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Content Analysis Schedule for Bilingual Education

Programs: Building Bilingual Bridges.

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City Univ. of New York, N.Y. Hunter Coll. Bilingual

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Tutoring

IDENTIFIERS

New York City; \*Project BEST

#### ABSTRACT

This content analysis schedule for Building Bilingual Bridges of P.S. 2, New York, New York, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on classroom instruction, plans for the second year of operation, and community involvement. (SK)

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PROJECT BEST

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

CHECK (1) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

<u> </u>	Initial Proposal		
	2nd Year Continuation	Data included in this	Schedule
	3rd Year Continuation	(on separate C.A.S.)	

Give Dates and Note if Evaluation is included in continuation.

T7	<u>lst</u>	year	2nd year	3rd year
Evaluation design	}		•	
Interim evaluation		•		·
Final evaluation	deregliggenagenig gangaugt gan in stein.			
Pre-audit			Dec. 1970	
Interim audit	APRIL	1970		
Final audit	Sept.	1970		

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OFFICE OF EDUCATION

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

# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

PROJECT IDENTIFICATION 0.1 Project Number 0.2 Name of Project 1.2 Address of Project (number and street) 1.3 Address of Project 1.4 Address of Project 1.5 State (checklist) 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Near Project Began under Title VII 1.0 FROJECT HISTORY, FUNDING AND SCOPE 1.2 Funding of Bilingual Program, Prior to Title VII 2.2 Year Prior Funding Began 2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 2.4 Source of Prior Bilingual Program Pinding 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program 2.7 Source of Concurrent Funding 2.8 Total Title VII Grant (first year) 3.0 UNIVERSITY Involvement with Project 4.0 SCOPE of PROJECT 4.1 Number of Schools Involved 4.2 Students - total number 4.3 Students - grade level, number of classes, and number of students by grouped grade levels 4.4 Non-graded classes 22 28 28 28 28 29 29 28 20 20 21 21 22 24 25 25 26 26 26 27 27 28 28 29 28 29 29 20 20 21 21 21 21 22 21 22 23 24 24 25 24 25 24 26 26 26 27 27 27 27 27 27 27 27 27 27 27 27 27		TABLE OF CONTENTS	PAGE
0.1 Project Number 0.2 Name of Project 0.3 Address of Project (number and street) 0.4 Address of Project (number and street) 0.5 State (checklist) 1.0 FROMECT HISTORY, FUNDING AND SCOPE 1.1 Year Project Began under Title VII 2.0 FUNDING 2.1 Funding of Bilingual Program, Prior to Title VII 2.2 Year Prior Funding Began 2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 2.4 Source of Prior Bilingual Program Funding 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program 2.6 Student Level (Riementary or Secondary) Involved in Concurrent Program 3.0 University Involvement with Froject 3.1 Source of Concurrent Funding 2.8 Total Title VII Grant (first year) 3.0 University Involvement with Project 4.1 Number of Schools Involved 4.2 Students - total number 4.3 Students - grade level, number of classes, and number of students by grouped 3.4 Non-graded classes 3.4 Non-graded classes 3.5 STUDENTS (sociolinguistic) 5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 5.2 Cultural or Ethnic Identification of Target Students 5.3 Ethnic Identity of English Mother Tongue Students 5.4 Students' Native Language if Different from Dominant Language 5.5 Educnts' Dominant Language and Extent of Bilingualism 5.6 Recruitment of Students 5.7 Proportion of EMP Pupils in Project Area 5.8 Community Characteristics 5.9 Socio-Economic Status of EMP Participating Students 5.1 Proportion of Migrant Students in Project 6.0 SCOILINUISTIC SUMMEY 6.1 Existence of Survey 6.2 Groups Included in Survey 6.2 Groups Included in Survey 6.3 Language Dominance (if not in Survey) 6.4 Determination of Students' Language Maintenance or Smift 6.5 Termination of Students' Language Maintenance or Smift 6.6 N-EMT Parental Attitudes toward Language Maintenance or Smift 6.7 ETH Parental Attitudes toward Language Maintenance or Smift 6.7 ETH Parental Attitudes toward Language Maintenance or Smift			T AUTO
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2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 2.4 Source of Prior Bilingual Program Funding 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 2.7 Source of Concurrent Funding 2.8 Total Title VII Grant (first year) 3.0 UNIVERSITY Involvement with Project 4.1 Number of Schools Involved 4.2 Students - total number 4.3 Students - total number 4.3 Students - grade level, number of classes, and number of students by grouped grade levels 4.4 Non-graded classes  PROCESS VARIABLES 5.0 STUDENTS (sociolinguistic) 5.1 Students' Sociolinguistic) 5.2 Cultural or Ethnic Identification of Target Students 5.4 Students' Native Language if Different from Dominant Language 3.5 Students' Native Language and Extent of Bilingualism 3.5 Students' Dominant Language and Extent of Bilingualism 3.5 Froportion of EMT Pupils in Project Area 5.8 Community Characteristics 5.9 Socio-Economic Status of N-EMT Participating Students 5.1 Proportion of Migrant Students in Project 6.1 Existence of Survey 6.2 Groups Included in Survey 6.3 Language Dominance by Domains and through Various Means of Communication 6.4 Determination of Students' Language Dominance (if not in Survey) 6.5 Survey Includes Determination of any Inter-Language in Community 6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 6.7 EMT Parental Attitudes toward Language Maintenance or Shift 6.7 EMT Parental Attitudes toward Language Maintenance or Shift	•		
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6.9 Commission toward Native and Second Language Learning 5		Oso Diddent Astitudes toward Native and Second Ispanese Transfer	5
	~	OF A COMMUNITY A COLL CUICES TOWARD MAINTANANCE	5
6.10 Survey's Impact on Program 5 5 5 7.0 STAFF SELECTION	ERIC	O STAFF SFT FORTON	5
7-1 Linguistic Background of Day	- •		<u> </u>

		Address of Project (number and street)	ì
		City and State of Project	ī
	0.5	State (checklist)	1
	1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.0	1.1 Year Project Began under Title VII	1
	2.0	FUNDING	_
		2.1 Funding of Bilingual Program, Prior to Title VII	l
		2.2 Year Prior Funding Began	1
		2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
		2.4 Source of Prior Bilingual Program Funding 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
		2.5 Student Level (Elementary or Secondary) Involved in Concurrent Program	٠.
		Cooperating with Title VII	1
		2.7 Source of Concurrent Funding	ī
		2.8 Total Title VII Grant (first year)	1
	3.0	UNIVERSITY Involvement with Project	1
	4.0	SCOPE OF PROJECT	•
		4.1 Number of Schools Involved 4.2 Students - total number	2
		4.2 Students - grade level, number of classes, and number of students by grouped	~
	,	grade levels	2
		4.4 Non-graded classes	2
	PROC	ess variables	
		STUDENTS (sociolinguistic)	
		5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
		5.2 Cultural or Ethnic Identification of Target Students	
		5.3 Ethnic Identity of English Mother Tongue Students	3 3
		5.4 Students' Native Language if Different from Dominant Language	3
		5.5 Students' Dominant Language and Extent of Bilingualism	3
		5.6 Recruitment of Students 5.7 Proportion of EMT Pupils in Project Area	4
		5.8 Community Characteristics	4
	. •	5.9 Socio-Economic Status of N-EMT Participating Students	4
		5.10 Socio-Economic Status of EMT Participating Students	4
		5.11Proportion of Migrant Students in Project	4
	6.0	SOCIOLINGUISTIC SURVEY	
		6.1 Existence of Survey	4
		6.2 Groups Included in Survey 6.3 Language Dominance by Domains and through Various Means of Communication	4
		6.4 Determination of Students' Language Dominance (if not in Survey)	5
		6.5 Survey Includes Determination of any Inter-Language in Community	5
		6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift	5
-		6.7 EMT Parental Attitudes toward Second Language Learning	5
		6.8 Student Attitudes toward Native and Second Language Learning	5
		6.9 Community Attitudes toward Maintenance	5
	7 0	6.10 Survey's Impact on Program STAFF SELECTION	5
	7.0	7.1 Linguistic Background of Project Teachers	5
		7.2 Linguistic Background of Project Aides or Paraprofessionals	6
		7.3 Dominant and Native Languages Used by Bilingual Teachers	6
		7.4 Dominant and Native Languages Used by Aides	6
		7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators	6
, ,		7.6 Selection of N-EMT Teachers from Local Community	7
		7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7.8 Teacher Qualifications (Training Prior to Project)	7
	8.0	STAFF DEVELOPMENT	•
		8.1 Areas of Training for Teachers and for Paraprofessionals	7
		8.2 Stated Goals of Teacher Training	7
		8.3 Methods of Teacher Training	8
		8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals)	8
		8.5 Provision for Paraprofessionals to Receive Credit toward Certification	8
		8.6 Role of Paraprofessionals	8
	0	8.7 Personnel Training Project Teachers and Paraprofessionals 8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff	8
El	<b>L</b> C	8.9 Period When Training Is Provided	8
Full Text	Provided by ERIC		
* *	1000		143

	8.10 Extent of Training	PAGE
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS ATTITUDES	8
	9.1 Assesment of Teachers' Attitudes	
10.0	STAFF PATTERNS	8
	10.1 Kinds of Staff Patterns	
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	TO A COUNTRY OF PROVIDING SHOWING AND	9
11.0	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learn INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	ing 9
	Il.1 Duration of Bilingual Education (Policy)	
•	11.2 Projected Duration of Project Instruction	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years 11.3 Grade When Second Language Learning Is Introduced	) 9
	11.4 Projected Linking of Current Project to Future Bilingual Program	∖9
	11.5 Projected Duration of Second Language Learning for English Dominant	10
	Students Students	•
	11.6 Projected Duration of Learning in Native Language for N-E Dominant	10
:	11.7 - 11.9 Instructional Time in and through their Native Language for	10
		4
	11.10 - 11.12 Instructional Time in and through their Native Language (N_FMT)	10 -
	for pupils who are N-EMT/E Dominant	
	11.13 Frogram Type - One Way	10
	11.14 - 11.16 Instructional Time in and through C T	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom METHODS OF SECOND LANGUAGE TRACUTED	
12.0		11
13.0	DUMINANT AND SECOND LANGUAGE SKILLS SECUENCE	11-12
	#Jot Dequential or Concurrent Learning of Listander Concurrent	
A .	13.2 Relation of Reading and Writing to Listening, Speaking in Both Languages	12
	Angelia De octuitud offini di di di staning Speaking Dealis	12
	Talled MCLG CLUISIAN OI ICATTING NATITY and Constitution of	12
		12
	13.0 Determination of Reading Readings	13
	120/ Projected Grade for Grade Level Reading in D	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language INTEGRATION OF SECOND LANGUAGE LEADNING LITTLE OF THE CONTROL OF SECOND LANGUAGE LEADNING LITTLE OF THE CONTROL OF SECOND LANGUAGE LEADNING LITTLE OF THE CONTROL OF THE	13
14.0		13
15.0	22431111111 OF OHTED 2 140(114(1)	13
T6*0	MATERIALS	14
	16.1 Reading Materials - Types	-
	10.2 Keading Material in Childle Dialoct	14
	10.) Materials and Techniques for Second Issue 7	14 14 15
	TOO 4 DOWICES OF Materials in Language other to the	14
700	TOO Decrite bilingual/High three Meterials Head	15
17.0	DIODEMI CHOOLING	15
	17.1 Mixed or Separated by Dominant Language	7.5
	11.2 Size of Groups	15
18.0	17.3 Criteria for Grouping	15
±0•0		15
(3)	18.1 Student Tutoring	1 <i>E</i>
<b>ERIC</b>	18.2 Paraprofessional Tutoring	15
Full Text Provided by ERIC	18.3 Parent Tutoring	15 16
11,	18.4 Training of Parent Tutors	TO

