DOCUMENT RESUME

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                Sociolinguistics; *Spanish; Student Grouping;
                Tutoring
IDENTIFIERS   Arizona; Phoenix; *Project BEST

ABSTRACT
                This content analysis schedule for the Phoenix Union
Bilingual Program of Phoenix, Arizona, presents information on the
history, funding, and scope of the project in its third 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 has been
verified by the project. (SK)

ERIC

PROJECT BEST
Bilingual Education Applied Research Unit
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CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

✓ Initial Proposal

✓ 2nd Year Continuation

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

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	1969		
Pre-audit			
Interim audit			Feb. 1971
Final audit	1969		

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Project BEST
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

Developed by Marietta Saravia Shore
Coordinator, BEARU

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

0.1 Project No. __**265**__

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant __C.Nafus - M.Shore__   Date __4-28-71__

0.2 Name of Project __Phoenix Union Bilingual Program__

0.3 Address of Project __Phoenix Union High Schod System__

0.4 __2225 North 110th Street__
__Phoenix, Arizona 85006__

.05   STATE   0.5 __2__

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   1.1 __1969__
      Project   07 - 1970
      No.   17 - 1971

2.0 FUNDING (Mark all that apply)
   2.1 (1) Any PRIOR funding of BILINGUAL program, if Title   2.1 __1__
       VII continues or expands that program
       0-no prior funding mentioned

   2.2 Year prior funding began   2.2 __'60__

   2.3 Prior bilingual program involved: 2.3 __nS__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)
       3-secondary students (grades 7-12)
       0-not specified

   2.4 Source of prior bilingual program funding: 2.4 __1__
       (1) local   4-university
       2-state   5-federal (specify)..............
       3-foundation   6-other (specify)...............

   2.5 (1) CONCURRENT funding of program(s), if cooperating   2.5 __1__
       with Title VII program
       0-no concurrent funding mentioned

   2.6 Concurrent program cooperating with Title VII involves: 2.6 __3__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)
       (3) secondary students (grades 7-12)
       4-teachers
       0-not specified

0.3 Address of Project __Phoenix Union High School System__

0.4 __2225 North 110th Street__
__Phoenix, Arizona 85006__

.05 STATE   0.5 __2__

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)   1.1 __1969__
       Project   07 - 1970
       No.   17 - 1971

2.0 FUNDING (Mark all that apply)
   2.1 (1)Any PRIOR funding of BILINGUAL program, if Title   2.1 __1__
       VII continues or expands that program
       0-no prior funding mentioned

   2.2 Year prior funding began   2.2 __'60__

   2.3 Prior bilingual program involved: 2.3 __nS__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)
       3-secondary students (grades 7-12)
       0-not specified

   2.4 Source of prior bilingual program funding: 2.4 __1__
       (1)local   4-university
       2-state   5-federal (specify)_____
       3-foundation   6-other (specify)_____

   2.5 (1)CONCURRENT funding of program(s), if cooperating   2.5 __1__
       with Title VII program
       0-no concurrent funding mentioned

   2.6 Concurrent program cooperating with Title VII involves: 2.6 __3__
       1-early childhood (pre K + K)
       2-elementary students (grades 1-6)
       (3)secondary students (grades 7-12)
       4-teachers
       0-not specified

   2.7 Source of concurrent funding, if cooperating with Title VII
       program: 2.7 __1,5__
       (1)local   4-federal (specify)_____
       2-state   (5)other (specify) _____
       3-university   6-foundation support _____

   2.8 Total Title VII grant (first year only)   2.8 __$76,427__

   2.9 Total funds for concurrent program(s) cooperating with   2.9 __0-First yr__
       Title VII (first year)

3.0 1-If a UNIVERSITY is working with the Title VII program,   3.0 __1__
       specify which: __Arizona State University__
   0-none

4.0 SCOPE of PROJECT

    4.1 Numbers of schools involved in Title VII program: 4.1 __1__

       (1-)one   4-four   0-not specified
       2-two   5-five
       3-three   6-other   <u>Project Verified</u>

    4.2 Total number of students in program A.First year   4.2 A **100**
                                B.Second year   B **220**
                                  C.Third year   C **300**

    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 **100**
PSK ___ TOTAL NO. students PS and K		9-grade 9	**5**	C **120**
		B **100** TOTAL students gr. 7-9		

Grade	Classes	Grade	Classes
1-grade 1		10-grade 10	**4**
2-grade 2		11-grade 11	**3** (3rd yr)
3-grade 3		12-grade 12	**2**
4-grade 4		C **120** TOTAL students gr. 10-12	
5-grade 5			
6-grade 6		(**250** - 3rd yr)	
A ____ TOTAL students gr. 1-6			

    4.4 1-All classes graded   4.4 __1__
       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 **165** Mexican-American	II E-Dom - NEMT	NE dom I N-EMT	**165 75**
2. Total English Mother-Tongue		II$_2$ E-Dom - EMT **55** Black and Anglo	E dom NEMT II$_1$	... ...
			E-Dom EMT II$_2$	**55 25**
	I Total Non-English Dominant: **165**	II Total English Dominant: **55**	Total E-Dom II= II$_1$ + II$_2$	**55 25**

<u>220 Total</u> — however project verification states
    that only <u>200</u> students participated in 2nd yr.

