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ABSTRACT

Project Unidos is an E.S.E.A. Title VII Bilingual/Bicultural program in Riverside County, California. The project is responsible for the organization and administration of inservice and preservice programs for approximately 43 certified teachers and 43 classified instructional assistants. This is the final evaluation report on a series of summer preservice workshops conducted during a 14-day period. The report is organized and written to serve as an organizational and evaluative model for the development of future Title VII pre- and inservice programs. The model encompassed three large general stages with six organizational phases. The preoperational stages were preassessment, setting of goals and objectives, and final assessment. The operational stage consisted of implementation. The evaluation stage consisted of evaluation and feedback to staff. Section 2 includes scores for the participating personnel on a questionnaire evaluating the workshop. Included in the appendix are the Needs Assessment Instrument and its results, the evaluation instrument used in the workshop, and the 1974 Summer Preservice Workshop Agenda. (Author/RC)

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ANALYSIS OF OBJECTIVE ATTAINMENT
IN A SYSTEM-BASED
E.S.E.A. BILINGUAL-BICULTURAL
SUMMER PRESERVICE WORKSHOP

Prepared by
Fernando Worrell
Project Director, Bilingual-Bicultural Education

TM 003 939

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
4015 Lemon Street P.O. Box 868, Riverside, CA 92502

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BACKGROUND

Project Unidos is an E.S.E.A. Title VII Bilingual/Bicultural program in Riverside County. The project has classrooms in the following school districts: Riverside, Corona-Norco, and Alvorad Unified, together with Elsinore and Perris Elementary. The project is responsible for the organization and administration of inservice and preservice programs for approximately 43 certificated teachers and 43 classified instructional assistants.

This is the final evaluation report on a series of summer preservice workshops conducted during a 14-day period. The report is organized and written to serve as an organizational and evaluative model for the development of future Title VII Pre and In-Service Programs.

SUMMER WORKSHOP STRUCTURE

The 1974 Summer Workshop on Bilingual/Bicultural Education was organized on a system-based model. The sequential time-line is diagrammed in Table A. The model encompassed three large general stages with six organizational phases. The organizational model is diagrammed below:

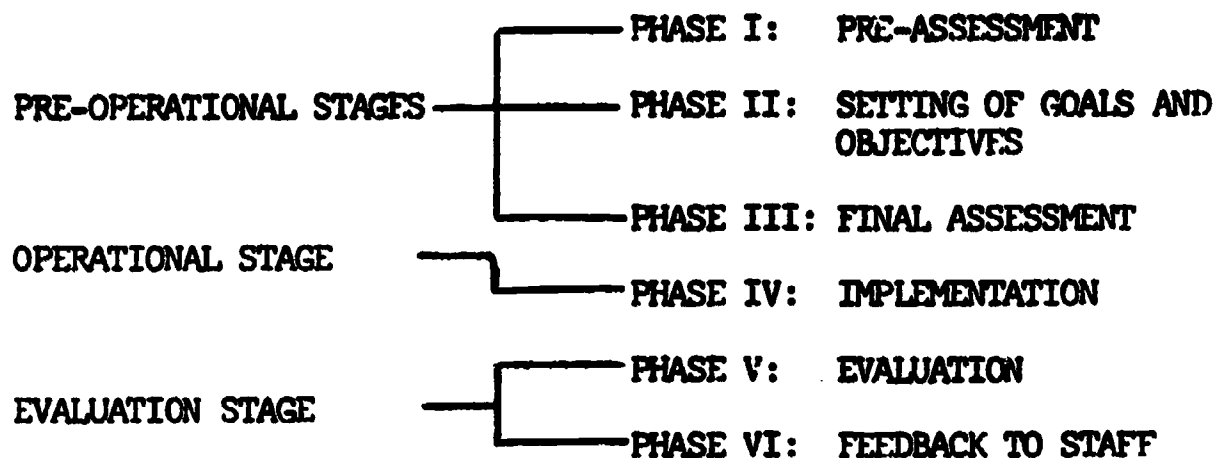


TABLE A
ORGANIZATIONAL TIME-LINE OF ACTIVITIES
FOR THE 1974 SUMMER PRESERVICE WORKSHOP

STAGES	PHASE	ACTIVITIES	PERSON(S) RESPONSIBLE	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY
Pre-operational	Pre-Assessment:	1. Director Meet with the Total Staff	Project Director	12						
		2. Project Recruitment and Selection of Summer Workshop Advisory	Project Director	12						
		3. Send Out to Entire Staff Assess Workshop Needs	Project Director			4				
		4. Tabulation of the Survey Results	Project Director			15				
Operational	Setting of Goals and Objectives:	1. Project Director meet with Advisory Committee for the Setting of Goals and Objectives	Project Director & Advisory Committee	12			5			
		1. Finalize Assessment and Final Planning for Summer Workshop with Summer Workshop Advisory Committee	Advisory Committee Project Director Parent Community Person Resource Teacher				22			
	Implementation:	1. Send Letter to Entire Staff Explaining Structure Organization of Entire Workshop	Project Director					23		
		2. Individual School Site Meetings with Staff to Discuss & Clarify Final Planning for Summer Workshop	Project Director Resource Teacher Parent Community Person						20 21 22 23 24 29 30	

STAGES	PHASE	ACTIVITIES	PERSON(S) RESPONSIBLE	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY
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		3. Send Summer Workshop Agenda to Entire Staff	Project Director						3	
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		4. Project Director with Central Staff Meet with Summer Workshop Advisory Committee for Feedback from Staff about Summer Workshop	Project Director Resource Teacher Parent Community Person						3	
--	--	---	--	--	--	--	--	--	---	--

		5. Start 1974 Summer Workshop Project Director Prepares Workshop Evaluation Questionnaire	Project Director						24	
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		6. End Summer Workshop								13
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Evaluation:		1. Distribute Evaluation Instrument to Entire Staff	Project Director							13
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		2. Evaluate Workshop	Project Director							13
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		3. Tabulate Results	Project Director							16-23
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		4. Write Final Evaluation Report	Project Director							20-31
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Feedback:		1. Send Final Evaluation Report to Workshop Participants and District Level Administrators	Project Director							AUG 1-5
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PHASE I: PRE-ASSESSMENT

The pre-assessment phase had two basic aims:

1. To establish a summer workshop advisory committee, with the composition made up of project teachers and teacher assistants. The function of this committee would be to assist the project director in organizing the summer workshop.
2. To mail a two-page survey to each of the project teachers and teacher aides for the solicitation of ideas as to the structure of the summer preservice workshop.

On February 12, the Project Director met with the entire teaching staff at the Curriculum lab in the Riverside Unified School District. During this meeting, the director discussed and presented preliminary plans for the 1974 summer workshop. As a result of this meeting, a teacher and teacher assistant advisory committee was established to assist the director in structuring the summer workshops. Below are outlined the names of those persons formulating the committee:

Chenta Quintana	Teacher	Lincoln School; Corona-Norco Unified School District
Aurora Gonzales	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Marina Mosqueda	Teacher	Lincoln School; Corona-Norco Unified School District
Rachael Pino	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Vera Harrison	Teacher	Lincoln School; Corona-Norco Unified School District
Lucille Ahumada	Teacher Assistant	Lincoln School; Corona-Norco Unified School District
Tina Martinez	Teacher	Jackson School; Riverside Unified School District
Warren Jones	Teacher	Garretson School; Corona-Norco Unified School District
Mr. Ignacio Alfaro	Principal	Longfellow Elementary School Riverside Unified School District
Mr. Armando Lopez	Administrative Assistant	Riverside Unified School District

In keeping with the proposed aims of the pre-assessment phase, a two-page survey was sent to all project personnel on March 4. This survey gave the entire staff direct input into the structuring and organizing of the workshop. The survey also served as a guide in outlining specific staff instructional needs to the Project Director. The deadline for returning the survey was March 15, which enabled the staff two weeks to complete the survey--although some were returned as late as March 21. A copy of this survey can be reviewed in the appendix of this report.

From March 15 to the first week of April, the results of the survey were tabulated and summarized by the Project Director, Fernando Worrell. The results of this survey can also be reviewed in the appendix of this report.

PHASE II: SETTING WORKSHOP GOALS AND OBJECTIVES

On April 5, the Summer Advisory Committee of teachers and teacher assistants met with the Project Director to review the results of the survey. From these results the committee, together with the Director, formulated the following goal and objectives for the summer preservice workshop:

GOAL: To further develop instructional methods and materials relevant to Bilingual/Multicultural Education.

OBJECTIVES:

1. To provide consultants within specialized fields to assist classroom teachers in better implementing bilingual education.
2. To develop additional classroom materials relative to bilingual/multicultural education.
3. To review, identify, and select bilingual/bicultural materials appropriate to grade level.
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.

After the formulation of the goal and objectives, the Director asked each of the committee members to review the survey results and return on April 22 with recommendations in the following areas:

1. Workshop location
2. Length of workshop
3. Daily schedule for the workshop
4. Subject matter emphasis
5. Specific consultants and speakers

PHASE III: FINAL ASSESSMENT

On April 22, the committee met again to finalize plans for the workshop.

At this meeting the committee made recommendations in the following areas:

1. The area of concentration of the workshops should be Spanish as a second language instruction.
2. The workshops should be separated as per grade level, i.e. K-3, 4-6 concentration.
3. The workshop should be 14 days in duration starting June 24 and terminating July 13.

The Director, together with the committee's recommendations and keeping with the goal and objectives that were formulated, developed the following guidelines for the workshop:

1. A materials development workshop will be provided as to enable teachers and teacher-aides in developing classroom materials at the workshop.
2. A major portion of the summer workshops must be conducted by project teachers and teacher-aides.
3. A series of workshops must be conducted as to provide direct information from parents involved in the program.
4. A commercial materials exhibit room will be organized as to enable staff to review current materials in Bilingual/Bicultural Education.
5. Each Monday, a key-note speaker will present a concept as it relates to Bilingual/Bicultural Education. The three speakers chosen were:

Dr. Meliton Lopez: Topic: "Bilingual/Bicultural Education as a Viable Educational Alternative."

Dr. Carlos Cortes: Topic: "Multicultural Education Within an Elementary School Curriculum."

Dr. Ed. Steinman: Topic: "Lau vs Nichols: What does it Mean to Bilingual Education?"

6. The entire workshop is open to all persons interested in Bilingual Education, not just project persons involved in Project Unidos which was the case in the previous years.

PHASE IV: IMPLEMENTATION

On May 23, a letter describing the finalized plans and structure for the Summer Workshop was sent to all staff members. A copy of this letter is located in the appendix of the report.

Individual school visitations were made by the Project Director on May 20, 21, 22, 23, 24, 29, and 30. This enabled each school staff to clarify any questions, with the Director, that remained unanswered about the workshop. A complete agenda was printed and sent to each project teacher and teacher assistant by June 3. A copy of the entire agenda can be found in the appendix.

On June 3, the Project Director met with the advisory committee at one of the project schools. The purpose of the meeting was to again receive feedback from the staff as to the entire organizational structure. This was the final meeting before the actual starting date, which was June 24.

PHASE V: EVALUATION

The evaluation of the workshop was done on a post-test design. The evaluation format and questionnaire was constructed by the director, Mr. Fernando Worrell, and can be located in the appendix of this report.

The format of the questionnaire evaluated several facets of the workshop, one being the achievement level for the goal and each of the five proposed objectives. Together with measuring the goal and objectives, each of the workshop leaders were evaluated on a scale ranging from 1 to 6. The scale is outlined below:

- 1= Poorly prepared with no information made available.
- 2= Below average with little information provided.
- 3= Adequate, somewhat informative, but needed depth.
- 4= Above average, informative, but needed depth.
- 5= Good, informative, and well organized
- 6= Excellent and extremely informative.

The third section of the evaluation questionnaire asked the teachers to answer the question, "At the completion of the workshop (I):"

- 1. Developed additional classroom materials.
- 2. Was able to review teacher-made and commercial bilingual materials.
- 3. Was able to gain a better understanding of the needs of parents as relative to the bilingual program.
- 4. Felt that this preservice workshop provided me ideas that I could implement in September.

The last section of the questionnaire was open-ended for the staff and had two questions as outlined below:

- 1. It asked the staff to draw a comparison between the 72-73 and 73-74 summer preservice workshop.
- 2. The last question asked for any personal reactions to the entire 73-74 Summer Preservice Workshop.

The final evaluation report of the workshop attempted to answer the following questions:

- 1. Was the goal of the summer workshop achieved?
- 2. At what level did the summer workshop complete its objectives?
- 3. How effective was each workshop leader in providing viable information to the staff?
- 4. How did both the teachers and teacher assistants evaluate the effectiveness of the entire workshop.?
- 5. Was the workshop geared specifically to teachers and teacher assistants?
- 6. Was there any differences between teacher and teacher assistants at the two grade levels, i.e. K-3, 4-6, as to the effectiveness of the workshop.?
- 7. How effective were the three guest speakers in communicating the message to both teachers and teacher assistants?
- 8. How adequate was the Material Development Room for the development of classroom materials?

PROCEDURE/FINDINGS

All teachers and teacher assistants were asked to fill-out a questionnaire evaluating the workshop. The questionnaire was filled-out the last day of the workshop.

