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Speaking; Ltudent 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)

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PROJECT BEST

#492 Del Valle, Texas

Bilingual Education Applied Research Unit N.Y.C. Bilingual Consortium Hunter College Division

695 Park Avenue N.Y., N.Y.10021

UNVERIFIED

CHECK DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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

Give Dates and Note if Evaluation is included in continuation.

	<u>lst year</u>	2nd year	3rd yoar
Evaluation design			ı
Interim evaluation	' 70		
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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

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

# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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bilingual education applied research unit 0.1 Project No. 492 (modeling innovative programs unit) project b.e.s.t. n.y.c. consortium on bilingual education CONTENT ANALYSIS SCHEDULE UNVERIFIED FOR BILINGUAL EDUCATION PLOGRAMS Research Assistant Roselin Ehrlich MASS 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 0.5 25 STATE .05 11-Louisiana 21-0klahoma 1-Alaska 12-Haine 27-Oregon 2-Arizona 23.-Pennsylvania 13-Massachusetts 3-California 24-thode Island 14-Michigan 4-Colorado 25-Texas 5-Connecticut 15-Montana 26-Utah 6-Florida 16-New Hampshire 27-Vermont 7-Guam 17-New Jersey 8-Idaho 18-New Mexico 28-Washington 19-New York 29-Wisconsin 9-Illinois 30-Other (specify) 10-Indiana 20-0hio\_ 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Year Project began under Title VII: 1.1 07 97 - 1969 07 - 1970 Project No. 2.0 FUNDING (Mark all that apply) 2.1 (1) Any PHIOR funding of BILINGUAL program, if Title VII continues or expands that program O-no prior funding mentioned 2.2 1967 2.2 Year prior funding began 2.3 2 2.3 Prior bilingual program involved: 1-early childhood (pre K + K) Delementary students (grades 1-6) 3-secondary students (grades 7-12) O-not specified 2.4 Source of prior bilingual program funding: 5-rederal (specify) Title III pg | Int. Eval. 10 4-university 1-local 2-state 3-foundation 2.5 (1-CONCURRENT funding of program(s), if cooperating

with Title VII program

0-no concurrent funding mentioned

0.2 ame	of Project Vel Valle Dil	hqual Education	111091411
0.3 Addr	ess of Project Del Valle I	ndependent Schoo	l District
•05	o.4 Del Valle, state	1exas 18613	0.5 25
	1-Alaska 2-Arizona 3-California 4-Colorado 5-Connecticut 6-Florida 7-Guam 8-Idaho 9-Illinois 10-Indiana 11-Louisiana 12-Naine 13-Nassachusetts 14-Michigan 15-Hontana 16-New Hampshire 17-New Jersey 18-New Mexico 19-New Yorl: 20-Ohio	24-Thode Island 25-Texas	
	OJECT HISTORY, FUNDING AND SCOPE Year Project began under Title VII: see Project No. 17 - 1971	•	1.1 <u>07</u>
	NDING (Mark all that apply)  (1)Any PRIOR funding of BILINGUAL position or expands that properties of the properties of		2.1 1
2.2	Year prior funding began		2.2 1967
	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	1-local 4-university	fy) Title III pa ( Int	2.4.5 Eval. 170
2.5 (	1-CONCURRENT funding of program(s) with Title VII program 0-no concurrent funding mentioned		2.5
• *	Concurrent program cooperating with 1-early childhood (pre K + K)  Colementary students (grades 1-6)  Secondary students (grades 7-12)  4-teachers  O-not specified	)	2.6 2,3
2.7	Source of concurrent funding, if opposite program: 1-local	fy) Title I	2.7 1,2,5
2.8	Total Title VII grant (first year	only)	2.8 120,000
2.9	Total funds for concurrent program	(s) cooperating with	2.9 45230
	If a UNIVERSITY is working with the specify which:	e Title VII program,	3.00_

II= II + II2

```
4.0 SCOPE of PROJECT
     4.1 Numbers of schools involved in Title VII program:
                         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
                                               D. Second year
                                               C. Third year
     4.3 Grade level of students in program; number of classes per
          grade and total number of students by grouped grade levels
          (by second year)
                       Number of
                                                              Number of
          Grade
                       Classes
                                                   Grade
                                                              Classes
         PS-PreSchool
                                                   7-grade 7
         K-Kndgtn
                                                  8-grade 3
         PSK TOTAL NO. students PS and K 9-grade 9
                                                  B 30 TOTAL students gr. 7-9
         1-grade 1
                                                  10-grade 10
         2-grade 2
                                                  11-grade 11
         3-grade 3
                                                  12-grade 12
         4-grade 4
                                                  C TOTAL students gr. 10-12
         5-grade 5
         6-grade 6
         A 180 TOTAL students gr. 1-6
                                                                        4.4 3
     4.4 1-All classes graded
         2-All classes ungraded
         3-Some classes ungraded
CON'L If ungraded, specify ages or grades grouped together: Ungraded classes in Math, Spanish and lang. Arts. (grades 7-5), 6mand 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 - English Dominant 5.0
                                                                               No.
1. Total
                    I N-E Dom - NEHT
                                             II E-Dom - NEMT
  Non-English
                                                                   NE dom I
  Mother Tongue
                                                                  N-EMT
                                                                   E dom
2. Total
                                                                  TMEN
                                             II_2 E-Dom - EMT
  English
                                                                               95 45%
  Nother-Tongue
                                                                  I-Dom
                                                                  Total E_Dom 105 509.
                   I Total Mon-English
                                           II Total English
```

Dominant: 105

Dominant: 105

```
(by second year)
                     Number of
                                                           Number of
         Grade
                      Classes
                                                Grade
                                                           Classes
         PS-PreSchool
                                                7-grade 7
                                                           1-30
         K-Kndgtn
                                                5-grade ੪
        PSK ____TOTAL NO. students PS and K 9-grade 9
                                               B 30 TOTAL students gr. 7-9
         1-grade 1
                                                10-grade 10
         2-grade 2
                                                11-grade 11
         3-grade 3
                                                12-grade 12
        4-grade 4
                                                C TOTAL students gr. 10-12
                      1-30
        5-grade 5 1-3D
6-grade 6 1-3D
A 180 TOTAL students gr. 1-6
         5-grade 5
                                                                     4.4 3
    4.4 1-All classes graded
        2-All classes ungraded
         3-Some classes ungraded
        If ungraded, specify ages or grades grouped together: Ungraded classes
In MATH, Spanish and lang. Arts. (grades 1-5), 6mand 7th
ESS VALIABLES - STUDENTS (Social inguistic)
5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)
     5.1 Students Dominant and Native language interaction and
         cultural affiliation (Indicate number of students in each
         category and specify cultural affiliation in box)
         (Circle any information which is inferred and write INF.)
                   I Non-English Dominant - English Dominant 5.0
                                                                           No.
                                                                                 ري
ا
1. Total
                                          II.E-Dom - NEAT
                  I N-E Dom - NEMT
                                                                           105 50 %
                                                               NE don I
  Non-English
  Mother Tongue
                                                                      II<sub>1</sub> 10 59.
                                                               E don
                                                               NEMT
2. Total
                                         II2 E-Dom - EMT
  English
                                                               E-Don II<sub>2</sub> 95 45%.
  Mother-Tongue
                                                               Total E-Dom 105 50 %, II= II<sub>1</sub>+ II<sub>2</sub>
                  I Total Non-English
                                         II Total English
                     Dominant: 105
                                            Dominant: 105
 Inference from percentages given on Pg & Int.
                 Non-English Dominant
                                                    English Dominant
     KEY:
                                                      E-Dom N-EMT
                  N-E Dom N-EMT
                  Example: a native Spanish speaker
  Non-English
                                                      Example: a native Spanish
                  who uses Spanish in most contacts
  Nother Tongue
                                                      speaker who uses Spanish only in
                  though he may know English
                                                      familiar contacts, and English
                                                      in all others; school, work.
                  N-I Dom - HAT
                                                      E-Dom - E.H.
  English
                  Example: (rare) a native English
                                                      Examples: 1) a native E. speaking
  Mother Tongue
                  speaking Puerto Rican child,
                                                      acculturated American who may
                  born in New York who returns
                                                      or may not know a second lang.
                  to Puirto Rico and becomes
                                                                2) a native E. speaking
                  Spanish dominant
                                                      llexican-American child who has a
                                                      minimal receptive knowledge of
                                                      Spanish, but has a Latin culture
```

affiliation.

