinese-American	D		to the transport of the
	G Eslimo	Ġ	· · · · · · · · · · · · · · · · · · ·	that differs the same capacity of
ų.º	H Russian	H	نزنز س	for the decision against
•	J Other	J	در در	do fing with the s
	I TOTAL number of N-HIT targ students	et <u>60</u>	FO (*	0 7
	5 044 017 05		50_%	0 p.3
	<u> </u>			
5.3	Ethnic identity of English population, if specified,	mother tongue s by number and pe	tudents other tha r cent.	n target 5.3 <u>NS</u>
	E1 NS	E1 60	50 %	Note that was a second
	E2	E2	93	g of the second state of
IT	I TOTAL number of MIT studen	1 5		•
	other than target populati		50 %	C p.3
		Producer to see to	e and a manifered	Contraction (see as
5.4	Students' native language	on mathan ton	a o introduction	
744	from dominant language	or moruer, rougue	LI DIFFE.COMT	5.4 NA
		(specify)		Jeffer man to move a man to make
	Dominant language	Different Native	Language Number	Per Cent
	1-English		The first series of the series	t all with a mortificate
	2-Spanish	The second section of the second section of the second second	• • • • • • • • • • • • • • • • • • •	Pri to fide Misselli
			•	
5.5	Students' Dominant Language	e and Extent of I	Bilingualism	
	Dominant language   No	unber of Monoling	gual Number of st	udents Bilingual
	of students in program S	tuden ts	to any exten	t
	Number 5 n	ot io	Sol not conly 1	istening speaking
			,, , 110 0 0111.J	

]	<pre>E2 Puerto-lican B3 Cuban B4 Other Spanish-American   (specify)</pre>		5		
I	B TOTAL No. of Spanish- speaking Americans	B 30			
] [ [	C Portuguese-American D Franco-American F Chinese-American G Eslimo H Gussian J Other	C D F G H			
	TOTAL number of N-FIT ta students		0 <u>50</u> %	O	<b>p.</b> ∙3
5.3	Ethnic identity of Engli	sh mother tong	gue students other		.5 <u>Ns</u>
	E1 NS	B1_60	.50 %	s de la desde desde	•
	E2	E2	در در	المناف المواضد المدالية المالية	
II	TOTAL number of MIT stude other than target popular		50 <u>5</u>	C	p.3
5.4	Students' native language from dominant language		ongue if DIFFERE	УТ 5.4	NA.
5.4	Students' native language from dominant language  Dominant language  1-English  2-Spanish	(specify) Different Na	ative Language	5.4	
	from dominant language  Dominant language  1-English	(specify) Different Na	ative Language )	Junber Per C	
	from dominant language  Dominant language  1-English 2-Spanish  Students' Dominant Language	(specify) Different Na	ative Language	5.4 l	Cent
	from dominant language  Dominant language  1-English 2-Spanish  Students' Dominant Language  Dominant language	(specify) Different Na  Lage and Extent Number of Nor	t of Bilingualismolingual Mumber to any	of students Bil extent  only listening somprehension	Cent Lingual
	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number   60 English 50  American	(specify) Different Na  mage and Extent Number of Mon Students  not No. spec. X	t of Bilingualismolingual Mumber to any not spec.	of students Bil extent  only listening somprehension	Cent Lingual Speaking
5•5 EA4	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number \$\frac{60}{30}\$ English \$\frac{50}{American}\$ PoMO Indian 25	(specify) Different Na  lage and Extent Number of Nor Students not No. spec.	t of Bilingualismolingual Humber to any not spec.	of students Bil extent  only listening somprehension	Cent Lingual Speaking
5•5 <b>A</b> 4 Al A2	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number \$\$ 60 English 50  American POMO Indian 25  Navajo Cherokee	(specify) Different Na  mage and Extent Number of Mon Students  not No. spec. X	t of Bilingualismolingual Mumber to any not spec.	of students Bil extent  only listening somprehension	Cent Lingual Speaking
5•5 EA4	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number \$\$ 60 English 50  American FOMO Indian 25  Navajo Cherokee Keresan	(specify) Different Na  mage and Extent Number of Mon Students  not No. spec. X	t of Bilingualismolingual Mumber to any not spec.	of students Bil extent  only listening somprehension	Cent Lingual Speaking
5.5 E 44 A1. A2 A3 A4	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number  60 English 50 American FOMO Indian 25 Navajo Cherokee Keresan Other (spec.)	(specify) Different Na  mage and Extent Number of Mon Students  not No. spec. X	t of Bilingualismolingual Fumber to any not spec.	of students Bil extent  only listening somprehension	Cent Lingual Speaking
5.5 E 44 A1. A2. A3. A4. B1.	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number  60 English 50 American FOMO Indian 25 Navajo Cherokee Keresan Other (spec.) 30 Spanish 25 Portuguese	(specify) Different Na  mage and Extent Number of Mon Students  not No. spec. X	ative Language  t of Bilingualismolingual Mumber to any  not spec.	of students Bil extent  only listening somprehension and students bil extent	Cent Lingual Speaking
5.5 E 4 A1. A2. A3. A4. BCD	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number  60 English 50 American FOMO Indian 25 Navajo Cherokee Keresan Other (spec.) 30 Spanish 25 Portuguese French	(specify) Different Na  mage and Extent Number of Nor Students not No. spec.  X	ative Language  t of Bilingualismolingual Mumber to any  not spec.	of students Bil extent  only listening somprehension and students bil extent	Cent Lingual Speaking
5.5 EA4 A1.22 AAAA4 BCDFG	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number  60 English 50 American FOMO Indian 25 Navajo Cherokee Keresan Other (spec.) 30 Spanish 25 Portuguese	(specify) Different Na  mage and Extent Number of Nor Students not No. spec.  X	ative Language  t of Bilingualismolingual Mumber to any  not spec.	of students Bil extent  only listening somprehension and students bil extent	Cent Lingual Speaking
5.5 EA4 A2A3 A4 BCDF	from dominant language  Dominant language 1-English 2-Spanish  Students' Dominant Language of students in program  Number  60 English 50 4 30 American FOMO Indian 25 Navajo Cherokee Keresan Other (spec.) 30 Spanish 25 Portuguese French Chinese	(specify) Different Na  mage and Extent Number of Nor Students not No. spec.  X	ative Language  t of Bilingualismolingual Mumber to any  not spec.	of students Bil extent  only listening somprehension and students bil extent	Cent Lingual Speaking



			page 4	
5.6	Recruitment of Students: 0 - not specified	5.6	3	
	1 - English Nother Tongue and Non English Nother Tongue Students are required to participate in the bilingual 2 - Only N-EMT are required to take program, EMT's partici is voluntary	progra pation	מ	
	3 - Both FMT and H-MIT participation is voluntary		N. C.	
5.7	Proportion of EAT pupils in project area: see Chart C n.s. not specified on the chart		NS	·
5.8	Community Characteristics (mark ally that apply)  0 - not specified  1 - inner city-ghetto  2 - major city	5.8	3,4	C p.4
	2 major city 3 major city, town or suburb 4 rural 5 other (specify)	•	\$	
5.9	A. Socio-economic status of N-MMT participating students (indicate specific percent of low SES)  B. Average family income, if mentioned n.s not specified	5.9 I	25% NS	
<b>5.1</b> 0	Socio-economic status of EIT participating students (indicate specific percent of low SES on the blank) n.a not applicable (no EIT) 00 - not specified	5.10	NS	·
5.11	Proportion of migrant students in project (Indicate specific percent) n.snot specified	5.11	20%	C p.4
6.0 <b>s</b> 0	CIOLINGUISTIC SURVEY	4.		
6.1	Project states that a sociolinguistic survey:  I for II for  N-MT group MT group	6.1 I	NS	C p.8
	1) was made 2 will be made 0 not mentioned (home interviews)			
<b>6.2</b>	If a sociolinguistic survey was or will be made, mark all groups included: I N-EMT II HIT	6.2 I	1,2,4	•

