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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 Heald sburg, 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 by Project

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

Give Dates and Note if Evaluation is included in continuation.

	.lst year	2nd year	3rd year
Evaluation design	•		
Interim evaluation		tract.	·
Final evaluation			
Pre-audit			
Interim audit		•	
Final audit	. /		

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

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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0.1 Project No. 65 . bilingual education applied research unit project b.e.s.t. n.y.c. consortium on bilingual education VERIFIED BY PROJECT CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS Research Assistant R. Hess-M.S. Shore Date 6/10/72 0.3 Address of Project Healdsburg Union Elementary District 0.4 304 Center Street Healdsburg, California 95448 1-Alaska 11-Louisiana 21-01:1ahoma 22-Oregon 2-Arizona 12-ilaine 3)California 13-liassachusetts 23-Pennsylvania **I-Colorado** 14-Michigan 24-Linde Island 5-Connecticut 15-Hontana 25-Texas 6-Florida 16-New Hampshire 26-Utah 7-Guan 17-New Jersey 27-Vermont 8-Idaho 18-New Herrico 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: Project 2.0 FUNDING (Hark all that apply) 2.1 1-Any P.ION funding of BILINGUAL program, if Title VII continues or expands that program 0-no prior funding mentioned . 2.2 Year prior funding began 2.3 Prior bilingual program involved: 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified 2.4 Source of prior bilingual program funding: . 1-local 4-university 2-state 5-federal (specify) 3-foundation 6-other (specify) 2.5 (1-CONCURRENT funding of program(s), if cooperating with Title VII program 0-no concurrent funding mentioned Concurrent program cooperating with Title VII involves:

1-early childhood

(pre K

0.3 Address of Project Healdsburg Union Elementary Wistrict				
	0.4 304 Center Stre Healdsburg, Califor	et 95448	_	
.05	STATE	, , ,	0.5 3	
	1-Alaska 11-Louisiana 21-Oklaho 2-Arizona 12-Maine 22-Oregon 3-California 13-Massachusetts 23-Pennsy 4-Colorado 14-Michigan 24-Mode 5-Connecticut 15-Montana 25-Temas 6-Florida 16-New Hampshire 26-Utah 7-Guan 17-New Jersey 27-Vennon 8-Idaho 18-New Mexico 28-Washir 9-Illinois 19-New York 29-Wiscon 10-Indiana 20-Ohio 30-Other	rlvania Island it agton	.*	
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	NDING (Mark all that apply) 1-Any P.ICN funding of EILINGUAL program, if VII continues or expands that program 0-no prior funding mentioned	Title .	2.1 <u>O</u>	
2.2	Year prior funding began.		2.2	
2.3	Prior bilingual program involved: 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified	·	2.3	
2.4	Source of prior bilingual program funding: 1-local 4-university 2-state 5-federal (specify) 3-foundation 6-other (specify)	*	2.4	
2.5	CONCURRENT funding of program(s), if cooper with Title VII program  O-no concurrent funding mentioned	rating	2.5	
. 2.6	Concurrent program cooperating with Title VI 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 4-teachers 0-not specified	I involves:	2.6	
2.7	Source of concurrent-funding, if cooperating program:  1-local 4-federal (specify) Title 2-state 5-other (specify) 3-university 5-found from more	I	2.7 1,2,4	
2.8	Total Title VII grant (first year only)	-	2.8 56,500	
2.9	Total funds for concurrent program(s) cooper Title VII (first year)	ating with	2.9 10,500	
	If a UNIVERSITY is working with the Title VII specify which:	program,	3.0 <u>0</u>	

4.0 SCOPE of PAOJ. 4.1 Numbers of Tone 2-two 3-three	schools involved in T	itle VII program O-not specified	4.1 <u> </u>	<b></b>
4.2 Total number	per of students in prog	ram A.First year E.Second year C.Third year	4.2 A <u>50</u> B <u>100</u> C	2
grade and (by second  Grade PS-PreSche K-Kndgtn PSK  1 grade 1 2 grade 2 3-grade 3 4-grade 4 5-grade 5 6-grade 6	Number of Classes TOTAL NO. students PS  50 50	ts by grouped grade long to hum Grade Cla. 7-grade 7 E-grade 8 and K 9-grade y E TOTAL 10-grade 10	evels ber of 4.3 PSK sses A C students gr. 7-9	
3-Some cl	sses graded sses ungraded asses ungraded ed, specify ages or gra	des grouped together:	4.4	-
5.1 Students cultural category	LES - STUDENTS (Sociol Dominant and Native lar affiliation (Indicate rand specify cultural af ny information which is	guage interaction and number of students in Tiliation in box)	each	
1. Total Non-English Nother Tongue	I N-E Dom - NEIT	II.Z-Dom - NEAT		76 70
2. Total English liother-Tongue	<u>76</u>	11 ₂ E-Dom - EAT 2H	E don II ₁ ···· LEAT II ₁ ···· EAT II ₂	4 24 %
	I Total Mon-inglish Dominant: 76	II Total English Dominant: 24	Total N-Dom 2	4 24 70

grade and total number of students by grouped grade levels (by second year) Number of 4.3 PSK Number of Classes Classes Grade Grade PS-PreSchool 7-grade 7 K-Kndgtn 5-grade 8 PSK TOTAL MC. students PS and M 9-grade y B TOTAL students gr. 7-9 10-grade 10 ..... grade 1 11-grade 11 ..... 2 grade 2 3-grade 3 12-grade 12 C TOTAL students gr. 10-12 4-grade 4 5-grade 5 6-grade 6 A 100 TOTAL students gr. 1-6 4.4 1-All classes graded 2-All classes ungraded 3-Some classes ungraded If ungraded, specify ages or grades grouped together: 5.0 P. MOCESS VALIABLES - 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 IMF.) _ Mon-English Dominant - English Dominant 5.0 No. % 1. Total II.E-Dom - NEAT I N-E Dom - NEIT 76 76 % Non-English Mother Tongue E don NEAT II1 2. Total 11₂ E-Dom - IIIT English Den 112 24 24 70 liother-Tongue ... II Total English Total 12-Dom 24 24 76
Dominant: 24 II= II + II I Total Hon-Inglish Dominant: 76

MIL:	N-E Dom N-EMT	English Doninant E-Don N-ETT
Non-English Hother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English  N-D Dom - EM	Example a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others school, work.
English Nother Tongue	Example: (rare) a native English speaking Puerto lican child, born in New York who returns to Purto lico and becomes Spanish dominant	Transles: 1)a native E. speaking acculturated American who may or the not know a second lang.  2)a native F. speaking lexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

