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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
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                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)

Eric Copy

Proj. # 178
Ukiah, Calif.

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

VERIFIED BY PROJECT

ED 074856

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.

| | 1st year | 2nd year | 3rd year |
|---|---|---|---|
| Evaluation design | | | |
| Interim evaluation | | | |
| Final evaluation | | | |
| Pre-audit | | | |
| Interim audit | | | |
| Final audit | | | |

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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

## TABLE OF CONTENTS

U e r i f i e d   by   project

Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. ___178___

CONTENT ANALYSIS SCHEDULE
    FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant ___Alan Ehrlich___            Date _1/14/72_

0.2 Name of Project _Ukiah Indian, Mexican-American Bilingual-Bicultural_
                                                          Program

0.3 Address of Project _School and Henry Streets_

        0.4 _Ukiah, California  95482_

.05 STATE                                               0.5 __3__

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

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

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

    2.2  Year prior funding began                               2.2 __NA__

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

    2.4  Source of prior bilingual program funding:             2.4 __NA__
         1-local          4-university
         2-state          5-federal (specify)

0.3 Address of Project School and Henry Streets

0.4 Ukiah, California 95482

.05 STATE                                                       0.5  3

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
   see              97 - (1969)                          1.1  97
   Project          07 - 1970
   No.              17 - 1971

2.0 FUNDING (Mark all that apply)

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

2.2  Year prior funding began                                  2.2  NA

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

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

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

2.6  Concurrent program cooperating with Title VII involves:   2.6  NA
     1-early childhood (pre K + K)
     2-elementary students (grades 1-6)
     3-secondary students  (grades 7-12)
     4-teachers
     0-not specified

2.7  Source of concurrent funding, if cooperating with Title VII   2.7  NA
     program:
     1-local           4-federal (specify)
     2-state           5-other (specify)
     3-university

2.8  Total Title VII grant (first year only)            2.8  $62,851-C p.3

2.9  Total funds for concurrent program(s) cooperating with    2.9  0
     Title VII

3.0  1-If a UNIVERSITY is working with the Title VII program,   3.0  1
     specify which: Santa Rosa Junior College (Adult Education Courses
     0-none            C p.7)

C = Continuation document

4.0 SCOPE of PROJECT

    4.1 Numbers of schools involved in Title VII program:

        (1)-one          4-four          0-not specified

        2-two          5-five

        3-three       6-other

                                                            4.1   1 C. p.4

    4.2 Total number of students in program A. First year       4.2 A __35__
                                    B. Second year           B _120_ C p.4
                                      C. Third year            C _157_

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

| Grade | Number of Classes | | Grade | Number of Classes |
|---|---|---|---|---|
| PS-PreSchool | | | 7-grade 7 | |
| (K)-Kndgtn | 2 | | 8-grade 8 | |
| PSK _60_ TOTAL NO. students PS and K | | | 9-grade 9 | |
| | | | B _____ TOTAL students gr. 7-9 | |

| | | | | |
|---|---|---|---|---|
| (1)-grade 1 | _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 | |
| (5)-grade 5 } | | | | |
| (6)-grade 6 } | _1_ | | | |
| A _60_ TOTAL students gr. 1-6 | | | | |

    4.4 1-All classes graded
         2-All classes ungraded                                 4.4 _3_
        (3)-Some classes ungraded
        If ungraded, specify ages or grades grouped together: 1 non-graded 5th-6th
                                                             level class

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 | II English Dominant | 5.0 | | No. | % |
|---|---|---|---|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT | II. E-Dom - NEMT | NE dom N-EMT | I | 60 | 50 |
| | 60 | | | | | |
| 2. Total English Mother-Tongue | | II₂ E-Dom - EMT | E dom NEMT | II₁ | | |
| | | | E-Dom EMT | II₂ | | |

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

| Grade | Number of Classes | Grade | Number of Classes |
|---|---|---|---|
| PS-PreSchool | | 7-grade 7 | ........... |
| (K)Kndgtn | 2 | 8-grade 8 | ........... |
| PSK 60 TOTAL NO. students PS and K | | 9-grade 9 | ........... |
| | | B ........TOTAL students gr. 7-9 | |
| (1)grade 1 | 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 | |
| (5)grade 5 } | | | |
| (6)grade 6 } | 1 | | |
| A 60 TOTAL students gr. 1-6 | | | |

4.4  1-All classes graded                                          4.4  3 ....
     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 | | No. | % |
|---|---|---|---|---|---|---|
| 1. Total Non-English Mother Tongue | I . N-E Dom – NEMT | II. E-Dom – NEMT | | NE dom I N-EMT | 60 | 50 |
| | 60 | | | E dom NEMT II$_1$ | .... | |
| 2. Total English Mother-Tongue | | II$_2$ E-Dom – EMT | | E-Dom EMT II$_2$ | .... | |
| | I Total Non-English Dominant: 60 | II Total English Dominant: 60 | | Total E-Dom II= II$_1$ + II$_2$ | 60 | 50 |

C p.3

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

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

| Indigenous Americans: | Number | Per Cent of Total Students | if inferred, check (✓) |
|---|---|---|---|
| A1 Navajo | A1 ........ | .......... % | ............ |
| A2 Cherokee | A2 ......... | .......... % | ............ |
| A3 Other (specify) POMO | A3 30 .. | ... 25 % | ........ C p.3 |
| A TOTAL No. of American Indian | A 30 ... | .25.. % | ............ |

Americans of other ethnic backgrounds:

| B1 Mexican-American | B1 30 __ | ... 25 % | ........ C p.3 |
|---|---|---|---|
| B2 Puerto-Rican | B2 ......... | .......... % | ............ |
| B3 Cuban | B3 ......... | .......... % | ............ |
| B4 Other Spanish-American (specify) | B4 ...... | % | ............ |
| B TOTAL No. of Spanish-speaking Americans | B 30 .. | .25.. % | ............ |
| C Portuguese-American | C ......... | .......... % | ............ |
| D Franco-American | D ......... | .......... % | ............ |
| F Chinese-American | F ......... | .......... % | ............ |
| G Eskimo | G ......... | .......... % | ............ |
| H Russian | H ......... | .......... % | ............ |
| J Other | J ......... | .......... % | ............ |

| I TOTAL number of N-EIT target students | 60 | 50 % | ........ C p.3 |
|---|---|---|---|

