

DOCUMENT RESUME

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ABSTRACT

This content analysis schedule for the Bilingual Schools Program of the Los Angeles Unified School District 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. Additional information is included on instructional materials, parent involvement, student tutors, and plans to develop the school as a community center. This schedule has not been verified. (SK)

ED 080021

Project # 222.
Los Angeles, Calif.

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

UN VERIFIED

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	X		
Pre-audit			
Interim audit	X		
Final audit in Continuation	X		

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EDUCATION & WELFARE
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FL 004 521

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

0.1 Project No. 222

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

UNVERIFIED

Research Assistant S. Charas; Dick Hess/MSS Date 12-2-71

0.2 Name of Project Bilingual Schools Program

0.3 Address of Project Los Angeles Unified School District

0.4 450 N. Grand Ave, Los Angeles, Calif.

0.5 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
Project 07 - 1970
No. 17 - 1971

1.1 07

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.I.O.R. funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 na

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 na

2.4 Source of prior bilingual program funding:

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

2.4 na

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

2.5 0

2.6 Concurrent program cooperating with Title VII involves:

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

2.6 na

0.3 Address of Project Los Angeles Unified School District
0.4 450 N. Grand Ave, Los Angeles, Calif.

0.5 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
Project 07 - 1970
No. 17 - 1971

1.1 07

2.0 FUNDING (mark all that apply)

2.1 1-Any P.I.O.R. funding of BILINGUAL program, if Title VII continues or expands that program

2.1 0

0-no prior funding mentioned

2.2 Year prior funding began

2.2 na

2.3 Prior bilingual program involved:

2.3 na

- 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 na

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

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 0

0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves:

2.6 na

- 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 na

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

2.8 Total Title VII grant (first year only)

2.8 \$486,666

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

2.9 0

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

3.0 0

0-none

Project intends to have college students work with program.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
 1-one 4-four C-not specified
 2-two 5-five 7-7
 3-three 6-other

4.1 7
 4 public school
 3 parochial schools

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

4.2 A 1,078
 B 1,518
 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 <u>443</u>
K-Kindergarten	<u>15</u>	8-grade 8	_____	B <u>1075</u>
PSK <u>443</u>	TOTAL NO. students PS and K	9-grade 9	_____	C _____
		B TOTAL students gr. 7-9		

1-grade 1	<u>17</u>	10-grade 10	_____
2-grade 2	<u>21</u>	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 <u>1075</u>	TOTAL students gr. 1-6		

C. p1A

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

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT <u>1014</u>	II E-Dom - NEMT <u>ns</u>	NE dom I N-EMT	<u>1014</u>	<u>35 %</u>
2. Total English Mother-Tongue	<u>—</u>	II ₂ E-Dom - EMT <u>ns</u>	E dom NEMT II ₁	<u>ns</u>	
			E-Dom EMT II ₂	<u>ns</u>	
	I Total Non-English Dominant: <u>1014</u>	II Total English Dominant: <u>504</u>	Total E-Dom II = II ₁ + II ₂	<u>504</u>	<u>65 %</u>

KEY:

Non-English Dominant	English Dominant
N-E Dom N-EMT	E-Dom N-EMT

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 443
K-Kindgrtn	15	8-grade 8		A 1075
PSK 443	TOTAL NO. students PS and K	9-grade 9		B
		B	TOTAL students gr. 7-9	C

1-grade 1	17	10-grade 10	
2-grade 2	21	11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		C	TOTAL students gr. 10-12
5-grade 5		C. PIA	
6-grade 6			
A 1075	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: 4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	Non-English Dominant	English Dominant	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 1014	II E-Dom - NEMT ns	NE dom I N-EMT	1014 35%
2. Total English Mother-Tongue		II ₂ E-Dom - EMT ns	E dom NEMT II ₁	ns
			E-Dom EMT II ₂	ns
	I Total Non-English Dominant: 1014	II Total English Dominant: 504	Total E-Dom II = II ₁ + II ₂	504 65%

	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 - EMT
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 Americans	A	.....	.....
Americans of other ethnic backgrounds:			
B1 Mexican-American	B1 NS	.....	.....
B2 Puerto-Rican	B2	.....	.....
B3 Cuban	B3	.....	.....
B4 Other Spanish-American (specify)	B4	.....	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	.....
C Portuguese-American	C	.....	.....
D Franco-American	D	.....	.....
F Chinese-American	F	.....	.....
G Eskimo	G	.....	.....
H Russian	H	.....	.....
J Other	J	.....	.....
I TOTAL number of N-EIT target students	NS	.....	.....

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

E1	E1	.....	.....
E2	E2	.....	.....
II TOTAL number of EIT students other than target population	NS	.....	.....

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

(specify)

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

5.4. 1

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.	%	No.	%
E 504 English	35	✓	.....	.....	.....	.....	.....	.....
A American Indian	.....	.....	.....	.....	.....	.....	.....	.....

B1 Mexican-American	B1	ns	.....	.....
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 ns

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

E1	E1	.....	.....
E2	E2	.....	.....

II TOTAL number of EMT students other than target population ns

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. (specify) 5.4 1

Dominant language	Different Native Language	Number	Per Cent
1-English	<u>Spanish</u>	<u>ns</u>	<u>ns</u>
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number	%	Number of Monolingual Students		Number of students Bilingual to any extent			
			not spec.	No.	not spec.	only listening comprehension	speaking ability	
				No.	%	No.	%	
E 504 English American	35		✓					
A Indian								
A1 Navajo								
A2 Cherokee								
A3 Keresan								
A4 Other (spec.)								
B 1014 Spanish	65		✓					
C Portuguese								
D French								
F Chinese								
G Eskimo								
H Russian								
J Other (spec.)								

- 5.6 Recruitment of Students: 5.6 ns
- 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
 - 4 - Students selected according to some criteria of project (in addition to language)

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

- 5.8 Community Characteristics (mark all that apply) 5.8 2
 (% 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. 36%
 (indicate specific percent of low SES)
 B. Average family income, if mentioned B. hs
 n.s. - not specified

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

5.11 Proportion of migrant students in project 5.11 0%
 (Indicate specific percent)
 n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY but see Parent Questionnaire xerox 4a

6.1 Project states that a sociolinguistic survey: 6.1 I 0
 I for N-EMT group II for EMT group II 0

- 1 was made
- 2 will be made
- 0 not mentioned

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

	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) 6.3 A na
 will be determined by the extent each language is used in different domains B na
 through various means of communication. C na
 e.g. specify extent descriptively: never, sometimes, always

USE NON-ENGLISH LANG. USE ENGLISH

DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING

1 Home



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

5.8 2

- 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. 36%
 B. hs

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

5.10 ns

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

5.11 0%

6.0 SOCIOLINGUISTIC SURVEY but see Parent Questionnaire XEROX 4a

- 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 0
 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 na
 II na

- 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 na
 B na
 C na

USE NON-ENGLISH LANG. USE ENGLISH

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEASUREMENT AND EVALUATION BRANCH

BILINGUAL-BICULTURAL PROGRAM (TITLE VII)
PARENT QUESTIONNAIRE

Dear Parent:

We are pleased that your child had an opportunity to participate in the Bilingual-Bicultural program. We wish to know how you feel about the program. Please help us by circling your answers to the questions below. You need not sign your name on this questionnaire.

Please have your child return this form to the teacher as soon as possible. Thank You.

- | | | |
|---|-----|----|
| 1. Do you think that your child improved his English this year? | Yes | No |
| 2. Do you think that your child improved his Spanish this year? | Yes | No |
| 3. Do you converse with you child in English at home? | Yes | No |
| 4. Do you converse with your child in Spanish at home? | Yes | No |
| 5. Did you receive information about the bilingual-bicultural classes? | Yes | No |
| 6. Does the school sufficiently inform you about its bilingual-bicultural activities? | Yes | No |
| 7. Do you feel free to contact the school when you or your child have an English or Spanish language problem? | Yes | No |
| 8. Did you visit any of the bilingual-bicultural classes this year? | Yes | No |
| 9. Would you like to have your child enrolled in this type of class next year? | Yes | No |
| 10. Do you think that this class has helped improve your child's school work? | Yes | No |

If you have any comments you wish to make, please write them below:

703A

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 3
II 1

I	II
N-EMT	EMT

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

6.5 A bilingual teacher or teacher and aide assessed it
 Sociolinguistic Survey includes: (check all that apply) 6.5 na
 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 N-EMT in particular domains of use or complete shift to English 6.6 na
 1-yes
 0-no

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

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

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

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
 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. <input checked="" type="checkbox"/> Language dominance not specified 2. <input checked="" type="checkbox"/> Mother tongue not specified 3. <input checked="" type="checkbox"/> not specified whether monolingual or bilingual	(if any information is not specified, cross out that heading and complete the rest of the chart)
--	--



which serves as a single system of communication for a group of people).