	Cultural or Ethnic identific by number and 5 offeach:	ation of target	students in prog	page 3 ram
	Indigenous Americans:	Hunber	Per Jent of Total Students	/ ^ '
	A1 Navajo -	A1.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	A2 Cherckee	A2	5	
, -	A3 Other (specify)	A3	1/3	
	A TOTAL No. of American Indi	an A	5	i an man
	A1 Navajo - A2 Cherckee A3 Other (specify) A TOTAL No. of American Indi Americans of other ethnic ba	clgrounds:		
	B1 Hexican-American	_	76 %	
	E2 Puerto-lican	20		
		32	** · * - * ^N C	
	B3 Cuban	В3		
	B4 Other Spanish-American	· ,	<i>t</i>	
	(specify)	D4	)- 	
	B TOTAL No. of Spanish-	B		
٠	speaking Americans		•	
	C Portuguese-American	C	s	
	D Franco-American	D	8	2 · · · · · · · ·
		μ··		
		r		
	G Eskimo	G		
	H Russian	<u>h</u>		
	J Other	٠		
1	TOTAL number of N-E:T targe students	76	7.65	
5.3	Ethnic identity of English population, if specified, b			m target
	21 N·S.	51. <b>24</b> .	24.5	
	<b>E2</b>	I2		
IJ	TOTAL number of BIT student	F3 4 4	<b>34</b> 6	
	other than target population	on .A.T.	24.5	
5•4	Students' native language of from their dominant language	ge.	if DIFFE ENT	5.4 N.S.
		(specify)	T - '''	. D C+
			Language Hunber	· ·
	1-English	*** ** * * * * * * * * * * * * * * * * *		state cast at man t
	2-Spanish			s m. s, m. s =
<b>5.</b> 5	Students' Dominant Language	and Extent of I	Bilingualism	
	Dominant language ! It of students in program St	anber of Monoling tudents	to any exter	tudents Bilingual nt
	Rumber 5 no	ot ilo.	not only a	listening speaking chension ability

3	B1 Hemican-Ameri B2 Puertoican B3 Cuban	can	32	.76		76 S		22.4. 2		
	By Other Spanish (specify) B TCTAL No. of speaking Amer	Spanish-	D٨	 			;- ;- ;3			
j	C Portuguese-Am D Franco-Americ T Clinese-Ameri G Estimo	an	D . F .	 	• •	, , , , , , , , , , , , , , , , , , ,				
1	I Cussian J Other		E .	* * * * * * * * * * * *,	••	در در در در در در در			r	
I	TOTAL number of students	N-BIT tar	get	76		7.6.	ጐ	,		
5.>	Ethnic identity population, if						ther tha	n targe	t	
	21 N·S.	•	•	24	-	<b>. .</b>		-%g-g-		
	E2		E2,	. %	٠.	5				
II	TCTAL number of other than targ			.24.		24.	c's	خه می در د جد د		
5.4	Students' nativ from their domi	nant langu	lage.		uc if	DIFFE.	.21T	5.4	N.S	•••••
	Dominant langua 1-English 2-Spanish		****	fy) ent Hati		•		. • •	Cent	,
5.5	Students' Domin	ant Langua	ge and	Ertent o	f Dili	ngual:	isn			
	Dominant langua of students in		Number Student	of Monol	ingual		er of st ny exten		Biling	ual
	Number	ب	not spec.	i.o.	55			istening hension		
$\Sigma$	24 English American	24		12	12	• • ·	12.	1,2		
IJ	llavaio	an	•-• •	•••				5, e pr. e	٠.	
.12	Cherokee				· • • •			* * *	٠.	
A3 A4	nor coun	<u> </u>	· · ·	• •	***			• • • •	• • •	
ß	Other (spe Cpanish	76	• • •	38	38		· 5 U	38		
C D	Portugues	٠. •		₹. ₹. . , .	<b>₹,₹</b> {		3.8	. <b></b>	• •	
D	French	.8 -	· · ·		• • •	1	8			• •
F G	Chinese Eskimo	- • • •				• •		٠		
H	ussian		· · ·		• •					
J	Other (sp	ec.)								• • •
		•			- •	!	- 4	• •	- • •	• • •



				page 4
5.6	Recruitment of St	udents:	•	5.6 <u>3</u>
	Students ar	her Tongue and N e required to pa are required to	Non English Nother Tongue articipate in the bilingual take program, FIT's partic	program ·
5.7	3 - Both Hill an Students se	d !-ElT part cin lected according	pation is voluntary to some criteria of proje pject area: see Chart C	ect (in addition to language)
2.7	n.s. not specifi	ed on the chart		1-176
5.8	1 inner city- 2 major city	ghetto,barrio town or suburb	ally that apply) adicate percent for each)	5.8 <u>3,4</u>
<b>5.</b> 9		ific percent of income, if went		5.9 A. 80 % o
5.10		ic percent of lable (no EMT)	participating students by SES on the blank)	5.10 N.S.
5.11	Proportion of mi (Indicate specif n.s not specif	ic percent)	ın project	5.11 0 0
6.0 SO	CIOLINGUISTIC SUPV	TEY		
6.1	Project states th		istic survey:	6.1 I <u>2</u>
		N-IN group	II group	
	1 was made	ட கூறு இரு நடித்து	state des grap # *	,
	2 will be made onot mentioned	, <del></del> .		
	0 not mentioned			
6.2	If a sociolinguis mark all groups	included:	•	6.2 I 1, 2 II
		I N-ET	II HT	
	1 parents			
	2 children 3 teachers		** * * * * *	
	4 community		• • • • • •	
۲,	5 others (specify)	to, que estacido plan unimple	Statement State St	
6.3	will be determine through various e.g. specify ext	ned by the ellten means of communi	ly: never, sometimes, alway	different domains
	001	· Ticki-Bridthfoft MU	110 TOT 111 TOTA	

USE MIGLISH

1 in ma 2 ma 3 sm	more than one category, in mer city-ghetto, barrio ajor city mall city, town or suburbural, farm ther (specify) eservation	<b>%</b>	2.60 .
5.9 A. Socio (indi B. Avera			5.9 A. 80 %
(indica n.a n	economomic status of MIT :  a' scill percent of lo  ac in sable (no MIT)  not specified		5.10 <u>N.S.</u>
(Indica	tion of migrant students a te specific percent) not specified	n project	5.11 0 90
6.0 SOCIOLINGUI	STIC SUPVEY		
1 was m 2 will	quorg Mil-II	II for	5.1 I <u>2</u> II <u>6</u>
mark al paren 2 child 3 teach 4 commu 5 other	lren hers mity	or will be made,	6.2 I 1, 2 II
will be through	e determined by the extent various means of communi	y: never, sometimes, always	fferent domains
DONIATAIC.		0011 11.0111011	· · · · · · · · · · · · · · · · · · ·
/ Conters		NG WATTING LISTENING SPEAKIE	
(specify)		,	