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

| E1 ____ NS ____ | E1 60 | 50 % | ............ |
|---|---|---|---|
| E2 ____ | E2 ____ | % | ............ |

| II TOTAL number of EIT students other than target population | 60 | 50 % | ........ C p.3 |
|---|---|---|---|

5.4  Students' native language or mother tongue if DIFFERENT
from dominant language                                           5.4 ___ NA ___
                             (specify)

| Dominant language | Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | | | |
| 2-Spanish | | | |

5.5  Students' Dominant Language and Extent of Bilingualism

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

| | | | | |
|---|---|---|---|---|
| B1 Mexican-American | B1 | 30 | 25 | C p.3 |
| B2 Puerto-Rican | B2 | | 5 | |
| B3 Cuban | B3 | | 5 | |
| B4 Other Spanish-American (specify) | B4 | | 5 | |
| B TOTAL No. of Spanish-speaking Americans | B | 30 | 25 5 | |

| | | | | |
|---|---|---|---|---|
| C Portuguese-American | C | | 5 | |
| D Franco-American | D | | 5 | |
| F Chinese-American | F | | 5 | |
| G Eskimo | G | | 5 | |
| H Russian | H | | 5 | |
| J Other | J | | 5 | |

I TOTAL number of N-EIT target
students                            60        50 %              C p.3

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

E1 _____NS_____          E1 60        50 %

E2 _____          E2 ____        5 %

II TOTAL number of EIT students
other than target population    60        50 %              C p.3

5.4  Students' native language or mother tongue if DIFFERENT
from dominant language                                 5.4 __NA__
                              (specify)
Dominant language       Different Native Language   Number   Per Cent
1-English
2-Spanish

5.5  Students' Dominant Language and Extent of Bilingualism

| Dominant language of students in program | | Number of Monolingual Students | | | Number of students Bilingual to any extent | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Number | % | not spec. | No. | % | not spec. | only listening comprehension | | speaking ability | |
| | | | | | | No. | % | No. | % |
| E 60 English | 50 | X | | | X | | | | |
| A4 30 American | | | | | | | | | |
| POMO Indian | 25 | X | | | X | | | | |
| A1 Navajo | | | | | | | | | |
| A2 Cherokee | | | | | | | | | |
| A3 Keresan | | | | | | | | | |
| A4 Other (spec.) | | | | | | | | | |
| B1 30 Spanish | 25 | | 4 | 3 | X | | | | |
| C Portuguese | | C 70 p.19 | | | | | | | |
| D French | | | | | | | | | |
| F Chinese | | | | | | | | | |
| G Eskimo | | | | | | | | | |
| H Russian | | | | | | | | | |
| J Other (spec.) | | | | | | | | | |

5.6 Recruitment of Students:                                    5.6 __3__
  0 - not specified
  1 - English Mother Tongue and Non English Mother Tongue
      Students are required to participate in the bilingual program
  2 - Only N-EMT are required to take program, EMT's participation
      is voluntary
  3 - Both EMT and N-EMT participation is voluntary

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

5.8 Community Characteristics (mark all that apply)             5.8 __3,4__  C p.4
  0 - not specified
  1 - inner city-ghetto
  2 - major city
  3 - small city, town or suburb
  4 - rural
  5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. __25%__
       (indicate specific percent of low SES)
    B. Average family income, if mentioned                         B. __NS__
    n.s. not specified

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

5.11 Proportion of migrant students in project                  5.11 __20%__ C p.4
     (Indicate specific percent)
     n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:               6.1 I __1__ C p.8
                         I for          II for                      II __NS__ C p.35
                         N-EMT group    EMT group
        ①was made          X           _____ (home interview)
        2 will be made
        0 not mentioned

6.2 If a sociolinguistic survey was or will be made,            6.2 I __1,2,4__
    mark all groups included:                                       II __1,2,4__
                         I N-EMT        II EMT
        ①parents
        ②children

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

5.9  A. Socio-economic status of N-EMT participating students    5.9 A. _25%_
      (indicate specific percent of low SES)
    B. Average family income, if mentioned            B. _NS_
    n.s. - not specified

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

5.11  Proportion of migrant students in project    5.11 _20%_ C p.4
    (Indicate specific percent)
    n.s. - not specified

## 6.0 SOCIOLINGUISTIC SURVEY

6.1  Project states that a sociolinguistic survey:    6.1 I ___1___ C p.8
               I for        II for             II ___NS___ C p.35
               N-EMT group  EMT group
    ①was made    X
    2 will be made                    (home interview)
    0 not mentioned

6.2  If a sociolinguistic survey was or will be made,    6.2 I _1,2,4_
    mark all groups included:                          II _1,2,4_
                  I N-EMT        II EMT
    ①parents
    ②children
    3 teachers
    ④community
    5 others
        (specify)

6.3  Language dominance of N-EMT groups (check A__parents, B X children, C__teachers)
    will be determined by the extent each language is used in different domains
    through various means of communication.
    e.g. specify extent descriptively: never, sometimes, always  6.3 A _____
                                                       B ___1___ C p.35
                                                       C _____

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

6.4  If not included in survey, how was student's language dominance 6.4  I  NA
     determined?                                                          I         II            II_____
                                                                          N-EMT    EMT

        1-inferred by use of surname
        2-established by formal testing of students    _____   _____   survey includes
        3-assessed by informal means (specify how)     _____   _____   language used in
        4-not mentioned                                _____   _____   the home
school record shows language code  C p.36              _____   _____   C p.35

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

         Attitudes toward maintenance or shift:

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

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

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

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

6.10  1-After sociolinguistic survey is made, how does it influence                 6.10  1
      program? (specify) (e.g. transfer or maintenance instructional
      programs)
      0-not mentioned        assessment of need:  C p.8

a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6    N-EMT parents' attitudes toward maintenance of child's          6.6__1____
       N-EMT in particular domains of use or complete shift
       to English
       1-yes
       0-no

6.7    EMT parents' attitudes toward their children's learning         6.7__1____
       of the N-EMT language
       1-yes
       0-no

6.8    Children's own attitudes regarding the second language          6.8__0____
       they are lc⁻ ⁻ ⁻ʳ ⁻  e speakers of that language
       1-yes
       0-no

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


6.10   1-After sociolinguistic survey is made, how does it influence   6.10__1____
       program? (specify) (e.g. transfer or maintenance instructional
       programs)
       0-not mentioned        assessment of need:  C p.8