Table 1 outlines mean scores for the 6 groups of participants at the workshops. As shown on Table 1, both teacher and teacher assistants had extremely high mean scores of 4.86 and 4.83. When the two groups were broken down by grade level, the mean scores were even higher. An analysis of the data indicates that both teachers and teachers assistants evaluated the workshop as good, informative, and well organized.

Table 2 sought to investigate differences between teachers and teacher assistants as to the over-all effectiveness of the entire workshop. As the t score indicate, there was no significant difference between teachers and teacher assistants. These results point out that information presented at the workshop was valuable for both teachers and assistants. It also substantiated that teachers and teacher assistants were both provided with valuable information specifically for their grade levels.

Table 3 presents means and t scores for only the 3 guest speakers. A mean score for teachers of 5.41, indicates that the three speakers provided good, informative, and well organized materials. The t scores of .022, .002, and .635 were non-significant, therefore, reinforcing the idea that information provided was relevant across all grade levels, as well as to teachers and teacher assistants.

Table 4 produced the percentage levels by teachers and teacher aides is assessing the degree of accomplishment of the workshop goal. The percentages overwhelmingly supported the success in achieving the workshop goal. Approximately 92% of the teachers and 91% of the assistants felt the goal was achieved. The percentages as to the grade levels were equally as high.

Tables 6, 7, 8, 9, 11, and 12 have outlined the achievement level for each of the four workshop objectives. Each table represents a different group of responses i.e.:

Table 6= Teachers only
Table 7= Teacher assistants only
Table 8= Teachers Grade Level K-3
Table 8= Teachers Grade Level 4-6
Table 10= Teacher Assistants K-3
Table 11= Teacher Assistants 4-6

The results for each of the objectives is extremely high. In all groups the percentage of responses as to the total achievement of the objectives was not less than 76%. Which meant, to say, that a great majority of the staff evaluated the 5 objectives as "totally achieved".

Table 5 outlines the percentages of responses by teachers to the question, "At the end of the workshop (I)". The results indicate that:

1. 100% of all the groups felt they developed additional classroom material.
2. Approximately 98% of all the groups felt they were able to review teacher made and commercial bilingual materials.
3. Approximately 96% of all the groups felt they were able to gain a better understanding of the needs of parents as related to the bilingual program.
4. 100% of all groups felt that this preservice workshop provided me with ideas I could implement in September.

Tables 6, 7, 8, 9, 11, and 12 also have the percentages of responses for each workshop leader. These percentages are broken out into the various groups i.e. teachers, teacher assistants, etc. These tables provided each workshop leader an opportunity for self evaluation and also the project director a more objective instrument in future workshop leader selection.

The questionnaire solicited staff comments on the topics:

1. Materials Development Room.
2. Materials Exhibit Room.
3. Comparison between 72-73 Summer workshop with that of the 73-74 workshop.
4. Reaction to the entire 73-74 Summer Workshop.

Below are outlined the staff comments taken from the questionnaire for each of the four areas:

1. MATERIALS DEVELOPMENT:

1. "A good supply neat! and pleasant atmosphere, good cooperation, and help from Ontiveros."
2. "Sorry that there was not enough material; fairly well organized."
3. "Excellent! Dick did an excellent job. Was on his toes all day Very dedicated!"
4. "Better organized, although it was a bit crowded during the rush hour."
5. "Excellent."
6. "Ran out of materials too soon but most of the time it was very good."
7. "It was an excellent idea to have it open--the game will be of great value in the future."
8. "The most helpful and practical idea yet in a workshop. There is nothing like taking home a finished product."
9. "Excellent facilities--appreciated having the laminator, poster board, glue, at hand. Tremendous help in preparation of materials."
10. "Excellent idea--Would have liked some system so that materials were rationed more equitably."
11. "Good."
12. "Marvelous! Very helpful room."
13. "Very good--Sure was help to have a place to work."
14. "Excellent, but I believe that the distributions of materials could have been more equitable. So many of the new teachers involved in meetings, while the other teachers were using materials and we were left out."
15. "Well equipped and everything from clips to tag board was well furnished."

16. "Excellent under the circumstances--could have been more equitable distributed rather than first come, first serve, but after all, where there's a will, there's a way.
17. "They were really good, specially some of the materials and machines."
18. "Very well organized."
19. "Was great! We could have had more paper, but otherwise beautifully organized."
20. "Todo estuvo estupendo! Fabuloso!!"
21. "Beautiful, Beautiful"
22. "Outstanding."
23. "Todo estuvo estupendo! Fabuloso!!"
24. "Well organized, Dick Did a beautiful job in keeping us well supplied with everything we needed.
25. "Very good and useful."
26. "Excellent variety of materials available."

2. MATERIAL EXHIBIT ROOM:

1. "Excellent!"
2. "O.K."
3. "Great"
4. "Sorry, there was so many incidents of materials missing. Some of the materials were excellent."
5. "Very good if we would've had funds to order with."
6. "Very Good!"
7. "Beautiful"
8. "Took back many ideas for providing this, along with the teachers."
9. "Great, also, we had everything there to see and get ideas!"
10. "Good display--but more catalogues were needed and time to order materials."
11. "Very good. Loaded with excellent ideas."
12. "Beautiful! Very informative and everyone was willing to share."
13. "Excellent--all good quality."
14. "Enjoyed seeing the ideas and getting to play with them--to see how

they would work. Something sound and look good. But in actual practice aren't very good."

15. "Good"
16. "Very good. Had some trouble finding things."
17. "Could have been more exhibits."
18. "Fine!"
19. "The materials offered were numerous and varied. A larger room would have given us a better view of the materials."
20. "Excellent!"
21. "We had a wide range of materials to select for class activities."
22. "Good selection to look at and get ideas for purchasing materials."
23. "Adequate display but more ideas to be in the development room!"
24. "Informative for those who needed to see what is available in bilingual materials."
25. "A lot of great ideas."
26. "Excellent display of material for varied uses, I wish I would have had some money to spend."
27. "I was so busy utilizing ideas and creating games that I didn't see much in there."
28. "Very good."
29. "Fantastic!"
30. "Good exhibits, but would like to see more on cassettes, records, films, etc."
31. "Gave good ideas even if purchase wasn't made."
32. "Very good--lots of new ideas!"
33. "Outstanding!"

3. COMPARE THIS WORKSHOP WITH THE 72-73 SUMMER PRE-SERVICE:

1. "Much better--better orientated; More time to develop material; improved workshops."
2. "Even Better in quality and ideas."

3. "Very good."
4. "Much better, was an 'actual workshop' we really put out the work and utilized our time much better in developing games and better methods of teaching."
5. "This workshop was way better than the one last year. I enjoyed it more because of the teacher inservice. I felt that the co-operation between everyone was very good."
6. "Better, I worked more on this one, felt more involved."
7. "Last year was enlightning for me because this where I first heard of Dual Model, but this summer was the best organized workshop. The material covered and the interaction among staff members was great."
8. "Very good!"
9. "This one was 100% better!"
10. "This workshop provided more ideas and materials for participants."
11. "The 72-73 workshop had too much theory and not enough practical material development."
12. "I was not around for 72-73 Summer Pre-service. But this was better than 69-70, 70-71, 71-72."
13. "Last summer was good, but I feel that this workshop was more unified, 'hard hitting' and relevant to needs."
14. "This workshop was much more practical! Really enjoyed the opportunity to develop materials as went along. Thought teacher-given workshops were for most part--excellent!"
15. "This workshop was much more productive in the way of materials and much more meaningful."
16. "Better."
17. "I did not attend 72-73, but this pre-service was excellent."
18. "Both were great and exciting with a few exceptions."
19. "I have received many things from all the workshops."
20. "Better organized and more informative than last year."
21. "Much better."
22. "No estube presente en esa ocacion por motivos ajenos a mi voluntad."

23. "Teachers and aides were more aware of the needs of the classroom and thus applied themselves more. The consultants were more understood because the people thought on the same lines, now that we are involved and believe in the same thing."
24. "Better organized, more informative, not boring."
25. "This was the best by far. I have been in the project for 4 going on 5 years. I think the bringing in of teachers and consultants for our summer workshops was excellent."

4. REACTIONS TO ENTIRE 73-74 PRE-SERVICE WORKSHOP:

1. "The idea of involving us in for what we thought we needed for our summer workshop was great."
2. "I believe I came out of this workshop with a better understanding of Bilingual/Bicultural Education. I had more time to make material I can implement in my classroom next year. I think this workshop was very well organized. Teachers giving workshops were far more informative than the paid consultants."
3. "Very, very, good I would have been completely lost without it. I shudder to think that I might have been one of those teachers who will be hired with little or no preparation. Very informative and inspiring."
4. "Excellent. This was the first workshop I attended and was surprised to find all the different activities. Everyone was very friendly and made me feel at home. Mr. Worrell is a wonderful person and one we could not do without. He is essential to our bilingual program."
5. "I can use many of our project teachers ideas. Please open it up so more people can understand Bilingual education. Your people are very well informed, how about each school presenting a bilingual/bicultural workshop in their school."
6. "Enioved it very much. Everyone was very cooperative and friendly. Received loads of ideas and information. Looking forward to putting them to use."
7. "Tremendous opportunity. Impossible to absorb everything presented due to volume of material. I enjoyed each day. Program very well organized. I am proud to be part of this project aunque no soy chicana. Would quality of our classroom performance diminish without central office staff. NO!"
8. "Excellent! Made me more confident for the fall. Extremely sold on the program and at the quality and dedication of the experienced Bilingual teachers."

9. "Overall it was fantastic! A lot of hard work and often a rat race. I found the teacher workshops were on the whole great! I especially enjoyed Cortes and Steinman. I have a pet peeve about listening to lectures that are not meaningful and consultants that just come to either entertain or talk on a PhD level."
10. "Best inservice yet. And for its emphasis on 4-6 grades--it could have had a still greater degree of stress. There is such a wealth of information and materials at K-3 levels that materials for this part of the workshop are never difficult to find. But we really do need to dig a little more for upper grade materials."
11. "I feel this workshop gave two good foundations:
 1. It provided consultants to speak on basic theory and techniques.
 2. It provided experienced teachers who could demonstrate actual methods of application in the classroom."
12. "Lots of material, but needed more time to digest it."
13. "Excellent"
14. "I feel that the ones I attended were of great value."
15. "Fantastic!
Great!
Informative!
Well organized!
Beautiful!"
16. "Excellent--tengo un monton de juegos, idea y cosas pare el otono."
17. "Good, great, tremendous, but so tiring! It was well worth all the time and effort I have put into Bilingual program to come away with so many new and exciting ideas. I know this sounds silly, but I can hardly wait until September!"
18. "Compact with quality--right length of time."
19. "Very Good! It will be very helpful to me in September. Very well organized and very good selection of speakers. I especially enjoyed Al Pill, Dr. Steinman, and Dr. Cortes. I was able to make many materials and hopefully to implement new ideas in September."
20. "We had some excellent speakers within in our staff. Their workshops were well organized and very well presented. All in all an excellent workshop--one of the best."
21. "Excellent. We are getting better."

22. "I thought that the interaction of both teachers and aides was great! I met alot of resourceful and helpful friendly people. I especially enjoyed the presentation of the teachers and aides. This workshop has made the coming year alot easier to face! I feel good because I've learned alot!!"
23. "Superb."
24. "Excellent new ideas were presented."
25. "This was a very good, well planned workshop. The idea of dividing grade levels was excellent. By doing this the workshop was more concentrated on grade level. I got more out of this."
26. "Very concentrated but very, very good and full of impact."
27. "Did not attend a sufficent portion to give an honest opinion. Did learn and enjoy from the time I did get to attend. Comment made to me (one I've made myself after attending workshop) not enough materials and speakers for 4-6."
28. "Good help
Painful growth
Happy interaction"
29. "This 74 Summer workshop helped me in that it provided a new insight into bilingual education. New methods, more processes for development of games and ways for using in the classroom. I feel that I now have something to get me started."
30. "I found this to be a most informative workshop and pleasant that I was able to attend. Has given me much food for thought and many great ideas to try out in my classroom."
31. "This was an excellent workshop and certainly very well organized and very educational. Two prior workshops I've attended in Texas did not prepare me as well for the coming school year as I fell this one did. I should have thanked everybody for sharing ideas with me, and I thank you Fernando for letting me attend your workshop. It is an experience that will help me become a better bilingual educator."
32. "Fantastic! The best one I've attended. Very beneficial to all of us."
33. "Great!"
34. "As a new teacher, I feel extremely lucky in all aspects."
35. "'Very hard working but worth it. Lots of new ideas to implement in class."

36. "Very well organized and comprehensive workshop. A lot of ideas to be applied in teaching. Consideration, cooperation, and help from other teachers and aides. Congratulation to all of you."
37. "Frankly, I was very impressed! I felt everyone displayed a high degree of education towards education. Each person displayed a great amount of expertise in everything they shared. I certainly fell very enthused over the total picture of bilingual/bicultural. I leave with a great respect for all the educators in the Riverside area--and hope we can keep in touch."