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0 - no 1 - in 2 - ma 3 - sm 4 - ru	t specified mer city-ghetto jor city all city, town or suburb ral her (specify)	5.8
(indi B. Avera	-economic status of N-ET participating students cate specific percent of low SES) ge family income, if mentioned ot specified	5.9 A. 25% D. NS
(indica n.a n	cononcmic status of MIT participating students te specific percent of low SES on the blank) ot applicable (no MIT) ot specified	5.10 NS
(Indica	ion of migrant students in project te specific percent) ot specified	5.11 20% C p.4
6.0 SOCIOLINGUIS	STIC SURVEY	
	states that a sociolinguistic survey:  I for II for  H-HT group HT group	6.1 I C p.8 IINS C p.35
2 will h	be made (home intervientioned	ew)
6.2 If a soci	iolinguistic survey was or will be made, l groups included: I N-EMT II EMT	6.2 I 1,2,4 II 1,2,4
parent 2 child: 3 teache 4 commun 5 others (spe	ren ers nity	
will be through	dominance of N-MIT groups (check A parents, B X che determined by the extent each language is used in determined by the extent each language is used in devarious means of communication.	ifferent domains
	USE NON-ENGLISH LANG. USE ENGLISH	Bl _ C p.35
1 Home	LISTENING SPEAKING TEADING WATTING LISTENING SPEAKING X X X X X X X	
4 Work 5 Socializing		
/ Illm-TV-radio	5	January M.
9 Others (specify)		
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		

6.4	If not included in survey, how was student's language domin determined?	page nance 6.4 I NA
	M_FET FAT	and the second s
	1-inferred by use of surname 2-established by formal testing of students	survey includes
acheel	3-assessed by informal means (specify how) 4-not mentioned	language used in the home
SCHOOL PE	cord shows language code C p.36	C p.35
. 0. )	Sociolinguistic Survey includes: (check all that apply) An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages	6.5_0
	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-Ent parents' attitudes toward maintenance of child's	6 ( 3
	N-ATT in particular domains of use or complete shift	6.6 1
	to English 1-yes	
	0-no	
6.7	FIT parents' attitudes toward their children's learning of the N-FIT language	6.7 1
•	1-yes	
	0-no	
6.8	Children's own attitudes regarding the second language they are learning and the speakers of that language	6.8 0
	i-yes	
	0_no	•
6.9	If not included in survey how were parental and/or	6.9 NA
	community attitudes toward N-MiT 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)	
<i>;</i>	The state of the s	ور ميد

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)

0-not mentioned assessment of need: C p.8

6.10 1

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	a group of people). 1-yes 0-no	
	Attitudes toward maintenance or shift:	
6.6	N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 1-yes 0-no	6.6 <u>1</u>
6.7	EIT parents' attitudes toward their children's learning of the N-EIT language 1-yes 0-no	6.7_1
6.8	Children's own attitudes regarding the second language they are les in a e speakers of that language 1-yes 0-no	6.8_0
6.9	If not included in survey how were parental and/or 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)	6.9 NA
(	1-After sociolinguistic survey is made, how does it influ program? (specify) (e.g. transfer or maintenance instru programs) 2-not mentioned assessment of need: C p.8	nence 6.10 l actional
.O STAF	F SELECTION	
7.1 L:	inguistic background of project teachers, by number in ea indicate non-English language in each box)	ch category:
Ĺ.	/ Mother tongue not specified specified not specified whether monolingual or bilingual heads	y information is not fied, cross out that ng and complete the of the chart)
-	N= N=	I A NS
	Monolingual Bilingual 2 2 Total Mumber	A 2 50 B 2 50 N 4
•.	of Teachers N 4 C 70 p.10	
	5	

7.2 <u>Linguistic background of project aides or paraprofessionals</u>, by number: (indicate non-English language in each box) X 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 "Staff will be hired rest of the chart) from target groups B Bilingual A Monolingual (Indian & Mexican-7.2 No. American)" I N-E Dom ΙA I.P. p.27 N-EMT I B II A II E Dom II B II1A II1B EMT II E Dom 1 N-EIT N Total Number A Total Number B Total Number of aides or Monolingual Bilingual paraprofessionals 4 I.P. p.28 & C70, p.5 7.3 Language(s) used by bilingual teachers: (Mark all that apply)

1-Bilingual teachers teach in only one language

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

Bilingual teachers who teach in only one language teach in their native language:

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

O-language(s)used by teachers not specified

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

7.4 2 c 70, pp. 19,

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in

their dominant language, whether or not it is their native language.

ilingual aides who instruct in only one language teach in their native language.

1b-only if native language is also their dominant language.



II A II B II E Dom A.II EMT II E Dom 1 N-MT N Total Number A Total Number B Total Number of aides or paraprofessionals Bilingual Monolingual I.P. p.28 & C70, p.5 7.3 Language(s) used by bilingual teachers: 7.3 2 C 70, p.16 (Mark all that apply) 1-Bilingual teachers teach in only one language 1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language. Bilingual teachers who teach in only one language teach in their native language: 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 teachers teach in both their native and second language, regardless of which is their dominant language. O-language(s)used by teachers not specified 7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 1-Bilingual aides instruct in only one language 1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language. ilingual cides who instruct in only one lang. teach in their native lang.: 1b-only if native language is also their dominant language 1c-oven 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. No. % C. Proj. Director D. Evaluator(s)No. A. Teachers No. % B. Aides Mexican-American Anglo 2 Pomo Indian 50 (inf) Anglo c 70,p.14 Mexican-Mexican-American 1 25 American

O-not specified

7.6	Selection of N-HIT teachers from local	community	7.6 No. %
	O-not specified	oool oomuunita	1.0 10. 25
	Number of N-HIT program teachers from 1	dear community	
	and % of total N-MIT teachers.		
•	·		
~ ~			7.7 10. %
7.7	Number and Proportion of teachers and	aides of same	7.7 %. % 1 25 3 IUS
	cultural background as N-MIT students:	<b>-</b>	i i i i i i i i i i i i i i i i i i i
·	indicate specific percent on the blank	oŗ	
		if specified descri	ptively, C 70, p.14
	A = teachers	1-few	, , , ,
	B = aides	2-some	<b>,4</b> €
	D - aides	3-many	
		4-most	
		5-more than half	
		0-not specified	
			and In
7.8	Teacher Qualifications - Training price	er to project	no.'s
	Teacher Qualifications - Training price (Indicate number of teachers with each	qualification, (•0	
		if gi <b>v</b> en)	C 70, p.11
•	n.squalifications not spcified		0 10
	o command not specified		Oi -i -werr on o
	a - 1 learn many amount a conceified le	evel of language pro	oficiency on a
	standardized proficiency test of	f the non-English is	inguage on ough
			· · · · · · · · · · · · · · · · · · ·
	which (s) he will instruct  teacher must meet a specified le	evel of communicative	ve competence in
	11 Dwalfal Longuege CATATO	inen nv a structuute	1 THOOL ( TO !!
	3. I previous teaching through N-MAT	(in country where	It is a hative
•	language, in Peace Corps)		
	4.1 previous teaching in local area		
	5. courses in N-EMT language struc	ture and usage	
	/ N TO latematismo	· ·	uch N. FOT
	7 content (e.g. Social Studies) C	ourses learned thro	ugn n-mir
the second second	g. any previous education through	N-2111	
	O courses in teaching GOL		
	10. courses in methods of teaching	N-MII language	Van M-EMT
	11. courses in methods of teaching	content (e.g. matri	./ 111 14—111
	12. certification in ESL	TIP	•
	13certification in teaching N-IN	.4	
	14.4 cross cultural courses	walves doom on	Tture of N-EMT
	15. 5 courses in the cultural herita	ge, varues, deep ca	diode of it man
	16. other qualifications, specify		
			·
8.0 9	STAFF DEVELOPMENT	8.1 A	NS
•		В	<b>ns</b> I.P. p.13
سابهم	0-No staff training mentioned		, <b>n</b>
8.1			B. For Para-
	and /or paraprofessionals in the following	wing areas: Te chers	professionals .
	(mark all that apply)	T '0 - 1	<del>.</del>
	ce orientation course for aides		
	sTraining indicated, but nature not spe		- <b>-</b>
. <u>1-i</u>	English as their second language	e del antici de l'accione de l'accione de la company de l'accione de l	Number and authority and also
	The teaching of English as a second language		Augustinia vehicular a
Full Text Provided by ERIC	K as their second language	alter and the district three party beautiful and	Name and Associate
4-1	The teaching of X as a second language	* * * * * * * * * * * * * * * * * * *	A street street, and a street,