KEY: | Non-English Dominant | English Dominant |

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

	Number of			Number of	4.3 PSK
Grade	Classes		Grade	Classes	A
PS-PreSchool	....		7-grade 7	....	B **100**
K-Kndgtn	....		8-grade 8	....	C **120**
PSK .... TOTAL NO. students PS and K			9-grade 9	**5**	
			B **100** TOTAL students gr. 7-9		

1-grade 1	....	10-grade 10 ..... **4**
2-grade 2	....	11-grade 11 ..... **(3** $\}$ **3rd yr)**
3-grade 3	....	12-grade 12 ..... **2**
4-grade 4	_____	C **120** TOTAL students gr. 10-12
5-grade 5	_____	**(250 - 3rd yr)**
6-grade 6	_____	
A .... TOTAL students gr. 1-6		

4.4 1-All classes graded   4.4 ... **1** ...
    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 **165** **Mexican-American**	II. E-Dom - NEMT	NE Dom I **165 75** N-EMT	
2. Total English Mother-Tongue		II$_2$ E-Dom - EMT **55 Black and Anglo**	E dom NEMT II$_1$ ... ... E-Dom II$_2$ **55 25** EMT	

✱   I Total Non-English   II Total English   Total E-Dom **55 25**
     Dominant: **165**   Dominant: **55**   II= II$_1$ + II$_2$

220 Total — however project verification states
    that only **200** students participated in 2nd yr.

AFF:	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	

XEROX 1

BILINGUAL PROGRAM ...

A. COMPONENT: INSTRUCTIONAL B. DOMINANT LANGUAGE: SPANISH C. GRADE LEVEL: 0 ...

D. NO. OF PARTICIPANTS: 490-220 E. PROGRAM OBJECTIVES: (See Program Goals, and Objectives, Page ___)

F. PROCESS
Student Outcomes:
(Include Name or Description of Instrument)

G. EVALUATION:

Date or Frequency of Measurement	Person(s) Responsible
	Data Collecting and Reporting, including the Date

(See PRODUCT - Student Objective S-1-a:)
The Instructional Staff will teach students using the **Spanish** language at least **50%** of the **time** in all **subjects** in the Bilingual Program as measured by a log of actual time spent using the Spanish language in the classroom.

Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to comprehension of the Spanish language as measured by a record of time spent.

Daily record -- September through June checked every 9 weeks through school year.	Teachers and Program Coordinator
	Record of time spent reported once at the end of each semester-- (January and June)
Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator
	Record of time spent reported at the end of each semester -- (January and June)

(See PRODUCT - Student Objective S-1-b:)
Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to comprehension of the **English** language as measured by a record of time spent.

Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator
	Record of time spent reported at the end of each semester -- (January and June)

(See PRODUCT - Student Objective S-1-c:)
Using teacher developed materials, textbooks, and other reference sources, the instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to Information and Concepts of Mexican American History and Culture as measured by a record of time spent.

Monthly checksheet showing amount of time spent September through June checked each semester.	Teachers and Program Coordinator
	Record of time spent reported at the end of each semester -- (January and June)

X 1

It appears as if there is a need to clarify two aspects of the Process
Objective section.

First of all, what might be interpreted as redundant expression of previous
product objectives was deemed both appropriate and necessary, and was legit-
imized in the following quotation from page twenty-five (25) of Continuation
Grant Application: "The product objective of one project activity may be-
come the process objective of another."

Secondly, the following text serves to clarify how the process will serve
the needs of students of diversified ethnic backgrounds:

Process Objectives

(See PRODUCT - Student Objective S-1-a:)

1. This objective must be qualified to some extent as many of the
   Anglos and Blacks who participate in the ninth grade component
   will not speak or read Spanish. Therefore, as these students
   begin to learn Spanish, and as they gain in proficiency, the
   amount of class time spent using the Spanish language will in-
   crease proportionately until the fifty percent (50%) level is
   reached.

   Since non-Mexican-Americans in the tenth grade component will
   have had at least one year of Spanish, the objective does not
   appear to be realistic as stated.

