

## DOCUMENT RESUME

ED 074 878

FL 004 223

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TITLE Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project.  
INSTITUTION City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.  
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.  
PUB DATE Mar 72  
NOTE 39p.  
EDRS PRICE MF-\$0.65 HC-\$3.29  
DESCRIPTORS Biculturalism; \*Bilingual Education; Bilingualism; Cognitive Development; \*Content Analysis; \*Curriculum Design; Educational Finance; Elementary School Students; \*English; \*French; Junior High School Students; Learning Theories; Program Costs; Self Esteem; Sociolinguistics; Student Grouping; Tutoring  
IDENTIFIERS Derby; \*Project BEST; Vermont

## ABSTRACT

This content analysis schedule for the North Country Bilingual Project of Derby, Vermont, 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. Inserts include information on staff selection, staff development, and the bicultural component. (SK)

ERIC

#56

Derby, Vermont

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

ED 074878

CHECK  DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

UNVERIFIED

- 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			

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

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004 223

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

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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bilingual education applied research unit  
 project b.e.s.t.  
 n.y.c. consortia on bilingual education

0.1 Project No. 56

CONTENT ANALYSIS SCHEDULE  
 FOR BILINGUAL EDUCATION PROGRAMS

UNVERIFIED

Research Assistant R.P. Ludanyi Date 3/72

0.2 Name of Project The North Country Bilingual Project  
 0.3 Address of Project Orleans-Essex North supervisory Union  
 0.4 Derby, Vermont 05829

0.5 STATE 27

- |               |                  |                    |
|---------------|------------------|--------------------|
| 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 07  
 Project 07 - 1970  
 No. 17 - 1971

2.0 FUNDING (Mark all that apply)

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

2.2 Year prior funding began 2.2 n.a.

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

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

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

0.4 Derby, Vermont 05829

.05 STATE

0.5 27

- |               |                  |                    |
|---------------|------------------|--------------------|
| 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-Guar        | 17-New Jersey    | 27-Vermont         |
| 8-Idaho       | 18-New Mexico    | 28-Washington      |
| 9-Illinois    | 19-New York      | 29-Wisconsin       |
| 10-Indiana    | 20-Ohio          | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

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

1.1 07

2.0 FUNDING (Mark all that apply)

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

2.1 0

2.2 Year prior funding began

2.2 n.a.

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

2.3 n.a.

2.4 Source of prior bilingual program funding:

1-local 4-university  
 2-state 5-federal (specify) \_\_\_\_\_  
 3-foundation 6-other (specify) \_\_\_\_\_

2.4 n.a.

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

2.5 0

2.6 Concurrent program cooperating with Title VII involves:

1-early childhood (pre K + K)  
 2-elementary students (grades 1-6)  
 3-secondary students (grades 7-12)  
 4-teachers  
 0-not specified

2.6 0

2.7 Source of concurrent funding, if cooperating with Title VII program:

1-local 4-federal (specify) \_\_\_\_\_  
 2-state 5-other (specify) \_\_\_\_\_  
 3-university 6-foundation support \_\_\_\_\_

2.7 n.a.

2.8 Total Title VII grant (first year only)

2.8 \$ 70,403

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

2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:

0-none  
St. Michaels College  
University of Vermont  
 (Eval pg 30, 35)

3.0 1

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 3

- 4.2 Total number of students in program  
 A. First year  
 B. Second year  
 C. Third year

4.2 A 48  
 B 411  
 C

- 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
PS-PreSchool	
K-Kndgtn	
PSK	
TOTAL NO. students PS and K	

Grade	Number of Classes	4.3 PSK
7-grade 7	} 10	A 132
8-grade 8		B 275
9-grade 9		C
B 275 TOTAL students gr. 7-9		

1-grade 1	<u>2</u>
2-grade 2	<u>2</u>
3-grade 3	<u>2</u>
4-grade 4	<u>1</u>
5-grade 5	
6-grade 6	
A <u>132</u> TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

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

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	I Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT <u>51</u> Franco-American	II E-Dom - NEMT ns	NE dom I N-EMT	<u>51</u>	<u>12%</u>
2. Total English Mother-Tongue		II <sub>2</sub> E-Dom - EMT some	E dom NEMT II <sub>1</sub>	ns	
		ns	E-Dom EMT II <sub>2</sub>	ns	

I Total Non-English Dominant: 51      II Total English Dominant: 360      Total E-Dom II = II<sub>1</sub> + II<sub>2</sub> 360 88%

Continuation mentioned that all (275) Junior High School students were Franco-American

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	
PSK	
TOTAL NO. students PS and K	

Grade	Number of Classes	4.3 PSK
grade 7	} 10	A 132
grade 8		B 275
grade 9		C
TOTAL students gr. 7-9		B 275

1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	1
5-grade 5	
6-grade 6	
A 132 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

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

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 51 Franco-American	II E-Dom - NEMT ns some	NE dom I N-EMT	51	12%
2. Total English Mother-Tongue		II <sub>2</sub> E-Dom - EMT ns	E dom NEMT II <sub>1</sub>	ns	
			E-Dom II <sub>2</sub> EMT	ns	
I Total Non-English Dominant: 51		II Total English Dominant: 360		Total E-Dom 360 88%	
II = II <sub>1</sub> + II <sub>2</sub>					

Continuation mentioned that all (275) Junior High School students were Franco-American

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.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

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

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

Americans of other ethnic backgrounds:

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

C Portuguese-American	C	%	
<b>D Franco-American</b>	D	ns	ns at least 67%
F Chinese-American	F	%	
G Eskimo	G	%	
H Russian	H	%	
J Other	J	%	

all (275) Jr. High students Franco-American

I TOTAL number of N-EIT target students ns ns%

275  
411

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

E1 <u>ns</u>	E1	%	
E2	E2	%	

II TOTAL number of EIT students other than target population ns ns%

Many Eng-Dominant students were Franco American.

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

5.4 1 (ns) infer'd.

Dominant language	Different Native Language	Number	Per Cent
1-English	<u>French</u>	<u>ns</u>	<u>ns</u>
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 speaking comprehension ability

B1 Mexican-American	B1	.....	.....
B2 Puerto-Rican	B2	.....	.....
B3 Cuban	B3	.....	.....
B4 Other Spanish-American (specify)	B4	.....	.....
B TOTAL No. of Spanish- speaking Americans	B	.....	.....
C Portuguese-American	C	.....	.....
<b>D</b> Franco-American	D	ns	ns at least 67%
F Chinese-American	F	.....	.....
G Eskimo	G	.....	.....
H Russian	H	.....	.....
J Other	J	.....	.....

all (275)  
Jr. High  
students  
Franco-  
American

I TOTAL number of N-EMT target students ns ns

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

E1	ns	E1	.....
E2	.....	E2	.....

