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#### ABSTRACT

This content analysis schedule for the North Country Bilingual Project of Derby, Vermont, 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 staff selection, staff development, and the bicultural component. (SK)

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# 56 Derby, Vermont

UNVERIFIED

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

CHECK (N DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

\_\_\_\_\_ Initial Proposal \_\_\_\_\_ 2nd Year Continuation

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1 NC

3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	lst year	2nd year	3rd yoar
Evaluation design			
Interim evaluation	$\checkmark$		,
Final evaluation			
Pre-audit			-
Interim audit			
Final audit			

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

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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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)

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2.0 FUNDING

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- 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
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- 3.0 UNIVERSITY Involvement with Project
- 4.0 SCOPE OF FROJECT
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  - 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

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  - 5.2 Cultural or Ethnic Identification of Target Students
  - 5.3 Ethnic Identity of English Mother Tongue Students
  - 5.4 Students' Native Language if Different from Dominant Language

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  - 6.1 Existence of Survey
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  - 6.4 Determination of Students' Language Dominance (if not in Survey)
  - 6.5 Survey Includes Determination of any Inter-Language in Community
    - 6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 6.7 EMT Parental Attitudes toward Second Language

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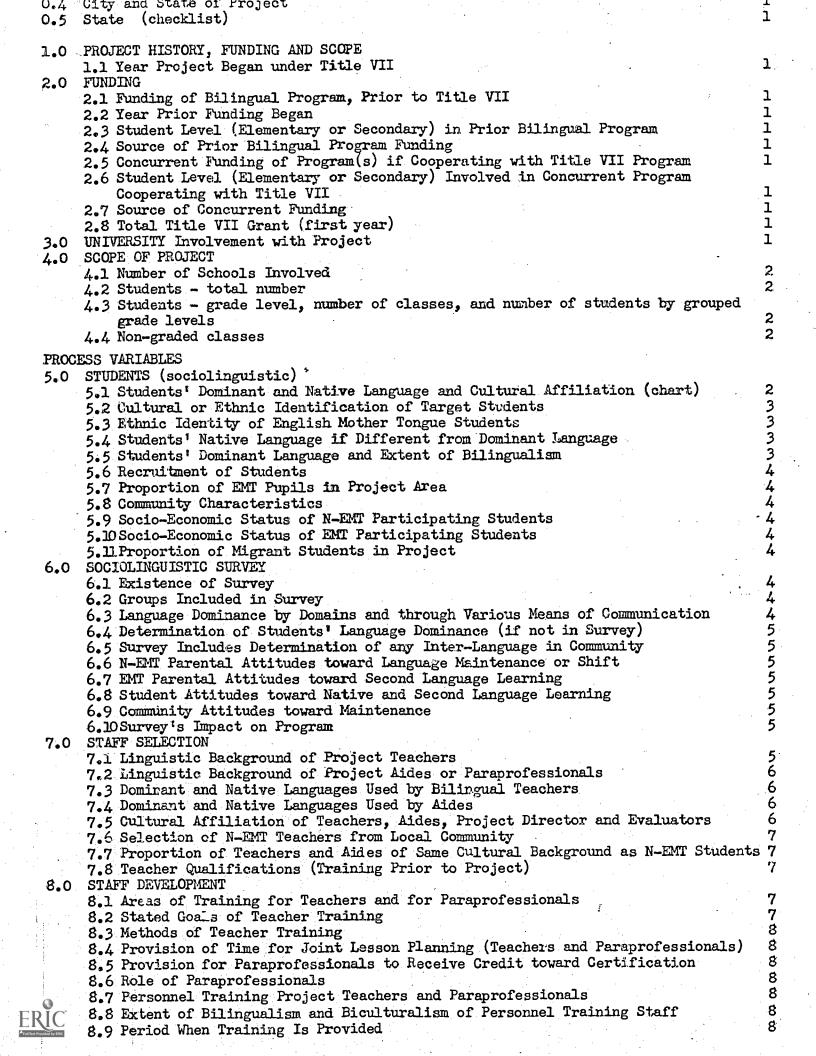
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Developed by Marietta Saravia Shore Coordinator, BEARU

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0.1 Project No. 56 . bilingual education applied research unit project b.e.s.t. n.y.c. consortium on bilingual education UNVERIFIED CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PLOGRAMS Date 3/72 Research Assistant <u>R.P. Ludanyi</u> 0.2" ame of Project The North Country Bilingual Project 0.3 Address of Project Orleans-Essex North Supervisory Union 0.4 Derby, Vermont 05829. 0.5 27 STATE .05 1-Alaska 11-Louisiana 21-Oklahoma 2-Arizona 12-Maine 22-Oregon 3-California 13-Massachusetts 23-Pennsylvania 4-Colorado 14-Michigan 24-Thode Island 5-Connecticut 15-Montana 25-Texas 6-Florida 16-New Hampshire 26-Utah 7-Guam 17-New Jersey (27)Vermont 8-Idaho 18-New Mexico 28-Washington 9+Illinois 19-New York 29-Wisconsin 10-Indiana 20-0hio 30-Other (specify) 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Year Project began under Title VII: 1.1 07 97 - 1969 see Project 1970 07 No. 17 -1971 2.0 FUNDING (Mark all that apply) 1-Any PRION funding of BILINGUAL program, if Title 2.1 () 2.1 VII continues or expands that program 0-no prior funding mentioned 2.2 N.Q. 2.2 Year prior funding began 2.3 n.a. 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 n.a 2.4 Source of prior bilingual program funding: 1-local 4-university 5-federal (specify) 2-state 3-foundation 6-other (specify) 2.5 1-CONCURRENT funding of program(s), if cooperating 2.5 with Title VII program 0-no concurrent funding mentioned

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2-grade	2 2	11-grade 1	0	
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5-grade 6-grade		to the set of the set		
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lfother-Tongue	•	ns	En II <sub>2</sub>	ns
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KEY:	Non-English Dominant	• • • • • • • • • • • • • • • • • • •		
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· · · · · · · · · · · · · · · · · · ·		2		
Non-English Nother Tongue	Example: a native Spani		ole: a native Sp	anish
110 ouer, 100gue	who uses Spanish in mos though he may know Engl	t contacts   speal	er who uses Span iar contacts, an	ish only in
	·	in al	1 others: school	WOPLE.
τη	N-I Dom - Eit			
English Mother Tongue	Example: (rare) a nativ speaking Puerto Mican c		les: I)a native	E.speaking
	born in New York who re	turns	turated American y not know a sec	ond lang.
	to Puerte dico and become Spanish dominant	105	2)a native an-American chil	E. speaking
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FRIC	•	Spani	sh, but has a La	tin culture
Full Text Provided by EFIC		i aiiii	iation	

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	Cultural or Ethnic identific by number and 5 of each:	cation of targe	t students in prog	ran	
	Indigenous Americans:	Mumber	Per Cent of Total Students		
	A1 Navajo	A1	6. 19		
	A2 Cherokee	A2			•
	A3 Other (specify)	A3	13	/	
•	A TOTAL No. of American Ind:	ian A			
	Americans of other ethnic ba	ackgrounds:			
	B1 Hexican-American	B1			
	B2 Puerto-Rican	B2		***** *'* * *	
	B3 Cuban	E3		* • • • • • •	•
	B4 Other Spanish-American	1 <b>1 1 1 1 1 1 1 1</b>	······································	• • • • • • • •	
	(specify)	B4.			
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	speaking Americans			• • • • • • •	
·			• •		
	C Portuguese-American	С	<i><sup>1</sup>/<sub>2</sub></i> - 1 - 1 - 1	1.1.70/	all (275)
(	D Franco-American	<u>D</u> . n.S	n5 et lea	st 0 / 10	Jr. High
	T Chinese-American	F	5	5	students
	G Eskimo	G	5		
•	H Russien	H	Fi Fi	5	Franco-
	J Other	J		· · · · · · · · · · · · · · · · · · ·	American
5.3	275 ZTT Ethnic identity of English population, if specified, N			an target	
	31 <u>ns</u>	E1	<u> </u>		
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	E2	E2	···· · · · · · · · · · · · · · · · · ·	1. de - An - A	·
II	TOTAL number of ENT studen other than target population	$n_{n}$	<b>ns</b> 55		
	Many Eng-Dominan	+ students	were France	, America	-n.
<b>΄</b> Γ /	Students' native language	n undernu	A SC DIEFFR TWO		
9.4	from their dominant language		e II DIFFERENT	5.4 1(NS)	incord
			•	5.4 I (V J)	THE A.
		(specify)	сан 1911 г. – Прина Принальни и		
		French French			
	1-English		hs hs	<u>ns</u>	· · ·
	2-Spanish	in a construction of the second se			
			· ·	· ·	· · ·
5.5	Students' Dominant Language	e and Extent of	Bilingualism		
	Dominant language	mber of itonoli	ngual Number of st	udents Bilinou	ลไ
		tudents	to any exter		uniter a second s
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	Number 5 no	ot No.	% not only 1		
	S	bec.	; spec. compre	ehension abili	ty
	(a) A set of the se	and the second	i 3.1_	0 No	

