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ABSTRACT

This content analysis schedule for the Santa Fe Bilingual-Bicultural Education Program of Santa Fe, New Mexico, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule, which has been verified, includes additional information books and audio-visual materials concerning bilingual education. Attached is an insert on the Human Development Program. (SK)

PROJECT BEST

# 336

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

Santa Fé,  
New Mexico

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CHECK  DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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

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Give Dates and Note if Evaluation is included in continuation.

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

BEARU sent Content Analysis Schedule to Santa Fé project,  
which returned schedule with corrections and  
verification.

see annotated bibliography of 39 books concerning  
bilingual education, beginning 14 d-k.

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

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

0.1 Project No. 336

VERIFIED by PROJECT

### CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. P. Ludanyi / R. Ehrlich Date March, '72

0.2 Name of Project Santa Fe Bilingual-Bicultural Education Prog.

0.3 Address of Project Santa Fe Public Schools

0.4 610 Alta Vista St.  
Santa Fe, New Mexico 87501

0.5 STATE

18

- |               |                  |                    |
|---------------|------------------|--------------------|
| 1-Alaska      | 11-Louisiana     | 21-Oklahoma        |
| 2-Arizona     | 12-Maine         | 22-Oregon          |
| 3-California  | 13-Massachusetts | 23-Pennsylvania    |
| 4-Colorado    | 14-Michigan      | 24-Rhode Island    |
| 5-Connecticut | 15-Montana       | 25-Texas           |
| 6-Florida     | 16-New Hampshire | 26-Utah            |
| 7-Guam        | 17-New Jersey    | 27-Vermont         |
| 8-Idaho       | 18-New Mexico    | 28-Washington      |
| 9-Illinois    | 19-New York      | 29-Wisconsin       |
| 10-Indiana    | 20-Ohio          | 30-Other (specify) |

### 1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:  
see 97 - 1969  
Project 07 - 1970  
No. 17 - 1971

1.1 07

### 2.0 FUNDING (mark all that apply)

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

2.1 0

2.2 Year prior funding began

2.2 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

2.3 n.a.

2.4 Source of prior bilingual program funding:

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

2.4 n.a.

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

2.5 1

2.6 Concurrent program cooperating with Title VII involves:

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

2.6 2

0.3 Address of Project Santa Fe Public Schools

0.4 610 Alta Vista St.

Santa Fe, New Mexico 87501

0.5 STATE

0.5 18

- |               |                      |                    |
|---------------|----------------------|--------------------|
| 1-Alaska      | 11-Louisiana         | 21-Oklahoma        |
| 2-Arizona     | 12-Maine             | 22-Oregon          |
| 3-California  | 13-Massachusetts     | 23-Pennsylvania    |
| 4-Colorado    | 14-Michigan          | 24-Rhode Island    |
| 5-Connecticut | 15-Montana           | 25-Texas           |
| 6-Florida     | 16-New Hampshire     | 26-Utah            |
| 7-Guar.       | 17-New Jersey        | 27-Vermont         |
| 8-Idaho       | <u>18-New Mexico</u> | 28-Washington      |
| 9-Illinois    | 19-New York          | 29-Wisconsin       |
| 10-Indiana    | 20-Ohio              | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1969  
 Project 07 - 1970  
 No. 17 - 1971

1.1 07

2.0 FUNDING (mark all that apply)

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

2.1 0

2.2 Year prior funding began

2.2 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

2.3 n.a.

2.4 Source of prior bilingual program funding:

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

2.4 n.a.

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

2.5 1

2.6 Concurrent program cooperating with Title VII involves:

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

2.6 2

2.7 Source of concurrent funding, if cooperating with Title VII program:

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

2.7 1, 2, 4

2.8 Total Title VII grant (first year only)

2.8 \$70,000

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

2.9 42,599

3.0 1 If a UNIVERSITY is working with the Title VII program, specify which: University of New Mexico  
 0-none College of Santa Fe

3.0 1



4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:  
 1-one                      4-four                      0-not specified  
 2-two                      5-five  
 3-three                    6-other

4.1 3

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

4.2 A 87  
 B 131  
 C

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes	4.3 PSK
PS-PreSchool		7-grade 7		A
K-Kndgtn		8-grade 8		B
PSK		9-grade 9		C
TOTAL NC. students PS and K		TOTAL students gr. 7-9		

1-grade 1 67  
 2-grade 2 64  
 3-grade 3  
 4-grade 4  
 5-grade 5  
 6-grade 6  
 A 131 TOTAL students gr. 1-6

10-grade 10  
 11-grade 11  
 12-grade 12  
 C TOTAL students gr. 10-12

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

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEIT <u>111</u>	II E-Dom - NEIT	NE Dom I N-NEIT	<u>111</u>	<u>85%</u>
2. Total English Mother-Tongue		II <sub>2</sub> E-Dom - EIT <u>20</u>	E dom NEIT II <sub>1</sub>	<u>20</u>	<u>15%</u>
	I Total Non-English Dominant: <u>111</u>	II Total English Dominant: <u>20</u>	Total E-Dom II = II <sub>1</sub> + II <sub>2</sub>	<u>20</u>	<u>15%</u>

grade and total number of students by grouped grade levels  
(by second year)

Grade	Number of Classes	Grade	Number of Classes	4.3 PSK
PS-PreSchool		7-grade 7		A
K-Kndgtn		8-grade 8		B
PSK		9-grade 9		C
TOTAL NC. students PS and K		TOTAL students gr. 7-9		

1-grade 1	67
2-grade 2	64
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A 131	TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

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

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)

(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT III	II E-Dom - NEMT	NE dom I N-EMT	III	85%
2. Total English Mother-Tongue		II <sub>2</sub> E-Dom - EMT 20	E dom II <sub>1</sub> NEMT	20	15%
	I Total Non-English Dominant: III	II Total English Dominant: 20	Total E-Dom II = II <sub>1</sub> + II <sub>2</sub>	20	15%

	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

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

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	%	
A2 Cherokee	A2	%	
A3 Other (specify)	A3	%	
A TOTAL No. of American Indian A		%	

Americans of other ethnic backgrounds:

B1 Mexican-American	B1	111	85%	
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	

I TOTAL number of N-EMT target students 111 85%

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

E1 Anglo	E1	20	15%
E2	E2		%

II TOTAL number of EMT students other than target population 20 15%

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

5.4 n.s.

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

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students		Number of students Bilingual to any extent					
	Number	%	not spec.	No.	%	only listening comprehension	speaking ability	
			No.	%	No.	%	No.	%
E 20 English	15		18	98%	2	10	0	0
A American Indian								

B1 Mexican-American	B1	111	85	%	.....
B2 Puerto-Rican	B2	.....	.....	%	.....
B3 Cuban	B3	.....	.....	%	.....
B4 Other Spanish-American (specify)	B4	.....	.....	%	.....
B TOTAL No. of Spanish- speaking Americans	B	.....	.....	%	.....
C Portuguese-American	C	.....	.....	%	.....
D Franco-American	D	.....	.....	%	.....
F Chinese-American	F	.....	.....	%	.....
G Eskimo	G	.....	.....	%	.....
H Russian	H	.....	.....	%	.....
J Other	J	.....	.....	%	.....

I TOTAL number of N-EMT target students 111 85 %

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

E1 <u>Anglo</u>	E1	<u>20</u>	<u>15</u>	%	.....
E2	E2	.....	.....	%	.....

II TOTAL number of EMT students other than target population 20 15 %

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

5.4 n.s.

(specify)			
Dominant language	Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students		Number of students Bilingual to any extent						
	Number	%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability	
						No.	%	No.	%
E <u>20</u> English	<u>15</u>		.....	<u>18</u>	<u>98%</u>	<u>2</u>	<u>10</u>	<u>0</u>	<u>0</u>
A American			.....						
Indian			.....						
A1 Navajo			.....						
A2 Cherokee			.....						
A3 Keresan			.....						
A4 Other (spec.)			.....						
B <u>111</u> Spanish	<u>85</u>		.....	<u>20</u>	<u>18%</u>	<u>91</u>	<u>82</u>	<u>0</u>	<u>0</u>
C Portuguese			.....						
D French			.....						
F Chinese			.....						
G Eskimo			.....						
H Russian			.....						
J Other (spec.)			.....						