4-most 5-more than half 0-not specified

	(#F)
7.8	Teacher Qualifications - Training prior to project no.'s
, , ,	(Indicate number of teachers with each qualification, 1.0)
	n.squalifications not spcified C 70, p.11
	O morrique courses not specified
	to show must meet a specified level of language proliciency on a
	standardized proficiency test of the non-English language through
	- he - he will instruct
	2. teacher must meet a specified level of communicative competence in
	teacher must meet a specified level of communications the non-English language determined by a structured interview
	3. 1 previous teaching through N-EAT (in country when the is a native
	3. 1 previous teaching through hamming the state of the s
	language, in Peaco Corps)
	4.1 previous teaching in local area
•	5. courses in N-EMT language structure and usage
	6. courses in N-E literature
	7. content (e.g. Social Studies) courses learned through near
	8. any previous education through N-EMT
*	O courses in teaching FSL
	an of the spin and the spin of
	10. courses in methods of teaching content (e.g. math) in N-EMT
	12. certification in ESL
	13. certification in teaching N-EMT
	3/ /
	15.5 courses in the cultural heritage, values, deep culture of N-EMT
	16. other qualifications, specify
	"O. Total destiling atoms, shooting
d o cm	
8.0 ST	AFF DEVELOPMENT 8.1 A NS
	B
	0-No staff training mentioned
8.1.	The project is offering training for teachers A. For B. For Para-
	and for paraprofessionals in the following areas: Teachers professionals
	(mark all that apply)
Pre-servic	e orientation course for aidesI.P. p.12
n.s.	-Training indicated, but nature not specified
	glish as their second language
	e teaching of English as a second Hanguage
3X	as their second language
4-Th	e teaching of X as a second language
5-1ie	thods of teaching other academic subjects
	thods of teaching other academic subjects
	X language
-11	AL ALGERICANS COLLEGE TO SERVICE SELECTION OF SERVICE SELECTION AS SEL
	T 1 2 3 4 5 6 7 8 0 10
. ·	I 1,2,3,4,5,6,7,8,9,10
0.2	Stated goals of teacher training are: 8.2 II 1,2,3,4,6,7,8, Students 9,10 I N-EMT II EMT
3 11	
	derstanding of socio-cultural values and practices of X X X
	ensitivity to ethnocentricism and linguistic snobbery X
	vareness of the social-emotional development of X X
5-St	rategies for accomodating the different learning X X
st	tyles of Indian & Mexican-American children X X I.P. p.15
6-St	rategies for cognitive development of X X
7-St	rategies for reinforcing the self-esteem of X X
	thous of cross-cultural teaching or teaching the
	ultural component X X
2_Tr	production of pupil performace objectives X X
	Methods of evaluation of pupil performence objectives X X
70-1	
<b>③</b>	Life specific courses if given (or Xerox and antack)
FRIC Insgrv	ice workshop on performance obj. 2. Seminar on Native American Cul-
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Program	6. Learning Centers

		•			
8.	3 Methods of Teacher Training:	(Mar. all t	hat apply)	8.3	page 8
	1-courses 2-experiential, teaching superviolations 3-workshops where teachers offer 4-use of video-tapes of teachers 5-cross-cultural sensitivity tra 6-interaction analysis (e.g. Fla 7-other (specify)	r suggestions sfor feedback aining, t-gro	to each other on how they are	doing	
	4 Project provides released time als for joint lesson planning	e to teachers	and paraproffesi	<u>on</u> - 8.4	1
8.	5 Project provides for paraprofe toward eventual certification: How? (specify)	essionals to 1	receive course cr	edit 8.5	1
8.	Paraprofessional's role:			8.6	2,3,5,6
	1-teaching whole class 2-teaching small groups 3-tutoring individually 4-clerical 5-contributing to bigultural co how?	omponent			
	b-liaison with parents		الله الله الله الله الله الله الله الله	inge <sub>tan</sub>	
	-not specified -University faculty -project's Master Teachers -project's teachers -other (specify) aides & paraprofessionals	X	<u>X</u>		no. %
	Number and Proportion of personare: -bilingual	nnel giving t	eacher training t	<u>who</u> 8.81	3
2	-bicultural -N-HIT (specify background)				TVD
1	Training is provided: -during a summer session -during the academic year -other (specify)			<b>8.</b> 9	2
8.1	O Extent of training:			8.10 Å	. 3
2	-approximately equivalent to a college course -more than one course -less than one course -other (specify)	B (indicat 5 4-6 6 7	e no. of hours) weeldy(pre-ser monthly cours bi-monthly a	vice e for ides)	5 <u>4</u> 6 6_ 7 p.12
8.1	1 Number and Proportion of teach	ners attendin	g training:	8.11	no. %
0	not specified or: if sp	pecliled desc st	riptively, indica	te:	

	8.5 Project provides for paraprofessionals to receive course credit	8.5 1
	toward eventual certification: 1-yes 0-not mentioned	."
	How? (specify)	
		0756
	8.6 Paraprofessional's role:	8.6 2,3,5,6
	1-teaching whole class	
	2-teaching small groups	
	3-tutoring individually	,
	4-clerical	
	5-contributing to bisultural component	
	how?	
	6-liaison with parents	
		<b>7</b>
	8.7 Training for project teachers and paraprofessionals is given by:  (mark all that apply)  A for teachers B for aides	8.7 A 1,4
	(mark all that apply) A for teachers B for aides	B,4+
	0-not specified	
	1-University faculty X	
	2-project's Master Teachers	
	3-project's teachers	
	4-other (specify) X X	
	aides & paraprofessionals	no. %
	3-project's teachers 4-other (specify) X X aides & paraprofessionals 8.8 Number and Proportion of personnel giving teacher training who	8.812
	are:	23
	, 1-bilingual	3105
	2-bicultural	
	3-N-HIT (specify background)	
•	8.9 Training is provided:	8.9 2
	1-during a summer session	• .
	2-during the academic year	,
	3-other (specify)	
	8.10 Extent of training:	8.10 A.3 e 6
	B (indicate no. of hours)	b)_4-b
	A 1-approximately equivalent to a 5 4-6 weekly pre-servic	e
	Correge course a course would course we	<u> </u>
	2-more than one course 7 bi-monthly aide	
		I.P. p.12
	4-other (specify)	
	6.44.37 3 3 70 3 70 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	no. %
	8.11 Number and Proportion of teachers attending training:	8.11 16
	or: if specified descriptively, indicate:	6
	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 <b>-1-</b> 24%	
	9.0 TEACHERS' ATTITUDES	
	A.O. TEROITERO WITTIONEO	•
	9.1 Teachers attitudes are assessed: (Mark all that apply)	9.1 NS
	0-not mentioned	7.1
	1-to N-ET language or dialect	
	2-to N-EMT students - expectations of achievement 3-to N-EMT culture	•
	) 00 Marrie Corr out a	•
	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	
o"	8-other (specify)	•