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I Chinese-American F G Estrino G H Rursian H J Other	B1 Herican-American B2 Puerto-Lican B3 Cuban B4 Other Spanish-America	B1 B2 B3	*		· · · · · · · ·	• • •	
Pranco-american p n.5 n5 at least 6.7% at the students of the section g and the students of the students g are students of the students below the students of the students of the students below the students in program students in the students of the students below the spect of the students is program. Students the students is program students in the students is proceed. 5.5 Students' Deminant Language and Extent of Ellingualies: 5.5 Students' Deminant Language and Extent of the students beling specting	B TOTAL No. of Spanish-	В.,		نير م لاري مير مير م	• • • • • •	- -	
6       Dillipson and the second state of the state of t	D Franco-American	D	<b>1.5</b>	ns a	t least 6	7%	all (2.7
H. Arcian H. Fanco J Other I TOTAL number of N-BHT target		F	· • · • • • • •	r', 	· · · · · · · · · · · · · · · · · · ·	•	
I TOTAL number of H-MiT target	H Russian	H			• • • • • •	•	Franco
students	J Other	J	. <b>.</b>				Americ
<ul> <li>5.3 Ethnic identity of English nother tangue students other than target population, if specified, by number and per cent.</li> <li>21</li></ul>		arget	ns	ns ;;			• •
<pre>population, if specified, by number and per cent.  II</pre>	275				• • ~ ~		
2       E2       5         II TOTAL number of IMT students         other than target population         NS         Many Eng-Dominant Students were France American.         5.4 1(0.5) incerd         Students' native language or mother tongue if DIFFELENT         from their dominant language.         Daminant language       Different Native Language Number         1-English       Per Cent         2-Spanish       Dominant Language and Extent of Bilingualism         Dominant language       Number of isolingual Number of students Bilingual to any extent         Number       S not         Sido       English         A       Indian         A1       Indian         A2       Cherolaee         A       Indian         A1       Idvajo         A2       Cherolaee         A       Spanish         C       Spanish         A       Indian         A1       Indian         A2       Cherolaee         A       Perture         Basian       Colsee         C       Perture         Basian       Colsee <td>5.3 Ethnic identity of Engl population, if specifie</td> <td>ish nother d, by numbe</td> <td>tongue stud ar and per d</td> <td>lents oth ceni.</td> <td>er than targe</td> <td>et</td> <td></td>	5.3 Ethnic identity of Engl population, if specifie	ish nother d, by numbe	tongue stud ar and per d	lents oth ceni.	er than targe	et	
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II TOTAL number of EFF students other than target population <u>n5</u> <u>n5</u> Many Eng-Dominant Students were France American. 5.4 Students' native language or nother tongue if DIFFELENT from their dominant language. Dominant language 1-English 2-Spanish 5.5 Students' Dominant Language and Extent of Bilingualism Dominant language   Number of Homolingual of students in program Students Number <u>5</u> not Ho. <u>5</u> not only listening speaking spec. E <u>360</u> English <u>85</u> <u>X</u> A	Ξ2	B2				·	
<ul> <li>Many Eng-Dominant Students were France American.</li> <li>5.4 Students' native language or mother tongue if DIFFELENT from their dominant language. (specify)</li> <li>Dwinant language Different Native Language Number Per Cent</li> <li>2-Spanish</li> <li>5.5 Students' Dominant Language and Extent of Bilingualism</li> <li>Dominant language of students in program Students</li> <li>Number \$ not No. \$ not only listening speaking spec. comprehension tability No. \$ No</li></ul>	II TOTAL number of MIT stud	dents	ns	5		-	
Dominant language of students in program       Number of Konolingus       Number of students Bilingual to any extent         Number       \$ not spec.       No.       \$ not spec.       only listening speaking spec.         E       360       English       88       X         A       American       X       X         A1       Havajo       X       X         A2       Cherokee       X       X         A3       Keresan       X       X         Cherokee       X       X       X         B       Spanish       X       X         F       Chinase       X       X         G       Eskimo       X       X         H       Hussian       X       X         J       Other (spec.)       X       X	liven nont longer						
Dominant language of students in program       Number of Konolingus       Number of students Bilingual to any extent         Number       \$ not spec.       No.       \$ not spec.       only listening speaking spec.         E       360       English       88       X         A       American       X       X         A1       Havajo       X       X         A2       Cherokee       X       X         A3       Keresan       X       X         Cherokee       X       X       X         B       Spanish       X       X         F       Chinase       X       X         G       Eskimo       X       X         H       Hussian       X       X         J       Other (spec.)       X       X	1-English	Differen Fre	t Native La		hunber Pe	r Cent NS	
$F = 360 \text{ English} = 88 \text{ X} \\ A = 1 \text{ Indian} \\ A1 = 1 \text{ Indian} \\ A2 = 2 \text{ Cherokee} \\ A3 = 3 \text{ Cherokee} \\ A4 = 0 \text{ Other (spec.)} \\ B = 2 \text{ Spanish} \\ C = 3 \text{ Portuguese} \\ C = 3 \text{ Spanish} \\ C = 3 \text{ Portuguese} \\ C = 3 \text{ Spanish} \\ C = 3  Spanis$	1-Inglish 2-Spanish	Fre		••• •	ns	r Cent hŠ	· · · · · · · · · · · · · · · · · · ·
A American Indian Al Indian Al Indian A	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language	uage and In: Number of	tent of Bil	 .ingualism .j Number	of students	<u>h</u> š	
Al Ilavajo A2 Cherokee A3 Keresan A4 Other (spec.) B Spanish C Portuguese D 51 French, 12 X F Chinese G Eskimo H ilussian J Other (spec.) $P_{a}$ "NEMT children are functionally ill iterate in	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program	uage and Ex Number of Students not	tent of Bil Monolingue	ingualism I Number to any not c spec.c	of students extent nly listenin omprehension	Bilingual g speaking ability	g
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A4 Other (spec.) B Spanish C Portuguese F Chinese G Eskimo H J Other (spec.) C Chinese G H MEMT children are functionally ill iterate in	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number 5 E <b>360</b> English A American Al Havajo	uage and Ex Number of Students not spec.	tent of Bil Konolingua	ingualism I Number to any not c spec.c	of students extent nly listenin omprehension	Bilingual g speaking ability	g
B Spanish C Portuguese D SI French. I C Chinese G Eskimo H J Other (spec.) C Chinese G H MEMT children are functionally ill iterate in	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number \$ E 360 English American Indian Al Havajo Cherokee	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism I Number to any not c spec.c	of students extent nly listenin omprehension	Bilingual g speaking ability	g
Portuguese D 51 French, 12 X F Chinese G Eskimo H Jussian J Other (spec.) P. 8 "NEMT children are functionally ill iterate in	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number \$ E 360 English A American Indian Al Navajo Cherokee A3	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism I Number to any not c spec.c	of students extent nly listenin omprehension	Bilingual g speaking ability	g
French, 12 X F Chinese G Eskimo H Jussian J Other (spec.) <b>F</b> & "NEMT children are functionally illiterate in	<ul> <li>1-English</li> <li>2-Spanish</li> <li>5.5 Students: Dominant Language of students in program</li> <li>Number 5</li> <li>E 360 English 75</li> <li>E 360 English 75</li> <li>E 100 Anerican Indian</li> <li>Al Havajo Cherokee</li> <li>A3 Keresan</li> <li>A4 Other (spec.)</li> </ul>	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism I Number to any not c spec.c	of students extent nly listenin omprehension	Bilingual g speaking ability	g
F Chinese G Eskimo H Bussian J Other (spec.) P. 8 "NEMT children are functionally ill iterate in	<ul> <li>1-English</li> <li>2-Spanish</li> <li>5.5 Students: Dominant Language of students in program</li> <li>Number</li> <li>5</li> <li>5<td>uage and Ex Number of Students not spec.</td><td>tent of Bil Nonolingue</td><td>ingualism I Number to any not c spec.c</td><td>of students extent nly listenin omprehension</td><td>Bilingual g speakin ability No.</td><td>g</td></li></ul>	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism I Number to any not c spec.c	of students extent nly listenin omprehension	Bilingual g speakin ability No.	g
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f. & "NEMT children are functionally illiterate in	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number S E 360 English A American Indian Al Al Mavajo Cherokee A3 Keresan A4 Other (spec.) B Spanish C F SI French, Chinese	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism Number to any not co spec.	of students extent nly listenin on %	Bilingual g speakin ability No.	g
P. & "NEMT children are functionally illiterate in	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number S E 360 English American Indian Al Mavajo A2 Cherokee A3 Keresan A4 Other (spec.) B Spanish C French, F Chinese G Eskimo	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism Number to any not co spec.	of students extent nly listenin on %	Bilingual g speakin ability No.	g
P. 8 "NEMT children are functionally illiterate in their mother brance as well"	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number S E 360 English American Indian Al Mavajo A2 Cherokee A3 Keresan A4 Other (spec.) B Spanish C French, F Chinese G Eskimo H Langu Dominant language Students in program S S S S S S S S S S S S S	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism Number to any not co spec.	of students extent nly listenin on %	Bilingual g speal:in ability No.	g
f. 8 "NEMT children are functionally illiterate in their mother brane as well"	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number S E 360 English American Indian Al Mavajo A2 Cherokee A3 Keresan A4 Other (spec.) B Spanish C French, F Chinese G Eskimo H Langu Dominant language Students in program S S S S S S S S S S S S S	uage and Ex Number of Students not spec.	tent of Bil Nonolingue	ingualism Number to any not co spec.	of students extent nly listenin omprehension o. %	Bilingual g speal:in ability No.	g
their mother tomate as well'	<ul> <li>1-English</li> <li>2-Spanish</li> <li>5.5 Students: Dominant Language of students in program</li> <li>Number</li> <li>E 360 English</li> <li>American</li> <li>Indian</li> <li>Al Havajo</li> <li>A2 Cherokee</li> <li>A3 Keresan</li> <li>A4 Other (spec.)</li> <li>B Spanish</li> <li>C Portuguese</li> <li>G Eskimo</li> <li>H Hussian</li> <li>J Other (spec.)</li> </ul>	uage and hr Number of Students not spec.	tent of Bil No. 5	ingualism Mumber to any not spec.	of students extent nly listenin on %	Bilingual g speal:in ability No.	g
	1-English 2-Spanish 5.5 Students: Dominant Langu Dominant language of students in program Number S E 360 English A merican Indian Al Indian Al	uage and In: Number of Students not spec. X	tent of Bil Honolingve No. 2	ingualism Mumber to any not spec.	of students extent nly listenin on %	Bilingual g speal:in ability No.	g