5.5 3

- 5.6 Recruitment of Students:
- 0 - not specified
  - 1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
  - 2 - Only N-EMT are required to take program, EMT's participation is voluntary
  - 3 - Both EMT and N-EMT participation is voluntary
  - 4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E on pupils in project area: see Chart C n.s. - not specified on the chart 5.7 11%

5.8 Community Characteristics (mark all that apply) (% if more than one category, indicate percent for each) 5.8 2

- 1 - inner city-ghetto,barrio %
- 2 - major city 100%
- 3 - small city, town or suburb %
- 4 - rural, farm %
- 5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 55%  
 B. Average family income, if mentioned B. \$2,500  
 n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) n.a. - not applicable (no EMT) 00 - not specified 5.10 25%  
estimate

5.11 Proportion of migrant students in project (Indicate specific percent) n.s. - not specified 5.11 5%

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

	I for	II for	
	N-EMT group	EMT group	
1 was made	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6.1 I <u>1</u>
2 will be made	<input type="checkbox"/>	<input type="checkbox"/>	II <u>1</u> P. p27-37
0 not mentioned	<input type="checkbox"/>	<input type="checkbox"/>	

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

	I N-EMT	II EMT	
1 parents	<input type="checkbox"/>	<input type="checkbox"/>	6.2 I <u>4</u>
2 children	<input type="checkbox"/>	<input type="checkbox"/>	II <u>4</u>
3 teachers	<input type="checkbox"/>	<input type="checkbox"/>	
4 community	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5 others (specify)	<input type="checkbox"/>	<input type="checkbox"/>	

6.3 Language dominance of N-EMT groups (check: A  parents, B  children, C  teachers) will be determined by the extent each language is used in different domains through various means of communication. e.g. specify extent descriptively: never, sometimes, always 6.3 A   
 B   
 C   
 USE NON-ENGLISH LANG.                      USE ENGLISH

DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								



- 5.8 Community Characteristics (mark all that apply)  
 (% if more than one category, indicate percent for each)
- 1 - inner city-ghetto,barrio %
  - ② - major city 100 %
  - 3 - small city, town or suburb %
  - 4 - rural, farm %
  - 5 - other (specify) reservation %

5.8 2

- 5.9 A. Socio-economic status of N-EMT participating students  
 (indicate specific percent of low SES)  
 B. Average family income, if mentioned  
 n.s. - not specified

5.9 A. 55%  
 B. \$2,500

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

5.10 25%  
estimate

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

5.11 5%

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey:
- |                 |                                     |                                     |
|-----------------|-------------------------------------|-------------------------------------|
|                 | I for                               | II for                              |
|                 | N-EMT group                         | EMT group                           |
| ① was made      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 will be made  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 0 not mentioned | <input type="checkbox"/>            | <input type="checkbox"/>            |

6.1 I 1  
 II 1 P. p27-37

- 6.2 If a sociolinguistic survey was or will be made,  
 mark all groups included:
- |                       |                                     |                                     |
|-----------------------|-------------------------------------|-------------------------------------|
|                       | I N-EMT                             | II EMT                              |
| 1 parents             | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 2 children            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 3 teachers            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| ④ community           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 others<br>(specify) | <input type="checkbox"/>            | <input type="checkbox"/>            |

6.2 I 4  
 II 4

- 6.3 Language dominance of N-EMT groups (check: A  parents, B  children, C  teachers)  
 will be determined by the extent each language is used in different domains  
 through various means of communication.  
 e.g. specify extent descriptively: never, sometimes, always

6.3 A   
 B   
 C

USE NON-ENGLISH LANG.                      USE ENGLISH

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 magazines, news								
9 Others (specify)	Domains not specified							

85-92%

8-15%

Domains not specified

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2  
II 2

- |   |       |       |
|---|-------|-------|
|   | I     | II    |
|   | N-ENT | ENT   |
| 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 Sociolinguistic Survey includes: (check all that apply) 6.5 0  
 An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).  
 1-yes  
 0-no

Sociolinguistic survey includes items covering:

6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 0  
 1-yes  
 0-no

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

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

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

6.10 After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 1  
 0-not mentioned **Decisions of planning committee**

7.0 STAFF SELECTION

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

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

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

		A-Monolingual	B-Bilingual	7.1	
I	N E Dom.			No.	%
	NEMT	N=	N= <u>1</u>	I A	<u>1</u> / <u>16</u>
	E Dom			I B	

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

1-yes  
0-no

Sociolinguistic survey includes items covering:

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

7.0 STAFF SELECTION

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

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

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

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 1
II E Dom EMT	N=	N=
III <sub>1</sub> E Dom NEMT	N=	N= 5

A Total Number Monolingual 0  
B Total Number Bilingual 6

Total Number of Teachers N 6

7.1		No.	%
I	A		
I	B	1	16
II	A		
II	B		
III <sub>1</sub>	A		
III <sub>1</sub>	B	5	84
	A	0	
	B	6	100
	N	6	

7.2 Linguistic background of project aides or paraprofessionals, by number:  
(indicate non-English language in each box)

1.      Language dominance not specified  
 2.      Mother tongue not specified  
 3.      Not specified whether monolingual or bilingual
- (If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual	7.2	No.	%
I N-E Dom N-EMT			I A	—	—
			I B	—	—
II E Dom EMT			II A	—	—
			II B	—	—
II E Dom 1 N-EMT		6	II <sup>1</sup> A	6	100
			II <sup>1</sup> B	1	
			A	6	100
			B	6	100
			N	6	
A Total Number Monolingual	0		N Total Number of aides or paraprofessionals		
			6		
B Total Number Bilingual		6			

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

7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

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

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

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2  
(Mark all that apply)

1-Bilingual aides instruct in only one language

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

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

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

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers No. % B. Aides No. % C. Proj. Director D. Evaluator(s) No. %

Pp23a  
40a

Cp48-49

II E Dom  
EMT

II E Dom  
1 N-EMT

		6

II B	—	—
II A	—	—
II B	—	—
II A	—	—
II B	6	100
1	—	—
A	0	—
B	6	100
N	6	—

A Total Number  
Monolingual  
0

B Total Number  
Bilingual  
6

N Total Number  
of aides or  
paraprofessionals  
6

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

7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

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

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

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals:  
(Mark all that apply)

7.4 2

1-Bilingual aides instruct in only one language

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

1b-Bilingual aides who instruct in only one lang. teach in their native lang.:

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

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

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Span-Am	6	100	Span Am	6	100	Span. Am	Anglo	1	50 %
(2 born in Chile)							Span	1	50 %
0-not specified									

Pp 23a  
40a

Cp 48-49

Pp 32-33

7.6 Selection of N-MIT teachers from local community

0-not specified

Number of N-MIT program teachers from local community 6  
and % 100 of total N-MIT teachers.

page 7  
7.6 No. 6 % 100

7.7 Number and Proportion of teachers and aides of same cultural background as N-MIT students:  
indicate specific percent on the blank, or

7.7 No. %  
A 6 100  
B 6 100

if specified descriptively,

- A = teachers 1-few
- B = aides 2-some
- 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, 5, 8, no.'s  
if given) 14, 15, 20, 24, 27

n.s.-qualifications not specified

0-previous courses not specified

1. .... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2.  teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. .... previous teaching through N-MIT (in country where it is a native/native-like language, in Peace Corps) competence
4. .... previous teaching in local area/live in the community competence
5.  courses in N-MIT language structure and usage/ linguistics or FL training
6. .... courses in N-E literature/ or literacy in Spanish
7. .... must be bilingual
8. .... any previous education through N-MIT/content of courses learned through
9. .... courses in teaching ESL/audio lingual approach N-MIT
10. .... courses in methods of teaching N-MIT language/language development
11. .... courses in methods of teaching content (e.g. math)in N-MIT
12. .... certification in ESL/or experience teaching ESL
13.  certification in teaching N-MIT
14.  cross cultural courses
15.  courses in the cultural heritage, values, deep culture of N-MIT or
16. .... other qualifications, specify travel

20- understanding of children, cheerful attitude, stable personality  
24- special preparation for teaching children from impoverished areas.

8.0 STAFF DEVELOPMENT 27 Commitment to project

A n.s.  
B n.s.

0-No staff training mentioned

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

- n.s.-Training indicated, but nature not specified ...
- 1-English as their second language .....
- 2-The teaching of English as a second language .....
- 3-X as their second language .....
- 4-The teaching of X as a second language .....
- 5-Methods of teaching other academic subjects .....
- 6-Methods of teaching other academic subjects in X language .....

