DOCUMENT RESUME

AUTHOR   Hess, Richard T.; Shore, Marietta Saravia
TITLE   Healdsburg Bilingual Education. Content Analysis
               Schedule for Bilingual Education Programs.
INSTITUTION   City Univ. of New York, N.Y. Hunter Coll. Bilingual
               Education Applied Research Unit.
SPONS AGENCY   Office of Education (DHEW), Washington, D.C. Div. of
               Bilingual Education.
PUB DATE   10 Jun 72
NOTE   28p.

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   *Biculturalism; *Bilingualism; Cognitive Development;
               *Content Analysis; Curriculum Design; Educational
               Finance; *English; Learning Theories; Mexican
               Americans; Program Costs; Self Esteem;
               Sociolinguistics; *Spanish; Student Grouping;
               Tutoring.
IDENTIFIERS   California; Healdsburg; *Project BEST

ABSTRACT
                    This content analysis schedule for the Bilingual
Education Program of the Healdsburg Union Elementary School District
of Healdsburg, California, presents information on the history,
funding, and scope of the project in its second year. 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. This schedule has been
verified. (SK)

ERIC Copy   PROJ #65
                             Healdsburg, Calif.

PROJECT BEST

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

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE   Data Verified
                                                          by Project

✓ ── Initial Proposal

✓ ── 2nd Year Continuation

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

Give Dates and Note if Evaluation is included in continuation.

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

ED 080016

FL 004 516

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

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

Developed by Marietta Saravia Shore
Coordinator, BEARU

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

0.1 Project No. **65**

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
    FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant **R. Hess - M.S. Shore**   Date **6/10/72**

0.2 Name of Project **Bilingual Education**

0.3 Address of Project **Healdsburg Union Elementary District**

0.4 **304 Center Street**
    Healdsburg, California 95448

.05 STATE   0.5 **3**

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

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

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

    2.2 Year prior funding began   2.2 **—**

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

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

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

    2.6 Concurrent program cooperating with Title VII involves: 2.6 **2**
         1-early childhood (pre K + K)

0.3 Address of Project **Healdsburg Union Elementary District**

0.4 **304 Center Street**
Healdsburg, California 95448

.05 STATE   0.5 **3**

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 **97**

    see   (97 - 1969)
    ·Project   07 - 1970
    No.   17 - 1971

2.0 FUNDING (Mark all that apply)

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

2.2   Year prior funding began.   2.2 **—**

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

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

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

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

2.7   Source of concurrent funding, if cooperating with Title VII
      program: 2.7 **1,2,4**
      (1)-local   (4)-federal (specify) **Title I**
      (2)-state   5-other (specify) _____
      3-university   6-foundation support _____

2.8   Total Title VII grant (first year only)   2.8 **$56,500**

2.9   Total funds for concurrent program(s) cooperating with   2.9 **$10,500**
      Title VII (first year)

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

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program   4.1 __1__

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

4.2 Total number of students in program A.First year   4.2 A __50__
                                      B.Second year   B __100__
                                      C.Third year   C _____

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

Grade	Number of Classes	Grade	Number of Classes	4.3 PSK
PS-PreSchool		7-grade 7		A
K-Kndgtn		8-grade 8		B
PSK ____ TOTAL NO. students PS and K		9-grade 9		C
		B ____ TOTAL students gr. 7-9		

Grade		Grade	
(1)-grade 1	.50.	10-grade 10	
(2)-grade 2	.50.	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 100 TOTAL students gr. 1-6			

4.4 1-All classes graded   4.4 __1__
    2-All classes ungraded
    3-Some classes ungraded
    If ungraded, specify ages or grades grouped together:_____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT — 76	II E-Dom - NEMT	NE dom I N-EMT	76	76 %
2. Total English Mother-Tongue		II₂ E-Dom - EMT — 24	E dom NEMT II₁		
			E-Dom EMT II₂	24	24 %
	I Total Non-English Dominant: 76	II Total English Dominant: 24	Total E-Dom II= II₁ + II₂	24	24 %

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

Grade	Number of Classes		Grade	Number of Classes	4.3 PSK
PS-PreSchool	....		7-grade 7	....	A
K-Kndgtn	....		8-grade 8	....	B ....
PSK	TOTAL NO. students PS and K		9-grade 9	....	C ...
			B ......TOTAL students gr. 7-9		

Grade	Classes		Grade	Classes
①-grade 1	**.50....**		10-grade 10	....
②-grade 2	**.59...**		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 **100** TOTAL students gr. 1-6

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

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.)

	Non-English Dominant	English Dominant 5.0		No.	%
1. Total Non-English Mother Tongue	I. N-E Dom - NEMT	II. E-Dom - NEMT	NE dom I N-EMT	76	76 %
	.76		E dom NEMT II₁	....	...
2. Total English Mother-Tongue		II₂ E-Dom - EMT 24	E-Dom EMT II₂	24	24 %

I Total Non-English   II Total English   Total E-Dom 24 24 %
  Dominant: **76**....   Dominant: **24**..   II= II₁ + II₂

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

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

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

Americans of other ethnic backgrounds:

	Number	Per Cent of Total Students	if inferred, check (✓)
B1 Mexican-American	B1 **76**	**76** %	
B2 Puerto-Rican	B2	%	
B3 Cuban	B3	%	
B4 Other Spanish-American (specify)	B4		
B TOTAL No. of Spanish-speaking Americans	B	%	
C Portuguese-American	C	%	
D Franco-American	D	%	
F Chinese-American	F	%	
G Eskimo	G	%	
H Russian	H	%	
J Other	J	%	
I TOTAL number of N-EMT target students	**76**	**76** %	

