DOCUMENT RESUME

ED 074 880 FL 004 225

AUTHOR Ehrlich, Roselin; Shore, Marietta Saravia
TITLE Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program.
INSTITUTION City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE Jun 72
NOTE 29p.

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; *Junior High School Students; Learning Theories; *Mexican Americans; Program Costs; Self Esteem; Sociolinguistics; Spanish; Spanish Speaking; Student Grouping; Tutoring
IDENTIFIERS Del Valle; *Project BEST; Texas

ABSTRACT

This content analysis schedule for the Del Valle Bilingual Education Program of Del Valle, Texas, 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. An insert includes information on instructional materials. (SK)

FILMED FROM BEST AVAILABLE COPY

#492
Del Valle, Texas

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

UNVERIFIED

ED 074880

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

_____ Initial Proposal

___✓___ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

| | 1st year | 2nd year | 3rd year |
|---|---|---|---|
| Evaluation design | | | |
| Interim evaluation | '70 | | |
| Final evaluation | | | |
| Pre-audit | | | |
| Interim audit | | | |
| Final audit | | | |

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

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 004225

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

# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

## TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| PROJECT IDENTIFICATION | | |
| 0.1 | Project Number | 1 |
| 0.2 | Name of Project | 1 |
| 0.3 | Address of Project (number and street) | 1 |
| 0.4 | City and State of Project | 1 |
| 0.5 | State (checklist) | 1 |
| 1.0 | PROJECT HISTORY, FUNDING AND SCOPE | |
| | 1.1 Year Project Began under Title VII | 1 |
| 2.0 | FUNDING | |
| | 2.1 Funding of Bilingual Program, Prior to Title VII | 1 |
| | 2.2 Year Prior Funding Began | 1 |
| | 2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program | 1 |
| | 2.4 Source of Prior Bilingual Program Funding | 1 |
| | 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program | 1 |
| | 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII | 1 |
| | 2.7 Source of Concurrent Funding | 1 |
| | 2.8 Total Title VII Grant (first year) | 1 |
| 3.0 | UNIVERSITY Involvement with Project | 1 |
| 4.0 | SCOPE OF PROJECT | |
| | 4.1 Number of Schools Involved | 2 |
| | 4.2 Students - total number | 2 |
| | 4.3 Students - grade level, number of classes, and number of students by grouped grade levels | 2 |
| | 4.4 Non-graded classes | 2 |
| PROCESS VARIABLES | | |
| 5.0 | STUDENTS (sociolinguistic) | |
| | 5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) | 2 |
| | 5.2 Cultural or Ethnic Identification of Target Students | 3 |
| | 5.3 Ethnic Identity of English Mother Tongue Students | 3 |
| | 5.4 Students' Native Language if Different from Dominant Language | 3 |
| | 5.5 Students' Dominant Language and Extent of Bilingualism | 3 |
| | 5.6 Recruitment of Students | 4 |
| | 5.7 Proportion of EMT Pupils in Project Area | 4 |
| | 5.8 Community Characteristics | 4 |
| | 5.9 Socio-Economic Status of N-EMT Participating Students | 4 |
| | 5.10 Socio-Economic Status of EMT Participating Students | 4 |
| | 5.11 Proportion of Migrant Students in Project | 4 |
| 6.0 | SOCIOLINGUISTIC SURVEY | |
| | 6.1 Existence of Survey | 4 |
| | 6.2 Groups Included in Survey | 4 |
| | 6.3 Language Dominance by Domains and through Various Means of Communication | 4 |
| | 6.4 Determination of Students' Language Dominance (if not in Survey) | 5 |
| | 6.5 Survey Includes Determination of any Inter-Language in Community | 5 |
| | 6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift | 5 |
| | 6.7 EMT Parental Attitudes toward Second Language Learning | 5 |
| | 6.8 Student Attitudes toward Native and Second Language Learning | 5 |
| | 6.9 Community Attitudes toward Maintenance | 5 |
| | 6.10 Survey's Impact on Program | 5 |
| 7.0 | STAFF SELECTION | |