10.0 STAFF PATTERNS

1-team teaching 2-cluster teaching 3-shared resource teacher 4-other (specify)	0.2 Staff: 1-bilingual teacher 2-ESL teacher 3-bilingual coordinate 4-aides or paraprofess 5-consultant psychothe or guidance counsele 6-other (specify)	or sionals erapist	
	· · · · · · · · · · · · · · · · · · ·		
10.3 Average number of pupils per class: 0-not specified		10.320	Netes
10.4 Average number of aides or paraprofess 0-not specified	ionals per class:	10.42	
10.5 Average number of N-14T or bilingual a professionals) per clas: 0-not specified	ides (or para-	10.52	
10.6 Special aide to pupils having most difficulty is given:	ficulty in learning	10.6 1,2,3	,5 <b>,</b> 7
1-individually by: 3-teacher 2-in small groups 4-special remed 0-not specified 5-paraprofession 6-parent tutor 7-older student 8-peer tutor 9-not specified 10-no special he	nal tutor		
1.0 INSTRUCTIONAL COMPONENT - DURATION AND I	extent of bilingual co	mponent Sec Y	6 LOX
11.1 Duration of Bilingual Education (policy	y) I II	II <sub>1</sub> 9	a - D
N-IMT language will be maintained in programmer all that apply) O-not specified how long 1-as the alternative language of learning	NEMT EMT X X	e don Nent X	
2-as the medium of instruction for special subject matter (e.g. cultural heritage) 3-only for the length of time necessary for	or	and annual section of the section of	
the acquisition of sufficient English to permit learning of academic content at a acceptable level in English	nn	11.1 I <u>1</u> II <u>1</u> II <sub>1</sub> <u>0</u>	
11.2 How many years does project state is or for N-HiT group through N-HiT language	timal for instruction to continue?	11.2	
0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10			

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0-not specified				y at any a	
10.4 Average number of aid 0-not specified	es or paraprofessiona	ls per cl	ass:	10.42	
10.5 Average number of N-F professionals) per cl 0-not specified	T or bilingual aides	(or para	-	10.5 2	·
10.6 Special aide to pupil is given:		lty in le	arning	10.6 1,2	,3,5,7 
2-in small groups	2 3-teacher 4-special remedial 5-paraprofessional 6-parent tutor 7-older student tutor 8-peer tutor 9-not specified 10-no special help	or			
11.0 INSTRUCTIONAL COMPONEN	r - Dutation and exter	NT OF BIL	INGUAL COM	ONENT Sec	Yerex
11.1 Duration of Bilingual	Education (policy)	I	II .	$II_1$	4 m - 1
N-EAT language will be mark all that apply) O-not specified how long 1-as the alternative lang for as long as desired		NEMIC		E DOL NEMT X	
2-as the medium of instrusubject matter (e.g. components) for the length of the acquisition of suf-	ultural heritage) time necessary for Sicient English to	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	maka dan gira a		
permit learning of acac acceptable level in Eng				11.1 I II II <sub>1</sub>	
11.2 How many years does profor N-HTT group through	oject state is optimath N-EMT language to	al for ing	struction	11.2	)
0-not mentioned if for a particular number 1 2 3 4 5 6 7 8	er of years:				
actions actions business some a business control to pack a business to					
(if specified in terms of e.g. "if a child begins N-MIT instruction should	learning in N-ETT and	l English	in Pre-K.		
Duration of Bilingual Educa	ation (in practice) (i	lark all t	that apply)		
11.3 Second language learn; code: C= N.A. (if no	mit)	hich grad	e <b>:</b>	11.3 I II	14 14
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## 11.0 Instructional Component (Objectives)

#### 5. Objectives

The objectives of the program fall into two categories: academic and social-psychological. Both components have as a goal the eradication of cultural barriers. A sense of their own and others' personal worth and an appreciation of both their own and another culture are our aims for each child. In the case of the Mexican-American-Anglo component this extends further to the growing ability to understand and speak the language of the other culture.

Throughout this planning year we have been operating with two educational biases. The first is a commitment of individualized instruction, to reach each child where he is and work from there, emphasizing personal growth and development rather than comparing achievement to others in the class. The second bias is a belief in the fundamental importance of language arts to all mental development. The growth of children's ability to think is intimately related to their ability to use language. As children gain control of words they are able to move into a world of ideas and meanings and they are able to express more adequately their attitudes and feelings. We believe that experiences and materials which can stimulate children to think analytically, critically, creatively and intuitively are mandatory

#### λ. Kindergarten

For both Kindergarten closees there will be a strong reading readings: program and extensive work on developing motor competencies. Newell C. Kepartin book, The Clay Learner in the Classroom; \*reports about the many experiments which desonstrate how intimately connected motor control is to mental chills. We feel this may be of especial value for the Native-American component, for of though we have found no verifiable research on the matter, nome of our Mindergarten teachers have noted that the Indian children often are less skillful in muscular coordination than other children their same age. We have utilized the Santa Clara Inventory of Developmental Tacks and the Frontig Materials as well as Kephart in developing the Kindergarten program. In the Mexican-American kinderganten early familiarity with the sounds of both languages will provided, especially through the use of songs and games, and the children will be encouraged to teach each other through the structuring of situations where this will occur naturally.



- Specific Academic Objectives for the Native-American Component
  - Be able to speak in complete sentences.
  - Tell a short story from personal experience or as suggested by a picture.
  - c. Recognize the eight basic colors by name in both English and Pomo.
  - d. Read and write the numbers to ten.
  - Count to thirty in English; to ten in Pomo. e.
  - Know the four basic geometric shapes and be able to discriminate between different sizes.
  - Know the elementary facts about Pomo Indian life in this area before the advent of the white settlers, and a few g. phrases and words in the Pomo language.
- Specific Academic Objectives for the Mexican-American Component
  - Be able to speak in complete sentences in their first language. a.
  - Tell a short story from personal experience or pictures in their first language.
  - Understand simple classroom directions in both languages. C.
  - Recognize the eight basic colors by name in both language. d.
  - Read and write the numbers to ten. C.

part, M.C. The Slow Learner in the Classroom, Charles Merril, Inc. Cleveland, Chio

For children in the Mexican-American component whose first language is Spanish, reading readiness activities will be given in the language. Where children are fluent in both languages, parents will be asked which language they prefer their child to learn to read first. In borderline cases or where a child is not fluent in either language, preference will be given to Spanish unless the parents perfer it otherwise.

f. Count to tan in both languages, to thirty in their first language.

g. Know the four basic geometric shapes in both languages and be able to distinguish different sizes.

In both components work will be done with the alphabet and letter counds, beginning, ending, and rhyming, but these are not to be an expected accomplishment at the Kindergarten level.

- 3) Specific Motor Objectives for both Components
  - a. Use of tools: scissors, paint brush, crayons, pencil, hammer, saw, vise and drill.
  - b. Skills: \ jump, skip, hop, gallop

walk the balance beam bounce and catch a ball step over a board without knocking it down jump rope turn a somersault

- 4) . Social Objectives for both Components
  - a. Understands and follows directions
  - b. Completes tasks and puts materials away
  - c. Observes rules of the room
  - d. Can be self-directing
  - e. Respects rights of others e. g. wait their turn
  - f. Participates in class discussions
  - g. Shares experiences with the group
- B. First Grade (Mexican-American component only)
  - 1) Academic Objectives

Children will be taught to read and write in their first language. The second language will be introduced in written form only after verbal respectency is obtained. The decision as to which language should be taught in cases where there is no pronounced difference in speaking ability will be made in consultation with the parents as discussed in the section on the Kindergarten.

Our goal is to develop each child's ability to express himself, to listen and comprehend, and to enjoy reading.

Specific goals are for each child:

a) to be reading at first grade level in his first language

- b) to be able to understand simple sentences in his second language
- c) respond in simple conversational situations in his second language.
- d) to be able to write the alphabet in manuscript, lower and upper case, in the first language.
- e) be performing at grade level in mathematics and science\*
- f) be able to keep time to music and differentiate simple rhythmic differences.