## 7.0 STAFF SELECTION

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

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

|              | A-Monolingual | B-Bilingual |
|--------------|---------------|-------------|
| I  N E Dom. NEMT | N= | N= |
| II E Dom EMT | N= | N= |
| II₁ E Dom NEMT | N= | N= |

| 7.1 |   |     | No. | % |
|-----|---|-----|-----|---|
|     | I | A | NS | ___ |
|     | I | B | NS | ___ |
|     | II | A | NS | ___ |
|     | II | B | NS | ___ |
|     | II₁ | A | NS | ___ |
|     | II₁ | B | NS | ___ |
|     | A |   | 2 | 50 |
|     | B |   | 2 | 50 |
|     | N |   | 4 | |

       A Total Number    B Total Number
         Monolingual         Bilingual
          __2____            __2____

               Total Number
                of Teachers
            N  __4___  C 70 p.10

7.2 <u>Linguistic background of project aides or paraprofessionals, by number:</u>
(indicate non-English language in each box)

__X__ Language dominance not specified
_____ Mother tongue not specified
_____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

"Staff will be hired from target groups (Indian & Mexican-American)" I.P. p.27

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

N Total Number of aides or paraprofessionals

A Total Number Monolingual
4

B Total Number Bilingual
4

8

I.P. p.28 & C70, p.5

| 7.2 | No. | % |
|---|---|---|
| I A | NS | |
| I B | NS | |
| II A | NS | |
| II B | NS | |
| II₁ A | NS | |
| II₁ B | NS | |
| A | 4 | 50 |
| B | 4 | 50 |
| N | 8 | |

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

7.3  2
C 70, p.16

1-Bilingual teachers teach in only one language

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

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

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

0-language(s) used by teachers not specified

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

7.4  2
C 70, pp. 19, 20

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

| II E Dom | | II A | NS | — |
| ENT | | II B | NS | — |
| | | II₁A | NS | — |
| II₁ E Dom | | II₁B | NS | — |
| N-ENT | | 1 | A 4 | 50 |
| | | | B 4 | 50 |
| | | | N 8 | |

|   | | N Total Number |
| A Total Number | B Total Number | of aides or |
| Monolingual | Bilingual | paraprofessionals |
| 4 | 4 | 8 |

I.P. p.28 & C70, p.5

**7.3 Language(s) used by bilingual teachers:**          7.3 __2__
(Mark all that apply)                                   C 70, p.16

   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.

   0-language(s)used by teachers not specified

**7.4 Language(s) used by bilingual aides or paraprofessionals:**     7.4 __2__
(Mark all that apply)                                              C 70, pp. 19,
                                                20

   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.
     Bilingual aides who instruct in only one lang. teach in their native lang.:
     1b-only if native language is also their dominant language
     1c-even if native language is not their dominant language
     1-0 not specified
   2-Bilingual aides instruct in both their native and second language,
   regardless of which is their dominant language.

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

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

| A. Teachers | No. | % | B. Aides | No. | % | C. Proj. Director | D. Evaluator(s) | No. | % |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (inf) → Anglo | 3 | 75 | Pomo Indian | 4. 50 | | Mexican-American | Anglo | 2 | 100 |
| C 70,p.14 | | | | | | | | | |
| Mexican-American | 1 | 25 | Mexican-American | 4 | 50 | | | | |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

0-not specified

7.6 Selection of N-EMT teachers from local community           page   7
     0-not specified                                    7.6 No.   %
     Number of N-EMT program teachers from local community _____         1    25
     and % _____ of total N-EMT teachers.


7.7   Number and Proportion of teachers and aides of same           7.7  No.   %
     cultural background as N-EMT students:                           1   25
     indicate specific percent on the blank, or                  3   100
                                 if specified descriptively,
                                 1-few                C 70, p.14
                 A = teachers   2-some
                 B = aides      3-many
                                 4-most
                                 5-more than half
                                 0-not specified


7.8 Teacher Qualifications - Training prior to project                  no.'s
    (Indicate number of teachers with each qualification, 7.8  3,4,15 _____
                                 if given)        C 70, p.11
    n.s.-qualifications not specified
      0-previous courses not specified
      1._____teacher must meet a specified level of language proficiency on a
              standardized proficiency test of the non-English language through
              which (s)he will instruct
      2._____teacher must meet a specified level of communicative competence in
              the non-English language determined by a structured interview
      3._1_previous teaching through N-EMT (in country where it is a native
              language, in Peace Corps)
      4._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 N-EMT
      8._____any previous education through N-EMT
      9._____courses in teaching ESL
      10._____courses in methods of teaching N-EMT language
      11._____courses in methods of teaching content (e.g. math)in N-EMT
      12._____certification in ESL
      13._____certification in teaching N-EMT
      14._4__cross cultural courses
      15._5__courses in the cultural heritage, values, deep culture of N-EMT
      16._____other qualifications, specify


8.0 STAFF DEVELOPMENT                          8.1 A _____NS_____
                                         B _____NS_____ I.P. p.13
       0-No staff training mentioned
  8.1 The project is offering training for teachers     A. For   B. For Para-
      and/or paraprofessionals in the following areas:Teachers professionals
      (mark all that apply)
Pre-service orientation course for aides--I.P. p.12
    n.s.-Training indicated, but nature not specified ___   _____    ✓
    1-English as their second language _____
    2-The teaching of English as a second language_____
    3-X as their second language_____
    4-The teaching of X as a second language_____

7.8 Teacher Qualifications - Training prior to project      7.8 3,4,15 ___ no.'s
(Indicate number of teachers with each qualification,
if given)                                                   C 70, p.11

      n.s.-qualifications not spcified
       0-previous courses not specified
      1.____teacher must meet a specified level of language proficiency on a
            standardized proficiency test of the non-English language through
            which (s)he will instruct
      2.____teacher must meet a specified level of communicative competence in
            the non-English language determined by a structured interview
      3._1_previous teaching through N-EMT (in country where it is a native
            language, in Peace Corps)
      4._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 N-EMT
      8.____any previous education through N-EMT
      9.____courses in teaching ESL
      10.____courses in methods of teaching N-EMT language
      11.____courses in methods of teaching content (e.g. math)in N-EMT
      12.____certification in ESL
      13.____certification in teaching N-EMT
      14._4_cross cultural courses
      15._5_courses in the cultural heritage, values, deep culture of N-EMT
      16.____other qualifications, specify


8.0 STAFF DEVELOPMENT                        8.1 A ___ NS
                                                 B ___ NS ___ I.P. p.13
      0-No staff training mentioned
8.1 The project is offering training for teachers    A. For    B. For Para-
    and /or paraprofessionals in the following areas:Teachers  professionals
    (mark all that apply)