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

7.8 Teacher Qualifications - Training and experience prior to project no.'s  
 (Indicate number of teachers with each qualification, 7.8 2, 5, 8, 03.  
 if given) 14, 15, 20, 24, 27

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- n.s.-qualifications not specified  
 0-previous courses not specified
1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
  2. ✓ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
  3. previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
  4. previous teaching in local area/live in the community competence
  5. ✓ courses in N-EMT language structure and usage/ linguistics or FL trainin
  6. courses in N-E literature/ or literacy in Spanish
  7. must be bilingual
  8. any previous education through N-EMT/content of courses learned through
  9. courses in teaching ESL/audio lingual approach
  10. courses in methods of teaching N-EMT language/language development
  11. courses in methods of teaching content (e.g. math)in N-EMT
  12. certification in ESL/or experience teaching ESL
  13. certification in teaching N-EMT
  14. ✓ cross cultural courses
  15. ✓ courses in the cultural heritage, values, deep culture of N-EMT or
  16. other qualifications, specify

20- understanding of children, cheerful attitude, stable personality, travel  
24- special preparation for teaching children from impoverished areas.

8.0 STAFF DEVELOPMENT (27) Commitment to project. A. n.s.  
 B. n.s.

0-No staff training mentioned

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

- n.s.-Training indicated, but nature not specified ..
- 1-English as their second language ..
  - 2-The teaching of English as a second language ..
  - 3-X as their second language ..
  - 4-The teaching of X as a second language ..
  - 5-methods of teaching other academic subjects ..
  - 6-methods of teaching other academic subjects in X language ..

8.2 Stated goals of teacher training are: 8.2 I 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
 II 1, 2, 3, 6, 8, 9, 10 Students  
 I N-EMT II EMT

- 1-Understanding of socio-cultural values and practices of \_\_\_\_\_
- 2-Cross-cultural training \_\_\_\_\_
- 3-Sensitivity to ethnocentrism and linguistic snobbery \_\_\_\_\_
- 4-Awareness of the social-emotional development of \_\_\_\_\_
- 5-Strategies for accomodating the different learning styles of \_\_\_\_\_
- 6-Strategies for cognitive development of \_\_\_\_\_
- 7-Strategies for reinforcing the self-esteem of \_\_\_\_\_
- 8-Methods of cross-cultural teaching or teaching the bicultural component \_\_\_\_\_
- 9-Formulation of pupil performance objectives \_\_\_\_\_
- 10-Methods of evaluation of pupil performance objectives \_\_\_\_\_

List specific courses if given (or Xerox and attach)

7.8

Pg 7a

Teachers in the Elementary Bilingual Program will have a certified Elementary certificate with as much training in Bilingual Education as possible. The teachers will have the following responsibilities:

1. Will be responsible for all instruction in the Bilingual classrooms so as to meet objectives of the proposal.
2. Will participate in the planning of the program.
3. Will evaluate the program plan and revise it when necessary in order to fulfill the program objectives and student objectives.
4. Will participate in in-service training throughout the school year.

Teacher Aides must be Bilingual and be a high school graduate or passed the GED examination. The duties of the teacher aides are as follows:

1. Keeping records
  - A. Lunch, club, attendance, grade, health
2. Preparing classroom materials
  - A. Typing and ditto
  - B. Transparencies
3. Filing and cataloging
4. Operating audio-visual equipment

5. Setting up bulletin boards
6. Distributing and receiving materials
7. Assisting with some instructional activities
8. Enriching, telling or reading stories; accompanying children on field trips, assisting with music or art.
9. Working with sub-groups or individuals
10. Preparing classroom for next day
11. Supervising assignments previously explained by the teacher.
12. Reinforcing reading skills previously taught by the teacher.
13. Checking books in and out; taking class to library
14. Assisting students who have been absent
15. Marking papers and simple objective-type tests
16. Leader of one magic circle in the Human Development Program.
17. Listening to students; do "Show and Tell" stories; just listening with interest and concern
18. Helping students with personal problems or pupil-to-pupil problems.

19. Helping students find information, or helping with special assignments
20. Providing a link between teacher and home
21. Encouraging parents to support students concerning attendance, homework
22. Accompanying children home when ill.
23. Welcoming parents to school or school functions
24. Assisting with all other duties as assigned by the teacher and/or the principal.

Spanish Resource Specialist One of our bilingual teachers Mrs. Olivia Pinchiera, who is considered an expert in the Spanish language area was also given the title of Spanish Resource Specialist. Her duties other than those of a classroom teacher will include:

1. Provide assistance in the Spanish techniques and methodology of instruction.
2. Provide expertise in the translation of suitable and adoptable materials.
3. Assist in coordinating instructional guides.

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

8.3 1, 3, 4, 5, 9

- 1-courses
- 2-experiential, teaching supervised by master teacher
- 3-workshops where teachers offer suggestions to each other
- 4-use of video-tapes of teachers for feedback on how they are doing
- 5-cross-cultural sensitivity training, t-groups
- 6-interaction analysis (e.g. Flanders system)
- 7-other (specify)

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

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Cp 35

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0-not mentioned 8.5 1

How? (specify) Aides are allowed released time to take college classes

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

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bi-cultural component how? SEE XEROX 8b-bc
- 6-liaison with parents

Cp 48-50

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 1, 9  
A for teachers B for aides B 1

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

3 day workshop by Human Development (Palomares) Program } consultants  
2 day seminar in Bilingual - Bicultural awareness, Albuquerque

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

	no.	%
1-bilingual	110	100
2-bicultural	210	100
3-N-Att (specify background)	310	100

8.9 Training is provided: 8.9 1, 2

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

8.10 Extent of training: 8.10 A 2  
B (indicate no. of hours) B5 1

	hours
A1-approximately equivalent to a college course	5 <u>1 afternoon, weekly</u>
2-more than one course	6 _____ monthly
3-less than one course	7 <u>7</u> bi-monthly
4-other (specify)	_____

8.11 Number and Proportion of teachers attending training: 8.11 6 100  
or: if specified descriptively, indicate:

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

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0=not mentioned  
 How? (specify) Aides are allowed released time to take college classes

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

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bicultural component  
 how? SEE XEROX 8b-bc
- 6-liaison with parents

Cp48-50

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1, 9  
 (mark all that apply) A for teachers B for aides B 1

- 0-not specified
- ① University faculty
- 2-project's Master Teachers
- 3-project's teachers
- 4-other (specify) 3 day workshop by Human Development (Palomares) Program

⑨ consultants

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

	no.	%
1-bilingual	110	100
2-bicultural	210	100
3-N-ENT (specify background)	310	100

2 day seminar in Bilingual - Bicultural awareness, Albuquerque

8.9 Training is provided: 8.9 1, 2

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

8.10 Extent of training: 8.10 2

B (indicate no. of hours)

	no. of hours
A1-approximately equivalent to a college course	5 <u>1</u> afternoons weekly
2-more than one course	6 monthly
3-less than one course	7 <u>7</u> bi-monthly
4-other (specify)	

8.11 Number and Proportion of teachers attending training: 8.11 6 100

or: if specified descriptively, indicate:

	no.	%
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 Teachers' attitudes are assessed: (Mark all that apply) 9.1 1, 2, 3, 4

- 0-not mentioned
- ① to N-ENT language or dialect
- ② to N-ENT students - expectations of achievement
- ③ to N-ENT culture
- ④ prior to participation in bilingual project
- 5-after project training
- 6-after participation for a period of time in project
- 7-through a questionnaire
- 8-other (specify) (as a condition for employment)

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7

talents by developing language skills necessary for reading. A developmental language program is the first goal. We will seek to do this by developing communication skills in the Spanish language. Scholastic skills are dependent on the development of communication skills. The first aim of the program will be the development of language arts stemming from the child's language by providing him with experiences and activities that encourage language. The reading program will be an outgrowth of these experiences in the child's own language. This can be termed a natural environment because it is what is natural to the child.

The second goal will be the development of an intellectual base. This will be accomplished by sequential development: 1) identifying and labeling objects; 2) providing experiences to describe; 3) forming abstract associations. The third goal will be the development of positive attitudes toward school and an awareness that learning is a pleasurable activity to be enjoyed by all and not just by a select few.

As the first three areas are developed, reading, writing, and arithmetic will take place in their proper perspective. These cannot begin to develop until the language skills, the intellectual base and positive attitudes have been established.

## 2. Teachers 7.8

Teachers will be selected for their sympathy for and understanding of the particular problems of our Spanish-speaking students; their identification with the target areas; their knowledge of and facility with the Spanish language; their knowledge of and training in early childhood education; and their understanding of and acceptance of the philosophy and goals of the bilingual program. The screening, selection, and training of these teachers will be the major first year objective.