1-yes
0-no

Sociolinguistic survey includes items covering:

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 hs
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
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 specified, cross out that heading and complete the rest of the chart)
2. Mother tongue not specified
3. not specified whether monolingual or bilingual

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

A Total Number Monolingual B Total Number Bilingual

7.1

	No.	%
I A		
I B	<u>ns</u>	
II A		
II B		
II ₁ A		
II ₁ B		
A	<u>ns</u>	
B	<u>ns</u>	
N	<u>54</u>	

Prob "limited number of bilingual teachers"

Total Number of Teachers

N 54

Through Bilingual-Bicultural Advisory Board parents help in recruitment and interviewing of teachers.

7.2 Linguistic background of project aides or paraprofessionals, by number:

(indicate non-English language in each box)

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

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

	A Monolingual	B Bilingual	7.2	No.	%
I Mother tongue not specified		42	I A		
			I B	42	100
II E Dom			II A		
ENT			II B		
II E Dom			II ₁ A		
¹ N-ENT			II ₁ B		
			A		
			B		
			N		
A Total Number Monolingual			N Total Number of aides or paraprofessionals		
		42			
		42			

7.3 Language(s) used by bilingual program teachers:

CPIA

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 ns

(Mark all that apply)

1-Bilingual aides instruct in only one language

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

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

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0 not specified

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

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. %

N-EMI
 II E Dom
 EMT
 II E Dom
 N-EMI

42

I B 12 100
 II A
 II B
 II A
 II B
 1
 A
 B
 N

A Total Number Monolingual
 B Total Number Bilingual 42
 N Total Number of aides or paraprofessionals 42

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

- 1-Bilingual aides instruct in only one language
 - 1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
 - Bilingual aides who instruct in only one lang. teach in their native lang.:
 - 1b-only if native language is also their dominant language
 - 1c-even if native language is not their dominant language
 - 1-0 not specified
- 2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.
- 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.	%
<u>ns</u>	---	---	<u>M-A</u>	<u>42</u>	<u>100</u>	<u>ns</u>	<u>ns</u>	---	---
---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---	---	---
0-not specified									

7.6 Selection of N-EMT teachers from local community

0-not specified

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

7.6 No. page 7
hs hs

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

indicate specific percent on the blank, or

if specified descriptively,

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

7.7 No. %
hs hs
B 42 100

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

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

8.0 STAFF DEVELOPMENT

SEE XEROX 7a-2

8.1 A 2, 4, 6, 8
B 2, 4, 6, 8

0-No staff training mentioned

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

- n.s.-Training indicated, but nature not specified
- 1-English as their second language
- 2-The teaching of English as a second language X X
- 3-X as their second language X X
- 4-The teaching of X as a second language X X
- 5-Methods of teaching other academic subjects
- 6-Methods of teaching other academic subjects in X language X X
- 8-Orientation to bilingual ed. history and culture, methods in human devel. I 1, 4, 5, 7, 10 X X

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

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

- 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-EMT (in country where it is a native/native-like language, in Peace Corps)
 4. previous teaching in local area/live in the community competence
 5. courses in N-EMT 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-EMT/content of courses learned through N-EMT
 9. courses in teaching ESL/audio lingual approach
 10. courses in methods of teaching N-EMT language/language development
 11. courses in methods of teaching content (e.g. math)in N-EMT
 12. certification in ESL/or experience teaching ESL
 13. certification in teaching N-EMT
 14. cross cultural courses
 15. courses in the cultural heritage, values, deep culture of N-EMT or travel
 16. other qualifications, specify

8 J STAFF DEVELOPMENT SEE XEROX 7a-e

8.1 A 2, 4, 6, 8
 B 2, 4, 6, 8

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
 - 7-Orientation to bilingual ed; history and culture, methods in human devel. I 4, 5, 10

8.2 Stated goals of teacher training are: 8.2 II 4, 7, 10 Students
 I N-EMT II EMT

- 1-Understanding of socio-cultural values and practices of X
- 2-Cross-cultural training
- 3-Sensitivity to ethnocentrism and linguistic snobbery
- 4-awareness of the social-emotional development of X
- 5-Strategies for accomodating the different learning styles of X
- 6-Strategies for cognitive development of
- 7-Strategies for reinforcing the self-esteem of X
- 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 X

List specific courses if given (or Xerox and attach)

Question 8.0

7a

3.0 Component: Staff Development for Teaching Staff

A. Performance Objective:

90% of the teachers and aides will achieve a significant learning gain as shown by pre-post testing.

B. First year activities: Conversational Spanish

In the four public project schools the entire staff was given the opportunity to participate in daily conversational Spanish instruction. The daily lessons were 15 minutes long and were conducted by the Second Language teachers and coordinator.

Lesson content was basic communication skills such as greetings, simple directions and questions.

In addition, two classes are meeting once a week for two hours to provide more advanced instruction in Spanish. Instructors are District Adult Education Teachers.

Self Concept and Culture and Heritage --- Understanding the Mexican-American Child:

- A. A four hour Saturday meeting for all project school personnel and community was held to gain insight of the Mexican-American child and the community. The inservice was conducted by two college professors from the Mexican-American Studies Department, San Fernando Valley State College.

Mexican-American Studies

- A. Two semester unit course in Mexican-American studies was provided by Professor Luis Hernandez from San Fernando Valley State College.

C. STAFF DEVELOPMENT FOR PROJECT STAFF

7b

The project director, evaluator, curriculum supervisor and bilingual coordinator participated in all phases of staff development. In addition the project staff attended conferences, visited Bilingual Projects, and Bilingual classrooms.

Coordinators received on-going instruction from the evaluator on the testing procedures and techniques and on the use of evaluation instruments.

The curriculum supervisor instructed the coordinators on the implementation of the instructional program

Successes and failures in meeting performance objectives

1. Evaluation Plans:

CONVERSATIONAL SPANISH CLASSES:

Evaluation in form of periodic teacher-conducted quizzes, written and oral.

UNDERSTANDING THE MEXICAN-AMERICAN CHILD:

The Instructor required a mid-term and final course examination. In addition each participant received an evaluation instrument to determine if the course content was covered.

MONTHLY INSERVICE

Participants were provided with evaluation instruments at the end of each staff development meeting.

SECOND LANGUAGE TEACHER INSERVICE

Second Language teachers met for 2 hours weekly with the curriculum coordinator. They shared techniques and developed weekly lesson plans.

2. Results:

23

STAFF DEVELOPMENT

7c

SUCSESSES:

70% of project personnel are communicating with parents in Spanish. It appears that a greater percentage of instruction is conducted concurrently in English and Spanish.

It appears that suggestions, and techniques discussed and demonstrated in Staff Development are being implemented.

As a result of staff development many of teachers and aides are able to implement a program of instruction that allows 100% of the students to progress in the content areas whether they are monolingual speakers of Spanish or English.

80% of children in the program demonstrate a willingness to speak Spanish in classroom as well as in the playground.

25% of teachers are implementing the Magic Circle from the Human Development Program on a regular basis.

100% of teachers have requested extension of the weekly conversational classes as well as the Mexican-American studies course.

100% of project personnel attend staff development meetings. Teachers from Title I and Title III schools have requested and been invited to participate in Title VII Staff Development, as well as Zone B personnel.

Evaluation of the Staff Development program by teachers indicate that 90% of teachers and aides made a 73% learning gain as a result of inservice participation.

FAILURES.

Summer Inservice was not provided due to late staffing.

24

STAFF DEVELOPMENT

7d

First Meeting: Pre-School Orientation

Topic: Orientation to Bilingual Education

Speaker: Mrs. Dolores Earles

Activities:

- . Background information on program
- . Program Objectives
- . Suggested scheduling
- . Overview of Instructional Program
- . Distribution of selected background materials

Second Meeting: Human Development Workshop

Topic: Self Concept

Speaker: Dr. Palomares' staff

Activities: Demonstrations and seminars

Distribution of theory and year's lesson outlines plus individual student profiles.