Pre-service orientation course for aides--I.P. p.12
      n.s.-Training indicated, but nature not specified ____  _____   ✓
      1-English as their second language _____  _____   _____
      2-The teaching of English as a second language _____  _____   _____
      3-X as their second language_____   _____   _____
      4-The teaching of X as a second language_____  _____   _____
      5-Methods of teaching other academic subjects _____   _____   _____
      6-Methods of teaching other academic subjects
        in X language _____   _____   _____


                                           I  1,2,3,4,5,6,7,8,9,10
8.2 Stated goals of teacher training are: 8.2 II 1,2,3,4,6,7,8,Students
                                              9,10           I N-EMT II EMT
      1-Understanding of socio-cultural values and practices of___  X       X
      2-Cross-cultural training _____   X       X
      3-Sensitivity to ethnocentricism and linguistic snobbery ___   X       X
      4-Awareness of the social-emotional development of _____     X       X
      5-Strategies for accomodating the different learning          X       X
        styles of Indian & Mexican-American children _____      X       X  I.P. p.13
      6-Strategies for cognitive development of _____     X       X
      7-Strategies for reinforcing the self-esteem of _____      X       X
      8-Methods of cross-cultural teaching or teaching the
        bicultural component _____     X       X
      9-Formulation of pupil performance objectives _____      X       X
      10-Methods of evaluation of pupil performance objectives ___   X       X

         List specific courses if given (or Xerox and attach)
Inservice workshop on performance obj. 2. Seminar on Native American Cul-
tures 3. Study of Culture 4. Community Development 5. Migrant Ed. Summer
Program 6. Learning Centers

8.3 Methods of Teacher Training:     (Mark all that apply)         8.3 _1,3,_

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

8.4 Project provides released time to teachers and paraproffesion-   8.4 _1_
    als for joint lesson planning:   1-yes   0- not mentioned

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

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  bicultural component
    how ? _____
  6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A _1,4_
    (mark all that apply)        A for teachers    B for aides      B _1,4_
  0-not specified

| | A for teachers | B for aides |
|---|---|---|
| 1-University faculty | X | X |
| 2-project's Master Teachers | | |
| 3-project's teachers | | |
| 4-other (specify) | X | X |
| aides & paraprofessionals | | |

8.8 Number and Proportion of personnel giving teacher training who   8.8
    are:

|  | no. | % |
|---|---|---|
| 1-bilingual | 12 | |
| 2-bicultural | 23 | |
| 3-N-EIT (specify background) | 3 NS | |

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_

              B (indicate no. of hours)                    B5 _4-6_
A 1-approximately equivalent to a    5 _4-6_ weekly(pre-service        6 ____
    college course                 6 _____ monthly  course for        7 ____
  2-more than one course         7 _____ bi-monthly   aides)
  3-less than one course                                         I.P. p.12
  4-other (specify) _____

8.11 Number and Proportion of teachers attending training:           8.11
                     or: if specified descriptively, indicate:

| | no. | % |
|---|---|---|
| | _6_ | |

  0-not specified                 6-most

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

8.6 <u>Paraprofessional's role</u>:                                        8.6 _2,3,5,6_

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

8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A _1,4_
   (mark all that apply)        A for teachers    B for aides              B _1,4_
   0-not specified
   1-University faculty             __X__              __X__
   2-project's Master Teachers      _____              _____
   3-project's teachers             _____              _____
   4-other (specify)                __X__              __X__
     aides & paraprofessionals                                       no.   %
8.8 <u>Number and Proportion of personnel giving teacher training who</u>   8.8 1 _2_  ___
    <u>are</u>:                                                             2 _3_  ___
   1-bilingual                                                          3 _NS_ ___
   2-bicultural
   3-N-EMT (specify background)

8.9 <u>Training is provided</u>:                                           8.9 _2_
   1-during a summer session
   2-during the academic year
   3-other (specify)

8.10 <u>Extent of training</u>:                                            8.10 A _3_
                                  B (indicate no. of hours)                   B5 _4-6_
   A 1-approximately equivalent to a   5 _4-6_ weekly (pre-service           6 ___
       college course                  6 _____ monthly  course for           7 ___
     2-more than one course            7 _____ bi-monthly   aides)
     3-less than one course                                           I.P. p.12
     4-other (specify) _____
                                                                        no.   %
8.11 <u>Number and Proportion of teachers attending training</u>:         8.11 _6_  ___
                          or: if specified descriptively, indicate:
   0-not specified            6-most
   1-100%                     7-many
   2-more than 75%            8-few
   3-50-74%                   9-other (specify)_____
   4-25-50%
   5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 <u>Teachers' attitudes are assessed</u>: (Mark all that apply)        9.1 _NS_
   0-not mentioned
   1-to N-EMT language or dialect
   2-to N-EMT students - expectations of achievement
   3-to N-EMT culture

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

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

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:      10.1 ___1,3___
  0-not specified                          1-bilingual teacher
  1-team teaching                          2-ESL teacher                10.2 __1,3,4,5__
  2-cluster teaching                       3-bilingual coordinator
  3-shared resource teacher                4-aides or paraprofessionals
  4-other (specify) _____            5-consultant psychotherapist
                                             or guidance counselor
                                           6-other (specify)_____

10.3 Average number of pupils per class:                          10.3 ___20___
  0-not specified

10.4 Average number of aides or paraprofessionals per class:      10.4 ___2___
  0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-         10.5 ___2___
  professionals) per clas:
  0-not specified

10.6 Special aide to pupils having most difficulty in learning    10.6 __1,2,3,5,7__
  is given:
  1-individually        by: 3-teacher
  2-in small groups         4-special remedial teacher
  0-not specified           5-paraprofessional
                            6-parent tutor
                            7-older student tutor
                            8-peer tutor
                            9-not specified
                            10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT  See Xerox
                                                                              9a - D

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

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

11.1 I ___1___
     II ___1___
     II$_1$ ___1___
          0

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

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

10.4 Average number of aides or paraprofessionals per class:  10.4 __2__
  0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-  10.5 __2__
   professionals) per clas:
  0-not specified

10.6 Special aide to pupils having most difficulty in learning  10.6 __1,2,3,5,7__
   is given:
  1-individually          by: 3-teacher
  2-in small groups            4-special remedial teacher
  0-not specified              5-paraprofessional
                               6-parent tutor
                               7-older student tutor
                               8-peer tutor
                               9-not specified
                               10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT  See Xerox 9a-D

11.1 Duration of Bilingual Education (policy)        I        II        $II_1$

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

11.1 I __1__
     II __1__
     $II_1$ __1__
          0

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

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

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

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

11.3 Second language learning is introduced in which grade:  11.3 I __14__
   code:  0= N.A. (if no EMT)                                     II __14__
                    13=      14=                                  $II_1$ __14__

| for each group | N.A. | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I N-E DOM | | | X | | | | | | | | | | | | |
| II E DOM | | | X | | | | | | | | | | | | |
| $II_1$ E DOM/NEMT | | | X | | | | | | | | | | | | |

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
ments of an individualized curriculum.