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

	Number	Per Cent	if inferred
E1 **N·S.**	E1 **24**	**24** %	
E2	E2	%	
II TOTAL number of EMT students other than target population	**24**	**24** %	

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

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

5.5 Students' Dominant Language and Extent of Bilingualism

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

B1 Mexican-American	B1	**76**	**76**	. . . . .
B2 Puerto-.ican	B2	. . . . .	. . . . . .	. . . . .
B3 Cuban	B3	. . . . .	. . . . . .	. . . . .
B4 Other Spanish-American (specify)	B4	. . . . .	. . . . . .	. . . .
B **TCTAL No. of Spanish-speaking Americans**	B	. . . . .	. . . . . .	. . . . . .
C Portuguese-American	C	. . . . . .	. . . . . .	. . . . . .
D Franco-American	D	. . . .	. . . . . .	. . . . . .
F Chinese-American	F	. . . . .	. . . . .	. . . . .
G Eskimo	G	. . . . .	. . . . .	. . . . .
H Russian	H	. . . . . .	. . . . .	. . . . .
J Other	J	. . . . .	. . . . .	. . . . . .

I TCTAL number of N-EIT target students   **76**   **76**   . . . . . .

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

E1 **N·S.** . . . .   E1 **24**   **24** %   . . . .

E2 . . . .   E2 . . . . %   . . . .

II TCTAL number of EIT students other than target population   **24**   **24** %   . . . . . .

5.4 Students' native language or mother tongue if DIFFEREIT from their dominant language.   5.4 **N.S.**

(specify)

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

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension		speaking ability	
							No.	%	No.	%
E	**24** English **24**		. . . .	**12**	**12**	. . .	**12**	**12**	. . .	. . . .
A	American Indian		. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
A1	Navajo	. . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
A2	Cherokee	. . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
A3	Keresan	. . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
A4	Other (spec.)	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
B	**76** Spanish **76**		. . . .	**38**	**38**	. . .	**38**	**38**	. . .	. . . .
C	Portuguese	. . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
D	French	. . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
F	Chinese	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
G	Eskimo	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
H	Russian	. . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
J	Other (spec.)	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .

5.6 Recruitment of Students:
    0 - not specified
    1 - English Mother Tongue and Non English Mother Tongue
       Students are required to participate in the bilingual program
    2 - Only N-EMT are required to take program, EMT's participation
       is voluntary
    (3)- Both EMT and N-EMT participation is voluntary of project (in addition to
    4 - Students selected according to some criteria   language)

5.6 **3**

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

5.7 **79%**

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

5.8 **3, 4**

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

5.9 A. **80%**

B. **N.S.**

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

5.10 **N.S.**

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

5.11 **0%**

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

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

6.1 I **2**
II **0**

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

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

6.2 I **1, 2**
II **0**

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

6.3 A **1**
B **1**
C

USE NON-ENGLISH LANG.   USE ENGLISH

5.8 Community Characteristics (mark all that apply)   5.8 __3, 4__
    (% if more than one category, indicate percent for each)

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

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. __80__ %
      (indicate specific percent of low SES)
    B. Average family income, if mentioned   B. __N.S.__
      n.s. = not specified

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

5.11 Proportion of migrant students in project   5.11 __0__ %
     (Indicate specific percent)
     n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __2__
                                                                                    II __0__

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

6.2 If a sociolinguistic survey was or will be made,   6.2 I __1, 2__
     mark all groups included: II __0__

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

6.3 Language dominance of N-EMT groups (check A__parents, B ✓ children, C __teachers)
     will be determined by the extent each language is used in different domains
     through various means of communication.
     e.g. specify extent descriptively: never, sometimes, always   6.3 A __1__
                                                                                                                                     B __1__
                     USE NON-ENGLISH LANG.   USE ENGLISH   C __

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

6.4 If not included in survey, how was student's language dominance 6.4 I **4**
determined?   II **4**

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

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

    sociolinguistic survey includes items covering:

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

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

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

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

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

7.0 STAFF SELECTION

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

1.____ Language dominance not specified	(if any information is not
2.____ Mother tongue not specified	specified, cross out that
3.____ not specified whether monolingual or bilingual	heading and complete the
	rest of the chart)

    A-Monolingual   B-Bilingual   7.1

which serves as a single system of communication for a group of people).
1-yes
0-no

sociolinguistic survey includes items covering:

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

6.6 __0__

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

6.7 __0__

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

6.8 __0__

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

6.9 __N.S.__

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

6.10 __0__

7.0 STAFF SELECTION

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

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

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

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N= 2	N= 2
II₁ E Dom NEMT	N=	N=

A-Total Number Monolingual __2__
B-Total Number Bilingual __2__

Total Number of Teachers
N __4__

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

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

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

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

		A Monolingual	B Bilingual
I	N-E Dom N-EMT		
II	E Dom EMT		
II 1	E Dom N-EMT		

7.2		No.	%
I	A	___	___
I	B	___	___
II	A	___	___
II	B	25	100
II 1	A	___	___
II 1	B	___	___
	A	___	___
	B	25	100
	N	25	

N Total Number of aides or paraprofessionals

A Total Number Monolingual   0

B Total Number Bilingual   3

3

7.3 <u>Language(s) used by bilingual program teachers:</u>   7.3 ___2___
(Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

0-language(s)used by teachers not specified

7.4 <u>Language(s) used by bilingual program aides or paraprofessionals</u> 7.4 **N.S.**
(Mark all that apply)

