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ABSTRACT	

This content analysis schedule for the Lubbock Independent School Program of Lubbock, Texas, 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 instructional materials and resources for materials. (SK)



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Project # 219 Lubbock, TexAs

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

CHECK (-) DOCUMENTS READ FOR CONTENT AMALYSIS SCHEDULE

Initial Proposal Second Year data <u>Verified</u> by Project # 219 2nd Year Continuation 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

Although Project Director checked items on the first four pages of Content Analysis Schedule, the vest of the schedule had no corrections or additional information when it was returned tron the project.

> U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE 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

TABLE OF CONTENTS

PAGE

1

1

1

1

1

1

1

1

1

1

1

1

1

1

1

2

2

2

2

2

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PROJECT IDENTIFICATION

- 0.1 Project Number
- 0.2 Name of Project
- 0.3 Address of Project (number and street)
- 0.4 City and State of Project
- 0.5 State (checklist)
- 1.0 PROJECT 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
 - Cooperating with Title VII
 - 2.7 Source of Concurrent Funding
 - 2.8 Total Title VII Grant (first year)
- 3.0 UNIVERSITY Involvement with Project
- 4.0 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

PROCESS VARIABLES

- 5.0 STUDENTS (sociolinguistic) *
 - 5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)
 - 5.2 Cultural or Tthnic 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 Students' Dominant Language and Extent of Bilingualism
 - 5.6 Recruitment of Students
 - 5.7 Proportion of EMT Pupils in Project Area
 - 5.8 Community Characteristics
 - 5.9 Socio-Economic Status of N-EMT Participating Students
 - 5.10 Socio-Economic Status of EMT Participating Students
 - 5.11 Proportion of Migrant Students in Project
 - SOCIOLINGUISTIC SURVEY
 - 6.1 Existence of Survey
 - 6.2 Groups Included in Survey

		City and State of Project	1 1
. ,	0.5	State (chęcklist)	1
	1.0	PROJECT HISTORY, FUNDING AND SCOPE	
		1.1 Year Project Began under Title VII	1
	2.0	FUNDING	
		2.1 Funding of Bilingual Program, Prior to Title VII	1
		2.2 Year Prior Funding Began	ļ
		2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	ļ
		2.4 Source of Prior Bilingual Program Funding 2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1 1
		2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program	Т
		Cooperating with Title VII	l
		2.7 Source of Concurrent Funding	ī
		2.8 Total Title VII Grant (first year)	ī
	3.0	UNIVERSITY Involvement with Project	1
	4.0	SCOPE OF PROJECT	
		4.1 Number of Schools Involved	2
		4.2 Students - total number	2
		4.3 Students - grade level, number of classes, and number of students by grouped	.
		grade levels 4.4 Non-graded classes	2 2
			~
		ESS VARIABLES	
	5.0	STUDENTS (sociolinguistic)	•
		5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
		5.2 Cultural or Ethnic Identification of Target Students	2
		5.3 Ethnic Identity of English Mother Tongue Students 5.4 Students' Native Language if Different from Dominant Language	2
		5.5 Students' Dominant Language and Extent of Bilingualism	2
		5.6 Recruitment of Students	1
		5.7 Proportion of EMT Pupils in Project Area	3333444 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
	_	5.11 Proportion of Migrant Students in Project	4
	6.0	SOCIOLINGUISTIC SURVEY	
		6.1 Existence of Survey	4
		6.2 Groups Included in Survey	4
		6.3 Language Dominance by Domains and through Various Means of Communication 6.4 Determination of Students' Language Dominance (if not in Survey)	4:
		6.5 Survey Includes Determination of any Inter-Language in Community	5 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	6.9 Community Attitudes toward Maintenance	5
		6.10Survey's Impact on Program	5
	7.0	STAFF SELECTION	-
		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 7.4 Dominant and Native Languages Used by Aides	6 6
		7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators	6
	(1, 2)	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
		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
		8.5 Provision for Paraprofessionals to Receive Credit toward Certification	8 8
· .	* .	8.6 Role of Paraprofessionals 8.7 Personnel Training Project Teachers and Paraprofessionals	8
· -		8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff	8
ED	ĨĊ	8.9 Period When Training Is Provided	8
Full Text Prov	ided by ERIC		-
	——————————————————————————————————————	이들을 하고 집에 가는 것은 것을 하고 있다. 가지 않는 것을 하는 것이 없는 것을 가지 않는 것을 수 없는 것을 수 없는 것을 하는 것을 수 있는 것을 수 있는 것을 하는 것을 하는 것을 수 있는 것을 것을 수 있는 것을 수 있는 것을 것을 수 있는 것을 것을 수 있는 것을 수 있는 것을 것을 수 있는 것을 것을 수 있는 것을 수 있는 것을 것을 수 있는 것을 것을 것 같이 않는 것을 것 같이 않는 것을 것 같이 없다. 것을 것 같이 않는 것을 것 같이 않는 것 같이 없다. 것 같이 않는 것 않는 것 같이 없는 것 같이 없다. 않은 것 같이 없는 것 같이 없는 것 같이 않는 것 같이 없다. 않은 것 같이 없는 것 같이 않는 것 같이 없다. 않은 것 같이 없는 것 같이 없다. 않은 것 같이 않는 것 같이 않는 것 않는 것 않는 것 같이 않는 것 않는 것 않는 것 않는 것 같이 않는 것 않는 것 같이 않는 것 같이 없다. 않은 것 같이 않는 것 않는 것 않는 것 않는 것 않는 것 같이 않는 것 않는 것 같이 않는 것 않는	

11.014

	ير <mark>مو شود د درما اسم</mark>	the second se	
			PAGE
	,		
		8.10 Extent of Training	8
		.8.11 Proportion of Teachers Attending Training	8
	9.0		· .
		9.1 Assesment of Teachers' Attitudes	8
	10.0	STAFF PATTERNS	
		10.1 Kinds of Staff Patterns	. 9
		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
		10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	g 9
	11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	6
		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	TO '
. :		Students	
•		11.6 Projected Duration of Learning in Native Language for N-E Dominant	10
			-
•		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)	
1		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 Feriod Reading Is Introduced	13
		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
	14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
		TREATMENT OF CHILD'S LANGUAGE	14
:		MATERIALS	- 44
s F	TO1 O	16.1 Reading Materials - Types	14
3 1	•	16.2 Reading Material in Child's Dialect	14
		16.3 Materials and Techniques for Second Language Learning	14
1 - 		16.4 Sources of Materials in Language other than English	15
1		16.5 Specific Bilingual/Bicultural Materials Used	
i	ה היב	STUDENT GROUPING	15
	71.0		-
		17.1 Mixed or Separated by Dominant Language	15
g en ç		17.2 Size of Groups	15
с. Э.	10.0	17.3 Criteria for Grouping	15
30 5	18.0	TUTORING	_ -
		18.1 Student Tutoring	15
1		18.2 Paraprofessional Tutoring	15
с. С. р.		18.3 Parent Tutoring	16
1		18.4 Training of Parent Tutors	16
E	KIC:0	CURRICULUM PATTERNS	16
Full Tex		COGNITIVE DEVELOPMENT	an a
	-	20.1 In Early Childhood	16

		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)	
		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
	30.0	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
		METHODS OF SECOND LANGUAGE TEACHING DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	11–12
	0.و1	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 Proticiency	12
		13.4 Relationship of Learning Native and Second Language Reading Skills	12
		13.5 Period Reading Is Introduced	13
		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
	14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
		TREATMENT OF CHILD'S LANGUAGE	14
	16.0	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	24
		16.4 Sources of Materials in Language other than English	15
		16.5 Specific Bilingual/Bicultural Materials Used	15
۰. ۳	17.0	STUDENT GROUPING	
		17.1 Mixed or Separated by Dominant Language	15
		17.2 Size of Groups 17.3 Criteria for Grouping	15 15
	ח פ ר	TUTORING	19
	10.0	18.1 Student Tutoring	15
		18.2 Paraprofessional Tutoring	15
		18.3 Parent Tutoring	16
		18.4 Training of Parent Tutors	16
	19.0	CURRICULUM PATTERNS	16
	20.0	COGNITIVE DEVELOPMENT	
		20.1 In Early Childhood	16
		20.2 In Later Grades	16
	21.0		17
		LEARNING STRATEGIES	17
	23.0	BICULTURAL COMPONENT	
		23.1 Type	17
		23.2 Cross-Cultural Awareness	18
		23.3 Decreasing Ethnocentrism	18
		23.4 Extent of Learning About N-EAT Culture	18
	20	23.5 Definition of American Culture COMMUNITY COMPONENT	18
	24.0		18
		24.1 Bilingual Libraries 24.2 Ethnic Studies Library	18
	÷.	24.3 Program Dissemination to Community	19
	•	24.4 Methods Usci to Seek Community Involvement in Formulation of Program Policies	
2.4	•	24.5 Methods Used to Keep Program Informed About Community	19
·	· · · ·	24.6 Means by which School Is Open to Community	19
	25.0	24.6 Means by which School Is Open to Community IMPACT EVALUATION	19 19-20
	26.0	IMPACT EVALUATION EVALUATOR'S ROLE	
•	26.0	IMPACT EVALUATION	19-20
••••••	26.0	IMPACT EVALUATION EVALUATOR'S ROLE	19-20 20
ED	26.0	IMPACT EVALUATION EVALUATOR'S ROLE	19-20 20

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ERIC page 1 . bilingual education applied research unit 0.1 Project No. 219 project b.e.s.t. n.y.c. consortium on bilingual education CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS Research Assistant R. Hess Date <u>6/30/71</u>0.2 Name of Project Bilingual Elementary Education Program 0.3 Address of Project Lubbock Independent School Program 0.4 1628 19th Street Lubbock, Texas 79411 STATE .05 0.5 25 1-Alaska 11-Louisiana 21-Oklahoma 2-Arizona 12-Maine 22-Oregon 3.-California 13-Massachusetts 23-Pennsylvania 4-Colorado 14-Michigan 24-hode 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 <u>Title VII:</u> see 97 - <u>1969</u> 1.1 97 Project 07 - 1970 No. 17 - 1971 2.0 FUNDING (Mark all that apply) 1-Any PRIOR funding of EILINGUAL program, if Title 2.1 VII continues or expands that program 0-no prior funding mentioned 2.2 Year prior funding began 2.2 **O** 2.3 Prior bilingual program involved: 1-early childhood (pre K + K) 2.3 0 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified 2.4 Source of prior bilingual program funding: 2.4 0 1-local 4-university 2-state 5-federal (specify) 3-foundation 6-other (specify) 2.5 (DCONCURRENT funding of program(s), if cooperating 2.5 with Title VII program 0-no concurrent funding mentioned 2.6 Concurrent program cooperating with Title VII involves: 1-early childhood (pre K + K) 2.6

2-elementary students (grades 1-6)

D.3 Address of Project LUDbock Independent School Program 0.4 1628 19th Street Lubbock, Texas 79411 0.5 25 .05 STATE 1-Alaska 11-Louisiana 21-Oklahoma 2-Arizona 12-Maine 22-Oregon 3-California 13-Nassachusetts 23-Pennsylvania 4-Colorado 14-Michigan 24-Thode Island 5-Connecticut 15-Montana (25) Texas 6-Florida 16-New Hampshire 26-Utah 7-Guam 27-Vermont 17-New Jersey 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 <u>Title VII:</u> 1.1 97 see 97 - (1969) Project 07 - 1970 No. 17 - 1971 2.0 FUNDING (Hark all that apply) 2.1 0 2.1 1-Any PRIOR funding of EILINGUAL program, if Title VII continues or expands that program 0-no prior funding mentioned 2.2 Year prior funding began 2.2 0 2.3 0 2.3 Prior bilingual program involved: 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified 2.4 Source of prior bilingual program funding: 2.4 0 . 4-university 1-local 5-federal (specify) 2-state 6-other (specify) 3-foundation 2.5 ()CONCURRENT funding of program(s), if cooperating 2.5 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 $K \div K$) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 4-teachers 0-not specified 2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 4-federal (specify) 1-local 2-state 5-other (specify) 6-roundstille support 3-university 2.8 151,500 2.8 Total Title VII grant (first year only) 2.9 6,899 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 3.0 1-If a UNIVENSITY is working with the Title VII program, 3.0 specify which: Texas Tech. University 0-none

page 2 4.0 SCOPE of PROJECT 4.1 Numbers of schools involved in Title VII program: 4.1 3 1-one 4-four 0-not specified 2-tvo 5-five 3-three 6-other 4.2 Total number of students in program A.First year 4.2 A B C 2 D.Second year C. Third year 4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year) Number of Number of 4.3 PSK Grade Classes Grade Classes PS-PreSchool 7-grade 7 K Kndgtn 5 PSK 100 TOTAL NO. students PS and K 9-grade 9 Α____ • -• -• • • • • • • • В (I)Kndgtn C E _____TOTAL students gr. 7-9 1)grade 1 10-grade 10 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 13.5 TOTAL students gr. 1-6 4.4 1-All classes graded 2-All classes ungraded inf E,'69 4.4 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 1. Total No. ۶.__ I N-E Dom - NEHT II E-Dom - NEHT Non-English 203 86 NE don I Mother Tongue 203 N-EHT E dom 2. Total $II_{2} E-Dom - EMT \qquad NEMT \qquad --L \\ 3 2 \qquad E-Dom \qquad II_{2} 32 14 \\ EMT \qquad II_{2} 32 14 \\ II_{2} 32 14$ English Nother-Tongue I Total Hon-English II Total English Total E-Dom C Dominant: **32** II= II + II 2 Total E-Dom 32 14 Dominant: 203



grade and total number of students by grouped grade levels (by second year) Number of ¹ Grade Classes -grade 7 Number of 4.3 PSK Number of

 Grade
 Classes
 uraue

 PS-PreSchool
 "-grade 7

 K.Mdgtn
 5
 8-grade 8

 PSK
 JOO
 TOTAL NC. students PS and K
 9-grade 7

 TOTAL
 NC. students PS and K
 9-grade 7
 TOTAL NC.