Third Meeting: Language Arts

Topic: Reading readiness and decoding

Speaker: Curriculum supervisor and Zone B Consultants

Activities:

- . Background information on concurrent teaching
- . Readiness skills
- . Decoding in English and Spanish
- . Demonstrations in Reading and Math (Using the classroom aide)
- . Distribution of Curriculum objectives for Reading, and Math Terminology List.

Fourth Meeting: Language Arts

Topic: Reading and Language Enrichment Activities

Speaker: Pat Boerger, Reading Task Force Consultant

Activities:

- . Classroom visitations
- . Discussion period
- . Games workshop
- . Decoding skills prepared
- . Distribution of Staff prepared Initial Reading skills for the Teaching of Spanish and a compilation of singing games

Fifth Meeting: Language Arts

Topic: Language Enrichment Activities (poetry, stories, songs)

Speaker: Laura Olsher, Language Consultant, UCLA, Marymount etc.

Activities:

- . Classroom visitations
- . Discussion period
- . Music workshop
- . Creative Dramatics
- . Distribution of Songs in Spanish plus packet of language enrichment materials for use with flannel board.

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

8.3 1,6

- 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): Palomares Human Development Program
- 7-other (specify)

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

8.4 1 Cp6

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

8.5 0

8.6 Paraprofessional's role:

8.6 1,2,3,4,6

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

in conjunction with teacher - used to support teacher who is not bilingual

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

8.7 A ns
B ns

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

Emphasis on involving professional experts and consultants.

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

8.8 1 ns
2 ns
3 ns

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

8.9 Training is provided:

Pre-service training not carried out 1st year. Intensive program planned for summer '91.

8.9 1,2

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

* 8.10 Extent of training:

B (indicate no. of hours)

8.10 ns
B5 _____
6 ✓ hrs. n.e
7 _____

- A1-approximately equivalent to a college course
- 2-more than one course
- 3-less than one course
- 4-other (specify) _____

- 5 _____ weekly
- 6 ✓ monthly
- 7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training:

8.11 54 100

or: if specified descriptively, indicate:

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

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

8.6 Paraprofessional's role: 8.6 1, 2, 3, 4, 6

- 1-teaching whole class
 - 2-teaching small groups
 - 3-tutoring individually
 - 4-clerical
 - 5-contributing to bi-cultural component
 - 6-liaison with parents
- } in conjunction with teacher -
used to support teacher who is not bilingual

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

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

Emphasis on involving professional experts and consultants.

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 1 ns
2 ns
3 ns

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

8.9 Training is provided: 8.9 1, 2

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

Pre-service training not carried out 1st year.
Intensive program planned for summer '71.

* 8.10 Extent of training: 8.10 ns

B (indicate no. of hours)

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

- 5 _____ weekly
- 6 monthly
- 7 _____ bi-monthly

B5 ns
6 hrs. n.e
7 _____

8.11 Number and Proportion of teachers attending training: 8.11 no. 54 % 100
or: if specified descriptively, indicate:

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

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 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)

ERIC Project teachers, aides, principals, parent and staff participated in the Institute for Personal Effectiveness in children. This Human Development Workshop consisted of 24 hours of inservice given on 2 weekends

10.0 STAFF PATTERNS

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

10.1 1, 3

10.2 1, 3, 4

10.3 30

10.4 1

10.5 1

All aides are N-EMT or bilingual used mainly to support EMT non-bilingual teachers.

10.6 2

Cp6

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 | E DOM | E DOM |
| | NEMT | EMT | 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 <u>hs</u> |
| | | | II <u>ns</u> |
| | | | II ₁ <u>ns</u> |
| 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? | | | 11.2 <u>hs</u> |

- 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")

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

10.3 30

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

10.4 1

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

10.5 1

All aides are N-EMT or bilingual-used mainly to support EMT non-bilingual teachers.

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

10.6 2

- 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

Cp6

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II₁

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

- 0-not specified how long
- 1-as the alternative language of learning for as long as desired
- 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 hs
II ns
II₁ ns

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

11.2 ns

- 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 =
0 =

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

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

11.3 J 14
II 14
II₁ 14

		13	14												
for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	X	..	..	..	..	..	..	..	..	..	..	..	..
II EDOM	X	..	..	..	..	..	..	..	..	..	..	..	..
II ₁ DOM/NEMT	X	..	..	..	..	..	..	..	..	..	..	..	..

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

code: (if no EMT) specified 00 0 not grades 1-3 4-6 7-9 10-12 13-college 14 Voc. training

I E-DOM --- --- --- --- --- --- --- --- --- ---

II E-DOM - EMT --- --- --- --- --- --- --- --- --- ---

III E-DOM/NEEMT --- --- --- --- --- --- --- --- --- ---

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

11.4 I 0
II 0
III 0

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

code: 00 if 0 not grades no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12

II EMT --- --- --- --- --- --- --- --- --- ---

III N-EMT/E Dom --- --- --- --- --- --- --- --- --- ---

11.5 I₂ NS
II ---

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

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

11.6 NS

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

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

11.7	11.8	11.9
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
11.9		% of time per day of instruction through N-EMT
Pre K		Pre K
1	3 hrs	66%
2	3 hrs	60%
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

*(Handwritten notes: S, SS, M, Lang, Art, C; (*S, SS) M, L.A., C)*

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

* taught bilingually

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

11.10	11.11	11.12
Min. per day of instruction through N-EMT	Total Min. per day of any instruction	Subjects taught in native lang.
11.12		% of time per day of instruction through N-EMT
Pre K		Pre K
1	3 hrs	33%
2	5 hrs	20%
3		
4		
5		
6		

(Handwritten notes: (S, SS, M) L.A., C; L.A., C, M)*

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

11.5 I₂ - NB
II

code: 00 if 0 not grades
no EIT specified 1 2 3 4 5 6 7 8 9 10 11 12

II EIT
II₁ N-EIT/E Dom

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

11.6 NS

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=nath 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	Approx 2 hrs	3 hrs	S, SS, M, Lang Arts, C
1	" 3 hrs	5 hrs	(*S, SS) M, L.A., C
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

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

* taught bilingually

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	Approx 1 hr	3 hrs	(S, SS, M)* L.A., C
1	" 1 hr	5 hrs	L.A., C, M
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

* taught bilingually

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 EMT students

11.14	11.15	11.16
Min. per day of instruction through N-EMT	Total min. per day of any instruction	% of time per day of instruction through N-EMT
Approx. 1 hr	3 hrs	33 %
	(S, SS, M) LA, C	20 %
	LA, C, M	
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12

* taught bilingually

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

11.17 6, 7

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

"The teacher will use Eng. + Span. simultaneously"
 "The children will be encouraged to respond in their dominant language"
 "Simultaneous translation by teacher or aide, from Eng. to Span."

12.0 METHODS OF SECOND LANGUAGE TEACHING

p22P

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

12.0 1, 2b

✓ 1-Audio-lingual habit skills or behavioral approach. Emphasis

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK	Approx. 1hr	3 hrs	(S, SS, M) LA, C LA, C, M	Pre K 33 % 20 %/0
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

* taught bilingually

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 6, 7

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

"The teacher will use Eng. + Span. simultaneously"
 "The children will be encouraged to respond in their dominant language"
 "Simultaneous translation by teacher or aide, from Eng. to Span"

12.0 METHODS OF SECOND LANGUAGE TEACHING p22P

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

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

See XEROX 11a-i

PART II

PRESENTATION OF A PLAN

SECTION A: REVIEW OF FIRST YEAR ACTIVITIES

11a

1.0 Component: Instruction

1.1 Instruction -- Language Arts

A. Performance objective:

By June 1971, 80% of the students will achieve 80% of the oral language performance objective skills in dominant and second language as measured by oral proficiency checklist.

B. First year activities:

In accordance with the language development objectives of our project, very high priority was given to classroom work in the language development area. This included a variety oral language stimulation, vocabulary development, and a general classroom climate in which the exchange of ideas and use of language was actively encouraged. These activities were carried out in both English and Spanish, although marked differences in the amount of Spanish language instruction were noted. This was due to variations in the capability of the staff to offer the kinds of bilingual instruction considered essential for the project.