1-Bilingual aides instruct in only one language
    1a-Bilingual aides who instruct in only one language teach in their <u>dominant</u> language, whether or not it is their native language.
    Bilingual aides who instruct in only one lang. teach in their <u>native</u> lang.:
    1b-only if native language is also their dominant language
    1c-even if native language is not their dominant language
    1-0 not specified
(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

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

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

N-ERT

II E Dom
EЛT

II₁ E Dom
    N-ELT

I 5		
II A		
II B	**25**	**100**
II₁A		
II₁B		
1		
A		
B	**25**	**100**
N	**25**	

A Total Number   B Total Number   N Total Number
Monolingual   Bilingual   of aides or
    0   **3**   paraprofessionals
                                            3

7.3 Language(s) used by bilingual program teachers: 7.3 __2__
(Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

0-language(s) used by teachers not specified

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

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

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

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

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
NS			**NS**			**NS**	**NS**		

0-not specified

7.6 <u>Selection of N-EIT teachers from local community</u>
  0-not specified
  Number of N-EIT program teachers from local community ___
  and % ___ of total N-EIT teachers.

7.6 No. %
N.S. ___

7.7 <u>Number and Proportion of teachers and aides of same</u>
  <u>cultural background as N-EIT students:</u>
  indicate specific percent on the blank, or

7.7 No. %
A **1 25**
B **2 100**

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

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

7.8 **17,20** no.'s ___

  n.s.-qualifications not specified
    0-previous courses not specified
  1. ___ teacher must meet a specified level of language proficiency on a
        standardized proficiency test of the non-English language through
        which (s)he will instruct
  2. ___ teacher must meet a specified level of communicative competence in
        the non-English language determined by a structured interview/fluency
  3. ___ previous teaching through N-EIT (in country where it is a native/native-
        language, in Peace Corps).   like
  4. ___ previous teaching in local area/live in the community   competence
  5. ___ courses in N-EIT language structure and usage/ linguistics or FL trainin
  6. ___ courses in N-E literature or literacy in Spanish
  (7) ✓ must be bilingual
  8. ___ any previous education through N-EIT/content of courses learned through
  9. ___ courses in teaching ESL/audio lingual approach   N-EIT
  10. ___ courses in methods of teaching N-EIT language/language development
  11. ___ courses in methods of teaching content (e.g. math)in N-EIT
  12. ___ certification in ESL/or experience teaching ESL
  13. ___ certification in teaching N-EIT
  14. ___ cross cultural courses
  15. ___ courses in the cultural heritage, values, deep culture of N-EIT or
  16. ___ other qualifications, specify   travel
p.24 (17) ✓ must have Calif. Elem.Teaching Credential, demonstrated
        competences in bilingualism, teaching of communication skills,
        working with adults, and planning educational programs.

8.0 STAFF DEVELOPMENT (20)

8.1 A ___ **NS**
    B ___ **NS**

    0-No staff training mentioned
  8.1 The project is offering training for teachers   A. For   B. For Para-
      and/or paraprofessionals in the following areas:Teachers professionals
      (mark all that apply)

    n.s.-Training indicated, but nature not specified ... ___   ___
    1-English as their second language ....   ___   ___
    2-The teaching of English as a second language .... ___   ___
    3-X as their second language.......................   ___   ___
    4-The teaching of X as a second language............   ___   ___
    5-Methods of teaching other academic subjects .... ___   ___
    6-Methods of teaching other academic subjects
      in X language ....   ___   ___

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

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

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-language, in Peace Corps) like
4. ___ previous teaching in local area/live in the community con-petence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in E-2 literature or literacy in Spanish
7. ✓ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
9. ___ courses in teaching ESL/audio lingual approach
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel
17. ✓ must have Calif. Elem.Teaching Credential, demonstrated competences in bilingualism, teaching of communication skills, working with adults, and planning educational programs.

p.2H

8.0 STAFF DEVELOPMENT (20)   8.1 A ___ NS
B ___ NS

0-No staff training mentioned

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

n.s.-Training indicated, but nature not specified ___ _____ _____
1-English as their second language ___ _____ _____
2-The teaching of English as a second language ___ _____ _____
3-X as their second language ___ _____ _____
4-The teaching of X as a second language ___ _____ _____
5-Methods of teaching other academic subjects ___ _____ _____
6-Methods of teaching other academic subjects
in X language ___ _____ _____

8.2 Stated goals of teacher training are: 8.2 I **1,4,6,7,8,9,5**
II **1,4,6,7,8,9,5**   Students
I N-EMT   II EMT

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

List specific courses if given (or Xerox and attach)

8.3 <u>Methods of Teacher Training</u>:   (Mark all that apply)   8.3 __1, 3__

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

8.4 <u>Project provides released time to teachers and paraproffesion-</u> 8.4 __NO__
    <u>als for joint lesson planning</u>: 1-yes 0- not mentioned

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

8.6 <u>Paraprofessional's role</u>:   8.6 __2, 3__

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

8.7 <u>Training for project teachers and paraprofessionals is given by:</u> 8.7 A __1, 9__
    (mark all that apply)   A for teachers   B for aides   B __3, 9__

	A for teachers	B for aides
0-not specified		
①-University faculty	✔	
2-project's Master Teachers		
3-project's teachers	✔	✔
4-other (specify)		
⑨ consultants	✔	✔

8.8 <u>Number and Proportion of personnel giving teacher training who</u>
    <u>are:</u>
  ①-bilingual
  ②-bicultural
  ③-N-EN (specify background)

	no.	%
8.8 1	3	15
2	2	60
3	1	25

8.9 <u>Training is provided</u>:   8.9 __2__
  1-during a summer session
  ②-during the academic year
  3-other (specify)