CONCLUSION

From the results taken from the questionnaire, the following conclusions can be made about the 1974 Summer Preservice Workshop:

1. The goal of the workshop, which was to develop instructional methods and materials relevant to Bilingual Multicultural education, was achieved at all levels of instruction.
2. The five objectives as outlined were achieved at all levels of instruction. In summary, the staff felt that the consultants, which were provided, assisted classroom teachers in better implementing bilingual/bicultural teaching techniques. The staff felt they gained a better understanding of the concerns to bilingual/bicultural education of project parents. And finally, the results again support the idea that many materials were developed by the staff during the 14-day workshop.
3. The effectiveness of many of the workshop leaders was measured at a high level by the project staff. Specifically, the project director can be more objective in identifying stronger and more informative leaders for future workshop sessions.

4. The effectiveness of the entire workshop was evaluated as good, informative, and well organized by teachers and teacher assistants.
5. The over all summer workshop was deemed successful by both teachers and teacher assistants. This conclusion re-enforced the concept that the Summer Preservice was not just "teacher orientated" or "teacher-aide orientated" but "staff orientated."
6. The success of the workshop was supported across all grade levels. The information provided in the workshops was valuable for both K-3 and 4-6 grade level teachers and teacher assistants."
7. The three guest speakers were rated as very well organized and informative by both teachers and teacher assistants.
8. The effectiveness of both the materials exhibit and the material development room was rated as extremely successful by both teachers and teacher assistants.

PHASE VI: FEEDBACK

The final phase of the evaluation system was to provide the results to all workshop participants and district level administrators.

Tables

TABLE 1
COMPOSITE MEAN (AVERAGE) SCORES FOR 27 SUMMER WORKSHOP LEADERS
AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER ASSISTANTS

<u>Group</u>	<u>Number of Responses</u>	<u>Standard Deviation</u>	<u>*Mean Score (Average)</u>
1. All Teachers	414	1.14	4.86
2. All Teacher Assistants	360	1.30	4.83
3. Teachers			
K-3	322	1.18	5.00
4-6	196	1.06	5.11
4. Teacher Assistants			
K-3	275	1.20	5.12
4-6	177	1.05	5.23

*Scale:

- 1.= Poorly Prepared with no information made available.
- 2.= Below Average very little information provided
- 3.= Adequate somewhat informative but lacked organization.

- 4.= Above average informative but needed depth.
- 5.= Good informative and well organized.
- 6.= Excellent and extremely informative.

TABLE 2

COMPOSITE MEAN (AVERAGE) AND t SCORES FOR 27 SUMMER WORKSHOP LEADERS
AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER ASSISTANTS

<u>Group</u>	<u>Number of Responses</u>	<u>Standard Deviation</u>	<u>¹Mean Scores (Average)</u>	<u>t</u>
1. Teachers	772	1.14	4.86	
2. Teacher Assistants		1.30	4.83	.34
3. Teachers K-3	516	1.18	5.00	
4-6		1.06	5.11	1.06
4. Teacher Assistants K-3	450	1.20	5.12	
4-6		1.05	5.23	.99

¹Scale:

1.= Poorly Prepared
with no information
made available.

2.= Below Average
very little information
provided.

3.= Adequate
somewhat informative
but lacked organization.

4.= Above average
informative but
needed depth.

5.= Good
informative
and well organized.

6.= Excellent
and extremely
informative.

TABLE 3

COMPOSITE MEAN (AVERAGE) AND t SCORES
FOR THE 3 GUEST SPEAKERS AT THE WORKSHOP
AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER ASSISTANTS¹

<u>Group</u>	<u>Number of Responses</u>	<u>Standard Deviation</u>	<u>²Mean Scores (Average)</u>	<u>t</u>
1. Teachers	74	.88	5.41	.022
2. Teacher Assistants	60	1.20	5.15	
3. Teachers				.002
K-3	47	.99	5.34	
4-6	32	.61	5.53	
4. Teacher Assistants				.635
K-3	43	1.20	5.27	
4-6	25	1.12	5.08	

¹The 3 Speakers Were:
Dr. Meliton Lopez
Dr. Carlos Cortes
Dr. Edward Steinman

²Scale:

1.= Poorly Prepared
with no information
made available

2.= Below Average
very little information
provided.

3.= Adequate
somewhat informative
but lacked organization.

4.= Above Average
informative but needed
depth.

5.= Good
informative and well
organized.

6.= Excellent
and extremely
informative.

TABLE 4

PERCENTAGE LEVELS AS TO THE DEGREE OF
ACCOMPLISHMENT FOR THE SUMMER WORKSHOP GOAL
AS MEASURED BY PARTICIPATING TEACHERS AND TEACHER-AIDES

GOAL:

To further develop instruction methods and materials
relevant to Bilingual/Multicultural Education

GROUPS	The Goal was achieved.	The Goal was partially achieved.	The Goal was not achieved.
1. Teachers	92%	4%	4%
2. Teacher-Aides	91%	6%	3%
3. Teachers			
K-3	100%		
4-6	100%		
4. Teacher Aides			
K-3	93%	7%	
4-6	100%		

TABLE 5

PERCENTAGES OF RESPONSES AS TO QUESTIONS RELATED TO THE
EFFECTIVENESS OF THE SUMMER PRESERVICE WORKSHOP AS
MEASURED BY TEACHERS AND TEACHER ASSISTANTS PARTICIPATING

AT THE END OF THE WORKSHOP (I)

GROUPS	Developed additional classroom materials	Was able to review teacher-made and commercial bilingual materials.	Was able to gain a better understanding of the needs of parents as relative to the bilingual program.	Felt that this preservice workshop provided me ideas that I could implement in September.
1. Teachers	100%	97%	97%	100%
2. Teacher Assistants	100%	100%	95%	100%
3. Teachers				
K-3	100%	94%	100%	100%
4-6	100%	100%	91%	100%
4. Teacher Assistants				
K-3	100%	100%	93%	100%
4-6	100%	100%	100%	100%

TABLE 6
PERCENTAGES FOR TEACHERS ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher X Teacher Aide
Grade Level: K-3 4-6

How well was the goal of the pre-service accomplished?

Goal To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

<u>92%</u> The goal was achieved.	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
<u>4%</u> The goal was partially achieved.			
<u>4%</u> The goal was not achieved.			
<u>OBJECTIVES</u>			
1. To provide consultants with specialized help to assist classroom teachers in better implementing bilingual education.	89%	11%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	87%	3%	
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.	83%	17%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.	100%		
5. To gain some understanding from project-teachers as they relate their concerns about bilingual/bicultural education.	80%	20%	

Please evaluate the consultants on the following scale:

1	Poorly Prepared with no information made available.	4	Above Average informative but needed depth
2	Below Average very little information provided.	5	Good informative and well organized
3	Adequate somewhat informative but lacked organization	6	Excellent and extremely informative

	1	2	3	4	5	6
1. Mr. Mel Lopez	_____	_____	<u>5%</u>	<u>10%</u>	<u>55%</u>	<u>30%</u>
2. Dr. Carmen Sadek	_____	<u>50%</u>	<u>5%</u>	<u>10%</u>	<u>50%</u>	<u>30%</u>
3. Dr. Richard Barrutia	_____	<u>8%</u>	<u>25%</u>	<u>17%</u>	<u>33%</u>	<u>17%</u>
4. Dr. Walter Oliver	_____	_____	<u>5%</u>	<u>11%</u>	<u>53%</u>	<u>11%</u>
5. Mr. Al Pill	_____	<u>48%</u>	<u>4%</u>	<u>20%</u>	<u>56%</u>	<u>20%</u>
6. Mr. Juan Iezama	_____	<u>4%</u>	<u>4%</u>	<u>7%</u>	<u>44%</u>	<u>41%</u>
7. Mr. Warren Jones	_____	_____	<u>20%</u>	<u>13%</u>	<u>27%</u>	<u>40%</u>
8. Mrs. Janice Ulloa	_____	_____	<u>9%</u>	<u>9%</u>	<u>27%</u>	<u>55%</u>
9. Mrs. Ponce/ Antonia Armendarez	<u>20%</u>	<u>7%</u>	<u>7%</u>	<u>33%</u>	<u>13%</u>	<u>20%</u>
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	_____	_____	_____	<u>20%</u>	<u>35%</u>	<u>50%</u>
11. Mrs. Lupe Escamilla	_____	_____	_____	<u>13%</u>	<u>38%</u>	<u>38%</u>
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	_____	_____	_____	_____	<u>45%</u>	<u>55%</u>
13. Mr. Carlos Cortez	_____	_____	<u>3%</u>	_____	<u>45%</u>	<u>61%</u>
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	_____	_____	_____	_____	<u>17%</u>	<u>86%</u>
15. Ms. Julie Bushard/Vera Harrison	_____	_____	_____	_____	<u>6%</u>	<u>94%</u>
16. Mr. Warren Jones/Math Workshop	_____	<u>18%</u>	<u>9%</u>	<u>36%</u>	<u>9%</u>	<u>27%</u>

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	_____	_____	_____	<u>8%</u>	<u>23%</u>	<u>62%</u>
18. Mrs. Celestina Martinez/Panel Discussion	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
19. Al McClutchee/Santana Representative	<u>4%</u>	<u>4%</u>	<u>12%</u>	<u>24%</u>	<u>36%</u>	<u>20%</u>
20. Marina Mosqueda ESL/SSL Techniques	<u>5%</u>	_____	_____	<u>10%</u>	<u>40%</u>	<u>45%</u>
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
22. Miss Diana Valenzuela/Miss Ramona Casillas	<u>7%</u>	_____	<u>7%</u>	<u>14%</u>	<u>36%</u>	<u>36%</u>
23. Mr. Vince Racosky/Western Audio Visual	_____	<u>4%</u>	_____	<u>16%</u>	<u>44%</u>	<u>36%</u>
24. <u>Project Visitations</u>						
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	<u>5%</u>	<u>5%</u>	<u>40%</u>	<u>50%</u>
2. Follow-Through Staff	<u>15%</u>	<u>15%</u>	<u>15%</u>	<u>13%</u>	<u>30%</u>	<u>30%</u>
25. Miss Rita Martinez/Parent Panel	_____	<u>10%</u>	<u>10%</u>	<u>24%</u>	<u>43%</u>	<u>10%</u>
26. Dr. Edward Steirman	<u>4%</u>	_____	_____	<u>7%</u>	<u>25%</u>	<u>64%</u>
27. Vera Harrison/Lucille Ahumada/Esther Rodriguez/Elsie Soma/Parent Workshop	_____	<u>9%</u>	_____	<u>9%</u>	<u>27%</u>	<u>55%</u>

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

4. At the completion of the workshop (1)	Yes	No
... developed additional classroom materials	<u>100%</u>	_____
... was able to review teacher-made and commercial bilingual materials.	<u>97%</u>	3%
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	<u>100%</u>	_____
... felt that this preservice workshop provided me ideas that I could implement in September.	<u>100%</u>	_____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 7
PERCENTAGES FOR TEACHER AIDES ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
 BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
 JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE:

Please check:

Teacher: _____ Teacher Aide X
 Grade Level: _____ K-3 _____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

<u>91%</u> The goal was achieved.	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
<u>6%</u> The goal was partially achieved.			
<u>3%</u> The goal was not achieved.			
<u>OBJECTIVES</u>			
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	86%	14%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	79%	21%	
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.	88%	6%	6%
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.	76%	19%	5%
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.	83%	17%	

Please evaluate the consultants on the following scale:

1 Poorly Prepared
with no information
made available.

4 Above Average
informative but needed
depth

2 Below Average
very little information
provided.

5 Good
informative and well
organized

3 Adequate
somewhat informative
but lacked organization

6 Excellent
and extremely
informative

	1	2	3	4	5	6
1. Dr. Mel Lopez	_____	<u>16%</u>	_____	<u>11%</u>	<u>32%</u>	<u>42%</u>
2. Dr. Carmen Sadek	_____	_____	_____	<u>9%</u>	<u>27%</u>	<u>64%</u>
3. Dr. Richard Barrutia	_____	_____	<u>9%</u>	<u>9%</u>	<u>36%</u>	<u>45%</u>
4. Dr. Walter Oliver	<u>12%</u>	<u>12%</u>	<u>41%</u>	_____	<u>6%</u>	<u>29%</u>
5. Mr. Al Pill	<u>4%</u>	_____	<u>9%</u>	<u>9%</u>	<u>32%</u>	<u>45%</u>
6. Mr. Jua1 Lezama	_____	<u>4%</u>	<u>9%</u>	<u>4%</u>	<u>18%</u>	<u>64%</u>
7. Mr. Warren Jones	<u>8%</u>	<u>16%</u>	_____	<u>17%</u>	<u>33%</u>	<u>25%</u>
8. Mrs. Junice Ulloa	_____	<u>5%</u>	_____	<u>5%</u>	<u>24%</u>	<u>67%</u>
9. Mrs. Ponce/ Antonia Armendarez	<u>18%</u>	_____	_____	<u>17%</u>	<u>29%</u>	<u>35%</u>
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	_____	_____	<u>7%</u>	<u>23%</u>	<u>15%</u>	<u>54%</u>
11. Mrs. Lupe Escamilla	_____	_____	<u>6%</u>	<u>24%</u>	<u>29%</u>	<u>41%</u>
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	_____	_____	_____	<u>15%</u>	<u>40%</u>	<u>45%</u>
13. Dr. Carlos Cortez	_____	<u>4%</u>	_____	<u>9%</u>	<u>17%</u>	<u>70%</u>
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	_____	<u>6%</u>	_____	_____	<u>15%</u>	<u>85%</u>
15. Ms. Julie Bushard/Vera Harrison	_____	_____	_____	<u>6%</u>	<u>20%</u>	<u>67%</u>
16. Mr. Warren Jones/Math Workshop	<u>25%</u>	_____	<u>13%</u>	<u>13%</u>	<u>38%</u>	<u>13%</u>