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				E
6.1	If not included in survey, how was student's	languag	pago e dominance 6	3.4 I 4
0.4	determined?	ī	II	II 4
		N-EiT	ei II	
	1-inferred by use of surname		an philate of	
	2-established by formal testing of students			
	3-assessed by informal means (specify how)	1	9 mm in to	
(	4-hot mentioned how language dominance was			
6.5	An analysis to determine if an interlanguin the community, (e.g., a mixture of two which serves as a single system of communa group of people).  1-yes	age exis languag	ts es	6.5
	0-no .			
	socialinguistic survey includes items co	vering:		
6.6	N-FAT parents' attitudes toward maintenar N-FAT in particular domains of use or con to English 1-yes	nce of ch mplete sh	ild's ift	6.6 <u> </u>
	0-no	1		
6.7	ETT parents' attitudes toward their child of the N-ETT language 1-yes	dren's le	earning	6.7 <u>0</u>
	0-no			
6.8	Children's own attitudes regarding the set they are learning and the speakers of the 1-yes .			6.8 <u> </u>
	<u> </u>	/		6.9 N.S.
6.9	If not included in survey how were paren community attitudes toward N-HiT maintendetermined?	tal and/c ance	or	6.5 <u>11.3.</u>
	1-will not be assessed 2-will be assessed, method not specified			
	3-has been or will be assessed by method sociolinguistic survey (specify how)	other th		
-				( 10 <b>D</b>
6.10	<ul> <li>1-After sociolinguistic survey is made, ho program? (specify) (e.g. transfer or main programs)</li> <li>0-not mentioned</li> </ul>	w does it ntenance	t influence instructions	6.10 <u>0</u>
7.0 SI	PAFF SELECTION			
7.1	Linguistic background of project teachers, (indicate non-English language in each box)		r in each cat	egory:
_	Language dominance not specified  Nother tongue not specified  not specified whether monolingual or bi	lingual	specified,	cross out that complete the chart)

B-Bilingual

7.1

A-ilonolingual

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1

	union serves as a single ejstem of columnidate a group of people).	ion for	
	1-yes 0-no		
	sociolimpuistic survey includes itals coverin	រជ្ជះ	
<b>6.</b> 5	N-MIT parents' attitudes toward maintenance on N-MIT in particular domains of use or complet to English 1-yes 0-no		6,6 <u> </u>
6.7	EIT parents' attitudes toward their children' of the N-EIT language 1-yes 0-no	s learning	6.7 <u> </u>
6.8	Children's own attitudes regarding the second they are learning and the speakers of that la 1-yes 0-no		6.8 0
6.9	If not included in survey how were parental a community attitudes toward N-AiT maintenance determined?  1-will not be assessed  2-will be assessed, method not specified  3-has been or will be assessed by method othe sociolinguistic survey (specify how)	r than	6.9 <b>N</b> .S.
	1-After sociolinguistic survey is made, how doe program? (specify) (e.g. transfer or maintena programs) 0-not mentioned		6.10 <u>0</u> al
7.0 STAF	FF SELECTION		5 · ·
	inguistic background of project teachers, by nu indicate non-English language in each box)	aber in each ca	tegory:
2. 2. a	Language dominance not specified  Nother tongue not specified  not specified whether monolingual or bilingu	specified,	ormation is not cross out that d complete the e chart)
. 1	A-Monolingual B-Bilingual  NEMT  N=  N=  N=  N=  N=  N=  N=  N=  A Total Number  B Total Number  Bilingual	7.1  I A II B III A III B III A III B III B	No. 50 2 50 2 50 2 50
	Total Musber		•

of Teachers

			•	. •	
7.2 Linguistic backgrou	and of project aid	les or paraprofes	sionals, by n	umber:	
(indicate non-Engli	ish language in el nance not specifie	ed	(If any info specified,	rmation cross ou complet	t that
	A Monolingual	B Bilingual	7.2	No.	%
I N-E Dom N-EMT		• • •	I A I B II A		
II E Dom EMT	•		II B II A II B	25	100
II E Dom 1 N-EIT			1	A B 2.5 N 2.6	100
73	·	N Total Number	r		
A Total Number B Monolingual	Total Number Bilingual	of aides or paraprofess	ionals		
7.3 Language(s) used by (herk all that app	oy bilingual progr	an teachers:	-	7.3	2
1-Biling			tosah	in thei	r
1a-Bilingual <u>dominant</u>	teachers who tea	ach in only one l r that is their n	anguage teach ative or seco	nd langu	age.

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 <u>not</u> their dominant language 1-0-not specified

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

O-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aldes or paraprofessionals: 7.4 N.S. (liark 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.

Cilingual aides who instruct in only one lang. teach in their native language:

1b-only if native language is also their dominant language

1b-only if native language is also their dominant language 1c-over 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.

O-language(s) used by bilingual promatuides not specified

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

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ii-ci.II			•	II A		
II E Dom EiT			1	II B II A II B	25	100
II E Dom 1 N-EIT				11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A B 2.5 N 2.5	100
A Total Number Monolingual	B Total Numbe Bilingual		Total Number of aides or paraprofessiona	ls	, ••	
7.3 Language(s) use (Nark all that		program i	oachona:	,	7.3	2_
1-Bilingual tea	achers teach in	only one	language			
1a-Biling domina	gual teachers wh ant language, wh	o teach i	in only one languat is their nativ	age teach in re or second	n their langua	ge.
	e language: 1b-only if nati	ve langua	in only one language is also their age is not their	dominant l	anguage	
	achers teach in which is their		ir native and sec language.	ond languag	е,	
0-language(s)u	sed by teachers	not spec	ified			
7.4 Language(s) use (liark all that	ed by bilingual apply)	ologran	ildes or parappol	<u>locsionals</u>	7.4 <u> </u>	<u>1.5.</u>
1a-Bilingual their dom thingual aid 1b-only if n 1c-ven if n 1-0 not spec 2-Bilingual aid	inant language, des who instruct ative language i ative language i ified	whether of in only is also this not the both the	aly one language or not it is their one lang. teach heir dominant languir dominant languir native and second	ir native la in their <u>na</u> nguage guage		ng•:
0-language(s)	used by bilingue	<b>1</b> pre 10.	i aldos not speci	Lfied		
7.5 <u>Cultural affil</u> number and per	iation of teache cent (Nark all	ers. aide that app	s. project directly) Specify cult	tor and eval	uators tion.	<u>by</u>
A. Teachers No. %	B. Aides N	No. を C	. Proj. Director	D. Evaluat	cr(s)No	•
<u> N5</u>	<u>NS</u>		<u>NS</u>	<u> </u>	<u> </u>	
			••			
<del></del>					<u></u>	
O-not specified						,

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7.6 Selection of N-HiT teachers from local community 7.6 No. 0-not specified Number of N-RH program teachers from local community .... and % ____of total N-HIT teachers. 7.7 7.7 Number and Proportion of teachers and aides of same cultural background as N-417 students: indicate specific percent on the blank, or if specified descriptively, l-few A = teachers 2-some B = aides - 3-many. 4-most 5-more than half. 0-not specified no.'s Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, 7.8 177,20 if given) n.s.-qualifications not spcified O-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 previous teaching through M-MiT (in country where it is a native native language in Peace Corns) language, in Peace Corps) 4. previous teaching in local area/live in the committy 5. courses in N-EIT language structure and usage linguistics or FL trainin courses in N-E literature or literacy in Spanish 8. any previous education through 1-A.T/content of courses learned through courses in teaching ESL/audio lingual approach. 10. courses in methods of teaching N-Hil language/language development 11. courses in methods of teaching content (e.g. math)in N-ZiT 12. ___certification in ESL/or experience teaching DSL 13. certification in teaching N-AIT 14. cross cultural courses 15. courses in the cultural heritage, values, deep culture of H-AiT or other qualifications, specify competences in bilingualism, teaching credential, demonstrated competences in bilingualism, teaching of communication skills, 8.0 STAFF DEVELOPMENT 20 with adults, and 8.1 A MS P.2H В 0-No staff training mentioned The project is offering training for teachers A. For B. For Paraand for 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 mademic subjects ...... 5-liethods of teaching other academic subjects