8.10 <u>Extent of training</u>:   8.10

                       B (indicate no. of hours)
  A ①-approximately equivalent to a   5 __1__ weekly
    college course   6 __4__ monthly
  2-more than one course   7 __8__ bi-monthly
  3-less than one course
  4-other (specify) _____

B5	1
6	4
7	8

8.11 <u>Number and Proportion of teachers attending training</u>:   8.11 4 100
                        or: if specified descriptively, indicate:

0-not specified	6-most	
1-100%	7-many	
2-more than 75%	8-few	
3-50-74%	9-other (specify)	

als for joint lesson planning: 1-yes   0- not mentioned

8.5 <u>Project provides for paraprofessionals to receive course credit</u>   8.5 __**NO**__
<u>toward eventual certification</u>: 1-yes   0-not mentioned
How? (specify) _____

8.6 <u>Paraprofessional's role:</u>   8.6 __**2,3**__

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

8.7 <u>Training for project teachers and paraprofessionals is given by</u>:   8.7 A __**1,9**__
      (mark all that apply)   A for teachers   B for aides   B __**3,9**__
   0-not specified   _____   _____
   (1)-University faculty   ✔   _____
   2-project's Master Teachers   _____   _____
   3-project's teachers   ✔   ✔
   4-other (specify)   _____   _____
   (9) consultants   ✔   ✔

8.8 <u>Number and Proportion of personnel giving teacher training who</u>   nc.   %
   <u>are</u>:   8.8 1 **3** **15**
   (1)-bilingual   2 **2** **50**
   (2)-bicultural   3 **1** **25**
   (3)-N-ENT (specify background)

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

8.10 <u>Extent of training:</u>   8.10 4 __**1**__
                                  B (indicate no. of hours)   B5 __**1**__
   A(1)-approximately equivalent to a   5 __**1**__ weekly   6 __**4**__
      college course   6 __**4**__ monthly   7 __**8**__
   2-more than one course   7 __**8**__ bi-monthly
   3-less than one course
   4-other (specify) _____

8.11 <u>Number and Proportion of teachers attending training:</u>   no.   %
                       or: if specified descriptively, indicate: 8.11 **4, 100**
   0-not specified   6-most
   1-100%   7-many
   2-more than 75%   8-few
   3-50-74%   9-other (specify)_____
   4-25-50%
   5-1-24%

9.0 TEACHERS' ATTITUDES

   9.1 <u>Teachers' attitudes are assessed:</u> (Mark all that apply)   9.1 __**6**__
   0-not mentioned
   1-to N-ENT language or dialect
   2-to N-ENT students - expectations of achievement
   3-to N-ENT culture

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

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

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff: 10.1 __N5__
  0-not specified
  1-team teaching
  2-cluster teaching
  3-shared resource teacher
  4-other (specify) _____

  1-bilingual teacher
  2-ESL teacher 10.2 __4__
  3-bilingual coordinator
  4-aides or paraprofessionals
  5-consultant psychotherapist
    or guidance counselor
  6-other (specify)_____

10.3 Average number of pupils per class: 10.3 __25__
  0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 __1__
  0-not specified

10.5 Average number of N-EMT or bilingual aides (or para- 10.5 __1__
  professionals) per clas:
  0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

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

N-EMT language will be maintained in program: (mark all that apply)	I (E DOM NEMT)	II (E DOM EMT)	II$_1$ (E DOM NEMT)
0-not specified how long			
1-as the alternative language of learning for as long as desired	✔		
2-as the medium of instruction for special subject matter (e.g. cultural heritage)		✔	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			✔

11.1 I __1__
    II __2__
    II$_1$ __3__

11.2 How many years does project state is optimal for instruction 11.2 __6__
  for N-EMT group through N-EMT language to continue?

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

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

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

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

10.4 ___1___

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

10.5 ___1___

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

10.6 __1,2,4,5__

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

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

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

11.1 I ___1___
    II ___2___
    II$_1$ ___3___

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

11.2 ___6___

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

   (if specified in terms of a condition, please state it -
   e.g. "if a child begins learning in N-EMT and English in Pre-K,
   N-EMT instruction should continue through high-school")
   _1 = Spanish used only until mastery of English is complete.
   _2 =

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

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

11.3 I ___1___
    II ___1___
    II$_1$ _____

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM				✔											
II E DOM															
II$_1$ E DOM/NEMT															

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

		00	0 not	grades					14 Voc.
code:	(if no EiT)	specified	1-3	4-6	7-9	10-12	13-college		training
I N-E DOM					✓	✓			...
II E-DOM - EiT									...
II₁ E-DOM/NEiT					✓	✓			...

code: 13=College or University (Other professional training) 11.4 I 7-12
       14=Federal, State, or Private Vocational Job training   II 7
                                                                   I₁ 7-12

11.5 Second language learning for English dominant students is   11.5 I₂ 7
     projected through grade: II 12
              00 if   0 not   grades
        code: no EiT specified 1 2 3 4 5 6 ⑦ 8 9 10 11 12
II EiT ...   ✓
II₁ N-EiT/E Dom ...   12

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

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

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

	11.7 Min. per day of instruction through N-EiT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EiT
Pre K				Pre K
①	60	280	Lang. Arts	1 20%
②	60	280	Lang. Arts	2 20%
3				3
4				4
5				5
5				6
7				7
8				8
9				9
10				10
11				11
12				12

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

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

	11.10 Min. per day of instruction through N-EiT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EiT
Pre K				Pre K
①	60	280	all	1 20%
②	60	280	all	2 20%