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	_____	_____	_____	_____	<u>33%</u>	<u>67%</u>
18. Mrs. Celestina Martinez/Panel Discussion	_____	_____	<u>9%</u>	_____	_____	<u>91%</u>
19. Al McClutche/Santana Representative	<u>6%</u>	<u>6%</u>	<u>19%</u>	<u>19%</u>	<u>44%</u> <u>50%</u>	<u>6%</u>
20. Marina Mosqueda ESL/SSL Techniques	_____	_____	<u>7%</u>	_____	_____	<u>43%</u>
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	<u>8%</u>	<u>15%</u>	<u>77%</u> <u>13%</u>
22. Miss Diana Valenzuela/Miss Ramona Casillas	_____	<u>7%</u>	<u>20%</u>	<u>13%</u>	<u>47%</u>	<u>57%</u>
23. Mr. Vince Racosky/Western Audio Visual	_____	_____	<u>17%</u>	<u>9%</u>	<u>17%</u>	_____
24. <u>Project Visitations</u>						
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	_____	<u>13%</u>	<u>31%</u>	<u>56%</u>
2. Follow-Through Staff	_____	_____	<u>17%</u>	<u>28%</u>	<u>17%</u>	<u>39%</u>
25. Miss Rita Martinez/Parent Panel	_____	_____	_____	<u>16%</u>	<u>32%</u>	<u>53%</u>
26. Dr. Edward Steirman	_____	<u>6%</u>	<u>6%</u>	<u>18%</u>	<u>24%</u>	<u>47%</u>
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	_____	_____	_____	<u>8%</u>	<u>8%</u>	<u>85%</u>

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

3. At the completion of the workshop (I)	Yes	No
... developed additional classroom materials	<u>100%</u>	<u> </u>
... was able to review teacher-made and commercial bilingual materials.	<u>100%</u>	<u> </u>
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	<u>95%</u>	<u>5%</u>
... felt that this preservice workshop provided me ideas that I could implement in September.	<u>100%</u>	<u> </u>

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 8
PERCENTAGES FOR K-3 TEACHERS ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
 BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
 JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher X Teacher Aide
 Grade Level: X K-3 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

- 100% The goal was achieved.
 The goal was partially achieved.
 The goal was not achieved.

OBJECTIVES

	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	88%	12%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	93%	7%	
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.	88%	12%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.	100%		
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.	87%	13%	

Please evaluate the consultants on the following scale:

- | | | | |
|--|--|--|---|
| <p>1
—</p> <p>2
—</p> <p>3
—</p> | <p>Poorly Prepared
with no information
made available.</p> <p>Below Average
very little information
provided.</p> <p>Adequate
somewhat informative
but lacked organization</p> | <p>4
—</p> <p>5
—</p> <p>6
—</p> | <p>Above Average
informative but needed
depth</p> <p>Good
informative and well
organized</p> <p>Excellent
and extremely
informative</p> |
|--|--|--|---|

	1	2	3	4	5	6
1. Dr. Mel Lopez	—	—	<u>8%</u>	<u>8%</u>	<u>46%</u>	<u>38%</u>
2. Dr. Carmen Sadek	—	<u>1%</u>	—	<u>13%</u>	<u>48%</u>	<u>38%</u>
3. Dr. Richard Barrutia	—	—	—	<u>100%</u>	<u>(n=1)</u>	
4. Dr. Walter Oliver	—	—	<u>17%</u>	—	<u>50%</u>	<u>33%</u>
5. Mr. Al Pill	—	—	<u>2%</u>	<u>2%</u>	<u>71%</u>	<u>24%</u>
6. Mr. Jual Lezama	—	—	—	<u>25%</u>	<u>50%</u>	<u>25%</u>
7. Mr. Warren Jones	—	—	<u>40%</u>	—	<u>50%</u>	<u>40%</u>
8. Mrs. Janice Ulloa	—	—	<u>20%</u>	—	<u>40%</u>	<u>40%</u>
9. Mrs. Ponce/ Antonia Armendarez	<u>22%</u>	<u>11%</u>	<u>11%</u>	<u>33%</u>	—	<u>22%</u>
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	—	—	<u>6%</u>	<u>24%</u>	<u>29%</u>	<u>41%</u>
11. Mrs. Lupe Escamilla	—	—	<u>7%</u>	<u>20%</u>	<u>33%</u>	<u>40%</u>
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	—	—	—	—	<u>47%</u>	<u>53%</u>
13. Dr. Carlos Cortez	—	—	<u>5%</u>	—	<u>24%</u> <u>18%</u>	<u>71%</u> <u>82%</u>
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	—	—	—	—	—	—
15. Ms. Julie Bushard/Vera Harrison	—	—	—	—	<u>8%</u>	<u>92%</u>
16. Mr. Warren Jones/Math Workshop	—	—	—	—	<u>100%</u>	<u>(N=2)</u>

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
18. Mrs. Celestina Martinez/Panel Discussion	<u>11%</u>	_____	_____	_____	<u>44%</u>	<u>44%</u>
19. Al McClutchey/Santana Representative	<u>6%</u>	_____	<u>19%</u>	<u>31%</u>	<u>38%</u>	<u>69%</u>
20. Marina Mosqueda ESL/SSL Techniques	<u>7%</u>	_____	_____	<u>14%</u>	<u>43%</u>	<u>36%</u>
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
22. Miss Diana Valenzuela/Miss Ramona Casillas	<u>7%</u>	_____	_____	<u>15%</u>	<u>46%</u>	<u>31%</u>
23. Mr. Vince Racosky/Western Audio Visual	_____	_____	<u>20%</u>	<u>13%</u>	<u>40%</u>	<u>27%</u>
24. <u>Project Visitations</u>						
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	_____	<u>9%</u>	<u>45%</u>	<u>45%</u>
2. Follow-Through Staff	<u>7%</u>	<u>14%</u>	<u>7%</u>	<u>14%</u>	<u>21%</u>	<u>36%</u>
25. Miss Rita Martinez/Parent Panel	_____	<u>13%</u>	<u>4%</u>	<u>22%</u>	<u>36%</u>	<u>17%</u>
26. Dr. Edward Steinman	<u>6%</u>	_____	_____	<u>6%</u>	<u>38%</u>	<u>56%</u>
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	_____	<u>29%</u>	_____	_____	<u>14%</u>	<u>57%</u>

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

4. At the completion of the workshop (1)	Yes	No
... developed additional classroom materials	<u>100%</u>	<u>0%</u>
... was able to review teacher-made and commercial bilingual materials.	<u>94%</u>	<u>6%</u>
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	<u>100%</u>	<u>0%</u>
... felt that this preservice workshop provided me ideas that I could implement in September.	<u>100%</u>	<u>0%</u>

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 9
PERCENTAGES FOR 4-6 TEACHER ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher X Teacher Aide
Grade Level: K-3 X 4-6

How well was the goal of the pre-service accomplished?

Goal to further develop instructional methods and materials relevant to Bilingual/Multicultural education.

	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
<u>100%</u> The goal was achieved.			
<u> </u> The goal was partially achieved.			
<u> </u> The goal was not achieved.			
<u>OBJECTIVES</u>			
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	80%	20%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	100%		
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.	75%	25%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.	100%		
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.	82%	18%	

Please evaluate the consultants on the following scale:

- | | | | |
|---|---|---|--|
| 1 | Poorly Prepared
with no information
made available. | 4 | Above Average
informative but needed
depth |
| 2 | Below Average
very little information
provided. | 5 | Good
informative and well
organized |
| 3 | Adequate
somewhat informative
but lacked organization | 6 | Excellent
and extremely
informative |

	1	2	3	4	5	6
1. Dr. Mel Lopez	_____	_____	_____	10%	70%	20%
2. Dr. Carmen Sadek	_____	_____	_____	_____	67%	33%
3. Dr. Richard Barrutia	_____	10%	30%	20%	20%	20%
4. Dr. Walter Oliver	_____	_____	_____	25%	75%	_____
5. Mr. Al Pill	_____	_____	_____	43%	43%	14%
6. Mr. Jua Iezama	_____	_____	_____	_____	33%	67%
7. Mr. Warren Jones	_____	11%	22%	11%	22%	33%
8. Mrs. Janice Ulloa	_____	_____	10%	20%	20%	50%
9. Mrs. Ponce/ Antonia Armendarez	20%	_____	_____	_____	40%	40%
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	_____	_____	_____	_____	50%	50%
11. Mrs. Lupe Escamilla	_____	_____	_____	_____	50%	50%
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	_____	_____	_____	20%	40%	40%
13. Dr. Carlos Cortez	_____	_____	_____	_____	27%	73%
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	_____	_____	_____	_____	33%	67%
15. Ms. Jattie Bushard/Vera Harrison	_____	_____	_____	_____	_____	100%
16. Mr. Warren Jones/Math Workshop	_____	18%	9%	45%	_____	27%

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	_____	_____	_____	<u>9%</u>	<u>18%</u>	<u>73%</u>
18. Mrs. Celestina Martinez/Panel Discussion	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
19. Al McClutche/Santana Representative	_____	_____	_____	<u>22%</u>	<u>33%</u>	<u>44%</u>
20. Marina Mosqueda ISL/SSL Techniques	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	_____	<u>44%</u>	<u>56%</u>
22. Miss Diana Valenzuela/Miss Ramona Casillas	_____	_____	_____	_____	<u>100%</u>	_____
23. Mr. Vince Racosky/Western Audio Visual	_____	_____	_____	_____	<u>63%</u>	<u>63%</u>
24. <u>Project Visitations</u>						
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	<u>9%</u>	<u>18%</u>	<u>27%</u>	<u>45%</u>
2. Follow-Through Staff	<u>11%</u>	_____	<u>11%</u>	<u>22%</u>	<u>33%</u>	<u>22%</u>
25. Miss Rita Martinez/Parent Panel	_____	_____	_____	_____	<u>33%</u>	<u>67%</u>
26. Dr. Edward Steinman	_____	_____	_____	<u>9%</u>	<u>9%</u>	<u>82%</u>
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	_____	_____	_____	<u>20%</u>	<u>40%</u>	<u>40%</u>

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

... at the completion of the workshop (1)	Yes	100%
... developed additional classroom materials	<u>100%</u>	
... was able to review teacher-made and commercial bilingual materials.	<u>100%</u>	
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	<u>91%</u>	<u>9%</u>
... felt that this preservice workshop provided me ideas that I could implement in September.	<u>100%</u>	

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 10
PERCENTAGE FOR K-3 TEACHER AIDES ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

PIVERDIE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE:

Please check:

Teacher _____ Teacher Aide X
Grade Level: X K-3 _____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

 93% The goal was achieved.
 7% The goal was partially achieved.
_____ The goal was not achieved.

The Objective was achieved
The Objective was partially achieved
The objective was not achieved

OBJECTIVES

1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.
2. To develop additional classroom materials relative to bilingual/multicultural education.
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.