#### 2) Motor Skills

A program of progressive body control will be taught. By the end of the year students will be expected to be able to:

- a) walk the balance beam, forward, backward and sideways
- b) Turn forward and backward somersaults.
- c) Skip rope individually.
- d) Jump rope when turned by others and adjust to changes in tempo.
- c) Climb a rope.
- f) Demonstrate ability to use workshop tools safely and correctly.
- 3) Social-psychological Goals
  - a) A sense of personal worth on the part of each youngster.
  - b) An acceptance on the part of each child that school is a place of interest where he can be happy, share his ideas and experiences, and learn new things.

## C. Sixth Grade ( Native-American only)

#### 1) Academic Goals

- a) Children will have increased their ability to read with understanding and present ideas derived from their reading both crally and in written form.
- b) Children will be performing at their grade level or closer to it than at the beginning of the year in mathematics, science, and social science.\*
- c) Both Mative-American and Anglo children will demonstrate a knowledge and appreciation of Pomo Indian culture and more broadly, an understanding of man's relationship to his environment.

This is a-legitimate project goal since a major raison d'être of the total Bilingual Program is to counter the historic tendency of minority children to fall further and further behind their classmates. However, the flavor the goal connotes is not consonant with our working hypothesis that children will be guided in their development at their own natural pace so that there will be gaps in their learning experiences and all will have the satisfaction of ERICogressing.

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page 11 11.13 2

11.13 1-Program is one - one non-English Nother Tongue students (including N-English dominant). English Nother tongue students on not receive instruction in a second language

0-no English Notice tongrestudents

2. Both EMT and NEMT students receive Second Language Instruction

The grount of Enthustional time in and through their second language

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 NT students

	11.14 liin. per day of instruction through N-HIT	Total min. per day of any instruction	11.15 Subjects taught in native lang.	11.16 % of time per day of instruction through N-HTT
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11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 3,5,6

0-not specified "Language will be taught in a mixed situation"

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 paraprofessional uses another during the same class period; students may use enther.

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-HIT pupils.

8-other (smmarize)



	Min. per day of instruction	Total min. per day of any	in native lang.	5 of time per day of instruction through N-HIT
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	pupil in any 2-the second la and pupils du	one class period; nguage is used exc ring at least one p	ther the teacher, a only one language lusively by the teaportion of the scho	ide or the is used. cher, aide ol 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 paraprofessional 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-HIT pupils.

8-other (summarize)

#### see xeron 11 a - d 12.0 METHODS OF SECOND LANGUAGE TEACHING

(Hark all that apply; some projects may use a combination of methods)

- 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of scunds (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 association between object and word in second language in a sequence of patterns learned in complete sentences. Inductivegeneralizations drawn from examples.
- 2-Transformational-cognitive approach Acquiring an understanding of the structural patterns or grammatical rules of a language.



Question 12.0

Methods of Second Language Teaching:

### Teaching Methodology and Procedure

### Kindergarten

- In the Mexican-American component class the opening exercises will be conducted in Spanish and English on alternate days and simple classroom formalities and directions will be given in the language-cf-the-day, so that all children will soon respond to "Buenos dias", "everybody please sit down," "Hora de jugar", "clean-up time", etc.
- 2. In this component's class, songs, dances and musical games in both languages will be extensively employed to allow children repeated opportunity both to hear and voice the sounds of their second language. We see this as a good way to integrate the two language speaking groups in joint activities.
- 3. For both components there will be a daily period of from five to fifteen minutes of motor-perceptual activities that will fulfill and supplement the physical education program. It will begin at a very basic level and develop in a structured manner. Emphasis will be on individual improvement rather than competition. The activities are set up so that as the children are developing greater physical coordination, they are also reinforcing their learning of colors, shapes and sizes.

- 4 In both components the Inventory of Developmental Tanks compiled by the Santa Clara School District and Frostig exercises will be appeared to develop motor coordination in drawing and writing, and will be a part of the daily program.
- 5. Thoks and stories used will be perinent to the component concerned.

  For the Mexican-American class, dual language editions will be utilized.

  Mearing stories and fairy tales translated from the other language into their own will introduce the children of each culture to the back
  ground of the other.
- For the Native-American class, books and stories will be made from Pomo myths for use at this level to supplement the regular readings and again provide a basis for knowing more about the cultural background of some of the students.
- 7. In the Mexican-American classroom we will be teaching in both languages as much as possible, since true bi-lingualism is our goal. Language will be taught in a <u>mixed situation</u>, everyone learning both Spanish and English. Parallel language lesson plans and patterns of teaching developed by the State of Michigan Department of Education for Bilingual Curriculum will be used as a base plan. Other subjects will be taught in both languages as much as possible.
- Aides will make out monthly evaluation sheets for each child. This will include a tape recording of their proficiency, as measured by vocabulary, articulation and fluency, in their first language and where pertinent, in their second language, so that we can have a measure of how each child is progressing.
- 4. We want to reinforce and foster the natural openness, responsiveness and imagination of children at this age level, so we will utilize props and participation techniques such as finger plays, open-ended story telling, pets, dramatization, show-and-tell, etc. with situations and pictures to encourage self expression. Working in small groups will also offer opportunities for more children to speak and for those who are shy to feel less on public display.
- In the latter part of the year the language master and tage recorders will be used in further reading readiness activities.
- 11. Various walks and field trips are planned to tie in with classroom activities and discussion.
- Celebrations in Pomo and Mexican culture will be made a part of the lesson structure in addition to the attention now given to American holidays. Where the two relate, explanations will be oriented to showing that each culture offers valid ways of looking at similar phenomenon.
- The classroom will be arranged informally, with activity areas and enough open space to allow for flexible arrangement. Activity areas will include library table; woodworking bench; painting corner; table for puzzles, beads, crafts; a corner for make-believe with costumes and props for house-keeping; and a building block section.

First Grade (Mexican-American component only)

#### 1. Academic Area

- a) It is planned to bring the special techniques usually limited to reading clinic use into the classroom: language masters, tape recordings, the Sullivan Series, etc.
- b) There will be a daily read-aloud time with discussion following for groups in each language. Materials read will include items geared to fill in the common cultural gap that Mexican-American children so often reveal regarding stories "all children are familiar with". By the end of the year children will be read simple books in their second language as well, with the discussion still conducted in their first language if necessary.

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- c) Each-teach games will be utilized for English and Spanish speaking pairs, as we plan to have the children teach each other and also help devise and refine ways in which this can be done effectively.
- d) Each of the first graders will be "tutored" by a sixth grader. The older student's role is seen as similar to a "buddy" and the program will be planned in such a way that Mexican-Americans and Anglos are tutored by a child with an other cultural background.
- e) To a great extent as possible children will encouraged to progress at their own pace. With two aides working with each teacher it will be possible to give more individualized attention than usual.
- As in the Kindergarten aides will make out monthly evaluation shedts for each child. This will include a tape recording of their proficiency, as measured by vocabulary, articulation and fluency, in their first language and where pertinent, in their second language, so that we can have a measure of how each child is progressing.
- g) As in the case of the Mexican-American kindergarten, the opening exercises and classroom business will be conducted in alternate languages each day.
- h) There will likewise be extensive use of songs, gomes and dances in both languages in which all children can participate from the very start.
- i) Mathematics instruction will be given in small groups in the children's first language. Initially this will also be true of science and social studies. Later in the year weekly units in these two areas will be presented, two days in Spanish, two days in English, with the children meeting in small groups

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the fifth day for participative review in their first language.

- j) The classroom will be arranged as described for the kindergarten, with activity areas set up to allow for flexible utilization of the space.
- h) Also as discussed in the kindergarten section, holidays or seasonal celebrations from the Mexican-American and Pomo cultures will be included in the instructional program, with cross cultural similarities pointed up.

Cocial Psychological Area

We will attempt to meet the need for enhanced self-esteem on the part of

- a) Structuring activities to provide repeated opportunities for success and minimize failures.
- b) Help them develop self-confidence in their ability to express themselves by offering many chances for verbal participation in small groups, to record and listen to themselves on tape and to work with instant replay TV.
- c) Demonstrate the worthiness of all ethnic backgrounds by our appreciative study of them.

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.