page 5.6 Secruitment of Students: 5.5 0 - not specified see Xerox 1 - English Mother Tongue and her Tongue Students are required to the bilingual program Only N-MIT are required to take program, MIT's participation 2 is voluntary Both EAT and N-HiT participation is voluntary Students selected according to some criteria of project (in addition to language) stion of E-Dom pupils in project area: see Chart C 5.7 \_\_\_\_\_85% 3 I 5.7 Proportion of E-Dom pupils in project area: see Chart C n.s- not specified on the chart Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) 5.8 5.8 4 1 - inner city-ghetto, barrio % 2 - major city major city
3 - small city, town or suburb
4 - iural, farm
5 - other (specify) reservation 5.9 A. 12.5% 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) B. hs B. Average family income, if mentioned n.s. not specified : low in come groups hold egricultural or manual positions. Socio-econoncmic status of HMT participating students 5.10 5.10 hS (indicate specific percent of low SES on the blank) n.a. - not applicable (no MAT) 00 - not specified 5.11 0 5.11 Proportion of migrant students in project (Indicate specific percent) n.s. - not specified 6.0 SOCIOLINGUISTIC SURVEY 6.1 I I 6.1 Project states that a sociolinguistic survey: I for II for N-HA group 🐇 II group 1 was made . X. 2 will be made 0 not mentioned 6.2 I / 2 II / 2 6.2 If a sociolinguistic survey was or will be made, mark all groups included: II HIT I N-EMT 7+8 grade population was studied X X X 1 parents 2 children 3 teachers 4 community P.p. 16,1 5 others (specify) 6.3 Language dominance of N-MiT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains

through various means of communication. e.g. specify extent descriptively: nover, sometimes, always

6.3 (1-9 inf.

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) 5.8 14 1 - inner city-ghetto,barrio % 2 - major city 3 - small city, town or suburb 100 % - rural, farm other (specify) reservation 5 5.5 A. 12.5% 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) B. hs B. Average family income, if mentioned n.s. \_ not specified : low in come groups hold agricultural or manual positions. 5.10 Socio-economic status of HAT participating students 5.10 hS\_\_\_ (indicate specific percent of low SES on the blank) n.a. - not applicable (no MAT) 00 - not specified 5.11 Proportion of migrant students in project 5.11 0 (Indicate specific percent) n.s. - not specified 6.0 SOCIOLINGUISTIC SURVEY 5.1 I I 6.1 Project states that a sociolinguistic survey: I for II for H-EAT group - II group 1 was made . . . X . . . . ÷...? \_\_\_X. 2 will be made . . . . . . . . . . . . . . . . 0 not mentioned -.... 6.2 If a sociolinguistic survey was or will be made, 6.2 I 1, 2 II 1, 2 mark all groups included: I N-ENT II ET 7+8 grade population was studied 1 parents . . X. . . 2 children . X .... 3 teachers . . . . . . . . . . . . . . . . . 4. community 5 others P. 0 16,1 (specify) 6.3 Language dominance of N-MIT groups (check Apparents, B / children, C\_\_teachers) will be determined by the extent each language is used in different domains through various means of communication. e.g. specify extent descriptively: never, sometimes, always 6.3 (1) 1-9 inf. USE NON-ENGLISH LANG. USE ENGLISH LISTENING SPEAKING LEADING WAITING LISTENING SPEAKING READING WAITING DOMAINS: 1 Home 2 Church 3 School la serie a serie a serie a serie a serie a presenta a serie a s 4 Work 5 Socializing 6 Neighborhood 7 film-TV-radic 8 Magazines,news 9 Others (specify) minimal command of English by Franco-Americans."

page 5 6.4 If not included in survey, how was student's language dominance 6.4 i na determined? Ĩ II N \_ \_ \_ EIT 1-inferred by use of surname 2-established by formal testing of students 3-assessed by informal means (specify how) 4-not mentioned how language dominance was determined 6.5\_**O** 6.5 Sociolinguistic Surve <u>udes</u>: (check all that apply) An analysis to  $\dot{c}$  termi  $\rightarrow$  if an interlanguage exists in the community, ..., a mixture of two languages which serves as a single system of communication for a group of people). 1-yes 0-no Sociolinguistic survey includes items covering: 6.6 N-Eff parents' attitudes toward maintenance of child's 6.6 U N-EMT in particular domains of use or complete shift to English Not specified if this was asked on 1-yes Parent Questionnaire. 0-no 6.7 6.7 **O** ET parents' attitudes toward their children's learning of the N-EMT language 1-yes "Do you think it would be agood idea to teach your O-no child some French." Cpb 6.8 Children's own attitudes regarding the second language 6.8 0 they are learning and the speakers of that language 1-yes Children's attitude toward school, and toward French teacher, measured. 0\_no 6.9 If not included in survey how were parental and/or 6.9 community attitudes toward N-ENT 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) Parent Questionnaire 6.5. students have accepted program enthusiastically more French spoken outside classroom has been 6.10 1-After sociolinguistic survey is made, how does it influence ns 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) Language dominance not specified (if any information is not Mother tongue not specified

not specified whether monolingual or bilingual

specified, cross out that heading and complete the rest of the chart)

1-962 0-no Sociolinguistic survey includes items covering: 6.6 6.6 U H-EAT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English Not specified if this was asked on 1-yes Parent Questionnaire. 0-no 6.7 6.7 O EIT parents' attitudes toward their children's learning of the N-EIT language 1-yes "Do you think it would be agood idea to teach your 0-no child some French." Cpb 6.8 Children's own attitudes regarding the second language 5.8 **O** they are learning and speakers of that language 1-yes chi s wireude toward school, and toward 0-no French teacher, measured. 6.9 6.9 **3** If not included in survey how were parental and/or community attitudes toward N-EIT maintenance determined? 1-will not be assessed 2-will be assessed, method not specified 3-has been or will be assessed by method other than sociolinguistic survey (specify how) Parent Questionnaire 6.3. students have accepted program enthusiastically - more 6.10 1-After sociolinguistic survey is made, how does it influence noted" ns 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) 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-Nonolingual B-Bilingual 7.1 T N E Dom. 28% Ι Α. NEMT N= N= ΙB II E Dom 15% II A / EMT N= N= II B E Dom TI 1 NEMT II<sub>l A</sub> N= N= II<sub>1 B</sub> 4 57% A Total Number B Total Number A Monolingual Bilingual В Total Humber 1p32 of Teachers 4 bilingual teachers teachers teacher

ESL

5a ( (H.O)

Staff

Selection

1969-70 Grades 7-12

Total School Enrollment Total F.M.T. 1440 341

In upite of their numbers, the special bilingual educational needs of the Franco-Americans have not yet been provided for.

• Ö •

As a result of the above, reading English satisfactorily by NEMT's is a major problem. NEMT's are functionally illiterate in their mother tongue as well. They are denied what James E. Allen, Jr. calls the "right to read".

To meet the needs of this cultural group, in the entire school district there is 1 bilingual teacher among 75 elementary teachers. At the time when the children have the least command of English and need the most help, they have a 1 in 75 chance of receiving it.

In secondary school (7-12), 12 out of 50 teachers are bilingual; of these, 8 are in the Foreign Language Department.

It is Estimated that of the six children in the target school in Westfield to enter first grade for 1970-71, four are not able to function adequately in English. This amounts to two-thirds of the entire class.

The percentage of children whose mother tongue is other than English (NEMT), ages 3 to 18, who come from low income families, is about one-sixth of all those enrolled. With dropouts figured in, it would be higher.

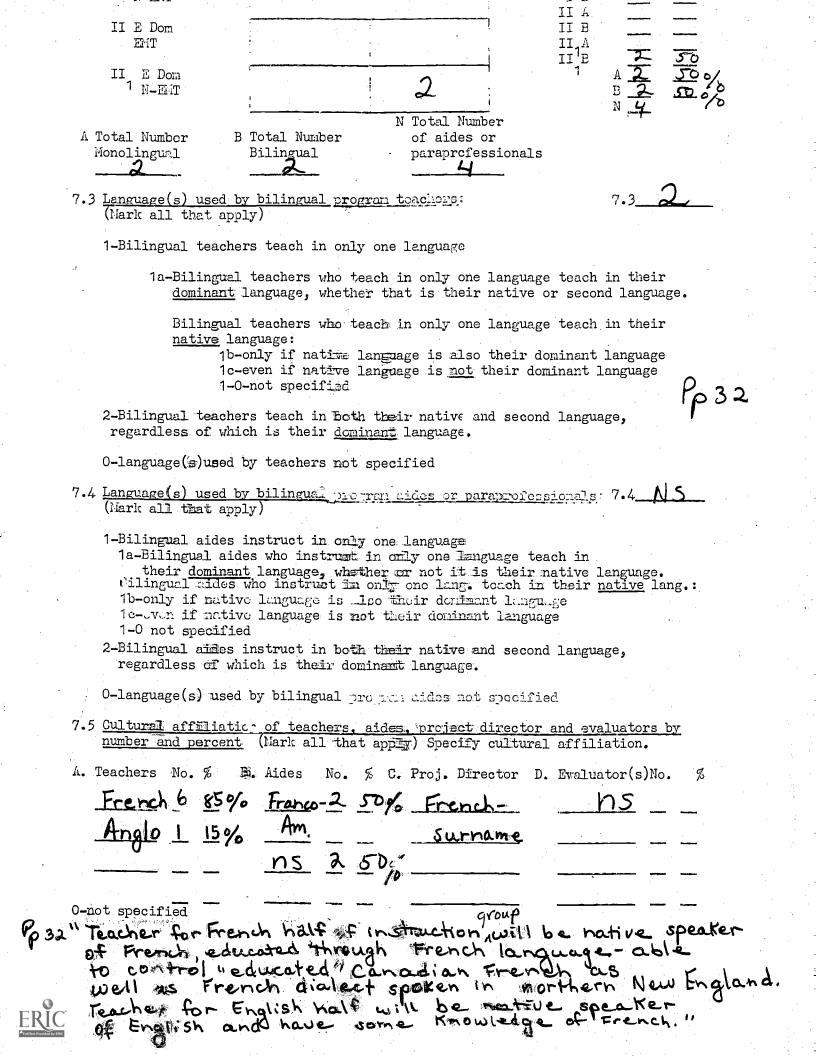
C. The target group attends the elementary school in the district with highest concentration of children whose mother tongue is not English (Westfield - 61%). The total enrollment for the target school is 69. The number of French native elementary students who will participate is 18. The number of monolingual English-speaking elementary students who will participate is 8.