77%	23%
79%	21%
86%	14%
77%	23%
77%	23%

Please evaluate the consultants on the following scale:

<u>1</u>	Poorly Prepared with no information made available.	<u>4</u>	Above Average informative but needed depth
<u>2</u>	Below Average very little information provided.	<u>5</u>	Good informative and well organized
<u>3</u>	Adequate somewhat informative but lacked organization	<u>6</u>	Excellent and extremely informative

	1	2	3	4	5	6
1. Dr. Mel Lopez	_____	<u>17%</u>	<u>8%</u>	<u>8%</u>	<u>42%</u>	<u>25%</u>
2. Dr. Carmen Sadek	_____	_____	_____	<u>12%</u>	<u>24%</u>	<u>65%</u>
3. Dr. Richard Barrutia	_____	_____	_____	<u>33%</u>	_____	<u>67%</u>
4. Dr. Walter Oliver	<u>9%</u>	_____	<u>27%</u>	<u>18%</u>	<u>8%</u>	<u>36%</u>
5. Mr. Al Pill	<u>8%</u>	_____	<u>8%</u>	<u>15%</u>	<u>23%</u>	<u>46%</u>
6. Mr. Jual Iezama	<u>17%</u>	<u>17%</u>	_____	<u>17%</u>	<u>17%</u>	<u>50%</u>
7. Mr. Warren Jones	<u>34%</u>	_____	<u>11%</u>	<u>11%</u>	<u>36%</u>	<u>33%</u>
8. Mrs. Janice Ulloa	_____	_____	<u>8%</u>	<u>18%</u>	<u>36%</u>	<u>64%</u>
9. Mrs. Ponce/ Antonia Armendarez	<u>33%</u>	_____	<u>11%</u>	<u>11%</u>	<u>22%</u>	<u>22%</u>
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	_____	_____	<u>9%</u>	<u>18%</u>	<u>36%</u>	<u>36%</u>
11. Mrs. Lupe Escamilla	_____	_____	_____	<u>38%</u>	<u>15%</u>	<u>46%</u>
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	_____	_____	_____	<u>21%</u>	<u>43%</u>	<u>43%</u>
13. Dr. Carlos Cortez	_____	<u>8%</u>	_____	<u>8%</u>	_____	<u>85%</u>
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	_____	_____	_____	<u>8%</u>	<u>15%</u>	<u>77%</u>
15. Ms. Julie Bushard/Vera Harrison	_____	_____	_____	_____	<u>25%</u>	<u>75%</u>
16. Mr. Warren Jones/Math Workshop	_____	_____	_____	_____	_____	<u>100%</u>

	1	2	3	4	5
17. Mrs. Barbara Sirney	_____	_____	_____	_____	<u>50%</u> <u>50%</u>
18. Mrs. Celestina Martinez/Panel Discussion	_____	_____	_____	_____	<u>100%</u>
19. Al McClutchey/Santa Ana Representative	<u>13%</u>	_____	<u>13%</u>	<u>50%</u>	<u>25%</u>
20. Marina Mosqueda ESL/SSL Techniques	_____	_____	_____	<u>10%</u>	<u>40%</u> <u>50%</u>
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	<u>25%</u>	<u>75%</u>
22. Miss Diana Valenzuela/Miss Ramona Casillas	_____	_____	<u>23%</u>	<u>8%</u>	<u>54%</u> <u>15%</u>
23. Mr. Vince Racosky/Western Audio Visual	_____	_____	<u>21%</u>	<u>14%</u>	<u>7%</u> <u>50%</u>
24. <u>Project Visitations</u>					
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	_____	<u>13%</u>	<u>13%</u> <u>75%</u>
2. Follow-Through Staff	_____	_____	<u>11%</u>	<u>33%</u>	<u>22%</u> <u>33%</u>
25. Miss Rita Martinez/Parent Panel	_____	_____	_____	_____	<u>33%</u> <u>67%</u>
26. Dr. Edward Steinman	_____	_____	<u>13%</u>	<u>13%</u>	<u>25%</u> <u>50%</u>
27. Vera Harrison/Lucille Ahumada/Esther Rodriquez/Elsie Soma/Parent Workshop	_____	_____	_____	_____	<u>100%</u>

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

At the completion of the workshop, (I)	Yes	No
... developed additional classroom materials	<u>100%</u>	---
... was able to review teacher-made and commercial bilingual materials.	<u>100%</u>	---
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	<u>93%</u> <u>100%</u>	<u>7%</u>
... felt that this preservice workshop provided me ideas that I could implement in September.	---	---

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

TABLE 11
PERCENTAGES FOR 4-6 TEACHER AIDES ONLY
ON WORKSHOP LEADERS AND OBJECTIVE ATTAINMENT

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher _____ Teacher Aide X
Grade Level: _____ K-3 X 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

100% The goal was achieved.

_____ The goal was partially achieved.

_____ The goal was not achieved.

OBJECTIVES

	The Objective was achieved	The Objective was partially achieved	The objective was not achieved
1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.	83%	17%	
2. To develop additional classroom materials relative to bilingual/multicultural education.	80%	20%	
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.	83%	17%	
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.	83%	17%	
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.	80%	20%	

Please evaluate the consultants on the following scale:

- | | |
|---|--|
| <p><u>1</u> Poorly Prepared
with no information
made available.</p> | <p><u>4</u> Above Average
informative but needed
depth</p> |
| <p><u>2</u> Below Average
very little information
provided.</p> | <p><u>5</u> Good
informative and well
organized</p> |
| <p><u>3</u> Adequate
somewhat informative
but lacked organization</p> | <p><u>6</u> Excellent
and extremely
informative</p> |

	1	2	3	4	5	6
1. Dr. Mel Lopez	_____	_____	_____	<u>13%</u>	<u>38%</u>	<u>50%</u>
2. Dr. Carmen Sadek	_____	_____	<u>9%</u>	_____	_____	<u>100%</u>
3. Dr. Richard Barrutia	_____	_____	<u>33%</u>	_____	<u>64%</u>	<u>27%</u>
4. Dr. Walter Oliver	_____	_____	_____	_____	<u>33%</u>	<u>33%</u>
5. Mr. Al Pill	_____	_____	_____	_____	<u>33%</u>	<u>56%</u>
6. Mr. Jua1 Iezama	_____	<u>10%</u>	_____	_____	<u>10%</u>	<u>80%</u>
7. Mr. Warren Jones	_____	_____	_____	<u>25%</u>	<u>63%</u>	<u>13%</u>
8. Mrs. Janice Ulloa	_____	_____	_____	_____	<u>44%</u>	<u>56%</u>
9. Mrs. Ponce/ Antonia Armendarez	_____	_____	_____	_____	_____	<u>100%</u>
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	_____	_____	_____	_____	_____	<u>100%</u>
11. Mrs. Lupe Escamilla	_____	_____	_____	_____	_____	<u>100%</u>
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	_____	_____	_____	_____	<u>57%</u>	<u>43%</u>
13. Dr. Carlos Cortez	_____	_____	_____	_____	<u>50%</u>	<u>50%</u>
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	_____	_____	_____	_____	<u>14%</u>	<u>86%</u>
15. Ms. Julie Bushard/Vera Harrison	_____	<u>50%</u>	_____	_____	_____	<u>50%</u>
16. Mr. Warren Jones/Math Workshop	<u>13%</u>	_____	<u>25%</u>	<u>13%</u>	<u>50%</u>	_____

	1	2	3	4		
17. Mrs. Barbara Sirney	_____	_____	_____	_____	<u>29%</u>	<u>57%</u>
18. Mrs. Celestina Martinez/Panel Discussion	_____	_____	<u>33%</u>	_____	_____	<u>67%</u>
19. Al McClutchee/Santana Representative	_____	_____	<u>14%</u>	_____	<u>71%</u>	<u>14%</u>
20. Marina Mosqueda ESL/SSL Techniques	_____	_____	<u>33%</u>	_____	<u>33%</u>	<u>33%</u>
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	_____	_____	<u>100%</u>
22. Miss Diana Valenzuela/Miss Ramona Casillas	<u>50%</u>	_____	_____	<u>50%</u>	_____	_____
23. Mr. Vince Racosky/Western Audio Visual	_____	_____	_____	_____	<u>38%</u>	<u>63%</u>
24. <u>Project Visitations</u>						
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	_____	<u>14%</u>	<u>57%</u>	<u>29%</u>
2. Follow-Through Staff	_____	_____	_____	<u>25%</u>	<u>13%</u>	<u>38%</u>
25. Miss Rita Martinez/Parent Panel	_____	_____	<u>25%</u>	_____	<u>33%</u>	<u>67%</u>
26. Dr. Edward Steinman	_____	<u>13%</u>	_____	<u>25%</u>	<u>25%</u>	<u>38%</u>
27. Vera Harrison/Lucille Ahumada/Esther Rodriguez/Elsie Soma/Parent Workshop	_____	_____	_____	<u>33%</u>	<u>33%</u>	<u>67%</u>

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

4. At the completion of the workshop (1)	Yes	No
... developed additional classroom materials	<u>100%</u>	_____
... was able to review teacher-made and commercial bilingual materials.	<u>100%</u>	_____
... was able to gain a better understanding of the needs of parents as relative to the bilingual program.	<u>100%</u>	_____
... felt that this preservice workshop provided me ideas that I could implement in September.	<u>100%</u>	_____

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

Appendix

7

OFFICE OF RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

4015 LEMON STREET, P.O. BOX 868
RIVERSIDE, CALIFORNIA 92502

TELEPHONE (714) 787-2901



DON F. KENNY	- Superintendent	(714) 787-6311
BROOKS P. COLEMAN	- Assoc. Supt., Administration & Business Services	(714) 787-6158
LOUIS S. BARBER	- Asst. Supt., Special Schools & Special Services	(714) 787-6400
BARBARA PROVOST	- Asst. Supt., Educational Services	(714) 787-6300

May 23, 1974

TO: Project Unidos Staff Members

FROM: Fernando Worrell, Title VII Director

RE: 1974 Summer Preservice Workshop

We are again closing out another school year, but not without promoting Bilingual Education beyond our own classrooms. Project Unidos, during the 1973-74 school year, has sponsored various workshops, together with a highly successful Bilingual/Multicultural Conference for teachers, administrators and parents who desired additional information about Bilingual Education. Considering the change in Directors and the addition of new central staff personnel, I feel that this year has been the most productive during the four year funding history of the project in the promotion of bilingual/multicultural education. I feel that many project teachers and aides throughout the five school districts have developed confidence in developing and presenting bilingual teaching materials to our own staff as well as other teachers.

Our Parent Advisory Committee has had strong participation from four of the five school districts throughout the year. The individual school parent clubs have organized many activities under the banner of bilingual education. We are now in the final planning stages of organizing the 1974 summer pre-service workshop.

This summer the focus of the preservice workshop will be DEVELOPMENT OF MATERIALS. The summer workshop will be held at University Heights Middle School in Riverside Unified School District starting on June 24 and ending July 12. Workshop leaders include Dr. Carmen Sadek, Dr. Richard Barrutia, Juan Lezama, Dr. Carlos Cortez, Dr. Mel Lopez (remember him), along with approximately 17 Project Unidos teachers giving workshops. Included in the workshop will be Project visitations from the Bicep and Follow-Through Staffs. The development of such an exciting preservice must be credited to a group of teachers and aides who formulated an advisory committee in providing me with feed-back for the design of the entire workshop. An agenda of the summer workshop outlining time, location and leaders will be sent to each teacher and aide in Project Unidos within the next two weeks. The entire preservice is open to everyone and anyone who has had an interest in bilingual/multicultural education, although only those directly involved in Project Unidos and the staff from Longfellow Elementary School will be able to receive college credits for attendance. Attendance is mandatory for all

County Board of Education Members

Project Unidos staff; and arrangements for non-attendance must be cleared through the director. A stipend of \$210.00 per participant will be available for Project Unidos teachers and aides.

In closing, I want to thank all teachers and aides who have spent extra time and effort in promoting bilingual education. For those teachers and aides not returning next year, we wish them the best of luck and hope they will continue to support bilingual instruction. And for those of us returning.....see you at University Heights Middle School.

Sincerely,

TERMINDO

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
4015 Lemon Street/P.O. Box 803
Riverside, CA 92502

Name _____
Indicate teacher/side

_____ school/district

NEED ASSESSMENT SURVEY

STRUCTURE FOR 1974 SUMMER WORKSHOP

In order to better structure our summer workshop to your individual needs, please complete the following statements:

1. I am a 1st 2nd 3rd 4th 5th year teacher in Project Unidos.
circle one
2. I would like to see a 1 2 3 4 5 week workshop this summer.
circle one
3. My suggestion for the summer workshop starting date is _____
month and day and ending on _____
month and day
4. Four areas that I feel should definitely be included in our summer workshop are the following:
 - A. _____
 - B. _____
 - C. _____
 - D. _____
 - E. _____
5. Four areas that I feel would be a waste of time and should NOT be included in the summer workshop are the following:
 - A. _____
 - B. _____
 - C. _____
 - D. _____

6. I would like to see us bring in consultants (specialists) in the following area: _____

7. I would like to see us use some of our own teachers as possible consultants in the following areas: _____

8. I would be willing to conduct a workshop for _____ days this summer in the following area: _____
no. of days

_____ area _____ your signature

10. If you were to be the person responsible for structuring the workshop, what general plan would you like to see being used (state time of day you would start and end, also some idea as to having teachers and aides be together or seprate for instruction, etc.

11. Please state any other idea or concern relating specifically to the summer workshop:

DEADLINE DATE: MARCH 15

The following items were taken from the questionnaire sent to Title VII teachers and aides. It is reflected of pre-service summer workshop needs and necessary for its planning. Some grouping has been done for each question.

2. I would like to see a 1 2 3 4 5 week workshop this summer.

Priority Ranking

- 1st. 3 weeks
- 2nd. 2 weeks
- 3rd. 4 weeks

3. My suggestion for the summer workshop starting date and ending date.

- June 15 - July 15 = 4 weeks
- June 17 - July 19 = 4 weeks
- June 17 - July 5 = 3 weeks
- June 17 - June 28 = 2 weeks
- 6 - 17 June 28 = 1 weeks
- June 15 - July 7 = 3 weeks
- June 24 - July 26 = 5 weeks
- June 24 - July 5 = 2 weeks
- June 24 - July 6
- June 24 - July 12 = 3 weeks
- July 1 - July 12 = and 3 weeks for new teachers and aides

4. Four areas that I feel should definitely be included in our summer workshop.

Cultural

- 1. Dancing
- 2. Cultural Unit Ideas
- 3. Traditional Mexican Art Forms
- 4. Music for Classroom: Spanish Songs and Anthology
- 5. Cultural Units
- 6. Cultural Art Ideas (not just Mexican)

E.S.L.