· before to dead of the end of the mark of a second before, or a first specific and a second specific and the second specific

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, 7.8 173,20.	
		if given)	
		n.squalifications not spcified	А
		O providus courses not specified	
		teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through	
		which (a)ha will instruct	
		teacher must meet a specified level of communicative competence in	
		The man the language determined by a Structured invervey 1.48eac/	
		3. previous teaching through II-MIT (in country where it is a native like	
		language, in Peace Corps)  corporation previous teaching in local area/live in the corporation petence	
		4. previous teaching in local area/live in the cornwity petence 5. courses in N-ENT language structure and usage linguistics of FL trainin	
		courses in K-Z literature or literacy in Spanish	
		(7) h	
		any previous education through 1-121/content of courses learned through	
		9. courses in teaching ESL/audio lingual approach 10. courses in methods of teaching N-Mir language/language development	
		10. courses in methods of teaching content (e.g. math) in H-MiT	
		12. certification in ESL/or experience teaching DSL	
		13. certification in teaching N-MIT	
		1/ cross cultural courses	
		15. courses in the cultural heritage, values, deep culture of NAME or travel	
		other qualifications, specify  must have Calif. Elem. Teaching Credential, demonstrated	
P.J.H		competences in bringualism, teaching of communication Skills,	
8	.0 ST	competences in bisingualism, teaching of communication Skills, AFF DEVELOPIENT working with adults, and 8:1 A NS	ram
_	• • • • • • • • • • • • • • • • • • • •	B NS	
		0-No staff training mentioned	
	8.1	- 1 4 to 1 to 5	
		and for paraprofessionals in the following areas: Teachers professionals (mark all that apply)	
		(main all one apply)	
	n.s.	-Training indicated, but nature not specified	
	$1-\mathbb{D}n_i$	glish as their second language	
	2-Th	e teaching of English as a second language	
		as their second language	
		e teaching of X as a second language thous of teaching other academic subjects	
		thods of teaching other academic subjects	
		X language	
		<b></b>	
	6.0	I 1, 4, 6, 7, 8, 9, 5	
	٠,٧	Stated goals of teacher training are: 8.2 II, 4 4, 7 4 9,5 Students	
	(D.Un	denote and invested and in multiples and manufactures of	
•		oss-cultural training	
		nsitivity to ethnocentricism and linguistic snobbery	
	~	areness of the social-emotional development of	
	_	rategies for accomodating the different learning	
		rategies for cognitive development of	
	- ·	rategies for reinforcing the self-esteem of	
		thods of cross-cultural teaching or teaching the	
	oicu	ltural component	
		rategies for accomodating the different learning yles of rategies for cognitive development of rategies for reinforcing the self-esteen of thods of cross-cultural teaching or teaching the ltural component ormulation of pupil performance objectives	
		ethods of evaluation of pupil performance objectives	
		List specific courses if given (on Yerray and attach)	