 Grade Classes B (I) Kndgtn S-grade S С B _____TOTAL students gr. 7-9 1_{grade} 10-grade 10 2-grade 2 11-grade 11 3-grade 3 12-grade 12 4-grade 4 C _____ TOTAL students gr. 10-12 5-grade 5 6-grade 6 A 13.5 TOTAL students gr. 1-6 inf E.'69 4.4 1-All classes graded 4.4 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 I N-E Dom - NEHT II.E-Dom - NEHT No. 5 1. Total 203 86 Non-English NE dom I Mother Tongue _ 203 N-EIT E dom HEAT II 2. Total II₂ E-Dom - HIT English E-Don II, 32 14 Nother-Tongue I Total Mon-English II Total English Total E-Dom 32 14 Dominant: 32 II= II + II2 Dominant: 203 Non-English Dominant KEY: English Dominant N-E Dom N-EMT E-Dom N-EMT Non-English Example: a native Spanish speaker Example: a native Spanish Nother 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-I Dom - EMT E-Dom - E.F. English Example: (rare) a native English Examples: 1)a native E.speaking Mother Tongue speaking Puerto Nican child, 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 E. speaking Spanish dominant liexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and 5 of each: page

	Indigenous Americans:	Number	Per Cent of	if inferred.
	A1 Morro i -		Total Students	check (\checkmark)
	A1 Navajo	A1		
	A2 Cherolice	A2		a an an an an an an an
	A3 Other (specify)	6 6	5	يغين يود ها دام محددها.
	A TOTAL No. of American Indi	an A	·····	1. 1 . 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
	Americans of other ethnic ba		······································	• L ••••
	B1 Hexican-American	B1 203	86 5	
	B2 Puerto-lican	B2		4. 4. a. a. a. a.
	B3 Cuban	B3		• •
	B4 Other Spanish-American	B3	· · · · · · · · · · · · · · · · · · ·	
	(specify)	<u>ا ج</u>		
	B TOTAL No. cf Spanish-	B4,		
	speaking Americans	1) 1)	······································	•••• •
	C Portuguese-American	C	* **	
	D Franco-American	C	······································	
	F Chinese-American	р F		
	G Eskimo	-		
	H Russian	G	For the second sec	•
	J Other	H	5	
	o o cher	J		
т				······
. +	TOTAL number of N-HIT target students	0-3	01	
	students	205	86 %	
				· · · · · · · · · · · · · · · · · · ·
~ ~			•	
5.3		other tongue s	students other than	tarret
	population, if specified, by	number and pe	er cent.	
	E1 NS			Į.
	and the second sec	Ľ1. 3 2	14 %	
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	مينيون مريد مريد مريد مريد مريد مريد مريد مريد	E2		t stratige and a second
TT	TOTAL number of HIT students		-	
**	other ther terred use 2 di	20		
	other than target population	32	14.5	
	•	· · · ·		
5.4	Studental motion low			
1.4		mother tongue	if DIFFERENT	
•	from their dominant language			5.4 D
		pecify)		
	Dominant language Dif	ferent Native	Language Number	Per Cent
	1	······································		
	2-Spanish	······································		* - ar - As an allows
			•••••	to active accesses
.				
5.5	Students' Dominant Language a	nd Extent of 1	Bilinoualism	*.
		······································		
	Dominant language : Numb	er of Lonoline	ual Humber of stud	lonta Dil
	of students in program Stud	ents	to any extent	ienus pilingual
			j ou any extent	
	Number 5 not	No.	dinat	tening encoling

spec.

3

5.

% not ; only listening speaking spec. comprehension ability % No. No.

%

e Harrier (m. 1947) 1	B1 Hexican-American B2 Puerto-Lican B3 Culan	Ĩ	31 203 32 33	86		·····	
	<pre>B4 Other Spanish-An (specify) B TOTAL No. of Span speaking American</pre>	nish- I	<u></u>		с' /-		
•	C Portuguese-Ameri D Franco-American F Chinese-American G Eskimo H Russian J Other	I) 	· · · · · · · · · · · · · · · · · · ·			, .
	TOTAL number of N-1 students		203				
5.3	Ethnic identity of population, if spec	cified, by m	umber and p	per cent.		n target	
	121 <u>N.S</u>		1.32		ន៍	• • • • • • • • • •	
	E2	I	2	· • • • • • • •	Ĩ.	t allida man, ag ∕at, at	
	TOTAL number of Eff other than target p Students' native la from their dominan Deminant language	oopulation anguage or m t language. (spe	32 other tongu cify) erent Nativ		EVENT	5.4 Per Cer	
5.5	1-English 2-Spanish	• • • • •	· ···	•••••			
J •J	Students' Dominant Dominant language of students in prog	Numbe	r of Monoli	ngual Nuni	*	udents Bilir :	igual
	Number	ら not spec.	No.	% not spec		stening spe ension abi % No.	lity .
E	3.2 English American	4	• (4. j.a. e		• • • • •	n Magnesia da nasar	
LA .	Indian Navajo		••• • •	- · · · · · · · · · · · · · · · · · · ·	•	••••	• • • • •
A2 A3	Cherokee	• ••••		· · · · · · · · · · · · · · · · · · ·	• - • •	••••	e. e
A4.	Keresan Other (spec.)	• • •	· · · · ·	••••		····	• • • •
B B	203 Spanish	86 -	• • • • • •	••••	Texas en	•••••	• <i>• •</i> •
C D	French Portuguese	e en	•••		· · · · ·	••••• •••••	••••
F	Chinese		1	•••••	a	•••••••	
G	Eskimo	· ·····	•••	••••		••••	• • • •
H J	Other (spec.)	• • •	••••	••••		· · · · · · · · · · · · · · · · · · ·	• • • •
		•		3. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.			



			· ,
	•		page 4
	5.6	Recruitment of Students:	5.6 D
	<i></i>	0 - not specified	to an and the management
		1 - English Mother Tongue and No" er Tongue	
		Students are required to page bilingual pr	ogram
		2 - Only N-EMT are required to of LaT's participa	ition
		is voluntary	
	÷ .	3 - Both EMT and H-EMT participation is voluntary 4 - Students selected according to some criteria of project	(in addition to
	F P		Language)
	5.7	Proportion of E-jon pupils in project area: see Chart C	2.1
		n.s not specified on the chart	•
	5.8	Community Characteristics (mart ally that apply)	5.8 2
	J •C	Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)	
		1 - inner city-ghetto,barrio %	
		2 major city $100%$	
		2 major city /00 % 3 mall city, town or suburb	
	din en	5 other (specify) reservation	
and a state of the	~ ~		000
	5.9	A. Socio-economic status of N-EMT participating students	5.9 A. <u>90 7</u> 0
	1.1	(indicate specific percent of low SES) B. Average family income, if mentioned	B. n.s.
andra Statistics (Statistics)		n.s not specified	
	5.10	Socio-econonomic status of HAT participating students	5.10 N.S
		(indicate specific percent of low SES on the blank)	
		n.a not applicable (no EAT)	· · · · · · · · · · · · · · · · · · ·
		00 - not specified	
			5400
	2.11	Proportion of migrant students in project	5.11 0 07
Antonio I. Altor	•	(Indicate specific percent) n.s not specified	, ,
	, i t	n.s. not spectred	
6	.0 SOC	CIOLINGUISTIC SURVEY	
le de la composition de la composition Notas de la composition de la compositio			
n an the second s	6.1	Project states that a sociolinguistic survey:	6.1 I
		I for II for	II
		ll-Al group Al group	p11C'71
		1 was made	
		2 will be made	
		0 not mentioned	
	6.2	If a sociolinguistic survey was or will be made,	6.2 I 1.2
다. 클라이프 전다. 형 클레	0.6	mark all groups included:	6.2 I <u>1, 2</u> II <u>1, 2</u>
		I N-EMT II HIT	a see the factor
		1 parents X	
		2 children X	
	· .	3 teachers	· · · · · · · · · · · · · · · · · · ·
		4. comunity	
		5 others	
		(specify)	
	6.3	Language dominance of N-MIT groups (check A parents, E chil	dren. C teachers
	ا روب	will be determined by the extent each language is used in dif	
		through various neans of communication.	
EDIC		e.g. specify extent descriptively: never, sometimes, always	5.3 (A)
			\Box
		USE NON-ENGLISH LANG. USE ENGLISH	C

USE ENGLISH

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each)	5.6 <u>2</u>
1 - inner city-ghetto,barrio 2 - major city 3 - small city, town or suburb 4 - inner	
4 - iural, farm 5 other (specify) reservation	
 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) B. Average family income, if mentioned n.snot specified 	5.5 A. 90% E. <u>N.S.</u>
5.10 Socio-econonomic status of HAT participating students (indicate specific percent of low SES on the blank) n.a not applicable (no EAT) 00 - not specified	5.10 N.S
5.11 Proportion of migrant students in project (Indicate specific percent) n.s not specified	5.11 0 07
6.0 SOCIOLINGUISTIC SURVEY	
6.1 Project states that a sociolinguistic survey: I for II for I-HAT group HIT group 1 was made 2 will be made 0 not mentioned	6.1 I / II / PIIC'71
6.2 If a sociolinguistic survey was or will be made, mark all groups included: I N-EMT II MAT 1 parents 2 children 3 teachers 4 community 5 others (specify)	6.2 I <u>1,2</u> II <u>1,2</u>
6.3 Language dominance of N-MIT groups (check A parents, B, ch will be determined by the extent each language is used in d through various means of communication. e.g. specify extent descriptively: never, sometimes, always	ifferent domains
USE NON-ENGLISH LANG. USE ENGLISH	С
1 Hone 2 Church 3 School 4 Work 5 Socializing 6 Neighborhood 7 film-TV-radic 8 Magazines, news 9 Othore	
(specify)	·

			nara F
• 6•4	'If not included in survey, how was stu determined?	dent's lang" o domin I II N-EAT EAT	page 5 ance 6.4 I_ N_Q . II
	<pre>1-inferred by use of surname 2-established by formal testing of stu 3-assessed by informal mean (specify 4-not mentioned how land (specify determined</pre>	dents how)	
6.5	An analysis to determine if an inte in the community, (e.g., a mixture which serves as a single system of a group of people).	rlanguage exists of two languages	6.5_ NO
	1-yes 0-no		
. •	Sociolinguistic survey includes ite	ms covering:	
6.6	N-EIT parents' attitudes toward mai N-EMT in particular domains of use to English	ntenance of child's or complete shift	6.5 <u>NO</u>
	1-yes 0-nc		
6.7	EIT parents' attitudes toward their of the N-EIT language	children's learning	6.7 <u>NO</u>
1	1-yes 0-no		
6.8	Children's own attitudes regarding they are learning and the speakers 1-yes	the second language of that language	6.8 <u>N</u> O
	0_no		
6.9	If not included in survey how were p community attitudes toward N-EHT may determined?	parental and/or intenance	6.9 <u>NS</u>
* .	1-will not be assessed 2-will be assessed, method not spec: 3-has been or will be assessed by me	ethod other than	· · · · ·
•	sociolinguistic survey (specify he	(WC	
6.10	1-After sociolinguistic survey is made program? (specify) (e.g. transfer or programs) O-not mentioned	e, how does it influer r maintenance instruct	nce 6.10 <u>N.S</u> tional
7.0 STA	FF SELECTION		
7.1	Linguistic background of project teache (indicate non-English language in each	ers, by number in eacl box)	1 category:
1.	Language dominance not specified Mother tongue not specified not specified whether monolingual of	specifi	information is not led, cross out that and complete the

r Girma T

WITCH BELVES AS A STURTE SYSTEM OF CONTINUED OF TOT a group of people). 1-yes 0-no Socielinguistic survey includes items covering: 6.6 N-EMT parents' attitudes toward maintenance of child's 6.6 NO N-EMT in particular domains of use or complete shift to English 1-yes 0-no 6.7 MIT parents' attitudes toward their children's learning 6.7 NO of the N-ET language 1-yes 0-no 6.8 Children's own attitudes regarding the second language 6.8 N.O they are learning an speakers of that language 1-yes 0_{-no} 6.9 f not included in survey how were parental and/or 6.9 N.S community attitudes toward N-EMT maintenance determined? 1-will not be assessed 2-will be assessed, method not specified 3-has been or will be assessed by method other than sociolinguistic survey (specify how) . 6.10 1-After sociolinguistic survey is made, how does it influence 6.10 N.S program? (specify) (e.g. transfer or maintenance instructional programs) 0-not mentioned 7.0 STAFF SELECTION 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box) 1. Language dominance not specified (if any information is not Mother tongue not specified specified, cross out that 3. ____ not specified whether monolingual or bilingual heading and complete the rest of the chart) A-Honolingual B-Bilingual 7.1 5 T N E Dom. No. Τ Α., NEMT N= N= IВ II E Dom II A EMT N = N =II B TI_l E Dom NEMT - ----II₁ A N= N= II₁B A Total Number B Total Number Α lionolingual Bilingual Β. 100 Ν Total Number of Teachers