II TOTAL number of EMT students other than target population ns ns

Many Eng-Dominant students were Franco American.

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. (specify)

5.4 1 (NS) infer'd.

Dominant language	Different Native Language	Number	Per Cent
1-English	French	ns	ns
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number	%	Number of Monolingual Students		Number of students Bilingual to any extent			
			not spec.	No.	not spec.	only listening comprehension	speaking ability	
E English	360	88	X		X			
A American Indian								
A1 Navajo								
A2 Cherokee								
A3 Keresan								
A4 Other (spec.)								
B Spanish								
C Portuguese								
<b>D</b> French	51	12	X		X			
F Chinese								
G Eskimo								
H Russian								
J Other (spec.)								

P. 8 "NEMT children are functionally illiterate in their mother tongue as well"

5.6 Recruitment of Students:

- 0 - not specified
- 1 - English Mother Tongue and \_\_\_\_\_ her Tongue  
Students are required to \_\_\_\_\_ 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
- 4 - Students selected according to some criteria of project (in addition to language)

5.6 1

see Xerox

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

5.7 85%

5.8 Community Characteristics (mark all that apply)  
(% if more than one category, indicate percent for each)

5.8 4

- 1 - inner city-ghetto,barrio \_\_\_\_\_ %
- 2 - major city \_\_\_\_\_ %
- 3 - small city, town or suburb \_\_\_\_\_ %
- 4 - rural, farm 100 %
- 5 - other (specify) \_\_\_\_\_  
reservation

5.9 A. Socio-economic status of N-EMT participating students  
(indicate specific percent of low SES)

5.9 A. 12.5%

- B. Average family income, if mentioned  
n.s. - not specified; low income groupshold agricultural or manual positions.

B. ns

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

5.10 ns

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

5.11 0

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

6.1 I 1  
II 1

- |                 |                      |                     |
|-----------------|----------------------|---------------------|
|                 | I for<br>N-EMT group | II for<br>EMT group |
| 1 was made      | <u>X</u>             | <u>X</u>            |
| 2 will be made  | _____                | _____               |
| 0 not mentioned | _____                | _____               |

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

6.2 I 1/2  
II 1/2

- |                       |          |          |
|-----------------------|----------|----------|
|                       | I N-EMT  | II EMT   |
| 1 parents             | <u>X</u> | <u>X</u> |
| 2 children            | <u>X</u> | <u>X</u> |
| 3 teachers            | _____    | _____    |
| 4 community           | _____    | _____    |
| 5 others<br>(specify) | _____    | _____    |

7+8 grade population was studied

P. 16, 1

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

6.3 1-9  
1-9 inf

- 5.8 Community Characteristics (mark all that apply)  
 (% if more than one category, indicate percent for each)
- 1 - inner city-ghetto,barrio %
  - 2 - major city %
  - 3 - small city, town or suburb %
  - 4 - rural, farm 100 %
  - 5 - other (specify) reservation

5.8 4

- 5.9 A. Socio-economic status of N-EMT participating students  
 (indicate specific percent of low SES)
- B. Average family income, if mentioned  
 n.s. - not specified: low income groupshold agricultural  
 or manual positions.
- 5.10 Socio-economic status of EMT participating students  
 (indicate specific percent of low SES on the blank)  
 n.a. - not applicable (no EMT)  
 00 - not specified
- 5.11 Proportion of migrant students in project  
 (Indicate specific percent)  
 n.s. - not specified

5.9 A. 12.5%

B. hs

5.10 hs

5.11 0

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey:
- |                 |                      |                     |
|-----------------|----------------------|---------------------|
|                 | I for<br>N-EMT group | II for<br>EMT group |
| 1 was made      | <u>X</u>             | <u>X</u>            |
| 2 will be made  | .....                | .....               |
| 0 not mentioned | .....                | .....               |

6.1 I 1  
 II 1

- 6.2 If a sociolinguistic survey was or will be made,  
 mark all groups included:
- |                       |          |          |
|-----------------------|----------|----------|
|                       | I N-EMT  | II EMT   |
| 1 parents             | <u>X</u> | <u>X</u> |
| 2 children            | <u>X</u> | <u>X</u> |
| 3 teachers            | .....    | .....    |
| 4 community           | .....    | .....    |
| 5 others<br>(specify) | .....    | .....    |

6.2 I 1,2  
 II 1,2

7+8 grade population  
 was studied  
 P. 16, 1

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

6.3 A 1-9 inf  
B 1-9

USE NON-ENGLISH LANG.                      USE ENGLISH

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

" minimal command of English by  
 Franco-Americans. "

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

I N-EMT II EMT

6.4 I na II na

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

6.5 Sociolinguistic Survey includes items covering: (check all that apply)

6.5 0

An analysis to determine if an interlanguage exists in the community, i.e., a mixture of two languages which serves as a single system of communication for a group of people).

- 1-yes
- 0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English

6.6 0

- 1-yes
- 0-no

Not specified if this was asked on Parent Questionnaire.

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language

6.7 0

1-yes "Do you think it would be a good idea to teach your child some French." Cp6

0-no children's attitude toward school, and toward French teacher, measured.

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language

6.8 0

- 1-yes
- 0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?

6.9 3

- 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) Parent Questionnaire

6.5... "students have accepted program enthusiastically - more French spoken outside classroom has been noted"

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

6.10 ns

7.0 STAFF SELECTION

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

- 1. Language dominance not specified
- 2. Mother tongue not specified
- 3. not specified whether monolingual or bilingual

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

1-yes  
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English  
1-yes Not specified if this was asked on Parent Questionnaire  
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language  
1-yes "Do you think it would be a good idea to teach your child some French." Cp6  
0-no

6.8 Children's own attitudes regarding the second language they are learning and speakers of that language  
1-yes Children's attitude toward school, and toward French teacher, measured.  
0-no

6.9 If not included in survey how were parental and/or 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) Parent Questionnaire

6.8... "students have accepted program enthusiastically - more French spoken outside classroom has been noted"

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

7.0 STAFF SELECTION

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

- 1. Language dominance not specified
- 2. Mother tongue not specified
- 3. not specified whether monolingual or bilingual

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

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N= 2	N=
II E Dom EMT	N= 1	N=
III <sub>1</sub> E Dom NEMT	N=	N= 4

A Total Number Monolingual: 3  
 B Total Number Bilingual: 4

	No.	%
I A	2	28%
I B		
II A	1	15%
II B		
III <sub>1</sub> A		
III <sub>1</sub> B	4	57%
A	3	43%
B	4	57%
N	7	

Total Number of Teachers

N 7

Pp 32

4 bilingual teachers  
French teachers  
ESL teacher

5a

M.O

1969-70 Grades 7-12

Staff Selection

Total School Enrollment	1440
Total F.M.T.	341

In spite of their numbers, the special bilingual educational needs of the Franco-Americans have not yet been provided for.