0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

| | | PAGE |
|---|---|---|
| | 8.10 Extent of Training | 8 |
| | 8.11 Proportion of Teachers Attending Training | 8 |
| 9.0 | TEACHERS' ATTITUDES | 8 |
| | 9.1 Assesment of Teachers' Attitudes | |
| 10.0 | STAFF PATTERNS | 9 |
| | 10.1 Kinds of Staff Patterns | 9 |
| | 10.2 Staff | 9 |
| | 10.3 Pupils per Class | 9 |
| | 10.4 Aides/Paraprofessionals per Class | 9 |
| | 10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class | 9 |
| | 10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning | 9 |
| 11.0 | INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT | 9 |
| | 11.1 Duration of Bilingual Education (Policy) | 9 |
| | 11.2 Projected Duration of Project Instruction through N-EMT Language (in years) | 9 |
| | 11.3 Grade When Second Language Learning Is Introduced | 10 |
| | 11.4 Projected Linking of Current Project to Future Bilingual Program | 10 |
| | 11.5 Projected Duration of Second Language Learning for English Dominant Students | 10 |
| | 11.6 Projected Duration of Learning in Native Language for N-E Dominant Students | 10 |
| | 11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant | 10 |
| | 11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant | 11 |
| | 11.13 Program Type - One Way | 11 |
| | 11.14 - 11.16 Instructional Time in and through Second Language for EMT Students | 11 |
| | 11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom | 11-12 |
| 12.0 | METHODS OF SECOND LANGUAGE TEACHING | 12 |
| 13.0 | DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE | 12 |
| | 13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages | 12 |
| | 13.2 Relation of Reading and Writing to Listening, Speaking | 12 |
| | 13.3 Determination of Listening, Speaking Proficiency | 12 |
| | 13.4 Relationship of Learning Native and Second Language Reading Skills | 13 |
| | 13.5 Period Reading Is Introduced | 13 |
| | 13.6 Determination of Reading Readiness | 13 |
| | 13.7 Projected Grade for Grade Level Reading in Dominant and Second Language | 13 |
| | 13.8 Projected Grade for Grade Level Academic Achievement in Second Language | 13 |
| 14.0 | INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING | 14 |
| 15.0 | TREATMENT OF CHILD'S LANGUAGE | 14 |
| 16.0 | MATERIALS | 14 |
| | 16.1 Reading Materials - Types | 14 |
| | 16.2 Reading Material in Child's Dialect | 14 |
| | 16.3 Materials and Techniques for Second Language Learning | 15 |
| | 16.4 Sources of Materials in Language other than English | 15 |
| | 16.5 Specific Bilingual/Bicultural Materials Used | |
| 17.0 | STUDENT GROUPING | 15 |
| | 17.1 Mixed or Separated by Dominant Language | 15 |
| | 17.2 Size of Groups | 15 |
| | 17.3 Criteria for Grouping | |
| 18.0 | TUTORING | 15 |
| | 18.1 Student Tutoring | 15 |
| | 18.2 Paraprofessional Tutoring | 16 |
| | 18.3 Parent Tutoring | 16 |
| | 18.4 Training of Parent Tutors | 16 |
| .0 | CURRICULUM PATTERNS | |
| .0 | COGNITIVE DEVELOPMENT | 16 |
| | 20.1 In Early Childhood | 16 |
| | 20.2 In Later Grades | 17 |

11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20



Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
(modeling innovative programs unit)
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 492

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

UNVERIFIED

Research Assistant Roselin Ehrlich /mss Date 6/72

0.2 Name of Project Del Valle Bilingual Education Program

0.3 Address of Project Del Valle Independent School District

0.4 Del Valle, Texas 78613

.05 STATE 0.5 25

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No.
97 - 1969
(07 - 1970)
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 1

2.2 Year prior funding began

2.2 1967

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 2

2.4 Source of prior bilingual program funding:
1-local
2-state
3-foundation
4-university
(5)-federal (specify) Title III pg 1 Int. Eval. '70
6-other (specify)

2.4 5

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

2.5 1

0.2 Name of Project Del Valle Bilingual Education Program

0.3 Address of Project Del Valle Independent School District

0.4 Del Valle, Texas 78613

.05 STATE 0.5 25

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 07

see Project No.
97 - 1969
(07 - 1970)
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
0-no prior funding mentioned 2.1 1

2.2 Year prior funding began 2.2 1967

2.3 Prior bilingual program involved: 2.3 2
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 5
1-local 4-university
2-state (5)-federal (specify) Title III pg 6 Int. Eval. '70
3-foundation 6-other (specify)

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

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

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

2.8 Total Title VII grant (first year only) 2.8 $ 120,000

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 45,230

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

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3

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

4.2 Total number of students in program A. First year 4.2 A 180
B. Second year B 210
C. Third year C 240 pg. 39 prop.

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 | |
| 1-grade 1 | 1-30 |
| 2-grade 2 | 1-30 |
| 3-grade 3 | 1-30 |
| 4-grade 4 | 1-30 |
| 5-grade 5 | 1-30 |
| 6-grade 6 | 1-30 |
| A 180 TOTAL students gr. 1-6 | |

| Grade | Number of Classes |
|---|---|
| 7-grade 7 | 1-30 |
| 8-grade 8 | |
| 9-grade 9 | |
| B 30 TOTAL students gr. 7-9 | |
| 10-grade 10 | |
| 11-grade 11 | |
| 12-grade 12 | |
| C ___ TOTAL students gr. 10-12 | |

4.4 1-All classes graded 4.4 3
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: Ungraded classes In MATH, Spanish and lang. Arts. (grades 0-5), 6th and 7th

pg 22 con't

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 |
|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT: 105 | II E-Dom - NEMT: 10 |
| 2. Total English Mother-Tongue | | $II_2$ E-Dom - EMT: 95 |