15.2

	11.1 Duration of Bilingual Education (Policy)	9
• .	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant	•
	Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant	
	Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for	
	N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT)	10
		10
	for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	1.3
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
<b>1</b> , 0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	
		13
	TREATMENT OF CHILD'S LANGUAGE	14
T0.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
•	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0		
	18.1 Student Tutoring	15
	18.2 Pareprofessional Tutoring	<b>1</b> 5
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
10.0	CURRICULUM PATTERNS	16
	COGNITIVE DEVELOPMENT	10
20.0		16
	20.1 In Early Childhood	
03 0	20.2 In Later Crades	16
	SELF ESTEEM	17
22.0	LEARNING STRATEGIES	17
23.0		
	23.1 Type	17
	23.2 Cross-Cultural Awareness	18
	23.3 Decreasing Ethnocentrism	18
	23.4 Extent of Learning About N-EMT Culture	18
	23.5 Definition of American Culture	18
24.0	COMMUNITY COMPONENT	
4	24.1 Bilingual Libraries	18
	24.2 Ethnic Studies Library	18
	24.3 Program Dissemination to Community	19
	24.4 Methods Used to Seek Community Involvement in Formulation of Program Policie	
. :	24.5 Methods Used to Keep Program Informed About Community	19
	24.6 Means by which School Is Open to Community	19
_	IMPACT EVALUATION	19-20
	EVALUATOR'S ROLE	20
27.0	EVALUATION PROCEDURE	20



Bilingual Education Applied Research Unit 0.1 Project No. project b.e.s.t. n.y.c. consortium on bilingual education CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS Research Assistant ALAN G. EHRLICH Date 17 JANUARY 1972 0.2 ame of Project Building Bilingual Bridges 0.3 Address of Project P. S. 2 Manhattan, 122 Henry St O.4. New York New York 10002 STATE .05 0.5 19 1-Alaska 11-Louisiana 21-Oklahoma 2-Arizona 12-Maine 22-Oregon 3-California 13-Massachusetts 23-Pennsylvania 4-Colorado 14-Michigan 24-Ihode Island 5-Connecticut 15-Montana 25-Texas 6-Florida 16-New Hampshire 26-Utah 7-Guam 17-New Jersey 27-Vermont 8-Idaho 18-New Mexico 28-Washington 9-Illinois 19-New York 29-Wisconsin 10-Indiana 20~0hio 30-Other (specify) 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Year Project began under Title VII: 97 - 1969 Project 07 - 1970 No. 2.0 FUNDING (Mark all that apply) 1-Any PRIOR funding of BILINGUAL program, if Title 2.1 **U** VII continues or expands that program 0-no prior funding mentioned 2.2 Year prior funding began 2.2 **N.A.** 2.3 Prior bilingual program involved: 1-early childhood (pre K + K) 2.3 N.A. 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified Source of prior bilingual program funding: 2.4 N.A.

1-local

3-foundation

2-state

4-university

5-federal (specify)

6-other (specify)