11.5 Second language learning for English dominant students is
projected through grade: 11.5 I₂ **7**
                                                                               II | **2**
               00 if 0 not   grades
        code: no EIT specified 1 2 3 4 5 6 ⑦ 8 9 10 11 12
  II EIT
  II N-EIT/E Dom *12*

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

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

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

	11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.		11.9 % of time per day of instruction through N-EIT
Pre K				Pre K	
①	60	280	Lang. Arts	1	20%
②	60	280	Lang. Arts	2	20%
3				3	
4				4	
5				5	
6				6	
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

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

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

	11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.		11.12 % of time per day of instruction through N-EIT
Pre K				Pre K	
①	60	280	all	1	20%
②	60	280	all	2	20%
3				3	
4				4	
5				5	
6				6	
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

Healdsburg Union Elementary School District
Titl: VII, Bilingual Education Program
April 1970

VI. Performance Objectives (Continued)

11·7

11. To utilize all available resources for funds and materials that
will contribute to the success of the project.

VII. Program Procedures

A. The major priority of the project is in the area of increasing the bilingual
functioning of the target children. These children develop en educational
handicap very soon in their school career. This results in two handicaps,
the bilingual gap and the conceptual gap. For this reason the major
priority attack area would be to present to the non-English speaking child
a systematic program of instruction to promote the child's conceptual
development.

The program would use two main methods of attack through the increasing of
the four major language skill areas, listening, speaking, reading, and
writing. In this portion of the program instruction would be bilingual,
but the major portion of the instructional time would be in English and
using Spanish as necessary to supplement the basic instructional process.

**The second main method of attack would be in those areas of the curriculum
which are more experiential in nature. Such areas as science, art, music,**
physical education, various field trips and other such experiences would be
conducted in the native tongue, with English used to supplement communication
where appropriate. In this attack area the transition would be made from
the native language to English only as progress is being made in the
language skill areas. Consequently there would be a free movement language
wise between the two areas.

Secondary attack areas that are viewed as concerns and will be dealt with
as various aspects of the project become operative:

1. Development of feelings of adequacy and self-worth for each
child involved in the project.

2. Providing for the Mexican-American child to find success in an
alien educational setting in which he finds himself.

3. Development of a genuine appreciation of the Mexican-American child's
cultural heritage.

4. Involving parents meaningfully in the educational process of their
children.

The basic instructional approach to meeting the major attack area of the
project will be through the language experience approach. The assumptions
underlying this approach, made by Millard Black of the Los Angeles City
Schools, are that:

1. Language .... to a greater degree in an
environment which stimulates them to think, to explore, and to
want to express themselves.

11.13 1-Program is one-way - only non-English Mother Tongue
       students (including N-EMT-English dominant). English
       Mother tongue students do not receive instruction in
       a second language
       0-no English Mother tongue students
       2- 2-way - EMT learn the second language

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

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

	11.14 Min. per day of instruction through N-MT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-MT
Prek				Pre K
(1)	60	280	Lang.	1 20 %
(2)	60	280	Lang	2 20 %
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

	Min. per day of instruction through N-ELT	Total min. per day of any instruction	Subjects taught in second lang.		% of time per day of instruction through N-ELT
Pre K				Pre K	
1	60	280	Lang.	1	20 %
2	60	280	Lang	2	20 %
3				3	
4				4	
5				5	
6				6	
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

11.17 Mixed or separate language usage by teacher and/or aide   11.17 **2,5**
in the classroom (mark all that apply)

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

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

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

2a-Inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

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

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

	I Non Eng dom students		II Eng dom students		
13.1 Second language listening-speaking skills are learned:					13.1 IB __I__ IIB __I__
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	—		—		

note: Some items left unspecified after verification

	I		II		
13.2 ALM sequence followed:					13.2 IA **NS** IB **NS** IIA **NS** IIB **NS**
1-Listening-speaking proficiency precedes introduction of reading	—	—	—	—	
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—	
3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—	
4-There is some overlap between learning to read and to write	—	—	—	—	

13.3 Listening-speaking proficiency determined by:					13.3 IA **NS** IB **NS** IIA **NS** IIB **NS**
1-measure of listening-speaking proficiency					

to negative, declarative to interrogative, active to passive.

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

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

	A in dom lang	B in second lang	A in dom lang	B in second lang	
13.1 Second language listening-speaking skills are learned:					13.1 IB ___1___ IIB ___1___
①-concurrently with dominant language listening-speaking skills	✓		✓		
2-after a specified level of competency achieved in listening-speaking skills in dominant language	___		___		
3-a specified period of time after listening-speaking skills in dominant language taught	___		___		

note. Some items left unspecified after verification

	A	B	A	B	
13.2 ALM sequence followed:					13.2 IA **NS** IB **NS** IIA **NS** IIB **NS**
1-Listening-speaking proficiency precedes introduction of reading	___	___	___	___	
2-Reading is taught concurrently with listening-speaking skills	___	___	___	___	
3-Learning to read overlaps learning of listening-speaking skills	___	___	___	___	
4-There is some overlap between learning to read and to write	___	___	___	___	

	A	B	A	B	
13.3 Listening-speaking proficiency determined by:					13.3 IA **ns** IB **ns** IIA **ns** IIB **ns**
1-measure of listening-speaking proficiency	___	___	___	___	
2-informal assessment by teacher	___	___	___	___	

	A	B	A	B	
13.4 Second language reading skills are learned:					13.4 IB ___1___ IIB ___1___
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	...		___		

Healdsburg Union Elementary School District
Title VII, Bilingual Education Program
April 1970

VII. Program Procedures (Continued)

2. Children learn more from a curriculum which is based on their own **culture** and their own experiences.

3. The skills of listening, speaking, reading, and writing are inextricably interwoven and are most effectively developed through their interrelated use.