I Total Non-English Dominant: 105

II Total English Dominant: 105

| 5.0 | | No. | % |
|---|---|---|---|
| NE dom N-EMT | I | 105 | 50% |
| E dom NEMT | $II_1$ | 10 | 5% |
| E-Dom EMT | $II_2$ | 95 | 45% |
| Total E-Dom II= $II_1$ + $II_2$ | | 105 | 50% |

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 | |
| 1-grade 1 | 1-30 |
| 2-grade 2 | 1-30 |
| 3-grade 3 | 1-30 |
| 4-grade 4 | 1-30 |
| 5-grade 5 | 1-30 |
| 6-grade 6 | 1-30 |
| A 180 TOTAL students gr. 1-6 | |
| 7-grade 7 | 1-30 |
| 8-grade 8 | |
| 9-grade 9 | |
| B 30 TOTAL students gr. 7-9 | |
| 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

4.4 3

pg 22 con't If ungraded, specify ages or grades grouped together: Ungraded classes in Math, Spanish and lang. Arts. (grades 1-5), 6th and 7th

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 |
|---|---|---|
| 1. Total Non-English Mother Tongue | I N-E Dom - NEMT: 105 | II E-Dom - NEMT: 10 |
| 2. Total English Mother-Tongue | | $II_2$ E-Dom - EMT: 95 |
| | I Total Non-English Dominant: 105 | II Total English Dominant: 105 |

5.0

| | | No. | % |
|---|---|---|---|
| NE dom N-EMT | I | 105 | 50% |
| E dom NEMT | $II_1$ | 10 | 5% |
| E-Dom EMT | $II_2$ | 95 | 45% |
| Total E-Dom II= $II_1$ + $II_2$ | | 105 | 50% |

* Inference from percentages given on pg 6 Int. Eval.

| KEY: | Non-English Dominant<br>N-E Dom N-EMT | English Dominant<br>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<br>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<br>Examples: 1)a native E.speaking acculturated American who may or may not know a second lang.<br>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 | 115 | 55 % | pg 6 Int. Eval 170 |
| 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 | | % | |
| D Franco-American | D | | % | |
| F Chinese-American | F | | % | |
| G Eskimo | G | | % | |
| H Russian | H | | % | |
| J Other | J | | % | |
| I TOTAL number of N-EIT target students | | 115 | 55 % | |

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

*

| | | | | |
|---|---|---|---|---|
| E1 Anglo | E1 95 | 45 % | | pg 6 Int. Eval. '70 |
| E2 Negro | E2 | % | | |
| II TOTAL number of EIT students other than target population | | % | | |

* Anglo + Negro = 45%

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

5.4 1

| Dominant language | (specify) Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | Spanish | 10 | 5% |
| 2-Spanish | | | |

5.5 Students' Dominant Language and Extent of Bilingualism

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

| | | | | |
|---|---|---|---|---|
| B1 Mexican-American | B1 115 | 55 % | ..... | pg 6 |
| B2 Puerto-Rican | B2 ..... | ..... % | ..... | |
| B3 Cuban | B3 ..... | ..... % | ..... | Int. Eval |
| B4 Other Spanish-American (specify) | B4 ..... | ..... % | ..... | 170 |
| B TOTAL No. of Spanish-speaking Americans | B ..... | ..... % | ..... | |
| C Portuguese-American | C ..... | ..... % | ..... | |
| D Franco-American | D ..... | ..... % | ..... | |
| F Chinese-American | F ..... | ..... % | ..... | |
| G Eskimo | G ..... | ..... % | ..... | |
| H Russian | H ..... | ..... % | ..... | |
| J Other | J ..... | ..... % | ..... | |
| I TOTAL number of N-ENT target students | 115 | 55 % | ..... | |

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

*

| | | | | |
|---|---|---|---|---|
| E1 Anglo | E1 95 | 45 % | ..... | pg 6 Int. Eval. '70 |
| E2 Negro | E2 ..... | ..... % | ..... | |
| II TOTAL number of ENT students other than target population | ..... | ..... % | ..... | |

* Anglo + Negro = 45%

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

5.4 1

| Dominant language | (specify) Different Native Language | Number | Per Cent |
|---|---|---|---|
| 1-English | Spanish | 10 | 5% |
| 2-Spanish | ..... | ..... | ..... |

5.5 Students' Dominant Language and Extent of Bilingualism

| | Dominant language of students in program | | Number of Monolingual Students | | | Number of students Bilingual to any extent | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | % | not spec. | No. | % | not spec. | only listening comprehension No. | % | speaking ability No. | % |
| E | 105 English | 50 | ..... | 95 | 45 | ..... | ..... | ..... | 10 | 5 |
| A | ..... American Indian | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| A1 | ..... Navajo | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| A2 | ..... Cherokee | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| A3 | ..... Keresan | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| A4 | ..... Other (spec.) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| B | 105 Spanish | 50 | ✓ | ..... | ..... | ✓ | ..... | ..... | ..... | ..... |
| C | ..... Portuguese | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| D | ..... French | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| F | ..... Chinese | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| G | ..... Eskimo | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| H | ..... Russian | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| J | ..... Other (spec.) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