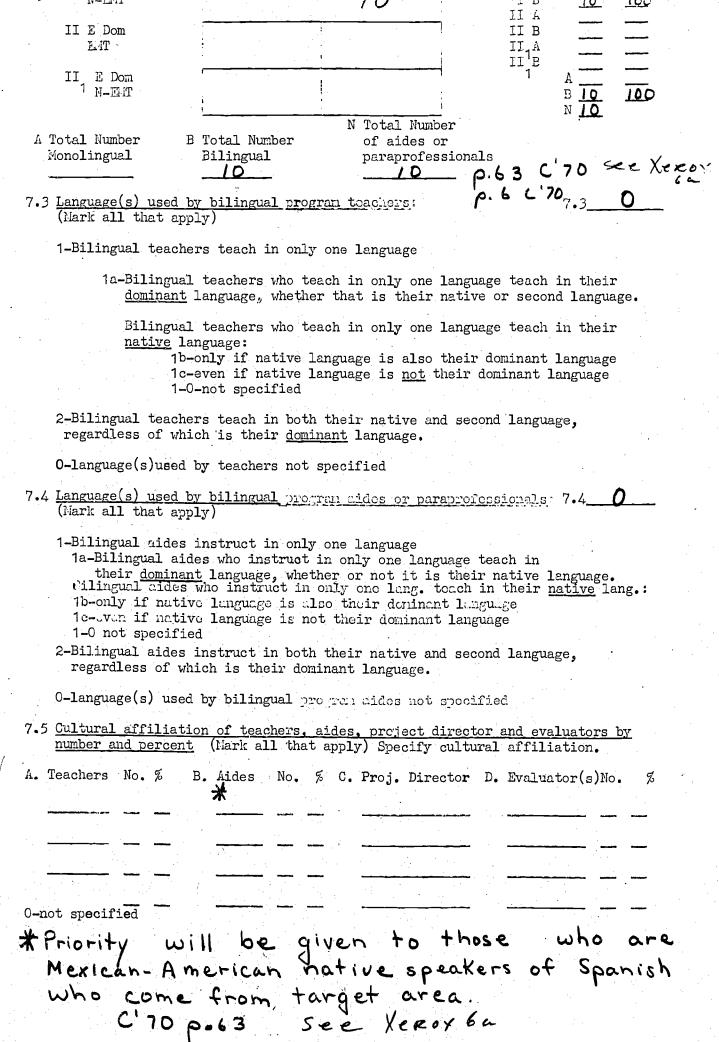
page 6

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7.2	2 Linguistic background of project	t aides	or naraprof	fossionals by m		
	(indicate non-English language	in oach	bor	COSTONATS, UV II	under.	
-			1 0027	(If our info	rmation is not	
2.			on hilingu		cross out that	
3.	NOU Specified whether monol	LTUBUGT	. Or DIIIIgua		complete the	
	A Monolingua	. 7	D Dilinmal	rest of the	chart)	
	A HOHOTINgue	1.1.	E Bilingual		N- 0	
	I N-E Dom		·······	7.2°	No. %	
	N-EMT		10	I A I B	10 100	
			10	• •	10 100	
	II E Dom		÷	II A II B		
	EMT					
		i				
	II E Dom				A B 19 100	
	1 N-EMT			•	P 10 100	
				8	B <u>10</u> 100 N10	
	·		N Total Numb		N TO	
Α	Total Number B Total Number		of aides of			
	Nonolingual Bilingual		paraprofes			
-					IN See X	erov
. •				$- \rho \delta \delta C$		Gal
7.3	3 Language(s) used by bilingual pr	odram	thachere	p. 6 (2)	70 see X1 7.3 <u>0</u>	
	(Mark all that apply)	OFTUT	002011010	8	(
•					н. Н	
	1-Bilingual teachers teach in or	lar one	ໄລກຕາລແອ		ng sa shi at s	
			Tangargo	· ·	•	
	1a-Bilingual teachers who	teach	in only one	language teach	m that	
	dominant language, whet	bor th	at is their	ranguage teach .		
	<u>annund</u> zungungoj miet	Aler (II	CO TO OUCTT	HACIVE OF SECON	I Tanguage.	
	Bilingual teachers who	teach	in only one	langungo tooch	in that	
	<u>native</u> language:	oeach	TH CHITA OHG	ranguage reach .	tu uett.	
	1b-only if native	່ງລາວນ	are is also	their dominant 7	00001000	
	1c-even if native	lenou	age is and t	heir dominant l	anguage	
	1-O-not specified	Langu	age 15 <u>1100</u> 0	merr dominant re	uiguage	
		•				
	2-Bilingual teachers teach in bo	th the	ir native an	d second languag	10	
	regardless of which is their do	minant.	language.	a second ranguag	,c,	
			Tangango			
	0-language(s)used by teachers no	tispec	ified	and the second		
	•••••	- DF-CC			· · · · ·	
7.4	4 Language(s) used by bilingual or	ດຕາວນ	ides or nar	<u>ອາກາດ</u> ເດີດຕໍ່ຕາວໄດ້ເ	71.0	
	(Mark all that apply)		Lidob or par	apro101010101010	(•4	
	1-Bilingual aides instruct in on	lv one	lanevage			
	la-Bilingual aides who instruc	t in or	lv one lang	uage teach in		
	their <u>dominant</u> language, wh Cilingual <u>aides</u> who instruct i	ether of	or not it is	their native la	ກຕາເລດອ	
	Cilingual aides who instruct i	n only	one lang. t	cach in their na	tive lang.:	
	io-only if native language is	also ti	neir doninan	t linguire	O``	
	re-oven if native language is	not the	eir dominant	language		
	1-0 not specified			0 8-		
	2-Bilingual aides instruct in bo	th thei	ir native and	d second languag		
	regardless of which is their de	ominant	t language	~ recourd ranged	<u>و</u> ۲	
			- Tarreanie - •			
	0-language(s) used by bilingual	Dro rat	Laides not i	specified		

7.5 Cultural affiliation of teachers, aides, project director and evaluators by

ERIC Pruit face Provided by ERIC



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Responsibility

The teacher will be responsible for the total instructional program in the classroom as well as delegating responsibility to the aide in regard to her duties in the classroom.

Guestion

TEACHERS

The teacher will be expected to participate in preservice and service education programs to increase her teaching competency, with special emphasis upon knowledges and skills needed in bilingual education. The teacher is responsible for participating in and 6 3

giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

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5

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience---

Miss Antonia has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss **Control** has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience-

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience-- Education (continued)

giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience---

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Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educationa Background and Experience-- (continued)

Mrs. As has completed nineteem years of successful teaching experience. She taught first grade for fourteen years, high school Spanish for two years, and three years in the primary grades in an elementary school in which all pupils were Mexican American. She taught two summers in the preschool program for non-English speaking children and three summers in the Head Start program. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. And has completed the requirements for a bachelor of science degree in elementary education and a meaching certificate in elementary education. She completed some college courses in Spanish. She participated in a preschool orientation conference in May of 1969 and visited billingual programs in McAllen, Edinburg, and Laredo, Texas, in the summer of 1969.

Mrs. The primary grades in the Lubbock Public Scheerls. She has had four years experience in the Head Start program in Lubbock. The pupil population in the Head Start program is similar in age and which makeup to the bilingual program. She is currently teaching in the bilingual preschool project in Lubbock.