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0.3 Address of Project P. S. 2 Manhittan, 122 Henry St
                  0.4. New York, New York, 10002 -
                                                                    0.5 19
        STATE
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        1-Alaska
                        11-Louisiana
        2-Arizona
                        12-Maine
                                          22-Oregon
       3-California
                        13-Nassachusetts
                                          23-Pennsylvania
        4-Colorado
                         14-Michigan
                                          24-thode Island
        5-Connecticut
                        15-liontana
                                          25-Texas
        6-Florida
                                          26-Utah
                        16-New Hampshire
        7-Guam
                        17-New Jersey
                                          27-Vermont
        8-Idaho
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                                          28-Washington
        9-Illinois
                        19-New York
                                          29-Wisconsin
        10-Indiana
                                          30-0ther (specify)
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 1.0 PROJECT HISTORY, FUNDING AND SCOPE
   1.1 Year Project began under Title VII:
                                                                    1.1 97
                         97 - 1969
                         07 - 1970
        Project
                         17. - 1971
 2.0 FUNDING (Mark all that apply)
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   2.1 1-Any PRIOR funding of BILINGUAL program, if Title
          VII continues or assands that program
        O-no prior funding achtioned
                                                                     2.2 N.A.
   2.2 Year prior funding began
   2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
                                                                     2.3 N.A.
        2-elementary students (grades 1-6)
        3-secondary students (grades 7-12)
        O-not specified
   2.4 Source of prior billingual program funding:
                                                                     2.4 . N.A.
        1-local
                        4-university
        2-state
                         5-federal (specify)
                        6-other (specify)
        3-foundation
   2.5 1-CONCURRENT funding of program(s), if cooperating
          with Title VII program
        0-no concurrent funding mentioned
                                                                    2.6 1,2
   2.6 Concurrent program cooperating with Title VII involves: 1-early childhood (pre K + K)
        2-elementary students (grades 1-6)
        3-secondary students (grades 7-12)
        4-teachers
        0-not specified
        Source of concurrent funding, if cooperating with Title VII
        program:
                        4-federal (specify Title I (C'70-p.1)
        1-local •
                         5-other (specify)
        2-state
        3-university
   2.8 Total Title VII grant (first year only)
                                                                     2.94240,000.00
(c40-p.1)
        Total funds for concurrent program(s) cooperating with
        Title VII
    1-If a UNIVERSITY is working with the Title VII program,
                                                                     3.0
       specify which: fordham University (670-pg4)
     0-none
```

0.2" ene of Project Building BILINGUAL BRIDGES

II Total English

Dominant:

I—Dom HMT

II= II + II

II,

Total E-Dom 23 47

ERIC Full Text Provided by ERIC

Mother-Tongue

I Total Hon-English

Dominant: 302

grade and total number of students by grouped grade levels (by second year) Number of Number of Grade
PS-PreSchool Grade Classes 7-grade 7 8-grade 8 PSK 210 TOTAL NO. students PS and K 9-grade 9 B TOTAL students gr. 7-9 (C'70-p.2) 10-grade 10 1-grade 1 2-grade 2 11-grade 11 .... 3-grade 3 12-grade 12 C TOTAL students gr. 10-12 4-grade 4 5-grade 5 6-grade 6 A 150 TOTAL students gr. 1-6 4.4 4.4 1-All classes graded 2-All classes ungraded 3-Some classes ungraded If ungraded, specify ages or grades grouped together: 5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic) 5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.) I Non-English Dominant - English Dominant 5.0 No. % I N-E Dom NEHT II.E-Dom - NEHT CHINESE/PREKTO Rican 1. Total NE dom I 302 96% Non-English N.S. (Some) N-EAT Mother Tongue E dom II1 W.S. II<sub>2</sub> E-Dom - EMT 2. Total English E-Dom II<sub>2</sub> N.S. Nother-Tongue I Total Non-English II Total English Total E-Dom 23 47.
Dominant: 302 Dominant: 23 II= II + II2 (C-'70-p.1) English Dominant Non-Inglish Dominant E-Dom N-EMT N-E Dom N-EMT Example: a native Spanish speaker Non-English Example: a native Spanish liother Tongue who uses Spanish in most contacts speaker who uses Spanish only in though he may know English familiar contacts, and English in all others; school, work. N-D Dom - EMT E-Dom - EIT. Example: (rare) a native English English Examples: 1)a native E.speaking speaking Puerto Rican child, Mother Tongue acculturated American who may born in New York who returns or may not know a second lang. to Puerto Rico and becomes 2) a native F. speaking Spanish dominant Mexican-American child who has a minimal receptive knowledge of

Spanish, but has a Latin culture

affiliation

4.3 Grade level of students in program; number of classes per

<u>.</u>		•		
5.2	Cultural or Ethnic identifi by number and 5 of each:	cation of targe	t students in prog	page 3 (ran
	Indigenous Americans:	Number	Per Cent of	3
	A1 Navajo	À1	Total Students	check (🗸)
	A2 Cherokee	A2		
	A3 Other (specify)	A3	/3 /3	are at a real section.
	A TOTAL No. of American Ind	ian A	/S	tek a sewe was
	Americans of other ethnic b	acligrounds:		
		<u> </u>		
	B1 Hexican-American	B1	اری در	And the second second
(	B2 Puerto-lican inf	B240. B3	. <b>25</b> %	
	B3 Cuban	B3	ς,	
	B4 Other Spanish-American (specify)		c · ·	
	B TOTAL No. of Spanish-	B4	C'	er van teger er i de i gran in
	speaking Americans	В		· · · · · · · · · · · · · · · · · · ·
	phograpis when realls	•		
	C Portuguese-American	C	c <sub>i</sub> ;	
	D Franco-American	ח	· · · · · · · · · · · · · · · · · · ·	*****
(	Chinese-American	F 105	63 %	e months a
	G Eslaimo	G		to the contract of the contract of
	H Russian	H	٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠	
	J Other	J	to the same of the table of the table of the table of the table of	the desired region of the second seco
5.3	Ethnic identity of English population, if specified, h	nother tongue so	students other than	n target
	21 OTHER	E1 <b>23</b>	12	
	E2	20 "	in the <b>A</b> of the	and the second s
	didition to the second of the second second of the second	Electronic and the second	<u> </u>	· Francisco accessor
II	TOTAL number of MIT student other than target population	n <b>33</b>	.13. %.	to detected which is
				•
5.4	Students' native language of from their dominant language	or mother tongue ge. specify)	if DIFFERENT	5.4 NS
	Dominant language D	ifferent Native	Language Number	Per Cent
	2-Spanish	No Marie de la cesa de las estas en la capación de la capación de la capación de la capación de la capación de La capación de la cap		E - de 15s de marie
		Mariana Mariana dari dan Mariana Mariana dan Santa dan Santa dan Santa dan Santa dan Santa dan Santa dan Santa Santa dan Santa dan		de de train grande à
5.5	Students' Dominant Language	and Extent of	Bilingualism	
		mber of Honolin	gual Munber of stu	dents Bilingual
	Number 5 no sp	-, = <del>-</del>	not only li spec. compreh	stening speaking ension ability

	B1 Hemican-American B2 Puerto-Lican inf B3 Cuban	B1 B2 <b>40</b> B3	. <b>25</b> %		
	B4 Other Spanish-American (specify) B TOTAL No. of Spanish- speaking Americans	B4	**************************************	,	
(	C Portuguese-American D Franco-American Chinese-American G Eskimo H Russian J Other	G D F 105 G H	.63		
I	TOTAL number of N-EIT ta students	145	88		
5.3	Ethnic identity of Engli population, if specified	sh nother tengue , by number and p	students oth er cent.	er than target	
	21 OTHER	■1 <b>23</b>	.12 %		
	E2	E2	, , , , , , , , , , , , , , , , , , , ,		
	TOTAL number of HIT stud other than target popula Students' native languag from their dominant languag	tion <b>a.3</b> e or mother tongu	. 13 S		ے
	Dominant language 1-English 2-Spanish	Different Nativ		Per Cent	·
5.5	1-English	Different Nativ	• • • • • • • • • • • • • • • • • • • •	**************************************	
5•5	1-English 2-Spanish	Different Nativage and Extent of	Bilingualis ngual Mumber	n	ual
5.5	1-English 2-Spanish Students' Pominant Langu Dominant language	Different Nativage and Extent of	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling	ing
5.5 E A	1-English 2-Spanish Students' Pominant Langu Dominant language of students in program	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
	1-English 2-Spanish  Students' Fominant Langu Dominant language of students in program  Number   American Indian	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A Al A2	1-English 2-Spanish  Students' Pominant Langua  Dominant language of students in program  Number %  American	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A	1-English 2-Spanish  Students' Fominant Langu  Dominant language of students in program  Number 5  American Indian Havajo Cherokee Keresan	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A1 A2 A3 A4	1-English 2-Spanish  Students' Fominant Langu  Dominant language of students in program  Number %  American Indian Havajo Cherokee Keresan Other (spec.)	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A1 A2 A3 A4 B	1-English 2-Spanish  Students' Fominant Langu  Dominant language of students in program  Number 5  American Indian Havajo Cherokee Keresan Other (spec.)  WS Spanish	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A1 A2 A3 A4	1-English 2-Spanish  Students' Fominant Langu  Dominant language of students in program  Number %  American Indian Havajo Cherokee Keresan Other (spec.)	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A1 A2 A3 A4 B C D F	1-English 2-Spanish  Students' Pominant Langu  Dominant language of students in program  Number %  American Indian Havajo Cherokee Keresan Other (spec.)  WS Spanish Portuguese French MS Chirose	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A2 A3 A4 B C D F G	1-English 2-Spanish  Students' Fominant Langu  Dominant language of students in program  Number \$5  American Indian Havajo Cherokee Keresan Other (spec.)  WS Spanish Portuguese French NS Chirase Eskimo	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A1 A2 A3 A4 B C D F G H	1-English 2-Spanish  Students' Pominant Langu  Dominant language of students in program  Number \$\frac{3}{5}\$  American Indian Havajo Cherokee Keresan Other (spec.)  **NS** Spanish Portuguese French  **NS** Ohim.se Eskimo Russian	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity
E A A2 A3 A4 B C D F G	1-English 2-Spanish  Students' Fominant Langu  Dominant language of students in program  Number \$5  American Indian Havajo Cherokee Keresan Other (spec.)  WS Spanish Portuguese French NS Chirase Eskimo	Different Native age and Extent of Number of Monoli Students	Bilingualism  ngual Mumber  to any  not  spec.	of students Biling extent only listening speadomprehension (abil	ing ity



		page 4
5.6	Recruitment of Students:  0 - not specified  1 - English Mother Tong or sh Nother Tongue Students are required cipate in the bilingual  2 - Only N-ENT are required to take program; MiT's partice is voluntary  3 - Both ENT and N-ENT participation is voluntary	page 4  5.6 3 (C'70-p.27)  program See Xekix  ipation 4 a
5 <b>.7</b>	Proportion of HiT pupils in project area: see Chart C n.s. not specified on the chart (C'?o-p./) Disc	5.7 CREPANCY IN CHART
5.8	Community Characteristics (mark ally that apply)  0 - not specified  1 - inner city-ghetto  2 - major city  3 - small city, town or suburb  4 - nural  5 - other (specify)	5.8
5.9	A. Socio-economic status of N-E-T participating students (indicate specific percent of low SES)  B. Average family income, if mentioned n.snot specified	5.9 A. 96% (C'70-p.2
5.10	Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) n.a not applicable (no EMT) 00 - not specified	5.10 90% (Approx.)
5.11	Proportion of migrant students in project (Indicate specific percent) n.snot specified	5.11 2-7% (c.70.p.2
. <b>0</b> so	CIOLINGUISTIC SURVEY	
6.1	Project states that a sociolinguistic survey:  I for II for  N-ETT group  1 was made 2 will be made 0 not mentioned	6.1 I <u>I</u> II <u>I</u>
6.2	If a sociolinguistic survey was or will be made, mark all groups included:  IN-EMT II HAT  1 parents 2 children 3 teachers 4 community 5 others (specify)	6.2 1 1, 2, 3
		<b>.</b>

Language dominance of N-MIT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.

e.g. specify extent descriptively: never, sometimes, always 6.3 A N.A.

0 - no 1 - in 2 - ma 3 - sm 4 - in	y Characteristics (man) of specified mer city-ghetto jor city hall city, town or sub eral her (specify)		5.8	
(indi B. Avera	e-economic status of N cate specific percent ge family income, if n ot specified	of low SES)		96% (C'70-p. 2
(indica n.a n	cononcmic status of E te specific percent o ot applicable (no EET ot specified	f low SES on the bla	dents 5.10	90% (Approx)
(Indica	ion of migrant studen te specific percent) ot specified	ts in project .	5.11	27% (c.70.p.2
.O SOCIOLINGUI	STIC SURVEY			
1 was ma 2 will 1	The second of th	nguistic survey: II for IT group	5.1 I II	L I
mark al. 1 paren 2 child: 3 teach 4 commu 5 others	ren ers nity	II MIT	6.2 I II	1, 2, 3 3, 3
will be through	dominance of N-MiT gradetermined by the extensions means of commecify extent descripts	cent each language is nunication. Lively: never, sometime.	s used in different mes, always 5.3 A	domains . N.A.
<b>T</b>	USE NON-ENGLISH	LANG. USE I	english c	N.A.
DOMAINS: 1 Home 2 Church 3 School 4 Work 5 Socializing 6 Neighborhood 7 film-TV-radio		netimes Alwa	Sometimes Sys Always	res_