Language dominance or preference in English and Spanish was evaluated by the classroom teacher, the second language teacher, and the education aide. This evaluation helped to shape individualized language experiences appropriate for children having different language abilities. Some children have strong expectations that Spanish is not appropriate for use in schools; this has been recognized as an important barrier to overcome in facilitating the use of both Spanish and English in the project.

Throughout the first year, we have strengthened the amount and quality of bilingual language instruction in many of the project classrooms; our current activities in recruitment of additional bilingual teachers

1.0 Component: Instruction

1.1 Instruction -- Language Arts

A. Performance objective:

By June 1971, 80% of the students will achieve 80% of the oral language performance objective skills in dominant and second language as measured by oral proficiency checklist.

B. First year activities:

In accordance with the language development objectives of our project, very high priority was given to classroom work in the language development area. This included a variety oral language stimulation, vocabulary development, and a general classroom climate in which the exchange of ideas and use of language was actively encouraged. These activities were carried out in both English and Spanish, although marked differences in the amount of Spanish language instruction were noted. This was due to variations in the capability of the staff to offer the kinds of bilingual instruction considered essential for the project.

Language dominance or preference in English and Spanish was evaluated by the classroom teacher, the second language teacher, and the education aide. This evaluation helped to shape individualized language experiences appropriate for children having different language abilities. Some children have strong expectations that Spanish is not appropriate for use in schools; this has been recognized as an important barrier to overcome in facilitating the use of both Spanish and English in the project.

Throughout the first year, we have strengthened the amount and quality of bilingual language instruction in many of the project classrooms; our current activities in recruitment of additional bilingual teachers will permit major extension of this essential part of the project.

Where teachers were not able to conduct a bilingual program, we provided elements of a bilingual program through a second language teacher and a Spanish-speaking Education Aide. The language skills with which we were most concerned are listed on pages 21-23 and pages 26-29 of

the original proposal. See Xerox 11d-f



1.2 Component: Instruction - Reading

A. Performance objective:

100% of learners in the program will achieve a minimum of 6 steps in the Language Arts program as measured by criterion referenced test, the Articulated Development Reading Test.

B. First year activities:

Children were primarily taught to read in their dominant language. The Sullivan Programmed Reading Series was to be used by the English dominant children. The Laidlow Basal Readers (Spanish) were to be used by the Spanish Dominant children.

English dominant children were to use the Reading Program already in use at their school. These programs were the State Basal Reading Program; the SWRL Reading Program; the Macmillan Reading Program; and the Open Court Reading Program.

Spanish dominant children were to be taught to read in Spanish by the phonetic method.

The Spanish Reading Program used project developed materials as well as a wide selection of Spanish basal and library books. These materials became available at mid-year.

Reading readiness procedures were carried out in both English and Spanish.

C. Successes and Failures in Meeting Performance Objectives

1. Evaluation plan:

Students at the Reading readiness level as well as those at the decoding level were pre and post-tested with the Apell Test.

Spanish dominant children were pre-tested with the Spanish language version of the Boehm Test in January, 1971.

11c

All children made a gain of at least 6 steps as measured by teacher-made tests in Spanish and English. The reading portion of Apell Test indicated a gain of 50% in the English Reading program for all children.

2. Results: Successes and Failures

a. Successes (English Reading Program)

- 1) Each of the English Reading Programs implemented produced gains which met or exceeded the performance objectives in all except very rare cases. (Supporting data from formal testing will be provided when available.)
- 2) Education aides made possible small group instruction.
- 3) Inservice was provided to familiarize teachers with materials and to assist them in making effective use of new materials.
- 4) Second language and concurrent Spanish and English instruction allowed Spanish dominant children to progress at a faster rate.

(Spanish Reading Program)

- 1) Spanish-speaking children with literacy skills were able to continue progress in reading.
 - 2) Some children both English and Spanish dominant were able to break the code in Spanish.
- b. Failures (Spanish Reading Program)
- 1) Due to late staffing and the limited number of bilingual teachers many children did not receive Spanish Reading instruction until late in the first semester.
 - 2) Spanish readers and other instructional materials began arriving late in the semester and are still being received.

KINDERGARTEN
INSTRUCTIONAL PROGRAM

I. Dominant Language - Language Arts

A. Listening

Listening Activities for the Dominant Language will be taught simultaneously in English and Spanish -- so that at no time will any child not be able to actively and successfully participate in the development of the listening skills listed below.

1. Differentiate likenesses and differences in sounds
2. Distinguish between sound characteristics
3. Imitate sounds and patterns
4. Repeat variations in pitch, stress, and juncture
5. Identify words that rhyme
6. Recall specific details
7. Establish sequence of events
8. Follow directions
9. Interpret and relate experiences
10. Compare similar and diverse situations
11. Define cause and effect
12. Predict outcomes
13. Relate spoken words to meaning
14. Appreciate and enjoy literature and poetry

B. Speaking

To assure that all children are able to verbalize the concepts being developed through the Kindergarten Language Arts Program instruction will be given in both languages. The children will be encouraged to respond in their dominant language. As children listen to concepts being learned and discussed in both languages, they will be hearing the second language in a relevant, meaningful situation.

1. Identify and label concepts
2. Give directions
3. Ask and answer questions
4. Discuss and relate experiences relevant to:
 - child's own person
 - child's home and family
 - child's school situation
 - child's community and environment
 - needs and emotions
5. Interpret and verbalize number concepts
6. Interpret pictures
 - to find main idea
 - to identify details
 - to solve problems
7. Establish sequence of events
8. Compare similar and diverse situations
9. Categorize
10. Classify
11. Formulate hypothesis
12. Make inferences
13. Predict outcomes
14. Define cause and effect
15. Express Space/Time Relationships
16. Express Measurement Concepts
17. Dramatize

11f

B. Speaking (continued)

18. Relate words to meaning

- Descriptive words in terms of size, shape, color, texture, etc....
- Synonyms
- Antonyms

19. Repeating oral selections with proper stress, pitch, and juncture

C. Reading (For Spanish Speakers)

The following reading skills will be developed in Spanish for Spanish-speaking children

1. Knowledge of left to right and top to bottom at it relates to the reading act

2. Develop skills in auditory discrimination by:

- Identifying number of words in sentences
- Identifying number of syllables in words
- Identifying accents in words
- Orally identifying vowel and consonant sounds in their initial, final, and medial positions

3. Develop phonetic skills in decoding by:

- Visually identifying the printed symbols for the vowels and consonants
- Identifying vowels and consonants in words
- Recognizing that consonants and vowels form syllables
- Recognizing that syllables form words

4. Apply phonetic skills in decoding to:

- reading own name
- reading classmates names
- reading selected words and short phrases
- reading labels of things around the room
- recognizing words in games
- reading names of week, month, numbers
- reading bulletin board labels
- reading experience charts
- reading own dictated stories
- reading printed directions
- reading in basal readers
- reading easy library books

The First Grade Program
Instructional Program

A. Instruction

The First Grade program will be developed identically to the Kindergarten program in respect to areas of major emphasis.

Oral Language Skills will be developed and emphasized throughout the day in the first grade through the reading program and the content areas. In addition, a variety of language experiences will be provided to build verbal proficiency in both English and Spanish.

Reading instruction will be in the child's dominant language.

Content in Mathematics, Social Studies, Science, Health, etc. will be given in the child's dominant language.

B. Skill Development

The skills identified for mastery in the dominant language and second language in the kindergarten program will be the same for grade one. The difference will be in the degree of mastery the child will already have in both languages and the degree of mastery expected for these children.

Because children in the first grade will be going into a bilingual learning experience with differing linguistic capabilities in both English and Spanish, the Oral Language Arts program will reflect these differences.

C. Organization

1. Self-Contained Classroom

Availability of bilingual personnel will determine the model to be used in the first grade room.

If sufficient bilingual teachers can be recruited for the first grade, the instructional program will be identical in organization to the kindergarten program.

2. Team-Teaching Approach

If recruitment does not produce sufficient bilingual teachers for grade one, the available bilingual teachers in grade one will be used in a team-teaching approach.

The First Grade Program

C. Organization (continued)

- a. A bilingual and a non-Spanish speaking teacher will be teamed up to provide for instruction as specified in program objectives.
- b. Children in the two classes being teamed will be assessed by the Second Language Teacher in terms of their language proficiency in both English and Spanish.

- (1) Non-English speaking children and children with a very limited use of English will be grouped for a half day of instruction:

- Reading in Spanish
- Science, Social Studies (bilingually)
- English as a Second Language (E.S.L.)