5b

page 6

7.2 Linguistic background of project aides or paraprofessionals, by number: (indicate non-English language in each box) Language dominance not specified (If any information is not ]. Mother tongue not specified specified, rosp out that 2. \_Not specified whether monolingual or bilingual heading and complete the 2. rest of the chart) A Monolingual B Bilingual % 7.2No. I N-E Dom ΊÀ N-EMT I.B A II II E Dom II B EMT II1<sup>A</sup> II1<sup>E</sup> II E Dom 1 N-EMT N Total Number A Total Number B Total Number of aides or Monolingual Bilingual paraprofessionals 7.3 Language(s) used by bilingual program toachers: 7.3 (Mark all that apply) 1-Bilingual teachers teach in only one language 1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native cr second language. Bilingual teachers who teach in only one language teach in their native language: 1b-only if native language is also their dominant language 1c-even if native language is not their dominant language 1-0-not specified 1032 2-Bilingual teachers teach in both their native and second language, regardless of which is their <u>dominant</u> language. O-language(s)used by teachers not specified 7.4 Language(s) used by bilingual program cides or paraprofessionals: 7.4 NS (Mark all that apply) 1-Bilingual aides instruct in only one language 1a-Bilingual aides who instruct in only one language teach in their <u>dominant</u> language, whether or not it is their native language. Filingual aides who instruct in only ono lang, teach in their <u>native</u> lang.: 1b-only if nativo language is also their dominant language 1c-oven if native language is not their dominant language 1-0 not specified 2-Bilingual aides instruct in both their native and second language,

regardless of which is their dominant language.



7.6 Selection of N-MIT teachers from local community 0-not specified page Number of N-HIT program teachers from local community 7.6 No. and % \_\_\_\_\_ of total N-MIT teachers. 7.7 Number and Proportion of teachers and aides of same cultural background as N-MIT students: 7.7 Jo. indicate specific percent on the blank, or if specified descriptively, <u>l</u>-few A = teachersSome B = aides 3-many 4-most 5-more than half 0-not specified 7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, 7.8 2,7,9,9 no.'s h . if given) n.s.-qualifications not spcified 20,25 O-previous courses not specified 1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through 2. X which (s)he will instruct teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency 3.\_\_\_ previous teaching through N-EMT (in country where it is a native/nativelanguage, in Peace Corps) 4. previous teaching in local area/live in the community like 5. ..... courses in N-ENT language structure and usage linguistics or FL training 6. courses in N-E literature or literacy in Spanish 11. \_\_\_\_\_ courses in methods of teaching content (e.g. math)in N-ITIT 12. \_\_\_\_\_certification in ESL/or experience teaching ESL 13. \_\_\_\_\_certification in teaching N-IMT 14.\_\_\_\_\_cross cultural courses 15. \_\_\_\_\_courses in the cultural heritage, values, deep culture of N-EMT or 16. other qualifications, specify 20-2 must be sensitive to and have. Knowledge of the langu 25 × must be prepared to modify and structure materials 8.0 STAFF DEVELOPMENT and instruction. 8.1 A 576 0-No staff training mentioned 8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: Teachers professionals , I.s.-Training indicated, but nature not specified 1-English as their second language 2-The teaching of English as a second language 3-X as their second language

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

	.8 Teacher Qualifications - Training and experience prior to project no.'s (Indicate number of vith each qualification, 7.8, 2, 7, 8, 9
•	if given) 20,25
	n.squalifications not spcified
	O-previous courses not specified
	1. teacher must meet a specified level of language roficiency on a
	standardized proficiency test of the non-English language through
	, which (s)he will instruct
	2. $X$ teacher must meet a specified level of communicative competence in
	the non-English language determined by a structured interview/fluency
	3. previous teaching through N-EMT (in country where it is a native/native
	4. previous teaching in local area/live in the contunity petence
	5 courses in N-EMT language structure and usage linguistics or FL training
	6 courses in N-E literature or literacy in Spanish
	7. X must be bilingual 8. X any previous education through N-MAT/content of courses learned through
	9. X courses in teaching ZSL/audio lingual approach
	10 courses in methods of teaching N-Hill language/language development
	11 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-EMT
	14cross cultural courses
	15. courses in the cultural heritage, values, deep culture of M-IMT or
	is the subjection and the set of
	16. other qualifications, specify 20.2 must be sensitive to and have Knowledge of the lar 25.2 must be prepared to modify and structure materia STAFF DEVELOPMENT and instruction. 8.1 A 5,6
	20 - must be sensitive to und have how leader of the las
	25 must be prepared to modely and structure materia
8.0	STAFF DEVELOPMENT and instruction.
· · · ·	
	O-No staff training mentioned BB
Ċ,	1 The project is offering training for i schere A For B For Porce
. 0,•	
	and /or paraprofessionals in the follo ing areas: Teachers professionals ,
	(mark all that apply)
	(mark all that apply)
n.	(mark all that apply) sTraining indicated, but nature not specified
╧┓	(mark all that apply) sTraining indicated, but nature not specified English as their second language
╧┓	(mark all that apply) sTraining indicated, but nature not specified English as their second language
1- 2	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language
1- 2 3	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language
1- 2 3 4'	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language
1- 2- 3- 4-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects
1- 2 3 4 5	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects
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1- 2 3 5 6;	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects Methods of teaching other academic subjects in X language I <u>1,2,3,4,5,6,7,8</u>
1- 2 3 5 6	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects
1- 2- 3- 5- 5- 5-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects Methods of teaching other academic subjects Methods of teaching other academic subjects I <u>1,2,3,4,5,6,7,8</u> I <u>1,2,3,4,5,6,7,8</u> Students I N-EME TI EME
1- 2- 3- 4- 5- 6- 3 1-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,3,4,5,6,7,8 Understanding of socio-cultural values and practices on X Y
1- 2- 3- 4- 5- 6- 3 1-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Methods of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,3,4,5,6,7,8 Understanding of socio-cultural values and practices on X Y
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1- 2- 3- 5- 5- 5- 1- 2- 3-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language Methods of teaching other academic subjects Methods of teaching other academic subjects in X language Provide the social second language I J 2, 3, 4, 5, 6, 7, 8 I J 2, 3, 4, 5, 6, 7, 8 I J 2, 3, 4, 5, 6, 7, 8 I N-EMT II EMT I N-EMT II EMT Understanding of socio-cultural values and practices or X Cross-cultural training Sensitivity to ethnocentricism and linguistic snobbers Awareness of the social-emotional development of X
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1- 2- 3- 4- 5- 5- 5- 1- 2- 3- 1- 2- 3-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language Nethods of teaching other academic subjects Methods of teaching other academic subjects in X language 2 Stated goals of teacher training are: 8.2 II/2,34,56,78 2 Stated goals of teacher training are: 8.2 II/2,34,56,78 3 Students 2 Stated goals of teacher training are: 8.2 II/2,34,56,78 3 Students 2 Stated goals of teacher training are: 8.2 II/2,34,56,78 3 Students 3 Students and practices or X 4 X 4 X 4 X 4 X 4 X 4 X 4 X 4
2 3 4 5 6 2 3 2 3 5 6	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Nethods of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,34,56,7,8 Understanding of socio-cultural values and practices on Cross-cultural training Sensitivity to ethnocentricism and linguistic snobbery Awareness of the social-emotional development of Strategies for accomodating the different learning Strategies for cognitive development of
1- 2- 3- 4- 5- 5- 6- 2- 3- 4- 2- 3- 5- 6-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Nethods of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,34,56,7,8 Understanding of socio-cultural values and practices on Cross-cultural training Sensitivity to ethnocentricism and linguistic snobbery Awareness of the social-emotional development of Strategies for accomodating the different learning Strategies for cognitive development of
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2 3 4 5 6 2 3 2 3 5 6 7 8 bi	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Hethods of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,3 4,5,6,7,8 Students Understanding of socio-cultural values and practices or X Sensitivity to ethnocentricism and linguistic snobbery Awareness of the social-emotional development of Strategies for accomodating the different learning styles of Strategies for cognitive development of Strategies for construction the self-esteem of Methods of cross-cultural teaching or teaching the cultural component
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1- 2- 3- 5- 5- 6- 2- 3- 3- 5- 5- 5- 5- 5- 5- 5- 5- 5- 5- 5- 5- 5-	(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language The teaching of English as a second language The teaching of X as a second language The teaching of X as a second language The teaching of X as a second language The teaching of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,3,4,5,6,7,8 ? Stategies for accomodating the different learning ? X X ? X X
1- 2- 3- 4- 5- 6- 2- 3- 3- 3- 5- 6- 7- 8- bi 9- 10	<pre>(mark all that apply) sTraining indicated, but nature not specified English as their second language The teaching of English as a second language X as their second language The teaching of X as a second language Nethods of teaching other academic subjects in X language ? Stated goals of teacher training are: 8.2 II/2,3,4,5,6,7,8 ? Stated goals of teacher training the different learning ? X X X *******************************</pre>