As a result of the above, reading English satisfactorily by NEMT's is a major problem. NEMT's are functionally illiterate in their mother tongue as well. They are denied what James E. Allen, Jr. calls the "right to read".

To meet the needs of this cultural group, in the entire school district there is 1 bilingual teacher among 75 elementary teachers. At the time when the children have the least command of English and need the most help, they have a 1 in 75 chance of receiving it.

In secondary school (7-12), 12 out of 50 teachers are bilingual; of these, 8 are in the Foreign Language Department.

It is estimated that of the six children in the target school in Westfield to enter first grade for 1970-71, four are not able to function adequately in English. This amounts to two-thirds of the entire class.

The percentage of children whose mother tongue is other than English (NEMT), ages 3 to 18, who come from low income families, is about one-sixth of all those enrolled. With dropouts figured in, it would be higher.

- C. The target group attends the elementary school in the district with highest concentration of children whose mother tongue is not English (Westfield - 61%). The total enrollment for the target school is 69. The number of French native elementary students who will participate is 18. The number of monolingual English-speaking elementary students who will participate is 8.

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

1.  Language dominance not specified
2.  Mother tongue not specified
3.  Not specified whether monolingual or bilingual

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

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II <sub>1</sub> E Dom N-EMT		2

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II <sub>1</sub> A	—	—
II <sub>1</sub> B	2	50%
A	2	50%
B	2	50%
N	4	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
<u>2</u>	<u>2</u>	<u>4</u>

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

7.3 2

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 program aides or paraprofessionals: 7.4 NS  
(Mark all that apply)

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

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.

Pp 32

II E Dom  
EMT

II E Dom  
1 N-EMT

	2

II A  
II B  
II<sub>1</sub>A  
II<sub>1</sub>B  
1

A  
B  
N

	2	50%
	2	50%
	4	100%

A Total Number Monolingual 2

B Total Number Bilingual 2

N Total Number of aides or paraprofessionals 4

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

7.3 2

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

Pp 32

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

7.4 NS

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 program 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.	%
French	6	85%	Franco	2	50%	French-	NS		
Anglo	1	15%	Am.			Surname			
			NS	2	50%				

0-not specified

Pp 32 "Teacher for French half of instruction <sup>group</sup> will be native speaker of French, educated through French language - able to control "educated" Canadian French as well as French dialect spoken in northern New England. Teacher for English half will be native speaker of English and have some knowledge of French."

7.6 Selection of N-EMT teachers from local community

0-not specified

Number of N-EMT program teachers from local community and % of total N-EMT teachers.

7.6 No. page 7  
NS

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:

indicate specific percent on the blank, or

if specified descriptively,

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

7.7 No. %  
NS  
NS

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

no.'s  
2, 7, 8, 9  
20, 25  
NS

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. X teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. previous teaching in local area/live in the community
5. courses in N-EMT language structure and usage/ linguistics or FL training
6. courses in N-E literature/ or literacy in Spanish
7. X must be bilingual
8. X any previous education through N-EMT/content of courses learned through N-EMT
9. X courses in teaching ESL/audio lingual approach
10. courses in methods of teaching N-EMT language/language development
11. courses in methods of teaching content (e.g. math) in N-EMT
12. certification in ESL/or experience teaching ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT or travel
16. other qualifications, specify

20 X must be sensitive to and have knowledge of the language and culture of both groups of children.  
25 X must be prepared to modify and structure materials

8.0 STAFF DEVELOPMENT and instruction.

8.1 A 5, 6  
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and/or paraprofessionals in the following areas: Teachers professionals (mark all that apply)

n.s.-Training indicated, but nature not specified

1-English as their second language

2-The teaching of English as a second language

3-X as their second language

4-The teaching of X as a second language

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

7.8 Teacher Qualifications - Training and experience prior to project no.'s  
(Indicate number of \_\_\_\_\_ with each qualification, 7.8 2,7,8,9 ns  
if given) 20,25

n.s.-qualifications not specified  
0-previous courses not specified

1. teacher must meet a specified level of language proficiency on a standardized 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/fluency
3. previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. previous teaching in local area/live in the community
5. courses in N-EMT language structure and usage/ linguistics or FL training
6. courses in N-E literature/ or literacy in Spanish
7.  must be bilingual
8.  any previous education through N-EMT/content of courses learned through N-EMT.
9.  courses in teaching ESL/audio lingual approach
10. courses in methods of teaching N-EMT language/language development
11. courses in methods of teaching content (e.g. math)in N-EMT
12. certification in ESL/or experience teaching ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT or travel
16. other qualifications, specify 20.  must be sensitive to and have knowledge of the language and culture of both groups of children.
25.  must be prepared to modify and structure materials

8.0 STAFF DEVELOPMENT and instruction. 8.1 A 5,6  
B ns

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)

- 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               | <u>X</u> | _____ |
| 6-Methods of teaching other academic subjects in X language | <u>X</u> | _____ |

8.2 Stated goals of teacher training are: 8.2 I 1,2,3,4,5,6,7,8 II 1,2,3,4,5,6,7,8 Students

	I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of _____	<u>X</u>	<u>X</u>
2-Cross-cultural training	<u>X</u>	<u>X</u>
3-Sensitivity to ethnocentricism and linguistic snobbery	<u>X</u>	<u>X</u>
4-Awareness of the social-emotional development of _____	<u>X</u>	<u>X</u>
5-Strategies for accomodating the different learning styles of _____	<u>X</u>	<u>X</u>
6-Strategies for cognitive development of _____	<u>X</u>	<u>X</u>
7-Strategies for reinforcing the self-esteem of _____	<u>X</u>	<u>X</u>
8-Methods of cross-cultural teaching or teaching the bicultural component	<u>X</u>	<u>X</u>
9-Formulation of pupil performance objectives	_____	_____
10-Methods of evaluation of pupil performance objectives	_____	_____

List specific courses if given (or Xerox and attach)

Xerox for courses (attached)  
8a-8b

8.3 Methods of Teacher Training: (Mark all that apply)

8.3 1, 2, 3, 5

- 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 *-5 day workshop for sensitivity training*
- 6-interaction analysis (e.g. Flanders system)
- 7-other (specify) *Pp 37*

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1=yes 0-not mentioned

8.4 0

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

8.5 0

8.6 Paraprofessional's role:

8.6 1, 3

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

*Inferred: since teachers teach half-time in grades 1, 2 + 3*

*Cp 19*

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply)

8.7 A 1, 4  
B ns

- 0-not specified \_\_\_\_\_
- 1-University faculty X
- 2-project's Master Teachers \_\_\_\_\_
- 3-project's teachers \_\_\_\_\_
- 4-other (specify) X