- (2) Non-Spanish speaking children and bilingual children will be grouped for a half day of instruction:

- Reading in English
- Social Studies, Science in English
- Spanish as a Second Language (S.S.L.)

- (3) For the remainder of the day, the children in the two classes will be grouped into two heterogenous groups to receive instruction in:

- Music
- Mathematics
- Physical Education
- Language Arts

D. Teacher Responsibilities in Team Teaching Approach

1. Bilingual Teacher will

- a. Teach non-English speaking children

- To read in Spanish
- Content areas of Science and Social Studies bilingually

The First Grade Program

D. Teacher Responsibilities in Team Teaching Approach (continued)

b. Teach heterogeneously grouped children bilingually

- Music of both cultures
- Mathematics
- Physical Education
- Language Arts

2. Non-Spanish Speaking Teacher will

a. Teach non-Spanish speaking children

- To read in English
- Content areas of Science and Social Studies in English
- Spanish as a Second Language (with the assistance of the Second Language teacher, the paraprofessional aide and special F.L.E.S. materials.)

b. Teach heterogeneously grouped children bilingually with the assistance of the paraprofessional and parent volunteers.

- Music (Spanish-speaking parents and paraprofessional aide will be used to supplement records of songs in Spanish.)
- Mathematics (Spanish-speaking paraprofessional aides will assist teacher if necessary.)
- Physical Education
- Language Arts in English (Spanish speaking aides will assist and serve as models for the language arts program in Spanish.)

E. Materials

1. Reading:

Sullivan Programmed Reading (English)
 Laidlaw Series "Por El Mundo del Cuento y la Aventura"
 (Spanish)

2. Second Language

a. F.L.E.S. Spanish materials

(Same as those selected for Kindergarten)



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

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

3-Grammar - Translation Method

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

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

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

see XEROX 11 a - i

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

0 = not specified

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

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

- ①-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught

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

13.2 ALM sequence followed:

13.2 IA 3,4
IB 1,4
IIA 3,4
IIB 1,4

- 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

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

13.3 Listening-speaking proficiency determined by:

13.3 IA h5
IB 1
IIA 1
IIB 1

- 1-measure of listening-speaking proficiency
- 2-informal assessment by teacher

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

to negative, declarative to interrogative, active to passive.

2-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)

see XEROX 11 a - i

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

0 = not specified

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

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills	X		X	
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---	
3-a specified period of time after listening-speaking skills in dominant language taught	---		---	

13.2 Alli sequence followed:

13.2 IA 34
IB 14
IIA 34
IIB 44

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

13.3 Listening-speaking proficiency determined by:

13.3 IA h5
IB 1
IIA 1
IIB 1

1-measure of listening-speaking proficiency	---	---	---	---
2-informal assessment by teacher	---	---	---	---

13.4 Second language reading skills are learned:

13.4 IB 3
IIB 3

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)	---	X	---	X
4-before learning to read in dominant language	---	---	---	---

Project policy X

note Spanish dominant children were actually taught to read in Eng until late 1st semester because materials did not arrive.

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

13.5 Reading is introduced:

A-individually, when child is ready or at a specific time during grade: K

- 1
- 2
- 3

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.5 IA K
 IB NS
 IIA K
 IIB NS

13.6 Reading readiness is determined by:

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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.6 IA 1
 IB 1
 IIA 1
 IIB 1

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)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.7 IA NS
 IB 5
 IIA 5
 IIB NS

After 5 years
 Pp 12

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)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13.8 IB 5
 IIB NS

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

14.0 I 2,4
 II 2,4

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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------------------------	-------------------------------------

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

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4-Academic content taught in the native language is used as the referential content of second language learning

13.6 Reading readiness is determined by:

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

X X X X

13.6 IA 1
IB 1
IIA 1
IIB 1

13.7 Grade level reading is expected:

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

____ ____ ____ ____
____ ____ ____ ____
____ ____ ____ ____
____ ____ ____ ____
✓ ✓ ____ ____
____ ____ ____ ____
____ ____ ____ ____

13.7 IA ns
IB 5
IIA 5
IIB ns

After 5 years
Pp 12

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 5
IIB ns

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

14.0 I 2,4
II 2,4

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

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

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

X X

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

____ ____

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

X X

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

____ ____

0-not specified

____ ____

6-other (specify)

In math - "terminology given in both languages to build increased ability to verbalize concepts in 2nd language, as mastery of skills, processes and concepts is taking place in dominant language."



15.0 TREATMENT OF CHILD'S LANGUAGE:

I		II		15.0 IA ^{hs} IB IIA IIB
Non Eng. dom. students		Eng. dom. students		
A	B	A	B	
-in dom. lang.	2nd lang.	Eng. lang.	2nd lang.	
---	---	---	---	
---	---	---	---	
---	---	---	---	
---	---	---	---	

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)

see XEROX 14 a - i for List of Materials

1-Linguistically based (Herrill or Miami Linguistic readers, ITA, etc.)

Sullivan, SWRL, MacMillan, H200

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

16.1 IA ___ IB ___

H200 materials
IIA IIB ___

Laidlaw ___

___ ___

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

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

16.2 IA na

IIA na

(Please indicate on line -)

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

- 0-none specified
- 1-pattern drills
- 2-dialog memorization
- 3-choral repetition
- 4-songs
- 5-programmed instruction
- 6-stories read to children
- AUDIO VISUAL AIDS
- 7-films, filmstrips
- 8-flannel or magnetic boards
- 9-realia, graphic displays
- 10-records, tapes
- 11-listening centers
- 12-multi-media approach
- Experimental:
- 13-role playing

K			
K			
K			
K			
K			
K			
K			

K			
K			
K			
K			
K			
K			
K			

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)

see XEROX 14a-i for List of Materials

H200 materials

Sullivan, SWRL, MatMillen, #200

1-Linguistically based

(Merrill or Miami Linguistic readers, ITA, etc.)

16.1 IA ___ IB ___

III: IIB ___

2-Basal readers

Laidlaw ___

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 na

IIA na

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate " on line -)

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

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction

6-stories read to children

AUDIO VISUAL AIDS

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays

10-records, tapes

11-listening centers

12-multi-media approach

Experiential:

13-role playing

14-puppetry

15-experience charts

16-primary typewriter

17-learning through direct experience

with materials e.g. Montessori

18-activity centers-chosen by child

19-other (specify)

Learning outside the classroom:

20-field trips

21-suggested TV programs

22-other (specify)

0	—	—
1	—	—
2	—	—
3	—	—
4	—	—
5	—	—
6	—	—
7	—	—
8	—	—
9	—	—
10	—	—
11	—	—
12	—	—
13	—	—
14	—	—
15	—	—
16	—	—
17	—	—
18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
19	—	—
20	—	—
21	—	—
22	—	—

16.0

14a

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

I. Dominant Language - Language Arts

A. Identification and review of existing materials

Readers (Spanish)

- Laidlaw Bros. Publishing Co.: Palo Alto
Pastor, Angeles - Por El Mundo del Cuento y la Aventura Books 1-6 and pre-primers
- Century Schoolbook Press: San Francisco
Murguia, Theodore - Explorando Hawaï Books 1-3

Library Readers (Spanish)

- Laidlaw Bros. Publishing Co.: Palo Alto
Puertas de la Luz Series Books 1-3
Esta Era Una Vez Bajo las Palmeras
- Random House: New York 1966
 - Nardelli, Robert: Cat in the Hat Dictionary in Spanish
 - Seuss, D: El Gato Ensombrerado
 - Eastman, P.D.: Eres tu mi Hama?
 - Gurney, Eric & Nancy: El Rey, Los Ratones y El Queso
 - Perkins, Al: Viajes del Doctor Doolittle
 - Lionni, Leo: Suimi
 - Palmer, Helen: Un Pez Fuera del Agua
- Heffernan Book Co.: Texas
 - Silvetas de Oro
 - Pequenos Libros de Oro, N. Series
 - Colecciones Animales Felices
 - Colecciones Ninos Felices
 - Linea Infantil
- Harper Row Publishers: New York
 - Bonsall, C.: El Caso Del Forastero Hambriento
 - Hoff, Sid: Danielito y el Dinosaurio
 - Kessler, L.: Aqui Viene el Ponchado
 - Sendak, M.: Osito
 - Silmar, M.E.: Teresita y las Orugas
- National Textbook Corp.
 - Caughran, Mabel: Horns Encantadas
 - Alexander, Frances: Mother Goose on the Rio Grande
 - Tardy, Wm. T.: Bedtime Stories in Spanish