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page 8
8.3 Methods of Teacher Training: (Mark all that apply)
 (1) courses
  experiential, teaching supervised by master teacher
 (3) workshops where teachers offer suggestions to each other
  4-use of video-tapes of teachers for feedback on how they are doing
  5-cross-cultural sensitivity training, t-groups
  6-interaction analysis (e.g. Flanders system)
  7-other (specify)
8.4 Project provides released time to teachers and paraproffesion-
    als for joint lesson planning: 1-yes 0- not mentioned
8.5 Project provides for paraprofessionals to receive course credit 8.5 NO
    toward eventual certification: 1-yes 0-not mentioned
    How? (specify)
8.6 Paraprofessional's role:
  1-teaching whole class
 teaching small groups
 3-tutoring individually
  4-clerical
  5-contributing to bisultural component
    how?
  6-liaison with parents
8.7 Training for project teachers and paraprofessionals is given by 28.7 A
    (mark all that apply)
                                 A for teachers B for aides
  Q-not specified
 (1-University faculty
  2-project's laster Teachers
  3-project's teachers
  cother (specify)
 (9) consultants
8.8 Number and Proportion of personnel giving teacher training who
 (14bilingual
 2 bicultural
 3-N-Hill (specify background)
8.9 Training is provided:
during a summer session during the academic year
  3-other (specify)
8.10 Extent of training:
                                     B (indicate no. of hours)
                                       5 weekly
A(1) approximately equivalent to a
                                       6 4 monthly 7 s bi-monthly
    collegs course
  2-more than one course
  3-less than one course
  4-other (specify)
                                                                    8.11 4
8.11 Number and Proportion of teachers attending training:
                         or: if specified descriptively, indicate:
 0-not specified
                             6-most
  1 -100%
                             7-many
  2-more than 75%
                             8-fev
  3-50-74%
                             9-other (specify)
```

als for joint lesson planning: 1-yes 0- not mentioned	
8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned How? (specify)	8.5 <u>NO</u>
8.6 Paraprofessional's role:	8.6 <u>2,3</u>
1-teaching whole class — teaching small groups 3-tutoring individually 4-clerical 5-contributing to bisultural component how?	
6-liaison with parents	
8.7 Training for project teachers and paraprofessionals is given by:  (mark all that apply) A for teachers B for aides  0-not specified  1. University faculty 2-project's Master Teachers 3-project's teachers 4 other (specify)  7. Consultants  8.8 Number and Proportion of personnel giving teacher training who are:  1 bilingual 2 bicultural 3-N-Mil (specify background)	8.7 A 1 9 B 3 9 8.3 1 3 75 2 2 50 3 1 25
8.9 Training is provided: 1-during a summer session 2-during the academic year 3-other (specify)	8.9 <u>2</u>
8.10 Extent of training:  All-approximately equivalent to a colleg: course 6 4 monthly 2-more than one course 7 5 bi-monthly 3-less than one course 4-other (specify)	8.10 / 1
8.11 Number and Proportion of teachers attending training:  or: if specified descriptively, indicate:  0-not specified 6-most  1-100% 7-many  2-more than 75% 8-fev  3-50-74% 9-other (specify)  4-25-50%  5-1-24%	8.11 4 10C
9.0 TEACHERS' ATTITUDES	
9.1 Teachers'attitudes are assessed: (Mark all that apply) 0-not mentioned 1-to N-EMT language or dialect 2-to N-EMT students - expectations of achievement 3-to N-EMT culture	9.1 <u>6</u>
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)	

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## '10.0 STAFF PATTENS

10.1 Staff patterns: (mark all that apply)		10.1 _	NS_
0-not specified 1-team teaching	1-bilingual teacher 2-ESL teacher	10.2 _	4
2-cluster teaching 3-shared resource teacher	3-bilingual coordinator 4-aides or paraprofession	nals	
4-other (specify)	5-consultant psychothera	pist	
	or guidance counselor 6-other (specify)		
10.3 Average number of pupils per class:		10.3	25
O-not specified			
10.4 Average number of aides or paraprofes 0-not specified	sionals per class:		
10.5 Average number of N-HIT or bilingual professionals) per clas: 0-not specified	aides (or para-	10.5 _	
10.6 Special aide to pupils having most di	fficulty in learning	10.6	1,2,4,5
is given: (1) individually by: 3-teacher			
2-in small groups			
0-not specified (5)paraprofessi 6-parent tutor			
7-older studer			
8-peer tutor			
9-not specifie			
10-no special	merb grosu		
11.0 INSTAUCTIONAL COMPONENT - DUMATION AND	) EXTEST OF BILINGUAL COM	ONENT	
11.1 Duration of Bilingual Education (poli	icy) I II	$II_1$	
M-MIT language will be maintained in pro	ogran: He don e don	e dol	•
(mark all that apply)	nem em	WELT	
0-not specified how long 1-as the alternative language of learning	ng 🗸		
for as long as desired		des des relacións des a	
2-as the medium of instruction for speci		• • • • •	
subject matter (e.g. cultural heritage 3-only for the length of time necessary			
the acquisition of sufficient English	to		
permit learning of academic content at		11.1 I	<u> </u>
acceptable level in English		I	1 3
11.2 How many years does project state is for N-LIT group through N-LIT language		11.2	
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-EAT and English in Pre-K,

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10.3 Average nu ber of pupils per class. O-not specified	10., 25
10.4 Average number of aides or paraprofessionals per class: 0-not specified	10.4
10.5 Average number of N-FIT or bilingual aides (or para- professionals) per clas: 0-not specified	10.5
10.6 Special aide to pupils having most difficulty in learning	10.6 <u>1,2,4,</u> 5
is given:  1 individually 2 in small groups 0-not specified 5 paraprofessional 6-parent tutor 7-older student tutor 8-peer tutor 9-not specified 10-no special help given	Y
11.0 INSTRUCTIONAL COMPONENT - DUTATION AND EXTENT OF BILINGUAL COMP	ONENT
11.1 Duration of Bilingual Education (policy) I II	II ₁
N-Eff language will be maintained in program: NE DON (mark all that apply)  O-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	NEIT  11.1 I I I I I I I I I I I I I I I I I I
11.2 How many years does project state is optimal for instruction for N-MIT group through N-MIT language to continue?	11.2
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-LIT and English in Pre-K, N-DIT instruction should continue through high-school")  1 = Spanish used only until mastery of Er	glish is complete.
Duration of Bilingual Education (in practice) (Mark all that apply)	ı
code: C= N.A. (if no ET)	11.3 I
13= 14= for each group N.A. Pre-K K 1 2 3 4 5 6 7 8 9 10 I N-E DOM II EDOM IT DOM/NEMT	11 12

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11.	5 Second lang	hrough				'qohiji	iaņt	stud	ents	is.		1	1.5		<u>.</u>
	code:	no ZiT	specif_ed	81°40	2 1	3 4	5	6 (7)	8	ς	10	11	12		
I I	I MIT L N-LIT/E Dom			••				<u> </u>				***			
	6 Learning in students is Fnot specifie	projec	ted through	h gra	ade:						<u>t</u>	1	1.6		2_
	7 The amount per day for	N-EIT	students :	no ar	re N	-E dor	ina	nt is	3:				guage		
c	ode: 0=not s	pecifie	d m=nath	s =	scie	ence	ลส	= soc	ial	stu	dies	3			
i. c t Pre K	1.7 iin. per day of instruction through H-AIT		day of any instruction	n	· • • • • •	in n	ativ	e lar	16. 		inst thro Pre	tir ruc rgh f.	tich N-El	Ţ	
	60		280			Lan	۹.,	A + + :	\$ 3		i 2	20	20	• •, •• • • • • • • •	
4				 						•• '	<u>.</u>	· · · ·		<b></b>	
5.					; .		<b></b>		• • • •		<u></u> ,				
7											<u>{</u>		•	4	'. <b>-</b> -
S S	(	<del>.</del>			• •:		• • •				٥ ۶				, , ,
10,		! !	. %		. 4.	• • • •			··· ·	 	10			4, 4	
7.7				%	, .						ֈֈ 12		* * *		