grade and total number of students by grouped grade levels

Indigenous Americans:	Nurber	Per Cent of	if inferred,
A1 Navajo	A1.	Total Students	check ()
A2 Cheroliee	A2	75	and an
A3 Other (specify)	<b>A</b> 3	75	
A TOTAL No. of American Ind	ian A	بر	and distribution is
Americans of other ethnic b	acigrounds:		
BDilexican-American	B1 115	<i>55</i> %	pg 6
B2 Puerto-lican	B2	55	1 0
B3 Cuban	В3		Int. Ev
D4 Other Spanish-American (specify)	ו בו	c.	
B TOTAL No. of Spanish-	ВД. В	g	a and a color
speaking Americans	M. S. SERBOR (SEC.)	1 a.a	and the second of the second o
C Portuguese-American D Franco-American	C.	55	
D Franco-American F Chinese-American	D P	50	an administration and administration
G Eskimo	G	·56	No. of the state o
H Russian	H	55 55 55	6 de arraginación
J Other	J	6/5	
students .	115	<b>55</b> %	
TOTAL number of N-HIT targ students  Ethnic identity of English population, if specified,	mother tongue s	tudents other tha	n target
Ethnic identity of English population, if specified,	mother tongue s	tudents other tha	n target
Ethnic identity of English population, if specified, 1	mother tongue s	tudents other tha	n target
Ethnic identity of English population, if specified,	mother tongue s	tudents other tha	pg6In
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of EIT studen	mother tongue s by number and pe E1 25 3 E2 ts	tudents other tha	n target  Ogbin Eva
Ethnic identity of English population, if specified, English English Population, if specified, English Total number of English Total number of English Studential target population	mother tongue s by number and pe E1 953 E2 ts	tudents other tha	pg6In
Ethnic identity of English population, if specified, 12 Anglo 2 E2 Negro TOTAL number of EIT student	mother tongue s by number and pe E1 953 E2 ts	tudents other tha	pg6In
Ethnic identity of English population, if specified, Englo English Population, if specified, Total number of English Student other than target population Anglo + Negro	mother tongue s by number and pe  E1	tudents other than cent.	pg6In
Ethnic identity of English population, if specified, Englo English Population, if specified, English Population, if specified, English Population, English Population, English Population, Anglish Population, Anglish Population, English Population,	mother tongue s by number and pe  E1	tudents other than cent.	pg6In
Ethnic identity of English population, if specified, English Population, if specified, English Population, if specified, English Population, and English Population and English Population Anglish Population Anglish Population and English Population, if specified, English Population, English Population, English Population, English Population, English Population, English Population, English Population and	mother tongue s by number and pe  E1 95  E2  ts on  The mother tongue (specify)	tudents other than reent.  455	Pg6In Eva
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of ENT student other than target population of the student of the stu	mother tongue s by number and pe  E1	tudents other that rent.	Per Cent
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of EIT studen other than target population other than target population and the students of the student	mother tongue s by number and pe  E1 95  E2  ts on  The mother tongue (specify)	tudents other that reent.  45 3  if DIFFERENT  Language Number	Per Cent
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of ENT student other than target population of the student of the stu	mother tongue s by number and pe  E1	tudents other that rent.	Per Cent
Ethnic identity of English population, if specified, E1 Anglo E2 Negro  TOTAL number of ENT studen other than target population Anglo + Negro = Students' native language from dominant language Dominant language 1-English 2-Spanish	mother tongue s by number and pe  E1 95  E2  ts on  H57, or mother tongue (specify) Different Native	tudents other than report.  45.53  if DIFFERENT  Language Number	Per Cent
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of EIT studen other than target population other than target population and the students of the student	mother tongue s by number and pe  E1 95  E2  ts on  H57, or mother tongue (specify) Different Native	tudents other than report.  45.53  if DIFFERENT  Language Number	Per Cent
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of ENT student other than target population other than target population and the students of the students of English 2-Spanish  Students' Dominant Language  Students' Dominant Language  Students' Dominant Language	mother tongue s by number and pe  E1 95  E2  ts on  r mother tongue (specify) Different Native	tudents other that reent.  45 3  if DIFFERENT  Language Number  10	Per Cent
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of EIT student other than target population other than target population and the students of the students of EIT studen	mother tongue s by number and pe  E1 95  E2  ts on  The proper tongue (specify) Different Native  Spanish  and Extent of Monoling	tudents other that reent.  45.3  if DIFFERENT  Language Number  10  Bilingualism  gual Number of str	Per Cent  7.  Per Cent  9.  1.  1.  1.  1.  1.  1.  1.  1.  1.
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of ENT student other than target population other than target population and the students of the students of English 2-Spanish  Students' Dominant Language  Students' Dominant Language  Students' Dominant Language	mother tongue s by number and pe  E1 95  E2  ts on  The proper tongue (specify) Different Native  Spanish  and Extent of Monoling	tudents other that reent.  45 3  if DIFFERENT  Language Number  10	Per Cent  7.  Per Cent  9.  1.  1.  1.  1.  1.  1.  1.  1.  1.
Ethnic identity of English population, if specified,  E1 Anglo  E2 Negro  TOTAL number of EIT studen other than target population other than target population and the students of the student	mother tongue s by number and pe  E1 95  E2  ts on  The proper tongue (specify) Different Native  Spanish  and Extent of Monoling	tudents other that reent.  45 3  if DIFFERENT  Language Number  Lo  Bilingualism  gual Number of structure any extant	Per Cent  7.  Per Cent  9.  1.  1.  1.  1.  1.  1.  1.  1.  1.

Liemican-American	B1	112	53		P	7	
B2 Puerto-lican	32		) i				
B3 Cuban	B3		5			コッけい	Fual
24 Other Spanish-America	an				- '	7	CYNI
(specify)	B4,			F		J.	170
B TOTAL No. of Spanish-	- B			5	• •		
speaking Americans					• •		
State of Sta				*			
C Portuguese-American	С	Service and the service and th	Ç				
D France-American	D	***	ري ما دره دره دي				
F Chinese-American	ਜੋ : ਜੋ ਜੋ		· · · · · · · · · · · · · · · · · · ·		• •		
G Eskino	- ·-	• • • • • •					
H Russian	H		در بے ، ، ہے،، ،		• •		
J Other	 T		در می	****			f
			,	*** * * * *	•. •		
I TOTAL number of N-E(T students  5.3 Ethnic identity of Englopopulation, if specifies E1 Anglo E2 Negro  II TOTAL number of EIT students other than target population that the students of th	Lish mother ed, by number E1_E2_adents	95 95	students of per cent.	ther than targ	ret	96- E	Int. Val. <sup>177</sup>
from dominant language  Dominant language	(specif	·у)	ve Language	5.4.	er Cent	e consideration of the second	
1-English 2-Spanish				. 10.	570	•	
					W. (2). Birth. (1)		
Dominant language of students in program	Number c	of Monol:	ingual Numbe	ism er of students ny extent	Biling	ual	
Number 5	not	lio,	% not	only listeni			
	spec.		spec	comprehensio			
\$	•	•••		No.	No.	%	
E 195 English 50 American		95	45		10	5	• .
Indian		*** *. *		***	منسسيون و		
the very	no operations	** * ** *	to be the state of	• • • • •			•
A2 Onerowee	****			K #	• • •	• • • •	
Al in a state of the state of t	į	e production and	A second at		•••		
O difer (Spec.)	ي ودها هاه			min	No. of the Control of		
B 105 Spanish 50				A STATE OF THE STA		* ***	
C Portuguese				ديق بوالوا			
D French		·		The second se			
F Chinese	1		6 mars     1 mars	ex ex ex ex			
G Eskimo				*		4 <del></del>	
H Lussian		***** # ·					
J Other (spec.)	•	• • • •	• • • • • • • • • • • • • • • • • • • •				
		• • • •	• • • • • • • • • • • • •		• • • •	***	
•			7	and the second s			

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· · · · · · · · · · · · · · · · · · ·		
		page 4
5.6	<pre>Decruitment of Students:</pre>	5.6
	1 - English Mother Tongue and Non English Mother Tongue	* PRODUCTI TELLEGIS - And State Control of the Cont
	Students are required to participate in the bilingual	l program
	2 - Only N-EMT are required to take program, EMT's partic	cipation
	is voluntary	
	3 - Both EMT and H-MIT participation is voluntary	
5.7	I THE THE PASSION CLICK DOO OTHER O	5.7 <u>n.s</u>
	n.s. not specified on the chart	
5.8	Community Characteristics (mark ally that apply)	5.8 <u>3-10</u> 96 4-90 90
	0 - not specified	4 - 93.0
	1 - inner city-ghetto 2 - major city	4 - 10 %
	3 ~ small city town on subusib	
	4 - rural 9090 5 other (specify)	•
	other (specify)	
5.9	A. Socio-economic status of N-HIT participating students	5.9 A. <b>h.s.</b>
	(indicate specific percent of low SES)	
	B. Average family income, if mentioned n.s. not specified	B. n.S
		B. <b>n.s.</b> _
5.10	Socio-economomic status of MAT participating students	5.10 <b>n.S.</b>
	(indicate specific percent of low SES on the blank) n.a not applicable (no EMT)	
	00 - not specified	
:		
5.11	Proportion of migrant students in project (Indicate specific percent)	5.11
	n.s not specified	/*
5.0 SO	CIOLINGUISTIC SURVEY	
6.1	Project states that a sociolinguistic survey:	6 1 T 1
	1 for II for	6.1 I <u>2</u>
	cyorg T.E. quorg T.E11	
	1 was made 2 will be made	na 24
	0 not mentioned	ra - '
	to the distribution of the second of the sec	Int.
6.2	If a sociolinguistic survey was or will be made,	6.2 I / 2 Full
	mark all groups included:  I N-EMT II HAT	17.
	1 parents	/6
	2 children	
	3 teachers 4 community	
	5 others	
	(specify)	