 7.6 <u>solection of H-RH teschers from local community</u> 7.6 Mo⁻¹ 2. <u>Let</u> Reader of B-RH program teachers from local community <u>A</u>. 7.6 Mo⁻¹ 2. <u>Let</u> Reader of B-RH program teachers and sides of seve <u>7.7</u> Mo. 5 and S.<u>L.Z.</u> of total H-RH teachers. 7.7 Number and Proportion of teachers and sides of seve <u>7.7</u> Mo. 5 without a bodynowick as H-RH teachers. indicate specific percent on the blank, or <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1.805</u> <u>1</u>		5 <u>2</u>			_
<pre>haber of N-IN program teachers from local community</pre>		O mot 'moot't'lod			pace 7
<pre>and % for total #-Err teachers. 7.7 Mumber and Properties of teachers and sides of same 7.7 No. 5 cultural background as N-AIT students: indicate specific percent on the blank, or indicate specific percent on the blank, or indicate specific percent on the blank, or B = aides 2-same B = aides 2-same A = teachers 2-same A = teachers 2-same A = and 7.4 for the second and the s</pre>		Number of N-EIT program teach	ners from loc	al community 2	2 67
 7.7 Number and Proportion of teachers and sides of Save 7.7 No. 5 indicate specific percent on the blank, or if specified descriptively, if specified descriptively, A = teachers 1-few 1-few 3-many 4-most 5-more than half 0-not specified descriptively. 7.8 Teacher Qualifications - Training and exportance prior to project no.'s 1-few 4-most 5-more than half 0-not specified 0-previous courses not specified level of language proficiency on a 1-teacher must meet a specified level of language through which (s)he will instruct 1 is country there it is a native/mative/lummy the non-Baglish language determined by a structured interview/lummy the non-Baglish language determined by a structure discover of the non-Baglish language in Peace Corps 1 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country where it is a native/mative-3 previous teaching the BHT (in country there it is a native/mative-3 previous teaching the BHT (in country there it is a native/mative-3 previous teaching the BHT (in country there it is a native/mative-3 previous teaching the BHT (in country there it is a native/mative-3 previous teaching the BHT (in country there it is a native/mative-3 previous teaching the set and percent of teaching the set and the set apport of teaching the set apport previous teaching the set apport of teaching the set approxi		and % 67 of total N-Mir te	eachers.		
<pre>// Number and Properties is dealers indicates the indicate specific percent on the blanks: or indicate specified is a specified indicate manher of teachers with each qualifications for specified if given) // If if given // If gif given // If given // If given // If given // If given // If</pre>					
<pre>// Number and Properties is dealers indicates the indicate specific percent on the blanks: or indicate specified is a specified indicate manher of teachers with each qualifications for specified if given) // If if given // If gif given // If given // If given // If given // If given // If</pre>	~ ~		above and a	ides of same	7.7 No. %
<pre>indicate specific percent on the blam, or</pre>	1.1	Number and Proportion of tes	l'students:		<u>NS</u>
A = teachers A = teachers B = aides B = aides S-nore than half O-not specified 7.6 Teacher Qualifications - Training and experience prior, to project (Indicate number of teachers with each qualification, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10		indicate specific percent 9	n the blan!.	or	В
A = teachers 2-come B = aides 3-many 4-most 5-more than half O-not specified 7.6 Teacher Qualifications - Training and experience prior, to project no.'s function of teachers with each qualification, 'control to the second seco		Indicate Specific percent	i.	I specified descrip	tively,
B = aides 3-many 4-most 5-more than half 0-not specified 7.6 Teacher Aualifications - Training and experience prior to project no.'s (Indicate number of teachers with each qualification, 7.6.7,17. 19:10 16:00 16:		A	= teachers		
<pre>4-most 5-more than half 0-not specified 7.5 Teacher Qualifications - Training and experience prior, to project 10,10,0 See Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,10,00 (Indicate number of teachers with each qualification, 7.6 7,17,10,10,00 (Indicate number of teaching to the non-English language through the non-English language determined by a structured interview/fluency the non-English in feace (Corps) 4. previous teaching in local aree/live in the community prevent the non-English in local aree/live in the commuty 5. courses in N-EE literatury or literacy in Spenish 7. find be bilingual 25L/audio lingual approach 9. courses in methods of teaching content (e.g. math)in N-EHT 10. courses in methods of teaching N-EMT 11. courses in methods of teaching content (e.g. math)in N-EHT 12. courses in the cultural heritage, values, deep culture of N-EMT or 13. courses in the cultural heritage, values, deep culture of N-EMT or 14. courses in the cultural heritage, values, deep culture of N-EMT or 15. courses in the cultural for teachers A. For B. For Pera- and /or margaryOfasionals in the following areasi flackers profosionals (arreas) 2. The project is offering training</pre>					
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7.8 Teacher Qualifications - Training and experience project of project 10:10 See if given 1. squalifications not specified 0				•	•
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 C-previous courses not specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/flyency the non-English language determined by a structured interview/flyency the non-English language determined by a structured interview/flyency the non-English language by Determined by a structured interview/flyency the non-English language determined by a structured interview/flyency the non-English language determined by a structured interview/flyency then non-English language by Determined by a structure it is a native/nativ			· •	if given)	
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<pre>standardized proficiency test of the information of the competence in which (s) he will instruct 2</pre>	An	O-previous courses not sp	ectited low	el of language pro:	ficiency on a
<pre>which (s)he will instruct teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/filuency the non-English language determined by a structured interview/filuency language, in Peace Corps) previous teaching in local area/live in the community petence </pre>		1. teacher must meet a s	ency test of	the non-English la	nguage through
2. teacher must meet a specified level of commutative interview/fluency the non-English language determined by a structured interview/fluency mathwey previous teaching through N-EMT (in country where it is a native/mathwey language, in Peace Corps) 4previous teaching in local area/live in the community petence courses in N-EMT language structure and usage/ linguistics or FL training. Courses in N-EMT language structure and usage/ linguistics or FL training. Courses in N-EMT language structure and usage/ linguistics or FL training. Courses in N-EMT language structure and usage/ language development in-emtry petence ducation through h-EMT/content of courses learned through any previous education through h-EMT/content of courses learned through [1]courses in methods of teaching content (e.g. math)in N-EMT [2]cortification in ESL/or experience teaching ESL [2]cortification in teaching N-EMT [2]courses in the cultural heritage, values, deep culture of N-EMT or 16courses in the cultural heritage, values, deep culture of N-EMT or 16other qualifications, specify travel 8.0 STAFF DEVELOPMENT 8.1 A					
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<pre>language, in Peace COTPS) 4</pre>		the non-English langu	nage de termin	(in country where i	t is a native/native-
 4. previous teaching in local area/live in the containing for courses in N-EMT language structure and usage/linguistics or FL trainin 6		Janana in Parce U	nns /		COlle
5. courses in N-EriT language structure and using information of the structure of courses of the structure of non-spanish 7. for the be billingual of the structure of non-second equation through h-EriT/content of courses learned through 8. any previous education through h-EriT/content of courses learned through 8. any previous education through h-EriT/content of courses learned through 8. any previous education through h-EriT/content of courses learned through 8. any previous education through h-EriT/content of courses learned through 8. any previous education through h-EriT/content of courses learned through 8. any previous education through 10. courses in methods of teaching N-EriT language/language development 10. courses in methods of teaching content (e.g., math)in N-EriT 12. certification in teaching N-EriT 13. certification in teaching N-EriT 14. cross cultural heritage, values, deep culture of N-EriT or 16. other qualifications, specify travel 16. other qualifications, specify travel 7. Stillingual 7	~			ive in the communi	ty petence
7aust be bilingual any previous education through h-ENT/content of courses learned through gcourses in methods of teaching N-ENT language/language development 10courses in methods of teaching content (e.g. math)in N-ENT 11courses in methods of teaching content (e.g. math)in N-ENT 12certification in ESL/or experience teaching ESL 13certification in teaching N-ENT 14cross cultural courses 15courses in the cultural heritage, values, deep culture of N-ENT or 16other qualifications, specify 17 Elevelentary Teacher's Certificate 17 Elevelentary Teacher's Certificate 8.0 STAFF DEVELOPHENT 0-No staff training mentioned 8.1 The project is offering training for teachers A. For B. For Pcra- and /or paraprofessionals in the following areas: Teacher's professionals - (mark all that apply) n.sTraining indicated, but nature not specified 1English as their second language 2-The teaching of English as a second language 5-Hethods of teaching other academic subjects		5 courses in N-Hill Lang	ruage struct	are and apage trug	TRAJCS OF TH CLAIMIN
 8. Any previous editation through Main Main Control of Main States Land 10. Courses in teaching ESL/audio lingual approach 10. Courses in methods of teaching N-EHT language/language development 10. Courses in methods of teaching content (e.g. math)in N-EHT 12. Certification in ESL/or experience teaching ESL 13. Certification in teaching N-EHT 14. Cross cultural courses 15. Courses in the cultural heritage, values, deep culture of N-EHT or 15. Courses in the cultural heritage, values, deep culture of N-EHT or 16. Other qualifications, specify travel 16. Starf dual fractions, specify travel 17. Elementary Teacher's Certificate 17. Elementary Teacher's Certificate 17. Elementary Teacher's A. For B. For Peraand /or paraprofesionals in the following areas: Teachers profesionals , (nark all that apply) n.sTraining indicated, but nature not specified 1-English as their second language 2-The teaching of English as a second language 5-Hethods of English as a second language 5-Hethods of teaching other academic subjects					
9		d oper providus education	on through h	-EMT/content of cou	urses learned through
 10	. :				
<pre>12</pre>					in N-EIT
13	1 . •	11. courses in methods	L/or emerie	nce teaching ESL	
14. cross cultural courses 15. courses in the cultural heritage, values, deep culture of N-ENT or travel 16. other qualifications, specify travel 17. Elementary Elementary 8.0 STAFF DEVELOPMENT 8.1 A 0-No staff training mentioned 8.1 A 8.1 The project is offering training for teachers A. For B. For Pcra- and /or paraprofossionals in the following areas: Teachers profossionals , (mark all that apply) n.sTraining indicated, but nature not specified 1English as their second language		13 certification in te	aching N-mai		
15		14. cross cultural cour	ses	a deen cui	ture of N-EMT or
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8.0 STAFF DEVELOPHENT 0-No staff training mentioned 8.1 <u>A</u> <u>B</u> <u>4</u> 0-No staff training mentioned 8.1 <u>The project is offering training for teachers</u> A. For B. For Para- and /or paraprofessionals in the following areas: Teachers professionals (mark all that apply) n.sTraining indicated, but nature not specified 1-English as their second language 2-The teaching of English as a second language 3-X as their second language 4-The teaching of X as a second language 5-Nethods of teaching other academic subjects		16. other qualification	Pectry		
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<pre>(mark all that apply) n.sTraining indicated, but nature not specified 1-English as their second language 2-The teaching of English as a second language 3-X as their second language 4-The teaching of X as a second language 5-Nethods of teaching other academic subjects</pre>	0, _e 1	and /or paraprofessionals	in the follo	ving areas: Teachers	
1-English as their second language 2-The teaching of English as a second language 3-X as their second language 4-The teaching of X as a second language 5-Nethods of teaching other academic subjects			· · · ·		•
1-English as their second language 2-The teaching of English as a second language 3-X as their second language 4-The teaching of X as a second language 5-Nethods of teaching other academic subjects		Proining indicated but not	ture not eno	cified	· · ·
2-The teaching of English as a second language 3-X as their second language 4-The teaching of X as a second language 5-Nethods of teaching other academic subjects					an a
3-X as their second language 4-The teaching of X as a second language 5-Nethods of teaching other academic subjects	2-7	The teaching of English as a s	second langu	age	ta materiati Materiati a
5-Nethods of teaching other academic subjects	a <u>37</u>	as their second language		أحدم والمراجع والمراجع المراجع والمراجع و	، المتحد المناطب و
6-viethods of teaching other academic subjects	ERIC 4-1	The teaching of A as a second	lenic subies	ts	
	Full Taxt Provided by ERIC	iethods of teaching other acad	demic subjec	ts	An anna 18 - Anna 19

••

5-more than half 0-not specified

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· ·	7.8 Teacher Qualifications - Training and experience prior to projec (Indicate number of teachers with each qualification, 7.8 7, 17	t no.'s
See	(Indicate number of teachers with each qualification, $\frac{1 - \frac{1}{2}}{1 + \frac{1}{2}}$	" <u>10;10</u>
Xerox	n.sgualificati as a carfied	
6 a	0-previous courses not specified	
62	1. teacher must meet a specified level of language proficienc	y 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 compe	tence in
	the non-English language determined by a structured interv 3. previous teaching through N-ENT (in country where it is a	netive/pative-
	3previous teaching through N-EAT (in country where it is a language, in Peace Corps)	like
	4. previous teaching in local area/live in the community	petence
	5 courses in N-ENT language structure and usage linguistics	or The trainin
	6 courses in N-E literature or literacy in Spanish	
	7. Just be bilingual	
	7nust be bilingual 8any previous education through h-MiT/content of courses le	arned through
	9. courses in teaching ESL/audio lingual approach	<u></u>
	10 courses in methods of teaching N-HiT language/language de	velopment
	11 courses in methods of teaching content (e.g. math) in N-E	·1
	12certification in ESL/or experience teaching ESL 13certification in teaching N-EAT	
	14cross cultural courses	
	15 courses in the cultural heritage, values, deep culture of	N-EIT or
	16. other qualifications, specify	travel
		·
	17. Elendentary Teacher's Certificate	
8.0	O STAFF DEVELOPMENT 8.1 A	
	B 4	
ج	0-No staff training mentioned 3.1 The project is offering training for teachers A. For B. For	n
	and /or paraprofessionals in the following areas: Teachers profess	Para-
•	(mark all that apply)	STORATS (
r.	i.sTraining indicated, but nature not specified	· · · · · · · · · · · · · · · · · · ·
ц	-English as their second language	
2	2-The teaching of English as a second language	•
1	B-X as their second language	*****
5	-lethods of teaching other academic subjects	 .
6	-ricthods of teaching other academic subjects	• • • • • • •
	in X language	•
· · ·		
. 0	I8	
· - ·		udents
1	-Understanding of socio-cultural values and practices or	AT II EMT
2	2-Cross-cultural training	······································
	S-Sensitivity to ethnocentricism and linguistic snobbery	
L:	-Awareness of the social-emotional development of	· · · · · · · · · · · · · · · · · · ·
5	-Strategies for accomodating the different learning	
C	styles of	
ט קיי	-Strategies for cognitive development of	
	-Strategies for reinforcing the self-esteen of -Methods of cross-cultural teaching or teaching the	
ر ۲	icultural component	
	-Formulation of pupil performance objectives	
	9-Methods of evaluation of pupil performance objectives	
•	List specific courses if given (or Xerox and attach)	
0		
RĬĊ	8. Development of teachers and	· ·
ext Provided by ERIC	teach'er's aides	

E

		:	⁶
	8 2 Mathada of Tanaham Training (Mark all	+h-+	page 8
	8.3 <u>Methods of Teacher Training</u> : (Mark all	that apply)	8.3 _3
	1-courses		
		.	
	2-experiential, teaching supervised by mas		
	3-workshops where teachers offer suggestic		•
	4-use of video-tapes of teachersfor feedba		5
	5-cross-cultural sensitivity training, t-g	roups	
	6-interaction analysis (e.g. Flanders syst	en) .	
4	7-other (specify)		
	8.4 Project provides released time to teache	rs and paraproffesion-	8.4 ((inf) (70 p
	als for joint lesson planning: 1-yes C	- not mentioned	
	8.5 Project provides for paraprofessionals t	o receive course credit	8.5 0
	toward eventual certification: 1-yes 0-		
	How? (specify)		:
	ى بەرىپىي بەرىپىي بەرىپىي بىيەر بىي <u>بىيە بەرىپەر بىيەر بەرىپەر بەرىپەر بەرىپەر بەرىپەر بەرىپەر بەرىپەر بەرىپەر بەرىپ</u>	an a filin an ann an an an ann an an ann an ann an a	
	8.6 Paraprofessional's role:		8.6 2,3
:	ana an		
	1-teaching whole class C'7D a 2D	12.6	
	1-teaching whole class C'70 p. 20 2-teaching small groups	· · · · ·	
	3-tutoring individually		
	4-clerical		
	5-contributing to bigultural component	•	
	how ?		
	6-liaison with parents	مىرىنىنى ئىلى بىلەر بىلەر بىلەر بىلەر بىلەر بىلەر بىلەر بىلەر يەر بەر بەر بەر بەر بەر بەر بەر بىلەر بىلەر بىلەر	
	O-IIalson WI un parents		
	8.7 Training for project teachers and parapr	ofossionals is simon bro	0 17 A 5 0
	(mark all that apply) A for teac		
		mer.8 p lot aldes	₽
	0-not specified	Be interaction of the second	
	1-University faculty	- 9- consul	tants
	2-project's Master Teachers	C'70 P	.35
pg.	3-project's teachers	• AVE. 1811	
1.9	4-other (specify)	this is a selection and the	C1
85	5- Curriculum specialist 8.8 Number and Proportion of personnel givin	<u> </u>	no. %
C'70	8.8 Number and Proportion of personnel givin	g teacher training who	8.8 112
1.	are		~ 0
See	1-bilingual	:	June
-	2-bicultural		•
<i>nerox</i>	3-N-EIT (specify background)		
80.	ф. О. <i>П</i> илийн амаас (1, 1, 1)		
	8.9 Training is provided:		8.9 2
•	1-during a summer session		
	2-during the academic year	· · · · · · · · · · · · · · · · · · ·	
	3-other (specify)		
			· · · ·
	8.10 Extent of training:	Į.	8.10 <u>A. N. P</u>
		cate no. of hours)	8.10 A. N. S B5
	A 1-approximately equivalent to a 5		6
	college course 6	monthly	7
	2-more than one course 7	bi-monthly	
	3-less than one course		
	4-other (specify)	· · · ·	
	a da a d		no. %
3	8.11 Number and Proportion of teachers atten	ding training:	8.11 NS
ÍC.		escriptively, indicate:	and the American
	0-not specified 6-most		
	1-100% 7-many		
	1		the second s