11.	.10 The amount										_~		nguag	е	
	for N-EN								thei	r na	tive	e La			
	for N-EN	student		Engl:	ish	domin	ant	is:					stude	nts	
	for N-EH code: 0 = n  11.10 Hin. per day of instruction through N-EH	student ot spec	s who are cified N Total liin. day of an instruction	Engl: A. = 1 Per A. per	ish o	domin eppli 11.1 Subj in n	ant cabl 1 ects ativ	is: le, no taug re lar	o N-1 ght	air,	E of install	lom : 12 f tiruc truc	me pe tion N-M	r da	
Preli	for N-EH code: 0 = n  11.10 Hin. per day of instruction through N-EH	student ot spec	s who are cified N Total liin. day of an instruction	Engl: A. = 1 Per A. per	ish o	domin eppli 11.1 Subj in n	ant cabl 1 ects ativ	is: le, no taug re lar	o N-1 ght	air,	E of install	lom : 12 f tiruc truc	me pe tion N-M	r da	
Preji (2)	for N-III  code: 0 = n  11.10  Nin. per day  of instruction through N-II	student	ts who are sified N Total liin. day of an instruction	Engl: i. = i per i. per	ish on the second secon	domin appli 11.1 Subj in n	ant cabl 1 ects ativ	is: Le, no s taug	ght	ait,	11. % of installar Pre	lom	me pe tion N-E	r da	
President (2)	for N-III  code: 0 = n  11.10  lin. per day  of instruction through N-III	student ot spec	Total liin day of an instruction	Engl:	ish one of	domin appli 11.1 Subj in n	ant cabl	is: Le, no s taug ve lar	ght ng.	in,	II. Soins line Pre	lom 12 f tirtruc ough	me petion N-E	r da	
Pr. (12)3 4 5	for N-IIT  code: 0 = n  11.10  lin. per day  of instruction through N-III	student ot spec	Total liin day of an instruction	Engl:	ish on the state of the state o	domin appli 11.1 Subj in n	ant cabl  fects ativ	is: Le, no s taug	o N-l	air,	E of installar Pre 13	lom	me pe tion N-H	r da	
Prej (2) 3 4 5 6	for N-III  code: 0 = n  11.10  lin. per day  of instruction through N-II	student ot spec	Total liin. day of any instruction	Engl:	ish not	domin appli 11.1 Subj in n	ant cabl	is: Le, no s taugre lar	ght ag.	5T,	11. % of install three 1	lom	me petion N-E	r da	
7	for N-III  code: 0 = n  11.10  Nin. per day  of instruction  through N-III	student ot spec	Total liin day of am instruction	Engl: per	ish not	domin appli 11.1 Subj in n	ant cabl	is: Le, no s taugre lar	sht ag.	5T,	11. % of installar Pre 1 3 4. 55. 7	lom	me petion N-E	r da	
Pr (12) 3 4 5 6 7 8 9	for N-EN code: 0 = n  11.10  Nin. per day of instruction through N-EN Code	student ot spec	Total liin day of am instruction	Engl: per	ish not	domin appli 11.1 Subj in n	ant cabl	is: Le, no s taugre lar	sht ag.	4 T.	11. % of installar Pre 1, 2, 3, 4, 5, 5, 7, 8	lom	me petion N-E	r da	
7 8 9 10	for N-IIT  code: 0 = n  11.10  lin. per day  of instruction through N-II	student ot spec	Total liin. day of am instruction	Engl:	ish not	domin appli 11.1 Subj in n	ant cabl	is: Le, no s taug	ght ag.	4 T.	11. Sins line 1 2 3 4 5 5 7 8 9 10	lom	me petion N-E	r da	
7 8 9	for N-III  code: 0 = n  11.10  Nin. per day  of instruction  through N-III	student ot spec	Total liin. day of am instruction	Engl:	ish	domin appli 11.1 Subj in n	ant cabl	is: Le, no s taugre lar	ght ag.	4	11. Sins line 1 2 3 4 5 5 7 8 9 10	lom	me petion N-E	r da	

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### VI. Performance Objectives (Continued)

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 an 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:

- 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 Nexican-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, mane so littlend Black of the Los Angeles City Schools, are that:

1. Linguistant and All some to a greater degree in an environment which stimulates them to think, to explore, and co want to express themselves.

page 11

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

0-no English Mother tongue students

2-2-way - E.T 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 iff students

Devol	11.14 Lin. per day of instruction through N-HAT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-ATT
Pred (1)	60	280	Lang.	1120.70
4 5 6 7	,		1	5
8 9 10 11 12			1	. 9

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

11.17 2,5

0-not specified

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

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

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

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

5-the teacher reinforces any conver ation 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 M-MIT pupils.

8-other (summarize)

#### 12.0 HETHODS OF SECOND LANGUAGE TEACHING

*	nin, per day	Total min. per	Subjects taus	ht % of time	per day
Dane I.	1.1 1 37 77 761	day of any instruction		through N	-A.T
Pre 17(2): 4567851	60	280 280	Lang	2 20	<b>7</b> 6 · · ·
<del>7</del> 3 4				3 .	
5	****			<i></i>	
7		9 · · · · · · · · · · · · · · · · · · ·		7	
ġ				. , 8	
۶ 10		4	1	. , <u>.</u> ,	
11		4	<u> </u>	11	
12					
			•		
11.	17 lixed or separa	ate language usage	by teacher and/o	r aide	11.17 . 4
	in the classro	on (mark all that	abbra		
	0-not specifie				
		e never mixed by e one class period;			
	2-the second la	anguage is used ex	clusively by the	teacher, aide	
		uring at least one			.a.
		uses one language llowed to use eith			ou;
	4-the teacher	uses only one lang	uage; however, t	he aide or para	
	professional nay use eith	uses another duri	ng the same class	period; stude	nts
		er. reinforces any con	versation initiat	ed by the child	i.
		use of whichever 1			

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

7-the teacher uses English and the paraprofessional then translates

8-other (summarize)

12.0 HETHODS OF SECOND LANGUAGE TEACHING

the same material for N-MIT pupils.

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

12.0 1,2a

- Audio-lingual habit skills or behavioral approach. Amphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.
  - 2-Transformational-cognitive approach
    Acquiring an understanding of the structural patterns or
    grammatical rules of a language.



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

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

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-H* Language Skills Sequence (*Audiolingual Hethod: listening, speaking, reading and writing)

I II

Non Eng dom Eng dom

students students

A in dom B in A in dom B in

lang second lang second

lang lang

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

13.1 Second language listening-speaking
skills are learned:
13.1 IB
15.1 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 terms left unspecified after verification

13.2 ALM sequence followed:

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

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking proficiency

13.3 IA hs
IB hs
IIA hs
IIB hs



to negative, declarative to interrogative, active to passive. J-Grammar - Translation Hethod Formal study of rules of grammer and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication. DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE AL-II* Language Skills Sequence (*Audiolingual hiethod: listening, speaking, reading and writing) II Eng dom Non Eng dom students students A in don B in A in dom B in lang second lang second lang lang 0 = not specified (Use not applicable (n.a.) if project has no Eng. dom. students) 13.1 IB 13.1 Second language listening-speaking IIB skills are learned: 12concurrently with lominant 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 terms left unspecified after verification 13.2 IA NS IB 13.2 ALM sequence followed: IIA 1-Listening-speaking proficiency precedes introduction of reading 2-Reading is taught concurrently with listening-speaking skills 3-Learning to read overlaps learning of listening-speaking skills 4-There is some overlap between learning to read and to write 13.3 IA hS 13.3 Listening-speaking proficiency IB MS determined by: 1-measure of listening-speaking IIA hs IIB hs. proficiency 2-informal assessment by teacher 13.4. IB. 13.4 Second language reading skills IIB are learned:

.**.**L.

. . ...



(1) concurrently with learning to read

language reading competence

(e.g. a specific grade)

3-a specified period of time after

4-before learning to read in dominant

learning to read in dominant language

2-after a specified Level of dominant

in dominant language

achievement

language

13.0

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## A M

#### VII. Program Procedures (Continued)

- 2. Children learn more from a curriculum which is based on their own culture and their own experiences.
- 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 empression, 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:

- Developing an awareness of oral words as lenguage 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.
- 13.0
- 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 thatall 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 autempt will be indee to guin for the student as much emposure to the various cultural influences are include. This would include such things as field trips and resource places, a larger 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.



13.5 Reading is introduced:

or at a specific time during grade:

1-test of reading readiness

2-informal teacher assessment

SECOND language is expected:

1-in the first grade

(mark all that apply)

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

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

subjects.

1-test of reading readiness 2-informal teacher assessment		maran maran		8-8-4-7 8-4-8-1	13.6 IA <b>n·s</b> .  IB <b>n·s</b> .  IIA <b>n·s</b> .  IIB <b>n·s</b> .
4-in fourth grade 5-in fifth grade 6-in sixth grade					13.7 IA N.S.  IB N.S.  IIA N.S.  IIB N.S.
13.8 Grade level academic achievement (math, SECOND language is expected: 1-in the first grade 2-second grade 3-third grade 4-fourth grade 5-fifth grade 6-sixth grade 7-other (specify)	, sci	ence, etc	.) in t	the	13.8 IB <u>n.5.</u> IIB <u>n.5</u>
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING (mark all that apply)	WIT	h other L	EARNING	<del>}</del> :	14.0 I 4.5
	d	N-E om tudents	II = E dom stud	lents	•
1-Second language learning is only a sep- arate subject for English-speaking stu- dents; the second language is not used as a medium of instruction for other subjects.	•	•			
2-Second language learning is both a sep- arate 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).	•	<u>~</u>	. <u>~</u> .		
5-Different academic content is taught in the second language from that which is taught in the native language.	•. •	<i></i>	مماد . مما		
O-not specified	der -	4 PM 0	* maked - 2,		
6-other (specify)					

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3

A TANOUACE		I			II	15.0	IA I
15.0 TREATHENT OF CHILD S LANGUAGE:	Non	Eng.		Eng.		,,,,,	IB
	stu	dents		stude	nts	وحالته وسيودي	IIA
	À -in	dom.	B 2nd	$\Lambda$	В	2nd	IIB
	• lan	g•	lang.	Ėng.	lan	g.	
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:	_=	<u>.</u>	. <b>L</b>		لمسا	!	
2-The child's language is corrected the teacher points out errors and demonstrates the standard form.	i- i	<b>-</b> -	Guidhell-V				
3-Other (specify)		<u>.</u>	******			·•	
0-Not specified			****	موسيس	-	<b></b>	
16.0 HATERIALS							
16.1 Reading Materials-Types Reading Materials are: (mark all to 1-Linguistically based (Rerill or Miami Linguistic realers, ITA, etc.) 16.	hat ap			11	_ III	B	
2-Basal readers				-	<del></del>		
3-Dialect readers							
4-Experience charts (stories dictated by children)		<u>.</u> -	<u>~</u>	•	¥.	_	
16.2 If some reading material is in the child's dialect, indicate how	đ						
1-42440	.2 IA_	0		II	0		
2-Grade 2 3-Grade 3							
4-Beyond Grade 3 0-not specified							
-	(PLe	ase i	ndianio	, o::	l/me	<b>-</b> )	3
16.3 The following are techniques and	w.ter	ials v	used for	secon	id_lan	guage	learning:
O-none specified		-					
1-pattern drills		-				-	
2-dialog memorization		-					
3-choral repetition		-	<u>_</u>				
5_programmed instruction		-				고	
6-stories read to children AUDIO VISUAL AIDES		-	ヹ				
7-films, filmstrips		-				*******	
8-flannel or magnetic poards		-					
9-realia, graphic displays		•	Z		1		
(11-listening centers			<u>×</u>				

aiming toward child's eventual control of the standard form.	<u>~</u>			
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	g: adjustine	-	month office of	
3-Other (specify)		***	فاخستيب	
O-Not specified				Service (Section
16.0 HATERIALS				
16.1 Reading Materials-Types Reading Materials are: (mark all that 1-Linguistically based (Rerrill or Mami Linguistic readers, ITA, etc.) 16.1 Reading Materials-Types Reading Materials-Types 16.1 Reading Materials-Types Reading Materials are: (mark all that			II	IIB
2-Basal readers		••		
3-Dialect readers		-		
4-Experience charts (stories dictated by children)	<u> </u>	<u> </u>	<u>~</u>	
16.2 If some reading material is in the child's dialect, indicate how long it is used:  1-Grade 1 16.2 1  2-Grade 2  3-Grade 3  4-Beyond Grade 3	1A 0		II <u>0</u>	
O-not specified	Plance ind			
O-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programed instruction		-` - - - -		
6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips		<b>-</b>		<u>v</u> ,
8-flannel or magnetic woards 9-realia, graphic displays 102 records, tapes 11-listening centers 12-multi-media approach Experiential:				
13-role playing (14-puppetry		~ ~		_
15-experience charts	`	<u>-</u>		
16-primary typewriter 17-learning through direct experience				
with materials e.g. Montessori	-	_		0.150.019
16-activity centers-chosen by child 23(19-other (specify) games	<b>د</b>			=
Learning outside the classroom (20) field trips	om :	_		
21- suggested TV programs 22- ther (specify)	•••	-		
#### TO T : CNADIIV:				



16.4 The sources of Non-English materials a	and textbooks are: 16.4_9			
(mark all that apply)	•. ·			
0-not specified	not language			
1-are written by native speakers of the 2-commercially prepared and published	in countries where			
N-E is the native language	in country and the			
3-developed by the project's own biling	ngual staff			
4-developed by the staff of another bi	ilingual project (specify which)			
5-developed in conjenction with project	et parents			
6-developed by or with members of N-E	T community			
7-are culturally appropriate for N-E (specify how this is determined)	intente			
gare cross cultural				
Scommercially 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 mate	erials used in the language 16.5			
component are:				
0-not specified	15a-C			
0-not specified 1-xerox attached-page and document				
17.0 STUDENT GROUPING				
	into dominant language 17.1 O			
7.1 Student grouping; mixed or separated	into dominant language 17.1O			
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	Pamba Tasaran Pamba			
6-separated for most academic subject	learning into dominant			
language groups				
7-never mixed for language or other a	cademic learning			
8-other (specify) n.a (no 1 T students)	_			
17.2 Students are grouped for language ins	truction: 17.2			
(mark all that apply) A-more	than the time B Less than the time			
O-not specified				
1-total class	- A de la constante de la cons			
2-small groups (specify size) 3-individual instruction	F ₂			
J-Individual Insulaction				
17.3 Criteria for grouping:	Students			
O-not specified I Non Eng				
dom	EAT NEIT			
1-by age 2-by native language	singingamente gapagnen, enhan			
3-by dominant language	programment quadramentals			
4-by language proficiency	).			
(ex. level of reading skill)	publishers publishers			
n.a. not applicable				
(no E.dom/NET)				