ERIC 6.3 Language dominance of N-MIT groups (check Asparents, B schildren, 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 70  4 - iural - 90 70  5 - other (specify)	5.8 <u>3-10</u> % 4 - 90 %
5.9 A. Socio-economic status of N-ET participating stude (indicate specific percent of low SES)  B. Average family income, if mentioned n.s. not specified	E. <b>n.s.</b>
5.10 Socio-economic status of EMT participating student (indicate specific percent of low SES on the blank) n.a not applicable (no EMT) 00 - not specified	s 5.10 <b>n.5</b> .
5.11 Proportion of migrant students in project (Indicate specific percent) n.s not specified	5.11
6.0 SOCIOLINGUISTIC SURVEY	
6.1 Project states that a sociolinguistic survey:  I for II for  II was made  2 will be made  0 not mentioned  6.2 If a sociolinguistic survey was or will be made, mark all groups included: I N-EMT II MIT  1 parents 2 children 3 teachers 4 community 5 others (specify)	6.1 I 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
6.3 Language dominance of N-MIT groups (check A parents, will be determined by the extent each language is use through various means of communication.  e.g. specify extent descriptively: never, sometimes,  USE NON-ENGLISH LANG.  USE EMOLI	always 5.3 A Pg. 24
DOMAINS: LISTENING SPEAKING READING WAITING LISTENING  1 Home 2 Church 3 School 4 Work 5 Socializing 6 Neighborhood 7 film—TV-radio 8 Magazines news	SPEAKING READING VRITING EVAL.



		_	_	pa	- n
6.4	If not included in survey, how was student's determined?	ī	II	ce 6.4 I II	17.4
	4	N-Evit	HIT		
	1-inferred by use of surname	an Britishader C	-	Deteri	mined
	2-established by formal testing of students 3-assessed by informal means (specify how)		errene abasantura		
	4-not mentioned	de religio ribigo ribigorili. Bernago antiquadrica d	gardina de arrivado	מי	3 4T VE
6.5	An analysis to determine if an interior in the community, (e.g., a mixtu or which serves as a single system of community.	uage exis o languag	ts es	6.5_	<u>D</u>
	a group of people).				
·	1-yes				•
	0-no			,	
	Attitudes toward maintenance or shift:		· .		
6.6	N-EiT parents' attitudes toward maintenar N-EMT in particular domains of use or con to English 1-yes O-no			6.6_	<b>D</b>
					•
6.7	FIT parents' attitudes toward their child of the N-FIT language 1-yes 0-no	dren's le	arning	6.7_	<u>U</u>
6.8	Children's own attitudes regarding the set they are learning and the speakers of the 1-yes 0-no			6.8_	0
					·
6.9	If not included in survey how were parent community attitudes toward N-EHT maintened determined?  1-will not be assessed		r	6.9_	<u>n.5</u> .
	2-will be assessed, method not specified 3-has been or will be assessed by method	other the	an		
	sociolinguistic survey (specify how)	relien de stêr dieuskers dieuskers de sond			
6.10	1-After sociolinguistic survey is made, how program? (specify) (e.g. transfer or main programs) 0-not mentioned	does it	influence ins <b>t</b> ructic	6.10 onal	n.S.
.O ST	AFF SELECTION	•	· .		•
7.1	Linguistic background of project teachers, a (indicate non-English language in each box)	oy number	in each o	eategory:	
	Language dominance not specified		(if any ir	nformation	n is not
	Mother tongue not specified not specified whether monolingual or bil		specified heading a rest of t	l, cross and compl	out that ete the
			TODO OT	orre circut f	/

0~no

Attitudes	toward	maintenance	or	shift

6.6	N-IMT in particular domains of use or complete shift	<del>_</del>	6.
		to English 1-yes	

6 **D** 

0-no

6.7 HIT parents' attitudes toward their children's learning of the N-HIT language 1-yes

6.7 **D** 

0-no

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

6.8 **(**)

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

1-will not be assessed

2-will be assessed, method not specified

3-has been or will be assessed by method other than sociolinguistic survey (specify how)

6.10 n. 5. 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 0-not mentioned

# 7.0 STAFF SELECTION

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

4					
<b>~</b>	Language domin	nance no	t specified		
	Language domin Mother tongue	not spec	cified		
	not specified			or	bilingual

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

I N E Dom.
II E Dom
II <sub>1</sub> E Dom

A-lionolingual	B-Bilingual
N=	K=
N =	N=
N=	N=
For particular agricultures of the control of the state of the state of the control of the contr	Ber - Tim Telling in des de language (group gerieb Tellinds Lebinds

B Total Number A Total Number Monolingual Bilingual O ....7 ......

7•⊥	I II II II <sub>1</sub>	A B A B	No.	<b>7</b> 0
	II <sub>1</sub>	A B	2	28 %
	A B N	. :	077	100

Total Number of Teachers

38 con't

7.2 Linguistic backgrou	and of project aide	s or paraprofes	sionals, by r	number:
(indicate non-Engli Language domin Mother tongue	nance not specified	th box)	specified.	ormation is not cross out that
Not specified	whether monolingua	l or bilingual	heading and rest of the	d complete the
	A Monolingual	B Bilingual	7.2	No. %
I N-E Dom N-EMT			I A I B II A	
II E Dom EMT			II B II A II B	
II E Dom 1 N-ENT			<b>1</b>	A NS B ALS N
•		N Total Number	•	
A Total Number B	Total Number	of aides or		
Monolingual	Bilingual	parap <b>ro</b> fessi	onals.	
	<del></del>		•	^
7.3 Language(s) used b (Mark all that app	y bilingual teache ly)	<u>rs</u> :		7.3
1-Bilingual teache	rs teach in only o	ne language	<b>"</b>	
1a-Bilingual <u>dominant</u>	teachers who teac language, whether	h in only one la that is their na	anguage teach ative <b>or</b> seco	in their nd language.
native la	teachers who teac			
1c-	only if native lan even if native lan -not specified	guage is also the guage is <u>not</u> the	neir dominant eir dominant	language language
2-Bilingual teache regardless of whi	rs teach in both t ch is their <u>domina</u>		second langu	age,
O-language(s)used	by teachers not sp	ecified	· ·	
7.4 Language(s) used b (Mark all that app		or paraprofession	onals:	7.4 <u> </u>
1a-Bilingual aid their <u>dominar</u> ilingual cides 1b-only if nativ	instruct in only ones who instruct in the language, whether who instruct in or the language is also to language is not	only one languary or not it is ally one lang. to their deminant	their native ach in their language	language. native lang.:
1-0 not specifie		Onone dominion		

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

_	II E Dom			,		<del>-</del> 7	II A II B	AUS	
	FMT	:		• ,			II1A II1B		
	II E Dom	ř			<u> </u>	-	1 A	NS .	·
	7 N-EIT	· .			· .	j	B N		
۸۲	rotal Number	ВТо	tal Number		Total Numb		•	- Carlotte	
	Monolingual		lingual		paraprofes			4.5	
-	<del> </del>							0	
7.3	Language(s) (Mark all th	used by b at apply)	ilingual t	eachers:			7	.3 <u>.</u>	<del>-</del>
	1-Bilingual	teachers	teach in o	nly one	language			•	
					n only one t is their				· .
	Bil <u>nat</u>	<u>ive</u> langu	age:		n only one				•
:		1c-eve	y if native n if native t specified	e langua	ge is also ge is <u>not</u> '	their domi	inant lai nant lan	inage Janage	
	2-Bilingual regardless	teachers of which	teach in b is their <u>d</u>	oth thei ominant	r native ar language.	nd second	language	•	
	0-language(s	)used by	teachers n	ot speci	fied				,
7.4	Language(s) (Mark all th	used by bat apply)	ilingual a	ides or	paraprofess	sionals:	7	.4_0	
	their dilingual 1b-only if 1c-over if 1-0 not sp 2-Bilingual	al aides ominant 1 cides who native 1 native 1 ecified aides ins	who instru anguage, we instruct anguage is anguage is truct in be	et in on hether coin only also the not the	ly one langer not it is one lang. heir dominantic domin	their nateach in the language thanguage	tive lang heir <u>nat</u> e		<b>5 • :</b>
7.5	Cultural air	ilingu iliation	of teacher	s, aides	ntiene	<b>!</b> lirec <b>t</b> or a	nd evalu	ators by	
	number and p								
A. I	Ceachers No.				Proj. Dire	ector D. I	Λ	h .	%
•	M-A 2		MA I		M-A	<del></del>	Ang	10 1	100
	NS 5	72	N.S. 6	86		·		· — —	
_		- Consideration						*	
								<del>_</del> . <del>_</del>	
0-no	ot specified			Constitution of the Consti	* 176.	-	<del></del>	<del></del>	
					from				
		÷ .			Surn	_			
					* Pg. 4	2a			