(See PRODUCT - Student Objective S-1-b:)

   Though the fifty minute figure will remain constant, the methods
   and materials will be selected in terms of the students' profi-
   ciency level in English. It is anticipated that Mexican-American
   students will require a more fundamental approach than will Anglos
   or Blacks.

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:

	Number	Per Cent	check
B1 Mexican-American	B1 **165**	**75** %	..
B2 Puerto-Rican	B2	.... %	....
B3 Cuban	B3	.... %	....
B4 Other Spanish-American (specify)	B4	.... %	....
B TOTAL No. of Spanish-speaking Americans	B **165**	**75** %	....

	Number	Per Cent	check
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	**165**	**75** %	....

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

Xerox 4b

E1 **Black**	E1 **NS**	**18 or 10** %	....	*C p 37*
E2 **Anglo**	E2 **NS**	**7 or 15** %	....	*C p 96*
II TOTAL number of EMT students other than target population	**55**	**25** %	....	*See Xerox Copy 3A*

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.   5.4 **na**
(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		
					only listening speaking comprehension ability	
Number	%	not spec.	No.	% not spec.	No. %	No. %
55 English	**25**		**55**			

		B1		
B1 Mexican-American	B1	**165**	**75** %	. . . .
B2 Puerto-Rican	B2	. . . .	. . . . . . %	. . . .
B3 Cuban	B3	. . . .	. . . . . . %	. . . .
B4 Other Spanish-American (specify)	B4		%	. . . .
B TOTAL No. of Spanish-speaking Americans	B	**165**	**75** %	. . . .

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   **165**   **75** %   . . . .

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

Xerox 4b

E1 **Black** . . . .   E1 . . . **NS**   **18 or 10** %   . . . .   C p 37

E2 **Anglo** . . . . . .   E2 **NS**   **7 or 15** %   . . . .   C p 96

II TOTAL number of EMT students other than target population   **55**   **25** %   . . . . . .   *See Xerox Copy 3A*

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

(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 No.	%	speaking ability No.	%
E **55** English **25**		. . .	**55**	**25**	. . .	. . .	. . .	. . .	. . .
A . . . . American Indian		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
A1 . . . . Navajo		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
A2 . . . . Cherokee		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
A3 . . . . Keresan		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
A4 . . . . Other (spec.)		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
B **165** Spanish **75**		/	. . .	. . .	/	. . .	. . .	. . .	. . .
C . . . . Portuguese		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
D . . . . French		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
F . . . . Chinese		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
G . . . . Eskimo		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
H . . . . Russian		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .
J . . . . Other (spec.)		. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .

5. <u>Special Management Design Considerations for the 1970 - 1971 School Year.</u>

   a. Participation by Students of Diversified Ethnic Backgrounds: The Bilingual Program components at Phoenix Union ~~and South Mountain High Schools~~ have been designed to include the participation of students from diversified ethnic backgrounds.

     The Phoenix Union Sophomore Program will include a minimum of ~~ten (10)~~ 30 participants from ethnic backgrounds other than Mexican-American. The Phoenix Union ~~and South Mountain~~ Freshman components will enroll 20-25 participants from ethnic backgrounds other than Mexican-American.

     The criteria for selection from diversified ethnic backgrounds will be as follows:

     (a) Freshman Level

        1. A voluntary interest in the program.

        2. A commitment to study the Mexican-American language and culture.

        3. An expressed interest in understanding the contributions made by diversified ethnic groups in assisting with the development of America.

     (b) Sophomore Level

        1. Successful completion of one year of Spanish.

        2. A voluntary interest in the program.

        3. Expressed interest in improving their working knowledge of the American language and culture.

     When the number of qualified students exceeds the number of openings in the Program, selection will be made at both schools by the Program Advisory Committee.

5.6 Recruitment of Students:　　　　　　　　　　　　　　5.6 __3__ See Xerox 4a-c

    0 - not specified   p 11 a C

    1 - English Mother Tongue and Non English Mother Tongue   p 37 C

        Students are required to participate in the bilingual program

    2 - Only N-EMT are required to take program, EMT's participation

        is voluntary   (ideally, but not actually) C, 35

    3 - Both EMT and N-EMT participation is voluntary of project (in addition to

    4 - Students selected according to some criteria language)

5.7 Proportion of D→ on pupils in project area: see Chart C   5.7 __46%__

    n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply)   5.8 __1__

    (% if more than one category, indicate percent for each)

    1 - inner city-ghetto,barrio ....%

    2 - major city   %

    3 - small city, town or suburb .....%

    4 - rural, farm   %

    5 - other (specify)

        reservation

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. __100 %__

    (indicate specific percent of low SES)