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als for joint lesson blanning: 1-yes U- not Mentionea

	were aver round according to a many of a more readed	
	3.5 Project provides for paraprofessionals to receive course credit	8.5 0
	toward eventual certification: 1-yes 0-not mentioned	
•	How? (specify)	
		a/ 7 2
č	3.6 Paraprofessional's role:	8.6 2,3
	1-teaching whole class C'7D 2 25	
	1-teaching whole class C'70 p. 20;26 2-teaching small groups	-
	3-tutoring individually	
	4-clerical	•
	5-contributing to bigultural component	
	how ?	
•	6-liaison with parents	
· .		
2	3.7 Training for project teachers and paraprofessionals is given by	: 8.7 A <u>5, 9</u>
	(mark all that apply) A for teachers B for aides O-not specified	[₽]
	1-University faculty	· ·
	2-projectis Master Toschors	Itant 3
,	3-project's teachers	p.35
pg.	4-other (specify)	
pg. 85	5- curriculum specialist K	. no. %
C'70 8	3.8 Number and Proportion of personnel giving teacher training who	8.81 NS
	are:	2
See	1-bilingual	3
-	2-bicultural	
Leroy	3-N-Eiff (specify background)	
80.5	3.9 Training is provided:	8.9 2
	1-during a summer session	
	2-during the academic year	
	3-other (specify)	
ک	3.10 Extent of training:	8.10 <u>A. N ></u> <u>B5</u> <u>6</u>
	B (indicate no. of hours) A 1-approximately equivalent to a 5 weekly	6
	A 1-approximately equivalent to a 5 weekly college course 6 monthly	7
	2-more than one course 7 bi-monthly	 The second s
	3-less than one course	
	4-other (specify)	
		no. %
5	3.11 Number and Proportion of teachers attending training:	8.11 NS
s f	or: if specified descriptively, indicate:	
	0-not specified 6-most 1-100% 7-many	
	1-100% 7-many 2-more than 75% 8-few	1
	3-50-74% $9-other (specify)$	
	4-25-50%	
	5-1-24%	
9.	O TEACHERS' ATTITUDES	
c	1 Teacherralattitudaa ama agaagaada (Narit all that annla)	21 21
	0.1 <u>Teachers'attitudes are assessed</u> : (Mark all that apply) O-not mentioned	9.1 _2,6
C'70	1-to N-EMT language or dialect	
	2-to N-EMT students - expectations of achievement	•
p.34	3-to N-EHT culture	
•		
see	4-prior to participation in bilingual project	
Xernv	5-after project training 6-after participation for a period of time in project	•
86	o ar our bar prothe prout for a herrod or prive IU brolect	
0 0	7-through a questionnaire	
	8-other (specify)	
and a second		

E

	C. GRADE LEVEL Kindergarten	E. PROGRAM OBJECTIVES:	•		<pre>Percon(s) Uata collecting Responsible and reporting including due date</pre>	Curriculum Curriculum specialist Specialist will report test ses- sions techniques, appli- cations of strategies, and recommendations for testing devices.	Program Frogram evaluator will Evaluator report feedback di- rectly to curriculum specialist regarding changes.
	WAGE Spanish	•	SS	4	I. EVALUATION Date or Frequency of Keasurement	September Nay	October Kürch
INGUAL PROCEDURES	A. COMPONENT NAME Staff Development B. DOMINANT LANGUAGE	D. NO. OF PARTICIPANTS 5 teachers, 5 aides, 1 curriculum specialist	PROCE		 H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) 	1.1 The curriculum specialist will direct two inservice meet- ings related to evaluation techniques, scoring, and appli- cation.	1.2 Curriculum specialist and other consultants will conduct monthly inservice sessions related to pronunciation, read- ing in first grade in both langunges, and oral language in content areas. Continued development of professional and puraprofessional staff is scheduled. The graduate program for the develop- ment of kindergarten teachers at Texas Tech University will be utilized to provide training in general preschool oper- ation and techniques. Fulti-disciplinary input is planned for professional development. University consultants in music, art, sociology, and linguistics will provide en- riciment, understanding, and technique to the programs. Inservice seminars for paraprofessionals are planned as problem solving situations. The aides will receive truin- ing in use of media and materials, operation of equipment, pupil management techniques, child development, and inter- personal relations. Small group activity on a rotating

	GRADE LEVEL <u>Findercorten</u> bevelopment of skilled bilingual folvement in program.		Data collecting le and reporting, including due date	Teachers will construct oral dialogues in both languages and in group meetings decide which are most profitable and appro- priate.	Project evaluator will administer a semantic difforential inventory constructed to elicit positive, negative and neutrel attitudes re- lated to bilingual edu- cation.	Reports will be scored and compared by the Chi Scurre statistic for posi- tive items and report made to project director by July 1, 1971.
	LANGUAGE <u>Svenich</u> C. GRADE LEVEL E. PROGRAM OBJECTIVES: Development staff committed to involvement in	Ef J	G. EVALUATION Date or Frequency Person(s) of Mcasurement Responsible	Bi-monthly Curriculum Specialist	August Hay	
ER	A. COMPONENT NAME Staff Development B. DOMINANT LAN D. NO. OF PARTICIPANTS 5 teachers, 5 mides, 1 curriculum specialist	D D D A A A	F. PERFORMANCE OBJECTIVES (Includes name or description of instrument)	 b. providing linguistic exercises to develop appropriate oral pronunciation in both Spanish and English. Criteria will include increasing complexity of exer- cises, special practices, and student participation. 	1.3 Reflecting a positive attitude toward the Mexican American child, toward teaching in Spanish and toward other children from low-income homes. Teachers' Attitudes	

				page 9
	10.0 STAFF PATTEINS			
	10.1 <u>Staff patterns</u> : (mark al 0-not specified 1-team teaching C'70 2-cluster teaching 3-shared resource teacher 4-other (specify)	5.61 5.61 2-ESI 3-bil 4-aic 5-co: or 6-otl	ingual teacher teacher lingual coordinator des or paraprofessi sultant psychother guidance counselor her (specify)	onals apist
	10.3 <u>Average number of pupils</u> O-not specified	per class: 10 -	iaison worke graphic artis testing specia	+ 10.3 <u>n.s</u> list
	10.4 <u>Average number of aides</u> 0-not specified	or paraprofessiona	ls per class:	10.4
	10.5 <u>Average number of N-FAT</u> professionals) per clas: O-not specified		(or para-	10.5
	2-in small groups 4 0-not specified 6 7 8	e-teacher special remedial paraprofessional parent tutor older student tutor not specified O-no special help	teacher or	10.6 <u>h.s</u> .
	11.0 INSTRUCTIONAL CORPONENT -	- DURATION AND EXTER	NT OF BILINGUAL CON	PONENT
	11.1 Duration of Bilingual Ed	lucation (policy)	I II	IIL
	N-EMT language will be mair (mark all that apply) O-not specified how long 1-as the alternative langua		NE DOM E DOM NEMT EMT	e doli Nemt
	for as long as desired 2-as the medium of instruct subject matter (e.g. cult 3-only for the length of the	tion for special wral heritage) me necessary for		
	the acquisition of suffic permit learning of academ acceptable level in Engli	nic content at an		11.1 I 3 II <u>NS</u> II ₁ <u>NA</u> 11.2 <u>NS</u>
	11.2 How many years does proj for N-HiT group through			11.2 <u>NS</u>
ERREC Provided by ENC	0-not mentioned if for a particular number 1 2 3 4 5 6 7 8 9			

0-not specified	18- testing specie	list
10.4 <u>Average number of aides or paraprofe</u> 0-not specified	ssionals per class:	10.4
10.5 <u>Average number of N-FMT or bilingual</u> professionals) per clas: 0-not specified	.aides (or para-	10.5
10.6 Special aide to pupils having most d is given:1-individuallyby: 3-teacher2-in small groups4-special rem0-not specified5-paraprofess: 6-parent tuto: 7-older stude: 8-peer tutor 9-not specified 10-no special	edial teacher ional r nt tutor ed help given	10.6 <u>h.s</u> .
11.0 INSTRUCTIONAL COMPONENT - DURATION AND	D ENTENT OF BILINGUAL CON	PONENT
11.1 Duration of Bilingual Education (pol:	icy) I II	II1
N-EAT language will be maintained in pro (mark all that apply) O-not specified how long	ogram: NE DOM E DOM NEMT EMT	e doi: Nent
 1-as the alternative language of learning for as long as desired 2-as the medium of instruction for spectructures subject matter (e.g. cultural heritage 3-only for the length of time necessary the acquisition of sufficient English permit learning of academic content at acceptable level in English 	ial e) for X	11.1 I 3 II <u>NS</u> II ₁ NA
11.2 How many years does project state is for N-HiT group through N-HIT language	optimal for instruction ge to continue?	11.2 NS
0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10 11 12	13	
(if specified in terms of a condition, r e.g. "if a child begins learning in N-H N-HAT instruction should continue throu	MiT and English in Pre-K.	
Duration of Bilingual Education (in practi	ice) (Mark all that apply	•)
11.3 Second language learning is introduce code: C= N.A. (if no Eff) 13= 14= for each group N.A. Pre-K K 1 2 I N-E DOM II EDOM	ed in which grade:	11.3 I K-IH II K-IH IL NA 11 12

ERIC Pruit Bast Provided by ERIC

page 10

	00	ndicated grade leve 0 not grad	l: Cindicate specifie es	c grade) 14 Voc.
	code: (if no	o ⊡IT).specified 1-3	4-6 7-9 10-12 13-	-college training
	I 11-32 DOM II 32-306 - ENT	.naaria teanin	₩₩₩ ₩₩₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩	.
	11 E-DON/NEMT	Sudard Side 1	مرو التعليم والتروال. مرو التعليم والتروال	
		دينية بينية. م		
	code: 13=Coll 14=Fede	ege or University (eral, State, or Priv	Other professional to ate Vocational Job t	raining) 11.4 I <u>4</u> raining II <u>NS</u> I ₁ NS
				11 5 T H
	11.5 <u>Second language</u> projected throug 00 i			TT N 3
		IIT specified 1 2		10 11 12
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ŗ	11.6 <u>Learning in thei</u> students is proj 0=not specified/Gra	jected through grade	or Non-English domin 78910 111	
~	11.7 The amount of in	nstructional time in	and through their n	ative language
	per day for N-E	IT students who are	N-E dominant 1s:	
	code: O=not specif	find $m=math$ $a = aa$	$i_{once} = s_{ocial} s$	tudies
	code: 0-nou speet.	TTER menta on po	Tence 22 - poorar r	
. •	11.7		11.8	11.9
	11.7 Min. per day	Total Min. per	11.8 Subjects taught	11.9 % of time per day of
	11.7 Min. per day of instruction	Total Min. per day of any	11.8 Subjects taught in native lang.	11.9 % of time per day of instructich
	11.7 Nin. per day of instruction through N-ET	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instructich
Pr	11.7 Nin. per day of instruction through N-ENT e K	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instructich through N-MIT Pre K
Pr	11.7 Nin. per day of instruction through N-FMT e K	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instructich
Pr See	11.7 Nin. per day of instruction through N-ENT e K K N.S 1 N.S	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instructich through N-EIT Pre K K 1.52-36 % Varie
Pr See	11.7 Min. per day of instruction through N-ENT e K N.S 1 N.S 2	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instructich through N-EIT Pre K K 1.52-36 % Varie
see. attache	11.7 Nin. per day of instruction through N-ENT e K I N.S 1 N.S 2 3	Total Min. per day of any <u>instruction</u>	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre N 1.52 - 36 % Varie 2 3 4
see	11.7 Nin. per day of instruction through N-FNT e K N.S 1 N.S 2 3 4 5	Total Min. per day of any <u>instruction</u>	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre N 1 52 - 36 varie 2 3 4
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see attache xerox	11.7 Nin. per day of instruction through N-FAT e K I N.S 1 N.S 2 3 4 5 	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre N 1.52-36 $^{\circ}$ Varie 2 3 4 5 6 7 8 9 10
see attache xerox	11.7 Nin. per day of instruction through N-ENT e K I N.S 2 3 4 3 4 5 5 5 7 5 10	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre N 1.52-36 $^{\circ}$ Varie 2 3 4 5 6 7 8 9 10
see attache xerox	11.7 Nin. per day of instruction <u>through N-ENT</u> e K 	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre N 1.52-36 $^{\circ}$ Varie 2 3 4 5 6 7 8 9 10
see attache xerox	11.7 Nin. per day of instruction <u>through N-FNT</u> e K 	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre N 1.52-36 $2/2$ Varie 2 3 4 5 6 7 8 9 10 11 12
see attache xerox	11.7 Nin. per day of instruction through N-ENT e K N.S 2 3 4 5 	Total Min. per day of any <u>instruction</u> 	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-MIT Pre k 1.52-36% varie 2 3 4 5 6 7 8 9 10 11 12 native language