5.6 Recruitment of Students: 5.6 1

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

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

5.8 Community Characteristics (mark ally that apply) 5.8 3-10 %
4-90 %
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb - 10 %
4 - rural - 90 %
5 - other (specify)

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

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

5.11 Proportion of migrant students in project 5.11 1 %
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

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

pg 24 Int. Eval. '70

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 | ✓ | ✓ |
| 2 children | ✓ | ✓ |
| 3 teachers | | |
| 4 community | | |
| 5 others (specify) | | |

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C teachers) will be determined by the extent each language is used in different domains

5.8 Community Characteristics (mark ally that apply)
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb - 10%
4 - rural - 90%
5 - other (specify)

5.8 3-10%
4-90%

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

5.9 A. n.s.
B. n.s.

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

5.10 n.s.

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

5.11 1%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

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

6.1 I 1
II 1

pg 24 Int. Eval. 170

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

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

6.2 I 1, 2
II 1, 2

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

6.3 A 1
B 1
C

pg. 24 Int. Eval.

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

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

| | I N-EMT | II EMT | |
|---|---|---|---|
| | | | 6.4 I n.a. |
| | | | II ____ |
| 1-inferred by use of surname | ____ | ____ | |
| 2-established by formal testing of students | ____ | ____ | Determined in survey |
| 3-assessed by informal means (specify how) | ____ | ____ | |
| 4-not mentioned | ____ | ____ | |

6.5 Sociolinguistic Survey includes: (c[illegible] that apply) 6.5 0

An analysis to determine if an inter[illegible]guage exists in the community, (e.g., a mixtu[illegible]wo languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

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

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

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
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 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

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

___ Language dominance not specified
___ Mother tongue not specified
___ not specified whether monolingual or bilingual

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

0-no

Attitudes toward maintenance or shift:

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

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

6.8 Children's own attitudes regarding the second language they are learning and the speaker 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 n.s.
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

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

✓ Language dominance not specified
✓ Mother tongue not specified
___ not specified whether monolingual or bilingual

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

| | A-Monolingual | B-Bilingual |
|---|---|---|
| I N E Dom. NEMT | N= | N= |
| II E Dom EMT | N= | N= |
| $II_1$ E Dom NEMT | N= | N= |

A Total Number Monolingual: 0
B Total Number Bilingual: 7

Total Number of Teachers N = 7

7.1

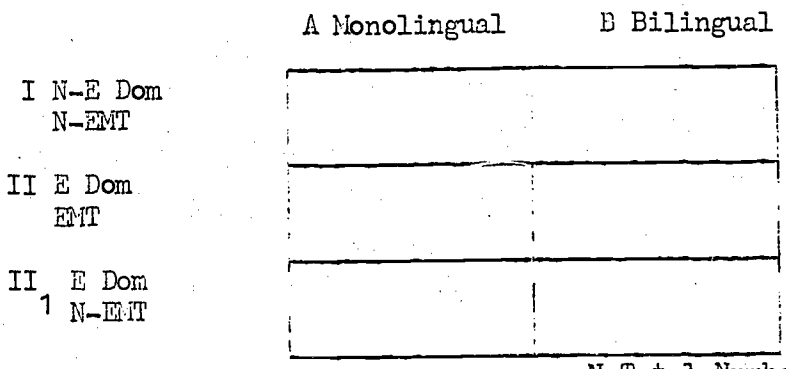
| | | No. | % |
|---|---|---|---|
| I | A | ___ | ___ |
| I | B | ___ | ___ |
| II | A | ___ | ___ |
| II | B | ___ | ___ |
| $II_1$ | A | ___ | ___ |
| $II_1$ | B | 2 | 28% |
| | A | 0 | |
| | B | 7 | 100 |
| | N | 7 | |

pg 38 con't

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

✓ Language dominance not specified
✓ Mother tongue not specified
✓ Not specified whether monolingual or bilingual

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




| 7.2 | No. | % |
|---|---|---|
| I A | | |
| I B | | |
| II A | | |
| II B | | |
| II 1 A | | |
| II 1 B | | |
| A | NS | |
| B | NS | |
| N | 7 | |

A Total Number Monolingual: ____

B Total Number Bilingual: ____

N Total Number of aides or paraprofessionals: 7

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 0
(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.

| | | | | |
|---|---|---|---|---|
| II E Dom EMT | | | II A | |
| | | | II B | |
| | | | II A 1 | |
| II E Dom 1 N-EMT | | | II B 1 | |
| | | | A | NS |
| | | | B | NS |
| | | | N | 7 |

| A Total Number Monolingual | B Total Number Bilingual | N Total Number of aides or paraprofessionals |
|---|---|---|
| | | 7 |

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 0
(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.