8 Magazines, new 9 Others (specify)		· · · · · · · · · · · · · · · · · · ·	43	

She developed a resistance not only to IPI but to bilingual education for her child. We had to insure that when teaching bilingually with our bilingual teachers, the regular classroom teacher instructed the Parents Association President's child in English rather than in the child's native language. The child is English dominant. This was not seen as a serious social situation for our program. We also had two other cases—of 180 children. We made sure that the wishes of the parent—as t—neir child's participation in the direct teaching aspect of the state of education program was followed.

- 4. We did secure during the months of October and November parental consent slips for children to continue in the program. We followed this approach when we saw that it would be difficult to shift children in the program in terms of whether their parents wanted them included in our classes. The classroom teachers, according to our informal conversations with them, would resist this type of movement. This would consequently endanger the whole program. Out of approximately 180 children in our program, we received responses from 120 parents. We found that 112 parents accepted the bilingual program and wanted their children to be in these classes. parents did not want their children to receive it but would allow them to continue in these classes. Consultations indicated that they wanted no direct bilingual instruction but would accept indirect bilingual instruction. Program delays made us decide to select one room as a working model-type classroom. This idea was developed in December and January. Thus we can persuade other classroom teachers by a concrete example. The paraprofessionals and teachers can; say: "Yes, bilingual education benefits all children".
- 5. We selected one first grade class as our model. We channeled into it many of our resources. We organized the class, worked with small groups, brought in our project paraprofessionals, gave intensive training to our paraprofessionals, the classroom teacher and the bilingual teachers in IPI as well as in native language instruction. We used the bilingual approach in teaching concepts and in the use of language in teaching mathematics. We believe this technique did work. Our model classroom showed a great amount of progress improvement. We were able to use this as a selling point indicating success for our bilingual program. We fully trained children in the use of the learning laboratories. We stressed classroom management and responsihility on the part of children in the use of the equipment. Our model benefited from our hiring of staff personnel (the evaluator in January and February, the teacher trainer in February, the supervising clerk/ steno the day after Washington's Birthday). We saw great progress not only in our model classroom, but also in the rest of the program. Our model worked. We needed to implement it fully throughout the rest of the project.

				page	E
6.4	If not included in survey, how was student's	language	d <b>o</b> minance	6.4 I	<u></u>
	determined?	I	II	II	
	4 . 0 11	N-EMT	HIT		
	1-inferred by of surname				
	2-6 formal testing of students	7			
	3-assumed by informal means (specify how) 4-not mentioned			f•	200
	4-100 menotoned	to commence of			
6.5	Sociolinguistic Survey includes: (check all	that annl	~~ )	6.5.0	
	An analysis to determine if an interlangu	sce evist	y /	0. J. J. J.	
	in the community, (e.g., a mixture of two	language	s		N. Committee
	which serves as a single system of commun	ication f	or		
	a group of people).				
	1-yes	•			
	0-no	•			
•	Attitudes toward maintenance or shift:				
6.6	M 575T manuful attitud				
0.0	N-EiT parents' attitudes toward maintenan	ce of chi	ld's	6.6_1	
	N-EMT in particular domains of use or com to English	plete shi	ft		
•	1-yes				
	0-no				
6.7	MIT parents' attitudes toward their child	ren's lea	rnino	6.7_1	
	of the N-ENT language	2022 8 200.	· · · · · · · · · · · · · · · · · · ·	· / • / • · ·	<b>5</b> 9
*	1-yes				
	0-no				
6.8	Children's own attitudes regarding the se	c <b>o</b> nd langi	uage	6.8	)
	they are learning and the speakers of tha	t language	e <sup>'</sup>		
	1-yes	· .			
	0-no				
5.9	If not included in surrey laws are	-7 1/-			
-• /	If not included in survey how were parents community attitudes toward N-EMT maintenant	al and/or		6.9.	_
	determined?	nce			
٠	1-will not be assessed				•
	2-will be assessed, method not specified	4	(C)	70-p.Z	7)
	3-has been or will be assessed by method	other ther	Se	e Keron	( C 0 p-14
	sociolinguistic survey (specify how)	College Oliai	CONSENT	Sijes	. '/
	3 (			3 -153	
					•

## 7-0 STAFF SELECTION

0-not mentioned

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

1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Through language grouping within the class

6.10\_

	a group of people).	
	1-yes 0-no	
•	Attitudes toward maintenance or shift:	
6.6	N-EN parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 1-yes 0-no	6.6_ 1
6.7	MIT parents' attitudes toward their children's learning of the N-MIT language 1-yes 0-no	6.7_1_
6.8	Children's own attitudes regarding the second language they are learning and the speakers of that language 1-yes 0-no	6.8
6.9	If not included in survey how were parental and/or community assistates toward N-EIT maintenance determined?  1-will not be assessed  2-will be assessed, method not specified  3-has been or will be assessed by method other than sociolinguistic survey (specify how) Parental Consent	6.9. 2 70-p.27) = Xenox Copy h sups
6.10	1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Through language grouping within the class 0-not mentioned	
7.0 ST	AFF SELECTION	
7.1		egory: rmation is not cross out that
		complete the
	I M E Dom.  NEMT  II E Dom  EMT  N=	No. %  6. 86  I 14
	NEMT N= N= III_1 B  A Total Number B Total Number  Monolingual Bilingual B	7 100
	Total Number of Teachers	

page 6

		- am mamamafana	sionale by n	umber:
7.2 Linguistic backgrou	nd of project aide	s or paraproress	STORALD DY IN	<u>uniour</u> ,
(indicate non-Engli	sh Janguage in eac	n box)	(Tr our info	rmation is not
Language domin	ance not specified		(II any Into	cross out that
liother tongue	not specified		specified	complete the
Not specified	whether monolingua	l or bilingual	neading and	complete the
			rest of the	chart)
	A Monolingual	B Bilingual		of
			7.2	No. 2
I N-E Dom			A I	
N_EMT	/		ΙB	50
	•		II A	
II E Dom			IIB	= = = = A <b>I 5</b> 0
ENIT			II.A	
11 A 2	• 1		II B	
II E Dom			1.	A 1. 50
1 N-EIT		:		B 1 50
14-17111	i	i		N 3
		N Total Number		- Contraction
t m + 2 No dans T	Total Number	of aides or		
		paraprofessi	onala	•
Monolingual	Bilingual	paraproressi	Ollund	
<del></del>			•	
/ >	1.17.4.4		•	7.3
7.3 Language(s) used by		rs:		1.00
(Mark all that appl	LY)		* · · · · · · · · · · · · · · · · · · ·	
			C	70 p.26
1-Bilingual teacher	rs teach in only o	ne Language		102 Ta-e
			namera tanah	rox /w C
1a-Bilingual	teachers who teac	n in only one re	tivo or coco	nd language.
<u>dominant</u> .	language, whether	that is their ha	forve or secon	.M Tangaage
		1	wanaa tasah	in their
	teachers who teac	n in only one is	inguage ceach	TII OHETI
<u>native</u> la	nguage:			7
1b-	only if native lan	guage is also tr	neir dominant	Tauguage
1c-	even if native lan	guage is not the	eir dominant .	Language
10-	-not specified			
			7.7	
2-Bilingual teache	rs teach in both t	heir native and	second Langu	age,
regardless of whi	ch is their <u>domina</u>	nt language.		•
0-language(s)used	by teachers not sp	ecified		
	· · · · · · · · · · · · · · · · · · ·		_	7.4 16, 2
7.4 Language(s) used b	y bilingual aides	or paraprofession	onals:	7.4
(Mark all that app	ly)		•	
1-Bilingual aides	instruct in only of	ne language	i de la compania del compania del compania de la compania del compania de la compania de la compania del compania de la compania de la compania de la compania del compania	
1a-Bilineual aid	es who instruct in	only one langua	age teach in	
their dominan	t language whether	er or not it is '	their native	language.
ilingual aides	who instruct in or	aly ono lang. to	gen in merr	native lang.:
a 1b-only if nativ	re language is also	their dominant	, language	
IC 1c-oven if nativ	o language is not	their dominant	language	
1-0 not specifie				

				<b>, ,</b>	II	À	·
	II E Dom		ŧ		II		
	EMT		1	į	II II		
	II E Dom 1 N-ETT			:		A I	20
	Fotal Number B Monolingual	Total Number Bilingual		Total Number of aides or paraprofess			
7.3	Language(s) used b (Mark all that app	y bilingual tea ly)	chers:	•'		7.3	2_
•	1-Bilingual teache	rs teach in onl	y <b>o</b> ne la	anguage		C 70 p.2	
		teachers who to language, whether				ach in their	
	Bilingual <u>native</u> la	teachers who to	each in	only one 1	anguage te	ach in their	
	1c-	only if native even if native - -not specified					
	2-Bilingual teache regardless of whi				second la	nguage,	
	O-language(s)used	by teachers not	specif	ied		<b>.</b>	•
7•4	Language(s) used b (Mark all that app	y bilingual aid ly)	es <b>o</b> r pa	araprofessi	onals:	7.4 <u>1</u>	27
	1-Bilingual aides 1a-Bilingual aid their dominan ilingual aides 1b-only if nativ 1c-oven if nativ 1-0 not specifie	es who instruct t language, whe who instruct in the language is a language is n	in only ther or only o lso the	y one langu not it is no lang. to ir dominant	their nati ach in the language		ng.:
	2-Bilingual aides regardless of wh	instruct in bot	h their minant :	native and language.	sec <b>on</b> d la	nguage,	
	O-language(s) used	by bilingual a	ides n <b>o</b>	t specified			
7.5	Cultural affiliati number and percent	on of teachers.	aides, t apply	project di ) Specify c	rector and ultural af	evaluators filiation.	by
A. :	Teachers No. %	B. Aides No.	% C.	Proj. Direc	tor D. Ev	aluator(s)No	• %
CH	LINESE 4 57	Chinese !	<u>5</u> D	American	mith C	hinese 1	100
Pu	ertoRian 3 43			Chinesec			Buglimai
						•	4
•	The second secon						-
<u>س</u> ــــــــــــــــــــــــــــــــــــ	ot specified						-

7.6 Selection of N-HIT teachers from local commun 7.6 No. page % 0-not specified Number of N-MiT program teachers from local community and & of total N-HiT teachers. 7.7 Number and Proportice of teachers and aides of same cultural background as N-MIT students: indicate specific percent on the blank, or if specified descriptively, l-few A = teachers2-some B = aides3-many 4-most 5-more than half 0-not specified (Indicate number of teachers with each qualification, 7.8 5,9 2 no.'s if given) 2,11,13,15 7 Teacher Qualifications - Training prior to project n.s.-qualifications not spciffied O-previous courses not specified 1. teacher must meet a specified Level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct 2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview 3. previous teaching through N-EMT (in country where it is a native language, in Peace Comps) 4- revious teaching in Tocal area 5. courses in N-EMT language structure and usage 6. courses in N-E literature 7. content (e.g. Social Studies) courses learned through N-HAT 8. any previous education through N-EMT 9. courses in teaching ESL 10. courses in methods of teaching N-HIT language ll. courses in methods of teaching content (e.g. math)in N-MIT 12. certification in ESL 13. \_\_certification in te shing N-MIT 14. \_\_cross cultural courses 15. courses in the cultural heritage, values, deep culture of N-EMT 16. other qualifications, specify 8.0 STAFF DEVELOPMENT Se Xera 7 ~ ~ C 8.1 A 2,5,6 O-No staff training mentioned The project is offering training for teachers A. For B. For Paraand for paraprofessionals in the following areas: Teachers professionals

ERIC Full Text Provided by ERIC

(mark all that apply)

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

	7.8	Teacher Qualifications - Training prior to project  (Indicate number of teachers with each qualification, 7.8 5,9  if given)  7.11,13,15  7.22,11,13,15
		if given)
		n.squalifications not spcified
		teacher must meet a specified level of language proficiency on a
		standardized proficiency test of the non-English language through
		which (s)he will instruct  2. teacher must meet a specified level of communicative competence in
		the non English language determined by a structured interview
		3. previous teaching through N-MT (in country where it is a native
		language, in Peace Corps)
		4. previous teaching in local area
		5. courses in N-EMT language structure and usage
		6. courses in N-E literature 7. content (e.g. Social Studies) courses learned through N-EAT
		8. any previous education through N-EMT
		Gonrees in deadning hold
		10 courses in methods of teaching N-MII language
		11. courses in methods of teaching content (e.g. math)in N-mi
		12. certification in ESL
		13. certification in teaching N-EMT 14. cross cultural courses
		15. courses in the cultural heritage, values, deep culture of N-ENT
		16. other qualifications, specify
		4 - shealthrastina
_		· ·
8.	.0 ST	AEF DEVELOPMENT See Xerox 7a-e 8.1 A 2,5,6
		O-No staff training mentioned
	8.1	The project is offering training for teachers A. For B. For Para-
		and /or paraprofessionals in the following areas: Teachers professionals
		(mark all that apply)
	~ ~	Training indicated but notary and specified
	1-En	-Training indicated, but nature not specifiedglish as their second language
	2-Th	e teaching of English as a second language
	3-X 8	as their second language
	4-The	e teaching of K as a second language
		thods of teaching other academic subjects
		thods of teaching other academic subjects
		X language
		Stated coals of teacher training are: 8 2 II.16, 10 Students
	8.5	page 2 Court of concitor of cruiting are. O'S In the Z
		I N-EMT 11 EMT
		derstanding of socio-cultural values and practices oross-cultural training
		nsitivity to ethnocentricism and linguistic snobbery
		areness of the social-emotional development of
		rategies for accomodating the different learning
	_	areness of the social-emotional development of rategies for accomodating the different learning yles of rategies for cognitive development of rategies for reinforcing the self-esteem of thods of areas sultural teaching on teaching the
		rategies for cognitive development of
	_	rategies for reinforcing the self-esteem of