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	7.6 S	Selection of N-MIT teachers from local community	7.6 No.	, 7 g
	, n	l_not specified	7.8 No.	~
	И	Number of N-MIT program teachers from local community		,
	<sub>(</sub> a	and % of total N-MIT teachers.	•	
			_	بيبر
	7.7	Number and Proportion of teachers and aides of same	7.7	)o-
• .		cultural background as N-MiT students:	i in	-
		indicate specific percent on the blank, or	مس <b>کون</b> ۵	
		if specified descript.	ively,	
		A = teachers		
		A - teachers 2-some $B = aides$ 3-many		
		4-most	:	
	. ,	5-more than half		
		0-not specified		÷.
	,			Ž.
			no	10
	7.8	Teacher Qualifications - Training prior to project	7 1750	• 5
	. • -	Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, 7.8 if given)	7-1,	
		<i>,</i>		•
		n.squalifications not specified	-	4
		0-previous courses not specified  1. teacher must meet a specified level of language profi	ciency on a	
		teacher must meet a specified level of range specified standardized proficiency test of the non-English lange	guage through	
		which (s)he will instruct	- ammotonce i	n
		1	competence i interview	
		teacher must meet a specified level of communication the non-English language determined by a structured in the non-English language determined by a structured by the non-English language determined by the non-English language determined by the non-English language determined by the no	is a native	
		the non-English language determined by a solution of the non-English language determi		
		language, in Peace Corps) 4. previous teaching in local area		
		- I WELL LANGING OF STUTIE OF STATE	• •	
-		6. courses in N-E literature	N TO THE ME	Bilingua
		6. courses in N-E literature 7. content (e.g. Social Studies) courses learned through 8 any previous education through N-EMT	n n-mii	, —— —
		9. courses in teaching Louisian N Hill language		
		10. courses in methods of teaching N-HiT language 11. courses in methods of teaching content (e.g. math)i	n N-EAT	*** ***
		11. courses in methods of beaching someone to		
		12. certification in ESL 13. certification in teaching N-EMT	•	
			- ON TRAT	•
		15 courses in the cultural heritage, values, door out	one or Martin	
		16 other qualifications, specify		
, '		17— certified teacher M-A children		
		20 - experience with Mon Williams	<b>5</b> 1	
	<b>8.</b> 0 ST	TAFF DEVELOPMENT 8.1 A	<del>2/5</del>	•
		O No staff tweining mentioned		<b></b>
•	מי	O-No staff training mentioned The project is offering training for teachers A. For	B. For Para-	
,	O.• T	and for paraprofessionals in the following areas: Teachers	professionals	<u>.</u>
		(mark all that apply)		
	n.s.	Training indicated, but nature not specified	garmin, graphereller, dans I	
	1-Er	nglish as their second language	ay na water da na sa	
0		he teaching of English as a second language	amburg rayer a	
FRĬC	- グ <b>ー</b> A ノ 叩レ	as their second language he teaching of X as a second language	g major and a series .	
Full Text Provided by ERI	5-1ic	ethods of teaching other academic subjects		
		othods of toaching other academic subjects		

•	7.8	Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, 7.8 7,17,20 if given)	
		11 61001/	
		n.squalifications not specified O-previous courses not specified	
		teacher must meet a specified level of language proficiency on a	
•		standardized proficiency test of the non-English language through	
• .		which (c)he will instruct	
		to the compart weet a specified level of communicative competence in	
		the new Twelten lenguage determined by a structured inverview	
		3previous teaching through N-EAT (in country where it is a native	
		language, in Peace Corps)	
		/ previous teaching in local area	
		5. courses in N-EHT language structure and usage	
		6. courses in N-E literature	11: 00.46
		6. courses in N-E literature 7. content (e.g. Social Studies) courses learned through N-HIT Be S 8. any previous education through N-HIT	111 175 4
		8. any previous education through N-HIT	: 🗸
		9 courses in teaching ESL	
		10 courses in methods of teaching N-MII language	
	•	11. courses in methods of teaching content (e.g. math)in N-MIT	
		12. certification in ESL	
		13. certification in teaching N-EWT	٠
		1 / amount free towns of account of	
		15. courses in the cultural heritage, values, deep culture of N-EMT	
		16. other qualifications, specify	
		17 - cost: Sign to the char	
		17 certified teacher M-A children	
æ	0 ኖጥ	AFF DEVELOPMENT 8.1 A 5.6	•
٠.	.0 01.	AFF DEVELOPMENT 8.1 A 5,6	
		0-No staff training mentioned	
	8:.1		
	0.5 _	and /or paraprofessionals in the following areas: Teachers professionals	•
		(mark all that apply)	•
		(mail all one apply)	
	n.s.	-Training indicated, but nature not specified	
	1-En.	glish as their second language	
	2-Th	e teaching of English as a second language	
	3-X	as their second language	• •
	4-Th	e teaching of X as a second Language	
		thods of teaching other academic subjects	
		thods of teaching other academic subjects	
		X language	
		X language	
			,
			T
	8.2	Stated goals of teacher training are: 8.2 II /4 Students I N-EMT II EM	Ţ
	8.2 1-Un	Stated goals of teacher training are: 8.2 II 14 Students  IN-EMT II EM  Inderstanding of socio-cultural values and practices or	Ţ
	8.2 1-Un 2-Cr	Stated goals of teacher training are: 8.2 II /4 Students  I N-EMT II EM  coss-cultural training	т РЯ
	8.2 1-Un 2-Cr 3-Se	Stated goals of teacher training are: 8.2 II /4 Students  I N-EMT II EM  I N-EMT II EM  coss-cultural training  ensitivity to ethnocentricism and linguistic snobbery	r Pg
	8.2 1-Un 2-Cr 3-Se 4-Aw	Stated goals of teacher training are: 8.2 II 14 Students  I N-EMT II EM  coss-cultural training  ensitivity to ethnocentricism and linguistic snobbery  correspond to the social-emotional development of	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-/w 5-St	Stated goals of teacher training are: 8.2 II 14 Students  I N-EMT II EM  coss-cultural training  ensitivity to ethnocentricism and linguistic snobbery  correspond to the social-emotional development of	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-Aw 5-St	Stated goals of teacher training are: 8.2 II 14 Students  I N-EMT II EM  coss-cultural training  ensitivity to ethnocentricism and linguistic snobbery  correspond to the social-emotional development of	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-In 5-St 5-St 6-St	Stated goals of teacher training are: 8.2 II /4 Students I N-EMT II EM  address training ensitivity to ethnocentricism and linguistic snobbery vareness of the social-emotional development of crategies for accomodating the different learning cryles of trategies for cognitive development of	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-Aw 5-St 5-St 7-St	Stated goals of teacher training are: 8.2 II /4 Students I N-EMT II EM  aderstanding of socio-cultural values and practices or coss-cultural training ensitivity to ethnocentricism and linguistic snobbery vareness of the social-emotional development of crategies for accomodating the different learning cyles of trategies for cognitive development of trategies for reinforcing the self-esteem of	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St	Stated goals of teacher training are: 8.2 II /4 Students I N-EMT II EM  aderstanding of socio-cultural values and practices or coss-cultural training ensitivity to ethnocentricism and linguistic snobbery vareness of the social-emotional development of crategies for accomodating the different learning cyles of crategies for cognitive development of crategies for reinforcing the self-esteem of ethods of cross-cultural teaching or teaching the	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu	Stated goals of teacher training are: 8.2 II /4 Students  I N-EMT II EM  I N-EMT	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu 9-Fo	Stated goals of teacher training are: 8.2 II /4 Students  I N-EMT II EM  I N-EMT	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu 9-Fo	Stated goals of teacher training are: 8.2 II 14 Students  I N-EMT II EM  I N-EMT	Pg 29
	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu 9-Fo	Stated goals of teacher training are: 8.2 II /4 Students IN-EMT II EM coss-cultural training ensitivity to ethnocentricism and linguistic snobbery vareness of the social-emotional development of crategies for accomodating the different learning cyles of trategies for cognitive development of crategies for reinforcing the self-esteem of ethods of cross-cultural teaching or teaching the altural component complete the self-esteem of ethods of evaluation of rupil performance objectives Methods of evaluation of rupil performance objectives List specific courses if given (or Xerox and Attach)	Pg 29
G	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu 9-Fo	Stated goals of teacher training are: 8.2 II /4 Students IN-EMT II EM coss-cultural training ensitivity to ethnocentricism and linguistic snobbery vareness of the social-emotional development of crategies for accomodating the different learning cyles of trategies for cognitive development of crategies for reinforcing the self-esteem of ethods of cross-cultural teaching or teaching the altural component complete the self-esteem of ethods of evaluation of rupil performance objectives Methods of evaluation of rupil performance objectives List specific courses if given (or Xerox and Attach)	Pg 29
RÏ	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu 9-Fo	Stated goals of teacher training are: 8.2 II /4 Students IN-EMT II EM coss-cultural training ensitivity to ethnocentricism and linguistic snobbery vareness of the social-emotional development of crategies for accomodating the different learning cyles of trategies for cognitive development of crategies for reinforcing the self-esteem of ethods of cross-cultural teaching or teaching the altural component complete the self-esteem of ethods of evaluation of rupil performance objectives Methods of evaluation of rupil performance objectives List specific courses if given (or Xerox and Attach)	Pg 29
RI	8.2 1-Un 2-Cr 3-Se 4-hw 5-St 6-St 7-St 8-Me bicu 9-Fo	Stated goals of teacher training are: 8.2 II 14 Students  I N-EMT II EM  I N-EMT	Pg 29