1. ESL Activities
2. Develop the H-200 Activities and Train Aides
3. H-200

Testing and Evaluation

1. Objectives and Tests
2. Criterion Objectives and Tests
3. Spanish Tests Need to be Reviewed Again
4. Review of our Objectives and Tests
5. Review of Testing Material

Materials Development

1. Making Games and Materials
2. Show and Tell of Teacher Made Plans and Material
3. Including Worktime to Prepare Learning Center Material

Spanish

1. Time to Work on Publishing Our Own Materials for Title VII
2. Time to Work Together (Teacher and Aide) to Plan an Overview or Long Range Objectives and Goals in Spanish
3. Teachers and Aides Given Lessons on Correct Spanish Usage
4. From Our Staff, Choose Curriculum Writers, Especially for Spanish Lessons
5. Development of Games in Spanish Activities Mainly
6. Develop a List of Reading Skills for Spanish Reading

Teaching Spanish Reading

1. Teaching Spanish Reading
2. Put Together a Continuing Program for Teaching Spanish (to Spanish and Anglo Children) from K - to Whatever We Have in the Project
3. Use of Materials ie., Spanish Role Kit

Math

1. Math Concepts 1-6
2. Math Instruction in Spanish
3. Modern Math for Aides
4. Some Metric System Instruction: English and Spanish

Miscellaneous

1. Sharing Bilingual Reading Approaches and Activities
2. Someone to Teach Games and Songs
3. Curriculum Planning within the School
4. Return of Juan Lezama, Galvez
5. Time for Planning on a per school basis
6. Return of fellow with "center" material
7. Learning Games
8. Bilingual Reading Activities
9. From our staff, choose a group of teachers for "Games for L.A. and Math"
10. Dual-Language Approach
11. Ways to include entire school in Bilingual-Bicultural Activities
12. Creative Writing-Roach Van Allen and Others
13. More Language Techniques-Spanish and English
14. Develop a Complete Program with the Language Master in Spanish and English
15. Phonetic Course in English Reading
16. Parent and Community Involvement
17. More Constructive Ideas for Language Center Equipment (Language Master, etc.)

5. Four areas that I feel would be a waste of time and should NOT be included in the summer workshop.

1. Linguistics
2. Dual Model Approach
3. Learning Centers for K-3
4. Sensitivity Training
5. Academic Linguistic
6. Community Involvement
7. Inquiry Methods

8. Long Meetings and Discussion
9. Films
10. Teachers should begin classes first thing, instead of waiting for speaker to introduce the morning
11. Testing
12. Chicano Revolution (drummed to death)
13. How about Universal Ideas for People, all Cultures living together
14. Sutherland Materials
15. Structural Analysis of Spanish
16. Linguistics for Speech Therapist
17. Two days of reviewing new material
18. No more Math Instruction
19. No more Linguistic Instruction except perhaps for incoming teachers and aides

6. I would like to see us bring in consultants (specialists) in the following areas.

1. Jim Coleman: Games
2. Bob Prutsman: Dramatics: Creative Ideas for Learning Centers
3. Avon Gillespie: Music
4. Ways to effectively teach ESL and SSL
5. Marilyn Bramley
6. Javier Galvez
7. Joe Gray
8. Reading
9. Educational Games
10. Juan Lezama: Dual Model
11. Linguistics
12. Dr. Chalmer-Math (UCR)
13. Testing
14. Teaching Spanish Reading
15. Janov-Primer Esalin Institute Pep.
16. Van Schiver
17. Olga Ponce Fungerson: Mexican Art

7. I would like to see us use some of our own teachers as possible consultants in the following areas:

1. Reading: English and Spanish
 2. Unit and Center Development -Chenta Quintana, Marina Mosqueda
 3. Learning Centers
 4. Cultural Units
 5. Reading Specialist
 6. Teacher Made Games
 7. Centers, Games, Rhythms
 8. Games
 9. Parent-Relationships
 10. Reading Materials-Spanish Lessons
 11. Development of Curriculum
 12. Spanish Games
 13. How to use the Dual Model Approach
- For benefit of Anglo teachers, specific information on differences in value between Chicano and Anglo Cultures, perhaps implemented by role-playing among ourselves.

8. I would be willing to conduct a workshop this summer:

1. Barbara Sirney:Upper Grade Learning
2. Julie Bushard
3. Wanda Sotelo
4. Maria Martyn:Writing and Reading Materials in Spanish

10. If you were to be the person responsible for structuring the workshop, what general plan would you like to see being used (state time of day you would start and end; also some idea as to having teachers and aides together or seperate for instruction, etc.

1. 8:00 - 12:00 (Aides & Teachers together) Over 5 weeks. If additional time is necessary for workshops for teachers only or for aides only, this could be done in afternoons.
2. 8:00 - 12:30 By afternoon it's hot, we're tired and little is accomplished.

2. 8:00 - 12:30 For most part, aides work in some areas as teachers so would need similar exposure.
3. 8:00 - 2:00 (Bring sack lunches) Teacher and aide should attend together.
3. 8:00 - 2:00 With $\frac{1}{2}$ hour break for lunch. Teachers and aides together.
4. 8:00 - 3:00 M.T.W.T.F. University Credit 5-8 Units
Amphasis on methods and procedures, methods on how to fully utilize the services of an aide.
5. 8:30 - 2:00 Small group work: some with teachers and aides, others just teachers. When a large group assembles it is most difficult to get anything accomplished.
6. 8:30 - 3:00 Teachers and aides together
7. 8:30 - 3:30 Teachers and aides should be exposed to the same materials and instruction, but perhaps you could use an hour for a "rap" session where the teachers and aides could talk about how to have a better relationship with each other.
7. 8:30 - 3:30 Teachers and aides should work together for planning. We should be given time to plan our daily schedule, time block, etc. Other's ideas would be very valuable to me.
8. 8:30 - 12:30 Doesn't make any difference to me whether seperate or together.
9. 9:00 - 2:00 One 15 minute break in the morning, 45 minutes for lunch. All time should be used productively (no long introduction of speaker, explanations down to last detail of itinerary of day, etc. Choice of activities-aide and teacher should decide whether or not they want to be together. Have upper grade activities included this year. Have different things to do in one day. This idea of dealing with one concept per day is stifling and a waste of time. If a company is to bring in a product of theirs, have them demonstrate it and

tell how to use it. I'm tired of seeing all these "wonder gadgets" but not knowing what the Sam Hill they'd be effective for. If you could make the summer workshops as effective and interesting as the Inservice Day of 2.27, the two weeks could really be productive.

10. 10: - 2:30 Provided the room is air conditioned. Aides and Teachers together in a real equal basis situation. Workshops with very little lecture and much actual participation of members of workshop.

11. Please state any other idea or concern relating specifically to the summer workshop.

1. Practical please-with ideas and materials prepared for September.
2. We need more workshop time to prepare our projects; less time for just sitting and writing.
3. 4 weeks long. 8-12 daily.
4. Have teachers and aides sign up for a subject area. Eg. reading and have those people run a reading booth. Others will be in charge of other booths. Then in an all day session (Saturday), have a share the wealth day just among the Title VII people. We can rotate among the booths and gain and exchange ideas.
5. Designate 1 week for writing up materials for publication. Teachers and aides work together. Have a list of ideas or units for publication and let people sign up for what they want. Eg., (a) Cinco de Mayo (b) Diez y seis de Septiembre (c) Comparing Washington e Hidalgo (d) Comparing Lincoln y Juarez, etc.
6. Designate a day or two to work on all the ideas we obtained from the share the wealth day or from the consultants.
7. 7. I feel teachers and aides should work together and plan together!
8. Specialist should present classes which are relevant to the bilingual classroom.

9. Materials and time to develop teaching materials that are vital, adaptive and creatively stimulating.
10. Spend one afternoon shortening the # of objectives in our tests. Select 10 basic skills in each academic area and make sure the children master them.
11. Have Javier Galvez for half a day to teach some simple dances.
12. I don't feel that the workshops should last more than two weeks.

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
BILINGUAL-BICULTURAL WORKSHOP (TITLE VII)
JUNE 24, 1974 - JULY 12, 1974

EVALUATION OF PRE-SERVICE

Please check:

Teacher _____ Teacher Aide _____
Grade Level: _____ K-3 _____ 4-6

How well was the goal of the pre-service accomplished?

Goal

To further develop instructional methods and materials relevant to Bilingual/Multicultural education.

- _____ The goal was achieved.
_____ The goal was partially achieved.
_____ The goal was not achieved.

The Objective was
achieved

The Objective was
partially achieved

The objective was
not achieved

OBJECTIVES

1. To provide consultants with specialized fields to assist classroom teachers in better implementing bilingual education.
2. To develop additional classroom materials relative to bilingual/multicultural education.
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.
5. To gain some understanding from project-parents as they relate their concerns about bilingual/bicultural education.

Please evaluate the consultants on the following scale:

- | | |
|---|--|
| <p><u>1</u> Poorly Prepared
with no information
made available.</p> | <p><u>4</u> Above Average
informative but needed
depth</p> |
| <p><u>2</u> Below Average
very little information
provided.</p> | <p><u>5</u> Good
informative and well
organized</p> |
| <p><u>3</u> Adequate
somewhat informative
but lacked organization</p> | <p><u>6</u> Excellent
and extremely
informative</p> |

	1	2	3	4	5	6
1. Dr. Mel Lopez	_____	_____	_____	_____	_____	_____
2. Dr. Carmen Sadek	_____	_____	_____	_____	_____	_____
3. Dr. Richard Barrutia	_____	_____	_____	_____	_____	_____
4. Dr. Walter Oliver	_____	_____	_____	_____	_____	_____
5. Mr. Al Pill	_____	_____	_____	_____	_____	_____
6. Mr. Jual Lezama	_____	_____	_____	_____	_____	_____
7. Mr. Warren Jones	_____	_____	_____	_____	_____	_____
8. Mrs. Janice Ulloa	_____	_____	_____	_____	_____	_____
9. Mrs. Ponce/ Antonia Armendarez	_____	_____	_____	_____	_____	_____
10. Mrs. Maria Martyn/Mrs. Esther Rodriguez	_____	_____	_____	_____	_____	_____
11. Mrs. Lupe Escamilla	_____	_____	_____	_____	_____	_____
12. Mrs. Celestina Martinez/Mrs. Marina Mosqueda Learning Center in Spanish	_____	_____	_____	_____	_____	_____
13. Dr. Carlos Cortez	_____	_____	_____	_____	_____	_____
14. Mrs. Becky Velez/Mrs. Consuelo Acevedo	_____	_____	_____	_____	_____	_____
15. Ms. Julie Bushard/Vera Harrison	_____	_____	_____	_____	_____	_____
16. Mr. Warren Jones/Math Workshop	_____	_____	_____	_____	_____	_____

	1	2	3	4	5	6
17. Mrs. Barbara Sirney	_____	_____	_____	_____	_____	_____
18. Mrs. Celestina Martinez/Panel Discussion	_____	_____	_____	_____	_____	_____
19. Al McClutchey/Santana Representative	_____	_____	_____	_____	_____	_____
20. Marina Mosqueda ESL/SSL Techniques	_____	_____	_____	_____	_____	_____
21. Mr. Richard Ontiveros/Sequencing of Materials	_____	_____	_____	_____	_____	_____
22. Miss Diana Valenzuela/Miss Ramona Casillas	_____	_____	_____	_____	_____	_____
23. Mr. Vince Racosky/Western Audio Visual	_____	_____	_____	_____	_____	_____
24. <u>Project Visitations</u>						
1. BICEP: Jim Coleman/Forrest Miller	_____	_____	_____	_____	_____	_____
2. Follow-Through Staff	_____	_____	_____	_____	_____	_____
25. Miss Rita Martinez/Parent Panel	_____	_____	_____	_____	_____	_____
26. Dr. Edward Steinman	_____	_____	_____	_____	_____	_____
27. Vera Harrison/Lucille Ahumada/Esther Rodriguez/Elsie Soma/Parent Workshop	_____	_____	_____	_____	_____	_____

Please Comment on the Following Topics:

1. Materials Development Room:

2. Materials Exhibit Room:

3. At the completion of the workshop (1)

Yes

No

... developed additional classroom materials

... was able to review teacher-made and commercial bilingual materials.

... was able to gain a better understanding of the needs of parents as relative to the bilingual program.

... felt that this preservice workshop provided me ideas that I could implement in September.

Compare this workshop with the 72-73 Summer Pre-Service:

Reactions to entire 73-74 Pre-Service Workshop:

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOL OFFICE

PRESENTS

1974 PRESERVICE SUMMER WORKSHOP ON
BILINGUAL/MULTICULTURAL EDUCATION

GENERAL INFORMATION

I would like to extend a welcome from Dr. Don Kenny, Riverside County Superintendent, to all staff members representing Project Unidos and visitors to the 1974 Summer Preservice Workshop on Bilingual/Multicultural Education. Below is outlined pertinent workshop information which will assist participants better understanding the structure of the workshop.

Fernando Worrell
Workshop Coordinator

GOAL:

To further develop instructional methods and materials relevant to Bilingual/Multicultural Education.

OBJECTIVES

1. To provide consultants within specialized fields to assist classroom teachers in better implementing bilingual education.
2. To develop additional classroom materials relative to bilingual/multicultural education.
3. To review, identify and select bilingual/bicultural materials appropriate to grade level.
4. To utilize expertise of project teachers in presenting workshops in bilingual/bicultural teaching techniques.
5. To gain some understanding from project-parents as they relate their concerns about bilingual/multicultural education.