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4									~		6
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1	N.S.			5.5	····	· • • • • • • •			5	2-36	% vari
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of	instruction	ו	day of any	-	in na	tive la	ang.		inst	ructich	چپ س
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11 Mi of	.7 n. peruday instruction	1	Total Min. day of any	per	11.8 Subje in na	cts tau tive la	ught ang.		11.9 % of inst	ructich	چپ س
	not specifie The amount	d/Grade	1234 Cructional t	. 5 6	7 8 and the	ough '	their		ive]	language	9
11.6	Learning in	their	native lang	uage fo	r Non-	<u>Inglis</u>	h dom	inan	t	11.6	4
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	11.6 0= 11.7 0 11.7 0 11 11 12 34 55 7 5 9 10 11 12	11.6 Learning in students is C=not specifie 11.7 The amount per day for code: C=not s 11.7 Min. per day of instruction through H-ENT N.S 1 N.S 2 3 4 5 5 5 10 11 12 11.10 The amount	students is projec C=not specified/Grade 11.7 The amount of inst per day for N-EIT code: C=not specifie 11.7 Hin. per day of instruction through H-EIT e K 1	<pre>11.6 Learning in their native lang students is projected through O=not specified/Grade 1 2 3 4 11.7 The amount of instructional t per day for N-ENT students wh code: O=not specified m=math 11.7 Nin. per day Total Min. of instruction day of any through H-ENT instruction N.S 1 N.S 2 3 4 5 5 10 11 12 11.10 The amount of instructional</pre>	<pre>11.6 Learning in their native language for students is projected through grade: C=not specified/Grade 1 2 3 4 5 6 11.7 The amount of instructional time in per day for N-ENT students who are N code: O=not specified m=math s = sci 11.7 Nin. per day Total Nin. per of instruction day of any through N-ENT instruction N.S. 3 4 5 6 7 6 7 6 7 10 11 12 11.10 The amount of instructional time in 12 11.10 The amount of instructional time in 11.10 The amount of instructional time in 11.11 The amount of instructional time in 11.11 The amount of instructional time in 11.11 The instruction in time in tin time in time in time in time in time in time in</pre>	<pre>11.6 Learning in their native language for Non-j students is projected through grade: O=not specified/Grade 1 2 3 4 5 6 7 8 11.7 The amount of instructional time in and the per day for N-EiT students who are N-E dom: code: O=not specified m=math s = science s 11.7 11.8 Nin. per day Total Nin. per Subject of instruction day of any in national through N-EIT instruction e I </pre>	<pre>11.6 Learning in their native language for Non-Englisi students is projected through grade: C=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11.7 The amount of instructional time in and through per day for N-ENT students who are N-E dominant code: C=not specified m=math s = science ss = st 11.7 11.8 Nin. per day Total Min. per Subjects tar of instruction day of any in native 1 through N-ENT instruction code: N.S N.S N.S 1 N.S 1 N</pre>	<pre>11.6 Learning in their native language for Non-English dom students is projected through grade: C=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 11.7 The amount of instructional time in and through their per day for N-ENT students who are N-E dominant is: code: C=not specified m=math s = science ss = social 11.7 11.8 Nin. per day Total Nin. per Subjects taught of instruction day of any in native lang. through H-ENT instruction code: N-S</pre>	<pre>11.6 Learning in their native language for Non-English dominan students is projected through grade: 0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12 11.7 The amount of instructional time in and through their new per day for N-ENT students who are N-E dominant is: code: 0=not specified m=math s = science ss = social stu 11.7 11.8 Nin. per day Total Nin. per Subjects taught of instruction day of any in native lang. through H-ENT instruction N.S. A 3 1</pre>	<pre>11.6 Learning in their native language for Non-English dominant students is projected through grade: C=not specified/Grade 1 2 3 4 5 6 7 8 \$ 10 11 12 11.7 The amount of instructional time in and through their native I per day for N-ENT students who are N-E dominant 1s: code: C=not specified m=math s = science ss = social studies 11.7 11.8 11.9 Nin. per day Total Min. per Subjects taught \$ of of instruction day of any in native lang. instruction through N-ENT instruction E N S 5 5 2 5 5 7 6 7 7 6 7 6 7 6 7 10 11 12 11.0 The amount of instructional time in and through their native 12 1.10 The amount of instructional time in and through their native</pre>	11.6 Learning in their native language for Non-English dominant students is projected through grade: C=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12 11.7 The amount of instructional time in and through their native language per day for N-MIT students who are N-E dominant is: code: O=not specified m=math s = science ss = social studies 11.7 11.8 11.9 Subjects taught \$ of time per of instruction day of any in native lang. Instructich through H-MIT instruction A 3 4 5 6 7 8 9 10 11 12 1. N.S. 1. N.S. 1. N.S. 1. N.S. 1. 10 The amount of instructional time in and through their native language instruction through II-MIT instruction 1. 10 The amount of instructional time in and through their native language instruction through II-MIT instruction

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REVIEW OF SECOND YEAR OPERATION

The 1970-71 academic year respresented the second year of operation of the Lubbock (Texas) Bilingmail Elementary Education Program. The program involved revision of the kinnergarten program begun in 1969-70 and extension vertically through first growde. Direct instruction was provided in five kindergarten and five first grade sections in five schools, three of which have both levels. All of the schools involved have high concentrations of Mexican American pupils. One location, Parkway, was utilized because of the relocation of a large number of the Guadalupe barrio residents after a tornado last spring.

Question 11.7

8

The program was development with four major components composed of instruction, staff development, materials development, and community involvement, and was devoted to the planning, development, operation, evaluation, and modification of a program which could be operated in self-contained classrooms with bilingual (English/Spanish) instructional capability.

This review is based largely upon findings and perceptions of the evaluator. His activities and data collection have been guided by staff, program manager, and auditor comments and reports. It is aimed at reviewing the evaluation design, which, though inclusive of a number of objectives, does not purport to measure or describe all the cognitive, nor certainly all the effective, impact of the program.

Plans have been made, largely at the suggestion of the auditor, to maintain some case studies of pupils in the program since its beginning. As information is collected about these pupils over their elementary school career it can be used for comparison with other pupils from the same attendance area.

This review, which must be included in the continuation report is prepared two months prior to the close of school. Therefore, some additional changes may be anticipated through the end of year testing which has not been completed.

Instruction

While certain instructional activities were scheduled, and conducted, in Spanish, it was also used incidentally for instructional assistance in other teaching and informal situations. The staff estimates, while almost impossible to verify, of their use of language is reported separately for teachers and aides for early and mid-year checks. These estimates were taken by the evaluator during staff meetings with each staff member being asked to calculate:

What percent of the time did you spend today in instruction in Spanish?

		Pre	2	Mid-	Year
->	Aides	M=45%	R=25-60%	M=52%	R=15-75%
	Teachers	M-52%	R=25-75%	M=36%	R=0 -85%

BILINGUAL ELEMENTARY EDUCATION PROGRAM

106 SUGGESTED DAILY SCHEDULE 1971-72 FIRST GRADE OPPORTUNITY TIME: ACTIVITY CENTERS 8:00- 8:20 a.m. Involve children in Activity Centers, engage in conversation, etc.

8:20- 8:30 a.m. **OPENING EXERCISES**

Pupil-Teacher Planning

8:30-10:45 a.m.

LANGUAGE ARTS-English

Teacher	Aide
Oral language development,	Oral language development,
two groups-30 minutes	two groups-30 minutes

Writing, 15-20 minutes

Reading, three groups-60

* Spelling readiness, 10-15 minutes

(One 15minutes interim break)

10:45-11:20 a.m.

MATHEMATICS

PREPARE FOR LUNCH

REST:MUSIC:STORYTIME

Lunch

minutes

Teacher Introduce concepts, teacher/two groups, through discovery and manipulation of concrete objects

11:20 a.m.-12:00 noon

12:00 noon-12:15 p.m.

12:15- 1:30 p.m.

LANGUAGE ARTS-Social Studies, Science

Teacher Oral language development-15 minutes (Facilitate through use of social studies, science concepts)

Reading, three groups-45 minutes

* Spelling readiness-15 minutes

Oral language developmentassistance

Aide

Reading reinforcement, three groups

Spelling readiness assistance

*Spelling readiness is begun when children reach primer reading level(English) and/or second semester (Spanish)

Aide

Writing assistance

Spelling assistance

60 minutes

Reinforce concepts, aide/one group, with children who need added assistance

Perceptual-Motor-Language

Development, three groups-

SUGGESTED DAILY SCHEDULE-FIRST GRADE-1971/72 (continued)

1:30- 2:30 p.m. PHYSICAL EDUCATION

Supervised and sequentially planned

2:00- 2:30 p.m. CREATIVE GROUP EXPERIENCES

Art Music Conversation time Food preparation Activity Centers

2:30 - 2:40 p.m. Perform housekeeping duties Discuss day's activities Pupil-Teacher planning for next class

2:40 p.m. DISMISS

page 11 11.13

11.17

12.0

N D

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

O-no English Hother tongue students

- 2-2 way E.T learn the second language
- 11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

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

	11.14 Hin. per day of instruction through N-EAT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 5 of time per day of instruction through N-FMT
PreK				Pre K
1	NS			11
2				2
3		· · · · · · · · · · · · · · · · · · ·		.3
4		· · · · · · · · · · · · · · · · · · ·		4
5				5
6				; 6
7				7
8				8
9				5
10				10
11			· · · · · · · · · · · · · · · · · · ·	11
12			•••••••••••••••••••••••••••••••••••••••	12
12		• • <i>• •</i> • • • • • • • • • • • • • • •	·············	,1 <i>F</i>

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

0-not specified

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

- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or 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-HIT pupils.

8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

an. per day	Total min. per	Subjects taught	5 of time per da
of instruction	day of any	in second lang.	of instruction
through N-EIT	instruction		through N-HIT
		· · · · · · · · · · · · · · · · · · ·	
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	1	· · · · · · · · · · · · · · · · · · ·	

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

0-not specified

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

- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or 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-EHT pupils.

8-other (summarize)

12.0 HETHODS OF SECOND LANGUAGE TEACHING.

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

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

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



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11.17 <u>N</u> S

12.0

page 12

13.1 IB

13.2 IA

13.3 IA

IB

IIA

IIB

IIB

015C

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.

2-Grammar - Translation Method

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

13.0 DCMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

	I		II	0.
	Non Eng	dom	Eng dom	
	students		students	
A		B in	A in dom B	in
,	lang	second lang	lang	sacond lang

0 = not specified

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

X

- 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 language3-a specified period of time after
 - listening-speaking skills in dominant language taught

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

13.3 Listening-speaking proficiency determined by:

		to negative,	declarative to	interroga	tive, acti	ve to pa	ssive.		
		- <u>Gremar - Tra</u>	nslation Neth	bd					
	- -	Formal study	of rules of gr	rammar and "	translatio	n from f	irst langua	ge	
		to second. E	mphasis on rea ommunication.	ading in se	cond langu	age rath	er than usi	ng	
	13.0	DCMINANT AND	SECOND LANGUAG	E SKILLS S	EQUENCE				
					•				
		AL-N* Langua (*Audiolingua	ge Skills Secu 1 Nethod: list	ence Cening, spea	aking, rea		writing)		
				1 Non Eng	dom	II Eng doi	n		
				studer	nts	studen	ts		
	- · ·			A in dom		À in dom			
				Taug	second lang	lang	second lang	. •	
			P:				· · ·		
		0 = not speci (Use not app)	icable (n.a.)	if project	lies no Th	r dom	atudonta)		
						ge come	s outlen os y	0	
		cond language		ling			13.1	and a second sec	
		ills are learn mcurrently wit		ncuage				IIB <u> </u>	
	įi	.stening-speaki	ng skills	· · · · ·				וק	5 C
		ter a specifie					Roman or	٦	
		ncy achieved i ills in domin		ealting	X		X		
		specified peri		er	- frank				
	li	stening-speaki	ng skills in d	loninant					
	Ta	nguase taught		· · .					
			میں ہے۔ میں میں	•					
							A	1	
	13.2 AL	M sequence fol	lowed:				13.2		
		stening-speaki:					v :		
		ecedes introdu			<u> </u>	X		IB	186
		ading is taugh th listening-s							10 -
	3-Le	arning to read	overlaps lear	ning	·	8 - 16-4 (ke-18)	8-190-201-21 -		
	of / Sh	listening-spea	aking skills		-		5 5 at-		
	4-11 le	ere is some ove arning to read	and to write						
				L	Brandbargella, etc.	4-1 etc. e	5 million and 100	,	
		tening-speaking	g proficiency				13.3	a state of the sta	
		ermined by: asure of listen	ning-speaking				1		
	pr	oficiency				•]	IB 2	
	2-in 7	formal assessme	ent by teacher	X	_X	X	K.		
	13.4 Sec	ond language re	ade check	clists a	4 tape	2.5	10 /	TD	
	are	learned:	Secture Surra		1. T		.13•4	IIB I	
	1-co:	ncurrently with	learning to :	read	X				
		dominant lang ter a specified		nant	Δ.			p19-3	21 C
	la	nguage reading	competence	-11 ⁻¹¹ -11 U	-			I .	e
<u>.</u> .	ac	hievement		•	ter ange a gan ang				
		specified perio erning to read				•			
	(e	eg. a specific	grade)	anguage					ť
	4-be:	fore learning	to read in don	ninant	**************************************				
۵	lar	guage			• · • • • •		Statle Heres		
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Full Text Provided by ERIC		•			•	· ·			