		•		
			page 8	
d o Mathada of Toochor Trainings	(Mark all that a	(vlace	8.3 3,4	1.6
8.3 Methods of Teacher Training	(MAIN ALL MAG	~PP-J /		
1-courses			p21	8 cont.
experiential, teaching super	rvised by master tea	acher	011	8 con't
3-worksnops where teachers off	er suggestions to	each other		
4-use of video-tapes of teache	ersfor feedback on b	now they are doing	3	•
5-cross-cultural sensitivity to 6-interaction analysis (e.g. I	Claiming, V-groups Clanders system)			1 4 1
7-other (specify)			:	pg. IXX prop.
		0.0	8.4	· o prop.
8.4 Project provides released to	ime to teachers and	paraprollesion-	0.4	•
als for joint lesson planning			. ^.	
8.5 Project provides for parapro	fessionals to rece	ive course credit	8.5	
toward eventual certification	on: 1-yes 0-not me	n <b>t</b> ione <b>d</b>		
How? (specify)				
8.6 Parazrofessional's role:			8.6 3.4	10,12
8.0 Fara and essional s lote.		veloping vie		, ,
1-teaching whole class	12. De	veloping us	ival aids	
2-teacring small groups	•	ıñ		
3-tutoring individually			and the second s	
4-clerical 5-contributing to bicultural	component			•
how 3	Compositorio			· ·
6 liniam with nomente				
10- prayground sup	eruision	onela ia airon br	. a 7 A	09
8.7 Training for project teache (mark all that apply)	rs and paraproless:	B for aides	В	, Pa
0-not specified	11 101 0000110110			118 CONI
★ 1-University faculty				
2-project's Master Teachers	the state of the s			
3-project's teachers	to public plantament	earth-againment.		Center
4-other (specify)  * St. Edwards University a  8.8 Number and Proportion of pe	nd Pegianal X	TIL Education	Ser no. 8	,
8.8 Number and Proportion of pe	rsonnel giving tead	training who	8.8 n S	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
are:	9.1		3	
1-bilifigual			مرين منتسبي <sub>ني</sub> ن ح	
2-bicultural 3-N-Fit (specify background)				
)-11-1111 (B)00011) Duomb101111,				<b>ว</b>
' 8.9 Training is provided:	•		8.9	<u></u>
1-during a summer session				
2-during the academic year 3-other (specify)				4
y-o one (apoorly)				,
8.10 Extent of training:	D / · 1 · + - ·		8.10 Å <b>3</b> 6 7	ī
Ad annualmetals agriculant to	•	no. of hours)	6	Pa
A 1-approximately equivalent to college course	6	mon thry	7	. I O
2-more than one course	7	bi-monthly		118 cont
3-less than one course				
4-other (specify)	medici, gav. Whoulghy data kallacidd, in the part		no.	%
3.11 Number and Proportion of	teachers attending	training:	8.11 <b>7</b>	100
C or:	if specified descri	ptively, indicate		
0-not specified	6-most			
	7-many			

8.5 Project provides for paraprofessionals to receive course credit 8.5 Course toward eventual certification: 1-yes 0-not mentioned How? (specify)	
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 bisultural component low?	
Trinder to the production of t	
8.7 Training for project teachers and paraprofessionals is given by: 8.7 A (mark all that apply)  O-not specified  O-not specified	<b>-</b>
0-not specified  1-University faculty 2-project's Master Teachers 3-project's teachers	. <b>T</b> ,
4-other (specify)  * St. Edwards University and Degional XIII Education Service Center	
8.8 Number and Proportion of personnel giving teacher training who 8.8 1 m s are: 1-bilingual 2-bicultural 3-N-HIT (specify background)	
8.9 Training is provided: 1-during a summer session	
2-during the academic year 3-other (specify)	
8.10 Extent of training:  B (indicate no. of hours)  A 1-approximately equivalent to a college course  B (indicate no. of hours)  Matter to a training:  B (indicate no. of hours)  B (indicate no. of hours)  The proximately equivalent to a training:  B (indicate no. of hours)  B (indicate no. of hours)	i
2-more than one course 7 bi-monthly 118 cont 3-less than one course 4-other (specify)	
8.11 Number and Proportion of teachers attending training:  or: if specified descriptively, indicate:	
0-not specified 6-most 1-100% 7-many 2-more than 75% 8-few 3-50-74% 9-other (specify) 4-25-50% 5-1-24%	
9.0 TEACHERS! ATTITUDES	
9.1 Teachers attitudes are assessed: (Mark all that apply) 9.1 D 0-not mentioned 1-to N-EMT language or dialect 2-to N-EMT students - expectations of achievement 7 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)	

10.1 Staff patterns: (mark all that apply 0-not specified 1-team teaching 2-cluster teaching 3-shared resource teacher 4-other (specify)	7)10,2 Staff: 1-bilingual teacher 2-ESL teacher 3-bilingual coordinator 4-aides or paraprofessi 5-consultant psychother or guidance counselor 6-other (specify)	onals.	
10.3 Average number of puvils per class: O-not specified		10.3	
10.4 Average number of aides or paraprofe 0-not specified	ssionals per class:	10.4	<u></u>
10.5 Average number of N-EIT or bilingual professionals) per clas: 0-not specified	aides (or para-	10.5	0
10.6 Special aide to pupils having most d	/ ifficulty in learning	10.6	0
is given: 1-individually by: 3-teacher 2-in small groups 4-special reme 0-not specified 5-paraprofess: 6-parent tutor 7-older studer 8-peer tutor 9-not specifie 10-no special	edial teacher ional r nt tutor		
11.0 INSTRUCTIONAL COMPONENT - DUMATION AND		ONENT	
11.1 Duration of Bilingual Education (poli	· · · · · · · · · · · · · · · · · · ·	II,	
N-EAT language will be maintained in pro (mark all that apply)  O-not specified how long  1-as the alternative language of learnin for as long as desired	NEMT EMT	e dom Nemt	
2-as the medium of instruction for speci- subject matter (e.g. cultural heritage 3-only for the length of time necessary	for		•
the acquisition of sufficient English permit learning of academic content at acceptable level in English	to an	11.1 I II II <sub>1</sub>	<u> </u> (inf
11.2 How many years does project state is of for N-HIT group through N-HIT language	optimal for instruction to continue?	11.2	12
0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10		inf	east - erred