*ns*

*Specialists - See Xerox pg 12C attached*

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

8.8 

no.	%
1	<u>ns</u>
2	<u>ns</u>
3	<u>ns</u>

- 1-bilingual
- 2-bicultural
- 3-N-EMT (specify background)

8.9 Training is provided:

8.9 1, 2

- 1-during a summer session
- 2-during the academic year
- 3-other (specify)

8.10 Extent of training:

8.10 A 1  
B5 ✓  
6 \_\_\_\_\_  
7 \_\_\_\_\_

- A 1 approximately equivalent to a college course
- 2-more than one course
- 3-less than one course
- 4-other (specify) \_\_\_\_\_

B (indicate no. of hours)  
5 2 1/2 hrs weekly  
6 \_\_\_\_\_ monthly  
7 \_\_\_\_\_ bi-monthly

*see Xerox*

8.11 Number and Proportion of teachers attending training:

8.11 

no.	%
<u>ns</u>	<u>100</u>

- 0-not specified
- 6-most

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

8.6 Paraprofessional's role: 8.6 1, 3  
1-teaching whole class  
2-teaching small groups  
3-tutoring individually  
4-clerical  
5-contributing to bicultural component  
how? \_\_\_\_\_  
6-liaison with parents  
*Inferred: since teachers teach half-time in grades 1, 2 + 3*  
*Cp19*

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 ns  
0-not specified \_\_\_\_\_ ns  
1-University faculty X \_\_\_\_\_  
2-project's Master Teachers \_\_\_\_\_  
3-project's teachers \_\_\_\_\_  
4-other (specify) X \_\_\_\_\_  
*Specialists - See Xerox pg 12c attached*

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 1 ns  
1-bilingual \_\_\_\_\_  
2-bicultural \_\_\_\_\_  
3-N-EMT (specify background) \_\_\_\_\_

8.9 Training is provided: 8.9 1, 2  
1-during a summer session  
2-during the academic year  
3-other (specify) \_\_\_\_\_

8.10 Extent of training: 8.10 1  
A (indicate no. of hours) B5 ✓  
1 2 1/2 hrs weekly  
2 \_\_\_\_\_ monthly  
3 \_\_\_\_\_ bi-monthly  
4-other (specify) \_\_\_\_\_  
*See Xerox*

8.11 Number and Proportion of teachers attending training: 8.11 ns 100  
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 Teachers' attitudes are assessed: (Mark all that apply) 9.1 2, 3, 4, 5  
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) attitudinal

8a

8.0

Cont. p. 11

INTRODUCTION TO BILINGUAL EDUCATION

Sept. 16

Bilingualism and Biculturalism

Definition of bilingualism and comments.  
Discussion of biculturalism and its potential in American society.

Sept. 23

Bilingual Schooling

History of international and domestic bilingual education, its positive points and possible pitfalls.

Sept. 30

Psychology of Bilinguals

How bilinguals differ from monolinguals.

Oct. 7

Introduction to linguistics

The basic concepts of general linguistics and analysis of English consonant and vowel systems.

Oct. 21

General linguistics II

Oct. 28

Introduction to French linguistics

Discussion and analysis of the French consonant and vowel systems.

Nov. 4

Contrastive analysis

Comparison of the French and English systems.  
Study of interference problems from one language to the other and possible ways of correcting them.

Nov. 10

Reading and bilingualism

Suggestions on ways to provide meaningful language work to diverse cultural groups at the same time.

Nov. 18

Social studies and bilingual education

The importance of social studies in an integrated bilingual/bicultural program and suggested materials and methods.

Dec. 2

Math and science and bilingual education

Discussion of how math and science have been incorporated into a bilingual program. Methods, materials, and results will be seen.

Dec. 9

A-V Materials

New audio-visual materials and methods.

Dec. 16

Practical suggestions showing how to broaden any standard monolingual classroom to a bilingual/bicultural one.

2. Seventh and eighth graders involved in the bilingual program will demonstrate greater overall intellectual achievement than a comparable control group upon entrance into the following grades (8-9) as measured by their performance on the Stanford tests. Progress will also be measured by teacher-made tests.

E. Specific Objectives - Inservice

- 8.2
1. Teachers will recognize the existence of a bilingual-bicultural problem as measured by involvement in sensitivity training and administration of a subsequent pre and post attitudinal survey.
  2. Teachers and administrators will become aware of bilingualism, its cultural, social, psychological and linguistic implications as measured by attendance at weekly seminars throughout the school year on pertinent topics.
  3. Teachers directly involved in the program will become more expert in linguistics as measured by the results of intensive summer training in contrastive and applied linguistics, and methodology, through college facilities and staff to be selected by the Project Director upon approval of this project.
  4. A course in introductory linguistics will be offered weekly for elementary and secondary teachers of the district and interested community persons by the Bilingual Program Project Director.

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply)
- 0-not specified
  - 1-team teaching
  - 2-cluster teaching
  - 3-shared resource teacher
  - 4-other (specify) \_\_\_\_\_
- 10.2 Staff:
- 1-bilingual teacher
  - 2-ESL teacher
  - 3-bilingual coordinator
  - 4-aides or paraprofessionals
  - 5-consultant psychotherapist or guidance counselor
  - 6-other (specify) \_\_\_\_\_
- 10.3 Average number of pupils per class:
- 0-not specified
- 10.4 Average number of aides or paraprofessionals per class:
- 0-not specified
- 10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
- 0-not specified
- 10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually
  - 2-in small groups
  - 0-not specified
- by:
- 3-teacher
  - 4-special remedial teacher
  - 5-paraprofessional
  - 6-parent tutor
  - 7-older student tutor
  - 8-peer tutor
  - 9-not specified
  - 10-no special help given

10.1 1

10.2 1, 2, 4

10.3 20-40

10.4 1

10.5 1

10.6 1, 3, 5

Cp19 2 bilingual teachers and 2 bilingual aides share first 3 grades

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy)
- |  | I        | II       | II <sub>1</sub> |
|--|----------|----------|-----------------|
| N-EMT language will be maintained in program: (mark all that apply)  | NE DOM   | E DOM    | E DOM           |
|  | NEMT     | EMT      | NEMT            |
| 0-not specified how long   |          |          |                 |
| 1-as the alternative language of learning for as long as desired   | <u>X</u> | <u>X</u> | <u>X</u>        |
| 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 |          |          |                 |

Prop. pg 10

11.1 I 1  
II 1  
II<sub>1</sub> 1

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

11.2 ns  
at least 17

"students are to become truly bilingual"

0-not specified

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

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:  
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:

10.6 1, 3, 5

- 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

11.1 Duration of Bilingual Education (policy)

I II II<sub>1</sub>

N-EMT language will be maintained in program:  
(mark all that apply)