## Role of 3. Paraprofessionals 8.5

Paraprofessionals for this program will be from the Career Opportunities Program which will, by the terms of the COP grant, include residents of the Model Cities Area, the areas where the bilingual education program will be located. These instructional paraprofessionals will be trained by the College of Santa Fe in Early Childhood Education, Spanish, and Bilingual Education. An additional advantage will also be the fact that these paraprofessionals will be working in schools in their home area so there should be a strong, positive identification between child and paraprofessional, home and school, and parent and paraprofessional.

## 4. Parents

Parents will be involved in determining overall program directions by their representations on the Policy Advisory Committee. Individ-

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply) 10.1 Staff: 10.1 1, 3
- 0-not specified
  - 1-team teaching
  - 2-cluster teaching
  - 3-shared resource teacher
  - 4-other (specify) \_\_\_\_\_
- 1-bilingual teacher
  - 2-ESL teacher
  - 3-bilingual coordinator
  - 4-aides or paraprofessionals
  - 5-consultant psychotherapist or guidance counselor
  - 6-other (specify) \_\_\_\_\_
- 10.2 1, 4
- C p 7,5  
Aud. p 4
- 10.3 Average number of pupils per class: 10.3 25 Sect C
- 0-not specified
- 10.4 Average number of aides or paraprofessionals per class: 10.4 1
- 0-not specified
- 10.5 Average number of N-EMT ~~or~~ bilingual aides (or paraprofessionals) per clas: 10.5 1
- 0-not specified
- 10.6 Special aide to pupils having most difficulty in learning 10.6 1, 2, 3, 5, 6  
is given:
- 1-individually
  - 2-in small groups
  - 0-not specified
- by:
- 3-teacher
  - 4-special remedial teacher
  - 5-paraprofessional
  - 6-parent tutor
  - 7-older student tutor
  - 8-peer tutor
  - 9-not specified
  - 10-no special help given
- Pp 48  
Pp 45

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy) I II II<sub>1</sub>
- | N-EMT language will be maintained in program:<br>(mark all that apply)   | IE DOM<br>NEMT | E DOM<br>EMT | E DOM<br>NEMT |
|--|----------------|--------------|---------------|
| 0-not specified how long   |                |              |               |
| 1-as the alternative language of learning for as long as desired   | ✓              | ✓            |               |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage)   | ✓              | ✓            |               |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English |                |              |               |
- 11.1 I 1, 2  
II 1, 2  
II<sub>1</sub> -
- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 12
- 0-not mentioned
- if for a particular number of years:
- 1 2 3 4 5 6 7 8 9 10 11 12 13 Through high school

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

- 10.3 Average number of pupils per class: 10.3 25 Sect C  
 0-not specified
- 10.4 Average number of aides or paraprofessionals per class: 10.4 1  
 0-not specified
- 10.5 Average number of N-EMT ~~or~~ bilingual aides (or paraprofessionals) per class: 10.5 1  
 0-not specified
- 10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 3, 5, 6  
 1-individually by: 3-teacher  
 2-in small groups 4-special remedial teacher  
 0-not specified 5-paraprofessional  
 6-parent tutor  
 7-older student tutor  
 8-peer tutor  
 9-not specified  
 10-no special help given

Pp 48  
 Pp 45

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II<sub>1</sub>

N-EMT language will be maintained in program: (mark all that apply)	I	II	II <sub>1</sub>
	NEMT	EMT	NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1, 2  
 II 1, 2  
 II<sub>1</sub> ..

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 12

0-not mentioned  
 if for a particular number of years:  
 1 2 3 4 5 6 7 8 9 10 11 12 13 through high school

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

1 =  
 2 =

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

11.3 Second language learning is introduced in which grade: 11.3 I 1  
 code: C= N.A. (if no EMT) II 1  
 III 1

	N.A.	13	14	1	2	3	4	5	6	7	8	9	10	11	12
for each group															
I N-E DOM				<input checked="" type="checkbox"/>											
II EDOM				<input checked="" type="checkbox"/>											
II <sub>1</sub> DOM/NEMT				<input checked="" type="checkbox"/>											

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

code:	(if no EIT) specified	1-3	4-6	7-9	10-12	13-college	14 Voc. training
00	0 not						
I E-DOM	---		✓	---	---	---	---
II E-DOM - EIT	---		✓	---	---	---	---
III E-DOM/NEIT	---		✓	---	---	---	---

code: 13=College or University (Other professional training) 11.4 I 4-6  
 14=Federal, State, or Private Vocational Job training II 4-6  
 III 4-6

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

code:	no EIT specified	1	2	3	4	5	6	7	8	9	10	11	12
00 if 0 not													
II EIT	---						✓						
III N-EIT/E Dom	---						✓						

11.5 I 2-6  
 II 6

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

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

11.6 6

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

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

see audit attached →

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

Handwritten data in table:  
 Row 1: 50% (Min ns), N.S., Lang Arts, 50%  
 Row 2: 50% (Min ns), N.S., Lang Arts, 50%  
 Rows 3-12: blank

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 Pp 14

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

see Xerox attached

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

11.10	11.11	11.12
Min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.
11.12		% of time per day of instruction through N-EIT
Prek		Pre K
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8

Handwritten data in table:  
 Row 1: 50% (ns), ns, LANG ARTS, 50%  
 Row 2: 50% (ns), ns, LANG ARTS, 50%  
 Rows 3-8: blank

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

11.5 I<sub>2</sub> 6  
II 6

code: 00 if 0 not grades  
no EIT specified 1 2 3 4 5 6 7 8 9 10 11 12  
II EIT  
III N-EIT/E Dom

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

11.6 6

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

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

code: O=not specified n=nath s = science ss = social studies

see audit attached →

11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.9 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K			Pre K
1	50% (Min. ns)	Lang Arts	50%
2	50%	Lang Arts	50%
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Pp23  
Pp12

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

see xerox attached

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

11.10 Min. per day of instruction through N-EIT	11.11 Total Min. per day of any instruction	11.12 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
PreK			Pre K
1	50% (ns)	LANG ARTS	50%
2	50%	LANG ARTS	50%
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

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FIRST REPORT  
SANTA FE PUBLIC SCHOOLS  
1970-1971

Introduction

This audit report is based upon two site visitations conducted on October 12th-13th, 1970, and February 4th, 1971, and review of a report submitted by the project evaluator, Dr. Mari-Luci Ulibarri, in October.

The report is divided into four major divisions: instructional program, staff development, community involvement, and evaluation, with findings and recommendations presented for each division. A summary statement is presented at the end of the report.

INSTRUCTIONAL PROGRAM

11.7

Findings. On both visits it was found that 15%-20% of the instructional program was in the Spanish language. But, the staff interviewed expressed that they were raising the Spanish language level with expectations of reaching a 50% English-50% Spanish division by year's end.

It was found that continuity was lacking in method being used in the experimental classrooms. Traditional word recognition, phonics, and the Van Allen approaches were being used in teaching reading in both English and Spanish. In general, the reading and language arts components of the program are presented in English and Spanish. All other subject matter is generally presented in English with Spanish used for clarification or reinforcement.

11.13 2

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

0-no English Mother tongue students  
2- 2 way - EMT learn the second language

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

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

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1	NS (50%)		Lang Arts	50%
2	NS (50%)		Lang Arts	50%
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

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

11.17 1,2

0-not specified

- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
- 8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 1,2a

- 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students. student

PreK	Min. per day of instruction through N-ELL	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-ELL
1	NS	(50%)	Lang. Arts,	1 50%
2	NS		Lang. Arts.	2 50%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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

11.17 1,2

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-ELL pupils.

8-other (summarize)

## 12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 1,2a

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

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

11a

## Instructional Program Processes Used to Meet Objectives

### Evaluation Procedures

We will state each objective and then explain how we attempted to meet each one.

#### Objective 1

To design an instructional program suited to the particular needs of our culturally and linguistically different student.

Our teachers worked with different materials using different methods and approaches to determine what was best suited for our children. They in turn developed some instructional guides for the first grade level to be used during the 1971-72 academic year and future years. Hopefully these guides will prove successful with minimum modification.

#### Objective 2

To assist our children to understand the history and culture of all ethnic groups represented in the community.

This objective was approached in two different ways. Our classroom discussions brought in the history and culture of the Spanish-American, the Anglo-American and the Indian-American in a very elementary manner. These discussions were then supplemented by films and fieldtrips to museums, Indian Villages and community areas. Resource people in the community were also asked to make different presentations to our children.

### Objective 3

To develop pre-service and in-service training of teachers and teacher-aides.

We attempted to meet this objective through conferences, workshops, weekly meetings, school visitations and discussions with other bilingual teachers, and through the use of our audio-visual equipment.

### Objective 4

To develop cultural awareness and use community members as resource people.

This objective was approached in the same manner which has been discussed in objective number two above.