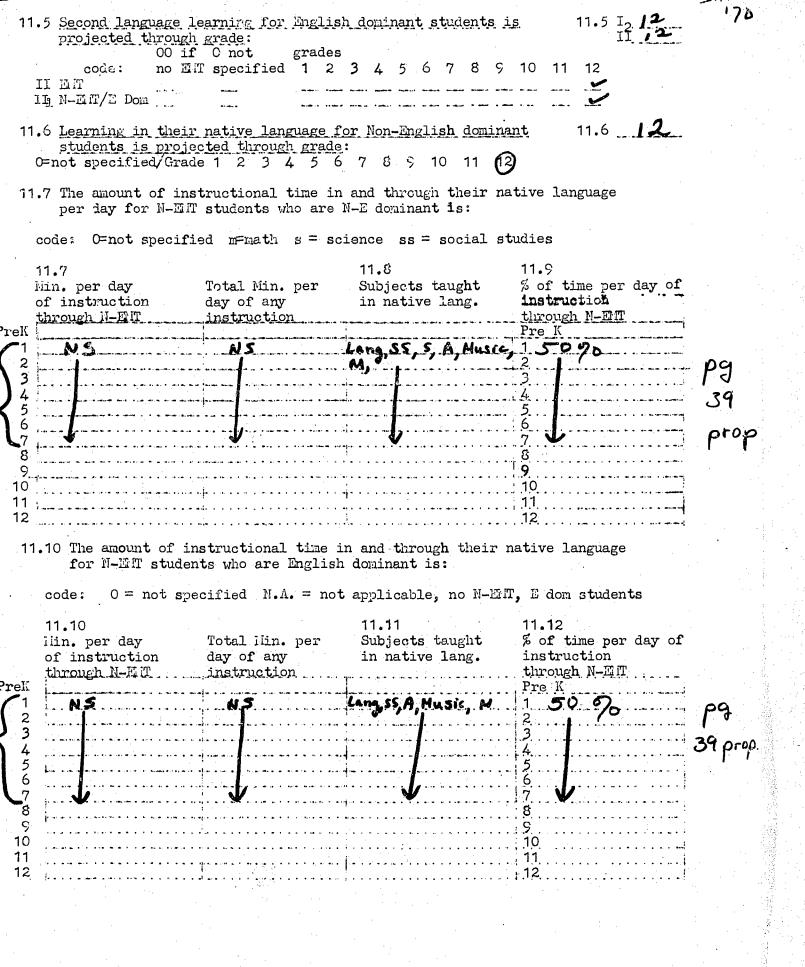
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(if specified in terms of a condition, please state it -

C-not specified			to an information of	******
10.4 Average number of aides or paraprofessional 0-not specified	s per cla	ass:	10.4	<del></del>
10.5 Average number of N-FIT or bilingual aides professionals) per clas: 0-not specified	(or para	<u>-</u> 	10.5 <u>O</u>	<del></del>
10.6 Special aide to pupils having most difficul is given: 1-individually by: 3-teacher		arning	10.6 _ 0	
2-in small groups 0-not specified 5-paraprofessional 6-parent tutor 7-older student tutor 8-peer tutor 9-not specified			•	
10-no special help g	given			
1.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTEN	T OF BIL	INGUAL COM	PONENT	•
11.1 Duration of Bilingual Education (policy)	I	II	$II_1$	
N-MIT language will be maintained in program: (mark all that apply) O-not specified how long	HE DOM NEMT	E DOI	e doi: nemt	
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	manda yan sa	adinate, as as adin assurate, a		
permit learning of academic content at an acceptable level in English			11.1 I I I I I I I I I I I I I I I I I I	(inf)?
11.2 How many years does project state is optima for N-HiT group through N-HIT language to c	l for ins	truction	11.2 /	
0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10	દુર્ભ		infe	rred
(if specified in terms of a condition, please e.g. "if a child begins learning in N-EMT and N-EMT instruction should continue through high	English	in Pre-K.		
	•	٠.		
Duration of Bilingual Education (in practice) (Ma	ark all t	hat apply)		
11.3 Second language learning is introduced in who code: C= N.A. (if no MiT)  13= 14=	ich grade	e <b>:</b>	11.3 I I	
for each group N.A. Pre-K K 1 2 3 4 IN-E DOM	5 6- 7	8 9 10	11 12	enere
TT COM/MENO	Committee Commit	فيهيد ببرواءه ببخسه	***	



		d to a Automa Dia.	-		• •
1.4 The current p	roject will be linker	u vo a Luvure bili	ngual		•
TTORIAM AU MI	e indicated grade le	vel: (indicate spe	cific grade	)	
. 00	U HOL STY	900 <b>9</b>	•		loc.
I II-R DOM	no MT)mentioned 1.	•3 4 <del>-6</del> 7-9 10-1	2 13-côllege	trai	ning
I I-DO1 - 阅亚	And Miles		<b>4</b> -∞ <b>4</b> - <sub>2+4</sub>		
Il E-DOM/NEAT	Br. Ja.	and a same	* ****		
	*****	Alan Alan Alan Alan Alan Alan Alan Alan	ere mana		
code: 13=Co	ollege or University	(Other professions	al training)	111 / T	7-12
14=Fe	ederal, State, or Pri	vate Vocational Jo	ob training	T	2-12 P
	•			11	70/2
5 Second Janguas	"O losmita 0 73 m.			-	In
projected thro	ge learning for Engli	sh dominant studer	nts is	11.5 I	12
00	) if 0 not grade			IĨ.	,2
code: no	Tr. 771		3 0 40 44		*
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o Learning in th	eir native language	for Non-English do	minant	11.6	1
b caacii da La Di	U (BU LBO TIDMONOS ASSAS	<b>*</b> **			
D CAACII OB I I I I I	U (BU LBO TIDMONOS ASSAS	<b>*</b> **			
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O=not specified/G	rade 1 2 3 4 5	e: 6 7 8 9 10 11	<b>(</b> 2)		
Pnot specified/G	U (BU LBO TIDMONOS ASSAS	e: 6 7 8 9 10 11	<b>(</b> 2)		
Pnot specified/G	rade 1 2 3 4 5 instructional time in MIT students who are	e: 6 7 8 9 10 11 n and through thei N-E dominant is:	12 r native lar		
Pnot specified/G  7 The amount of per day for N- code: O=not specified	rade 1 2 3 4 5	e: 6 7 8 9 10 11 n and through thei N-E dominant is:	12 r native lar		
Prot specified/G  7 The amount of per day for N- code: 0=not spec:	rade 1 2 3 4 5 instructional time in MIT students who are	e: 6 7 8 9 10 11 n and through thei N-E dominant is: cience ss = socia	r native lar		
Prot specified/G 7 The amount of per day for N- code: 0=not spec: 1.7 in. per day	onected through grad rade 1 2 3 4 5 instructional time in EMT students who are ified m=math s = so Total Min. per	e: 6 7 8 9 10 11  n and through thei N-E dominant 1s:  cience ss = socia	r native lar l studies	nguage	
Prot specified/G  7 The amount of per day for N- code: O=not specified  1.7  in. per day f instruction	onected through grad rade 1 2 3 4 5 instructional time in Table 1 students who are ified m=math s = so Total Min. per day of any	e: 6 7 8 9 10 11  n and through thei N-E dominant is:  cience ss = socia  11.8  Subjects taught	r native lar l studies 11.9 % of ti	nguage me per da	
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Prot specified/G  7 The amount of per day for N- code: O=not specified  1.7 in. per day f instruction hrough N-MIT	onected through grad rade 1 2 3 4 5  instructional time in MIT students who are ified m=math s = so  Total Min. per day of any instruction	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia 11.8 Subjects taught in native lang.	r native lar l studies  11.9 % of ti instructurough Pre K	nguage me per da tion	
Prot specified/G  7 The amount of per day for N- code: O=not specified  1.7  in. per day f instruction	onected through grad rade 1 2 3 4 5  instructional time in MIT students who are ified m=math s = so  Total Min. per day of any instruction	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia  11.8 Subjects taught in native lang.	r native lar l studies  11.9 % of ti instructurough Pre K	nguage me per da tion	
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Fnot specified/G 7 The amount of per day for N- ode: O=not speci 1.7 in. per day f instruction hrough N-MT	onected through grad rade 1 2 3 4 5  instructional time in MIT students who are ified m=math s = so  Total Min. per day of any instruction	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia  11.8 Subjects taught in native lang.	r native lar l studies  11.9 % of ti instructurough Pre K	nguage me per da tion	
Fnot specified/G 7 The amount of per day for N- ode: O=not speci 1.7 in. per day f instruction hrough N-MT	ojected through grad rade 1 2 3 4 5  instructional time in  EIT students who are  ified m=math s = so  Total Min. per day of any instruction	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia  11.8 Subjects taught in native lang.	r native lar  l studies  11.9 % of ti instructhrough Pre K  sie, 1 5-0 2 3	nguage me per da tion	
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Denot specified/G  7 The amount of per day for Necode: Oenot specified  1.7 In per day in instruction hrough NETT	rade 1 2 3 4 5  instructional time in the instructional time in the instruction are if in the infinite of the	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia  11.8 Subjects taught in native lang.	r native lar  l studies  11.9  f of ti instructurough Pre K  se, 1.50  2  3  4  5 6  7	nguage me per da tion	
O=not specified/G  7 The amount of per day for N-code: O=not specified.  11.7  In. per day of instruction hrough N-FIT	rade 1 2 3 4 5  instructional time in mild students who are ified memath s = so  Total Min. per day of any instruction	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia  11.8 Subjects taught in native lang.	r native lar  l studies  11.9  s of ti instructurough Pre K  se, 1.50  2  3  4  5  7	me per da	
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O=not specified/G  .7 The amount of per day for N-code: O=not specified.  11.7 Fin. per day of instruction through N-EIT.	operted through grad rade 1 2 3 4 5  instructional time in the students who are ified m=math s = so  Total Min. per day of any instruction	e: 6 7 8 9 10 11  n and through thei N-E dominant is: cience ss = socia  11.8 Subjects taught in native lang.	r native lar  l studies  11.9 % of ti instructhrough Pre K  12.3 4.5 6.7 8 9 10 11	me per da	y of pg



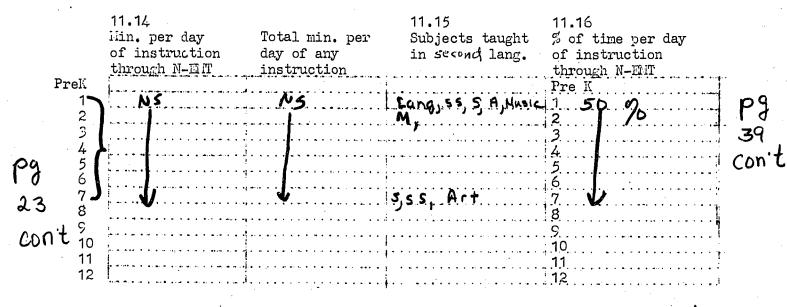
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11.13 1-Program is one-way - only non-English Nother Tongue students (including N-ENT-English dominant). English Nother tongue students do not receive instruction in a second language

0-no English Nother 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 NT students



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.