Grammar - Translation Nethod
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-N\* Language Skills Sequence (\*Audiolingual Nethod: listening, speaking, reading and writing)

	1				,	ΙΙ		
	Non Eng				Eng	g dor	n	
	stude			_	sti	uden:	ts	
A	in dom	В	in	A.	in	dom	В	in
	lang		second		lar	ng		second
			lang					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: 1-concurrently with dominant language	•	13.1 IB 1 4 IIB 1 4
listening-speaking skills 2-after a specified level of compe- tency achieved in listening-speaking	erana ana	
skills in dominant language 3-a specified period of time after	•	
listening-speaking skills in dominant language taught	ı.	
4-before any specified level of lis-	**************************************	-
tening-speaking competence achieved in dominant language	r <sup>2</sup>	The second secon
40.0.4	Die wie ausgestelle.	13.2 IA 1,2,3
13.2 ALL: sequence followed:		TB 7 0 7
1-Listening-speaking proficiency	•	IB 1,2,3 IIA 1,2,3
precedes introduction of reading X 2-Reading is taught concurrently	_X _	X IIB 1,2,3
with listening-speaking skills X 3-Learning to read overlaps learning	_X	X X 0 70, p.16

to negative, declarative to interrogative, active to passive.

C-Grammar - Translation Nethod
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-N\* Language Skills Sequence (\*Audiolingual Nethod: listening, speaking, reading and writing)

1				11		
Non Eng do		Eng	g don			
students			stı	ıden	ts	
A in dom B	in	A	in	dom	В	in
lang	second		laı	ng		second
_	lang					lang

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

(ose not appricable (n.a.) if project	, mas no mu	g. dom. 2	cuden (S)	
13.1 Second language listening-speaking skills are learned: 1-concurrently with dominant language			13.	1 IB <u>1,4</u> IIB <u>1,4</u>
listening-speaking skills 2-after a specified level of compe-	-		-	
tency achieved in listening-speaking skills in dominant language			Nation of the last	
3-a specified period of time after listening-speaking skills in dominant language taught				
4-before any specified level of lis- tening-speaking competence achieved	· •••••••••		No. (ManifeStru)	
in dominant language				) TA 7 0 7
13.2 ALM sequence followed: 1-Listening-speaking proficiency			12.	2 IA 1,2,3 IB 1,2,3 IIA 1,2,3
precedes introduction of reading X.  2-Reading is taught concurrently	X	_X_	_X_	IIB 1,2,3 C 70, p.16
with listening-speaking skills X	X	_X_	. <u>. X</u> .	0 (0, p.10
3-Learning to read overlaps learning of listening-speaking skills X	<u>X</u>	_X_	<u>X</u> .	4.
4-There is some overlap between learning to read and to write	e-makesallin B	to describe a	No. Addisorable and	•
13.3 Listening-speaking proficiency	•		13.	3 IA 1.2
determined by: 1-measure of listening-speaking	15			IB 1.2
proficiency $X$ 2-informal assessment by teacher $X$	_ <u>X</u>	$\frac{\mathbf{X}}{\mathbf{X}}$	$\frac{X}{X}$	IIB <u>1,2</u>
13.4 Second language reading skills are learned:			.13.	.4. IB <u>1</u> IIB <b>1</b>
1-concurrently with learning to read	•			Berlatt hade Ambrigge-philosoft
in dominant language 2-after a specified Level of dominant	<u> </u>		<u></u>	after verbal
language reading competence achievement				npetency is tained."
3-a specified period of time after learning to read in dominant language			C 7	70, p.17
(e.g. a specific grade) 4-before learning to read in dominant	March Control of the		d dilla ribusa	
language	this digina di nada	-	made (Maja	

```
page 13
                                                   Ι
                                                                 II
                                             Non Eng don
                                                             Eng dom
                                             students
                                                             students
                                             A
                                                   В
                                                             Α.
                                                                    В
                                             dom
                                                    second
                                                             dom
                                                                    second
                                             lang lang
                                                                    lang
                                                             lang
13.5 Reading is introduced:
    \Lambda-individually, when child is ready
                                                                         13.5 IA_]
 or at a specific time during grade:
                                                                              IB 1
                                       1
                                                                             IIA 1
                                             _X..
                                                   "Х..
                                                                    ...X.
                                       2
                                                                             IIB
                                       3
                                                                        C 70, p.17
13.6 Reading readiness is determined by:
    1-test of reading readiness
                                                                         13.6 IA 2
    2-informal teacher assessment
                                                             X.
                                                                              IB__2_
                                                                             IIA 2
                                                                             IIB 2
13.7 Grade level reading is expected:
                       1-in first grade
                                                                         13.7 IA__
                                                             Χ.
                       2-in second grade
                                                                              IB NS
                                                                    ----
                       3-in third grade
                                                                             IIA 1
                       4-in fourth grade
                                                                             IIB NS
                       5-in fifth grade
                                                                          c 70, p,17
                       6-in sixth grade
                       7-other (specify)
13.8 Grade level academic achievement (math, science, etc.) in the
                                                                         13.8 IB
     SECOND language is expected:
                                                                             IIB
   1-in the first grade
   2-second grade
   3-third grade
   4-fourth grade
   5-fifth grade
   6-sixth grade
   7-other (specify)
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
                                                                        . 14.0 I
      (mark all that apply)
                                               I = N - E
                                                           II = E
                                                 dom
                                                              dom
                                                 students
                                                              students
   1-Second language learning is only a sep-
     arate subject for English-speaking stu-
     dents; the second language is not used
     as a medium of instruction for other
     subjects.
   2-Second language learning is both a sep-
     arate subject and also a medium of
```

X

instruction for other subjects.

•	3		***	St. Labor, Among at	0	70, p	.1/
13.6 Reading readiness: 1-test of reading reading reading reacher and reacher	eadiness	<u>_x</u>	. <u>X</u>	.X	X	13.6 IA IB IIA IIB	<u>2</u> .
	g 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)	<u>X</u>	Sandard Control of the Control of th	X	audination in audination in audination in audination in audination in audination in audination in audination in	IIA	NS 1 NS
13.8 Grade level acade SECOND language i 1-in the first grad 2-second grade 3-third grade 4-fourth grade 5-fifth grade 6-sixth grade 7-other (specify)	s expected: e					13.8 IB IIB	2
14.0 INTEGRATION OF SE (mark all that ap			TH OTHER  = N-E  dom  students	II = E dom		II_	
dents; the secor	earning is only a r English-speaking nd language is not nstruction for oth	stu- used		, augmanu			
2-Second language l arate subject and instruction for o	l also a medium of		<u></u> X	<u>x</u>		•	
content (such as	learning is always e learning of oour social studies) of itive development.	rse or as			•		-
content of sec	as the referentia ond language lear t taught in the na	ll ning			-		
	ic content is taug nguage from that w native language.		to Mandan		· <del>-</del>		
()-not specified			His tibus disered	Name and	. <b>.</b>		
6-other (specify)					•		