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

NO Bilingual aides mentioned

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. | % |
|---|---|---|---|---|---|---|---|---|---|
| M-A | 2 | 28 | MA | 1 | 14 | M-A * | Anglo | 1 | 100 |
| NS | 5 | 72 | N.S. | 6 | 86 | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

0-not specified

*Inf. from Surname pg. 42a

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. 0 % —

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

7.7 No. % A 2 — B 2 —

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

7.8 7,17,20 no.'s

n.s.-qualifications not spcified
0-previous courses not specified
1.___teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.___teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3.___previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4.___previous teaching in local area
5.___courses in N-EMT language structure and usage
6.___courses in N-E literature
7.✓ content (e.g. Social Studies) courses learned through N-EMT, Be Bilingual
8.___any previous education through N-EMT
9.___courses in teaching ESL
10.___courses in methods of teaching N-EMT language
11.___courses in methods of teaching content (e.g. math) in N-EMT
12.___certification in ESL
13.___certification in teaching N-EMT
14.___cross cultural courses
15.___courses in the cultural heritage, values, deep culture of N-EMT
16.___other qualifications, specify
17— certified teacher
20— experience with M-A children

8.0 STAFF DEVELOPMENT

8.1 A 5,6
B 5,6

0-No staff training mentioned

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

| | A. For Teachers | B. For Para-professionals |
|---|---|---|
| n.s.-Training indicated, but nature not specified | ___ | ___ |
| 1-English as their second language | ___ | ___ |
| 2-The teaching of English as a second language | ___ | ___ |
| 3-X as their second language | ___ | ___ |
| 4-The teaching of X as a second language | ___ | ___ |
| 5-Methods of teaching other academic subjects | ✓ | ✓ |
| 6-Methods of teaching other academic subjects | | |

0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 7,17,20 no.'s

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

8.0 STAFF DEVELOPMENT 8.1 A 5,6 B 5,6

0-No staff training mentioned

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

| | A. For Teachers | B. For Para-professionals |
|---|---|---|
| n.s.-Training indicated, but nature not specified | | |
| 1-English as their second language | | |
| 2-The teaching of English as a second language | | |
| 3-X as their second language | | |
| 4-The teaching of X as a second language | | |
| 5-Methods of teaching other academic subjects | ✓ | ✓ |
| 6-Methods of teaching other academic subjects in X language | ✓ | ✓ |

8.2 Stated goals of teacher training are: 8.2 I 14,17,2 II 14

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

pg 29 prop

List specific courses if given (or Xerox and Attach)

4. techniques for self-evaluation of techniques ✓ ✓
17- Develop curriculum ✓

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3,4,6

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

p2H cont. p118 con't

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

pg. 1xx prop.

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 3,4,10,12

12. Developing visual aids

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

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B 1

pg 118 cont

| | A for teachers | B for aides |
|---|---|---|
| 0-not specified | | |
| * 1-University faculty | ✓ | ✓ |
| 2-project's Master Teachers | | |
| 3-project's teachers | | |
| 4-other (specify) | | |

* St. Edwards University and Regional XIII Education Service Center

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

| | no. | % |
|---|---|---|
| 1-bilingual | 1 | n.s. |
| 2-bicultural | | |
| 3-N-NH (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 3 B 5 n.s.

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 ✓ weekly
6 _____ monthly
7 _____ bi-monthly

pg 118 con't

8.11 Number and Proportion of teachers attending training: 8.11 no. 7 % 100

or: if specified descriptively, indicate:
0-not specified
1-100%
6-most
7-many

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 3, 4, 10, 12

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

Developing visual aids

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1 B 1 pg 118 cont

| | A for teachers | B for aides |
|---|---|---|
| 0-not specified | | |
| * 1-University faculty | ✓ | ✓ |
| 2-project's Master Teachers | | |
| 3-project's teachers | | |
| 4-other (specify) | | |

* St. Edwards University and Regional XIII Education Service Center

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

| | no. | % |
|---|---|---|
| 1 | n.s. | |
| 2 | | |
| 3 | | |

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 3 B 5 NS

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 ✓ weekly
6 _____ monthly
7 _____ bi-monthly

6 ____ 7 ____ pg 118 con't

8.11 Number and Proportion of teachers attending training: 8.11 no. 7 % 100

or: if specified descriptively, indicate:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

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

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

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

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
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)_____

10.1 1

10.2 1, 4

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

10.3 30

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 para-professionals) per clas:
0-not specified

10.5 0

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

10.6 0

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

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

| | I<br>DOM NEMT | II<br>E DOM EMT | II$_1$<br>E DOM NEMT |
|---|---|---|---|
| | ____ | ____ | ____ |
| | ____ | ____ | ____ |
| | ____ | ____ | ____ |

11.1 I 1
II 1 (inf)
II$_1$ 1

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

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

11.2 12 at least - inferred

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

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

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

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 0

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

| | I | II | $II_1$ |
|---|---|---|---|
| N-EMT language will be maintained in program: (mark all that apply) | E DOM NEMT | E DOM EMT | E DOM NEMT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | ____ | ____ | ____ |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | ____ | ____ | ____ |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | ____ | ____ | ____ |