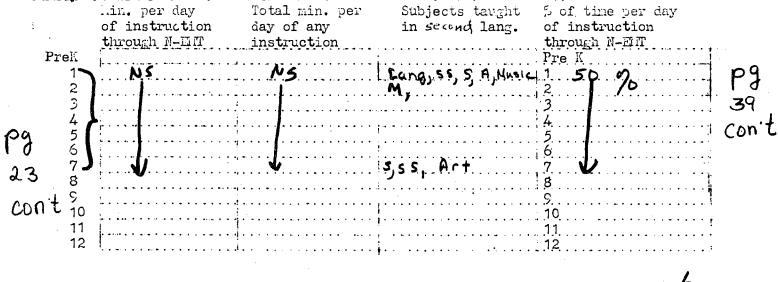
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

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-HMT pupils.

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

O-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-MIT pupils.

8-other (summarize)

# Pg. Ixii prop.

# 12.0 METHODS OF SECOND LANGUAGE TEACHING

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

- 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of 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. Inductivegeneralizations 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 acqui	ired)
Includes direct association between	een object, picture 🐲 action and
word in second language.	

2b-deductive — the cognitive code approach: through imitial 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)

1		T.T.	
Non Eng	dom	Eng dom	
studer	nts	students	
A in dom	B in	A in dom B	in
lang	second	lang	second
	lang	-	lang

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

(000 1100 apparaumo (111111) == [-1011		•	
13.1 Second language listening-speaking skills are learned: 1-concurrently with dominant language	•	13.1 IB	<b>-</b>
listening-speaking skills 2-after a specified level of compe-		Pg 1	on t
tency achieved in listening-speaking skills in dominant language		РЭЧ	3 con't
3-a specified period of time after listening-speaking skills in dominant language taught		ro 3	sa cont
4-before any specified level of lis- tening-speaking competence achieved	mare liber and the second		
in dominant language	geration of and	13.2 IA IB	-
13.2 AlM sequence followed:		IIA	•
1-Listening-speaking proficiency precedes introduction of reading		J IIB I	-
2-Reading is taught concurrently	<i>t</i>		
with listening-speaking skills 3-Learning to read overlaps learning	the about the state of the stat	-	
of listening-speaking skills 4-There is some overlap between	automate sumantes		
learning to read and to write	- turner	gar region das refe	

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. DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE AL-N\* Language Skills Sequence (\*Audiolingual Nethod: listening, speaking, reading and writing) Eng dom Non Eng dom students students A in don B in A in dom B in lang Eang second second lang lang 0 = not specified (Use not applicable (n.a.) if project has no Eng. dom. students) 13.1 Second language listening-speaking 13.1 IB skills are learned: IIB 1-concurrently with dominant language listening-speaking skills 2-after a specified level of competency achieved in listening-speaking skills in dominant language 3-a specified period of time after listening-speaking skills in dominant language taught 4-before any specified level of listening-speaking competence achieved in dominant language 13.2 IA 13.2 ALL: sequence followed: ΙB 1-Listening-speaking proficiency IIA precedes introduction of reading IIB 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 13.3 IA determined by: 1-measure of listening-speaking proficiency IIB 2-informal assessment by teacher 13.4 Second language reading skills 13.4. IB are learned: 1-concurrently with learning to read in dominant language 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

13.0

```
page 13
                                                                II
                                                            Eng dom
                                            Non Eng dom
                                                            students
                                            studentis
                                                            Α.
                                             Α
                                                                   second
                                                            dom
                                                   second.
                                             dom
                                                            lang
                                                                   lang
                                             lang Hang
13.5 Reading is introduced:
    A-individually, when child is ready
or at a specific time during grade:
                                       3
13.6 Reading readiness is determined by:
                                                                         13.6 IA
    1-test of reading readiness
    2-informal teacher assessment
                                                                                          cont
13.7 Grade level reading is expected:
                                                                         13.7 IA NS
                        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)
 13.8 Grade level academic achievement (math, science, etc.) in the
                                                                          13.8 IB
       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)
  14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
       (mark all that apply)
                                                             II = E
                                                 I = N - E
                                                                do:
                                                   dom .
                                                                students
                                                   students
     1-Second language learning is only a sep-
       arate subject for English-speaking stu-
       dents; the second language is not used
        as a medium of instruction for other
        subjects.
      2-Second language learning is both = sep-
```

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arate subject and also a medium of instruction for other subjects.

3-Second language learning is always in-

13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	managan samanan	Trades distributed and exception of the contraction	13.6 IA A)S IB IIA I IIB AS	Pg Part II
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)	Secularization designation of the second secularization of the second se	Description	13.7 IA AS IB IIA IIIB IIB	con't
13.8 Grade level academic achievement (math 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)	n, science, et	tc.) in the	13.8 IB NS	
14.0 INTEGRATION OF SECOND LANGUAGE LEARNIN (mark all that apply)	NG WITH OTHER  I = N-E  dom  students	LEARNING: II = E dom students	14.0 I 2, 4 II 2, 4	·
1-Second language learning is only a ser arate subject for English-speaking stu- dents; the second language is not use as a medium of instruction for other subjects.	1-			
2-Second language learning is both a ser arate subject and also a medium of instruction for other subjects.	<b>✓</b>	~		e e e
3-Second language learning is always in- tegrated with the learning of course content (such as social studies) or as a medium of cognitive development.			•	
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).				
5-Different academic content is taught in the second language from that which is taught in the native language.	n	· ·		
()-not specified	***	en company of a sec		
6-other (specify)				•

					4.1	,	
					page 12	+	
•		I		II	15.0	TA	
	15.0 TREATHENT OF CHILD'S LANGUAGE:	Non Eng.	dóm -	Eng. dom		IB L	P9
		students	uom.	students		IIA •	10
	Α	-in dom.	B 2nd			IIB _	116
	T.		lang.	•	ang.		
		lang.	Tang.	mig.		f	2art II
	. m. 1:711- 7 is meanested						سلاد
	1-The child's language is respected.						con't
	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.	<u></u>			1		
	:	•					r .
	2-The child's language is corrected-	•	•				
	the teacher points out errors and				•		•
	demonstrates the standard form.		-				
•	( )				•		
	3-0ther (specify)	t-up-st0.00					
	O-Not specified			gar Still-Ladge HB			
	16.0 MATERIALS						
	16.1 Reading Materials-Types						
	Reading Materials are: (mark all the	at apply)					
	1-Linguistically based			,	,	200	25
	(Merrill or Miami Linguistic	IA_IB		IIA	TTB	ra	α 0
	readers, ITA, etc.) 16.1	10 10	<u> </u>			, ,	Can't
	O Recal mondoms	$\checkmark$ .					Con
	2-Basal readers		-				
	3-Dialect readers						
	)_D_a_coo 1 caaca					/	
	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:	A NA		IIA N	4		
		1A		T T T T T T T T T T T T T T T T T T T			
	2-Grade 2						. •
	3-Grade 3					•	
	4-Beyond Grade 3						
	O-not specified						
	16.3 The following are techniques and m	naterials u	sed for	second l	anguage l	Learning:	
-	0-none specified			-		,	
	1-pattern drills						
	2-dialog memorization	·.	3	-		_	
	3-choral repetition					R	ás
	4-songs	د				(	<b>3</b> . –
Full Toxal Pa	5_programmed instruction	-				ı	lv
	6-stories read to children	-	$\boldsymbol{\succeq}$				1 4 —