4. Among bilingual pupils, the school must capitalize upon the total language ability the child brings with him. The function of the program is expression, regardless of the language used by the pupil. Refinement of expression and skill in the use of English are later goals.

Using the four major assumptions as the philosophical frame of reference from which to operate, the following areas will be developed:

1. Developing an awareness of oral words as language units.

2. Enriching oral vocabulary.

3. Strengthening meaning associations.

4. Formulating sentences.

5. Organizing ideas into language units.

6. Use of narrative expression.

7. Improving articulation.

8. Developing sensitivity to inflectional variants.

9. Developing an ability to discriminate various auditory and visual stimuli.

Pre-reading and reading instruction will center around the oral language of the pupils, and it is hoped that all of the language instruction will have been generated out of the experience of the children. Using the cultural materials of the pupils an attempt will be made to develop a meaningful language curriculum from the various experiences of the children. Listening, speaking, reading, and writing vocabularies will come directly out of the objects and activities with which the children have daily contact.

The second attack area, those areas of the curriculum such as science, art, physical education, math, etc., will also be approached from an experiential point of view and will be integrated in the total program. All of the day to day experiences in the classroom must be interrelated and all elements of the curriculum will be parts of the larger whole. From this standpoint the teacher will attempt to provide the child with as many meaningful experiences as possible. An attempt will be made to gain for the student as much exposure to the various cultural influences available. This would include such things as field trips and resource persons brought to the class. There should be a constant effort made to have the child interact with his environment through such activities as: field trips, outdoor education, parties, visits to homes, etc.

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

13.5 Reading is introduced:
A-individually, when child is ready
or at a specific time during grade: A
1
2
3

13.5 IA n.s.
IB n.s
IIA n.s
IIB n.s.

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

13.6 IA n.s.
IB n.s.
IIA n.s.
IIB n.s.

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

13.7 IA n.s.
IB n.s.
IIA n.s.
IIB n.s.

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

13.8 IB n.s.
IIB n.s

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I 4,5
(mark all that apply) II 4,5

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

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

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

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

13.6 Reading readiness is determined by:
    1-test of reading readiness   ____   ____   ____   ____   13.6 IA **n.s.**
    2-informal teacher assessment   ____   ____   ____   ____   IB **n.s.**
                                                             IIA **n.s.**
                                                             IIB **n.s.**

13.7 Grade level reading is expected:
                     1-in first grade   ____   ____   ____   ____   13.7 IA **n.s.**
                     2-in second grade   ____   ____   ____   ____   IB **n.s.**
                     3-in third grade   ____   ____   ____   ____   IIA **n.s.**
                     4-in fourth grade   ____   ____   ____   ____   IIB **n.s.**
                     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 **n.s.**
    SECOND language is expected: IIB **n.s**
    1-in the first grade
    2-second grade
    3-third grade
    4-fourth grade
    5-fifth grade
    6-sixth grade
    7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I **4,5**
    (mark all that apply)   II **4,5**

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	.	____
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	____	____
3-Second language learning is always integrated with the learning of 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.	✓	✓
0-not specified	____	____
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

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

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

✓	✓	✓	✓

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

___	___	___	___

3-Other (specify)

___	___	___	___

0-Not specified

___	___	___	___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)   16.1 IA___ IB   IIA___ IIB_____

2-Basal readers

___	___	___	___

3-Dialect readers

___	___	___	___

4-Experience charts (stories
dictated by children)

✓	✓	✓	✓

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1   16.2 IA_0_   IIA_0_
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:
0-none specified
1-pattern drills
2-dialog memorization
3-choral repetition
4-songs
5-programmed instruction
6-stories read to children
   AUDIO VISUAL AIDES
7-films, filmstrips
8-flannel or magnetic boards
9-realia, graphic displays
10-records, tapes
11-listening centers

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

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

3-Other (specify)   ____   ____ ____   ____

0-Not specified   ____   ____ ____   ____

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
   (Merrill or Miami Linguistic
   readers, ITA, etc.)   16.1 IA___ IB   II.___ IIB_____

2-Basal readers   ___ ___   ___   ___

3-Dialect readers   ___ ___   ___   ___

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

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1   16.2 IA__0__   II.__0__
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified
                              (Please indicate , on line -)

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

16.4 The sources of Non-English materials and textbooks are: 16.4 ___9___
  (mark all that apply)
  0-not specified
  1-are written· by native speakers of that language
  2-commex.ially prepared and published in countries where
    N-E is the native language
  3-developed by the project's own bilingual staff
  4-developed by the staff of another bilingual project (specify which)
  5-developed in conjenction with project parents
  6-developed by or with members of N-EMT community
  7-are culturally appropriate for N-E culture
    (specify how this is determined)
  8-are cross cultural
  (9)-commercially prepared and published in the U.S.
  10-are translations of U.S. texts
  11-are coordinated with materials used in the regular subject
    curriculum
  12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5 ___1___
  component are:
  0-not specified
  (1)-xerox attached-page and document ___ 15a-C ___

17.0 STUDENT GROUPING

7.1 Student grouping; mixed or separated into dominant language   17.1 ___0___
  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)
  n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 ___0___
  (mark all that apply)   A-more than ½ the time   B Less than ½ the time
  0-not specified
  1-total class   _____   _____
  2-small groups (specify size)   _____   _____
  3-individual instruction   _____   _____