```
(specify how this is determined)
     &-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_____
     component are:
     Q-not specified
    17.0 STUDENT GROUPING
                                                                     17.1__ 0
17.1 Student grouping; mixed or separated into dominant language
     groups: (mark all that apply)
     0-not specified
     Pupils of both linguistic groups are:
     1-always mixed for all learning
     2-mixed for language learning
     3-mixed for some academic subject learning
     4-mixed for non-academic learning; art, music, gym, health
     5-separated for native and second language learning into
       dominant language groups
     6-separated for most academic subject learning into dominant
       language groups
     7-never mixed for language or other academic learning
     8-other (specify)
   n.a. - (no IIT students)
17.2 Students are grouped for language instruction:
     (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
                                             Students
17.3 Criteria for grouping:
     0-not specified I Non Eng
                                                          II ling dom
                                             II Eng dom
                                               Et IT
                                                            NET
                                   dom
     1-by age
     2-by native language
     3-by dominant language
     4-by language proficiency
       (ex. level of reading shill)
     n.a. not applicable
         (no E.dom/NEIT)
18.0 TUTORING
                                                                     18.1 NO
#8.1 Student Tutoring is: (mark all that apply)
          no-not mentioned
           0-type is not specified
           1-inter-ethnic (N-ENT student tutors ENT students)
           2-intra-ethnic (N-EAT student tutors N-EAT)
           3-done by older children (cross age) - ...
           4-done by peers (same age)
           5-other (specify)
18.2 Paraprofessionals or aides give tutoring or instruction as follows:
                                                                      18.2
           0-area not specified
           1-inter-ethnic (N-MIT aide tutors MIT student)
           2-in the acqusition of native language shills
           3-in the acqusition of second language shills
           4-in other academic subjects
```



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#### ADDESIDEM 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 Hemico 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 Papplon Solvice Approach to Escial Studies, Hilda Teba

Intersecting Escalin, Leuisa Lancascer

#### (Classroom Bocks)

ABC-XYZ

Antologia de la Literatura Infantel es la Lesqua Espanola

El Arbol Chico

Adventuras de Alicia en el país 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 Anderser

El Cuerto de Ferdinand

Cuentos

Cuentos para grandos y chicos

Los Diaz Perritos

Los Dos Ratoncitos/El Burrito Descontento

Enciclopedia de la Faluela

Esta Era una Vez Bajo las Pa. eras

Fabulas

Los Pastas de mi Escratire

Historia y Antología de la Litolatura infantil Ileramerica

La Lechiera y las habichvelas pagicas

Leyendas del Cariba

Levendas Mexicanas

El Libro de Oro de los Hinos

Mother Goose on the Rio Grande

Musica y Carciones

Primer Libro de Oro de los Numeros

?Que Doces?

Tula, la Terraga

Vaquero Pequeno

Verdadera Historia de los Su

My First Dictionary

Autosort Language Arts Program Levels ABC DE (Language

Haster cards)

Talking Coamish Dictionary Larguage Master cards)

Ginn Readers ! Deen Analysis Cours page 32 of Teacher's Manual



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

### ADDISTOUM A - continued

### Music and Games

Herry-go-round of Caras in Spanish "7-257-4	1.00
Regional Dance of Marico 63-603-2\$	1.00
Tape #3-005-9 Dance of Nettico	7.00
Vocalingo %7-839-4	2.50
Vocaloso #7-830-5	2.50
Loteria #7-255-4	2.70
Spanish Antonyus #7-256-4	1.50
Let's Play Gimes in Spanish 67-639-1	2.55
Book 11 Let's Play Games in Spanish #7-839-2\$	
Paso a Paso %7-124-4 (record)	5.95
Folk Songs of Maxico #7-128-4 (record)\$	5.95
Sing & Speak Spanish (series from teaching Spanish	
in the grades by Hargit MacRae & Ben Cruz	
Album #1 7-161-4	5.95
Album #2 7-462-4	5.95
Album #3 7-463-4	5.95
Album 75 /	5.95
Album #4 7-664-4\$ Album #5 7-465-4\$	5-95
Album no 7-405-4	2422

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 Workshee's Peabody Language Development Kits (Level II) Introducing English Miami Linguistic Readers Speak to Learn (Teacher's limual) Phonics Readiness Sets Modern School Mathematics (teacher's manual) Training in Some Frerequisites for Beginning Reading Victoria Libro Primero de Lechara y Escritura Coquito, Libro de Lechur y Unicial Matematica paru la Education Primaria Conceps in Science California State Series Health Aritmetica Primer Grado Para Chiquitines (finger play, posms, songs) Language Haster - vocabulary in English and Spanish vocabulary ABC Lotto



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3-a

## ADDENDUM - A - continued

Alphabet cards Alpha - Space Color Natchettes Wooden Pumalis Color Drill cards Instructo Inicial Consonant Sounds Instructo Classification Instructo Final Conson nt 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 idens available from: The MacMillan Company School Division 866 Third Avenue New York, New York 10022

# Audio-Visual Naterials

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



page 16 18.3 18.3 Parent tutoring: (mark all that apply) no-not mentioned O-type not specified 1) inter-ethnic parent tutoring is used 2-intra-ethnic parent tutoring is used Parents are trained to become tutors for their children: 3-in the home by a home-viliting 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 19.0 CURRICULUM PATTERNS The stated curriculum pattern of the bilingual project: 1)Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state. There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply) 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day 3-flexible or modular scheduling 4-small group instruction 5-individualized learning 6-open classroom 7-guided discovery and inquiry 8-a curriculum which is both child and subject-centered 9-others (specify) 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below: 20.0 COGNITIVE DEVELOPMENT 20.1 Cognitive development in early childhood grades is fostered through: O-method not mentioned 1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction 3-labeling and discussion of concepts related to time, space, distance, 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using

guidance rather than teacher demonstration.

materials rather than text; active experimentation by child with teacher's

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

#### 19.0 CURRICULUM PATTERNS

19.0

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:

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 tacher 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

and na.



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# 21.0 SELF-ESTEEN

O 21.0

Stated methods of project compenent expected to increase self-esteem: no-self-estecm 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, aclmouledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

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

7-teacher provides experiences leading to competency and

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

9-other (specify) (xerox or summarize) document page  $\ddot{r}$ 

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/cr development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

### 22.0 LEARNING STRATEGIES

0 22.0

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



23.0 .BICULTURAL COMPONENT

23.1 2.5.6

4-teacher accepts, aclmowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

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

7-teacher provides experiences leading to competency and

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

9-other (specify) (xerox or summarize) document page  $\ddot{\pi}$ 

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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 **O** 

23.1 2,5,6

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

23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

(2-bilingual and bicultural

3-bilingual and multicultural 0-not specified as to which of the above

4-an ethnic studies program is included in the bilingual program (5) art, posters, realia. crafts of both cultures are exhibited in

the classroom

6-language and cultural content are integrated 7-other (specify)



page 18 23.2 23.2 Cross-cultural awareness: If project mentions specific values or modes of behavior of N-MIT culture, please summarize below: (or attach xerox) 0-not mentioned 23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) O-none mentioned 23.4 2,4 23.4 In the bicultural compenent knowledge of the N-HIT 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. Htemization of surface aspects of a country-geography, dates of holidays etc. 5-A specific culture only e.g. one Indian tribe 6-Various cultures of same ethnic/linguistic group (i.e. Spanishspeaking peoples) 7-A third culture different from NEAT or ENT 8-Other (specify) 23.5 23.5 American culture is defined:

harrowly: 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

24.0 COLIMITTY COMPONENT

O_not specified

elaborate in your own words

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 either or both groups, describe below: (or xerox-document page/#) O-none mentioned 23.4 2,4 23.4 In the bicultural compenent knowledge of the N-HIT 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 (2) Historical-cultural heritage of the past--contributions to art and science 3-'Deep' bulture: family patterns and contemporary way of life. 4) Itemization of surface aspects of a country-geography, dates of holidays etc. 5-A specific culture only e.g. one Indian tribe 6-Various cultures of same ethnic/linguistic group (i.e. Spanishspeaking peoples) 7-A third culture different from NET or III 8-0ther (specify) 23.5 23.5 American culture is defined: Onot 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 COLIULITY COLPONENT 24.1 no 24.1 Bilingual libraries are provided for: 0-group not specified 1-project children 2-adults of the project community

3-teachers no-bilingual library not mentioned

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

24.2 ho



7

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark e that apply) 0-method not specified no-no srovision for informing community 1 a bilingual newsletter 2. Comonolingual newsletter 3 News sent to mass media. 4-if orticles 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 1, 2,5

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

0-type not specified no-not sought

1-existing community groups working with program

2-bilingual questionnaires

3-community-school staff committees

-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: 0-not mentioned

24.6 2

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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

```
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:
       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
      6) 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:
       no-no mention of school seeking to be informed about community
       1-meetings open to the entire community conducted in both
      2-community representatives to the school
       3-bilingual questionnaire sent to the home
       4-home visits by school personnel
       5-other (specify)
       O-method not specified
24.6 The school is open to the community through:
       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 HPACT EVALUATION
25.1 Project mentions description or dissemination of the bilingual
     program through:
      (1-hewspaper articles
       2-radio programs
        3-TV programs
       4-video-tapes
        5-films
       6-visitors to observe the program
```

7-informal meetings open to entire communacy 8-meetings conducted in both languages

(9)home visits

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25.2	Project's impact:  1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program  2-Project mentions other schools in the local educational system have started bilingual programs  3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs	25.2 <b>N.S.</b>
26.0	ROLE OF EVALUATOR	
	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-mot mentioned  1-published measures  2-staff developed measures  3-staff translations of published measures  4-staff adaptations of published measures	26.1 <u>D</u>
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
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
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
27.2	O-not specified (mark all that apply)  1) Pre-tests have been given to project group or sample 2- " will be " " " " " " " " " " " " " " " " " "	27.2 <u>1<b>,3,5,7</b></u>

ERIC Foulded by ERIC