IE DOM E DOM E DOM  
NEMT EMT NEMT

Prop. pg 10

- 0-not specified how long
- 1-as the alternative language of learning for as long as desired
- 2-as the medium of instruction for special subject matter (e.g. cultural heritage)
- 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

X	X	X

11.1 I 1  
II 1  
II<sub>1</sub> 1

"Students are to become truly bilingual"

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

11.2 ns  
at least 12  
inferred

- 0-not mentioned
- if for a particular number of years:
- 1 2 3 4 5 6 7 8 9 10 11 12 13

(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")

q1 =  
q2 =

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

11.3 Second language learning is introduced in which grade:  
code: C= N.A. (if no EMT)

11.3 I 1, 2  
II 1, 2  
II<sub>1</sub> 1, 2

	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X	X											
II E DOM			X	X											
II <sub>1</sub> E DOM/NEMT			X	X											

Project starts with both grades



9a

Just a reminder that registration for the in-service course: Introduction to Bilingual Education will be on Wednesday, September 16, at 6:30 P. M. in the North Country Union High School.

8.7  
5.8

The first conference "Bilingualism and Bicultural's" will begin at 7 P. M.

Enclosed is a very brief resumé of the professors giving the course to give you some idea of their excellent credentials.

September 23, 1970

Ralph Robinett: - Director of Spanish Curriculum Development Center, Findberg Elementary School, 1420 Washington Avenue, Miami Beach, Florida.

Formerly Director of the Michigan Migrant Program, 3800 Packard Road, Ann Arbor, Michigan.

September 30, 1970

Dr. John Macnamara: - McGill University, Montreal and St. Patrick's College, Dublin, Ireland.

Author of: Bilingualism and Primary Education: A Study of Irish Experience 1966 and numerous articles.

October 7, 1970

Dr. Richard Light: - Assistant Professor, ESL programs, School of Education, State University of New York at Albany. Formerly Director of the Foreign Student Program at St. Michael's College in Winooski, Vermont. Also three years in the United States Office of Education in Washington, D. C.

October 21, 1970

Dr. Virginia Clark: - Assistant Professor of Linguistics at the University of Vermont.

October 28 - November 4, 1970

Dr. Claudius Willis: - Assistant Professor of French in the Department of Romance Languages at the University of Vermont.

November 10, 1970

Dr. Paul E. King: - Briarcliff College, Consultant in reading to Springfield Public Schools, Springfield, Massachusetts.

November 18, 1970

Dr. A. Woolfson: - Assistant Professor in the Department of Sociology & Anthropology at the University of Vermont.

December 2, 1970

Malcolm Stanley: - Superintendent for Curriculum, Protestant School Board of Greater Montreal

December 9, 1970

Paul Massie: - Assistant Director of Audio-Visual Instruction at the University of Vermont.

### In-Service

Participants: 4 bilingual teachers plus teachers of district

As a condition of employment, the teachers on the bilingual project staff will study during the summer subjects agreed upon by themselves and the project director. These would include: French language study, language teaching methodology and early childhood training and psychology.

The bilingual project will co-ordinate a follow-up to last year's semester course: An Introduction to Bilingual Education. The shape this is to take is not yet known.

The bilingual project will conduct a series of workshops during the second semester aimed at elementary and secondary teachers to help them provide for the bilingual children in their rooms. Among these will be language development, contrastive culture (French-Canadian and American), audio-visual methods and materials development.

Evaluation: an evaluation sheet will be completed by the participants at the end of each of the above activities.

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

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

code: 13=College or University (Other professional training) 14=Federal, State, or Private Vocational Job training

11.4 I	0
II	0
III	0

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

code:	00 if 0 not	grades	1	2	3	4	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---	---	---	---	---	---	---	---	---	X
III N-EMT/E Dom	---	---	---	---	---	---	---	---	---	---	---	---	---	X

11.5 I 12  
II 12  
III 12

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

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

11.6 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:

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

11.7	11.8	11.9
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
Pre K	Pre K	% of time per day of instruction through N-EMT
1 60 min	300	French, M, S, SS, A
2 60 min	300	French, M, S, SS, A
3 60	300	French, M, S, SS, A
4 60	300	French, M, S, SS, A
5		
6		
7 ns	ns	French, Canadian
8 ns	ns	SS, French studies (SS)
9		
10		
11		

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

11.5 I<sub>2</sub> 12  
II 12

code: 00 if 0 not grades

code:	no EIT specified	1	2	3	4	5	6	7	9	10	11	12
II EIT												X
II N-EIT/E Dom												X

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

11.6 12

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

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

code: O=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
Pre K			Pre K
1 60 min	300	French, M, S, SS, A	1 20%
2 60 min	300	French, M, S, SS, A	2 20
3 60	300	French, M, S, SS, A	3 20
4 60	300	French, M, S, SS, A	4 20
5			5
6			6
7 ns	ns	French, Canadian	7 ns
8 ns	ns	SS, French studies (SS)	8 ns
9			9
10			10
11			11
12			12

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

code: O = 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
Pre K			Pre K
1 60	300	French, M, S, SS, A	1 20%
2 60	300	French, M, S, SS, A	2 20
3 60	300	French, M, S, SS, A	3 20
4 60	300	French, M, S, SS, A	4 20
5			5
6			6
7 ns	ns	French, SS (Canadian studies)	7 ns
8 ns	ns	French, SS	8 ns
9			9
10			10
11			11
12			12

## A. Elementary

French as a second language

Participants: 30

Grade level: 1

Program objective: The student will develop good receptive command of French and be able to produce French on cue.

French as a second language

Participants: 40

Grade level: 2

Program objective: The student will have complete receptive command of French and will develop the ability to produce French spontaneously. He will begin to read and write in French.

French as a second language

Participants: 40

Grade level: 3, 4

Program objective: The student will continue to develop spontaneous productive ability in French and increase his ability to read and write.

French language arts (mother tongue)

Participants: 50

Grade level: 1, 2, 3, 4

Program objective: The student will become basically literate in French to the degree that French-Canadian children are at the end of first grade.

The objectives are the same for both Holland and Island Pond. However, because of the quite different composition of the classes in both towns, the staffing, activities and materials will be discussed according to town.

Island Pond

Grades: 1, 2, 3

Staffing: two bilingual teachers  
two bilingual aides

Activities and Materials: The two teachers with aides will share the

first three grades. One teacher will be based in Grade 1 and one in Grade 2, but both will teach half the time in Grade 3. It is hoped that, by basing the teachers in these rooms, the amount of instruction in French can be increased. Translation and adaptation of the Spanish materials from the Spanish Curricula Development Center are intended as the heart of the elementary program for this second year. Activities, then, would definitely be the ones in the kits plus ones developed by the teachers in the normal course of study. The goal of French language proficiency would be accomplished by the study of science/math, social studies, language arts, fine arts, French as a second language *through French.*

It is not possible at this time to include daily schedules, because the second teacher has not been hired as yet. Upon approval of this proposal, this will be done and then the two bilingual teachers and the three elementary teachers will work out the schedules. As they did last year, they will work together closely as a team and integrate the bilingual program into the regular classroom program.