    B. Average family income, if mentioned   B. __nS__

    n.s. - not specified

5.10 Socio-economic status of EMT participating students   5.10 __ns__

    (indicate specific percent of low SES on the blank)

    n.a. - not applicable (no EMT)

    00 - not specified

5.11 Proportion of migrant students in project   5.11 __ns__

    (Indicate specific percent)

    n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __1__

                I for   II for   II __1__

               N-EMT group EMT group

    1 was made   X   X

    2 will be made   C p.28   see Xerox #4 attached 4d

    0 not mentioned

6.2 If a sociolinguistic survey was or will be made,   6.2 I __1,2__

    mark all groups included: II __1,2__

               I N-EMT   II EMT

    1 parents   X   X

    2 children   X   X

    3 teachers

    4 community

    5 others

      (specify)

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 __✓__

        USE NON-ENGLISH LANG.   USE ENGLISH   C ....

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

5.8 Community Characteristics (mark ally that apply)   5.8 __1__
    (% if more than one category, indicate percent for each)
    1 " inner city-ghetto,barrio ...... %
    2 " major city   %
    3 " small city, town or suburb ..... %
    4 " rural, farm   %
    5 " other (specify)
      reservation

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. **100 %**
    (indicate specific percent of low SES)
    B. Average family income, if mentioned   B. **n.s.**
    n.s. _ not specified

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __1__
                          II __1__

	I for N-EMT group	II for EMT group
1 was made	X	X
2 will be made		
0 not mentioned		

c,28 see Xerox #4 attached 4d

6.2 If a sociolinguistic survey was or will be made,   6.2 I **1,2**
    mark all groups included: II **1,2**

	I N-EMT	II EMT
1 parents	X	X
2 children	X	X
3 teachers		
4 community		
5 others (specify)		

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

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)								

ASSURANCE OF 1970-1971 EVALUATION DESIGN

The 1970-71 Bilingual program at Phoenix Union High School will be open to students of diversified ethnic backgrounds. Therefore, product and process evaluation procedures will be invalidated unless certain variables which are not germane to an exclusive Mexican-American population are controlled.

The following is assurance that the variables will be controlled in the manner outlined below. The criteria for selection listed on page ninety-six (96) of the continuation document will serve as guiding principles to the overall evaluation design.

1. Ethnic proportions will be identical for both control and experimental groups. An experimental group will be formulated from the list of volunteers, the ethnic makeup determined, and a control group selected on the basis of the results.

2. Every attempt will be made to insure that the experimental and control groups will be statistically comparable, in terms of academic achievement.

3. Since both schools will contain students fluent or not fluent in Spanish, proficiency in Spanish constitutes a variable which must be considered.

By means of diagnostic tests, Spanish proficiency will be determined, and students will be scheduled into appropriate English classes on the basis of test results. In addition, test results will be used as one basis for the individualization of instruction.

Every effort will be made to insure that the control and experimental groups contain equal numbers of those fluent or not fluent in Spanish.

). **Modifications of Long Range and/or Five Year Objectives as a Result of the First Year's Operations.**

Two major long range goals for the Bilingual Program were added. They are as follows:

(1) To double the Bilingual Program so that it will meet not only the needs of Mexican-American students, but students in other ethnic groups, in an integrated situation. The Phoenix Union High School System is committed to the best educational program that it can provide for students, and it is believed that a significant part of that program must deal with man's ability to get along with his neighbor. To accomplish this long range goal we plan to add 65 non-Mexican-American students at Phoenix Union High School. At Phoenix Union High School where the percentage of Anglos in the student body is extremely low (7%), it is doubtful that many Anglos will be involved in the Bilingual Program. *

see below *

One justification for a horizontal expansion to the South Mountain High School campus is that the addition of this component will achieve a more integrated program, as we will be able to include approximately 15% Anglo students and 10% black students in the Bilingual group of 100 students.

(2) To develop an in-service program that will improve teacher attitudes, knowledge and training skills in a Bilingual Program involving the area's ethnic groups. It is estimated that there are 3308 students in the Phoenix Union High School System whose primary language is not English. We are proposing to develop programs which would serve 220 of these students and at the same time to develop an in-service program that could be efficiently and economically conducted for 39 staff members. These people would then serve as leadership for expanded services to all 3308 students.

Some editing changes have been made in the Bilingual Program goals and objectives. To the first program goal we have added a Mathematics component at the 9th grade level. Correspondingly, we have added a 4th program objective dealing with that subject.

Several editing changes have been made to student goals 2, 3, and 4. An attempt has been made to identify more specifically the measurement devices used, and to phrase the objective more in performance terms than was originally done. To the teachers' goals have been added the development of positive attitudes, and the improvement of teacher knowledge and teaching skills. Correspondingly a new program objective for teachers has been added, as well as editing changes in the other two teacher program objectives.