### Objective 5

To decrease the number of potential drop-outs.

We feel that children with a good self-image are less likely to become dropouts. We attempted to instill in our students a positive self-concept through the use of our Human Development Program. Each child was reached through a language which was meaningful to him and in which he was not threatened. We felt this would be a motivating factor and interest-arousing method to accomplish the objective above. It is not possible to determine any measure of success until future years.

## Objective 6

To help students learn subject matter and communicative skills in their native language and a second language.

Subject matter areas were presented in two languages.

Through the LEIR (Language Experiences in Reading) program, and the PLDK (Peabody Language Development Kit) we attempt to develop all communicative skills by using the child's own experiences and giving him an opportunity to express himself in two languages.

## Objective 7

To develop a positive self-image by learning about their culture.

Through the use of the Human Development Program we attempt to instill a positive self-image in our students. By exposure to different cultural aspects, our children were able to identify with others as well as with different aspects within their culture.

## Objective 8

To help students gain a deeper understanding of knowledge and concepts in English by having the opportunity to hear instruction presented in their native tongue.

We attempted to reach our students in a language which was meaningful to him. Our interest was mainly that of conceptual acquisition and development. Once the concept had been acquired and developed the transfer from one language to another would be simple. By presenting

instruction in the language the child understood, we felt that we were meeting this objective.

Objective 9

To prevent education retardation and develop tools for conceptual growth.

The methods presented in the previous objective were also the means by which this objective was approached.

Objective 10

To help students gain a greater knowledge of and acquire more skills in the use of two languages.

The programs discussed in objective number six, the LEIR and PLDK gave our students an opportunity to acquire and develop skills in the use of two languages. They gained knowledge from the teacher and teacher-aide as well as from each other by peer modeling.

Objective 11

To help students become truly bilingual and bicultural.

This objective could not possibly be achieved in a short period of time. However, the use of two languages as the medium for instruction, the exposure to different aspects of culture, the fieldtrips, and the class discussions that are held, are certainly a step by which this objective may be accomplished.

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

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

3-Grammar - Translation Method

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

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-II\* Language Skills Sequence

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

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

0 = not specified

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

13.1 Second language listening-speaking skills are learned:

13.1 IB 1  
IIB 1

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

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13.2 ALII sequence followed:

13.2 IA 1  
IB 1  
IIA 1  
IIB 1

- 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:

13.3 IA 1  
IB 1  
IIA 1  
IIB 1

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

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to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method

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

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M\* Language Skills Sequence

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

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

0 = not specified

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

13.1 Second language listening-speaking skills are learned:

13.1 IB   1    
IIB   1  

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

Cp16-29

13.2 ALM sequence followed:

13.2 IA   1    
IB   1    
IIA   1    
IIB   1  

- 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:

13.3 IA   1    
IB   1    
IIA   1    
IIB   1  

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

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13.4 Second language reading skills are learned:

13.4 IB   1    
IIB   1  

- 1-concurrently with learning to read in dominant language ✓
- 2-after a specified level of dominant language reading competence achievement ✓
- 3-a specified period of time after learning to read in dominant language (e.g. a specific grade)
- 4-before learning to read in dominant language

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

13.5 Reading is introduced:  
 1-individually, when child is ready  
 or at a specific time during grade: 1  
 ① 2  
 2 3

13.5 IA	
IB	
IIA	
IIB	

13.6 Reading readiness is determined by:  
 ①-test of reading readiness  
 2-informal teacher assessment

13.6 IA	
IB	NS
IIA	
IIB	NS

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13.7 Grade level reading is expected:  
 1-in first grade  
 2-in second grade  
 3-in third grade  
 4-in fourth grade  
 5-in fifth grade  
 6-in sixth grade  
 7-other (specify)

13.7 IA	NS
IB	
IIA	
IIB	↓

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13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:  
 ①-in the first grade  
 2-second grade  
 3-third grade  
 4-fourth grade  
 5-fifth grade  
 6-sixth grade  
 7-other (specify)

13.8 IB	
IIB	

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

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

14.0 I	2, 4
II	2, 4

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 content of second language learning (the same concept taught in the native

13.6 Reading readiness is determined by:

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

13.6 IA 1  
 IB NS  
 IIA 1  
 IIB NS

Cp16

13.7 Grade level reading is expected:

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

13.7 IA NS  
 IB 1  
 IIA 1  
 IIB 1

Cp41

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

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

13.8 IB 1  
 IIB 1

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

14.0 I 2, 4  
 II 2, 4

I = N-E dom students  
 II = E dom 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 content of second language learning (the same concept taught in the native language is taught in the second 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)

Audit states (pg 1) that subject matter is usually presented in English with Spanish used for clarifications or reinforcement.



aiming toward child's eventual control of the standard form. ✓

2-The child's language is corrected-the teacher points out errors and demonstrates the standard form. ---

3-Other (specify) ---

0-Not specified ---

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based

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

16.1 IA ✓ IB ✓

III. ✓ IIB ✓

See

2-Basal readers ✓

Xerox attached 14a

3-Dialect readers ---

4-Experience charts (stories dictated by children) ✓

Van Allen approach

Cp 46

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

1-Grade 1

16.2 IA NA

III. ---

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate " on line -)

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

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction

6-stories read to children

AUDIO VISUAL AIDS

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays

10-records, tapes

11-listening centers

12-multi-media approach

Experiential:

13-role playing

14-puppetry

15-experience charts

16-primary typewriter

17-learning through direct experience

with materials e.g. Montessori

18-activity centers-chosen by child

19-other (specify)

Learning outside the classroom:

20-field trips

21-suggested TV programs

22-other (specify)

P 75-76 p56

Cp 8, 23

Pg 14a

163

PROGRAMMED MATERIALS

1. George Peabody Kit
2. Human Development Program
3. Distar SRA (Math and Reading)
4. Man in Action Series (Social Studies)
5. Louise Lancaster Program
6. George Van Allan
7. Por El Mundo Del Cuento Y La Aventura
  - a. Mis Juegos Y Cuentos
  - b. A Jugár Y a Gozar
  - c. A La Escuela
  - d. Amigos De Aquí Y De Allá
8. Publicaciones Infantiles Y Juveniles (Eva)
9. Oral Language Program
10. DICTIONARIES
  - a. Pequeño Larousse Ilustrado (Gessler Co.)
  - b. Diccionario de Antónimos Y Sinónimos (Gessler Co.)
  - c. Mi Primer Larousse en Colores (Gessler Co.)

14 b

**AUDIO VISUAL MATERIALS**  
**Spanish and English Version**

1. Flannel board
2. Magnetic board
3. Instructo Units:

Foreign Language #301 - The Family

Foreign Language #302 - The Classroom

Foreign Language #304 - Christmas

Foreign Language #305 - Parts of the Body

Foreign Language #306 - Farm Animals

Instructo #150 - Community Helpers

Instructo #510 - Magnetic ABC

Instructo #575 - Magnetic Pets

14 C

RECORDS - SPANISH AND ENGLISH VERSIONS

Children Stories - Follett Publishing Company

La Vaca Curiosa - Follett Publishing Company

Nadie Le Hace Caso a Andrés - Follett Publishing Company

Demasiados perros - Follett Publishing Company

El Joyo del Cerro - Follett Publishing Company

Elena La Ballena - Follett Publishing Company

Tulita La Patita - Follett Publishing Company

Colección Campanilla - by Gilbert Delahaye  
Holt, Rinehart and Winston Company

Imok, el niño esquimal

Pico, el patito presumido

Martita en el circo

Martita ama del casa

El pollito inesperado

Martita en la montaña

Dodino el burrito

Martita va de viaje

Martita en el zoológico

Martita va a la escuela

Mother Goose on the Rio Grande

Horas encantadas - National Textbook Corporation

Bedtime Stories in Spanish - National Textbook Corporation

Zoo Risa - Libro Primero - McNally and Loftin Publishers

Books of the World - McNally and Loftin Publishers

## B I B L I O G R A P H Y

1. English as a Second Language in Elementary Schools, Background and Text Materials. Washington, D.C.: Center for Applied Linguistics, ESOL Program, October 1967. 8pp.

This is an annotated bibliography of publications in this field for pre-school and elementary school. The two sections present background materials and lists of texts for specific age and learning levels. Particularly valuable materials are listed for teaching Spanish-speaking children.

2. English Sequential Pattern Drills for Spanish Speaking Students. Tucson: Tucson Public Schools. 175pp.  
ED 002 517 MF-\$1.00 HC-\$7.00

Presents English sequential pattern drills for teaching English grammar to Spanish speaking students. Covers the four major form-classes of words: noun, verb, adjective, adverb. Includes teachers' notes, students' lists, and worksheets for each section. Teachers' notes contain suggestions for relating grammatical rules of English to those in Spanish.