		thods of cross-cultural teaching or teaching the
		emulation of pupil performance objectives
		lethods of evaluation of pupil performance objectives
		List specific courses if given (or Xerox and attach)

Question 80

taff Develop rent

2nd year

## CLASSROOM INSTRUCTION

- 1. Our two Chinese bilingual teachers employed in September had little public school experience and no training at all in our oral language program. We designed a training program with our consultants, Dr. Paul King and Mrs. Eva King. This program uses proven Language-Through-Literature program which had been developed as part of a USOE Research Project between 1964-67 (D-107). 142 lessons, songs and pattern material were available to us only in Spanish and English. Our two Chinese bilingual teachers then translated this material (including about 33 songs) into Chinese. We developed an ongoing program of translation of materials. We began to implement our program, entering into the Pre-K and K classrooms, in late October and November.
- 2. Our Chinese bilingual teachers as well as our Spanish bilingual teachers had difficulty in grasping the concept of content teaching in the native language. This difficulty, we feel, is due to the complete dominance of English at P.S. 1: There are two classroom teachers. They are of Chinese descent. Both of them teach only in English. They have indicated that they are not able to teach in Chinese. There are no native Spanish-speaking classroom teachers at P.S. 1. There is one Chinese bilingual teacher in School Community Relations.

There is a great deal of emphasis on reading and remedial reading techniques, in English, done on a whole group basis. We see there was little individualization of instruction. The selection of the oral Language-Through-Literature program, the Read-With-Me stories, as well as IPI in conjunction with the Learning Laboratories potentially gives us a way of breaking down the present classroom setup. We can organize for individual and group instruction. In the summer the Project Director did coordinate and follow through on delivery of the curriculum materials and equipment (technology) needed to help us implement and facilitate individualization in our program. Learning Laboratories were delivered about mid-September. IPI program materials were delayed in delivery until about January 1970. In the interim period, September, October, November, we had translated all of Level A into Spanish and into Chinese. Delay in delivery of materials made it difficult to implement our program for math in the native language (concepts). Many of our children in the first and second grade had developed past the Level A materials.

3. The Parents Association at P.S. I developed the theory that if IPI could not be applied to the total school, then it cannot be applied to any of the classes. We experienced resistance from the Parents Association (Parents Association president) who had a child in the

first grade in one of our experimental bilingual education classes. She developed a resistance not only to IPI but to bilingual education for her child. We had to insure that when teaching bilingually with our bilingual teachers, the regular classroom teacher instructed the Parents Association President's child in English rather than in the child's native language. The child is English dominant. This was not seen as a serious social situation for our program. We also had two other cases out of 180 children. We made sure that the wishes of the parents as to their child's participation in the direct teaching aspect of the bilingual education program was followed.

- We did secure during the months of October and November parental consent slips for children to continue in the program. We followed this approach when we saw that it would be difficult to shift children in the program in terms of whether their parents wanted them included in our classes. The classroom teachers, according to our informal conversations with them, would resist this type of movement. This would consequently endanger the whole program. Out of approximately 180 children in our program, we received responses from 120 parents. We found that 112 parents accepted the bilingual program and wanted their children to be in these classes. Eightparents did not want their children to receive it but would allow them to continue in these classes. Consultations indicated that they wanted no direct bilingual instruction but would accept indirect bilingual instruction. Program delays made us decide to select one room as a working model-type classroom. This idea was developed in December and January. Thus we can persuade other classroom teachers by a concrete example. The paraprofessionals and teachers can say: "Yes, bilingual education benefits all children".
- We selected one first grade class as our model. We channeled into it many of our resources. We organized the class, worked with small groups, brought in our project paraprofessionals, gave intensive training to our paraprofessionals, the classroom teacher and the bilingual teachers in IPI as well as in native language instruction. We used the bilingual approach in teaching concepts and in the use of language in teaching mathematics. We believe this technique did work. Our model classroom showed a great amount of progress improvement. We were able to use this as a selling point indicating success for our bilingual program. We fully trained children in the use of the learning laboratories. We stressed classroom management and responsibility on the part of children in the use of the equipment. Our model benefited from our hiring of staff personnel (the evaluator in January and February, the teacher trainer in February, the supervising clerk/ steno the day after Washington's Birthday). We saw great progress not only in our model classroom, but also in the rest of the program. Our model worked. We needed to implement it fully throughout the rest of the project.

- 6. Classroom instruction and management was promoted in our two second grade classes or in our other first grade class. October, November and December were used for training our bilingual project paraprofessionals. We trained our project native language teachers in the IPI system, in classroom management, and the development of oral language materials. Children in the first and second grade were trained in the use of our learning laboratories, and management of project materials. We had to train classroom teachers in terms of new requirements needed to manage classrooms.
- 7. Classroom teachers resisted strongly our iPI system. This was due to the lack of a summer training program for all of our project personnel. Once school begins, it became extremely difficult (on a voluntary basis) to bring about the required teacher training needed for a program of this sort. We requested and were denied several times, the use of part of the school day for training our teachers. We worked around this by having the Research for Better School people visit our school. They gave training sessions in the afternoon to classroom teachers and paraprofessionals. We, the project staff, covered their classes. The Project Director also covered classes. We were able to receive, on a part time basis, the services of the district teacher trainer assigned to the school. As the classroom teachers and the paraprofessionals became better trained, we then began to institute a policy where our own project personnel were trained during the morning on a weekly ongoing basis.
- 8. The efforts of our IPI training program for the classroom teachers and the project staff eventually brought about a complete acceptance and strong support of the IPI program. Today, all of our classroom teachers are fully behind the IPI program. They wish to see it continue.

Our project staff is fully behind the IPI program. We wish it to continue. Our evaluators indicate that the children and parents fully support the IPI program. Some children are beginning to show a dramatic change and growth and understanding of arithmetic concepts due to our teaching in native language as well as the opportunity to operate individually at their program level. In the period of February through April, we have been able to make up a great deal of our lost time in terms of schedules. It is quite difficult in a few months to determine whether or not we are really progressing in terms of developing children's concepts in this curriculum area of math by using the native language. However we do note the enthusiasm that all of our children show for the math aspect of the program as well as for Language-Through-Literature aspects of our program. When you enter a classroom almost all (95%) if not all the children appear to be deeply involved in the program. This indicates we are making

a great deal of progress towards individualizing instruction through hative language use and our individualized materials.

- 9. One second grade classroom teacher leaves the program at the beginning of April. She is getting married and moving to Austin, Texas. We found that we are able to make a smooth transition. Her replacement spent several weeks breaking into the class and learning about our bilingual program as well as the Individually Prescribed Instruction system. We found that she was extremely cooperative. She learned quickly our IPI system. No doubt smoothness in transition was helped by the fact that we were providing for at least 45 minutes to one hour a day backup services through the bilingual segment of our program to her classroom.
- 10. One great weakness in the classroom instructional segment of our program was the need for teacher development and retraining. We attempted to strengthen our teacher development component by introducing to our classroom teachers, our teacher trainer, as well as to the administrative staff of the school the opportunity to enroll in a course in bilingual theory at N. Y. U. We were partially successful in our attempts. The classroom project teachers who enrolled in the course and then dropped it after several weeks. Classroom teachers indicated that this course on bilingual theory and practice did not meet their special needs. However, we were able to gain administrative support because the then acting Principal as well as the teacher trainer and several of our project teachers remained in the course and were able to apply many of the things they learned to our program.
- 11. We wished to modify the in-service training design in our Title VII project to include participation of staff members in the course teaching with a bilingual approach sponsored by New York University and taught by Hernan La Fontaine, Principal of P. S. 25, a bilingual school in the Bronx. We found that Miss Sundack, the Acting Principal, and Mrs. Cahane, through course participation, were able to make greater contribution toward our Title VII program, helping facilitate the implementation of our bilingual program in the first and second grades.
- 12. We began to see in February and March, 1970, the beginnings of widespread parent support for our program. By using our Chinese speaking evaluators, we were able to determine that for the Pre-K and K oral Language-Through-Literature program, parents were in full agreement as to benefits of this program for their children. We did find that parents felt their children were not getting enough instruction; if they had it their way, they would increase the Chinese segments of our oral Language-Through-Literature program to the point of where it would be virtually the total classroom program.



- 13. Comprehensive feedback from evaluators, auditors, teachers, para---professionals and all project personnel made us see the need to prepare in a systematic way multi-cultural materials. These materials
  according to plan will be made available in Spanish and Chinese as
  well as English.
- 14. As our bilingual (really, trilingual) program is developing, we hope that more and more Chinese and Spanish speaking bilingual teachers are recruited as regular classroom teachers. In terms of long range goals, all classroom teachers and paraprofessionals must begin to see the need for bilingual teaching for all of our children. Chinese may be an important requirement for the classroom teacher in P.S.1. Furthermore, cultural awareness of the plight of the Spanish speaking child (Puerto Rican) at P.S.1 needs to be further developed.
- 15. Our classroom program began to develop and pick up steam in January, February and March. We saw the need to give our project teachers a little bit more preparation time. We modified our five day schedule. We switched to a four day schedule (one day for preparation of materials and reports, training and conferences). We found that the four day schedule was able to make our program more effective. Furthermore, we began to make group planning and group decision making through the use of conferences and delegation of authority. Group decision making was encouraged in all of our activity.

8.3 **4.3** 13 8.3 Methods of Teacher Training: (Mark all that apply) 1-courses - NYU course in bilingual teaching - 2 staff members attended p. 29010 2-experiential, teaching supervised by master teacher 3-workshops where teachers offer suggestions to each other 4-use of video-tapes of teachers for feedback on how they are doing 5-cross-cultural sensitivity training, t-groups 6-interaction analysis (e.g. Flanders system) 13 other (specify) Research for Better Schools gave training sessions. 8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned

4 day class schools - / day for preparation of ma Eria & reports, fraining +
8.5 Project provides for paraprofessionals to receive course credit 8.5 0 conferences, toward eventual certification: 1-yes 0-not mentioned How? (specify) 8.6 Paraprofessional's role: 8.6 2,6,3,4,5 1-teaching whole class 2-teaching small groups 3-tutoring individually 4-clerical 5-contributing to bigultural component. how? Making Bilingual Materials for Instruction 6-liaison with parents 8.7 Training for project teachers and paraprofessionals is given by: 8.7 A (mark all that apply)