A.      Kindergarten

For both Kindergarten classes there will be a strong reading readiness program and extensive work on developing motor competencies. Newell C. Kephart's book, The Slow Learner in the Classroom,* reports about the many experiments which demonstrate how intimately connected motor control is to mental skills. We feel this may be of especial value for the Native-American component, for although we have found no verifiable research on the matter, some of our Kindergarten teachers have noted that the Indian children often are less skill-ful in muscular coordination than other children their same age. We have utilized the Santa Clara Inventory of Developmental Tasks and the Frostig Materials as well as Kephart in developing the Kindergarten program. In the Mexican-American kindergarten 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.

*

1)      Specific Academic Objectives for the Native-American Component

    a.   Be able to speak in complete sentences.

    b.   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.

    e.   Count to thirty in English; to ten in Pomo.

    f.   Know the four basic geometric shapes and be able to dis-criminate between different sizes.

    g.   Know the elementary facts about Pomo Indian life in this area before the advent of the white settlers, and a few phrases and words in the Pomo language.

2)      Specific Academic Objectives for the Mexican-American Component

    a.   Be able to speak in complete sentences in their first language.

    b.   Tell a short story from personal experience or pictures in their first language.

    c.   Understand simple classroom directions in both languages.

    d.   Recognize the eight basic colors by name in both languages.

    e.   Read and write the numbers to ten.

---

* 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.

   Kephart, N.C. The Slow Learner in the Classroom, Charles Merril, Inc. Cleveland, Ohio

f.  Count to ten 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 sounds, 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 competency 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.

e)     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 orally 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 Native-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 no gaps in their learning experiences and all will have the satisfaction of progressing.

-18-

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

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

code: 13=College or University (Other professional training)  11.4 I $\underline{4}$
        14=Federal, State, or Private Vocational Job training   $I_2$ $\underline{4}$
                                                                 II $\underline{4}$

11.5 Second language learning for English dominant students is        11.5 $I_2$ $\underline{6}$
projected through grade:                                                   II $\underline{6}$

|  | 00 if | 0 not | | grades | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| code: | no EMT | specified | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| II EMT | --- | --- | --- | --- | --- | --- | --- | X | --- | --- | --- | --- | --- | --- |
| II₁ N-EMT/E Dom | --- | --- | --- | --- | --- | --- | --- | X | --- | --- | --- | --- | --- | --- |

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

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

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

| | 11.7 Min. per day of instruction through N-EMT | 11.8 Total Min. per day of any instruction | Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EMT | |
|---|---|---|---|---|---|
| Pre K | | | all | Pre K | NS |
| 1 | | | all | 1 | NS |
| 2 | | | | 2 | |
| 3 | | | | 3 | |
| 4 | | | | 4 | |
| 5 | | | | 5 | |
| 6 | | | all | 6 | NS |
| 7 | | | | 7 | |
| 8 | | | | 8 | |
| 9 | | | | 9 | |
| 10 | | | | 10 | |
| 11 | | | | 11 | |
| 12 | | | | 12 | |

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

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

| | 11.10 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.11 Subjects taught in native lang. | 11.12 % of time per day of instruction through N-EMT | |
|---|---|---|---|---|---|
| Pre K | NS | | NS | Pre K | NS |
| 1 | NS | | NS | 1 | NS |
| 2 | | | | 2 | |

11.5 Second language learning for English dominant students is      11.5 $I_2$ 6 ___
      projected through grade:                                    II 6 ___

                   00 if   0 not      grades
        code:     no EIT specified  **1**   2   3   4   5   6   7   8   9   10   11   12

II EIT                                  X
I$I_1$ N-EIT/E Dom                          X

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

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

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

| | 11.7 Min. per day of instruction through N-EIT | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EIT | |
|---|---|---|---|---|---|
| PreK | | | all | Pre K | NS |
| 1 | | | all | 1 | NS |
| 2 | | | | 2 | |
| 3 | | | | 3 | |
| 4 | | | | 4 | |
| 5 | | | | 5 | |
| 6 | | | all | 6 | NS |
| 7 | | | | 7 | |
| 8 | | | | 8 | |
| 9 | | | | 9 | |
| 10 | | | | 10 | |
| 11 | | | | 11 | |
| 12 | | | | 12 | |

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

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

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

11.13  1-Program is one-way - only non-English Mother Tongue     11.13 __2__
        students (including N-Eng-English dominant). English
        Mother tongue students do not receive instruction in
        a second language
      0-no English Mother tongue students
      2-Both EMT and N-EMT students receive Second Language Instruction

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

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

| | 11.14 Min. per day of instruction through N-EMT | Total min. per day of any instruction | 11.15 Subjects taught in native lang. | 11.16 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | NS | | NS | Pre K   NS |
| 1 | NS | | NS | 1   NS |
| 2 | | | | 2 |
| 3 | | | | 3 |
| 4 | | | | 4 |
| 5 | | | | 5 |
| 6 | NS | | NS | 6   NS |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

11.17  Mixed or separate language usage by teacher and/or aide     11.17 __3,5,6__
      in the classroom (mark all that apply)

                    "Language will be taught in a mixed situation"
      0-not specified                                      C.70, p.20
      1-languages are never mixed by either the teacher, aide or the
       pupil in any one class period; only one language is used.
      2-the second language is used exclusively by the teacher, aide
       and pupils during at least one portion of the school day.
      3-the teacher uses one language exclusively within a class period;
       pupils are allowed to use either native or second language.
      4-the teacher uses only one language; however, the aide or para-
       professional uses another during the same class period; students
       may use either.
      5-the teacher reinforces any conversation initiated by the child
       through the use of whichever language the child has used at the time.
      6-constant switching from one language to another by teacher during
       lesson.
      7-the teacher uses English and the paraprofessional then translates
       the same material for N-EMT pupils.
      8-other (summarize)