11.1 I 1
II 1 (inf)2
$II_1$ 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 12 at least - inferred

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

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

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

11.3 Second language learning is introduced in which grade: 11.3 I 1
code: C= N.A. (if no EMT) II 1
13= 14= $II_1$ 1

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

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

| code: | 00 (if no EMT) | 0 not mentioned | grades 1-3 | 4-6 | 7-9 | 10-12 | 13-college | 14 Voc. training |
|---|---|---|---|---|---|---|---|---|
| I N-E DOM | | | | | | | | |
| II E-DOM - EMT | | | | | ✓ | ✓ | | |
| II$_1$ E-DOM/NEMT | | | | | ✓ | ✓ | | |

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

11.4 I 7-12
I$_2$ 7-12
II 7-12

pg 24 Int. Ed '70

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

| code: | 00 if no EMT | 0 not specified | grades 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II EMT | | | | | | | | | | | | | | ✓ |
| II$_1$ N-EMT/E Dom | | | | | | | | | | | | | | ✓ |

11.5 I$_2$ 12
II 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 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | NS | NS | Lang, SS, S, A, Music, M, | 1 50 70 |
| 2 | | | | 2 |
| 3 | | | | 3 |
| 4 | | | | 4 |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

pg 39 prop

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

11.5 Second language learning for English dominant students is projected through grade: 11.5 $I_2$ 12, II 12

| code: | 00 if no EMT | 0 not specified | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II EMT | | | | | | | | | | | | | | ✓ |
| $II_2$ N-EMT/E Dom | | | | | | | | | | | | | | ✓ |

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

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

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

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

| | 11.7 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.8 Subjects taught in native lang. | 11.9 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | NS | NS | Lang, SS, S, A, Music, M, | 1 50% |
| 2 | | | | 2 |
| 3 | | | | 3 |
| 4 | | | | 4 |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

pg 39 prop

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

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

| | 11.10 Min. per day of instruction through N-EMT | Total Min. per day of any instruction | 11.11 Subjects taught in native lang. | 11.12 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | NS | NS | Lang, SS, A, Music, M | 1 50 % |
| 2 | | | | 2 |
| 3 | | | | 3 |
| 4 | | | | 4 |
| 5 | | | | 5 |
| 6 | | | | 6 |
| 7 | | | | 7 |
| 8 | | | | 8 |
| 9 | | | | 9 |
| 10 | | | | 10 |
| 11 | | | | 11 |
| 12 | | | | 12 |

pg 39 prop.

L

11.13 2

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

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

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

| | 11.14 Min. per day of instruction through N-EMT | Total min. per day of any instruction | 11.15 Subjects taught in second lang. | 11.16 % of time per day of instruction through N-EMT |
|---|---|---|---|---|
| PreK | | | | Pre K |
| 1 | NS | NS | Lang, ss, S, A, Music M, | 50 % |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | S, ss, Art | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

pg 23 con't

pg 39 con't

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

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

| | 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 | NS | NS | Lang, SS, S, A, Music M, | 50 % |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | S, S S, Art | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

pg 23 cont

pg 39 con't

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

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)

pg. lxii prop.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model; sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct 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.

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

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

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

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

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

pg 1 con't
pg 43 con't
pg 32 con't

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1

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

13.3 IA 1 pg

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

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

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

| | | | | | |
|---|---|---|---|---|---|
| 13.1 Second language listening-speaking skills are learned: | | | | | 13.1 IB 1 IIB 1 |
| 1-concurrently with dominant language listening-speaking skills | | ✓ | | ✓ | pg 1 con't |
| 2-after a specified level of competency achieved in listening-speaking skills in dominant language | | — | | — | pg 43 con't |
| 3-a specified period of time after listening-speaking skills in dominant language taught | | — | | — | pg 32 con't |
| 4-before any specified level of listening-speaking competence achieved in dominant language | | — | | — | |
| 13.2 ALM sequence followed: | | | | | 13.2 IA 1 IB 1 IIA 1 IIB 1 |
| 1-Listening-speaking proficiency precedes introduction of reading | ✓ | ✓ | ✓ | ✓ | |
| 2-Reading is taught concurrently with listening-speaking skills | — | — | — | — | |
| 3-Learning to read overlaps learning of listening-speaking skills | — | — | — | — | |
| 4-There is some overlap between learning to read and to write | — | — | — | — | |
| 13.3 Listening-speaking proficiency determined by: | | | | | 13.3 IA 1 IB 1 IIA 1 IIB 1 pg 29 con't |
| 1-measure of listening-speaking proficiency | ✓ | ✓ | ✓ | ✓ | |
| 2-informal assessment by teacher | — | — | — | — | |
| 13.4 Second language reading skills are learned: | | | | | 13.4 IB 1 IIB 1 |
| 1-concurrently with learning to read in dominant language | | ✓ | | ✓ | pg 1, 43, 32 cont |
| 2-after a specified level of dominant language reading competence achievement | | — | | — | |
| 3-a specified period of time after learning to read in dominant language (e.g. a specific grade) | | — | | — | |
| 4-before learning to read in dominant language | | — | | — | |

| | I Non Eng dom students A dom lang | I B second lang | II Eng dom students A dom lang | II B second lang |
|---|---|---|---|---|
| 13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K | | | | |
| 1 | ✓ | ✓ | ✓ | ✓ |
| 2 | | | | |
| 3 | | | | |
| 13.6 Reading readiness is determined by: 1-test of reading readiness | | | | |
| 2-informal teacher assessment | | | | |
| 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) | | | | |