		ාසදුප	13
	I	II	
1	Non Eng dom	Eng don	
	students	students	
	A B	A B	
	dom second	dom second	
	lang lang	lang lang	
	Tonig Tonig	Tang Tang	
13 5 Peading is introduced:			•
13.5 Reading is introduced:		1	3.5 IA
A-individually, when child is ready		فيعتمن والمتعام	IB
or at a specific time during grade: K		······································	IIA P 19-22
	XX	XX	IIB C
2	a una magnata da mana sama	anti alter an en en esta	
3		6. fg. , etc. et	
10 (Depling weather a defermined have			
13.6 Reading readiness is determined by:	Y V	X X -	26 74 1 2
1-test of reading readiness	$\frac{x}{x}$ $\frac{x}{x}$	$\frac{1}{2}$ $\frac{1}{3}$	3.6 IA 1,2
2-informal teacher assessment			
			IIA <u>1, 2</u>
			IIB
13.7 Grade level reading is expected:			OF TE ALC
1-in first grade		,	3.7 IA NS
2-in second grade	فالمحدوقين والمحدوقين	An and a state of the state of	
3-in third grade	and all a second a	water at a superior	IIA
4-in fourth grade		ganadesedaan karabarap d	IIB
5-in fifth grade	and a second second second	Annah ang	
6-in sixth grade	and the second second	anandara da	
7-other (specify)	mandenadere Britalis velles all	interior as report of	
<pre>13.8 Grade level academic achievement (ma 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)</pre>			3.8 IB <u>NS</u> IIB
14.0 INTEGRATION OF SECOND LANGUAGE LEARN	ING WITH OTHER	LEARNING: 1	4.0 I_2, 4
(mark all that apply)	T	II = E	11 - 1 -1
	I = N - E		•
	dom	dom	
	students	students	
1-Second language learning is only a s arate subject for English-speaking s dents; the second language is not u as a medium of instruction for other subjects.	tu- sed		
2 Googen Jamming Johnston in hatte	• **		P. 29(
2-Second language learning is both a s	e ^[]	· .	Pg 29 C
arate subject and also a medium of	\checkmark	V	
instruction for other subjects.	<u> </u>		
2 Connel January January 1			
3-Second language learning is always i			
tegrated with the learning of course		•	
content (such as social studies) or	as		
a medium of cognitive development.		-	•
Cu in the second se			

1. Readomin content taught in the native

4

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	*		•• •	4-10-10-10 ⁻¹⁰	
13.6 leading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	XX	X	X	X	13.6 IA 1,2 IE 1,2 IIA 1,2 IIB
13.7 Grade level reading is expected: 1-in first grade 2-in second grade 3-in third grade 4-in fourth grade 5-in fifth grade 6-in sixth grade 7-other (specify)		•			13.7 IA <u>NS</u> IB IIA IIB
<pre>13.3 Grade level academic achievement (ma SECOND language is expected: 1-in the first grade 2-second grade 3-third grade 4-fourth grade 5-fifth grade 6-sixtn grade 7-other (specify)</pre>	th, sc:	ience, et	c.) in t	he	13.8 IB <u>NS</u> IIB
14.0 INTEGRATION OF SECOND LANGUAGE LEARN: (mark all that apply)	I =	TH OTHER = N-E dom students	LEARNING II = E dom stude		14.0 I 2, 4 II 2, 5
1-Second language learning is only a se arate subject for English-speaking st dents; the second language is not us as a medium of instruction for other subjects.	tu-				
2-Second language learning is both a se arate subject and also a medium of instruction for other subjects.	ep	X	X		Pg 29 C
3-Second language learning is always in tegrated with the learning of course content (such as social studies) or a a medium of cognitive development.					
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	3	X	<u> </u>	• •	
5-Different academic content is taught in the second language from that whic is taught in the native language.	ch	-	· · ·		
()-not specified 6-other (specify)	-	*** *	Pierto Maria da		
	· · ·				

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	1		page 14	
, t .	15.0 TREATMENT OF CHILD'S LANGUAGE:	I	II 15.0 IA NS	
·		Non Eng. dom.	Eng. dom. IB 2	
	7	students	students IIA NS	
		A-indom. B2		
		lang. lan	g. Eng. lang.	
	1-The child's language is respecte It is not corrected, rather, all of the child's speech is accepte However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.			
	2-The child's language is correcte the teacher points out errors an demonstrates the standard form.		Pg 34	C
	3-Other (specify)	1.9		
	0-Not specified		a analas basista	
	16.0 MATERIALS			
	 16.1 Reading Materials-Types Reading Materials are: (mark all t I-Linguistically based (Herrill or Miami Linguistic readers, ITA, etc.) 16.	hat apply) 1 IA is	IIA IIB	
	2 Basal readers		an and an	
	3-Dialect readers			
	Experience charts (stories dictated by children)	<u> </u>		
	16.2 If some reading material is in the child's dialect, indicate how	Roberts E	nglish Series C70 p. See Xerox 14a	3 *
	long it is used:			
ч. — с. С	2-Grade 2	2 IA <u>NS</u>	IIA <u>N</u> S	
	3-Grade 3 4-Beyond Grade 3			
	0-not specified			
		(Please indianto		
19 - 19 - 1 9	16.3 The following are techniques and	materials used fo	r second language learning:	
	0-none specified 1-pattern drills		(Magdenation	
	2-dialog memorization	4 000.000	Building	
· · ·	3-choral repetition			
	D -songs		× ×	
	Dprogrammed instruction, lang ma	STER Y	✓	
٢	6-stories read to children AUDIO VISUAL AIDES	ster <u>-</u>		
ERIC	7-films, filmstrips			
Full Text Provided by ERIC	8-flannel or magnetic woards			an an

aiming toward child's eventual control of the standard form. Pg 34 C 2-The child's language is correctedthe teacher points out errors and Ľ demonstrates the standard form. 3-Other (specify) O-Not specified 16.0 MATERIALS 16.1 Reading Materials-Types Reading Materials are: (mark all that apply) (1)-Linguistically based (Nerrill or Miami Linguistic 16.1 IA____IB _____ IIA___ IIB_____ readers, ITA, etc.) 2-Basal readers 3-Dialect readers (4) Experience charts (stories dictated by children) English Series C'70 p56 See Xerox 14a Roberts 16.2 If some reading material is in the child's dialect, indicate how long it is used: IIANS 16.2 IA NS 1-Grade 12-Grade 23-Grade 3 4-Beyond Grade 3 0-not specified (Please indicate (on line -) 16.3 The following are techniques and materials used for second language learning: 0-none specified 1-pattern drills 2-dialog memorization V V V 3-choral repetition **A**-songs B. programmed instruction, lang. master 6-stories read to children AUDIO VISUAL AIDES HILL IIIIK IKIIK kIIK IIIIK KKIK 7-films, filmstrips (8)-flannel or magnetic words 9-realia, graphic displays Orecords, tapes Distening centers 12-multi-media approach Experiential : 13) role playing (IZ) puppetry 15-experience charts 16-primary typewriter 17-learning through direct experience with materials e.g. Montessori 18-activity centers-chosen by child 19-other (specify) Learning outside the classroom: 20 field trips 21- suggested TV programs 22-cthor (specify) 23-games, dramatic play

Question 16.1 MATERIALS

Supplementary Pages

J. MATERIALS TO BE USED

STATE ADOPTED TEXTBCOKS--continued

	Arithmetic:			• •
	Grades 1-3:	EXPLORING ELEMENTARY MATHEMATICS	Nolt, Rinehart, Winston	1976
	$(x_{i}) = (x_{i}) (x_{i}) (x_{i})$		•	
	Music:			
	Grades 1-3:	THIS IS MUSIC	Allyn	1971
		and the second secon	· · · ·	
	Science:			
	Grades 1-6:	SCIENCE THROUGH DISCOVERY	Singer	1972
	Spelling:			
	Grade 1:	FROM SOUNDS TO WORDS	Silver	1974
		MY WORD BCOK1	Lyons	11
	· , "	READING ROAD TO SPELLING 1	Harper	11
		POWER TO SPELL-FIRST STEPS	Houghton	11
	· · · · · · · · · · · · · · · · · · ·	BASIC GOALS IN SPELLING,		
	,	3rd. Ed., Workbook Grade 1	Webster	11
	Language and Gra	mmar:		
	Grades 1-2:	ROBERTS ENGLISH SERIES: 1,2	Harcourt	1973
	4	OUR LANGUAGE TODAY 1,2	American	11
		GINN ELEMENTARY ENGLISH,		
•	1	Gr. 1,2	Ginn	- 11
		*NEW DIRECTIONS IN ENGLISH	· · ·	
		1,2	Harper	11

*Selected by Lubbock Public Schools



56

140

16.5 Materials

COUNTY-DISTRICT NUMBER <u>152 - 901</u> LUBBOCK INDEPENDENT SCHOOL DISTRICT

V. Utilization of Research and Existing Materials (continued)

(6) six "content" tests to be given by the teacher at appropriate points in the program, and (7) sample "cultural heritage" lesson plans, designed to demonstrate the use of language patterns in activities closely related to the ethnic or regional background of the pupils.

Included in the teacher's manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

The Southwestern Cooperative Educational Laboratory program is basically an English as a Second Language approach. It does not provide instruction in the native language of the child; however, it gives special instructional consideration to unique cultural aspects that the child brings to the classroom. It does not propose to replace the native language of the child as an appropriate medium of communication in the child's own home environment; in this sense, the child, in developing an ability to communicate in standard English, becomes a bilingual person.

The use of Spanish language materials is an integral part of this project. Selection and/or development of materials depends upon research based information about such materials. A number of programs concerned with bilingual materials are under study.

Relevant Programs and Materials:

Inquiry has been made of the following programs, the focus of which is either bilingual or English as a Second Language instruction for children. The study of their materials and philosophy must be made before they are selected for use.

1. Southwest Educational Development Laboratory, Austin. The development of lessons for teaching in Spanish, under the direction of Dr. Elizabeth Ott, are of interest and may be incorporated. These materials are being field tested in the <u>San Antonio Bilingual</u> <u>Demonstration and Dissemination Center</u> and at the <u>Good Samaritan</u> <u>Center</u>. The materials are not ready for distribution but work copies are available for our study.

 Migrant Program, McAllen. This program is also being developed with involvement of the Southwest Educational Development Laboratory. Materials are not yet ready for issue.

-19-

COUNTY-DISTRICT_NUMBER 152 - 901 LUBBOCK INDEPENDENT SCHOOL DISTRICT

V. Utilization of Research and Existing Materials (continued)

- 3. Southwestern Cooperative Educational Laboratory, Albuquerque. Their Oral Language Program consists of a year long set of well developed structural linguistic lessons in English. Based on a United States Office of Education project done at the University of California at Los Angeles by Robert Wilson, the lessons have had extensive field testing and development. One of the university consultants, Dr. Len Ainsworth, has worked with the development of materials and teacher training for these materials. Consideration is given to using them in two classrooms as one researchable effort.
- 4. <u>Bilingual Program, Regional Service Center I</u>, Edinburg, Texas. This effort appears to be largely an English as a Second Language program. Procedures and activities for teachers are useful.
- 5. <u>United Consolidated School District</u>, Laredo, Texas. Further study of this project, through visitation is indicated. Use of some of the materials purchased in Mexico may be tried.
- <u>Inter-American Institute</u>, San Antonio. The activity of this program is now focused upon ESOL. No materials are available which would benefit this program.
- 7. <u>EPDA Institute in ESOL</u>, University of Texas at El Paso, El Paso, Texas. Dr. Adkins reports that "most of the so-called Bilingual preschool programs are predominantly ESOL programs" and has no curriculum material sources at this time.
- 8. <u>St. Pauls Episcopal School Bilingual Program</u>, Brownsville, Texas. A program description and a catalog for obtaining book materials from Mexico was provided.
- 9. Spanish Program, Dade County Public Schools, Miami, Florida. This program begins with third grade youngsters. Objectives are well stated and will be helpful. Commercial publishers have developed beginning reading materials on linguistic base from this program, which may have application in later years.
- Alamo Elementary School (Region IV Education Service Center), Galveston, Texas. This Oral Language project is based upon the Gloria and David film series. Research data will soon be available.
- 11. Foreign Language Innovative Curriculum Studies, Ann Arbor, Michigan. A curriculum guide has been provided by this Title III Center for "teaching Spanish to speakers of other languages and to teach Spanish standard to speakers of non-standard Spanish. " Some procedures and content will be useful.