A for teachers B for aides 0-not specified O-University faculty - (9) consultants 2-project's Master Teachers 2-project's teachers 9 to ther (specify) Research for Better Schools 8.8 Number and Proportion of personnel giving teacher training who are: 1-bilingual 2-bicultural 3-N-ENT (specify background) 10,8.9 Training is provided: 1-during a summer session 2-during the academic year 3-other (specify) ERIC 8.10 Extent of training:

B (indicate no.

8.10 0

	Hday chass schedule - I day for preparation of mass. 8.5 Project provides for paraprofessionals to receive course credit	8.5 Q conferences 4
	toward eventual certification: 1-yes O-not mentioned How? (specify)	Xerox 7e
	8.6 Paraprofessional's role:	8.6 <b>2,6</b> ,3,4,5
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	3-tutoring individually 4-clerical	
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	8.7 Training for project teachers and paraprofessionals is given by (mark all that apply)  A for teachers B for aides	8.7 A 9
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ec	8.8 Number and Proportion of personnel giving teacher training who	8.8 1 30 %
	are: 1-bilingual 2-bicultural	3
<i>ا</i> ر	3-N-MIT (specify background) 8.9 Training is provided:	8.9 2
G. S	1-during a summer session 2-during the academic year 3-other (specify)	
7	8.10 Extent of training:  B (indicate no. of hours)	8.10 A 3 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
	A 1-approximately equivalent to a 5 weekly college course 6 monthly	6 <u> </u>
	2-more than one course 7 bi-monthly 3-less than one course 4-other (specify)	
	8.11 Number and Proportion of teachers attending training: or: if specified descriptively, indicates	8.11 <b>1</b> 100
	O-not specified 6-most 1-100% 7-many	•
	2-more than 75% 8-few 3-50-74% 9-other (specify) 4-25-50% 5-1-24%	•
	9.0 TEACHERS 1 ATTITUDES	
	9.1 Teachers attitudes are assessed: (Mark all that apply) 0-not mentioned 1-to N-EMT language or dialect	9.1 4,6,7 p.28c'70 X = K = X 7c
	2-to N-EMT students - expectations of achievement 3-to N-EMT culture	Xurox 7c
	4-prior to participation in bilingual project 5-after project training 6-after participation for a period of time in project	
DIC.	7-through a questionnaire 8-other (specify)	

## 10.0 STAFF PATTERNS

10.1 Staff patterns: (mark 0-not specified 1-team teaching 2-cluster teaching 3-shared resource teacher -other (specify)	1-b 2-E 3-b 4-a 5-c 0 6-o	oilingual to SL teacher oilingual co sides or par consultant r or guidance other (speci	cordinator raprofession sychothera; counselor fy)	10.2 / Spaint Spirit	1.39C10 1.9 extenor 9 a
10.3 Average number of pupi 0-not specified	ils per class: 9	Curricul	tm coord	10.3 2	<del>}</del>
10.4 Average number of aide 0-not specified	es or paraprofession	als per cla	<u>.55</u> :	10.4 .3	Norman masser
10.5 <u>Average number of N-FA</u> <u>professionals) per cla</u> 0-not specified	IT or bilingual aide		ER PRE-	10.5 <u>3</u> PRE-K G 70 · p.70)	Roup See Xeroy 96
10.6 Special aide to pupils is given: 1-individually by: 2-in small groups 0-not specified	3-teacher 4-special remedial 5-paraprofessional 6-parent tutor 7-older student tu 8-peer tutor 9-not specified 10-no special help	teacher tor	rning	10.6	2 <sub>y</sub> 3,5
11.0 INSTRUCTIONAL COMPONENT	- DURATION AND EXTR	ent of Bili	NGUAL COMPO	NENT	
11.1 Duration of Bilingual	Education (policy)	I	II	II <sub>1</sub>	
N-EMT language will be may (mark all that apply) 0-not specified how long 1-as the alternative language for as long as desired 2-as the medium of instruction subject matter (e.g. cut) 3-only for the length of	uage of learning ction for special	NE DON NEMT	E DOI:	e dom Nemt	· · · · · · · · · · · · · · · · · · ·
3-only for the length of the acquisition of suffi permit learning of acade acceptable level in Engl	icient English to emic content at an Lish			11.1 I /	<b>2</b>
for N-HiT group through	ject state is optim N-EMT language to	al for inst continue?	ruction	11.2	<b>)</b>

C-not specified				Table years of the
10.4 Average number of aides or paraprofessional	s per class	<b>:</b>	10.4 .3	
O-not specified			- /	
10.5 Average number of N-HIT or bilingual sides	(am mama		10.5 .3	
professionals) per clas:	tor para-	A ABE.		Moule
O-not specified	1 1	(6"	0.0.70)	ROUP See Xeroy 9
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10.6 Special aide to pupils having most difficulis given:	ty in learn	ing	10.6	2,3,5
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2-in small groups 4-special remedial te	eacher		•	•
O-not specified 5-paraprofessional				
6-parent tutor				
7-older student tuto	r			•
8-peer tutor				
9-not specified	•			
10-no special help g	iven			
11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENS	r of biling	UAL COMPO	NENT	
11.1 Duration of Bilingual Education (policy)	I	II	IIı	
	<u></u>	**	<u> </u>	
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(mark all that apply)  O-not specified how long	NEMT	EMT	NEMT	
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for as long as desired		·	andresania 1	•
subject matter (e.g. cultural heritage)				
3-only for the length of time necessary for	وسعدتها والمعتقدة	<b></b>	#1	
the acquisition of sufficient English to permit learning of academic content at an	·		11 1 T	2
acceptable level in English			11.1 I	) <del></del>
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11.2 How many years does project state is optimal for N-MIT group through N-MIT language to co		uction	11.2	2
0-not mentioned				
if for a particular number of years:	•"			
1 2 3 4 5 6 7 8 9 10				
where the trade to the content to the party of the party				
(if specified in terms of a condition, please	state it -	T) 7/		
e.g. "if a child begins learning in N-EMT and N-EMT instruction should continue through high		Pre-K,		
Walter the or of other broader continue withough fire	1-SCHOOL")			
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		,		
Duration of Bilingual Education (in practice) (Ma	ark all tha	t apply)		
11.3 Second language learning is introduced in wh	ich grade:		11.3 I 🖺	rek, K, 1
code: C= N.A. (if no MIT)			II	
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It would appear that more orientation is needed for the school and district staff in understanding the roles of individuals involved in our program. Faraprefessionals, teachers, administrators, the Principal, etc. need to tarn about the functions of the project manager, of the evaluator, of the educational consultant etc. In addition, each staff member in the project should develop his own conception of his role in the program. This should then be compared with what has actually been developed as their role in the program. We must begin to understand our colligations and responsibilities, so as to ensure the successful development of the kinds of training and staff development programs that can create the most effective type of instructional programs for the children of P. S. 1.

We are moving into two areas that need a great deal of professional development and teacher training: (1) Team teaching in ungraded classrooms and (2) individualized instruction within these classrooms. Once individualized instruction is started in one subject, there is a need for some spill-over into other areas of teaching. It is apparent that there is great need for a common preparation time for teachers in every subject matter area. We need to develop the teamteaching training situation. We already are aware of the need for all personnel involved in the bilingual programs, to spend time together in managing and organizing the classroom. We need coordination between native language instruction and regular second language instruction. There is a need for staff training in developing the teamteaching orientation, the need for more knowledge about individualized instruction techniques and methods. We need to develop teacher potential for organizing procedures and techniques for small group instruction.

In summary, the school staff should be oriented and trained around the goals of the program and should also participate in and contribute to the full implementation of the program. The concept of cooperation should be the paramount idea for the professional growth of all staff members, mutually working together to achieve our goals. More communication between all members of the staff and more feedback are essential elements both within our program and our staff training element.

## PLAN FOR SECOND YEAR OF PERATION

## General Introduction:

The major components of the second year of operation will be:

Classroom Instruction Staff Training Materials Development Community

All components contained in the program of the first year will be continued. Certain phases of the program will be expanded and strengthened, particularly the Intensive English activities, the systemization of the use of educational technology, and other parts of the program will be expanded vertically (such as the IPI program into Grade 3, and the Language-Through-Literature program into Grade 1).

## Pre-Pre-Kindergarten Program for Three to Four Year Old Children:

The following statement of objectives relates to the instructional program additions herein proposed for continuation program during 1970/71.

## General Objectives:

- 1. Conducted in appropriate native language (Chinese or Spanish) is in a home center by a paraprofessional, three times a week, one hour each session.
- 2. Participation by approximately 6 10 children and their mothers.
- 3. English occasionally used.
- 4. Enrichment materials are brought in by the paraprofessional.
- 5. Activities include the teaching of songs, the relating of simple stories, coloring of papers, use of conventional classroom materials such as crayons, pencils, etc. Overall approach is to "demonstrate through action" the possibilities of what can be done in the home to prepare a child before he goes to school.

10

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11.10 The amount of instructional time in and through their native language for N-ET students who are English dominant is:  code: 0 = not specified N.A. = not applicable, no N-ET, E dom students  11.10 liin. per day of any in native lang. for time per day of instruction day of any in native lang. through N-ET instruction  through N-ET instruction 7.20  1.20 360 360 3.34 4.55 6.78 8.99 10 11 11 11 11 11 11 11 11 11 11 11 11	8. !					· · · · · · · ·				ន			
11.10 The amount of instructional time in and through their native language for N-Eff students who are English dominant is:  code: 0 = not specified N.A. = not applicable, no N-Eff, E dom students  11.10 liin. per day of instruction day of any in native lang.  through N-Eff in native lang.  12.  11.11 11.12 Subjects taught in native lang. instruction through N-Eff Pre K  1	9						. • • • •		<b>.</b>	. 9			
11.10 The amount of instructional time in and through their native language for N-EFT students who are English dominant is:  code: 0 = not specified N.A. = not applicable, no N-EFT, E dom students  11.10 liin. per day	10	an an a san an ann an san an san an an				<del>-</del>		· · · · ·		10	). 1		
11.10 The amount of instructional time in and through their native language for N-Eff students who are English dominant is:  code: 0 = not specified N.A. = not applicable, no N-Eff, E dom students  11.10 lin. per day	11 1	aluman nga aga aga an nao dia dan a di di d					• • • •		<b>.</b>	<sub>  .</sub> !. 12	' 2	*****	
for N-ET students who are English dominant is:  code: 0 = not specified N.A. = not applicable, no N-ET, E dom students  11.10 liin. per day of instruction day of any instruction through N-ET instruction  12  13  14  15  16  7  8  9  10  11  11  11.12  11.12  5 of time per day of instruction through N-ETT instruction Through N-ETT  2  3  4  5  6  7  8  9  10  11  11  12													
code: 0 = not specified N.A. = not applicable, no N-Eff, E dom students  11.10 liin. per day	11.								heir	nat:	ive l	anguae	ge
11.10 liin. per day of instruction day of any instruction through N-HIT instruction  Prek 10 120 360 11.11 11.12 % of time per day of instruction through N-HIT 2.2  3 4 5 6 7 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9		for N-EIT	student	s who are	English	. domina	ant 1	.S:					
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of instruction through N-EU instruction  Prek  1										-	-	•.	
Through N-HIT instruction													er day of
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	12				-	,				1.1	2		

page 11 11.13

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

O-no\_English Nother tongue students

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

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

	11.14 Hin. per day of instruction through N-HIT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
Marek 1	120	360		
3				2
4 5		• • • • • • • • • • • • • • • • • • • •		4 5
7			· · · · · · · · · · · · · · · · · · ·	6
9				8
11				10 11
1 ~	وأوالها والوالوال فالمامة الأصاف فالمتعادية		:	12

11.17 lixed or separate language usage by teacher and/or aide in the classroom (mar: all that apply)

11.17 3,4

0-not specified

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

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

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

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

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

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

7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.

8-other (summarize)



	of time per day
of instruction day of any in second lang. of	f instruction
through N-MIT instruction t	hrough N-EIT
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2	
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5	.i. 
6	
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9	
10	0
11	1
12	2

11.17 lined or separate language usage by teacher and/or aide in the classroom (marl: all that apply)

11.17 3,4

O-not specified

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

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

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

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

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