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

11.17 Mixed or separate language usage by teacher and/or aide    11.17 _3,5,6_
  in the classroom (mark all that apply)

"Language will be taught in a mixed situation"
  0-not specified                                              C,70, p.20
  1-languages are never mixed by either the teacher, aide or the
    pupil in any one class period; only one language is used.
  2-the second language is used exclusively by the teacher, aide
    and pupils during at least one portion of the school day.
  3-the teacher uses one language exclusively within a class period;
    pupils are allowed to use either native or second language.
  4-the teacher uses only one language; however, the aide or para-
    professional uses another during the same class period; students
    may use either.
  5-the teacher reinforces any conversation initiated by the child
    through the use of whichever language the child has used at the time.
  6-constant switching from one language to another by teacher during
    lesson.
  7-the teacher uses English and the paraprofessional then translates
    the same material for N-EMT pupils.
  8-other (summarize)

12.0  METHODS OF SECOND LANGUAGE TEACHING    See XEROX 11 a-d

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

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

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

Question 12.0

Methods of Second Language Teaching :

Teaching Methodology and Procedure

Kindergarten

1.  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-
    of-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 Tasks compiled
    by the Santa Clara School District and Frostig exercises will be
    used to develop motor coordination in drawing and writing, and
    will be a part of the daily program.

5.  Books and stories used will be perinent to the component concerned.
    For the Mexican-American class, dual language editions will be utilized.
    Hearing 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.

6.  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 mixed situation, 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.

8.  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.

9.  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.

10. In the latter part of the year the language master and tape 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.

12. 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.

13. 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.

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.

f) As in the Kindergarten 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.

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, games 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

the fifth day for participative review in their first language.

j)  The classroom will be arranged as described for the kinder-
    garten, 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.

Social Psychological Area

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

some many of our youngsters by:

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.

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

13.0    DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

13.1 Second language listening-speaking
  skills are learned:
1-concurrently with dominant language
  listening-speaking skills
2-after a specified level of compe-
  tency achieved in listening-speaking
  skills in dominant language
3-a specified period of time after
  listening-speaking skills in dominant
  language taught
4-before any specified level of lis-
  tening-speaking competence achieved
  in dominant language

13.1 IB 1,4
     IIB 1,4

13.2 ALM sequence followed:
1-Listening-speaking proficiency
  precedes introduction of reading    X    X    X    X
2-Reading is taught concurrently
  with listening-speaking skills    X    X    X    X
3-Learning to read overlaps learning

13.2 IA 1,2,3
     IB 1,2,3
     IIA 1,2,3
     IIB 1,2,3
     C 70, p.16

to negative, declarative to interrogative, active to passive.

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

13.0    DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

| | IA | IB | IIA | IIB | |
|---|---|---|---|---|---|
| **13.1** Second language listening-speaking skills are learned: | | | | | 13.1 IB 1,4 / IIB 1,4 |
| 1-concurrently with dominant language listening-speaking skills | | — | | — | |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | | — | | — | |
| 3-a specified period of time after listening-speaking skills in dominant language taught | | — | | — | |
| 4-before any specified level of listening-speaking competence achieved in dominant language | | — | | — | |
| **13.2** ALM sequence followed: | | | | | 13.2 IA 1,2,3 / IB 1,2,3 / IIA 1,2,3 / IIB 1,2,3 / C 70, p.16 |
| 1-Listening-speaking proficiency precedes introduction of reading | X | X | X | X | |
| 2-Reading is taught concurrently with listening-speaking skills | X | X | X | X | |
| 3-Learning to read overlaps learning of listening-speaking skills | X | X | X | X | |
| 4-There is some overlap between learning to read and to write | — | — | — | — | |
| **13.3** Listening-speaking proficiency determined by: | | | | | 13.3 IA 1,2 / IB 1,2 / IIA 1,2 / IIB 1,2 |
| 1-measure of listening-speaking proficiency | X | X | X | X | |
| 2-informal assessment by teacher | X | X | X | X | |
| **13.4** Second language reading skills are learned: | | | | | 13.4 IB 1 / IIB 1 |
| 1-concurrently with learning to read in dominant language | | X | | X | "...after verbal competency is obtained." C 70, p.17 |
| 2-after a specified level of dominant language reading competence achievement | | — | | — | |
| 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) | | — | | — | |
| 4-before learning to read in dominant language | | — | | — | |

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

**13.5 Reading is introduced:**
A—individually, when child is ready
or at a specific time during grade: K

|  | A | B | A | B |  |
|---|---|---|---|---|---|
| K |  |  |  |  | 13.5 IA __1__ |
| 1 | X | X | X | X | IB __1__ |
| 2 |  |  |  |  | IIA __1__ |
| 3 |  |  |  |  | IIB __1__ |
|  |  |  |  |  | C 70, p.17 |

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

|  | A | B | A | B |  |
|---|---|---|---|---|---|
|  | X | X | X | X | 13.6 IA __2__ |
|  |  |  |  |  | IB __2__ |
|  |  |  |  |  | IIA __2__ |
|  |  |  |  |  | IIB __2__ |

**13.7 Grade level reading is expected:**

|  | A | B | A | B |  |
|---|---|---|---|---|---|
| 1-in first grade | X |  | X |  | 13.7 IA __1__ |
| 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 SECOND language is expected:**    13.8 IB __2__
1-in the first grade                                                                                    IIB __2__
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 __2__
(mark all that apply)                                                                                II __2__

|  | I = N-E dom students | II = E dom students |
|---|---|---|
| 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. | ____ |  |
| 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. | X | X |

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

13.6 IA  2
     IB  2
     IIA  2
     IIB  2

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

13.7 IA  1
     IB  NS
     IIA  1
     IIB  NS
   C 70, p,17

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

13.8 IB  2
     IIB  2

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

14.0 I  2
     II  2

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

15.0 TREATMENT OF CHILD'S LANGUAGE:

| | I Non Eng. dom. students | | II Eng. dom. students | | 15.0 IA 1 |
|---|---|---|---|---|---|
| | A -in dom. lang. | B 2nd lang. | A Eng. | B 2nd lang. | IB 1 / IIA 1 / IIB 1 |

1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.  X    X   X   X (inf) C 70, p.19 / p.20 / p.22

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

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)   16.1 IA X  X   IIA X IIB X   16.1 IA 1 / IIB 1 / IIA 1 / IIB 1

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

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

16.3 The following are techniques and materials used for second language learning:
0-none specified
1-pattern drills
2-dialog memorization
3-choral repetition  X   X  C 70, pp. 19, 20
4-songs  X   X
5-programmed instruction  X   X
6-stories read to children  X   X
AUDIO VISUAL AIDES

aiming toward child's eventual
control of the standard form.   X       X   X       X  (inf)
                                _._      _._  _._     _._  C 70, p.19
                                                            p.20
2-The child's language is corrected-                        p.22
  the teacher points out errors and
  demonstrates the standard form.  ___   ___  ___   ___.