17.3 Criteria for grouping: Students

	I Non Eng dom	II Eng dom EMT	II₁ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject
curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5___1___
component are:
0-not specified
1-xerox attached-page and document ___15a-C___

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1___0___
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)
n.a. - (no EIT students)

17.2 Students are grouped for language instruction: 17.2___0___
(mark all that apply)   A-more than $\frac{1}{2}$ the time   B Less than $\frac{1}{2}$ the time
0-not specified
1-total class   _____   _____
2-small groups (specify size)   _____   _____
3-individual instruction   _____   _____

17.3 Criteria for grouping: Students
0-not specified   I Non Eng   II Eng dom   II₁ Eng dom
                           dom   EIT   NEIT
1-by age   _____   _____   _____
2-by native language   _____   _____   _____
3-by dominant language   _____   _____   _____
4-by language proficiency
(ex. level of reading skill)_____   _____   _____
n.a. not applicable
(no E.dom/NEIT)   _____   _____   _____

18.0 TUTORING

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

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
0-area not specified   18.2___0___
1-inter-ethnic (N-EIT aide tutors EIT student)
2-in the acqusition of native language skills
3-in the acqusition of second language skills
4-in other academic subjects

Healdsburg Union Elementary School District
Title VII, Bilingual Education Program
April 1970

16.5

ADDENDUM A

Classroom Materials

The following lists of books and materials are those that may be used in
the proposed program. This list is not final however, as the classroom teacher
is planning to visit Mexico this summer and plans to seek additional materials
that can be of use to the project.

Books

(Resource books)

Shuck Loves Chirley, Leonard Olguin
Discovery or Problem Solving Approach to Social Studies, Hilda Taba
Introducing English, Louise Lancaster

(Classroom Books)

ABC-XYZ
Antologia de la Literatura Infantil es la Lesqua Espanola
El Arbol Chico
Adventuras de Alicia en el pais de las maranellas; al Otro Lado
    del Espejo y que vio Alicia alli
Las Adverturas de Pinocio
Blancas nieves
El Bosque Maravellojo
Cancionero Infantil Universal
The Cat in the Hall Beginner Book Dictionary in Spanish
Cuatro Cuentos de Andersen
El Cuerto de Ferdinand
Cuentos
Cuentos para grandes y chicos
Los Diaz Perritos
Los Dos Ratoncitos/El Burrito Descontento
Enciclopedia de la Faluela
Esta Era una Vez Bajo las Pal eras
Fabulas
Los Festas de mi Escu aire
Historia y Antolozia de la Litciatura infantil Iberamerica
La Lechiera y las habichuelas magicas
Leyendas del Caribe
Leyendas Mexicanas
El Libro de Oro de los Ninos
Mother Goose on the Rio Grande
Musica y Carciones
Primer Libro de Oro de los Numeros
?Que Doces?
Tula, la Tortaga
Vaquero Pequeno
Verdadera Historia de los Su
My First Dictionary
Autosort Language Arts Program Levels ABC D2 (Language
    Master cards)
Talking Spanish Dictionary (Language Master cards)
Ginn Readers (Sound Analysis Cards page 32 of Teacher's Manual

Healdsburg Union Elementary School District
Title VII, Bilingual Education Program
April 1970

ADDENDUM A ~ continued

Music and Games

    Merry-go-round of Games in Spanish #7-257-4.........$ 1.00
    Regional Dance of Mexico #3-003-2 ....$ 1.00
    Tape #3-005-9 Dance of Mexico ....$ 7.00
    Vocalingo #7-839-4................................$ 2.50
    Vocaloso #7-839-5 ....$ 2.50
    Loteria #7-255-4 ....$ 2.70
    Spanish Antonyms #7-256-4 ....$ 1.50
    Let's Play Games in Spanish #7-839-1 ....$ 2.55
    Book 11 Let's Play Games in Spanish #7-839-2.......$ 2.55
    Paso a Paso #7-124-4 (record).....................$ 5.95
    Folk Songs of Mexico #7-129-4 (record).............$ 5.95
    Sing & Speak Spanish (series from teaching Spanish
       in the grades by Margit MacRae & Ben Cruz
        Album #1 7-461-4................................$ 5.95
        Album #2 7-462-4 ....$ 5.95
        Album #3 7-463-4 ....$ 5.95
        Album #4 7-464-4 ....$ 5.95
        Album #5 7-465-4 ....$ 5.95

    Above items available from:
    National Textbook Corporation
    8259 Niles Center Road
    Skokie, Illinois 60076

Miscellaneous material

    Concepts in Science - AAAS Materials
    Classroom Laboratory and Materials
    Activities books
    Investigation cards
    Que Dolces! (Weekly Reader in Spanish)
    Listen and Do - Phonics Records and Worksheets
    Peabody Language Development Kits (Level II)
    Introducing English
    Miami Linguistic Readers
    Speak to Learn (Teacher's Manual)
    Phonics Readiness Sets
    Modern School Mathematics (teacher's manual)
    Training in Some Prerequisites for Beginning Reading
    Victoria Libro Primero de Lechura y Escritura
    Coquito, Libro de Lechur y Inicial
    Matematica para la Education Primaria
    Conceps in Science California State Series
    Health
    Aritmetica Primer Grado
    Para Chiquitines (finger play, poems, songs)
    Language Master - vocabulary in English and Spanish vocabulary
    ABC Lotto

Healdsburg Union Elementary School District
Title VII, Bilingual Education Program
April 1970

ADDENDUM - A - continued

  Alphabet cards
  Alpha - Space
  Color Matchettes
  Wooden Puzzles
  Color Drill cards
  Instructo Inicial Consonant Sounds
  Instructo Classification
  Instructo Final Consonant Blend
  Getting to Know Spanish (records, flash cards, dialogs,lang.drill
  Time Teacher
  Spanish Picture Bingo
  Janet & Mark Word Bingo
  Word Bingo
  Alphabet Bingo
  Phonetic Bingo
  Audio-Visual English

  Above items available from:
  The MacMillan Company
  School Division
  866 Third Avenue
  New York, New York 10022

Audio-Visual Materials

  These will be selected during the summer when time
  permits an in-depth perusal of the available materials
  and a chance to preview each.