COLLEGE COURSE CREDIT

There will be a total of 8 quarter units of college credit for the summer workshop. Only Project Unidos and Longfellow Elementary school staff can register for the credit. (Course description can be found on pages 18 and 19.

LOCATION:

AND
HOST

University Heights Middle School
Riverside Unified School District
Mr. Ray Berry, District Superintendent
1155 Massachusetts Avenue, Riverside, California 92507
Telephone: (714) 781-2448
(Map can be located on page 16)

SPONSOR:

Riverside County Superintendent Office
Bilingual Education: Project Unidos
Fernando Worrell, Program Director
P.O. Box 868, Riverside, California 92502
Telephone: (714) 787-2507

DATES OF PRESERVICE:

June 24 through July 12
Excluding July 4

INSTRUCTIONAL DAYS:

A total of 14 instructional days

MASTER DAILY AGENDA

8:30 - 10:00 - Workshops

10:00 - 10:20 - Morning Break

10:20 - 12:00 - Workshops

12:00 - 12:30 - Lunch

12:30 - 2:30 - Afternoon Workshops

NOTE: Due to the tremendous amount of information to be presented, all workshops will adhere to the time schedule.

LUNCH

It is strongly recommended that all workshop participants plan to "brown bag it" during the 14 days. Since only 30 minutes have been designated for a lunch period, there will be fresh coffee y pan dulce available.

MATERIAL DEVELOPMENT CENTER

The Material Development Center located in Room 103 is designed to allow workshop participants an opportunity to develop bilingual instructional materials. It is strongly recommended that teachers not directly involved in Project Unidos provide their own supplies for the development of such materials. There will not be any restriction on the use of the equipment located in the Materials Development Center.

AGENDA AND CALENDAR OF ACTIVITIES FOR THE
1974 SUMMER PRESERVICE TRAINING WORKSHOP
ON BILINGUAL BICULTURAL EDUCATION

WORK OF: June 24 through June 28

DATE

MONDAY, JUNE 24

TIME

8:30 - 9:35

MAIN LIBRARY: MR. FERNANDO MORRILL
Director: Bilingual Education Program
Riverside County Schools.
TOPIC: Welcome all participants and explain the
structure of the 1974 Summer Preservice Workshop.

9:35 - 10:00

MR. BOB JONES: Director Extension Credit
California State University at San Bernardino.
TOPIC: Mr. Jones will explain and answer
questions concerned with the college credit
being offered during the summer workshop.

10:00 - 11:00

ROOM 115: FERNANDO MORRILL
During this time project participants
can register for college credit for
Morning course only.

<u>TIME</u>	<u>K-3 AREAS OF CONCENTRATION</u>	4-6
10:00 - 11:00	ROOM 102: <u>RICHARD CHIVERTON</u> During this time project teachers should pick up notebooks.	
11:00 - 12:00	MAIN LIBRARY: <u>DR. MEL LOPEZ</u> Professor at <u>Cowell College</u> in California and past Director of Project Unidos (1970-71) TOPIC: "Bilingual Bicultural Education as a Viable Educational Alternative."	
12:00 - 12:30	Lunch	
12:30 - 1:30	ROOM 115: <u>FERNANDO WERNER</u> This period is for project participants wanting to register for <u>Afternoon Extension Credit ONLY</u> .	
1:30 - 2:30	Preparation and orientation for workshop participants. This time is available for teachers to familiarize themselves with facilities and clear up any questions.	
8:30 - 12:00	ROOM 115: <u>DR. CARTER SADEK</u> : Associate Professor in Department of Spanish University of Southern California. TOPIC: The concentration will be in methodology of teaching Spanish as a second language. DR. SADEK will concentrate on the K-3 level.	ROOM 102: <u>DR. RICHARD HERNANDEZ</u> : Associate Professor of U.C. Irvine TOPIC: A concentrated workshop in methods and techniques in teaching Spanish as a second language. All New Project Teachers Should Attend This Workshop.

TUESDAY, JUNE 25

12:30 - 2:30

ROOM: 101

DR. WALTER OLIVER :
Chairman of Spanish Department, California
State University, San Bernardino.

SPANISH COURSE

A Spanish course designed for a classroom teacher who has Spanish speaking youngsters in the classroom. The course will be designed around conversational Spanish vocabulary building, and ultimately the production of a teacher Spanish-English Vocabulary Dictionary.

4-6

K-3 AREA OF CONCENTRATION

12:30-2:30

ROOM 115: MR. AL PILL
Consultant; Fullerton
State University;
Bilingual Multicultural
Program.

TOPIC: MR. PILL will
exhibit and demonstrate
cultural packages
specifically for the
K-3 grade levels.

8:30 - 12:30

ROOM 102: MR. JUAN
LEZAMA : Consultant,
Intercultural Design
Bilingual Program, Placer
County.

TOPIC: The Dual Model
of instruction. This
workshop will be devoted
totally to questions and
answer period about the
dual model.

WEDNESDAY, JUNE 26

ROOM 115: MR. WARE
JOINTS: Teacher in
Project Unidos Bilingual
Program: Corona Unified
School District.
TOPIC: Classroom
strategies in teaching
Spanish as a second
language. We hope to
stimulate good
interaction and

• Company
General Services Administration
Director of Procurement
Subcontract Administration Division
Room 301 - 300
1615 North 17th Street
Washington, D.C. 20540
202-394-6000

ROOM 115: GYMNASIUM
 11:14: Classroom
 Teacher Project
 Unidos: Perris
 Elementary School
 District.
 TOPIC: Janice will
 teach dancing to all
 in attendance. She
 will provide worksheets
 for each dance she
 introduces in the
 workshop. THIS WORK-
 SHOP WILL BE FREE.
 10:20-12:00 ONLY.
 All New Project Teachers
 Should Attend This
 Project.

ROOM 115: MRS. FOUCE
and MRS. ARTHURIA
ARTHURIA. Resource
teachers in the Pasadena
and Coachella Unified
School Districts
Respectfully.
TOPIC: Arts and Crafts
which are relevant to K
through 3rd grade teachers.

ROOM 102: MR. AL PILL,
Consultant; Fullerton
State University
Bilingual Program
TOPIC: Cultural
packages for
implementation into a
4th, 5th, or 6th
grade classrooms.

8:30 - 12:00

ROOM 115: DR. CARMEN GADDER
Associate Professor,
Department of Spanish,
University of Southern
California.

TOPIC: Carmen will
continue her work shop
in S.S.L. with monitoring
of teacher-developed
lesson plans and materials.

ROOM 102: DR.
LINDA LITWAK;
Associate Professor,
U. S. Irvine.
TOPIC: Dr. Litwaka
will continue her
workshop in S.S.L.
with monitoring of
teacher-developed
lesson plans and
materials. All new
Project Teachers
must attend this
workshop.

12:30 - 2:30

ROOM: 101

DR. WALTER CLIVER: Chairman
of Foreign Languages and
Literature Department;
California State College
at San Bernardino.

SPANISH COURSE

ROOM 115: LRS.
ROSA ANTONIO;
ATENCIA ABENDAS;
Teacher Teachers in
the Pasadena and
Coachella Unified
School Districts
Respectfully.
TOPIC: Culturally
relevant arts and
crafts ideas for 4th,
5th, and 6th grade
teachers.

2:30 - 5:00

ROOM 102: MR. RAY
LITWAK: Consultant
Intercultural Design
Bilingual Program
Placer County.
TOPIC: This workshop
will be devoted entirely
to question and answers
about the Dual Model.

DATE

FRIDAY, JUNE 28, 1974

TIME

8:30 - 12:00

K-3

AREA OF CONCENTRATION

H-6

ROOM 115: MRS. MARIA
EFTON: Bilingual
Project Unidos Program;
Perris Elementary
School District and
MRS. BETTE FOLMERTZ,
Teacher, Bilingual Program;
Riverside Unified School
District.
TOPIC: Spanish Reading
for the Spanish speaker
and the Spanish Reading
for the English dominate
child. This workshop
will be held from 8:30 to
10:00 only.

ROOM 115: MRS. LUPE
ESCAMILLIA: Instructional
Assistant; Project Unidos
Bilingual Program;
Riverside School District
TOPIC: Teaching Spanish
reading to the Spanish
speaker.

ROOM 115: MRS.
JANICE WELLS:
Teacher, Project
Unidos Bilingual
Program; Perris
Elementary School
District.
TOPIC: Dances fr
om Mexico.

New Teachers
Should Attend This
Workshop.

FRIDAY, JUNE 28

12:30 - 2:30

ROOM 102 FERNANDO MORALES, Director
Project Unidos Bilingual Education
Riverside County Schools:
TOPIC: This workshop is for ALL PROJECT
TEACHERS ONLY. It is a basic orientation
to the role of the County School office in
administering the Bilingual Education
Program.

K-3 AREA OF CONCENTRATION 4-6

ROOM 115: Mrs.
CARMELITA PEREZ, Teacher
in Project Unidos Bilingual
Program, Riverside Unified
School District; Mrs.
MARIA MORALES, Teacher
Project Unidos Bilingual
Program, Corona
Unified School District.
TOPIC: This workshop
will be devoted to
demonstration and usage of learning
games in Spanish.

MONDAY, JULY 1

8:30 -10:00

MAIL LIBRARY: DR. CALLOS CORTEZ, Chairman;
Chicano Studies; University of California
Riverside Campus.

TOPIC: "Multicultural Education Within an
Elementary School Curriculum."

K-3 AREA OF CONCENTRATION

4-6

10:20 - 12:00

ROOM 115: MRS. BECKY
WILLET AND MRS. (NAME)
ACHUTTO. Teachers in

Project Unidos Bilingual
Program Corona Unified
School District

TOPIC: Both Connie and
Becky will present

some practical ideas in
teaching Mexican culture.

This Workshop Will Be

Held From 10:20 to 12:00
Only.

ROOM 102: MR. HARRIS
TOPIC: Project Unidos
Bilingual Program
Teacher; Corona Unified
School District.
TOPIC: Teaching
techniques for
teaching Mathematics
to the Spanish speaking
dominant child.

12:30 - 2:30

SPANISH COURSE : DR. OLIVER

Room: 101

K-3 AREA OF CONCENTRATION

4-6

ROOM 115: MS. JULIE BISHARD
Teacher: Project Unidos
Bilingual Program; Alvorad
Unified School District,
and VERA HARRISON; Teacher
Project Unidos Bilingual
Program; Corona Unified
School District.

TOPIC: This workshop will
five K-3 teachers excellent
ideas on implementing an
open classroom within
bilingual setting.

ROOM 102: MARRARA
SIRNEY; Teacher,
Project Unidos
Bilingual Program
Alvorad Unified School
District.
TOPIC: Initiating learn-
ing centers in a 4th,
5th, and 6th grade
classrooms

TIME

ROOM: 104
TOPIC: "Where in the World do I Come from?"

ALL THE FOLLOWING ARE TOPICS FOR THIS WORKSHOP

K-3 AREA OF CONCENTRATION: 4-6

8:30 - 12:00

ROOM 102: DR. FOREST
SPEAKER: Associate Professor
at U.C. Irvine
TOPIC: This workshop will be devoted to F.S.L. techniques and methodology.

ROOM 115: AL McCLELLAN
Santillana Publishing Representative.
TOPIC: Will supply materials for display. His consultant will give a workshop on the scope and sequence of Santillana materials. This workshop will be divided into one K-3 section and one 4-6 section.

12:30 - 2:30

MAIN LIBRARY: DR. JIM FOREST and DR. FOREST
SPEAKER: Consultants, San Bernardino County School Office, Director Forest
TOPIC: Jim and Forest will share developed bilingual materials in Mathematics and Language Arts.

8:30 - 12:00

ROOM 115: DR. CARMEN
SPEAKER: Associate Professor
in Department of Spanish, University of Southern California.
TOPIC: Carmen will concentrate on F.S.L. techniques specifically focused for K-3 grade levels.