3. The Linguistic Approach in Teaching English as a Second Language. El Paso, Texas: El Paso Public Schools, January 1965. 125pp  
ED 001 102 MF-\$0.75 HC-\$5.00

Initially presents a brief philosophy of the program, including an examination of the problem, a description of the characteristics of both the non-English speaking child and his teacher, and a discussion of the use of phonics in speech. The balance of the publication is used to make an excellent presentation of the details of a 20-unit program to begin the child in his study of English.

4. Planning for Non-English Speaking Pupils. Miami: Dade County Public Schools, 1963. 34pp.  
ED 002 529 MF-\$0.25 HC-\$1.36

Presenting the necessary guidelines for the development of an adequate bilingual program, this document includes a summary of the guiding principles underlying the program, the details of the administration of the program, and techniques used in teaching the program. This publication would be useful when establishing an educational program for non-English speaking students.

5. Preschool Instructional Program for Non-English Speaking Children. Austin: Texas Education Agency, March 1964. 137pp.  
ED 001 091 MF-\$0.75 HC-\$5.48

Presents all the details of the program, including its philosophy, planning for instruction, content, method used, instructional aids and activities, and a method of evaluation. Also presents a detailed description of the English sound system. This should be a most useful publication.

14 e

6. Reading Supplement to Curriculum Guide for Texas Migratory Children. Austin: Texas Education Agency, 1963. 74pp.  
ED 002 631 MF-\$0.50 HC-\$2.96

A guide to program planning, instruction, testing, and diversified record keeping. Includes an excellent flow chart of skills in English language arts for grades 1 through 6, a detailed list of reading skills, a list of recommended books, and a basic word list. There is a wealth of useful material in this publication for the reading teacher of Mexican-American agricultural migrants.

7. AMSDEN, Constance. A Reading Program for Mexican American Children. First Interim Report. Los Angeles: California State College, 1966. 157pp.  
ED 010 532 MF-\$0.75 HC-\$6.28

Explains a program in beginning reading, developed for Mexican-Americans in an East Los Angeles school. The purposes of the program were to develop oral language skills and to strengthen Mexican-American traditional cultural values. The report explains the details of the program, and it concludes that for assured academic progress and to develop a sense of self esteem in these children, there must be continued emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness.

8. BARRETT, Donald N. and Julian Samora. The Movement of Spanish Youth from Rural to Urban Settings. Washington, D.C.: National Committee for Children and Youth, September 1963. 20pp.  
ED 002 539 MF-\$0.25 HC-\$.80

A comparatively brief but informative document which contributes pertinent information about the needs of the Spanish American in the Southwest. It presents useful demographic, historical, and cultural background factors, in addition to such institutional and situational patterns as housing, family life, and educational and economic participation in the life of the area. Also presented are a number of recommendations to improve the general situation of the Spanish youth.

9. BERLITZ. Spanish for Children. New York: Grosset and Dunlap, 1959.

Presents the two nursery rhymes, "Three Bears" and "Little Red Riding Hood," in Spanish and English. The Spanish is presented in bold type, with the English below it. An excellent book for beginning students.

10. BRENGLEMAN, Fredrick H. and Joan Manning. A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils whose Primary Language is Spanish. (Unpublished Manuscript. Fresno State College, 1964), 246pp.  
ED 010 034 MF-\$1.00 HC-\$9.84

This study presents the details of a linguistically oriented program in English, designed for kindergarten children with Spanish speaking backgrounds. The primary aim of the program was to determine whether it could noticeably speed up pupil control of English; the results presented here are very favorable.

14 f

11. BUMPASS, Faye L. Teaching Young Students English as a Foreign Language. New York: American Book Company, 1963. 198pp.

This book synthesizes the practical aspects of linguistics and educational psychology as they apply to teaching foreign languages on the elementary level. It is presented in non-technical language so that teachers with limited training are able to make use of it. The aural-oral method of teaching is explained, audio-visual materials are thoroughly discussed, the principles of lesson planning and teacher self-evaluation are detailed, and a bibliography is included. This book would be a valuable source of information for all teachers of English as a foreign language.

12. CLINE, M., Jr. "A-V Aids for Spanish-Speaking Pupils," Reading and Inquiry: Proceedings of the International Reading Association, 10, 1965. pp270-271.

Article compares reading test scores from 151 experimental and 138 control, Spanish-English speaking children. Tests were given during fourth and fifth grades before and after the experimental groups received an audio-visual program which concentrated on vocabulary and reading comprehension.

13. COLLIER, Nina Perera. Title I Projects and Other Espanola Valley Pilot Program Research. 1966-67 Preliminary Report. Alcalde: Youth Concerts of New Mexico, Inc., 1967. 91pp.  
ED 012 643 MF-\$0.50 HC-\$3.64

Describes a truly exemplary program in which performing artists have been brought to secondary and elementary schools in the more remote areas of New Mexico, where no contact has previously been made with live performers. The individual programs are described in detail, and a complete presentation is made of the methods used to determine their effectiveness with children. This document should be of interest and value to anyone interested in establishing such a program or simply interested in education of children in remote areas.

14. CROFT, Kenneth. Reading and Word Study: For Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1960.

Book written for use of students learning English as a second language, who have achieved an English vocabulary of at least 2000 words. It contains twenty-four American short stories, adapted for students learning English, and comprehension exercises with each story. There are also materials on English word classification, word formation, and recognition of word classes.

15. FORBES, Jack D. Mexican-Americans, A Handbook for Educators. Berkeley: Far West Laboratory for Educational Research and Development, 1967. 41 pp.  
ED 013 164 MF-\$0.25 HC-\$1.64

This excellent handbook provides the teacher of the Mexican-American with an opportunity to begin to acquire insights into the background of Mexican culture and thinking. It also presents sixteen useful suggestions for the teacher and administrator. An excellent bibliography and list of audio-visual materials is included. This book should be in the library of every teacher of Mexican-Americans.

14 g.

16. HARTER, Helen. English is Fun. Tempe: Helen Harter, Box 575, 1962. pp82.

This handbook was prepared for teachers of the non-English speaking beginner. It contains a planned series of rhymes, songs, games, and other aids for establishing an initial, meaningful vocabulary. The book is very well done, and includes many useful ideas.

17. HENDERSON, Ronald W. Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project. Tucson: University of Arizona, 1966. 242pp.  
ED 010 587 MF-\$1.00 HC-\$9.68

This report details a study of the relationship between specific environmental factors and the development of intellectual abilities of Mexican-Americans. The study sample was made up of 80 first-graders and their families, divided into either high potential or low potential groups, using methods explained in the study. The results of comparisons between the groups show that the children in the high potential group came from family backgrounds having a greater number of stimulating experiences and that they scored significantly higher on vocabulary tests in both English and Spanish. This study should be of both interest and value to anyone interested in guidance of Mexican-American children.

18. HORN, Thomas D. A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction, and Non-Oral-Aural Instruction on Reading Readiness in Grade One. Austin: University of Texas, 1966. 115pp.  
ED 010 048 MF-\$0.50 HC-\$4.60

Assessment is made of three methods for developing reading readiness in Spanish-speaking first graders. Daily one hour science instruction was conducted in English with ALM techniques; in Spanish with ALM techniques, or in standard English as the medium of instruction. Although the study determines that additional research is clearly needed, the document and program are worthy of examination.

19. LAMBERTS, J. J. and others. Teaching English as a Second Language. Phoenix: Arizona State Department of Public Instruction, 1962. 61pp.

This excellent publication is essentially a handbook-for teachers of English as a second language. It is not meant to be a classroom guide, though there is ample material that can be converted to classroom use, but rather it contains a series of articles which also supply background understanding. This would be a valuable addition to the library of any language teacher, but particularly for the teacher whose students are learning English as a second language.

- 174 h
20. LANCASTER, Louise. Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils. Boston: Houghton Mifflin Company, 1966. ED 013 454

This 28-unit oral program is a guide for teachers of Spanish-speaking four- to six-year-old children. The material is well presented and is based on recent linguistic research and a contrastive analysis of Spanish and English. The text provides step-by-step directions for the teacher, so that a knowledge of linguistics by the teacher is not required. Also designed to be used are 316 picture cards and a set of 35 duplicating masters.

21. LEIGHTON, Roby E. Bicultural Linguistic Concepts in Education. Tucson: University of Arizona, 1964.

A handbook of suggestions for the administrator, instructor, and guidance counselor interested in the problems of the culturally different student.