A parent component has been added as a community goal, and the program objective has been changed since it was repetitive of other student program objectives.

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see below ✳

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A parent component has been added as a community goal, and the program objective has been changed since it was repetitive of other student program objectives.

In the specific objectives in content areas section, a 4th specific objective has been added (example): Under Spanish we have included four specific thematics objectives as examples.

✳ To accomplish this long range goal we plan to add fifty-five (55) non-Mexican-American students, most of whom will be Black, as the percentage of Anglos at Phoenix Union H School is extremely low (7%).

Xerox # 4

The three target schools are situated in the heart of the "inner city." According to a 1960 census taken by the Community Council, the ethnic and social groups of the "inner city" were distributed as follows:

> White (Anglo) 48%
> Spanish surname 31%
> Negro 21%

The 1960 National census lists 40,241 persons with Spanish surnames out of a total population of 439,170. These numbers have greatly increased during the sixties with the Spanish surname members of the central city gaining in percentage distribution. Figures are not available at this time which would accurately show the percentage increase.

The 1960 census also shows that in the inner city, thirty-three (33) percent have incomes under $3,000 a year. The unemployment rate is 9.5%. Fifty-four (54) percent of the families live in rented homes. Twenty-two (22) percent live in homes which are considered to be overcrowded because of large families and/or inadequate size.

The residents of the target area have a deep feeling of hopelessness and despair. Thirty thousand are functionally illiterate. The educational level is low. Forty (40) percent of the children between the ages of 14 and 17 in the target area are not in school compared to 10% in other sections of the city.

Sociolinguistic Survey

B. Give the percentage of children whose mother tongue is other than English from low income families.

In a comprehensive study conducted at Phoenix Union High School during the 1967-1968 school year, 103 homes spoke only Spanish and 1,334 spoke both English and Spanish to give a total of Spanish speaking homes of 1,437 out of 2,704 homes reporting in the survey. Most of these homes would be families with low income. From this information, the percentage of children whose mother tongue is other than English is approximately 54%.

Other languages which were spoken in the home included Indian 18, Chinese 19, Japanese 1, Italian 4, Hungarian 1, French 4, Greek 4, Ukranian 1, Lebanese 1, Polish 2, and German 7.

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

	I N-EMT	II EMT
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 <u>Sociolinguistic Survey includes:</u> (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-EMT parents' attitudes toward maintenance of child s   6.6 **0**
N-EMT in particular domains of use or complete shift
to English
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning   6.7 **1**
of the N-EMT language
(1)-yes
0-no

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

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

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

7.0 STAFF SELECTION

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

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

	A-Monolingual	B-Bilingual		7.1			No.	%
I N E Dom. NEMT	N=	N= **7**			I	A		
					I	B	**7**	**77** %
II E Dom EMT		**2**			II	A		

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   6.6 __O__
      N-EMT in particular domains of use or complete shift
      to English
      1-yes
      0-no

6.7   EMT parents' attitudes toward their children's learning   6.7 __1__
      of the N-EMT language
      ①-yes
      0-no

6.8   Children's own attitudes regarding the second language   6.8 __1__
      they are learning and the speakers of that language
      ①-yes
      0-no

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

6.10 1-After sociolinguistic survey is made, how does it influence   6.10 __1__
      program? (specify) (e.g. transfer or maintenance instructional
      programs)   **Influences program- N.s. how**
      0-not mentioned

7.0 STAFF SELECTION

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

      1. ___ Language dominance not specified   (if any information is not
      ~. ___ Mother tongue not specified   specified, cross out that
      ?. ___ not specified whether monolingual or bilingual   heading and complete the
                                                       rest of the chart)

	A-Monolingual	B-Bilingual		7.1		No.	%
I II E Dom. NEMT	N=	N= **7**		I	A		
				I	B	**7**	**77** %
II E Dom EMT	N=	N= **2**		II	A		
				II	B	**2**	**23** %
II₁ E Dom NEMT	N=	N=		II₁	A		
				II₁	B		

A Total Number   B Total Number
Monolingual   Bilingual
__0__   __9__

A
B 9
N 9   100 %

Cp5
See Xerox
5a

Total Number
of Teachers
N ___9__

...ON 2 - TOTAL BILINGUAL PROGRAM STAFF   (Instructions on page _____)