ROOM 102: AL McCLELLAN
Santillana Publishing Representative.
TOPIC: Will supply materials for display. His consultant will give a workshop on the scope and sequence of Santillana materials. This workshop will

THURSDAY, JULY 2

WEDNESDAY, JULY 3

DATE	TIME	K-3	AREA OF CONCENTRATION	4-6
THURSDAY, JULY 4	12:30 - 2:30		<p>MAIN LIBRARY: <u>MR. JIM FOREST</u> and <u>FORREST FOREST</u>, Consultants, San Bernardino County School Office; Director Recent Project.</p> <p>TOPIC: Jim and Forrest will share developed bilingual materials in Mathematics and Language Arts.</p> <p><u>DIA DE VACACIONES!!!!</u></p> <p>MAIN LIBRARY: <u>MR. RITA MARTINEZ</u>, Community School person for <u>Project Unidos Bilingual Program</u>; Riverside County Superintendent of Schools Office.</p> <p>TOPIC: The workshop will be a panel of parents and community persons involved in Bilingual education. The objective of this workshop will be to have the parents discuss, with the entire workshop staff, concerns revolved around improving School-Community Relations. A list of participating parents can be found in the back of this agenda on page 14</p>	<p>divided into one K-3 section and one 4-6 section.</p> <p>All teachers must attend this workshop.</p>
FRIDAY, JULY 5	8:30 - 12:00		<p>SPANISH COURSE : <u>DR. OLIVER</u> ROOM 101</p>	
	12:30 - 2:30		<p>K-3 AREA OF CONCENTRATION</p> <p>ROOM 115: <u>FORREST FOREST</u> Teacher, <u>Project Unidos Bilingual Program</u>; Riverside Unified School District. <u>MARIA MOSQUEDA</u>; Teacher <u>Project Unidos Bilingual Program</u>, Corona Unified School District.</p> <p>TOPIC: A workshop devoted to <u>E.S.L.</u> and <u>S.S.L.</u> techniques</p>	
	12:30 - 2:30		<p>SPANISH COURSE : <u>DR. OLIVER</u> ROOM 101</p>	
		K-3	AREA OF CONCENTRATION	4-6
			ROOM 102: <u>PICHARD</u> <u>OUTVERROS</u> ; Resource Teacher; <u>Project Unidos</u> Riverside County Superintendent of Schools Office. TOPIC: This workshop will be focused on the sequencing of materials for the 4-6 grade levels	

WEEK OF: July 8 through July 12PAGETIME

MONDAY, JULY 8

8:30 - 10:00

MAIN LIBRARY: GUEST SPEAKER: DR. ED STEINER,
 lawyer of: Law vs. Nichols Supreme Court Decision
 and Professor; Santa Clara University Law School.
 TOPIC: Law vs. Nichols: What does it mean
 to "Bilingual Education?"

K-3

AREA OF CONCENTRATION

4-6

10:20 - 12:00

ROOM 102: JOY ORTEL, Teacher
Project Unidos Bilingual
Program; Ulinore Elementary
School District; and DIANE
VALLEJUELA, Teacher,
Project Unidos Bilingual
Program, Riverside
Unified School District.
 TOPIC: Use and imple-
menting of the Southernland
Program: A cultural
 approach.

ROOM 115: VINCE
 PACOSKY: Representative
from Western Audio-
Visual.
 TOPIC: Vince will hold
 a short session on care
 and maintenance of
 A-V equipment and then
 go into a longer section
 on how to use the
 machinery more
 efficiently. He will
 have the participants
 actually using the
 machinery in recording
 and making of records

TUESDAY, JULY 9

8:30 - 12:00

ROOM 115: VINCE PACOSKY
Representative from
Western Audio-Visual.
 TOPIC: Vince will
 hold a short session on
 care and maintenance of
 A-V equipment and then
 go into a longer section
 on how to use the machinery
 more efficiently. He will
 have the participants
 actually using the
 machinery in recording
 and making of records.

ROOM 102: DANIEL OF
 4-6 GRADE LEVEL
PROJECT UNIDOS TRACHE
 TOPIC: A brainstorming
 session involving
 locks on the subject
 organizing the school
 day. Answering
 questions as "What to
 teach and when?"

TIME

DATE

ROOM: 104
 Bilingual Curriculum, Resource Teacher, Project Unifon
Bilingual Program. For all grades only
 Topic: Pick will discuss available bilingual
 materials. The focus being the reviewing of all
 classroom materials. Pick will discuss the format
 used for ordering all materials. For the bilingual class

WALL PROGRAM: Staff visitation from Follow-Through
 Project in Overbrook School District.
 Topic: This visitation will allow workshop
 participants to share ideas and materials with the
 Follow-Through Project.

12:30 - 2:30

WEDNESDAY, JULY 10

ROOM 115: Parent Workshop: WPA Workshop and
 Michelle Arzola, Teacher and Teacher Assistant
 in Project Unifon Bilingual Program, Overbrook Unified
 School District; Parent representative and HCHC staff,
 Teacher and teacher assistant in Project Unifon
 Bilingual Program, Riverdale Unified School District
 TOPIC: Vera, Lucille, Esther, and Elsie will conduct
 a workshop for parents in Reading, Mathematics, and
 Learning Centers, to show how parents can help in the
 classroom as Volunteer Aides.

8:30 - 12:00

ROOM 102: Staff visitation by Follow-Through Staff
 TOPIC: This workshop will allow workshop participants
 to share ideas and materials with the Follow-Through
 Project.

12:30 - 2:30

K-3 AREA OF CONCENTRATION 4-6

THURSDAY, JULY 11

ROOM 115: Review of Workshop
 Developed Materials.
 Topic: This workshop will
 enable all K-3 teacher and
 instructional aids to
 "share and tell" the
 materials they had developed
 during the workshop.

8:30 - 12:00

ROOM 102: Review of
 Workshop Developed
 Materials.
 Topic: This workshop
 will enable all K-3
 teachers and instructional
 aids to "share and
 tell" the materials they
 had developed during the
 workshop.

TIME:

12:30 - 2:30

ROOM 101
SESSION COORD: DR. WILLIAM OLIVER, Chairman
of Foreign Languages and Literature Department,
California State University at San Bernardino.

FRIDAY, JUNE 12

8:30 - 12:00

WITH LIPNATY: PRESENTATION BY LIPNATY
TOPIC: The quantity of language, creative
and stimulating processes and products will be
demonstrated to the audience.

12:30 - AL FIE

WITH AND WITHOUT SESSION: This will be used
to fill-out workshop EVALUATION FORMS and help
Dick and Rita clean-up University Heights
Middle School !!!!!!!

List of Parents Involved in The July 5 Workshop

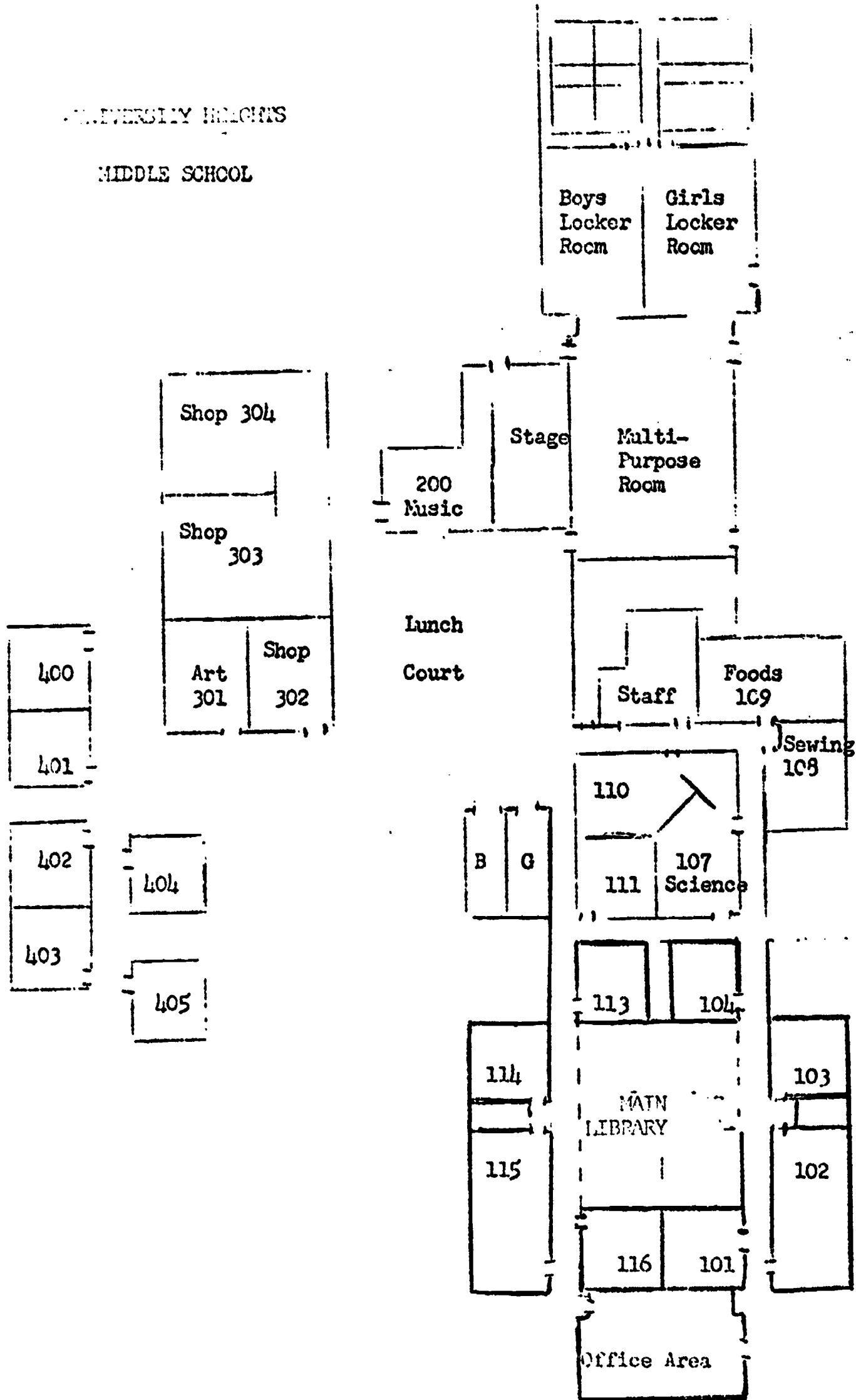
ALBANY DISTRICT	La Graciosa School	Mrs. Stahl and Mrs. Swick
COLE MANSION DISTRICT	Carverton School	Barbara Latta
	Lincoln School	Mrs. and Mrs. Jackson Lois Charles
EASTSIDE UNION SCHOOL DISTRICT	Flamingo School	Ray Jordan and Tracy Rice
FERRIS SCHOOL DISTRICT	Goodhope School	Mrs. Perkins
	Ferris Primary	Mrs. Lawler and Mrs. Howlett
REVERSHIDE SCHOOL DISTRICT	Highgrove School	Carol Burns; Gary Glaze; Terry Garza; Janet Alvarado
	Jackson School	Pam Russell; Pam Macias; Ruby Macias Florencio Hernandez; Alma Prieto
CASA BLANCA COMMUNITY PERSON	Washington School	Barbara Carrichurru and Holly Outlaw
EASTSIDE COMMUNITY PERSON		Richard Poi Jesse Reyes

List of Teachers, Teacher
Assistant and Administrators
Serving on the 1974 Summer Pre-Planning
Committee

Charita Quintana	Teacher	Lincoln School; Corona-Morco Unified School District
Aurora Gonzalez	Teacher Assistant	Lincoln School; Corona-Morco Unified School District
Marina Mosqueda	Teacher	Lincoln School; Corona-Morco Unified School District
Paquel Pino	Teacher Assistant	Lincoln School; Corona-Morco Unified School District
Vera Harrison	Teacher	Lincoln School; Corona-Morco Unified School District
Lucille Armada	Teacher Assistant	Lincoln School; Corona-Morco Unified School District
Tina Varinez	Teacher	Jackson School; Riverside Unified School District
Barbara Jones	Teacher	Carretson School; Corona-Morco Unified School District
Mr. Ignacio Alfaro	Principal	Longfellow Elementary School; Riverside Unified School District
Mr. Armando Lopez	Administrative Assistant	Riverside Unified School District

UNIVERSITY HEIGHTS

MIDDLE SCHOOL



BILINGUAL/BICULTURAL SUMMER WORKSHOP

EXTENSION CREDIT INFORMATION

This summer the Bilingual Program will again offer extension credit through Cal State San Bernardino. Below is a list courses and the times they will be offered.

COURSE TITLE: Implementing Bilingual Bicultural Education

COURSE NUMBER: Ed. X541

CREDIT: 5 quarter units of 3 1/3 semester units.

INSTRUCTIONAL TIME: 8:30 a.m. to 12:30 p.m.; total of 42 instructional hours and 12 days.

DATES: June 25, 26, 27, 28, July 1, 2, 3, 5, 8, 9, 10, and 11.

APPLICATION: The credits may be applied toward a degree, credential (when applicable), and salary credit.

TUITION: \$6.00 per unit or \$30.00 for morning course.

GRADING: Letter grades will be given at the completion of the workshop.

ATTENDANCE: Mandatory attendance; the participant must attend 90 percent of the instructional time or 11 days to receive a passing grade.

REGISTRATION: Monday afternoon, June 24, 1974.

COURSE TITLE: Bilingual Education: Spanish Language Development and Bilingual Teaching Strategies.

COURSE NUMBER: Ed. 824.5

CREDIT: 3 quarter units

INSTRUCTIONAL TIME: 12:30 p.m. to 2:30 p.m.; total of 28 instructional hours and 14 days. Credit will be given on the following basis: 1 quarter unit for Spanish course and 2 quarter units for afternoon workshop activities.

DATES: June 24, 25, 26, 27, 28, July 1, 2, 3, 5, 8, 9, 10, 11, and 12. Spanish course will be taught on the following dates: June 25, 27, July 1, 3, 9, and 11.

APPLICATION: The credits may be applied toward salary increment and credential (when applicable).

TUITION: \$6.00 per quarter unit or \$18.00 for afternoon session.

GRADING: The class will have an option to receive credit/no credit. The entire class must vote either for credit/no credit for the final grade.

ATTENDANCE: Mandatory; participants must attend 90 percent of the instructional time or 13 days to receive credit for the course.