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

7-the teacher uses English and the paraprofessional then translates the same material for N-ENT pupils.

8-other (summarize)

## 12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 1, 20, 20

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



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

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

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

# 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-N\* Language Skills Sequence (\*Audiolingual Nethod: listening, speaking, reading and writing)

. 1				ΤŢ		
Non Eng d	lom	Ι	ng	don	a	
student	s_	5	stu	ıden '	ts	
A in dom E	in	Α̈́i	in	dom	В	in
lang	sec <b>o</b> nd	]	lan	g		sec <b>o</b> nd
	lang				•	lang

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

13.1 Second language listening-speaking skills are learned:	13.1 IB 3
1-concurrently with dominant language listening-speaking skills	The second of th
2-after a specified level of competency achieved in listening-speaking	
skills in dominant language 3-a specified period of time after	
listening-speaking skills in dominant language taught	
4-before any specified level of listening-speaking competence achieved	
in dominant language	13.2 IA
13.2 ALM sequence followed: 1-Listening-speaking proficiency	IB 1, 2
precedes introduction of reading 2-Reading is taught concurrently	IIB
with listening-speaking skills	
3-Learning to read overlaps learning of listening-speaking skills	
4-There is some overlap between learning to read and to write	

to negative, declarative to interrogative, active to passive.

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

# 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-N\* Language Skills Sequence (\*Audiolingual Nethod: listening, speaking, reading and writing)

	<b>.</b>					ΤT		
	Non Eng	do	om		Eng	g dor	n	
	stude	nts	5		sti	iden	ts_	
A	in don	В	in	A	in	dom	В	in
	lang		second		lar	ng		second
	_		lang			_		lang

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

(and man abbitionate (meas) it big	ojeco mas no mas, dom.	5 dadoir ob /
13.1 Second language listening-speaking skills are learned: 1-concurrently with dominant language listening-speaking skills 2-after a specified level of competency achieved in listening-speaking skills in dominant language 3-a specified period of time after listening-speaking skills in dominal language taught 4-before any specified level of listening-speaking competence achieved in cominant language	g t	13.1 IB 3 IIB 3
13.2 ALM sequence followed: 1-Listening-speaking proficiency precedes introduction of reading 2-Reading is taught concurrently with listening-speaking skills 3-Learning to read overlaps learning of listening-speaking skills 4-There is some overlap between learning to read and to write		IB 1, 2 IIA 1, 2 IIB
13.3 Listening-speaking proficiency determined by: 1-measure of listening-speaking proficiency 2-informal assessment by teacher	Y Y Y	13.3 IA IB I, & IIA I; 2 IIB
13.4 Second language reading skills are learned: 1-concurrently with learning to read in dominant language 2-after a specified level of dominant language reading competence achievement 3-a specified period of time after learning to read in dominant langua (e.g. a specific grade) 4-before learning to read in dominant language	age	13.4. IB
Language	the this deare	



			40
n .	I	II pa	ge 13
	Non Eng dom students A B dom second lang lang	students A B	
13.5 Reading is introduced:  A-individually, when child is ready or at a specific time during grade: If  1 2 3			13.5 IA
13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment		¥ _	13.6 IA IB 1, 3. IIA 1, 9.
13.7 Grade level reading is expected:  1-in first grade 2-in second grade 3-in third grade 4-in fourth grade 5-in fifth grade 6-in sixth grade 7-other (specify)	Secretary of American	Sharingan and an analysis of the state of th	13.7 IAIBIIAIIB
13.8 Grade level academic achievement (mat SECOND language is expected: 1-in the first grade 2-second grade 3-third grade 4-fourth grade 5-fifth grade 6-sixth grade 7-other (specify)	th, science, e	etc.) in the	13.8 IB
14.0 INTEGRATION OF SECOND LANGUAGE LEARNI (mark all that apply)	I = N-E d <b>o</b> m- students	II = E dom	14.0 I 3 1 4
1-Second language learning is only a searate subject for English-speaking st dents; the second language is not us as a medium of instruction for other	ū-		

ERIC

subjects.

2-Second language learning is both a separate subject and also a medium of

instruction for other subjects.

13.6 Reading readiness 1-test of reading : 2-informal teacher	readiness		7	Y	1 1	IB J. 3.
13.7 Grade level readi	ng is expected: 1-in first grade 2-in second grade 3-in third grade 4-in fourth grade 5-in fifth grade 6-in sixth grade 7-other (specify)		manufacture in the control of the co			IB IIA IIB
13.8 Grade level acad SECOND language 1-in the first gra 2-second grade 3-third grade 4-fourth grade 5-fifth grade 6-sixth grade 7-other (specify)	is expected:	h, sc	ience, ei	ce.) in	the .	IIB I
14.0 INTEGRATION OF S (mark all that a	econd language leaini	Ι:	TH OTHER  = N-E  dom  students	II = E dom		14.0 I 2, II 3)
arate subject for dents; the seco	learning is only a se or English-speaking st and language is not us instruction for other	u-		•		
	learning is both a send also a medium of other subjects.	<b>∍p</b> -	<u>√</u>	#phinelips allows		
tegrated with the	learning is always in ne learning of oourse s social studies) or a nitive development.		<del></del>	<b>~</b>		· · · · · · · · · · · · · · · · · · ·
language is used content of sec (the same conce	t taught in the native d as the referential cond language learning ot taught in the native ght in the second	3	V		•	
in the second la	mic content is taught anguage from that whice native language.		ge administra		-	
O-not specified			-			

						page	14	
•			I			II 45	C TA 1	
	15.0 TREATHENT OF CHILD'S LANGUAGE:		Non Eng.	dom	Eng	15. dom.	O IA	•
			_		_		IIA /	-
		٨	students -in dom.	B 2nd	stud	B 2nd	IIB	-
	•	п					111	•
			lang.	lang.	eng.	lang.		
	1-The child's language is respected	٦.						
	It is not corrected, rather, all	•	•					
	of the child's speech is accepted	ı.		+				
	However, the teacher provides a							
	model of the standard language							
	aiming toward child's eventual		/					
	control of the standard form.		V.		<b>L</b>	Service and		
	2-The child's language is corrected							
	the teacher points out errors and	i						
**	demonstrates the standard form.			****	مسرسه	مديق شيون يا		
	2 0+1 (							
	3-Other (specify)			-		Water the .		
	0-Not specified							
	O-NOC Specified		-	times. Table 18		Smorten o SandS		•
	16.0 MATERIALS						•	
				,				
	16.1 Reading Materials-Types		•					
	Reading Materials are: (mark all the	ha	t apply)			•		
	1-Linguistically based			4,			Sr.	
	(Merrill or Miami Linguistic		1		<b></b> .	_		
	readers, ITA, etc.) 16.	1	IA		II'	_ IIB_	-	
	2-Basal readers					· · · · · · · · · · · · · · · · · · ·		
*	2 Di-last mandama					A		
	3-Dialect readers			<b>Z</b> .	7	<u> </u>		
	4-Experience charts (stories							
	distanted by shildnen)		_					
	IFI - Individually Pres	se:	ribed In	Straction	on F	Language	. Thro	ugh
•	16.2 If some reading material is in		L	.iterat	ure	Series	开以户户	18 C. 10
•	the child's dialect, indicate how	•					Cre	Xerox
	long it is used:		an.			_		/C C I /-
	1-Grade 1 16.	2	IA 🙋		IIA	<u>0</u>	Ta	
	3-Grade 2						:	
	3-Grade 3						· •	
	4-Beyond Grade 3			:				
	O-not specified							
	46 0 mi = 0.17 - tu = tu lucture and		Harada Tarah	and for	ge <b>co</b> n	d language	learning:	
	16.3 The following are techniques and	щa	realats u	sed 101	necott	a ranguage.	rour mine.	
	O-none specified		. 1					
	1-pattern drills 2-dialog memorization		. —	T	•			
	3-choral repetition		1	7			•	
0	4-songs							
FRĬ	5_programmed instruction				•	K K K		**
Full Text Provided by	6-stories read to children					Y		
Black of the	AUDIO VISUAL ATDES	- 1	and the second	Spilo governos	a 192	<u>gradiji in artigira a</u>	The second second	e de Santa de Care

aiming toward child's eventual control of the standard form.		-	1	****		
2-The child's language is correct the teacher points out errors demonstrates the standard for	an <b>d</b>	Bartina Alba, A	Marcella Vallegard	h-49a-48a-4		
3-Other (specify)	turbura.		teroth Labour			
0-Not specified	-	numbering .		\$00000 - \$4.000		
16.0 HATERIALS						
16.1 Reading Materials-Types Reading Materials are: (mark al. 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)			IIA	IIB		
2-Basal readers			treatments.			
3-Dialect readers		$\checkmark$ .	1			
4-Experience charts (stories dictated by children).  16.2 If some reading material is in the child's dialect, indicate long it is used:	rescribed 1	instructi Literat	on F La	inquage ries	Through	h 90
1-Grade 1 2-Grade 2	16.2 IA_ <b>Q</b>		IIA O		7a	K.U
3-Grade 3						
3-Grade 3 4-Beyond Grade 3 0-not specified						
4-Beyond Grade 3 0-not specified 16.3 The following are techniques a	n <b>d</b> materials	use <b>d</b> for	second 1	anguage le	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified	n <b>d</b> materials	used for	second 1	anguage le	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization	n <b>d</b> materials	<b>Z</b>	second 1	Z	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition	n <b>d</b> materials	<b>Z</b>	secon <b>d</b> 1	Z	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs	n <b>d</b> materials	<b>Z</b>	secon <b>d</b> 1	Z	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES		<b>大</b>	secon <b>d</b> 1	K K	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips 8-flannel or magnetic poards 9-realia, graphic displays		<b>大</b>	second 1	K K	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips 8-flannel or magnetic boards 9-realia, graphic displays 10-records, tapes		<b>大</b>	second 1	K K	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips 8-flannel or magnetic poards 9-realia, graphic displays		<b>Z</b>	second 1	Z	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-Programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips -8-flannel or magnetic boards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing		KRIGKKI KI KKI KI	second 1	KKKKK KIKKIKI	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-Programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips -8-flannel or magnetic poards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing 14-puppetry		KRIGKKI KI KKI KI	second 1	KKKKK KIKKIKI	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips 8-flannel or magnetic coards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing 14-puppetry 15-experience charts		KRIGKKI KI KKI KI	second 1	KKKKK KIKKIKI	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips -8-flannel or magnetic coards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing 14-puppetry 15-experience charts 16-primary typewriter 17-learning through direct experience	<b>r</b> ience	<b>大</b>	second 1	K K	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips -8-flannel or magnetic boards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing 14-puppetry 15-experience charts 16-primary typewriter 17-learning through direct experience with materials e.g. Montesson 18-activity centers-chosen by characterists	rience ri	KIKI KIKKI KIKKI KI	second 1	KKKKK KIKKIKI	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-Programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips -8-flannel or magnetic boards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing 14-puppetry 15-experience charts 16-primary typewriter 17-learning through direct experience with materials e.g. Montesson 18-activity centers-chosen by chap-other (specify)	rience ri	KIKI KIKKI KIKKI KI	second 1	KKKKK KIKKIKI	earning:	
4-Beyond Grade 3 0-not specified  16.3 The following are techniques a 0-none specified 1-pattern drills 2-dialog memorization 3-choral repetition 4-songs 5-Programmed instruction 6-stories read to children AUDIO VISUAL AIDES 7-films, filmstrips -8-flannel or magnetic poards 9-realia, graphic displays 10-records, tapes 11-listening centers 12-multi-media approach Experiential: 13-role playing 14-puppetry 15-experience charts 16-primary typewriter 17-learning through direct experwith materials e.g. Montesson 18-activity centers-chosen by charming outside the classical experience of the	rience ri	KIKI KIKKI KIKKI KI	second 1	KKKKK KIKKIKI	earning:	
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page 15 16.41, 3, 7, 8, 9, 10 16.4 The sources of Non-English materials and textbooks are: (mark all that apply) U-not specified 1-are written by native speakers of that language 2-commercially prepared and published in countries where N-E is the native language 3-developed by the project's own bilingual staff 4-developed by the staff of another bilingual project (specify which) 5-developed in conjenction with project parents 6-developed by or with members of N-AMT community 7-are culturally appropriate for N-E culture (specify how this is determined) 8-are cross cultural 9-commercially prepared and published in the U.S. 10-are translations of U.S. texts 11-are coordinated with materials used in the regular subject curriculum 12-other (specify) 16.5 The specific bilingual/bicultural materials used in the language component are: 0-not specified
1-xerox attached-page and document <u>Iff + Longuage</u> Through Literature
STUDENT GROUPING

Series. 17.0 STUDENT GROUPING 17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 0-not specified Pupils of both linguistic groups are: 1-always mixed for all learning 2-mixed for language learning 3-mixed for some academic subject learning 4-mixed for non-academic learning; art, music, gym, health 5-separated for native and second language learning into dominant language groups 6-separated for most academic subject learning into dominant language groups 7-never mixed for language or other academic learning 8-other (specify) 17.2 Students are grouped for language instruction: (mark all that apply) A-more than the time B Less than the 0-not specified 1-total class 2-small groups (specify size) 3-individual instruction 7.3 Criteria for grouping: Students

I Non Eng

dom

II Eng dom

EMT

0-not specified

1-by age

LilEng dom

NEIT