			I		·	т.		
15.0	TREATMENT OF CHILD'S LANGUAGE:		Non Eng.		Eng. do	om.	IB I	
		A	-in dom. lang.	B 2nd	Λ .	B 2nd	IIB <u>1</u>	
	1-The child's language is respec It is not corrected, rather, a of the child's speech is accep However, the teacher provides model of the standard language aiming toward child's eventual control of the standard form.	ll ted. a	X	X	X		nf) 70, p.19	
	2-The child's language is correct the teacher points out errors demonstrates the standard form	and	bu dayahan		Nuclei, whise of		p.20 p.22	
	3-Other (specify)		Supplement	and the same of th	Name and the second	grange office to		
	O-Not specified		dip of the same of			· ·		
16.	O MATERIALS				•			
16.	1 Reading Materials-Types Reading Materials are: (mark all 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)		t apply)	<b>X</b>	IIV <u>X</u>	IIB X	16.1	
	2-Basal readers						IA 1 IIB 1	
	3-Dialect readers		<u></u>	_			IIA 1 IIB 1	
	4-Experience charts (stories dictated by children)			<u></u>	-			
16.	2 If some reading material is in the child's dialect, indicate I long it is used: 1-Grade 1 12-Grade 23-Grade 34-Beyond Grade 30-not specified		IA NA		IIA_NA			
16.	3 The following are techniques ar 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL ATDES	nd ma	terials us	·	second_	language X X X X		o. 19 20

control of the standard form.	<u>X</u> .	X	X	X (inf) C 70, p.19
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	numero.	Sparsers State of		p.20 p.22
3-Other (specify)	tradition to the same of the s	Name and Address of the Owner, where the Owner, which is the Owner, where the Owner, which is the Owner, where the Owner, which is the Ow	turilla sudinus	
O-Not specified		marrie manus		
16.0 MATERIALS				
16.1 Reading Materials-Types Reading Materials are: (mark all tha 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1	t apply)	<b>(</b>	II.i <u>X</u>	IIB_X_16.1
2-Basal readers		•		IA
3-Dialect readers		•	· Charles	IIA <u>1</u>
4-Experience charts (stories dictated by children)	-		<b>Qinnayindana</b>	
. 16.2 If some reading material is in the child's dialect, indicate how long it is used:  1-Grade 1 16.2 2-Grade 2 3-Grade 3 4-Beyond Grade 3 0-not specified	IA_NA		Au_AII	
16.3 The following are techniques and ma  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  8-flannel or magnetic scards  9-realia, graphic displays  10-records, tapes  11-listening centers  12-multi-media approach  Experiential:  13-role playing  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 classroe  20-field trips  21-suggested TV programs - video-t  22-other (specify)  23-Dramatic play, games	X X X X X X X X X X X X X X X X X X X		second_1	x c 70, pp. 19, x 20 x 20 x x x x x x x x x x x x x x x

```
page 15
                                                                   16.4 <u>1,2,3,</u>4,5,6,
7,9,10,11
16.4 The sources of Non-English materials and textbooks are:
     (mark all that apply)
    O-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 conjenction with project parents
    6-developed by or with members of N-EMT community
    7-are culturally appropriate for N-E culture
                                            Indian Cultural Committee
       (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)
16.5 The specific bilingual/bicultural materials used in the language 16.5 1
     component are:
     O-not specified
     1-xerox attached-page and document <u>C 70, pp. 24,25,26</u> see xerox 15a-c
17.0 STUDENT GROUPING
                                                                       17.1 3,5
17.1 Student grouping; mixed or separated into dominant language
     groups: (mark all that apply)
     O-not specified
                                                             separated for reading and
     Pupils of both linguistic groups are:
                                                             writing C 70, p.17
     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:
     (mark all that apply) A-more than \frac{1}{2} the time B Less than \frac{1}{2} the time
     O-not specified
     1-total class
                                        X Dom. Lang. Groups
     2-small groups (specify size)
     3-individual instruction
                                               Students
   3 Criteria for grouping:
                                                             II Eng dom
                                               II Eng dom
                                 I Non Eng
     O-not specified
                                                                NEMT
                                     dom
                                                   HIT
                                                                              II.
```

1-by age

```
(specify how this is determined) Indian Cultural Committee
     3-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)
16.5 The specific bilingual/bicultural materials used in the language 16.5
     component are:
     0-not specified
     1-xerox attached-page and document 0 70, pp. 24,25,26 see Yerox 15a-c
17.0 STUDENT GROUPING
17.1 Student grouping; mixed or separated into dominant language 17.1 3.5
     groups: (mark all that apply)
     0-not specified
                                                           separated for reading and
     Pupils of both linguistic groups are:
                                                           writing C 70, p.17
     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 A.
     (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
                                       X Dom. Lang. Groups
     2-small groups (specify size)
     3-individual instruction
17.3 Criteria for grouping:
                                             Students
                                                          II<sub>l Eng dom</sub>
     0-not specified
                                I Non Eng
                                             II Eng dom
                                                 EMT
                                                             NEMT
                                    dom
     1-by age
     2-by native language
     3-by dominant language
     4-by language proficiency
       (ex. level of reading skill)
     n.a. not applicable
         (no E.dom/NEMT)
     5-by parental choice
                                                                      0 70, p.16
18.0 TUTORING
#8.1 Student Tutoring is: (mark all that apply)
                                                                     18.1 1.3
          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) 6th graders C 70, p.21
           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
           O-area not specified
           1-inter-ethnic (N-EIT aide tutors EIT student)
           2-in the acqusition of native language shills
           3-in the acqusition of second language skills
           4-in other academic subjects
```

15a

# Question \$ 5 Materials

with the inflowing additions:

Language

ESOL Guide: Kindergarten

and

Spanisk Guide: Kindergarten

Michigan Oval Language Series, FLICS (Foreign Language Innovative Curricula Studies), Michigan Migrant Primary Interdisciplinary Project, Ann Arbor, Michigan: 1969.

Language Arts

Frostig Motor Perceptual Exercises

Pre-Reading Skills, Ginn and Co., Supplemental State Series.

Readiness in Language Arts, Sullivan Associates, Behavioral Research Laboratories, Palo Alto: California

Visual Motor Forms, Winter Haven Lions Research Foundation, Inc.

Mathematics

Modern School Mathematics, Structure and Use: K, Houghton, Mifflin, Co., workbooks and "big book."

<u>Learning to Think Series</u>, Science Research Associates: Chicago. Story Books

Titles in English are available from the school and county libraries. Additional books will be bought by the project in Spanish seither dual language editions or translations from English where this is possible.

For the Native-American Component, myths are being written and illustrated for use at this level.

Other

Various duplicating workhooks of readiness work in phonics, numbers, Enhabet, etc.

## II. First Grade

Texts used will be regularly supplied California State Series the following additions or replacements:

#### Language

Interdisciplinary Oral Language Guide: Primary and

Spanish Guide: Primary,
Michigan Oral Language Series, FLICS, Ann Arbor: Michigan, 1969.

Miami Linguistic Series, State Series, Supplemental Texts

Primers in Spanish from Mexican and Puerto Rican school systems.

### Language Arts

Frostig Motor Perceptual Exercises

Readiness in Language Arts, Sullivan Associates, Behavioral Research Laboratories: Palo Alto, California.

#### Mathematics

Elementary School Mathematics, English edition. (State supplemental and

Matematica para la Educacion Primaria, Spanish edition.
Addison Wesley Co.

These will replace the regular state texts. We will use texts, duplicating workbooks, and teacher's edition.

Learning to Think Series, Science Research Associates

#### Story Books

Titles in English are available from the school and county libraries. Additional books will be bought by the project in Spanish as either dual language editions or translations of English editions where possible.

Bowmar Early Childhood Series from the state will be supplemented by the Spanish versions.

#### Other

Various duplicating workbooks of phonics, reading readiness, alphabet, social studies, and art work.

## II. Fifth-Sixth Grade

State Series texts will be used with the following additions:

Pomo Indian Culture

Vinson Brown, Pomo Indians of California and their Neighbors,

15 C

Naturegraph Publishers, Healdsburg, California Especially rewritten for this class

Marcelle Masson, <u>A Bag of Bones</u>, Natumegraph Publishers, Healdsburg, California

Willoya and Brown, The Return of the Indian Spirit, Naturegraph Publishers, Healdsburg, California

### Other

Various myths and stories are being rewritten and illustrated for use in the program.

Additional reference and library books are being bought about Indian heritage in general and its relation to other American cultures (Mexican, Latin American).