page 8 8.3 1,2,3,5 8.3 Methods of Teacher Training: (Mark all that apply) 1-courses 2-experiential, teaching supervised by master teacher 3-workshops where teachers offer suggestions to each other 4-use of video-tapes of teachers for feedback on how they are doing 5-cross-cultural sensitivity training, t-groups -5 day worshop for sensitivity training 6-interaction analysis (e.g. Flanders system) Pp37 7-other (specify) 8.4 Project provides released time to teachers and paraproffesion- 8.4 als for joint lesson planning: 1-yes 0- not mentioned 8.5 Project provides for paraprofessionals to receive course credit 8.5 O toward eventual certification: 1-yes 0-not mentioned How? (specify) S.E 1.3 8.6 Paraprofessional's role: Inferred: since teachers teach half-time in grades 1,2+3 1-teaching whole class 2-teaching small groups 3-tutoring individually C p 19 4-clerical 5-contributing to bisultural component how ? 6-liaison with parents 8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A 1,4 (mark all that apply) A for teachers B for aides B\_\_\_\_\_B\_\_\_\_B 1-University faculty X 2-project's Master Teachers 3-project's teachers 1-University faculty 3-project's teachers Dother (specify) 3-project's teachers 4) other (specify) Specialists - Sec Xerox pg 2 attached 8.81 n5 8.8 Number and Proportion of personnel giving teacher training who are: 1-bilingual 2-bicultural · 3-N-EAT (specify background) 8.9 Training is provided: 1-during a summer session 2-during the academic year 3-other (specify) 8.10 A 8.10 Extent of training: B (indicate no. of hours) A(1)approximately equivalent to a 5 2/2 hrsweelly 6 \_\_\_\_\_ monthly 7 \_\_\_\_\_ bi-monthly college course see Xerox 2-more than one course 3-less than one course 4-other (specify) 8.11 ns / 8.11 Number and Proportion of teachers attending training: or: if specified descriptively, indicate: 0-not specified 6-most

8.5 Project provides for paraprofessionals to receive course credit 8.5 O toward eventual certification: 1-yes 0-not mentioned How? (specify) 8.6 Paraprofessional's role: S.E 1.3 1-teaching whole class 2-teaching small groups 3-tutoring individually Inferred: since teachers teach half-time in grades 1,2+3 Cp19 4-clerical 5-contributing to bisultural component how ? 6-liaison with parents (mark all that apply) A for teachers B for aides 0-not specified <u>ns</u> 1-University faculty 2-project's Master Teachers 3-project's teachers Dother (specify) Specialists - Sec Xerox pg2 attached 8.8 Number and Proportion of personnel giving teacher training who 8.81 are: 1-bilingual 2-bicultural 3-N-Eif (specify background) 8.9 Training is provided: 1-during a summer session 2-during the academic year 3-other (specify) 8.10 A 8.10 Extent of training: B (indicate no. of hours) ADapproximately equivalent to a 5 2/2 his weekly college course6monthlymore than one course7bi-monthly 2-more than one course 3-less than one course 4-other (specify) 8.11 Number and Proportion of teachers attending training: 8.11 D.S. or: if specified descriptively, indicate: 0-not specified 6-most 1 -100% 7-many 2-more than 75% 8-few 3-50-74% 9-other (specify) 4-25-50% 5-1-24% 9.0 TEACHERS' ATTITUDES 9.1 2,3,4,5 9.1 Teachers attitudes are assessed: (Mark all that apply) 0-not mentioned 1-to N-EMT language or dialect 2-to N-EMT students - expectations of achievement 3-to N-EMIT culture 4-prior to participation in bilingual project 5-after project training 6-after participation for a period of time in project 7-through a questionnaire attitudinal 8-other (specify)

Cont. p. !!

### INTRODUCTION TO BILINGUAL EDUCATION

## Sept. 16 Bilingualism and Biculturalism

Definition of bil ngualism and comments. Discussion of bic lturalism and its potential in American society.

Sept. 23 Bilingual Schooling

History of international and domestic bilingual education, its positive points and possible pitfalls.

Sept. 30

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Psychology of Bilinguals

Introduction to linguistics

How bilinguals differ from monolinguals.

Oct. 7

The basic concepts of general linguistics and analysis of English consonant and vowel systems.

Oct. 21 General linguistics II

Oct. 28 Introduction to French linguistics

Discussion and analysis of the French consonant and vowel systems.

Nov. 4

Contrastive analysis

Comparison of the French and English systems. Study of interference problems from one language to the other and possible ways of correcting them.

Nov. 10.

Reading and bilingualism

Suggestions on ways to provide meaningful language work to diverse cultural groups at the same time.

Nov. 18

Social studies and bilingual education

The importance of social studies in an integrated bilingual/bicultural program and suggested materials and methods.

Dec. 2

Math and science and bilingual education

Discussion of how math and science have been incorporated into a bilingual program. Methods, materials, and results will be seen.

Dec.

A-V Materials

New audio-visual materials and methods.

Dec. 16

9

Practical suggestions showing how to broaden any standard monolingual classroom to a bilingual/bicultural one.

- 2. Seventh and eighth groders involved in the bilingual program will demonstrate greater overall intellectual achievement than a comparable control group upon entrance into the following grades (8-9) as measured by their performance on the Stanford tests. Progress will also be measured by teacher-made tests.
- E. Specific Objectives Inservice
  - 1. Teachers will recognize the existence of a bilingual-bicultural problem as measured by involvement in sensitivity training and administration of a subsequent pre and post attitudinal survey.
  - 2. Teachers and administrators will become aware of bilingualism, its cultural, social, psychological and linguistic implications as measured by attendance at weekly seminars throughout the school year on pertinent topics.
  - 3. Teachers directly involved in the program will become more expert in linguistics as measured by the results of intensive summer training in contrastive and applied linguistics, and methodology, through college facilities and staff to be selected by the Project Director upon approval of this project.
  - 4. A course in introductory linguistics will be offered weekly for elementary and secondary teachers of the district and interested community persons by the Bilingual Program Project Director.

10.0 STAFF PATTEINS

EF

10.1 <u>Staff patterns</u> : (mark all that appl 0-not specified 1-tean teaching 2-cluster teaching 3-shared resource teacher 4-other (specify) Cp19 2 bilingual teachers and 2 bilingual aldes share fir	1-bilingual 4 2-ESL teacher 3-bilingual o 4-aides or pa 5-consultant or guidance 6-other (spec	r coordina <b>t</b> or araprofessi psycho <b>t</b> her counselor	onals apis <b>t</b>	•
10.3 Average number of pupils per class 0-not specified	ε ε	•	10.3 2	0-40
10.4 Average number of aides or paraprop 0-not specified	fessionals per cl	ass	10.4	<u> </u>
10.5 <u>Average number of N-FAT or bilingue</u> professionals per clas: 0-not specified	al aides (or para	<b>}</b>	10.5	<u> </u>
0-not specified 5-paraprofes 6-parent tu 7-older stud 8-peer tuto 9-not specified 5-paraprofes	emedial teacher ssional tor dent tutor r fied al help given		10.6 _ <b></b>	3,5
11.1 Duration of Bilingual Education (po	olicy) I	II	IIı	
N-EMT language will be maintained in r (mark all that apply) O-not specified how long 1-as the alternative language of learn for as long as desired 2-as the medium of instruction for spe subject matter (e.g. cultural herits 3-only for the length of time necessar the acquisition of sufficient Englis	program: HE DOM NEMT ning X ecial age) ry for		E DOI: NEMT	Prop. PgID
permit learning of academic content acceptable level in English			11.1 I II II <sub>1</sub>	
"tudents are to become trul	ly bilingual			· _ /
LC.2 How yany years does project state if for in-EiT group through N-EMT lange	is op <b>t</b> imal for in uage <b>t</b> o continue:	struction	11.2	<u>ns</u>

page 9

0-not specified	
10.4 Average number of aides or paraprofessionals per class: 0-not specified	10.4
10.5 <u>Average number of N-ENT or bilingual aides (or para-professionals per clas:</u> 0-not specified	10.5
<ul> <li>10.6 Special aide to pupils having most difficulty in learning is given:         <ul> <li>1-individually</li> <li>2-in small groups</li> <li>4-special remedial teacher</li> <li>0-not specified</li> <li>5-paraprofessional</li> <li>6-parent tutor</li> <li>7-older student tutor</li> <li>8-peer tutor</li> </ul> </li> </ul>	10.6 <u>1, 3, 5</u>
9-not specified 10-no special help given	
11.0 INSTRUCTIONAL CORPONENT - DUNATION AND EXTENT OF BILINGUAL COMP	PONENT
11.1 Duration of Bilingual Education (policy) I II	II
for as long as desired	
<pre>2-as the medium of instruction for special subject matter (e.g. cultural heritage) 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English</pre>	11.1 I $I$ II $I$ II $I$
"Students are to become truly bilingual" 11.2 How very years does project state is optimal for instruction for IIT group through N-INT language to continue?	11.2 <b>nS</b> /
0-not mentioned if for a particular number of years: 1 2 3 4 5 6 7 8 9 10 11 12 13	at least (12) inferred
(if specified in terms of a condition, please state it - e.g. "if a child begins learning in H-Eff and English in Pre-K, N-Eff instruction should continue through high-school")	
Duration of Bilingual Education (in practice) (Mark all that apply)	
11.3 <u>Second language learning is introduced</u> in which grade: code: C= N.A. (if no EIT)	11.3 I 12 II 12 II 12
13=       14=         for each group H.A.       Pre-K         N-E DOM       X         II E DOM       X         II_1 DOM/NEMT       X	
ERIC Project starts with both grades	

Just a reminder that registration for the in-service course: Introduction to Bilingual Education will be on Wednesday, September 16, at 6:30 P. M. in the North Country Union High School.