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

I. Dominant Language - Language Arts (continued)

A. Identification and review of existing materials

Library Readers (Spanish) - continued

- Bowmar Pub. Corp.
 - Jimenez, Emma and Puncel, Conchita:
 - Versitos Para Chiquitines
 - Juegos Meniques para Chiquitines
 - La Nina Que Celebra el Cumpleanos
 - La Senora Jones Es Mi Amiga
 - Sabes Que?
 - La Manzana es Roja
 - Afuera
 - Papa es Grande
 - Los Cuatro Sombreros de Benny
 - Amigos! Amigos! Amigos!
- Susaeta
 - Coleccion Fantasia Series
Books 1-12
- Juventud
 - Carolina Series
Books 1-4
- Bro-Dart Foundation
 - Project Leer (List of books in Spanish)

Records and Slides (Spanish)

- Show 'n Tell Picture Sound Programs

Records

- RCA - Discos "Disneylandia" Series
 - Blanca Nieve y los Siete Enanos
 - Pinocho
 - Dumbo
 - Peter Pan y Bambi
 - Los Cochinitos
 - Pedro y el Lobo
 - La Bella Durmiente

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

I. Dominant Language - Language Arts (continued)

A. Identification and review of existing materials

Readers (English)

-McGraw-Hill: New York
Buchanan, Cynthia and Sullivan, M. W.:
Sullivan Program Reading Series
(Combines modern advances in structural
linguistic educational psychology and
programming)

Library Readers (English)

- Blair, Mary, The Up and Down Book. New York: Golden Press, 1964
- Bradfield, Joan and Roger, The Big, Happy ABC. Racine, Wis.: Whitman Publ., 1965
- Bradfield, Joan and Roger, Who are You? Racine, Wis.: Whitman Publ. Co., 1966
- Courtis and Watters, Illustrated Golden Dictionary for Young Readers. New York: Golden Press, 1965
- Dareff, Hal, Fun With ABC and 123. New York: Parents Magazine Press, 1965. An alphabet and counting book in rhyme.
- De Armand, Frances Ullman, A Very, Very Special Day. New York: Parents Mag. 1963
- Eastman, P. D., Are You My Mother? Beginner Books in English and Spanish. New York: Random House, 1967
- Elkin, Benjamin, Why the Sun Was Late. New York: Parents Magazine Press, 1966
- Greenleaf, Elizabeth, Who Wants to Nap? Mankato, Minn.: Oddo Publ. Co., 1965. Story of a naughty calf who did not do what his mother told him to do.
- Grey, Jane, The Turtle Who Wanted to Run. Mankato Minn.: Oddo Publ. Co., 1965. Tony Turtle envies animals that can run and longs to do so himself.
- Gurney, Nancy, The King, the Mice, and the Cheese. Beginner Books in English and Spanish. New York: Random House, 1965
- Haas, Dorothy, Maria, Everybody Has A Name. New York: Golden Press, 1966
- Helmarth, Marilyn Olear, Bobby Bear Finds the Maple Sugar. Mankato, Minn.: Oddo Publishing Co., 1965
- Howard, Nancy, The Billys Go To Town. New York: Parents Magazine Press, 1967



ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

I. Dominant Language - Language Arts (continued)

A. Identification and review of existing materials

Library Readers (English) - continued

- Jones, William E., Going to Kindergarten. Mankato, Minn.: Oddo Publ. Co., 1965
- Kaufman, Joe, Big and Little, New York, Golden Press, 1966
- Lionni, Leo, Swimmy. New York: Random House, 1963
- Massie, Diane, McGregor Was A Dog. New York: Parents Magazine Press, 1965
- Moore, Lillian, The Magic Spectacles and Other Easy-To-Read Stories. New York, Parents Magazine Press, 1965
- Palmer, Helen, A Fish Out of Water. Beginner Books in English and Spanish New York; Random House, 1967
- Pape, Donna, Liz Dearly's Silly Glasses. Mankato, Minn.: Oddo Publ. Co., 1965
- Pape, Donna, Scientist Sam. Mankato, Minn., Oddo Publ. Co., 1965
- Rockwell, Anne, Sally's Caterpillar. New York: Western Publ. Co., 1966
- Salazar, Violet, Squares Are Not Bad. New York: Western Publ. Co., 1967
- Scarry, Richard, Best Word Book Ever. New York: Golden Press, 1963
- Seuss, Dr., The Cat In The Hat, Beginner Books in English and Spanish; New York: Random House, 1967

Records (English)

- Bowmar Records Inc.
 - The Best in Children's Literature Series I and II

Filmstrips (English)

- Eye Gate House Inc.
 - Read and Tell - Set of 9 (Cultivate Self-Expression)
 - Fairy Tales for the Primary Grades
 - Captain Good Speech and Mr. Mumble (A Developmental Listening and Speech Improvement Series)
 - Reading Readiness - Set of 9
 - See and Tell - Set of 9 (Pictorial series - spark imagination, improve powers of observation and help them constructively with ingenious exercises in oral expression)



ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

I. Dominant Language - Language Arts (continued)

A. Identification and review of existing materials

Filmstrips (English) - continued

- Eye Gate House Inc. - continued
 - Social Studies Rhymes for the Very young
Set of 9. (Filmstrips in Verse)
 - Mother Goose Village. Set of 9
 - Picture Stories for Reading Readiness
Set of 9
 - I Hear a Rhyme. Set of 8
- McGraw-Hill
 - Talking Time Series. Sets I and II
(Establishing Sound-Symbol Relationships)

Tapes (English)

- Sullivan Tapes for Reading - Reels 2-8

B. Selection of Materials Appropriate in Present Form

1. Sullivan Programmed Reading Series
(Dominant Language English)
2. Library Books (English)
3. Library Books (Spanish)

C. Selection of Adaptable Materials - SPANISH

1. Laidlaw Readers - Por El Mundo del Cuento y La Aventura
2. Instructo-Flannel Board Visual Aids
(English-Spanish)

D. Determination of need for Material not yet in existence

1. Basal readers - (Mexican-American Orientation)
in Spanish
2. Filmstrips - Sound-Symbol Relationships for
Spanish
3. Storybooks and records or tapes for independent
listening enrichment activities in Spanish
4. Lesson Outline for initial teaching of Sound-
Symbol relationships in Spanish

14 f

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

I. Dominant Language - Language Arts (continued)

E. Development of Adaptable Materials

1. Terminology for Basal Reading Books
(Assure comprehension of Puerto Rican terms)
2. Lesson Outline for Onomatopoeic Method for
initial teaching of Spanish Sound-Symbol rela-
tionships and samples of follow-up activities
3. Tapes of Onomatopoeic Method - (use to reteach
or reinforce)
4. Tapes of Library Book Stories

F. Development of New Materials

There is a need to look to commercial companies
for three major needs:

1. Basal Readers (Mexican-American Orientation)
2. Filmstrips (for independent, small group
viewing)
3. Storybooks with Records for listening centers

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

II. Second Language

A. Identification and review of existing materials

Spanish - Second Language

Teaching Materials

- D. C. Heath & Co. Boston. 1965
Munoz-Plaza, Cesar A. Getting to Know Spanish
- National Textbook Corp. F.L.E.S.
Bishop, Dorothy Sword. Spanish for Young Americans (A Structured, sequential program for Elementary School)
- McGraw Hill Co. 1966
Dorry, Gertrude Nye. Games for Second Language Learning

Pictures

- Visual Aids for F.L.E.S.
Lauden, Robert. Lingua Pics and Teaching Outline. San Diego City Schools 1963

Filmstrip Kit with Records

- Curtis Audio-Visual Materials
Beginning Conversational Spanish Kit I, II, III

Records

- Behavioral Research Lab. 1966
 - Paso a Paso (Record)
(Nursery rhymes, riddles, short poems and stories intended for children beginning the study of Spanish)
 - Sing and Speak Spanish. Albums #1-5

English - Second Language

Teaching Materials

- State Dept. of Education. Teaching English Early. H200. 1968 (Intended for Primary Grade non-English speakers)

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

II. Second Language - (continued)

A. Identification and review of existing materials

English - Second Language - (continued)

Teaching Materials

- Calerico Public Schools
 - Donoleny, E. Teaching English As Second Language c/o Pupils of Foreign-born, Mexican Heritage
Lesson Plans - Books I and II
- McGraw Book Co. 1967
Wheeler, Gonzales. Let's Speak Spanish Books 1-6 (A world-oriented program for ESL in the Elementary School. Designed to introduce English to children everywhere whose native language is not English)
- GimCo.
 - Lancaster, Louise. Introducing English (An aural pre-reading program for Spanish-speaking pupils)

Filmstrip Kit with Records

- Curtis Audio-Visual Materials
Beginning Conversational English, Kit I, II, III

B. Selection of Materials Appropriate in Present Form

Materials for Second Language instruction have not been selected. Insufficient time to preview and evaluate materials in section A for use.