13.5 IA 1
IB 1
IIA 1
IIB 1

44
pg 1, 31 part II con't

13.6 IA NS
IB 1
IIA 1
IIB NS

pg 1 part II con't

13.7 IA NS
IB
IIA
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

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. | ✓ | ✓ |
| 3-Second language learning is always in- | | |

part II con't

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

13.6 IA NS
IB 1
IIA 1
IIB NS

pg 1 part II con't

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
IIA
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

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. | ✓ | ✓ |
| 3-Second language learning is always integrated with the learning of oourse content (such as social studies) or as a medium of cognitive development. | | |
| 4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language). | ✓ | ✓ |
| 5-Different academic content is taught in the second language from that which is taught in the native language. | | |
| 0-not specified | | |
| 6-other (specify) | | |

15.0 TREATMENT OF CHILD'S LANGUAGE:

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

Pg 116 Part II con't

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

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

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

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

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA ✓ IB ✓ IIA ✓ IIB ✓ pg 25 Con't

2-Basal readers ✓ ✓ ✓ ✓

3-Dialect readers — — — —

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

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

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

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

| | | |
|---|---|---|
| 0-none specified | — | — |
| 1-pattern drills | ✓ | ✓ |
| 2-dialog memorization | ✓ | ✓ |
| 3-choral repetition | ✓ | ✓ |
| 4-songs | ✓ | ✓ |
| 5-programmed instruction | ✓ | ✓ |
| 6-stories read to children | ✓ | ✓ |

Pgs 1v-

AUDIO VISUAL AIDES

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

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

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA ✓ IB ✓ IIA ✓ IIB ✓ pg 25 Con't

2-Basal readers ✓ ✓ ✓ ✓

3-Dialect readers — — — —

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

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

16.2 IA NA IIA NA

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

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

0-none specified — —
1-pattern drills ✓ ✓
2-dialog memorization ✓ ✓
3-choral repetition ✓ ✓
4-songs ✓ ✓ Pgs
5-programmed instruction ✓ ✓ lv-
6-stories read to children ✓ ✓ lvi
AUDIO VISUAL AIDES
7-films, filmstrips — — prop
8-flannel or magnetic boards — —
9-realia, graphic displays — —
10-records, tapes ✓ ✓
11-listening centers — — pg 34 con't
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) — —
- games ✓ ✓

16.4 The sources of Non-English materials and textbooks are: 16.4 1,2,4,9
(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 conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

pg 25 con't

Edinburg, Tex. ROCK materials
SEDL multicultural social studie (Southwest Educational Development Lab)
Carrascolendas

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document pg 25 con't xerox 15 a-f

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)

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

| | A-more than ½ the time | B Less than ½ the time |
|---|---|---|
| 0-not specified | | |
| 1-total class | | NS |
| 2-small groups (specify size) | | |
| 3-individual instruction | | |

17.3 Criteria for grouping:

| | Students I Non Eng dom | II Eng dom EMT | II-1 Eng dom NEMT |
|---|---|---|---|
| 0-not specified | | | |
| 1-by age | | | |
| 2-by native language | | | |

(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)

Southwest Educational Development Lab)
Carrascolendas

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document pg 25 con't xerox 15 a-f

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)

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

| | A-more than ½ the time | B Less than ½ the time |
|---|---|---|
| 0-not specified | | |
| 1-total class | | NS |
| 2-small groups (specify size) | | |
| 3-individual instruction | | |

17.3 Criteria for grouping:

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

18.0 TUTORING

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

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

15a

MATERIALS 16.5

A wide range of materials will be utilized and explored in all subject areas in order to provide for individualization in the classroom. Materials which may be very successful with one group of learners may not be so with another. The list is given by grade level:

Grade 1

English Language Arts

Macmillan Basal Reader
Edinburg Phonics (English)
Miami Linguistics
ROCK Kit 1 (ESL)

Spanish Language Arts

Edinburg Phonics (Spanish)
Preparandose para leer Houghton Mifflin
Laidlaw Basal Reader
El Nuevo Sembrador Pre-primario
primario
Project designed exercizes

Math

Addison Wesley. Math 1
Matematica

Science

AAAS Program (teacher translated)

Social Studies

Multicultural Social Education 1
Southwest Educational Development Lab
(teacher translated)

Music

Songsin English and Spanish
by Carole Perkins
Tapes from Carrascolendas

15b Grade 2

English Language Arts

Macmillan Basal Reader
McQueen Phonics
Miami Linguistics
Roberts English 2
Spelling 2
Handwriting 2
Rock Kit 2 (ESL)

Spanish Language Arts

Laidlaw Readers
El Nuevo Sembrador 2do,3ro
Mi primera fonetica (Natl.Textbook Co.)