	aiming toward child's eventual control of the standard form.		And the second	- American de la companya della companya de la companya della comp		
	2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.					,
	3-Other (specify)				parameter (8)	
	O-Not specified				-	
16.	O MATERIAIS					
16.	1 Reading Materials-Types Reading Materials are: (mark all that 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)  2-Basal readers		<u></u>	11A	IIB	pg 25
	2-Basal readers	¥	~	2		Coll
	3-Dialect readers		·			
,	4-Experience charts (stories dictated by children)	<u> </u>	_			
	<pre>2 If some reading material is in   the child's dialect, indicate how   long it is used: 1-Grade 1 16.2 1 2-Grade 2 3-Grade 3 4-Beyond Grade 3 0-not specified</pre>	IA NA		II. N	A	
16.	3 The following are techniques and ma	terials u	sed for	second 1	anguage lea	rning:
	O-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips					gs Iv-
	8-flannel or magnetic coards 9-realia, graphic displays				<u> </u>	Prop
	10-records, tapes 11-listening centers 12-multi-media approach	Garage Garage	<b>≤</b> =	•	<u></u>	Pg 34
	Experiential: 13-role playing 14-puppetry 15-experience charts	. <u>.</u>				con t
	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	 m :			Australian	
	20-field trips 21-suggested TV programs 22-other (specify)			: •	Marijana kating	
EF	C games		7		Z	~

page 15 16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 0-not specified 1-are written. by native speakers of that language 2-comme\_\_ially prepared and published in countries where N-E is the mative language 3-developed by the project's own bilingual staff (A)developed by the staff of another bilingual project (specify which) 5-develoged in conjenction with project parents Edinburg , Tex. ROCK materials 6-developed by or with members of N-EMT community SEDL multicultural social studie 7-are culturally appropriate for N-E culture (Southwest Educational Develop-(specify how this is determined) ment Lab) 8-are cross cultural Carrascolendas S\_commercially prepared and published in the U.S. 10-are translations of U.S. texts 11-are coordinated with materials used in the regular subject curriculum 12-other (specify) 16.5 The specific bilingual/bicultural materials used in the language 16.5 component are: 0-not specified
1-xerox attached-page and document 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) 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: (mark all that apply) A-more than by the time B Less than 1/2 the time 0\_not specified 1\_total class 2\_small groups (specify size) 3-individual instruction 17.3 Critema for grouping: Students O\_no specified II Eng dom I Non Eng II Eng dom EMIT domNEMT

1-by me

Cov mative language

	consistent and the second seco	ment Lab)
	10-are translations of U.S. texts	Carrascolendas
	11-are coordinated with materials used in the regular su curriculum 12-other (specify)	bject
16.5	The specific bilingual/bicultural materials used in the component are:  O-not specified	Vo.*
40.0	1-xerox attached-page and document pg 45 con	· E xerox 15 a-
17.0	STUDENT GROUPING	
17.1	Student grouping; mixed or separated into dominant languageoups: (mark all that apply)  O-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, heal  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)	th
17.2	Students are grouped for language instruction:  (mark all that apply)  0-not specified  1-total class  2-small groups (specify size)  3-individual instruction	17.2 NS Less than ½ the time  NS
17.3		ling dom
•	1-by age 2-by native language 3-by dominant language 4-by language proficiency (ex. level of reading skill) n.a. not applicable	NEIT
	(no E.dom/NEMT)	
18.0	TUTORING	
ศ์8.1	Student Tutoring is: (mark all that apply) no-not mentioned O-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)	18.1 <b>NO</b>
18.2	Paraprofessionals or aides give tutoring or instruction a O-area not specified 1-inter-ethnic (N-EHT aide tutors EHT student) 2-in the acquisition of native language skills 3-in the acquisition of second language skills 4-in other academic subjects	as follows: 18.2 <b>0</b>

## 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

## Grade 2

## English Language Arts

Macmillan Basal Reader McQueen Phonics Miami Linguistics Roberts English 2 Spelling 2 Spanish Language Arts Handwriting 2

Rock Kit 2 (ESL)

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 didacticos (Fernandez editores)

## Social Studies

Multicultural Social Education 2 Southwest Educational 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 Dimension 59

## Social Studies

. Narcoutt 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 Dimension 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

'larper & Row Basal
Open Highways
Supplementary Readers
Forld 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



page 16 18.3 4, 6

pg 28 Int.

pg 28 prop. 18.3 Parent tutoring: (mark all that apply) no-not mentioned O-type not specified 1-inter-ethnic parent tutoring is used 2-intra-ethnic parant 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 19.0 5, 16

19.0 Pg. 32

con t 8-other (specify) 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) 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: O-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,

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

liment experience of processes of science through discovery, using

position

attributes (i.e. colors, sizes)

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 cont

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:

0-method not mentioned 20.1

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

AAAS Science Haterials

pg 84 con 6



page 17

## 21.0 SELF-ESTEEN

Stated methods of project compenent expected to increase self-esteem: no-self-esteem not mentioned as an objective O-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

3-language-experience approach: students dictate stories from 2-puppetry their own experience

4-teacher accepts, aclmowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings

through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and

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

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

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

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older puils participate in curriculum planning and/or

community (pupils contribute to bilingual newspaper)
15-other (specify)

## 22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: 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. O-none mentioned



4-teacher accepts, aclmowledges ideas and feelings 5-teacher encourages non-verbal expression of child's feelings

through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and

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

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

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

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

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

community (pupils contribute to bilingual newspaper)
other (specify) 14-pupils write a bilingual newspaper for dissemination to the 15-other (specify)

#### 22.0 LEARNING STRATEGIES

22.0\_\_ 0

23.1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: Document and Page no. (specify or xerox) Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all 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. O-none mentioned

#### 23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

3-bilingual and multicultural

O-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)



page 18 23.2 23.2 Cross-cultural awareness: If project mentions specific values or modes of behavior of N-MT culture, please summarize below: (or attach xerox) found in document \_\_\_\_\_, page  $\frac{n}{n}$ O-not mentioned 23.3 23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 0-none mentioned 23.4 In the bicultural compenent knowledge of the N-EAT 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 ant and science 3-'Deep' culture: family patterns and contemporary way of Fife. 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. Spanishspeaking peoples) 7-A third culture different from NEAT or EMT 8-Uther (specify)

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23.5 American culture is defined:
0-not specified

elaborate in your own words

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

	1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document potential)	23.3_ <b>O</b> page/#)
,		

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

23.4

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. Spanishspeaking peoples)

7-A third culture different from NET or LAT

8-Other (specify)

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 wards

#### 24.0 COLUMITY 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

24.2 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

24.1\_1,pq 32 prop.

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24.3 Provision is made by the school for informing the parents
     and community about the program through: (Mark all that apply)
       O_method not specified
       no to provision for informing community
       1 bilingual newsletter
       2. monolingual newsletter
       3. www. 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
       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
                                                                       24 1, 11, 12
     and programs is sought through:
       0-type not specified
       no-not sought
       1-existing community groups working with program
       2-bilingual questionnaires
        3-community-school staff committees
       L-community advisory groups
        5-formed 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
 24.5 The school keeps informed about community interests, events and
      problems through:
        no-no mention of school seeking to be informed about community
        1-meetings open to the entire community conducted in both
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languages

5-other (specify)
0-method not specified

2-community representatives to the school 3-bilingual questionnaire sent to the home

4-home visits by school personnel

ochia 15

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 the community aides 11-project director personally involved in program dissemination. specify how 24.4 Community involvement in the formulation of school policies 24.4 1, 11 12 and programs is sought through: 0-type not specified no-not sought 1-existing community groups working with program 2-bilingual questionnaires 3-community-school staff committees 4-community advisory groups 5-formal meetins open to the entire community 6-informal meetings with community groups 7-other (specify) 8-project director personally seeks involvement of community in program. specify how 11- help with school painties and field trips
12-parents are invited to visit school

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

no-no mention of school seeking to be informed about community 1-meetings open to the entire community conducted in both languages 2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify)

O-method not specified

24.6 The school is open to the community through: 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)

25.1

#### 25.0 IMPACT EVALUATION

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

1-newspaper articles

2-radio programs

3-TV programs

4-video-tapes

6-visitors to observe the program

•		page 20
25.2	Project's impact:  1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program  2-Project mentions other schools in the local educational sys have started bilingual programs.  3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff devel opment 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: O-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures	26.1 <b>N</b> S
26.2	Evaluator has personally observed students in the program:  O-not mentioned no-never  1-once or twice during the year 2-more than twice 3-regularly 4-other (specify)	26.2 <u>NS</u>
26.3	Evaluator has met with teachers:  O-not mentioned no-never 1-once or twice during year 2-more than twice 3-regularly 4-other (specify)	26.3 NS
	EVALUATION PROCEDURE  O-not specified 1-A comparison group has been chosen 2-A comparison group will be chosen	27.1
27.2		27.2 1, 3, 5, 7 pg 60 prop