C. Selection of Adaptable Materials

(To be done later)

D. Determination of Need for Material not yet in existence

(Depends on which materials are chosen from Section A)

E. Development of Adaptable Materials

(To be done later)

F. Development of New Materials

(Do not know needs yet)



14

ACQUISITION, ADAPTATION, AND DEVELOPMENT OF MATERIALS

III. Culture and Heritage

A. Identification and review of existing materials

1. For Second Language - English

Available materials used in regular kindergarten curriculum will be used for this purpose

2. For Second Language - Spanish

Records

- Children's Songs of Mexico
- Vamos a Cantar
- Cancioncitas para Chiquitines
- Homenaje a Cri-Cri
- Mas Canciones de el Grillito Cantar
- Cantos de las Posadas
- Mexican Rhythms and Folk Dances
- Juegos Infantiles
- Juegos Infantiles de Mexico
- Ballet Folklorico de Mexico

3. For Second Language (Spanish and English)

- Human Development Training Institute
Methods in Human Development
Harold Bessell, Ph.D and Uvaldo H. Palomares, Ed.D.
San Diego, Calif. 1967
- Full size mirror in each classroom

B. Selection of Materials Appropriate in Present Form

1. Methods of Human Development
2. Spanish Records listed in Section A
3. Mirror

C. Selection of Adaptable Materials

1. Human Development materials will be used bilingually
2. English materials relative to American culture and heritage will be used bilingually

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

16.4 1, 6, 8, 9, 10

- 0-not specified
- 1 are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6 developed by or with members of N-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)

Work with local college students to develop additional culturally appropriate materials.

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

16.5 1

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

Pp 40-49 See xerox attached
14 a - i

17.0 STUDENT GROUPING

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

17.1 3, 4, 5

0-not specified

Pupils of both linguistic groups are:

- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

n.a. - (no L1 students)

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

17.2 2 B

0-not specified

1-total class

2-small groups (specify size) ns

3-individual instruction

A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time

17.3 Criteria for grouping:

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/NEIT)

	I Non Eng dom	Students II Eng dom EMT	III Eng dom NEIT
1-by age	---	---	---
2-by native language	---	---	---
<u>3</u> -by dominant language	<u>✓</u>	<u>✓</u>	<u>✓</u>
4-by language proficiency (ex. level of reading skill)	---	---	---
n.a. not applicable (no E.dom/NEIT)	---	---	---



- (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)
- students to develop additional culturally appropriate materials.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified

1-xerox attached-page and document Pp 40-49 See xerox attached 14 a-i

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3, 4, 5

0-not specified

Pupils of both linguistic groups are:

- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

n.a. - (no L1 students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 2 B

0-not specified

1-total class

2-small groups (specify size) ns X

3-individual instruction

A-more than $\frac{1}{2}$ the time (B) Less than $\frac{1}{2}$ the time

17.3 Criteria for grouping:

	I Non Eng dom	Students II Eng dom EMT	III Eng dom NEMT
0-not specified			
1-by age	---	---	---
2-by native language	---	---	---
3-by dominant language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4-by language proficiency (ex. level of reading skill)	---	---	---
n.a. not applicable (no E.dom/NEMT)	---	---	---

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3

no-not mentioned

0-type is not specified

1-inter-ethnic (N-EMT student tutors EMT students)

2-intra-ethnic (N-EMT student tutors N-EMT)

3-done by older children (cross age) high school students

4-done by peers (same age)

5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1, 2, 3, 4

- 0-area not specified
- 1-inter-ethnic (N-EMT aide tutors EMT student)
- 2-in the acquisition of native language skills
- 3-in the acquisition of second language skills
- 4-in other academic subjects

Pp 37

18.3 Parent tutoring: (mark all that apply)

18.3 2

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 4,5,6The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

 4-small group instruction 5-individualized learning 6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 3,4,5,6

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

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

 3-labeling and discussion of concepts related to time, space, distance, position 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes) 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:

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

19.0 CURRICULUM PATTERNS

19.0 4,5,6

The stated curriculum pattern of the bilingual project:

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

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0-method not mentioned
- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- 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:

20.1 3,4,5,6

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 na

21.0 SELF-ESTEEM21.0 4, 6, 12, 16, 19,
21, 22

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

0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:

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

⑩ Magic Circle ⑪ Palomares Human Development method
Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

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

⑬ Identify with Spanish-speaking role models.
22.0 LEARNING STRATEGIES ⑭ full-length mirror in each classroom. 22.0 0

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

23.0 BICULTURAL COMPONENT

- 23.1 This program is:
1-bilingual alone

23.1 2

- 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 provide: experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page #
 16- Magic Circle 21- Palomares Human Development method

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

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

19- Identify with Spanish-speaking role models.
 22- full-length mirror in each classroom.

22.0 LEARNING STRATEGIES

22.0 0

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

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2

- 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)

AFFECTIVE DOMAIN: ACHIEVEMENT RECORD

- In the room Outside the class Away from school

A. Personal Reaction:

1. Responds in a positive manner.
 - (a) to affection from peers (b) to affection from adults
 - (c) to individualized positive reinforcement
 - (d) to friendship (e) to success
2. Making choices freely.
3. Evaluating and revising choices constructively.
4. Demonstrates independence and self-reliance.
5. Enjoys academic challenge.

B. Participation and Interaction:

1. Listens attentively to others.
2. Engages comfortably in oral dialogue.
 - (a) with teacher (b) with one child (c) with small group
 - (d) in class discussion
3. Freely asks pertinent questions.
 - (a) of adults (b) of other children
4. Freely communicates ideas, problems, feelings and needs.
5. Enjoys active participation in group and class activities.
 - (a) observation (b) exploration (c) experimentation
 - (d) listening (e) speaking
 - (f) reading
6. Demonstrates leadership potential.
 - (a) accepts opportunities to lead (b) freely assumes leadership role

C. Problem-Solving:

1. Views problems in objective, realistic and tolerant terms.
2. Constructively utilizes available resources.
 - (a) classroom materials (b) human resources
 - (c) personal initiative
3. Actively participates in problem-solving activities.
 - (a) individually (b) as a group member

TEACHER COMMENTS:

23.2 Cross-cultural awareness:

23.2 0

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

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned23.3 1

"Participants will develop a cosmopolitan outlook on life, will value... a pluralistic society."

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

23.4 1, 2, 4

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

See xerox 18 a-b

23.5 American culture is defined:

23.5 ns

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

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

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

"Participants will develop a cosmopolitan outlook on life, will value... a pluralistic society."

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

see xerox 18 a - b

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

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

INSTRUCTIONAL PROGRAM

Question 234

III. Culture and Heritage

A. Develop an appreciation of the culture and heritage of the dominant language by:

1. Celebrating special days in dominant language culture
2. Listening to stories
 - about special day celebrations
 - about children of dominant language culture
 - about legends and folktales of dominant language culture
 - about people from dominant language culture who have made special contribution to society
 - about historical heroes of dominant language' culture
3. Observing and discussing works of art in many forms
4. Participating in games of dominant language culture
5. Learning simple dances typical of dominant language culture
6. Enjoying music of dominant language in creative rhythmic activities
7. Listening to children's records and tapes of songs sung in dominant language
8. Learning poems, stories, finger plays and simple shymes in dominant language
9. Visiting local historical places of interest
10. Enjoying slides, filmstrips, and films of country of dominant language
11. Inviting people from dominant language group who are well known and/or successful to visit with children

B. Second Language - Culture and Heritage

Same type activities as listed in A section to develop an appreciation of the culture and heritage of the Second Language

Note: Where verbal communication is necessary to develop understanding, activity will be taught filmqually.