22. LEON-PORTILLA, Miguel. Aztec Thought and Culture. Norman: University of Oklahoma Press, 1963. 104pp.

A book which provides an outstanding background about today's Mexican-American. It should be required reading for a true understanding of the Mexican heritage.

23. LeROY, W. J. and Cyrena B. Dinsmore. English Speaking (Workbook.) Albuquerque: Home Education Livelihood Program, 1967. 104pp.

This excellent publication was written solely to introduce English oral and writing skills to adult basic education classes. It is presented in the form of a workbook and is in three units - singulars, plurals, and the alphabet - with simple questions, all accompanied by dozens of appropriate drawings. The teacher's notes include a vocabulary of the 1000 most-used words, an excellent discussion of troublesome English sounds for Spanish-speaking adults, and suggestions and examples of ways to overcome speech problems.

24. MADSEN, William. Mexican-Americans of South Texas. New York: Holt, Rinehart, and Winston, 1965. 112pp.

This book, in the field of cultural anthropology, is set in one county on the Mexican border, describing the sociocultural conditions of the Mexican-Americans living there today, and thus providing aid in determining the educational needs of these people. It is very well done and should be available to anyone working with Mexican-Americans. The book effectively utilizes Mexican-American cultural characteristics to explain the structure of culture and culture as a condition of the person.

25. MANUEL, Herschel T. Spanish-Speaking Children of the Southwest...Their Education and Welfare. Austin: University of Texas Press, 1965. 216pp.

This book develops the background and the bases of current problems of Spanish-speaking children of the Southwest. It should be of great value to those who are professionally interested in this group, particularly in helping to determine their immediate needs.

26. MANUEL, Herschel T. Tests of General Ability and Reading, Inter-American Series. Austin: Guidance Testing Associates, 1963.

A revised series of tests of General Ability and Reading, designed for Spanish-speaking children who are just beginning the work of the first grade. There are five levels of the former and four levels of the latter, plus two forms of each level. There is also a pretest, constructed for use in teaching test procedures before the test is administered. Tentative norms are available.

27. McCANNE, Roy. A Study of Approaches to First Grade English Reading Instruction for Children from Spanish Speaking Homes. Denver: Colorado State Department of Education, 1966. 270pp.  
ED 010 380 MF-\$1.25 HC-\$10.80

Details the experiment and analyzes the scores of a battery of tests given to three groups of Spanish-speaking first graders before and after 140 days of instruction in beginning English, using one of three approaches: basal reading, second language reading, or language experience reading. Two hundred and ninety-four children were involved in the experiment, which reached tentative conclusions. A summary appears in The Reading Teacher, Vol. 19, 1966 pp670-675.

28. McGRATH, G. D. Investigation of Mental Retardation and Pseudo-Mental Retardation in Relation to Bilingual Sub-Cultural Factors. Tempe: Arizona State University, College of Education, 1960. 363pp.  
ED 002 810 MF-\$1.50 HC-\$14.52

An extensive study of Southwestern children, designed to determine the role of cultural influence as a factor in the learning processes of children. A document that offers insights for teachers of Mexican-American children that often are not thoroughly understood in daily association. Recommended to both the inexperienced and the experienced teacher.

29. \_\_\_\_\_, Readings for Understanding Southwestern Culture. Alamosa, Colorado: Adams State College, 1963. 79pp.

A collection of talks and articles which are intended to enhance the reader's understanding of why people of the Southwest are what they are. Should enhance the understandings of educators planning programs for Mexican-Americans.

30. \_\_\_\_\_, Neil Sherman, and Roy McCanne. Providing Opportunities for Disadvantaged Children. Denver: Colorado State Department of Education, 1964. 85pp.  
ED 001 077 MF-\$0.50 HC-\$3.40

A guide to developing a curriculum for the disadvantaged: migrants, culturally disadvantaged, linguistically disadvantaged, culturally deprived, and educationally disadvantaged. Particular attention is given to establishing, for the educator, an understanding and awareness of culture and cultural differences.

14j

31. ROJAS, Pauline and others. Miami Linguistic Readers. Boston: D. C. Heath and Company, 1966.

This series of readers, for use in instructing bilingual students, represents an attempt to join the findings of linguistic science with the pedagogical practices of conventional reading programs. Their purpose is to have children develop an understanding of English in addition to correctly speaking, reading, and writing the language. Much dramatization is utilized, limited only by the creativity of the teacher. The books represent a continuous progress program set up on 3 levels.

32. SCOTT, Louise Binder. Talking Time. St. Louis: Webster Publishing Company.

An excellent book for teachers of bilingual students. It is filled with materials and suggestions for encouraging first graders to talk.

33. SIZEMORE, Mamie. Teaching Reading to the Bilingual Child, 1963. Phoenix: Arizona State Department of Public Instruction, 1963. 57 pp.

This publication is an excellent guide for teaching reading to the bilingual child. Not only does Mrs. Sizemore present the technicalities of reading itself, but she also devotes time to explaining the importance and use of having an adequate knowledge of the students' cultural backgrounds. The book is aimed at elementary teachers, but there is also a large section devoted to upper grade bilingual students, and even some space for pre-school bilinguals and their reading readiness problem. The content could prove to be most helpful for many teachers.

34. SMOKER, David. Research and Activity in the Language Arts for the Pre-Primary/Primary Culturally Diverse Non-English Speaking Child. Albuquerque: Southwestern Cooperative Educational Laboratory, Inc., 1967. 50pp.  
RC 002 135 (Available NCR, May, 1968) MF-\$0.25 HC-\$2.00

This publication contains summaries of 10 programs and research activities. While the information is not presented in great detail, it does indicate what is being done and where further information can be obtained.

35. STEINER, Anne. "An Experimental Approach to the Teaching of Oral Language and Reading," Harvard Educational Review, Vol. 36, No. 1, Winter 1966. pp42-59.

Presents a study of disadvantaged Spanish-speaking children having a high incidence of reading failure from which a method of developing and interrelating oral language and reading behaviors was devised, utilizing a self-concept program and a science program.

14 K

36. STOCKER, Joseph. The Invisible Minority...Pero No Vencibles. Washington, D. C.: National Education Association, Department of Rural Education, 1966. 50pp.

This report initially presents a brief survey of the background of the Mexican American in the five-state Southwest area and the problems he encounters, followed by details of some clearly superior, even inspiring, innovative programs for Spanish-speaking children. The survey team was comprised mainly of educators from the Tucson Public Schools and the University of Arizona, and was called the NEA - Tucson Survey on the Teaching of Spanish to the Spanish speaking. The programs are truly remarkable and should provide guidance to others working in the same area.

37. WILKIN, William W. The Education of Children From Spanish Backgrounds. (Unpublished Thesis. University of Denver, 1955).

Develops guiding principles for teachers in schools where Spanish bilingual home background has an effect on the child's learning. Investigates the character of the minority community and describes established practices and techniques that will benefit teachers in this situation. Discusses means to determine the nature of the child's environment that affects his learning.

38. YOES, Deck, Jr. "Reading Problems for Mexican-American Children of Texas." The Reading Teacher, Vol. 20, January 1967. pp313-318.

Reviews ESEA Title I Projects in Texas which are designed to strengthen instruction in reading for Mexican-American children.

39. ZINIZ, Miles V. Education Across Cultures. Dubuque: William C. Brown Co., Inc., 1963. 412pp.

An informative book prompted primarily by the author's desire to translate research findings into useful and organized form for practitioners' daily use. Utilizing Spanish-American and Indian populations for exemplary samplings and illustrations, the content covers the range of educating minority group children from the understanding of environmental influences of child and teacher to problems of meeting educational needs in curriculum. The book is a resource guide useful to every teacher of minority group children.