Junior Great Books Course, The Great Books Foundation, Chicago, Illinoi:

# B. Equipment

Items	Viumber
Tape recorders  cassette players  cassette recorders  "Language Master"  cassette tapes  blank cards, Language Master	2 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
Video Tapes: 34 minute	10 reels
Headsets & Accessories	16
Photographic Materials Instanatic cameras film B & W	4 20 rolls
Motor-perceptual training Materials-	1 set
balance beam, hoops, rope, mats, etc.	
Primary typewriter, Spanish Typewriter, Spanish Typewriter, portable English Projection screens Maps	1 1 3
(Mexico, World, California)	5
Work Benches Aquarium - terrrarium	3 sets

page 16 18.3 Parent tutoring: (mark all that apply) NS 18.3 no-not mentioned 0-type not specified see C 70, pp.28, 29 1-inter-ethnic parent tutoring is used (tutoring not men-2-intra-ethnic parent tutoring is used tioned) 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 See YEROX 162 19.0 2 (6th grade), 4,5,6,8 and 11 6 -d The stated curriculum pattern of the billingual project: 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state. C 70, pp.16-22 There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply) 2-amon-graded classroom: pupils of different ages are grouped together during part of the school day 3-femible or modular scheduling 4-smill group instruction 5-individualized learning 6-open classroom 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: 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,

3-labeling and discussion of concepts related to time, space, distance,

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their

counting, addition, subtraction

attributes (i.e. colors, sizes) 5-direct experience of processes of

secon duting one powoon day 7-materials are provided for use in home by parents S-other (specify)

19.0 CURRICULUM PATTERNS See YEROK 16 a

and 11 6-d

4,5,6,8

0 70. pp.16-22

19.0 2 (6th grade),

The stated curriculum pattern of the billingual 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 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

7-guided discovery and inquiry

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

Sothers (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. IV. describe below:

#### 20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is festered through: 2,4,5 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-Tabeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling theme 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) O-method not mentioned 1-specify or xerox p. no. and document n.a.-no grade 4 or later grades

NS



- :1. Continued Planning and Curriculum Development
- A. A curriculum planning committee will be formed in October, drawing teachers from the relevant grades to help us plan:
  - a) A second grade program for the Mexican-American communent
  - b) A first-second grade program for the Native-American remoment
  - c). Junior High school courses.

These latter will be an outgrowth of our fifth-sixth grade program time Nativecrican component but will be of special interest to seventh and eighther of "exican-American descent and Anglos as well.

B. Dr. Eero Vihman will develop materials on the Pomo Culture, and anguage program, continuing the work he began toward the end of the planning year.

# 21.0 SELF-ESTEEN

21.0 1,2,4,5,6,7,

C 70, pp.

20-22

Stated methods of project compenent expected to increase self-esteem: 8,10,12,14 no-self-esteem not mentioned as an elication

no-self-esteem not mentioned as an objective

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

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

3-languago-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

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  $\pi$ 

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

13-older puils participate in curriculum planning and/or

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

15-other (specify)

#### 22.0 LEARNING STRATEGIES

22.0 1 (6th grade)

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: Document and Page no. (specify or xerox) 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 activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective. O-none mentioned

p.13--"The rationale for introducing the program at the 5th-6th grade

4-teacher accepts, aclmowledges 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

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 #

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

13-older puils participate in curriculum planning and/or

development

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

15-other (specify)

# 22.0 LEARNING STRATEGIES

22.0 1 (6th grade)

23.1<u>3</u> c 70, p.15

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: Document and Page no. (specify or xerox) 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 activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective. O-none mentioned

C 70, p.13--"The rationale for introducing the program at the 5th-6th grade level rather than in the two earliest grades is that this is a decisive period for this group of children. The drop-out of students after the 6th grade is pronounced. Apparently at puberty, racial identification often becomes a matter of personal consequence, as they find themselves redefined by some of their Anglo peers...it was decided that the immediately pre-pubertal age group should therefore be dealt with from the very start.

### 23.0 BICULTURAL COMPONENT

7-other (specify)

23.1 This program is: 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



23.2

NS

23.3 1-if project mentions of forts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)

O-none mentione

23.4 In the bicultural compenent knowledge of the N-FAT culture involves (mark all that apply)

23.4 1,2,3,6

O-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)

\*1. "Celebrations in Pomo and Mexican cultures" C 70, p.20

23.5 American culture is defined:

O-not specified

1-narrowly: primarily Anglo-Saxon orientation

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

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

23.5 2

since both Anglo & "native" Americans are discussed



	ations efforts to decrea a groups, describe below		23.3 page/#)
	•		• • • • • • • • • • • • • • • • • • •
			·
involves (mari:	compenent knowledge of all that apply)	the N-EAT culture	23.4 1,2,3,6
"1-Humanistic as (oral or writ movements	component mentioned spects of culture: ideal ten), achievement of party and the	rticular people or po	litcal
an <b>d</b> science	cultural heritage of the re: family patterns and		
4-Itemization of holidays	of surface aspects of a etc.	countrygeography, de	
5—A specific cu 6—Various cultu speaking peop	ulture only e.g. one Indures of same ethnic/ling	ian tribe uistic group (i.e. Spa	anish-
	re different from NEAT	or EMT	
"Celebrations in I	omo and Mexican cul	tures" C 70, p.20	)
		· -	
	and the second s		
23.5 American culture 0-not specified			23.5_2
1-narrowly: pri 2-broadly: eth contributions	imarily Anglo-Saxon orie nic pluralism of America s of various ethnic grou	multicultural ps discussed	since both Anglo & "native" Americans are discussed
	te document and page num your own words	ber for xerox) or	
•			
24.0 COLIUNITY COMPO	DNENT		
24.1 Bilingual libra 0-group not spe	aries are provided for:		24.1 <u>NS</u>
1-project child	<b>i</b> ren		
	e project community		
3-teachers no-bilingual 1	ibrary not mentioned		
24.2 An ethnic stud	ies library is provided	for:	24.2 NS
0-group not sp	ecified		
1-project child	dren e project community		
2-adults of the 3-teachers	a brolect community		
<del>-</del>	ies library not mentione	d	
÷			

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) O-method not specified no-no provision for informing community c 70, pp.6-8 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) "pot-luck" dinner 15 11-project director personally involved in program dissemination. specify how l**o-** liaison 17- college courses 24.4 Community involvement in the formulation of school policies 24.4 3,4,6 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 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 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) // "pot-luck" dinner O-method not specified

5 The school is open to the community through:

no-school is not open to community for community use

O-not mentioned

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7-informal meetings open to entire community
      8-meetings conducted in both languages
       9-home visits
      10-other (specify) "pot-luck" dinner 15
       11-project director personally involved in program
         dissemination. specify how
      10- liaison
      17- college courses
24.4 Community involvement in the formulation of school policies
                                                                      24.4 3,4,6
    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
       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
24.5 The school keeps informed about community interests, events and
                                                                     24.5_1,2,3,4,1
     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)- // "pot-luck" dinner
       O-method not specified
                                                                       24.6 1.2
24.6 The school is open to the community through:
       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 (language)
       3-other (specify)
25.0 IMPACT EVALUATION
25.1 Project mentions description or dissemination of the bilingual
     program through:
       1-newspaper articles
                                                                          (all planned)
       2-radio programs
       3-TV programs
                                                                     0.70. p.3
       4-video-tapes
       5-films
       6-visitors to observe the program
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25.2	Project's impact: 1-Project mentions that other classes in the school, but	25.2 1,3
	not in the program have picked up methods or material from the bilingual program	C 70, p.12
	<ul> <li>2-Project mentions other schools in the local educational system have started bilingual programs</li> <li>3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs</li> </ul>	<b>:</b>
26.0	ROLE OF EVALUATOR	
26.1	Evaluator has field tosted, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:  O-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures	26.1 1,4
26.2	Evaluator has personally observed students in the program:  O-not mentioned no-never  1-once or twice during the year  2-more than twice 3-regularly 4-other (specify)	26.2_2
26.3	Evaluator has met with teachers:  0-not mentioned  no-never  1-once or twice during year  2-more than twice  3-regularly  4-other (specify)	26.3 l (planned) C 70, p.42
27.0	EVALUATION PROCEDURE	
27.1	2-A comparison group will be chosen	27.12
27.2	2- " will be " " " " " " " " " " " " " " " " " "	27.2 2,4,6,8
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