Spanish as a second language

Schmitt.We speak Spanish 2

Mi Primera Fonética (National Textbook Co.)

Math

Addison Wesley Math 2
" Matemática 2

Science

AAAS Program (teacher translated)
Carteles didácticos (Fernandez editores)

Social Studies

Multicultural Social Education 2
Southwest Eduaational Development Lab
(teacher translated)

Music

Songs in English and Spanish by Carole Perkins
Carrascolendas tapes

Grade 3

English Language Arts

Macmillan Basal Readers
Scott Foresman. Open Highways
Our Language Today
The World of Language
Spelling 3

Handwriting 3

Spanish Language Arts

Laidlaw Basals
El Nuevo Sembrador
Sonata Reading Series
Project made exercizes for
El Nuevo Sembrador and Laidlaw Series
Arboleda

Spanish as a second language

Schmitt Book 2,3 We Speak Spanish
National Textbook Co. La primera fonetica

Math

Addison Wesley. Math 3
Matemática 3

Science

AAAS Science Program
Dimensión 59

Social Studies

Harcourt Brace & World

English as a second Language

Lado English Series Book 1

Grade 4

English Language Arts

Harper & Row Basal
Harper & Row Supplementary
Scott Foresman. Open Highways
World of Language 4
Spelling 4
Handwriting 4

Spanish Language Arts

Laidlaw Basals
El Nuevo Sembrador
Sonata
Arboleda

Spanish as a second language

Schmitt We Speak Spanish 3

Math

Silver Burdett Matemática Moderna

Science

AAAS Science Program
Dimensión 59

Social Studies

Harcourt Brace & World

English as a Second Language

Lado English Series Book 2

## Grade 5

### English Language Arts

Harper & Row Basal
Harper & Row Supplementary
Scott Foresman. Open Highways
World of Language 5
Spelling 5
Handwriting 5

### Spanish Language Arts

Laidlaw Basals
El Nuevo Sembrador
Sonata
Arboleda

### Spanish as a second language

Schmitt. We Speak Spanish 3

### Math

Matemática Moderna. Silver Burdett

### Science

AAAS Science Program
Dimension 59

### English as a second language

Lado English Series Book 3

## Grade 6 & 7

### English Language Arts

Harper & Row Basal
Open Highways
Supplementary Readers
World of Language 5
Our Language Today 7
Handwriting 6,7

### English as a second language

Lado English Series Books 4,5
International Folktales I,II
American Folktales I

### Spanish Language Arts

Laddlaw Basals  Espanol Sigamos
Sonata
Arboleda

### Spanish as a second language

Schmitt. We Speak Spanish 4 (McGraw Hill)
Espanol Sigamos (McGraw Hill)

### Science

AAAS Science Program Levels F,G
Dimension 59

### Social Studies

Harcourt Brace & World
Texas History (text to be selected)
Diploma 4,5

18.3 4, 6

pg 28 Int. Eval '70

pg 28 prop.

18.3 Parent tutoring: (mark all that apply)
no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

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

19.0 5, 16

19.0 CURRICULUM PATTERNS

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

pg. 32 Con't

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:

16- team teaching

20.0 COGNITIVE DEVELOPMENT

20.1 9, 5

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using

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

19.0 CURRICULUM PATTERNS

19.0 5, 16

The stated curriculum pattern of the bilingual project:

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

Pg. 32 Con't

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:

16- team teaching

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 9, 5

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-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:

9- AAAS Science materials

20.2 Cognitive development in later grades (grade 4 and above)

20.2 1

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

pg 84 con't

AAAS Science Materials

21.0 7,14

21.0 SELF-ESTEEM

Stated methods of project compenent 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 #

pg Ixii co

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community (pupils contribute to bilingual newspaper)
15-other (specify)

22.0 D

22.0 LEARNING STRATEGIES

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 activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

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

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

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

22.0 LEARNING STRATEGIES 22.0 0

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

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 0

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

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT 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/#) 23.3 0
0-none mentioned

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

23.5 American culture is defined: 23.5 2
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

pg lxii prop.

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

23.4 0

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

23.5 2
pg lxii prop.

24.0 COMMUNITY COMPONENT

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

24.1 1, 3
pg 32 prop.

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

24.2 1, 3
pg. 32 prop.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 3, 10

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

pg 122 con't

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 11, 12

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
11- help with school parties and field trips
12- parents are invited to visit school

pg. 126 con't

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

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

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify), liaison persons, community aides
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1, 11, 12
O-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how
pg. 126 con't
11- help with school parties and field trips
12- parents are invited to visit school

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

24.6 The school is open to the community through: 24.6 2
O-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)
pg 124 con't

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1
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 0

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 pg 39 prop. 27.1 1

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

27.2 0-not specified (mark all that apply) 27.2 1, 3, 5, 7

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

pg 60 prop.