3-Other (specify)                  ___   ___  ___   ___.

0-Not specified                    ___   ___  ___   ___

## 16.0 MATERIALS

### 16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
  (Herrill or Miami Linguistic
   readers, ITA, etc.)      16.1 IA X  Y  X      IIA X  IIB X  16.1
                                                              IA    1
2-Basal readers                  ___  ___     ___    ___.  IIB   1
                                                              IIA   1
3-Dialect readers                ___ ___      ___    ___   IIB   1

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

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

### 16.3 The following are techniques and materials used for second language learning:
0-none specified            ___              ___
1-pattern drills            ___              ___
2-dialog memorization       ___              ___
3-choral repetition          X                X   C 70, pp. 19,
4-songs                      X                X          20
5-programmed  instruction    X                X
6-stories read to children   X                X
         AUDIO VISUAL AIDES
7-films, filmstrips          X                X
8-flannel or magnetic boards ___              ___
9-realia, graphic displays   X                X
10-records, tapes            X                X
11-listening centers         X                X
12-multi-media approach      ___              ___
         Experiential :
13-role playing              ___              ___
14-puppetry                  ___              ___
15-experience charts         ___              ___
16-primary typewriter        ___              ___
17-learning through direct experience  X      X
   with materials e.g. Montessori
18-activity centers-chosen by child   X       X   C 70, p.22-j
19-other (specify)           ___              ___
         Learning outside the classroom:
20-field trips               X                X   C 70, p.23
21- suggested TV programs - video-tapes  X    X
22-other (specify)           ___              ___
23-Dramatic play, games      X                X
29-Classroom newspaper-6th grade  X           X   C 70, p.23
                             X                X   C 70, p.22

16.4 The sources of Non-English materials and textbooks are:       16.4 <u>1,2,3,4,5,6,</u>
    (mark all that apply)                                    7,9,10,11
    0-not specified
    1-are written by native speakers of that language
    2-commercially prepared and published in countries where
      N-E is the native language
    3-developed by the project's own bilingual staff
    4-developed by the staff of another bilingual project (specify which)
    5-developed in conjenction with project parents
    6-developed by or with members of N-EMT community
    7-are culturally appropriate for N-E culture
      (specify how this is determined)   Indian Cultural Committee
    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 <u>  1  </u>
    component are:
    0-not specified
    1-xerox attached-page and document <u>C 70, pp. 24,25,26</u> see xerox 15 a-c

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language      17.1 <u>  3,5  </u>
    groups: (mark all that apply)
    0-not specified
    <u>Pupils of both linguistic groups are:</u>        separated for reading and
    1-always mixed for all learning                writing C 70, p.17
    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. <u> 2 </u>
    (mark all that apply)     A-more than ½ the time   B Less than ½ the time
    0-not specified                                  B. <u>1,3</u>
    1-total class                                      X
    2-small groups (specify size)    <u>X Dom. Lang. Groups</u>
    3-individual instruction                                 X

17.3 Criteria for grouping:                  Students

| | I Non Eng dom | II Eng dom EMT | II₁ Eng dom NEMT | |
|---|---|---|---|---|
| 0-not specified | | | | 17.3 I <u> 3 </u> |
| | | | | II <u> 3 </u> |
| 1-by age | | | | II₁ <u> 5 </u> |

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 __1__
component are:
0-not specified
1-xerox attached-page and document  C 70, pp. 24,25,26   see xerox 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
Pupils of both linguistic groups are:               separated for reading and
1-always mixed for all learning                     writing C 70, p.17
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. __2__
(mark all that apply)      A-more than ½ the time    B Less than ½ the time
0-not specified                                                   B. __1,3__
1-total class                                          __X__
2-small groups (specify size)   _X Dom. Lang. Groups_
3-individual instruction                               __X__

17.3 Criteria for grouping:                  Students
0-not specified          I Non Eng    II Eng dom    II₁Eng dom    17.3 I __3__
                           dom          EMT          NEMT          II __3__
                                                                   II₁ __5__
1-by age                  ___         ___          ___
2-by native language
3-by dominant language    _X_         _X_          ___
4-by language proficiency
   (ex. level of reading skill)___    ___          ___
n.a. not applicable
   (no E.dom/NEMT)
5-by parental choice      ___         ___          _X_         C 70, p.16
18.0 TUTORING

18.1 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:
       0-area not specified                                  18.2 __1,2,3,4__
       1-inter-ethnic (N-EMT aide tutors EMT student)
       2-in the acquisition of native language skills
       3-in the acquisition of second language skills
       4-in other academic subjects

## Question No. 5 Materials

with the following additions:

Language

ESOL Guide: Kindergarten
and
Spanish Guide: Kindergarten

Michigan Oral 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."

Learning to Think Series, 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 as either 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 workbooks of readiness work in phonics, numbers, alphabet, 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.

III. 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,

Naturegraph Publishers, Healdsburg, California
Especially rewritten for this class

Marcelle Masson, A Bag of Bones, Naturegraph 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 | Number |
|---|---|
| Tape recorders | |
| cassette players | 2 |
| cassette recorders | 5 |
| "Language Master" | 1 |
| cassette tapes | 200 cassettes |
| blank cards, Language Master | 5 boxes |
| Video Tapes : 3/4 minute | 10 reels |
| Headsets & Accessories | 16 |
| Photographic Materials | |
| Instamatic cameras | 4 |
| film B & W | 20 rolls |
| Motor-perceptual training Materials— | 1 set |
| balance beam, hoops, rope, mats, etc. | |
| Primary typewriter, Spanish | 1 |
| Typewriter, Spanish | 1 |
| Typewriter, portable English | 1 |
| Projection screens | 3 |
| Maps | |
| (Mexico, World, California) | 5 |
| Work Benches | 3 sets |
| Aquarium - terrrarium | 3 |

18.3 Parent tutoring: (mark all that apply)

        no-not mentioned

          0-type not specified

          1-inter-ethnic parent tutoring is used

          2-intra-ethnic parent tutoring is used

18.3 ___NS___

see C 70, pp.28, 29
(tutoring not mentioned)

    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* XEROX 16 and 11 b-d

    The stated curriculum pattern of the bilingual project:

    1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
    There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical 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

        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:

19.0 _2 (6th grade),_
_4,5,6,8_

C 70, pp.16-22

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

    0-method not mentioned

    1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development

    2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

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

    4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

    5-direct experience of processes of science through di...