The first conference "Bilingualism and Bicultural's"will begin at 7 P. M.

Enclosed is a very brief resume of the professors giving the course to give you some idea of their excellent credentials.

#### September 23, 1970

: 9a

Ralph Robinett: - Director of Spanish Curriculum Mevelopment Center, Findberg Elementary School, 1420 Washington Avenue, Miami Beach, Florida.

Formerly Director of the Michigan Migrant Program, 3800 Packard Road, ann Arbor, Michigan.

September 30, 1970

Dr. John Macnamara: - McGill University, Montreal and St. Patrick's College, Dublin, Ireland.

Author of: <u>Bilingualism and Primary Education: A Study of Irigh Equationce 1966</u> and numerous articles.

October 7, 1970

Dr. Richard Light: - Assistant Professor, ESL programs, School of Education, State University of New York at Albany. Formerly Director of the Foreign Student Progra at St. Michael's College in Winooski, Vermont. Also three years in the United States Office of Education in Washington, D. C.

## October 21, 1970

Dr. Virginia Clark: - Assistant Professor of Linguistics at the University of Vermont.

October 28 - November 4, 1970

Dr. Claudius Willis: - Assistant Professor of French in the Department of Romance Languages at the University of Vermont

November 10, 1970

Dr. Paul E. King: - Briarcliff College, Consultant in reading to Springfield Public Schools, Springfield, Massachusetts.

November 18, 1970

Dr. A. Woolfson: - Assistant Professor in the Department of Sociology & Anthropol at the University of Vermont.

December 2, 1970

Malcolm Stanley: - Superintendent for Curriculum, Protestant School Board of Greater Montreal

December 9, 1970

Paul Massie: - Assistant Director of Audio-Visual Instruction at the University Vermont.

### In-Service

ab.

Participants: 4 bilingual teachers plus teachers of district

As a condition of employment, the teachers on the bilingual project staff will study during the summer subjects agreed upon by themselves and the project director. These would include: French language study, language teaching methodology and early childhood training and psychology.

The bilingual project will co-ordinate a follow-up to last year's semester course: An Introduction to Bilingual Education. The shape this is to take is not yet known.

The bilingual project will conduct a series of workshops during the second semester aimed at elementary and secondary teachers to help them provide for the bilingual children in their rooms. Among these will be language development, contrastive culture (French-Canadian and American), audio-visual methods and materials development.

Evaluation: an evaluation sheet will be completed by the participants at the end of each of the above activities.

I II-E DOM II E-DOM - ELT II E-DOM/NEMT		tana kanaka kanaka . Tana tanaka kanaka . Tana kanaka tanaka .	••	
c <b>o</b> de: 13=Col 14=Fed	lege or University eral, State, or Pr	(Other professional ivate Vocational Job	training) training	11.4 I II ( I1-1
projected through	learning for Engl: gh grade: if 0 not grade	ish dominant students	is	11.5 I / II /
code: no l II EM	EIT specified 1 2	2 3 4 5 6 7 8 9	9 10 11	12 X X
IL N-EIT/E Dom	5. State 199	and the second	مريسية مريه مستعين	
1.6 <u>Learning</u> in thei students is pro-	ir native language jected through grad	for Non-English domin	~	
<ul> <li>1.6 Learning in the students is proposed of the specified/Gramma of the specified/Gramma of the second of</li></ul>	ir native language jected through grad ade 1 2 3 4 5	for Non-English domin le: 6 7 8 9 10 11 ( .n and through their n	12	11.6
<ul> <li>1.6 Learning in the students is pro- students is pro- 0=not specified/Gra</li> <li>1.7 The amount of ir per day for N-E</li> </ul>	ir native language jected through grad ade 1 2 3 4 5 instructional time j iT students who are	for Non-English domin le: 6 7 8 9 10 11 ( .n and through their n	12) native lang	11.6
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<ul> <li>1.6 Learning in the students is proposed in the specified/Gravent of the specified/Gravent of the specified of the s</li></ul>	ir native language jected through grad ade 1 2 3 4 5 instructional time i iT students who are fied m=math s = s Total Min. per	for Non-English domin le: 6 7 8 9 10 11 .n and through their r N-E dominant is: science ss = social s 11.8 Subjects taught	native lang studies 11.9 % of tin instruct through	11.6
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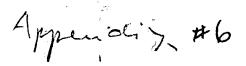
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Elementary Α. -

11.8

French as a second language

Participants: 30

#### Grade level: 1

Program objective: The student will develop good receptive command of French and be able to produce French on cue.

French as a second language

Participants: 40

# Grade level: 2

Program objective: The student will have complete receptive command of French and will develop the ability to produce French spontaneously. He will begin to read and write in French.

French as a second language

Participants: 40

Grade level: 3, 4

Program objective: The student will continue to develop spontaneous productive ability in French and increase his ability to read and write.

French language arts (mother tongue) Participants: 50 Grade level: 1, 2, 3, 4

Program objective: The student will become basically literate in French to the degree that French-Canadian children are at the end of first grade.

The objectives are the same for both Holland and Island Pond. However. because of the quite different composition of the classes in both towns, the staffing, activities and materials will be discussed according to town.

Island Pond Grades: 1.2,3 Staffing: two bilingual teachers two bilingual aides

Activities and Materials: The two teachers with aides will share the

first three grades. One teacher will be breed in Grade 1 and one in Grade 2, but both will teach half the time in Grade 3. It is hoped that, by basing the teachers in these rooms, the amount of instruction in French can be increased. Translation and adaptation of the Spanish <u>materials from the Spanish Curricula Development Center are intended</u> as the heart of the elementary program for this second year. Activities, then, would definitely be the ones in the kits plus ones developed by the teachers in the normal course of study. The goal of French language proficiency would be accomplished by the study of science/math, social studies, language arts, fine arts, French as a second language *Ithough French*.

It is not possible at this time to include daily schedules, because the second teacher has not been hired as yet. Upon approval of this proposal, this will be done and then the two bilingual teachers and the three elementary teachers will work out the schedules. As they did last year, they will work together closely as a team and integrate the bilingual program into the regular classroom program. Evaluation: The French version of the California Common Concepts Test, the French version of the Peabody Picture Vocabulary Test, teacher-made tests and skills sheets will be used to measure the progress of the children.

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Holland Grades: 1, 2, 3, 4 Staffing: one bilingual teacher

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Activities and materials: Although there are four grade levels involved here; there are but two rooms. Grades 1 and 2, with 20 students are in one room and grades 3 and 4 with 27 students are in another. The goal here is different from that of Island Pond. Whereas French language maintenance and proficiency is stressed there, here French is the dominant language of the majority of the children. The goal is also development of French language proficiency, but content mastery is stressed as well. It is planned to divide these groups of 20 and 27 respectively two ways: 1) by grades, 2) within each grade, by French and English backgrounds. It is hoped that math, for example, can be presented to the first grade French children in French first, then in English and vice versa for the English children. The translations and adaptations of the Spanish materials from the Spanish Curricula Development Center should make this a definite possibility.

Again it is not possible to include daily schedules. Because of the still tentative nature of this part of the proposal, it was thought better not to raise hopes by extensive detailed planning and then disappoint the teachers and community. As soon as this proposal is approved, these details will be worked out.

Evaluation: Assessment activities accompanying content kits provided by the Spanish Curricula Center; the California Common Concepts Test, pre and post administered and French version of the Peabody Picture Vocabulary Test.



English as a second language Participants: 58 Staffing: one ESL teacher

Grade levels: 1-8

<u>Program objective</u>: The student will develop an ease in English by having a greater command of vocabulary and more complex structures. <u>Activities and Materials</u>:

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The teacher will necessarily work with small groups and attempt to provide individualized instruction to suit the needs of each child. The materials are not known. Upon approval by USOE, the teacher will be hired and materials and activities will be worked out by him and the project director.

Evaluation: English language proficiency test (to be chosen)

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## B. Secondary

French as a second language and French as a mother tongue Participants: 60 Grade levels: 7, 8 Staffing: one bilingual teacher

Program objective: Each student will complete 80% of the units of . French language study over the period of one academic year. Activities and Materials: An individualized program of French language study is being devised to provide adequately for the varying levels of language proficiency among the students. There will be a large number of topics in French grammar, vocabulary and culture of which the students must successfully learn a certain percentage. Each topic will have a folder of activities, exercises, readings and a tape. As soon as the student thinks that he has mastered the topic, he will take a written and oral test devised by the teacher. Upon successfully passing the test, he may go on to another topic. He must complete at least 80% of the units. As far as possible, this work will be done in French. One day a week will be provided for group oral practice.