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

16.4 3, 9, 11

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-EMT community
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

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

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

**attached** includes annotated bibliography of 39 books concerning biling. education.

17.0 STUDENT GROUPING

14a - K

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

17.1 1

- 0-not specified
- Pupils of both linguistic groups are:
- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

n.a. - (no EIT students)

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

17.2 NA

- 0-not specified
  - 1-total class
  - 2-small groups (specify size)
  - 3-individual instruction
- A-more than 1/2 the time    B Less than 1/2 the time

17.3 Criteria for grouping:

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

**NOT grouped**

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)

18.1 NONE

- (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1  
 0-not specified  
 1-xerox attached-page and document XEROX **attached includes annotated bibliography of 39 books concerning biling. education.**

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1  
 0-not specified  
Pupils of both linguistic groups are:  
 1-always mixed for all learning  
 2-mixed for language learning  
 3-mixed for some academic subject learning  
 4-mixed for non-academic learning; art, music, gym, health  
 5-separated for native and second language learning into dominant language groups  
 6-separated for most academic subject learning into dominant language groups  
 7-never mixed for language or other academic learning  
 8-other (specify)  
 n.a. - (no IT students)

17.2 Students are grouped for language instruction: 17.2 NA  
 (mark all that apply) A-more than 1/2 the time B Less than 1/2 the time  
 0-not specified  
 1-total class \_\_\_\_\_  
 2-small groups (specify size) \_\_\_\_\_  
 3-individual instruction \_\_\_\_\_

17.3 Criteria for grouping:

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

**not grouped**

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NONE  
 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 1, 2, 3, 4  
 0-area not specified  
 1-inter-ethnic (N-EMT aide tutors EMT student)  
 2-in the acquisition of native language skills  
 3-in the acquisition of second language skills  
 4-in other academic subjects

## 18.3 Parent tutoring: (mark all that apply)

18.3 none

no-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day

7-materials are provided for use in home by parents

8-other (specify)

## 19.0 CURRICULUM PATTERNS

19.0 4, 8The stated curriculum pattern of the bilingual project:

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

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

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

3-flexible or modular scheduling

 4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

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

9-others (specify)

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

## 20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 1, 2, 3, 4, 5, 6 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction 3-labeling and discussion of concepts related to time, space, distance, position 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes) 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration. 6-direct experience of math through discovery rather than instruction

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

p 22

p 55

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

19.0 CURRICULUM PATTERNS

19.0 4, 8

The stated curriculum pattern of the bilingual project:

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

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

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

20.1 1, 2, 3, 4, 5, 6

cp 22

cp 55

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

n.a.

21.0 SELF-ESTEEM

21.0 2, 7, 19,  
2, 3, 5, 12,  
21

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

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

Teacher encourages pupil to verbally express his feelings:

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

21 Palomares Human Development Program

see XEROX 11b-11c

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

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

19 exposure to cultural aspects will enhance self-esteem enable child to identify with others as well as with different aspects within their culture

22.0 LEARNING STRATEGIES

22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) . Document and Page no.  
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

I: The building up of self concept by:  
a- accepting the child's home language and culture.  
b- Having child identify with area history (the part his ancestors played)  
c-by Means of the Human Development Program

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2, 6

- 1-bilingual alone
- 2-bilingual and bicultural
- 3-bilingual and multicultural

4-teacher accepts, acknowledges ideas and feelings

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

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

7-teacher provides experiences leading to competency and success

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

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

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21 Palomares Human Development Program

see XEROX 11b-11c

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

10-pupils act as tutors for other pupils

11-pupils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

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

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

15-other (specify)

19 exposure to cultural aspects will enhance self-esteem

22.0 LEARNING STRATEGIES

enable child to identify with others as well as with different aspects within their culture

22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

I: The building up of self concept by:

a- accepting the child's home language and culture.

b- Having child identify with area history (the part his ancestors played)

c-by Means of the Human Development Program

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2, 6

1-bilingual alone

2-bilingual and bicultural

3-bilingual and multicultural

0-not specified as to which of the above

4-an ethnic studies program is included in the bilingual program

5-art, posters, realia, crafts of both cultures are exhibited in the classroom

6-language and cultural content are integrated

7-other (specify)

## 23.2 Cross-cultural awareness:

23.2 0

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

## 23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)

23.3 0

0-none mentioned

"There is very little, if any at all, of ethnocentrism at this age." (Quote from project verification)

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

23.4 1, 2, 3, 4, 5, 6, 7

0-no bicultural component mentioned

- ① Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
- ② Historical-cultural heritage of the past--contributions to art and science
- ③ 'Deep' culture: family patterns and contemporary way of life.
- ④ Itemization of surface aspects of a country--geography, dates of holidays etc.
- ⑤ A specific culture only e.g. one Indian tribe
- ⑥ Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples) *see XEROX 11 a*
- ⑦ A third culture different from NEET or ET
- 8-Other (specify)

*history and culture of the community  
 Span. Am. culture of the South West*

## 23.5 American culture is defined:

23.5 2, 3

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 *see above*

*3-limited to one geographic area (Southwest)*

## 24.0 COMMUNITY COMPONENT

*(limited amount of books)*

## 24.1 Bilingual libraries are provided for:

24.1 1, 2, 3

0-group not specified

- ① project children
  - ② adults of the project community
  - ③ teachers
- no-bilingual library not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0

0-none mentioned

"There is very little, if any at all, of ethnocentrism at this age." (Quote from project verification)

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

23.4 1, 2, 3, 4, 5, 6, 7

0-no bicultural component mentioned

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

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

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

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

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

⑥ Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples) **see XEROX 11a**

⑦ A third culture different from N-ITT or ITT

8-Other (specify)

history and culture of the community  
Span. Am. culture of the South West

23.5 American culture is defined:

23.5 2, 3

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 **see above**

3-limited to one geographic area (Southwest)

24.0 COMMUNITY COMPONENT

(limited amount of books)

24.1 Bilingual libraries are provided for:

24.1 1, 2, 3

0-group not specified

① project children

② adults of the project community

③ teachers

no-bilingual library not mentioned

(limited amount of books)

24.2 An ethnic studies library is provided for:

24.2 2, 3

0-group not specified

1-project children

② adults of the project community

③ teachers

no-ethnic studies library not mentioned

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

24.3 1, 2, 3, 4, 6, 7, 12

- 0-method not specified
- no-provision for informing community
- ① a bilingual newsletter
- ② a monolingual newsletter
- ③ news sent to mass media.
- ④ if articles included with project, check 4
- 5-bilingual fliers sent home
- ⑥ formal meetings
- ⑦ informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify)
- 11-project director personally involved in program dissemination. specify how

Pp 15, 52

⑫ - Invitation for parents and community to visit project

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

24.4 1, 3, 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 - 3 parents in planning committee :
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how

Pp 52, 54

make recommendations, represent parents interests

Pp. p37

parents work as aides

assist in mobilizing community resources

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

24.5 2

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

24.6 The school is open to the community through:

24.6 2

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

Career Opportunity Program  
C. p 25

- 7-informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify)
- 11-project director personally involved in program dissemination. specify how

⑫ - Invitation for parents and community to visit project

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

24.4 1, 3, 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 - 3 parents in planning committee :
- 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

Pp 52, 54

make recommendations, represent parents interests

Ro. p37

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

24.5 2

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

24.6 The school is open to the community through:

24.6 2

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

Career Opportunity Program  
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25.0 IMPACT EVALUATION

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

25.1 1, 4, 6

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

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See XEROX 19a

## Objective 12

To improve school and community relations

We attempted to improve relations between the school and community by making the parents feel a belonging to the program. Our results were not as rewarding as we would have liked them to be but the ice was certainly broken. We also presented our program over a local radio station and a local television station on two different occasions. We also took advantage of opportunities to speak before different groups regarding our program. Some of the groups we appeared before were:

1. PTA Groups
2. Community members groups
3. Model Cities Groups
4. College of Santa Fe Classes
5. Board of Education
6. Local Radio Station
7. Local Television Station
8. Regularly Scheduled Principals Meetings

Continuation 1971-72

## 25.2 Project's impact:

25.2 2, 3

- 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
- 2-Project mentions other schools in the local educational system have started bilingual programs
- 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

## 26.0 ROLE OF EVALUATOR

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

26.1 1

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

26.2 Evaluator has personally observed students in the program:

26.2 2

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

26.3 Evaluator has met with teachers:

26.3 2

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

## 27.0 EVALUATION PROCEDURE

SEE XEROX 20 A

27.1 0-not specified

27.1 1

- 1-A comparison group has been chosen
- 2-A comparison group will be chosen

27.2 0-not specified (mark all that apply)

27.2 1, 3, 5, 7

- 1-Pre-tests have been given to project group or sample
- 2- " will be " " "
- 3-Post-tests have been given to project group or sample
- 4- " will be " " "
- 5-Pre-tests have been given to comparison group
- 6- " will be " " "
- 7-Post-tests have been given to comparison group
- 8- " will be " " "

Cps9

## TESTING SCHEDULE

Name of Test	Date Administered
1. Metropolitan Readiness	September 17, 1970
2. Peabody Picture Vocabulary Test	November 2 - 4, 1970
3. Cultural/Self-Concept Test	November 10, 1970
4. Metropolitan Achievement Test Form A	To be Administered May 17, 1971
5. Peabody Picture Vocabulary Test	To be Administered May 13, 1971

Continuation  
'71-72