```
(specify how this is determined)
      8-are cross cultural
     9-commercially prepared and published in the U.S.
      10-are translations of U.S. texts
      11-are coordinated with materials used in the regular subject
         curriculum
      12-other (specify)
16.5 The specific bilingual/bicultural materials used in the language 16.5 1
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0-not specified
1-xerox attached-page and document IfI thonguage Through Literature
17.0 STUDENT GROUPING

Series

17.1 Student grouping; mixed or separated into dominant language
groups; (mark all that apply)
     0-not specified
     groups: (mark all that apply)
     0-not specified
     Pupils of both linguistic groups are:
     1-always mixed for all learning
     2-mixed for language learning
     3-mixed for some academic subject learning
     4-mixed for non-academic learning; art, music, gym, health
     5-separated for native and second language learning into
       dominant language groups
     6-separated for most academic subject learning into dominant
       language groups
     7-never mixed for language or other academic learning
     8-other (specify)
17.2 Students are grouped for language instruction:
     (mark all that apply)
                             A-more than 🗦 the time
                                                               B Less than by the time
     0-not specified
     1-total class
     2-small groups (specify size)
     3-individual instruction
17.3 Criteria for grouping:
                                                Students
                                                               II ling dom
     O-not specified
                                   I Non Eng
                                                II Eng dom
                                       dom
                                                                 NEIT
     1-by age
     2-by native language
     3-by dominant language
     4-by language proficiency
       (ex. level of reading skill)
     n.a. not applicable
         (no E.dom/NEMT)
18.0 TUTORING
#8.1 Student Tutoring is: (mark all that apply)
                                                                           18.1
          no-not mentioned
           0-type is not specified
            1-inter-ethnic (N-EMT student tutors EMT students)
            2-intra-ethnic (N-EMT student tutors N-EMT)
            3-done by older children (cross age)
            4-done by peers (same age)
            5-other (specify)
18.2 Paraprofessionals or aides give tutoring or instruction as follows:
            O-area not specified
            1-inter-ethnic (N-ENT aide tutors ENT student)
            2-in the accusition of native language skills
            3-in the acqusition of second language skills
            4-in other academic subjects
```

page 16

18.3 No

18.3 Parent tutoring: (mark all that apply)

mo-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day

7-materials are provided for use in home by parents

8-other (specify)

## 19.0 CURRICULUM PATTERNS

19.0 1,4,5,8,10

The stated curriculum pattern of the bilingual project:

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

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

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

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-operclassroom

7-gumen discovery and inquiry

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

9-others (specify)

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

technological education

## 20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned

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

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

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

4-labeling and grouping actual objects to learn classification;

ERIC Full Text Provided by ERI 7-materials are provided for use in home by parents 8-other (specify)

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

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

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

9-others (specify)

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

technological education

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

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

position

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

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

guidance rather than teacher demonstration. 6-direct experience of math through discovery rather than instruction

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

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

20.0 N.Q.



## 21.0 SELF-ESTEEM

21.0 1, 2, 4, 5, 6

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

O-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

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

4-teacher accepts, aclmowledges ideas and feelings

- 5-teacher encourages non-verbal expression of child's feelings through mainting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and success

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

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

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

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

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

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

15-other (specify)

#### 22.0 LEARNING STRATEGIES

22.0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox)

Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

O-none mentioned

Full Text Provided by ERIC

4-teacher accepts, aclmowledges ideas and feelings

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

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

7-teacher provides experiences leading to competency and success

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15-other (specify)

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O-mone mentioned

## 23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

3-bilingual and multicultural

0-not specified as to which of the above

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

the classroom 6-language and cultural content are integrated

7-other (specify)





page 18

23.2 Cross-cultural awareness:

23.2 0

23.3 1-if project mentions efforts to decrease ethnoment in 23.3 2 either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

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

23.4 4,7

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular pewple or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEW or EMT

8-Other (specify)

23.5 American culture is defined:

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America -- multicultural contributions of various ethnic groups discussed

3-other (indicate document and page number for xerox) or elaborate in your own words

23.5 15



	1-if project mentions efforts to decrease ethnocentrism in 23.3
•	
23.4 I	In the bicultural compenent knowledge of the N-ENT culture  involves (mark all that apply)  0-no bicultural component mentioned
-	1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political
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	3-other (indicate document and page number for xerox) or
	elaborate in your own words
•	
24.0	COLLUNITY COLPONENT See Xeroy 18a
0.4 1	Dilimmel liberty and analysis 1.7
24.1	Bilingual libraries are provided for:  0-group not specified
	1-project children
	2-adults of the project community
	3-teachers
	no-bilingual library not mentioned
24.2	The state of the s
	0-group not specified
n de la lace Nacional	1-project children 2-adults of the project community
	3-teachers
	no-ethnic studies library not mentioned

#### COMMUNITY

The project got off to a slow start due to personnel recruitment problems, during July and August 1969. The Project Director was the only staff member actually selected by the Governing Board and the Local District. The District was undergoing intensive personnel changes, due to conflict over community control. There followed a period when the Interim District Superintendents were in charge. It became difficult to obtain assistance, guidance and direction. The Principal of P.S. 1, Manhattan, was appointed as District Superintendent in another district and an Acting Principal for P.S. 1 was named by an unofficial District Superintendent.

In summary, many of the previous arrangements, community contacts and preliminary negotiations and details for implementation, had been set up by people who were now no longer employed by the District. There was a 100% changeover in staff. Largely because of turmoil, it became necessary during the months of September, October and November, to redevelop support for our program. The previously selected teachers in P.S. I had to be re-involved and new lines of communication were set up within the school.

We recruited new personnel for the project. The Project Director had to re-establish and negotiate new relationships with the local school district, the Central Board of New York State, as well as with O. E.O.

During the summer months a difficult situation had arisen in terms of local control. Significant changes became evident in the various roles played by the Board of Education, the parents, teachers, educators, together with those either for or against community control.

The Project Director decided not to actively go into the community to organize support among the parents for the bilingual program. This would have been construed as developing support for one of the many factions involved in this power struggle. This decision was justified and confirmed through subsequent informal conversations with parents and others living in the community.

The method employed to eventually reach the parents was to distribute consent slips either to the parents directly wherever possible, or

through the children to their parents. Out of a potential population of 180 parents with children in the selected pilot classes, we met with a response of some 120 consent slips returned, thus having approximately two-thirds responding. Out of the 120 parents who replied, 112 gave their consent but there were 8 parents who did not want their children to receive bilingual instruction, but who, at the same time specifically indicated that they wanted their children to be assigned to those same particular classes and with those particular teachers, but not directly involved in the bilingual aspect of the curriculum. Their wishes were respected.

Positive results in terms of parent support for our program were noted over the next several months through three methods used in what might be called Public Relations. The first device was participation by a group of three six-year old first graders who demonstrated the use of our Learning Centers for bilingual instruction on the TV program called "Community Report" sponsored by the Board of Education and shown on Channel 25, the City station. "Community Report" was shown a total of three times in October, November and again in December. Feedback indicated that many parents saw the program. They supported it. On the same TV program, the Project Director participated in a frank discussion involving many aspects of bilingual education.

Another device to enlist parent support and to acquaint them with what we were doing was the printing and distribution of one of the stories in our oral Language-Through-Literature Program. It was reproduced with the story translated into Spanish and Chinese along with the original English. It was given to all children in the project shortly before Christmas. The distribution was highly personalized with the Project Director going to all classrooms. In the presence of the bilingual and other teachers and staff members present, he gave each child his or her own copy of the book. Pleasure for this gift was demonstrated (visual observation by staff) by at least 95% of the children. The teachers expressed their pleasure as well. 30% of the children wanted copies for brothers and sisters at home. Informal conversations in January with a number of parents together with comments from paraprofessionals whose children are in the classes, all indicated a 100% positive response.

At Christmas time, a card was printed with appropriate greetings in all three languages. A Chinese colloquial expression was used wishint everyone peace and happiness for the New Year. An equivalent Spanish expression indicated that: "Once we have destroyed fear, then our children will learn". Finally, a brief English greeting in the same vein. These Christmas cards were mailed to all parents and children

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

24.3 1.8

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

24.4 2,3,6

0-type not specified

no-not sought

1-existing community groups working with program

2-bilingual questionnaires

3-community-school staff committees

4-community advisory groups

5-formal meetins open to the entire community

6-informal meetings with community groups

7-other (specify)

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

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

no-no mention of school secking to be informed about community 1-meetings open to the entire community conducted in both

2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify)

O-method not specified

9-home visits 10-other (specify) 11-project director personally involved in program dissemination, specify how 24.4 Community involvement in the formulation of school policies 24.4 2,3,6 and programs is sought through: O-type not specified no-not sought 1-existing community groups working with program 2-bilingual questionnaires 3-community-school staff committees 4-community advisory groups 5-formal meetins open to the entire community 6-informal meetings with community groups 7-other (specify) 8-project director personally seeks involvement of community in program. specify how 21.5 The school keeps informed about community interests, events and problems through: no-no mention of school seeking to be informed about community 1-meetings open to the entire community conducted in both languages 2-community representatives to the school 3-bilingual questionnaiss sent to the home 4-home visits by school personnel 5-other (specify) O-method not specified 24.6 24.6 The school is open to the community through: 0-not mentioned no-school is not open to community for community use 1-opening school facilities to the community at large for use after school hours and on weekends 2-providing adult education courses 3-other (specify) 25.0 IMPACT EVALUATION program through:
newspaper 25.1 Project mentions description or dissemination of the bilingual 25.1 1,3 newspaper articles 2-radio programs *t*-video-tapes 5-films 6-visitors to observe the program

7-informal meetings open to entire community -

8-meetings conducted in both languages

25.2 25.2 Project's impact: 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program 2-Project mentions other schools in the local educational system have started bilingual programs 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs 26.0 ROLE OF EVALUATOR 26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in 26.1 1,2,4 the bilingual program: 0-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures 26.2 3 26.2 Evaluator has personally observed students in the program: 0-not mentioned no-never 1-once or twice during the year 2-more than twice 3-regularly 4-other (specify) 26.3 Evaluator has met with teachers: O-not mentioned no-never 1-once or twice during year 2-more than twice 3-regularly 4-other (specify) 27.0 EVALUATION PROCEDURE 27.1 0-not specified 1-A comparison group has been chosen 2-A comparison group will be chosen O-not specified (mark all that apply) 27.2 1-Pre-tests have been given to project group or sample " will be 3-Post-tests have been given to project group or sample will be 5-Pre-tests have been given to comparison group " will be 7-Post-tests have been given to comparison group will be

page 20