POSITION CATEGORY	Number Full-Time	Part-Time Number	Part-Time Full-Time Equiv.	Total Full-Time Equiv. (Colums 2 + 4)
(1)	(2)	(3)	(4)	(5)
ADMINISTRATION/ SUPERVISION		2	.75	.75
TEACHER (a) Pre-Kindergarten (b) Kindergarten (c) Grades 1-6 (d) Grades 7-12 (e) Other	9			9
SPECIALISTS				
PUPIL PERSONNEL WORKERS	2			2
EVALUATORS		1	.25	.25
TEACHER ASSISTANTS, TEACHER AIDES	4	10	5	9
COMMUNITY LIAISONS	9			9
CLERICAL PERSONNEL	1			1
ALL OTHER PERSONNEL		1	.25	.25

7.2 <u>Linguistic background of project aides or paraprofessionals. by number</u>:
(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)

See Xerox Copy 6a, b

A Monolingual   B Bilingual

I N-E Dom
 N-EMT

II E Dom
 EMT

II₁ E Dom
  N-EMT | 4

A Total Number   B Total Number   N Total Number
Monolingual   Bilingual   of aides or
                                            paraprofessionals
_____   _____   *14*

7.2	No.	%
I A		
I B		
II A		
II B		
II₁A		
II₁B	*14*	*100 %*
A	*0*	
B	*14*	*100 %*
N	*14*	

4 full-time
10 part-time

7.3 <u>Language(s) used by bilingual program teachers</u>: 7.3 ___*2*___
(Mark all that apply)

1-Bilingual teachers teach in only one language

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

Bilingual teachers who teach in only one language teach in their
<u>native</u> language:
1b-only if native language is also their dominant language
1c-even if native language is <u>not</u> their dominant language
1-0-not specified

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

0-language(s) used by teachers not specified

7.4 <u>Language(s) used by bilingual program aides or paraprofessionals</u>: 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 <u>dominant</u> language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their <u>native</u> 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 <u>Cultural affiliation of teachers. aides, project director and evaluators by
number and percent</u> (Mark all that apply) Specify cultural affiliation.

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

N-EIT

II E Dom
EIT

II E Dom
1 N-EIT

```
                                                    I  B
II A
II B
II₁A
II₁B        14    100 %
           A  2
           B  14   100 %
           N  14
```

		14

N Total Number
of aides or
paraprofessionals
14

A Total Number   B Total Number
Monolingual   Bilingual

4 full-time
10 part-time 7.3   2

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

1-Bilingual teachers teach in only one language

    1a-Bilingual teachers who teach in only one language teach in their
      dominant language, whether that is their native 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.	%
M-A	7	77	M-A	14	100	Mexican	Anglo	1	100
Anglo	2	23							

0-not specified

10. <u>Teaching Spanish to Native Speakers</u>: Boe High School, El Paso, Texas

This program emphasizes the study of culture. The grammar section is limited to dictation, with no special drills on phonetic recognition or sentence patterns. The bibliography used in this program has been helpful.

C. Include a comprehensive and annotated listing of relevant bilingual education materials which have been produced through other programs. Give the rationale for their utilization or exclusion in the proposed program. If materials development is proposed, show how these materials would supplement or improve existing materials.

<u>Laboratory Research</u>
Southwestern Cooperative Education Research Laboratory

In 1968 SWCEL edited several manuals directed specifically to methods for improving the understanding and education of minority ethnic groups indigenous to the Southwest.

a) <u>"Ethno-Pedagogy" Cross-cultural Teaching Techniques</u> points to the importance of the new science of "Ethno-Pedagogy" as opposed to the traditional Dewey philosophy of democratization and progressivism. This manual is indispensable for the in-service training program of personnel in this bilingual program.

b) SWCEL
<u>The Oral Language Program</u> is a sequence of phonetic and sentence pattern drills using transformation, substitution and intonation exercise at the pre-school level. It concentrates in the spoken language as a recognized prerequisite to standard English. These drills cannot be used in the present bilingual program, but the general linguistic techniques will be applied to exercises geared to the High School age group.

c) <u>Classroom Strategies: Culture and Learning Styles</u> is a compilation of behavioral test scores using the mean t-scores to determine the difference of learning levels for the different cultural groups. The classroom techniques developed from these tests cannot be used in the bilingual program since they cover the pre-school age group with limited life experience.

<u>The Annual Report of SWCEL</u> for 1967 lists the scope of services that are available to teachers, counselors, and others in school districts who want to undertake programs for the minorities of the Southwest. The bilingual program will be able to utilize materials and services from SWCEL, especially in the areas of methods of selection of students for the program and counseling techniques.