20.1 _2,4,5_

19.0 CURRICULUM PATTERNS   *see* XEROX 16 a
and 11 b-d

19.0 __2 (6th grade),__
4,5,6,8

C 70, pp.16-22

The stated curriculum pattern of the bilingual project:

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

     2-a non-graded classroom: pupils of different ages are
       grouped together during part of the school day
     3-flexible or modular scheduling
     4-small group instruction
     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

20.1 __2,4,5__

1-structured envirionment rich with materials child can manipulate
order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which
children can learn sensory discrimination, matching, seriation,
counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance,
position
4-labeling and grouping actual objects to learn classification;
grouping objects with common attributes and labeling their
attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using
materials rather than text; active experimentation by child with teacher's
guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

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

20.2 __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 component

        b)    A first-second grade program for the Native-American component

        c).   Junior High school courses.

These latter will be an outgrowth of our fifth-sixth grade program for the Native-

American component but will be of special interest to seventh and eighth graders of

Mexican-American descent and Anglos as well.

   B.    Dr. Eero Vihman will develop materials on the Pomo Culture, History, and

language program, continuing the work he began toward the end of the planning year.

21.0 SELF-ESTEEM                                                    21.0 <u>1,2,4,5,6,7,</u>
                                                                    8,10,12,14

Stated methods of project compenent expected to increase self-esteem:      C 70, pp.
no-self-esteem not mentioned as an objective                               20-22
  0-self-esteem is an objective but methods not specified
    Teacher encourages pupil to verbally express his feelings:
        1-through role-playing
        2-puppetry
        3-language-experience approach: students dictate stories from
          their own experience
        4-teacher accepts, acknowledges ideas and feelings
        5-teacher encourages non-verbal expression of child's feelings
          through painting, music, dancing
        6-teacher provides experiences in which the various ways that
          children act are accepted by the teacher; their actions are
          discussed and the children are encouraged not to make fun of
          "different" ways
        7-teacher provides experiences leading to competency and
          success
        8-teacher provides experiences where occasional failure is
          acknowledged as part of everyone's experience; second
          attempts are encouraged
        9-other (specify) (xerox or summarize) document page #

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 <u>1</u> (6th grade)

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

0, p.13--"The rationale for introducing the program at the 5th-6th grade
level rather than in the two earliost

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings
    through painting, music, dancing
6-teacher provides experiences in which the various ways that
    children act are accepted by the teacher; their actions are
    discussed and the children are encouraged not to make fun of
    "different" ways
7-teacher provides experiences leading to competency and
    success
8-teacher provides experiences where occasional failure is
    acknowledged as part of everyone's experience; second
    attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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:
  (specify or xerox)             Document and Page no.
  Example: Navajo children resist participation in an authoritarian,
  traditional classroom. An open classroom where teacher partici-
  pates rather than directs all activities and students or groups of
  students initiate activites, move about freely or sit in a circle or
  horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

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

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
    7-other (specify)

23.1 ___3___
C 70, p.15

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

23.2   NS _____

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

23.3   NS _____

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

23.4   1,2,3,6 _____

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

23.5 American culture is defined:
    0-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

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

23.3 <u>NS</u>

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

23.4 <u>1,2,3,6</u>

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

23.5 American culture is defined:
       0-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 <u>2</u>

since both Anglo &
"native" Americans
are discussed

24.0   COMMUNITY COMPONENT

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

24.1 <u>NS</u>

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

24.2 <u>NS</u>

24.3 Provision is made by the school for informing the parents
and community about the program through:(Mark all that apply)
     0-method not specified
     no-no provision for informing community
     1 · bilingual newsletter
     2·· monolingual newsletter
     3- ews sent to mass media.
     4-if articles included with project, check 4
     5-bilingual fliers sent home
     6-formal meetings
     7-informal meetings open to entire community
     8-meetings conducted in both languages
     9-home visits
     10-other (specify) "pot-luck" dinner **15**
     11-project director personally involved in program
        dissemination. specify how

24.3 <u>1,7,9,10,</u>.
    <u>17,15</u>

C 70, pp.6-8

     **10-** liaison
     17- college courses

24.4 Community involvement in the formulation of school policies
and programs is sought through:
     0-type not specified
     no-not sought
     1-existing community groups working with program
     2-bilingual questionnaires
     3-community-school staff committees
     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

24.4 <u>3,4,6</u>

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)~~ **11**·"pot-luck" dinner
     0-method not specified

24.5 <u>1,2,3,4,11</u>

24.6 The school is open to the community through:
     0-not mentioned
     no-school is not open to community for community use

24.6 <u>1,2</u>

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

16- liaison
17- college courses

24.4 Community involvement in the formulation of school policies
and programs is sought through:                           24.4 __3,4,6__
  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:                                         24.5 __1,2,3,4,11__
  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) **11**."pot-luck" dinner
  0-method not specified

24.6 The school is open to the community through:          24.6 __1,2__
  0-not mentioned
  no-school is not open to community for community use
  1-opening school facilities to the community at large for use
    after school hours and on weekends
  2-providing adult education courses (language)
  3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
program through:                                          25.1
  1-newspaper articles                                      __1,2,3,4,6__
  2-radio programs                                          (all planned)
  3-TV programs
  4-video-tapes                                           C 70, p.8
  5-films
  6-visitors to observe the program

25.2 Project's impact:

    1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program

    2-Project mentions other schools in the local educational system have started bilingual programs

    3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

25.2  1,3

C 70, p.12

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

    0-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:

    0-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  1

(planned)

C 70, p.42

27.0 EVALUATION PROCEDURE

27.1  0-not specified

    1-A comparison group has been chosen
    2-A comparison group will be chosen

27.1  2

27.2  0-not specified  (mark all that apply)

    1-Pre-tests have been given to project group or sample
    2-     " will be     "     "
    3-Post-tests have been given to project group or sample
    4-     " will be     "     "
    5-Pre-tests have been given to comparison group
    6-     " will be     "     "
    7-Post-tests have been given to comparison group
    8-     " will be     "     "

27.2  2,4,6,8