COUNTY DISTRICT NUMBER 152 - 901 LUBBOCK INDEPENDENT SCHOOL DISTRICT

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V. Utilization of Research and Existing Materials (continued)

- 12. Spanish and English as Second Languages in the Elementary School, Texas Technological College, Lubbock, Texas. This teacher development program deals with procedure and techniques. Coupled with materials from the Mexican-American Teacher Education project essential background is made available to teachers.
- 13. <u>Bilingual Education for Mexican-American Children</u>, Marysville, California. A description and case study report has been received. No materials for export have been developed and that program is ungraded with children from 6-10 years of age.
- 14. <u>Razon de Ser of the Bilingual School: Southeast Educational</u> <u>Laboratory</u>, Atlanta. This handbook will provide rationale and background for study by project staff.
- 15. <u>Project Teacher Excellence</u>, Our Lady of the Lake, San Antonio, Texas. The Program of this award winning project is being studied for future teacher development.
- 16. Other projects slated for visits or study with particular regard to the preschool aspects are: Del Rio, Corpus Christi, and Creedmoor, Texas. These programs seem to have received stimulation from Dr. Joseph Michael through his Bilingual Institute at the University of Texas. It is planned that he will serve as a consultant to this program.

Material Development

It is essential that certain curricular and teaching materials and guides be developed for this project because materials aimed at developing the objectives stated earlier in this study have not been located, or are in a tentative stage, or require extensive modification. This is particularly true for the materials to be urilized in the Spanish portion of the instruction.

In a number of instances is has been determined to use concrete materials, and audiovisual-tactile media with structured language development in Spanish. In this case appropriate printed materials for the teacher do not seem to exist. Planning and preparation of teacher guides becomes a priority item. It is anticipated that materials can be developed as a model which will have relevance outside the presently envisioned program. Use of consultants such as Dr. Elizabeth Ott of the Southwest Educational Development Laboratory will assist this development. Dr. Faye Bumpass of the Classical and Romance Language faculty at Texas Technological College will review the materials for their linguistic accuracy and Dr. Len Ainsworth of the Elementary Education faculty will review them for applicability to the preschool setting.

-21-

page 15 16.4<u>1,2,3,6,9</u> 16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 0-not specified 1.-are written. by native speakers of that language 2-commendately prepared and published in countries where N-E is the native language 3-developed by the project's own bilingual staff 4-developed by the staff of another bilingual project (specify which) 5-developed in conjenction with project parents 6-developed by or with members of N-EMT community 7-are culturally appropriate for N-E culture (specify how this is determined) 8-are cross cultural 9-commercially prepared and published in the U.S. 10-are translations of U.S. texts 11-are coordinated with materials used in the regular subject curriculum 12-other (specify) 16.5 The specific bilingual/bicultural materials used in the language 16.5 component are: 0-not specified xerox 14a-d 1-xerox attached-page and document 17.0 STUDENT GROUPING 17.1 Student grouping; mixed or separated into dominant language 17.1 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 inter dominant language groups 7-never mixed for language or other academic learning 8-other (specify) n.a. - (no III students) 17.2 Students are grouped for language instruction: (mark all that apply) A-more than $\frac{1}{2}$ the time B Less than 🕹 the ti 0-not specified 1-total class P9C'71 2-small groups (specify size) 3-individual instruction 17.3 Criteria for grouping: Students II_lEng dom 0-not specified I Non Eng II Eng dom NEIT ШIТ dom 1-by age

X

2-by native language

(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 component are: 0-not specified 1-xerox attached-page and document $\chi erox 14 \alpha - d$ 17.0 STUDENT GROUPING 17.1 17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 0-not specified Pupils of both linguistic groups are: 1-always mixed for all learning 2-mixed for language learning 3-mixed for some academic subject learning 4-mixed for non-academic learning; art, music, gym, health 5-separated for native and second language learning into dominant language groups 6-separated for most academic subject learning into dominant language groups 7-never mixed for language or other academic learning 8-other (specify) n.a. - (no II students) 17.2 Students are grouped for language instruction: B Less than $\frac{17.2}{2}$ the time (mark all that apply) A-more than 🚽 the time 0-not specified 1-total class ---- P9C'71 2-small groups (specify size) 3-individual instruction 17.3 Criteria for grouping: Students II_IEng_dom 0-not specified I Non Eng II Eng dom dom EMT NEHT 1-by age 2-by native language X 3-by dominant language 4-by language proficiency (ex. level of reading skill)_ n.a. not applicable (no E.dom/NEMT) 18.0 TUTORING **38.1** Student Tutoring is: (mark all that apply) 18.1 NO 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: 18.2 D-NS 0-area not specified 1-inter-ethnic (N-EIT aide tutors EIT student) 2-in the acqusition of native language skills 3-in the acqusition of second language skills 4-in other academic subjects

page 16

18.3

19.0

18.3 Parent tutoring: (mark all that apply) no-not mentioned 0-type not specified 1-inter-etlmic 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

2-intra-ethnic parent tutoring is used

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

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-Elexible or modular scheduling

4-small group instruction

5-imiividualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered 9-others (specify)

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

20.0 COGNITIVE DEVELOPMENT

- 20.1 Cognitive development in early childhood grades is fostered through: 0-method not mentioned 20.1 1-structured envirionment rich with materials child can manipulate
 - order, compare, match for perceptual-motor development
 - 2-non-verbal materials, such as Montessori materials from which
 - children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
 - 3-labeling and discussion of concepts related to time, space, distance, position

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

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by shild with teachers

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

19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:

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

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

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

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered 9-others (specify)

10-if the program includes activities which complement

experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

- 20.1 Cognitive development in early childhood grades is mostered through: 0-method not mentioned 20.1 1.2
 - 1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
 - 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
 - 3-labeling and discussion of concepts related to time, space, distance, position
 - 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
 - 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's
 - guidance rather than teacher demonstration. 6-direct experience of math through discovery rather than instruction 7-other (specify or xerox) p. no. and document:

8- multi-media resources to teach science and social studies

p. 30 c' TD see Veriy Copy 16a

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



19.0

20.0 n.a.

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GRADE LEVEL First Grade PROGRAM OBJECTIVES:	Data collecting and reporting including due date	The teacher will report to the curriculum spe- cialist adaptations of basal number materials which are necessary to accomplish the process objective each six weeks.	The teacher will report to the curriculum spe- cialist adaptations ne- cessary to teach effec- tively the basic first grade units in both lan- guages each six weeks.	•	30
C. GRADE E. PROGRA	Person(s) Responsible	Curriculum Specialist	Curriculum Specialist	· ·	
WAGE Spanish S-S	I. EVALUATION Date or Frequency of Measurement	Each six weeks	Each six weeks	·	
A. CONFOURES D. NO. OF PARTICIPANTS 123 P. RO. OF PARTICIPANTS 123 P. RO. C. E.S.S.	 H. PERFORMANCE OBJECTIVE (Includes name or description of instrument) 	1.1 The teacher and the gide will use concrete objects to teach enumeration, sets, and addition and subtraction. The con- cepts will be taught first in the mative language and then expressed in the second language.	1.2 The teacher and aide will use multi-media resources to teach units in science and social studies, first in the na- tive language, and later reinforced in English.		

page 17

21.0 5,26

22.0 📿

21.0 SELF-ESTERM

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-languago-experience approach: students dictate stories from their own experience

4-teacher accepts, acknowledges ideas and feelings

- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

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

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

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

22.0 LEARNING STRATEGIES

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 4-teacher accepts, acimoviedges ideas and rectings

- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page π''

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23.0 BICULTURAL COMPONENT

This program is:

23.1

23.1

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

0

0

23.2 Cross-cultural awareness:

If project mentions specific values or modes of behavior of N-EAT culture, please summarize below: (or attach xerox) found in document _____, page "______

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

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

23.4

0-no bicultural component mentioned

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

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

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

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

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

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

7-A third culture different from NEAT or EMT 8-Other (specify)

23.5 American culture is defined: 0-not specified

23.5 NS

<u>24.1_NO</u>

1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or

elaborate in your own words

24.0 COLLIUNITY COLPONENT

24.1 Bilingual libraries are provided for:

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

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

0-no bicultural component mentioned

- 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
- 2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life. 4-Itemization of surface aspects of a country-geography, dates of holidays etc.

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

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7-A third culture different from NEAT or EAT 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

24.0 COLLIUNITY COMPONENT

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

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

24.1 NO

23.5 NS

23.4 N)S

24.2 NO

Page 19

<u>6,91</u>0 24.3

4, 8,

NO

24.6

24.4_

and community about the program through: (Mark all that apply) 0-method not specified no-no provision for informing community 1 · bilingual newsletter 2. monolingual newslotter 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 conducted in both languages 9-home visits 10-other (specify) - Community liaison worker See Yerox Co 11-project director personally involved in program 19a

24.3 Provision is made by the school for informing the parents

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

0-type not specified

no-not sought

1-existing community groups working with program 2-bilingual questionnaires

3-community-school staff committees 4-community advisory groups . 2 reps. from each school neighborhood will serve 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: Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community. 9- Teachers will suggest activities in which parents can engage.

24.5 The school keeps informed about community interests, events and problems through: Li4.5 no-no mention of school seeking to be informed about community 1-meetings open to the entire community conducted in both languages 2-community representatives to the school 3-bilingual questionnaire sent to the home 4-home visits by school personnel 5-other (specify) 0-method not specified

24.6 The school is open to the community through: 0-not mentioned

A - Informat meetings open of enotine community 8-meetings conducted in both languages 9-home visits 10-other (specify) - Community liaison worker See Xerox Copy 11-project director personally involved in program 19a dissemination. specify how 24.4 Community involvement in the formulation of school policies 489 and programs is sought through: 24.4 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 - 2 reps. from each school neighborhood will serve 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: Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community. Teachers will suggest activities in which parents can engage. 24.5 The school keeps informed about community interests, events and 24.5 NO 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 questionnaire sent to the home 4-home visits by school personnel 5-other (specify) 0-method not specified 24.6 2 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 INPACT EVALUATION 25.1 Project mentions description or dissemination of the bilingual 25.1 1, 4, 5, 6, 8 program through: 1-newspaper articles 2-radio programs 3-TV programs 4-video-tapes 5-films 6-visitors to observe the program -Brochures and letters

Question 24.3

192

COMMUNITY LIAISON WORKER

Responsibility

The community liaison worker will serve as liaison between the home and school. She will help to develop a parental involvement program including such duties as organizing informal classes for parents, inviting parents to attend open house, dinners, classroom orientation, and similar types of meetings.

The community liaison worker will visit the homes of children who have been absent or who have experienced special problems. She will also visit the parents of the children in the bilingual program to encourage them to become interested in the education of their children and to actively participate in parent activities as well as to encourage adult basic education.

Qualifications

The community liaison worker must be bilingual and preference will be given to the native speaker of Spanish. A minimum of high school graduation will be required. Priority will be given to the applicant who has completed college courses in sociology and who has had experience as a social worker. Knowledge of early childhood education is desirable. The liaison worker should be a warm, friendly, sympathetic person who is capable of developing rapport with parents and interested adults.

Educational Background and Experience -- Magdalena Trejo

Mrs. Magdalena Trejo was graduated from Lubbock High School. She is a Mexican American and she is fluent in Spanish and in English. She has no college work but she plans to attend college sometime in the future. She has taught Confraternity of Christian Doctrine in her church.

Mrs. Trejo lives in the target area served by the bilingual program. She served as a teacher aide in the bilingual project in Lubbock until her promotion to the position of community liaison worker.

page 20 25.2 Project's impact: 6 - Inquiries regarding program, materials 25.2 1-Project mentions that other classes in the school, but and format 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 5-Each of the candidates in a recent school board election responded 26.0 ROLE OF EVALUATOR positively to a question regarding need for more bilingual adults to interact with children. 26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: O 26.1 0-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures 26.2 Evaluator has personally observed students in the program: 26.2 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: D 26.3 0-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 27.2 O-not specified (mark all that apply) 1-Pre-tests have been given to project group or sample " will be 2-3-Post-tests have been given to project group or sample " will be 4-5-Pre-tests have been given to comparison group 6-" will be 7-Post-tests have been given to comparison group 11 will be