Materials for each topic will be culled from a variety of sources both Canadian and American.

**Evaluation:** 1) The student will successfully do at least 90% of each unit on an oral and written test devised by

the teacher.

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2) standardized objective French language test
 (to be selected or developed)

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11.17 Hixed or separate Language usage by 1 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-EMT pupils.

"First and second grades will be in one classroom heterogenously mixed... content matter will be taught in both Eng. and French to small groups and subsequently reinforced in the other language." Po 25

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	3-the teacher u	uring at least on uses one language	e exclusively vi	ithin a	class period.
	pupils are al	lowed to use eit	ther native or a	second 1	anguage.
	4-the teacher u	uses only one lar	guage; however	r, the a	lide or para-
·		uses another dur	ing the same cl	lass per	iod; students
	nay use eithe	reinforces any co	nversation init	tistod b	w the child
	through the u	ise of whichever	language the ch	nild has	s used at the time.
	6-constant swit	ching from one 1	anguage to anot	ther by	teacher during
	lesson.		· ·		
	7-the teacher u	uses English and erial for N-HAT p	the paraprofess	siona <u>l</u> t	hen translates
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13.1 IB IIB

13.2 IA IB

IIA

IIB

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.

#### J-Grannar - Translation Method

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

#### 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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student			sti	iden.	ts	
	in	À	in	dom	В	in .
lang	second lang		lar	ng		second 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 language
3-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 to megative, declarative to interrogative, active to passive.

#### 2-Grammar - Translation Nethod

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

## 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

d

<u>X</u>

 $\mathbf{X}$ 

X

13.1 IB

13.2 IA

13.3 IA

13.4. IB

IΙΛ

X

Χ.

IB

IIA

IIB

IIB

## 0 = not specified

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

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X

<u>X</u>

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

- 13.2 ALH sequence followed:
  1-Listening-speaking proficiency precedes introduction of reading
  2-Reading is taught concurrently with listening-speaking skills
  3-Learning to read overlaps learning of listening-speaking skills
  4-There is some overlap between learning to read and to write
- 13.3 Listening-speaking proficiency determined by: 1-measure of listening-speaking
  - proficiency
  - 2-informal assessment by teacher
- 13.4 Second language reading skills are learned:
  - 1-concurrently with learning to read in dominant language
- 19,20 2-after a specified Level of dominant language reading competence achievement
  - 3-a specified period of time after learning to read in dominant language (e.g. a specific grade)
    4-before learning to read in dominant

language

p.1

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Seventh and eighth gr is will demonstrate a greater command of lauguage arts in both French and English than a comparable control group as measured by performance on Stawford Achievement Tests pre and post administered. Progress will also be measured by teacher-made tests.

As written, this subobjective is unrealistic and the following changes have been made:

-----"a greater command of language arts in both French and English than a comparable control group." The comment about control groups in the elementary grades are pertinent here.

-----"as measured by performance on Stanford Achievement Tests pre and post administered." Due to a misunderstanding of the differences between achievement and IQ tests, it was decided to follow the testing structure already present at the junior high, i.e. Lorge-Thorndike IQ tests instead of the Stanford Achievement tests. These tests, of course, do not measure achievement in language. The SAT would do so in English and these will be used for both pre and post testing next year.

An integrated program with Language Arts was planned initially. Reading, English and French were going to integrate their units of study so that each would reinforce and extend the other. However, this was not successful. There was not adequate planning before the opening of school and consequently not sufficient ease among the members to work as a team. The attempt was abandoned in December. Therefore, project personnel were not involved in English language arts this year to any significant extent and will not be next year according to present plans. However, it was felt that this objective should be retained. If the program is successful in improving attitudes, this should be borne out in overall schoolwork.

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<ul> <li>6-sixtn grade</li> <li>7-other (specify)</li> <li>14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I 2.4 (mark all that apply)</li> <li>I = N-E II = E dom dom students students</li> <li>1-Second language learning is only a sep- arate subject for English-speaking stu- dents; the second language is not used as a medium of instruction for other subjects.</li> <li>2-Second language learning is both a sep- arate subject and also a medium of</li> </ul>								
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studentsvare at end of gradel -n canalan 13.6 Reading readiness is determined by: X 1-test of reading readiness X 13.6 IA 2-informal teacher assessment IEC. 718 C, Eval. Design IIA IIB 13.7 Grade level reading is expected: 1-in first grade 13.7 IA hS 2-in second grade ΙB 3-in third grade IIA 4-in fourth grade IIB 5-in fifth grade 😔 6-in sixth grade 7-other (specify) 13.8 Grade level academic achievement (math, science, etc.) in the 13.8 IE 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) 14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I (mark all that apply) I = N - EII = Edom dom students students 1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects. 2-Second language learning is both a separate subject and also a medium of instruction for other subjects. 3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development. 4-Academic content taught in the native language is used as the referential second language learning content of (the same concept taught in the native language is taught in the second X language). 5-Different academic content is taught in the second language from that which is taught in the native language. 0-not specified 6-other (specify)

page 14

Ŧ. II. 15.0 IA 15.0 TREATMENT OF CHILD'S LANGUAGE: Eng. dom. IB Non Eng. dom. students IIA students 2nd IIB -B 2nd  $\Lambda$ B A -in dom. Eng. lang. lang. lang. 1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form. 2-The child's language is correctedthe teacher points out errors and XX X demonstrates the standard form. 3-0ther (specify) 0-Not specified 16.0 MATERIALS 16.1 Reading Materials-Types Reading Materials are: (mark all that apply) 1-Linguistically based (Merrill or Miami Linguistic II. IIB: 16.1 IA 18 readers, ITA, etc.) <u> X </u> XX 2-Basal readers Pp21-22 3-Dialect readers 4-Experience charts (stories dictated by children) 16.2 If some reading material is in the child's dialect, indicate how long it is used: TE. 16.2 IA\_ 1-Grade 1 2-Grade 2 3-Grade 3 4-Beyond Grade 3 0-not specified (Please indicato ( on line -) 16.3 The following are techniques and materials used for second language learning: 0-none specified 1-pattern drills 2-dialog memorization X 3-choral repetition 4 songs 6 stories read to children

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	3-Other (specify)						
	J-Other (Specify)					91	
	O-Not specified					94-19- 1-9	
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16	6.1 Reading Materials-Types			1			
	Reading Materials are: (mark a	all that	apply)	•			
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	3-Dialect readers						Pp21-22
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A sample list of the methods that have been reviewed through research and observation of other programs, and will be included in this program, is as follows:

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(1) Bilingual teachers

(2) Extensive and effective use of mothers (bilingual teacher assistants)

(3) Community representatives

(4) Parent participation

(5) Demonstration and dramatization methods

(6) Teaching of English concurrently in the first grade

(7) Much attention given to development of positive self concept and attitude

The following materials have been reviewed by the project writers and will be considered for incorporation into the program:

- (1) Prefontaine, Prefontaine, La Lecture par la methode de sablier. Published by Beauchemin
- (2) Daniel Fader and E. O'Neill, Program and Proof
- (3) Brault, Gerard, <u>Cours de francais destine aux jeunes</u> <u>franco-americains</u>

(4) Mon Larousse en images

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(5) Basset and Rutledge, <u>Writing With a Purpose Books 1 and 2</u>. McClelland and Stewart The second s

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(6)	Smallbridge,	Language	Comes	Alive,	Nos.	9	and	10.	Dent
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- (7) Larousse manuel illustre. Les Editions Francaises
- (8) Boulet, Gagne, Gendron, <u>Le Francais Parle au Cours</u> <u>secondaire</u>, Nos. 1 and 2. Les Presses de l'Universite Laval
- (9) Deschamps, <u>Comment composer</u>, <u>secondaire</u>, Vol. 1. Centre de Psychologie et de Pedagogie
- (10) Houziaux, Bergeron, LaFerniere, <u>Precis Methodique de</u> grammaire Francaise, Edition Pedagogia
- (11) Seiveright, Lloyd, Le Canada et Ses Voisins. Revised Edition, Ginn
- (12) Cyr, et al. <u>Mathematiques</u> <u>Contemporaires</u>, <u>1</u> and <u>2</u>. Revised Edition by Holt, Rinehart and Winston

page 15 16.4 1,2,9,4 16.4 The sources of Non-English materials and textbooks ane: (mark all that apply) 0-not specified 1-are written by native speakers of that language 2-commer\_ially prepared and published in countries where N-E is the native language 3-developed by the project's own bilingual staff +ranslation & adaptation of 4-developed by the staff of another billingual project (specify which) Spanish Curriatum 5-developed in conjenction with project parents Development 6-developed by or with members of N-IMT community Center 7-are culturally appropriate for N-E culture materials (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) 76.5 The specific bilingual/bicultural materials used in the language 16.5 NS component are: 0-not specified 1-xerox attached-page and document possibilities, p. 211 - 22 xerox attached 1=1-a-h 17.0 STUDENT GROUPING 17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 0-not specified Pupils of both linguistic groups are: 1-elways 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 III students) 17.2 Students are grouped for language instruction: A-more than 2 the time B Less than 2 the time (mark all that apply) 0-not specified 1-total class 2-small groups (specify size) 3-individual instruction Students 17.3 Criteria for grouping: II1 Eng dom II Eng dom I Non Eng 0-not specified