A. COMPONENT NAME: INSTRUCTIONAL   **B. DOMINANT LANGUAGE:** SPANISH   **C. GRADE LEVEL:** 9

D. NO. OF PARTICIPANTS: 220   PRODUCT   **E. PROGRAM OBJECTIVES:** (See Program Goals, and Objectives, Page

F. PERFORMANCE OBJECTIVES:
(Includes Name or Description
c. Instrument)

G. EVALUATION:

	*Date or Frequency of Measurement	Person(s) Responsible	Data Collecting and Reporting, Including the Date
Student Objective S-1-e: Students will increase their reading proficiency in both the Spanish and English languages as measured by the Davis Reading Test and by a form of the Davis Reading test which has been translated into Spanish.	Pre-Test - Sept. 1970 Post-Test - May 1971	Program Coordinator assisted by Research and Planning	Scores in Davis Reading Test reported within days after the test date.

Bilingual Reading Program

Through an oversight, the original proposal for the Bilingual program (1969-70) lacks specific reference to, and objectives for, the reading component of the program. Since an improvement in the reading skills of bilingual students constitutes one of the most important contributions a program can make, the following page (40 b) indicates the reading objectives for the 1970-71 school year.

7.6 Selection of N-EMT teachers from local community
0-not specified

7.6 No. page % 7

Number of N-EMT program teachers from local community _____
and % _____ of total N-EMT teachers.   **0 5**

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

7.7 No. %
A **7 77**
B **14 100**

if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

See
Xerox
7a

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification,   7.8 **2, 20 | 9, 9**
if given)

no. of teachers

See C, p 88

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. **9** 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-
language, in Peace Corps)   like
                                                                       non-
4. _____ previous teaching in local area/live in the community   petence
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   N-EMT
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   travel
**20 1 - sensitivity, understanding + experience with problems
of minority students**

8.0 STAFF DEVELOPMENT

8.1 A **2, 4**
    B **2, 4**

0-No staff training mentioned

See
Xerox
7b

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)

C p. 97

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

I   **5, 4**

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

7.8 Teacher Qualifications – Training and experience prior to project   **no. of teachers**
(Indicate number of teachers with each qualification, 7.8 **2,20** | **9, 9**
         if given)

See Xerox 7a

See C, p88

  n.s.-qualifications not spcified
    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).**9**.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-
      language, in Peace Corps)   like
  4......previous teaching in local area/live in the community   com-petence
  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   N-EMT
  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   travel
  (20)**9** - sensitivity, understanding + experience with problems
    of minority students

8.0 STAFF DEVELOPMENT   8.1 A **2, 4**
                    B **2, 4**

  0-No staff training mentioned
See Xerox 7b   **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 ...... **X**   **X**
  3-X as their second language........................   C p.97
  (4-)The teaching of X as a second language............ **X**   **X**
  5-Methods of teaching other academic subjects ....
  6-Methods of teaching other academic subjects
    in X language ....

                  I **5, 4**

C. p.84 **8.2** Stated goals of teacher training are: 8.2 II   Students

	I N-EMT	II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
(4-)Awareness of the social-emotional development of	X	
(5-)Strategies for accomodating the different learning styles of **N·EMT**	**5**	
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		

See Xerox 7c x

  List specific courses if given (or Xerox and attach).
  particularly an understanding of the motivational patterns
  of bilingual students.

Program Bilingual Counselor -

B. C.   is a native Arizonan. He was born in the mining community of Superior where he attended elementary and secondary public schools.

He received his Bachelor of Arts Degree in Elementary Education from Northern Arizona University in 1958, and his Masters of Art Degree in Guidance and Counseling from Arizona State University in 1965. He has also completed extensive graduate work from the University of Arizona. Larry attended N.D.E.A. sponsored institutes in Adult Basic Education at Portland State College in Portland, Oregon; California Western University in San Diego, California; and Southwestern Cooperative Educational Laboratories in Albuquerque, New Mexico.

He has taught twelve years in the Phoenix Public Schools; eight as a Fifth Grade Teacher; two as a Seventh Grade Teacher; one as an Eighth Grade Teacher, and one as a Counselor for Freshmen in the Bilingual Program. Mr. B C has also taught evening classes in Adult Basic Education in the Phoenix Union High School system for three years.

As an educator, Mr. B.C. sees and understands the need for solutions to the educational problems of the Bilingual student of Mexican-American descent. His years of experience in working with the students has given him a wealth of information in helping him and the Bilingual Program meet the needs of the students.

Other Program Teachers

Other teachers for the Bilingual Program will be identified. They must be able to work with minorities. Preference will be given to applicants who have sensitivity, understanding, and experience with the problems of the minority students in the program.

They must demonstrate an interest and involvement in the program, and be willing to put in the long, hard hours that such a commitment dictates.

They must meet all the formal and legal qualifications of the school district and State of Arizona.