Evaluation: The French version of the California Common Concepts Test, the French version of the Peabody Picture Vocabulary Test, teacher-made tests and skills sheets will be used to measure the progress of the children.

Holland Grades: 1, 2, 3, 4

Staffing: one bilingual teacher

Activities and materials: Although there are four grade levels involved here; there are but two rooms. Grades 1 and 2, with 20 students are in one room and grades 3 and 4 with 27 students are in another. The goal here is different from that of Island Pond. Whereas French language maintenance and proficiency is stressed there, here French is the dominant language of the majority of the children. The goal is also development of French language proficiency, but content mastery is stressed as well. It is planned to divide these groups of 20 and 27 respectively two ways: 1) by grades, 2) within each grade, by French and English backgrounds. It is hoped that math, for example, can be presented to the first grade French children in French first, then in English and vice versa for the English children. The translations and adaptations of the Spanish materials from the Spanish Curricula Development Center should make this a definite possibility.

Again it is not possible to include daily schedules. Because of the still tentative nature of this part of the proposal, it was thought better not to raise hopes by extensive detailed planning and then disappoint the teachers and community. As soon as this proposal is approved, these details will be worked out.

Evaluation: Assessment activities accompanying content kits provided by the Spanish Curricula Center; the California Common Concepts Test, pre and post administered and French version of the Peabody Picture Vocabulary Test.

English as a second language

Participants: 58

Grade levels: 1-8

Staffing: one ESL teacher

Program objective: The student will develop an ease in English by having a greater command of vocabulary and more complex structures.

Activities and Materials:

The teacher will necessarily work with small groups and attempt to provide individualized instruction to suit the needs of each child.

The materials are not known. Upon approval by USOE, the teacher will be hired and materials and activities will be worked out by him and the project director.

Evaluation: English language proficiency test (to be chosen)



11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

0-no English Mother tongue students  
2- 2 way - EMT learn the second language

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

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

11.14	11.15	11.16
Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.
		% of time per day of instruction through N-EMT
PreK		Pre K
1	300	French, M, S, SS, A 1 20%
2	300	French, M, S, SS, A 2 20
3	300	French, M, S, SS, A 3 20
4	300	French, M, S, SS, A 4 20
5		5
6		6
7	NS	French, SS (Canadian studies) 7 NS
8	NS	French, SS 8 NS
9		9
10		10
11		11
12		12

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

0-not specified

- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
- 8-other (summarize)

"First and second grades will be in one classroom heterogenously mixed... content matter will be taught in both Eng. and French to small groups and subsequently reinforced in the other language." Pp 25

Pre K	of instruction through N-ELL	day or any instruction	in second lang.	of instruction through N-ELL
1	60	300	French, M, S, SS, A	1 20%
2	60	300	French, M, S, SS, A	2 20
3	60	300	French, M, S, SS, A	3 20
4	60	300	French, M, S, SS, A	4 20
5				5
6				6
7	ns	300	French, SS (Canadian	7 ns
8	ns	300	French, SS studies)	8 ns
9				9
10				10
11				11
12				12

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

11.17 2

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-ELL pupils.

8-other (summarize)

"First and second grades will be in one classroom heterogenously mixed... content matter will be taught in both Eng. and French to small groups and subsequently reinforced in the other language." Pp 25

## 12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 ns

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 repetition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach

Acquiring an understanding of the structural patterns or grammatical rules of a language.

"Language arts will, at the outset, be taught to linguistically homogeneous groups, but as basic tool of language is mastered, children will be exposed to the same the second language."

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.

3-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-N\* Language Skills Sequence

(\*Audiolingual Method: listening, speaking, reading and writing)

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

0 = not specified

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

- 13.1 Second language listening-speaking skills are learned:
- 1-concurrently with dominant language 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

13.1 IB 1  
IIB 1

X	X		
---	---	---	---
---	---	---	---

P  
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- 13.2 ALM sequence followed:
- 1-Listening-speaking proficiency precedes introduction of reading
  - 2-Reading is taught concurrently with listening-speaking skills
  - 3-Learning to read overlaps learning of listening-speaking skills
  - 4-There is some overlap between learning to read and to write

13.2 IA 1  
IB 1  
IIA 1  
IIB 1

X	X	X	X
---	---	---	---
---	---	---	---
---	---	---	---

to negative, declarative to interrogative, active to passive.

5-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)

	I	II	13.1 IB	13.1 IIB
13.1 Second language listening-speaking skills are learned:			1	1
1-concurrently with dominant language listening-speaking skills	X		X	
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				
13.2 ALM sequence followed:			13.2 IA	13.2 IB
1-Listening-speaking proficiency precedes introduction of reading	X	X	X	X
2-Reading is taught concurrently with listening-speaking skills				
3-Learning to read overlaps learning of listening-speaking skills				
4-There is some overlap between learning to read and to write				
13.3 Listening-speaking proficiency determined by:			13.3 IA	13.3 IB
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	13.4 IIB
1-concurrently with learning to read in dominant language		X		X
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				

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C P.1

C P.19, 20

12. a

Seventh and eighth graders will demonstrate a greater command of language arts in both French and English than a comparable control group as measured by performance on Stanford Achievement Tests pre and post administered. Progress will also be measured by teacher-made tests.

As written, this subobjective is unrealistic and the following changes have been made:

-----"a greater command of language arts in both French and English than a comparable control group." The comment about control groups in the elementary grades are pertinent here.

-----"as measured by performance on Stanford Achievement Tests pre and post administered." Due to a misunderstanding of the differences between achievement and IQ tests, it was decided to follow the testing structure already present at the junior high, i.e. Lorge-Thorndike IQ tests instead of the Stanford Achievement tests. These tests, of course, do not measure achievement in language. The SAT would do so in English and these will be used for both pre and post testing next year.

An integrated program with Language Arts was planned initially. Reading, English and French were going to integrate their units of study so that each would reinforce and extend the other. However, this was not successful. There was not adequate planning before the opening of school and consequently not sufficient ease among the members to work as a team. The attempt was abandoned in December. Therefore, project personnel were not involved in English language arts this year to any significant extent and will not be next year according to present plans. However, it was felt that this objective should be retained. If the program is successful in improving attitudes, this should be borne out in overall schoolwork.