(specily now this is determined) materials 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 NS component are: 0-not specified 1-xerox attached-page and document Possibilities, p.21 - 22xerox attached 17.0 STUDENT GROUPING 14 a-b 1. 3, 4,5 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 Tearning 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: A-more than  $\frac{1}{2}$  the time (mark all that apply) B Less than 3 the time 0-not specified 1-total class 2-small groups (specify size) 3-individual instruction 17.3 Criteria for grouping: Students 0-not specified II\_Eng dom I Non Eng II Eng dom dom ENT NEI IT 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 NS 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 3.1 0-area not specified 1-inter-sthnic (N-EAT aide tutors EAT student) 2-in the acqusition of native language shills 3-in the acquisition of second language skills 4-in other academic subjects

page 16

18.3\_ 6,7

C p.25

19.02,4,5,8

18.3 Parent tutoring: (mark all that apply) no-not mentioned

O-type not specified

1-inter-etlmic parent tutoring is used 2-intra-ethnic parent tutoring is-used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day "parent aide in 7-materials are provided for use in home by parents classroom "

Parents will receive copies of their childrens classwork 19.0 CURRICULUM PATTERNS and instructions in order to 19.0 <u>reinforce the lessons at home</u> " <u>The stated curriculum pattern of the bilingual project</u>: <u>The stated curriculum of N-EMT</u> instruction the curriculum is 1-Except for inclusion of N-EMF 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 DEVELOPIENT

20.1	Cognitive development in early	childhood grades	is fostered	through:
	U-method not mentioned			$2\tilde{0}$ 1 $\hat{D}$
	1-structured envirionment rich	with materials ch	ild can man	inulate
	order, compare, match for pe	rcentual-motor dev	elorment	-Para oc

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)

7-materials are provided for use in home by parents Parene ande classroom " "Parents will receive copies of their childrens classwork 8-other (specify) 19.0 CUPRICULUM FATTEINS and instructions in order to reinforce the lessons at 19.02,4,5,8 at home 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 DEVELOPIENT

- 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 child with teacher's

guidance rather than teacher demonstration. 6-direct experience of math through discovery rather than instruction 7-other (specify or xerox) p. no. and document:

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



1.

## 21.0 SELF-ESTEEM

page 17

21.0 1,7,8

Cp8

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

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

Teacher encourages pupil to verbally express his feelings: 1-through role-playing

- our oagu 1016-'ot

2-puppetry

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

4-teacher accepts, acknowledges ideas and feelings

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

6-teacher provides experiences in which the various ways that child of 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  $\pi'$ 

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

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers 13-older puils participate in curriculum planning and/or

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

15-other (specify)

#### 22.0 LEARNING STRATEGIES

22.0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no. Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective. O-none mentioned 4-reacher accepts, acimonieuges ideas and reerings

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

22.0 0

23.11,2,

- 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 i''

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)

#### 2.0 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

## 23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone - Juncor High 2-bilingual and bicultural-Elementary 3-bilingual and multicultural 0-not specified as to which of the above 4-an ethnic studies program is included in the bilingual program 5-art, posters, realia. crafts of both cultures are exhibited in

the classroom

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



page 18

23.2

23.4 2, H, 8

23.2 Cross-cultural awareness:

If project mentions specific values or modes of behavior of N-MAT culture, please surmarize below: (or attach xerox) found in document ....., page " 0-not mentioned

23.3 23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 0-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
- 6-Various cultures of same ethnic/linguistic group (i.e. Spanishspeaking peoples)
- 7-A third culture different from NEAT or EMT

(. Prop games, dances, songs, art, stories etc. of French Cunada Evalscheme see rerox attached 18 a-b pgl 23.5 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 FRĬC 3-other (indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in 23 either or both groups, describe below: (or xerox-document page/#) 0-none mentioned ()

23.4. 2, H, 8 23.4 In the bicultural compenent knowledge of the N-HIT culture involves (mark all that apply) 0-no bicultural component mentioned 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements 2- Historical-cultural heritage of the past--contributions to art and science 3-'Deep' culture: family patterns and contemporary way of life. 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 IMT (. Prop games, dances, songs, art, stories etc. of French (unada Eval. scheme see rerox attached 18 a-b pgl 23.5 American culture is defined: 23.5 NS 0-not specified 1-narrowly: primarily Anglo-Saxon orientation 2-broadly: ethnic pluralism of America -- multicultural contributions of various ethnic groups discussed 3-other(indicate document and page number for xerox) or elaborate in your own words It is not felt necessary by project to do same for Amer culture as for French culture as it is covered adequately through the rest of the school day. 24.0 COLIMINITY CONFONENT 24.1 ns 24.1 Bilingual libraries are provided for: 0-group not specified 1-project children 2-adults of the project community 3-teachers no-bilingual library not mentioned 24.2 An ethnic studies library is provided for: 24.2 nS 0-group not specified 1-project children 2-adults of the project community 3-teachers no-ethnic studies library not mentioned

18a

# Question (23.4

23

# <u>Canadian Studies</u> Participants: 275

## **Br**ade levels: 7,8,

Staffing: 2 French teachers, one bilingual teacher Program objective: By the end of this year course, the student will

have a basic knowledge and understanding of the history, geography, ethnic groups and culture of Canada.

<u>Materials and Activities</u>: one day a week for the school year, the two French teachers and the bilingual teacher will offer as part of the French course required of all junior high students a Canadian Studies program. This course will offer an overview of Canada and more detailed views of each area, i.e., the prairie provinces, the Maritimes, French Canada, et al. Main points of the history, geography, economy, ethnic composition of the population and culture (art and music) will be studied. The music and art teachers will cooperate in the program.

Materials will be drawn from many, diverse sources. Books, filmstrips, tapes, slides and records will be used.

Evaluation: 1) a true-false objective test will be developed for pre and post testing.

2) Teacher-made tests will be administered upon completion of study of each of the regions.

23.4

6

2

186.

ence pride in their ethnic background with the teaching of ence pride in their ethnic background with the teaching of ench language and its culture through games, songs, and stories. Two types of tests were administered. The SWCEL Questionnaire rawings of themselves alone and in relation to their beers were The SWCEL Questionnaire could be a useful indicator of selftraver because of inadequate scoring information, it was pt; however, because of inadequate scoring information, it was of the drawings of the drawings for the test results. The scoring of the drawings emselves alone and in relation to their peers proved to be too etive. Therefore, it was decided for next year to develop an "stiment to measure self-concept, using both the teacher's obser-variance ons of the students and the students' assessment of themselves.

22.1

To begin a pilot program at North Country Union High School, involving seventh and eighth grade students.

A program of bilingual/bicultural education for 7th and 8th (raders) ers was begun. Its limitations were: he student population involved was composed only of French-Americans. Therefore, there was no biculturalism in the program. Metar, at least one-half of the students in the program on a veturntary by basis will be from non-French backgrounds and almost all of the students in the Canadian Studies program will be from non-French kaf kgrounds. the program this year was solely French language instruction with some French-Canadian studies for French background students. least the language program which will be expanded, the bilinguel knoder where will work with the two French teachers to produce a yearleast of the French course required

all junior high students.

Page 19 24.3 2, 3, 8,19 24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) O-method not specified no-no provision for informing community 3. It is planned to have 1 · bilingual newsletter 2. monolingual newsletter coverage by radio/TV/ 3. ews sent to mass media. newspaper, film 4-if articles included with project, check 4 video-tape, speaking 5-bilingual fliers sent home 6-formal meetings engagements by lay and Professional groups, encourage on-site visit 7-informal meetings open to entire community 8-meetings conducted in both languages 9-home visits 10-other (specify) 11-project director personally involved in program dissemination. specify how 19- Parent - teacher conferences 24.4 Community involvement in the formulation of school policies and programs is sought through: 24.42,4 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 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 "little was done with community involvement his year ... 2 meetings were held but attendance was poor ... project is taking definite steps to insure more involvement next year " Cont. p. 13 24.5 The school keeps informed about community interests, events and a.5 R,3 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

Professional groups, encourage on-site visits 8-meetings conducted in both languages 9-home visits 10-other (specify) 11-project director personally involved in program dissemination. specify how 19- Parent - teacher conferences 24.4 Community involvement in the formulation of school policies 24.42,4 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 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 little was done with community involvement his year ... 2 meetings were held but attendance was poor ... project is taking definite steps to insure more involvement next year " Cont. p. 13 24.5 The school keeps informed about community interests, events and 24.5 R,3 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 X 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 planned 3-other (specify) 25.0 IMPACT EVALUATION 25.1 Project mentions description or dissemination of the bilingual 25.1 2 program through: 1-newspaper articles · 2-radio programs 3-TV programs 4-video-tapes 5-films 6-visitors to observe the program

ERIC Fuil Text Provided by ERIC

page 20 25.2 Project's impact: 25.2 4 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program 2-Project mentions other schools in the local educational system have started bilingual programs 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs 6-Inquiries regarding program-requests for its LE OF EVALUATOR extension 26.0 ROLE OF EVALUATOR 26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in 26.1 NS the bilingual program: 0-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures 26.2 hS 26.2 Evaluator has personally observed students in the program: O-not mentioned no-never 1-once or twice during the year 2-more than twice 3-regularly 4-other (specify) 26.3 hS 26.3 Evaluator has met with teachers: 0-not mentioned no-never 1-once or twice during year 2-more than twice 3-regularly 4-other (specify) 27.0 EVALUATION PROCEDURE 27.1 0-not specified 27.1 1-A comparison group has been chosen 2-A comparison group will be chosen 3- A comparison group has not been chosen \* O-not specified (mark all that apply) 27.2 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 " will be 6-7-Post-tests have been given to comparison group 11 8will be \* project states " it was impossible to find an appropriate control group, therefore, an attempt

at comparison of results with control group was abandoned.