18.3 Parent tutoring: (mark all that apply)   18.3 ___1___

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

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

19.0 CURRICULUM PATTERNS   19.0 ___1___

The stated curriculum pattern of the bilingual project:
①-Except for inclusion of N-EMT instruction the curriculum is
    otherwise typical or regular, for this state.
    There are other modifications whithin the curriculum of the
    bilingual program which differ from traditional, typical curri-
    culum such as: (mark all that apply)
        2-a non-graded classroom: pupils of different ages are
          grouped together during part of the school day
        3-flexible or modular scheduling
        4-small group instruction
        5-individualized learning
        6-open classroom
        7-guided discovery and inquiry
        8-a curriculum which is both child and subject-centered
        9-others (specify)
        10-if the program includes activities which complement
          experiences children encounter in the home, community
          and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
    0-method not mentioned   20.1 ___0___
    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-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 __1__

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:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned   20.1 __0__

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

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

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

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

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.

6-direct experience of math through discovery rather than instruction

7-other (specify or xerox) p. no. and document:

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

0-method not mentioned

1-specify or xerox p. no. and document

n.a.-no grade 4 or later grades

20.2 __n.a.__

21.0 $\underline{\text{SELF-ESTEEM}}$ 21.0 _____ **0**_____

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

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

22.0 LEARNING STRATEGIES   22.0 _____ **0**_____

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

23.0 . BICULTURAL COMPONENT

                                      23.1 **2.5.6**

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

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

22.0 LEARNING STRATEGIES   22.0 ___0___

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

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 _2,5,6_
1-bilingual alone
②-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
⑤-art, posters, realia, crafts of both cultures are exhibited in the classroom
⑥-language and cultural content are integrated
7-other (specify)

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

23.2 __0__

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

23.3 __0__

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

23.4 __2, 4__

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

23.5 __1__

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:
    0-group not specified
    1-project children

24.1 __no__

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3 __0__
      either or both groups, describe below: (or xerox-document page/#)
    0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EIT culture   23.4 __2,4__
      involves (mark all that apply)
    0-no bicultural component mentioned
    1-Humanistic aspects of culture: ideals and values, literature
      (oral or written), achievement of particular people or politcal
      movements
    (2) Historical-cultural heritage of the past--contributions to art
      and science
    3-'Deep' culture: family patterns and contemporary way of life.
    (4) Itemization of surface aspects of a country--geography, dates
      of holidays etc.
    5-A specific culture only e.g. one Indian tribe
    6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
      speaking peoples)
    7-A third culture different from NEIT or EIT
    8-Other (specify)

23.5 American culture is defined: 23.5 __1__
    0-not specified
    (1) narrowly: primarily Anglo-Saxon orientation
    2-broadly: ethnic pluralism of America--multicultural
      contributions of various ethnic groups discussed
    3-other(indicate document and page number for xerox) or
      elaborate in your own words

24.0   COMMUNITY COMPONENT

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

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

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

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

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

24.6 The school is open to the community through: 24.6 **2**
        0-not mentioned
        no-school is not open to community for community use
        1-opening school facilities to the community at large for use
          after school hours and on weekends

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

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

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

24.6 The school is open to the community through: 24.6 **2**
    0-not mentioned
    nc-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)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
    program through: 25.1 **1**
    1-newspaper articles
    2-radio programs
    3-TV programs
    4-video-tapes
    5-films
    6-visitors to observe the program

25.2 Project's impact:
    1—Project mentions that other classes in the school, but
      not in the program have picked up methods or material from
      the bilingual program
    2—Project mentions other schools in the local educational system
      have started bilingual programs
    3—Project mentions that a University has instituted teacher
      training courses in bilingual education to meet staff devel-
      opment needs

                                                 25.2 __N.S.__

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of
    the same language, culture and grade levels as the children in
    the bilingual program:
      0—not mentioned
      1—published measures
      2—staff developed measures
      3—staff translations of published measures
      4—staff adaptations of published measures

                                                 26.1 __0__

26.2 Evaluator has personally observed students in the program:
      0—not mentioned
      no—never
      1—once or twice during the year
      2—more than twice
      3—regularly
      4—other (specify)

                                             26.2 __0__

26.3 Evaluator has met with teachers:
      0—not mentioned
      no—never
      1—once or twice during year
      2—more than twice
      3—regularly
      4—other (specify)

                                           26.3 __0__

27.0 EVALUATION PROCEDURE

27.1   0—not specified
      1—A comparison group has been chosen
      2—A comparison group will be chosen

                                           27.1 __1__

27.2   0—not specified (mark all that apply)
      1—Pre-tests have been given to project group or sample
      2—   " will be   "   "
      3—Post-tests have been given to project group or sample
      4—   " will be   "   "
      5—Pre-tests have been given to comparison group
      6—   " will be   "   "
      7—Post-tests have been given to comparison group
      8—   " will be   "   "

                                         27.2 __1,3,5,7__