13.0

I		II	
Mon Eng dom students		Eng dom students	
A	B	A	B
dom lang	second lang	dom lang	second lang

13.5 Reading is introduced:  
 A-individually, when child is ready or at a specific time during grade: K  
 Grade 1-4 (French-mother tongue) 1  
 "become basically literate in French to the degree that French Canadian students are at end of grade" 2  
 3

---	---	---	---	13.5 IA	12
---	---	---	---	IB	---
X	---	---	---	IIA	---
X	---	---	X	IIB	3
---	---	---	---		

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

X	X	X	X	13.6 IA	1
---	---	---	---	IB	1
---	---	---	---	IIA	1
---	---	---	---	IIB	1

C 18

C, Eval. Design pl

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

---	---	---	---	13.7 IA	ns
---	---	---	---	IB	1
---	---	---	---	IIA	1
---	---	---	---	IIB	---

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	ns
---	---	---	---	IIB	1

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

---	---	---	---	14.0 I	2, 4
---	---	---	---	II	2, 4

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

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

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

X	X
---	---



to the degree that such Canadian students are at end of grade 1

13.6 Reading readiness is determined by:

- 1-test of reading readiness
- 2-informal teacher assessment

X   X   X   X

13.6 IA 1  
 IB 1  
 IIA 1  
 IIB 1

C  
 7 18

C, Eval. Design  
 pl

13.7 Grade level reading is expected:

- 1-in first grade
- 2-in second grade
- 3-in third grade
- 4-in fourth grade
- 5-in fifth grade
- 6-in sixth grade
- 7-other (specify)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13.7 IA NS  
 IB 1  
 IIA 1  
 IIB \_\_\_\_\_

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 NS  
 IIB 1

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

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

14.0 I 2, 4  
 II 2, 4

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 course content (such as social studies) or as a medium of cognitive development.

\_\_\_\_\_  
 \_\_\_\_\_

4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

X                      X

5-Different academic content is taught in the second language from that which is taught in the native language.

\_\_\_\_\_  
 \_\_\_\_\_

6-not specified

\_\_\_\_\_  
 \_\_\_\_\_

7-other (specify)

15.0 TREATMENT OF CHILD'S LANGUAGE:

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

1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.

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

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

X X X X

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 IB IIA IIB

2-Basal readers

X X X X

3-Dialect readers

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

4-Experience charts (stories dictated by children)

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

Pp 21-22

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

1-Grade 1

16.2 IA

IIA

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction

6-stories read to children

AUDIO VISUAL AIDS

---  
---  
---  
X  
X  
X

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

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

X X X X

3-Other (specify)

---

0-Not specified

---

16.0 MATERIALS

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Reading Materials are: (mark all that apply)

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---

Pp 21-22

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

1-Grade 1

16.2 IA

IIA

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction

6-stories read to children

AUDIO VISUAL AIDS

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays

10-records, tapes

11-listening centers

12-multi-media approach

Experiential:

13-role playing

14-puppetry

15-experience charts

16-primary typewriter

17-learning through direct experience  
with materials e.g. Montessori

18-activity centers-chosen by child

19-other (specify)

Learning outside the classroom:

20-field trips

21-suggested TV programs

22-other (specify)

---  
---  
---  
X  
X  
---  
X  
X  
---  
X  
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---  
X  
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X  
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---  
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---

Pp 12

Ha ✓  
Proposal

-21-

A sample list of the methods that have been reviewed through research and observation of other programs, and will be included in this program, is as follows:

- (1) Bilingual teachers
- (2) Extensive and effective use of mothers (bilingual teacher assistants)
- (3) Community representatives
- (4) Parent participation
- (5) Demonstration and dramatization methods
- (6) Teaching of English concurrently in the first grade
- (7) Much attention given to development of positive self concept and attitude

16.5  
The following materials have been reviewed by the project writers and will be considered for incorporation into the program:

- (1) Prefontaine, Prefontaine, La Lecture par la methode de sablier. Published by Beauchemin
- (2) Daniel Fader and E. O'Neill, Program and Proof
- (3) Brault, Gerard, Cours de francais destine aux jeunes franco-americains
- (4) Mon Larousse en images
- (5) Basset and Rutledge, Writing With a Purpose Books 1 and 2. McClelland and Stewart

- (6) Smallbridge, Language Comes Alive, Nos. 9 and 10. Dent
- (7) Larousse manuel illustre. Les Editions Francaises
- (8) Boulet, Gagne, Gendron, Le Francais Parle au Cours  
secondaire, Nos. 1 and 2. Les Presses de l'Universite  
Laval
- (9) Deschamps, Comment composer, secondaire, Vol. 1. Centre  
de Psychologie et de Pedagogie
- (10) Houziaux, Bergeron, LaFermiere, Precis Methodique de  
grammaire Francaise, Edition Pedagogia
- (11) Seiveright, Lloyd, Le Canada et Ses Voisins. Revised  
Edition, Ginn
- (12) Cyr, et al. Mathematiques Contemporaires, 1 and 2.  
Revised Edition by Holt, Rinehart and Winston

16.4 1, 2, 9, 4

16.4 The sources of Non-English materials and textbooks are:  
(mark all that apply)

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-ENT community
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

translation + adaptation of Spanish Curriculum Development Center materials

16.5 The specific bilingual/bicultural materials used in the language component are:

16.5 NS

- 0-not specified
- 1-xerox attached-page and document

possibilities, p 21-22  
xerox attached  
1<sup>st</sup> a-b

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 3, 4, 5

- 0-not specified
  - Pupils of both linguistic groups are:
  - 1-always mixed for all learning
  - 2-mixed for language learning
  - 3-mixed for some academic subject learning
  - 4-mixed for non-academic learning; art, music, gym, health
  - 5-separated for native and second language learning into dominant language groups
  - 6-separated for most academic subject learning into dominant language groups
  - 7-never mixed for language or other academic learning
  - 8-other (specify)
- n.a. - (no LIT students)

17.2 Students are grouped for language instruction: (mark all that apply)

17.2 2

- 0-not specified
- 1-total class
- 2-small groups (specify size)
- 3-individual instruction

A-more than 1/2 the time B Less than 1/2 the time

_____	_____
<b>X</b>	_____
_____	_____

17.3 Criteria for grouping:

- 0-not specified

	<u>Students</u>	
I Non Eng	II Eng dom	III Eng dom



18.3 Parent tutoring: (mark all that apply)

18.3

6, 7

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

Parents are trained to become tutors for their children:

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

C p. 25

"parent aide in classroom"

7. "Parents will receive copies of their childrens classwork and instructions in order to reinforce the lessons at home"

19.0 CURRICULUM PATTERNS

19.0 2, 4, 5, 8

The stated curriculum pattern of the bilingual project:

- 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.  
There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
  - 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
  - 3-flexible or modular scheduling
  - 4-small group instruction
  - 5-individualized learning
  - 6-open classroom
  - 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:

20.1 ns

- 0-method not mentioned
- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 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)

7- materials are provided for use in home by parents  
8-other (specify) classroom  
Parents will receive copies of their childrens classwork  
19.0 CURRICULUM PATTERNS and instructions in order to reinforce the lessons at home : 19.0 2,4,5,8

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- 8-a curriculum which is both child and subject-centered
- 9-others (specify)
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  - 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) 20.2 ns
- 0-method not mentioned
  - 1-specify or xerox p. no. and document
  - n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM21.0 1, 7, 8

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

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

Teacher encourages pupil to verbally express his feelings:

- 1-through role-playing
- 2-puppetry
- 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 #

Cp 8

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

- 10-pupils act as tutors for other pupils
- 11-pupils have some options in choice of curriculum
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)

22.0 LEARNING STRATEGIES22.0 0

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

- Cp 8
- 4-teacher accepts, acknowledges ideas and feelings
  - 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
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  - 9-other (specify) (xerox or summarize) document page #

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- 15-other (specify)

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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

## 23.0 BICULTURAL COMPONENT

23.1 This program is:

- 1-bilingual alone - Junior High
- 2-bilingual and bicultural - Elementary
- 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 1,2,

23.2 Cross-cultural awareness:

23.2 0

If project mentions specific values or modes of behavior of N-ENT culture, please summarize below: (or attach xerox) found in document \_\_\_\_\_, page # \_\_\_\_\_  
0-not mentioned

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

23.3 0

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

23.4 2, 4, 8

- 0-no bicultural component mentioned
- 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
- 2- Historical-cultural heritage of the past--contributions to art and science
- 3-'Deep' culture: family patterns and contemporary way of life.
- 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 NENT or ENT
- 8-Other (specify)

C. Prop Eval. scheme  
pg 1  
games, dances, songs, art, stories etc of French Canada

see xerox attached 18 a-b

23.5 American culture is defined:

23.5 NS

- 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

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

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 2, 4, 8  
0-no bicultural component mentioned  
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements  
2- Historical-cultural heritage of the past--contributions to art and science  
3-'Deep' culture: family patterns and contemporary way of life.  
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5-A specific culture only e.g. one Indian tribe  
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7-A third culture different from NEMT or EMT  
8-Other (specify)

C. Prop  
Eval. Scheme  
pg 1  
games, dances, songs, art, stories etc of French Canada  
see xerox attached 18 a-b

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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

It is not felt necessary by project to do same for Amer. culture as for French culture as it is covered adequately through the rest of the school day.

24.0 COMMUNITY COMPONENT

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

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

Canadian Studies

Participants: 275

Grade levels: 7,8,

Staffing: 2 French teachers, one bilingual teacher

Program objective: By the end of this year course, the student will have a basic knowledge and understanding of the history, geography, ethnic groups and culture of Canada.

Materials and Activities: one day a week for the school year, the two French teachers and the bilingual teacher will offer as part of the French course required of all junior high students a Canadian Studies program. This course will offer an overview of Canada and more detailed views of each area, i.e., the prairie provinces, the Maritimes, French Canada, et al. Main points of the history, geography, economy, ethnic composition of the population and culture (art and music) will be studied. The music and art teachers will cooperate in the program.

Materials will be drawn from many, diverse sources. Books, filmstrips, tapes, slides and records will be used.

Evaluation: 1) a true-false objective test will be developed for pre and post testing.

2) Teacher-made tests will be administered upon completion of study of each of the regions.

<sup>experience</sup>ence pride in their ethnic background with the teaching of French language and its culture through games, songs, and stories.

Two types of tests were administered. The SWCEL Questionnaire drawings of themselves alone and in relation to their peers were

The SWCEL Questionnaire could be a useful indicator of self-concept; however, because of inadequate scoring information, it was

impossible to interpret the test results. The scoring of the drawings of themselves alone and in relation to their peers proved to be too subjective. Therefore, it was decided for next year to develop an

instrument to measure self-concept, using both the teacher's observations of the students and the students' assessment of themselves.

To begin a pilot program at North Country Union High School, involving seventh and eighth grade students.

A program of bilingual/bicultural education for 7th and 8th graders was begun. Its limitations were:

The student population involved was composed only of French-Americans. Therefore, there was no biculturalism in the program.

Next year, at least one-half of the students in the program on a voluntary basis will be from non-French backgrounds and almost all of the students in the Canadian Studies program will be from non-French backgrounds.

The program this year was solely French language instruction with some French-Canadian studies for French background students.

As the language program which will be expanded, the bilingual teacher will work with the two French teachers to produce a year-long Canadian Studies course as part of the French course required of all junior high students.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 2, 3, 8, 19

- 0-method not specified
- no-no provision for informing community
- 1-bilingual newsletter
- 2-monolingual newsletter
- 3-news sent to mass media.
- 4-if articles included with project, check 4
- 5-bilingual fliers sent home
- 6-formal meetings
- 7-informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify)
- 11-project director personally involved in program dissemination. specify how
- 19- Parent-teacher conferences

3. It is planned to have coverage by radio/TV/newspaper, film video-tape, speaking engagements by lay and professional groups, encourage on-site visits

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

24.4 2, 4

- 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 meetings 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

"little was done with community involvement this year ... 2 meetings were held but attendance was poor ... project is taking definite steps to insure more involvement next year" Cont. p. 13

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

24.5 2, 3

- no-no mention of school seeking to be informed about community
- 1-meetings open to the entire community conducted in both languages
- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify)
- 11-project director personally involved in program dissemination. specify how
- 19- Parent-teacher conferences

Professional groups,  
encourage on-site visits

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24.4 2,4

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- 1-meetings open to the entire community conducted in both languages
- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

24.6 The school is open to the community through:

24.6 2

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

## 25.0 IMPACT EVALUATION

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

25.1 1,2

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

## 25.2 Project's impact:

25.2 6

- 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

## 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:

26.1 NS

- 0-not mentioned
- 1-published measures
- 2-staff developed measures
- 3-staff translations of published measures
- 4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program:

26.2 NS

- 0-not mentioned  
no-never
- 1-once or twice during the year
- 2-more than twice
- 3-regularly
- 4-other (specify)

26.3 Evaluator has met with teachers:

26.3 NS

- 0-not mentioned  
no-never
- 1-once or twice during year
- 2-more than twice
- 3-regularly
- 4-other (specify)

## 27.0 EVALUATION PROCEDURE

27.1 0-not specified

27.1 3

- 1-A comparison group has been chosen
- 2-A comparison group will be chosen
- 3- A comparison group has not been chosen \*

27.2 0-not specified (mark all that apply)

27.2 1, 3

- 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 " "

\* project states " it was impossible to find an appropriate control group, therefore, an attempt at comparison of results with control group was abandoned. "