INSTRUCTIONAL PROGRAM

III. Culture and Heritage (continued)

C. Self Concept

Self realization does not occur by chance. We need to provide a carefully planned program of activities to assure personal effectiveness to go along with the academic program. Lesson sessions which provide developmental opportunities in three areas demonstrated to be of critical significance in the acquisition of personal effectiveness will include:

1. First Principles of Effective Communication:
Promote Awareness
The aware perception, reception, and transmission of one's own and other peoples's feelings, thoughts, and behavior
2. First Principles of Mastery: Foster Self-Confidence
Mastery ingrains a feeling of capability. Socially reinforcing remarks of the teacher assures a growing sense of self-confidence
3. First Principles of Effective Socialization:
Developing Skills for Inter-Personal Security.
Presentation of structured social interactions promotes the acquisition in each child of a first hand appreciation of the causes and effects in interpersonal behavior

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

24.3 1, 3, 5, 6, 8, 12

0-method not specified

no-no provision for informing community

① a bilingual newsletter - written & edited by parent group

2 a monolingual newsletter

3 news sent to mass media - developed TV series in Spanish with Title ~~VII~~ grant

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

⑫ parents make frequent casual visits to the school-community center.

SEE XEROX 19a-d

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

24.4 1, 3, 4, 9, 12

0-type not specified

no-not sought

① existing community groups working with program

2 bilingual questionnaires

③ community-school staff committees

④ community advisory groups *

5 formal meetings open to the entire community

6 informal meetings with community groups

7 other (specify)

8 project director personally seeks involvement of community in program. specify how

⑨ parents act as aides and resource persons; high school student take course and act as tutors; college students help develop cultural materials

⑫ parent-teacher dialogue

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

24.5 2, 3

no-no mention of school seeking to be informed about community

1 meetings open to the entire community conducted in both languages

② community representatives to the school

③ bilingual questionnaire sent to the home

4 home visits by school personnel

5 other (specify)

0-method not specified

Cp 8 3

24.6 The school is open to the community through:

24.6 1, 2

0-not mentioned

no-school is not open to community for community use

① opening school facilities to the community at large for use after school hours and on weekends

② providing adult education courses

3-other (specify)

plans to "develop the school as a community"

- 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

12- parents make frequent casual visits to the school-community center. SEE XEROX 19a-d

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

24.4 1, 3, 4, 9, 12

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

9- parents act as aides and resource persons; high school student take course and act as tutors, college students help develop cultural materials

12- parent-teacher dialogue

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

24.5 2, 3
Cp 8 3

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

24.6 The school is open to the community through:

24.6 1, 2

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

plans to "develop the school as a community center" I.P. p13

25.0 IMPACT EVALUATION

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

25.1 2, 3

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

* The Advisory Board which meets monthly has established a staffing committee and a curriculum committee.

COMMUNITY INVOLVEMENT

II. Advisory (continued)

- Assist in evaluating programs implemented
- Provide resource personnel for orientation of school staff to community
- Provide liaison between school and community at large
- Assist in recruitment of the personnel for the bilingual program.

III. Parents of Target Population

A. Instruction

1. Classroom

Parents will be encouraged to volunteer their time and services to assist the bilingual teachers in the classroom

Parent volunteers will be utilized:

- a. To provide individual tutoring in Spanish
- b. To participate in developing an appreciation of the Mexican-American culture and heritage through:
 - sharing songs in Spanish
 - telling stories in Spanish
 - teaching finger plays
 - teaching simple dances
 - accompanying children on the guitar
 - sharing arts and crafts of Mexico with children
 - assisting teacher with small group activities
 - accompanying children in "walking trips" around the school community

2. Observation

Parents will be encouraged to visit the schools to observe the implementation of bilingual instruction. They will be encouraged to ask questions and to offer suggestions for the enrichment of the program.

COMMUNITY INVOLVEMENT

III. Parents of Target Population (continued)

3. Home Reinforcement

A bilingual parent-education teacher at each school will work with the home to help parents to reinforce skills basic to success in school. Areas of special attention will include:

- what parents can do to help their children develop auditory discrimination skills
- what parents can do to help their children develop visual discrimination skills
- what parents can do to help their children expand their comprehension and speaking vocabularies in the dominant language
- what parents can do to develop in children an interest in books
- what parents can do to prepare their children for the formal school experience
- what parents can do to develop in children a positive attitude toward learning a second language, etc.

4. Adult Education Courses (dominant and second language)

Parents of non-English speaking children who may wish to learn English as a second language will be able to do so through the Adult Community component of this program. Provisions will be made so that these classes can be held at the local elementary school for the convenience of the parents, at no cost to the project.

Parents of non-Spanish speaking children who may wish to learn Spanish as a second language will also have an opportunity to attend classes at the local elementary school, through the Adult Education Division, at no cost to the project.

B. Participation

Of major emphasis in all the schools of the project will be the bilingual aspects of all of its activities



C. Success and Failure in meeting performance objectives:

1. Evaluation plan:

The evaluation of the community's involvement consisted of board minutes (in English and Spanish), staff correspondence with board members, record of attendance at board meetings, phone conversations with individual parents, and the parents' questionnaires form #703B.

2. Results:

Successes

1. Increased classroom visitation by parents in the community.
2. Increased awareness of program through parent meetings, bulletins to parents, news releases in local papers, and over 1½ hours of television coverage and radio.
3. Community representatives have been involved in the Staff Development activities throughout the year.
4. Project parents are involved in screening and interviewing teachers and aides.
5. Project parents are assisting the curriculum supervisor, visiting classrooms on a regular basis, and in suggesting direction on observable needs.
6. Parent involvement in teacher recruitment through meetings with:
(a) Board members, (b) Superintendent in charge of personnel,
(c) College Dean of Students.
7. Meetings of parents with project staff, teachers and principal in development and approval of continuation grant.

8. Non-English speaking parents are actively participating in the Bilingual-Bicultural Meetings, because all the meetings have been conducted bilingually.

Failures:

1. Individual schools need to increase parent-school communication.
2. Broader representation of community is needed.
3. Need for more parent volunteering in programs.
4. Need for more parent visitation in classrooms.
5. The Board has not completed its own goal-setting or establishment of criteria of success.

D. Conclusions:

There has been significant involvement of parents in meaningful activities related to the implementation, development, and improvement of the Bilingual-Bicultural Program.

25.2 Project's impact:

25.2 9

- 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

⑨ Title I and Title III schools have requested, and been invited to participate in Title III Staff development.

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 ns

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

26.2 Evaluator has personally observed students in the program:

26.2 1

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

26.3 Evaluator has met with teachers:

26.3 1

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

27.0 EVALUATION PROCEDURE see XEROX 20 a-b

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

17 a
Affective Domain
Record

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 will be given to comparison group
- 8- " will be " "

27.2 1, 3

cp3

C. Successes and Failure in Meeting Performance Objectives

20 a

Question
27.0

1. Evaluation plan:

As planned, children who were identified as English dominant were pre-tested with the Apell Test in October, 1970, and post-tested in March, 1971. These results will be summarized and submitted as soon as they are available to us.

Children who were identified as Spanish dominant were pre and post-tested with the Spanish language version of the Boehm Test. These results will also be submitted as soon as they are available to us. Since neither of these tests taps the oral language usage variable considered so important in language development, we developed a three part teacher rating scale covering English and Spanish oral language usage. This is not a formal "test", but rather a descriptive rating scale.

LOS ANGELES UNIFIED SCHOOL DISTRICT
MEASUREMENT AND EVALUATION BRANCH

EVALUATION OF MANAGEMENT OF BILINGUAL INSTRUCTION: TITLE VII

Teacher's name: _____ Grade _____

Rating Scale: Excellent 4 Fair 2 Poor 1

Good 3

	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6
I. Teaching Technique						
1. Receptivity of children's contributions						
2. Provides for pupil involvement						
3. Explains procedures fully						
II. Personal Attitude						
1. Attentive to children						
2. Enthusiasm						
3. Cooperation						
4. Creativity						
III. Knowledge of Spanish						
1. Phonics						
2. Sounds and Key Words						
3. Syllabification						
4. Vocabulary						
5. Translation Ability						
IV. Materials						
1. Textbooks						
2. Supplementary Materials						
3. Resource Materials						
4. Keeps bicultural aspect in mind						
5. Suitability to level of children						
V. Room Environment						
1. Bulletin boards						
2. Room arrangement						
3. Provision for learning centers						

DATE