STAFF DEVELOPMENT

b. Individualization of Instruction for the 1970-1971 school year.

Methods to strengthen the individualization of instruction are
being incorporated into the second year of the Bilingual Program.
The 1970 Summer Workshop will be organized to provide In-Service
Training for teachers, teacher-aides, and students in methods of
providing a student need-centered classroom.

Proposed changes will include consideration of the following:

1. Monolingual and Bilingual "one to one" teaching approaches,

2. Conversation groups,

3. Intensive individual tutoring by Bilingual teachers and
    teacher-aides,

4. Laboratory classes for Monolingual students after regular
    classes,

5. Clinical treatment of the students' needs in short sessions,

6. Additional individualized instruction programs.

c. In-Service Training for the 1970-1971 school year.

During the summer months a workshop will be conducted to plan the
program for the 1970-1971 school year. The workshop will be com-
posed of 9 teachers, 4 consultant, full-time teacher-aides,
                          students, parents, and other adult members
of the community. The coordinator of the Bilingual Program will
direct the activities of the workshop assisted by Phoenix Union
High School consultants.

The workshop will have five aims:

1. To train teachers and teacher-aides for the specific task of
    teaching bilinguals,

2. To orient the new teachers to the program,

3. To develop a curriculum and select materials for the second year,

4. To revise the objectives, curriculum or material used during the
    last school year,

5. To establish means of communication with the future pupils and

b. Individualization of Instruction for the 1970-1971 school year.

Methods to strengthen the individualization of instruction are being incorporated into the second year of the Bilingual Program. The 1970 Summer Workshop will be organized to provide In-Service Training for teachers, teacher-aides, and students in methods of providing a student need-centered classroom.

Proposed changes will include consideration of the following:

1. Monolingual and Bilingual "one to one" teaching approaches,

2. Conversation groups,

3. Intensive individual tutoring by Bilingual teachers and teacher-aides,

4. Laboratory classes for Monolingual students after regular classes,

5. Clinical treatment of the students' needs in short sessions,

6. Additional individualized instruction programs.

c. In-Service Training for the 1970-1971 school year.

During the summer months a workshop will be conducted to plan the program for the 1970-1971 school year. The workshop will be composed of 9 teachers, 4 consultant, full-time teacher-aides, students, parents, and other adult members of the community. The coordinator of the Bilingual Program will direct the activities of the workshop assisted by Phoenix Union High School consultants.

The workshop will have five aims:

1. To train teachers and teacher-aides for the specific task of teaching bilinguals,

2. To orient the new teachers to the program,

3. To develop a curriculum and select materials for the second year,

4. To revise the objectives, curriculum or material used during the last school year,

5. To establish means of communication with the future pupils and their parents.

The length of this workshop will be three weeks, six hours each day. Also, six in-service training sessions will be conducted during the school year. The training sessions will be three and one-half days each.

Role of Aides

TEACHER-AIDES:

The function of the teachers' aides will be to assist the teacher in providing individual attention to students.

Specific duties will include:

Maintaining cleanliness in the classroom

Running messages and errands

Keeping record of materials, textbooks, etc.

Helping teachers with everyday duties

Preparing bulletin boards

Providing clerical services

Participating in school activities and field trips

Managing Aud. Visuals

Assisting in the grading of papers at teacher's discretion

Tutoring at teacher's discretion

Helping the teacher become aware of the needs and problems of individual students

Assisting teachers on home visits

Some of the teacher-aides are parents which permits them to function in-formally as liaison personnel in the community. Teacher-aides have been encouraged, when feasible, to continue in higher education through special coordination programs with the neighboring colleges and Arizona State University which has organized a cooperative program for teacher-aides whereby they earn credit hours by working in the Program.

CLERK:

The function of the clerk will be to assist with correspondence, keeping of records, and performing other necessary clerical duties for the Program.

8.3 Methods of Teacher Training: (Mark all that apply)   8.3 $\underline{1,3,5,6}$

   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 paraproffesion-   8.4 $\underline{1}$
    als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit 8.5 $\underline{1}$
    toward eventual certification: (1-yes) 0-not mentioned
    How? (specify) _____

8.6 Paraprofessional's role: 8.6 $\underline{3,4,6}$

   1-teaching whole class
   2-teaching small groups   See Xerox # 7C
   3-tutoring individually..
   4-clerical
   5-contributing to bicultural component
   how ? _____
   6-liaison with parents - home visitations

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A $\underline{1,2}$
   (mark all that apply)   A for teachers   B for aides   B $\underline{1,3}$

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

8.8 Number and Proportion of personnel giving teacher training who
   are:
   1-bilingual
   2-bicultural
   3-N-EM (specify background)

8.8
	no.	%
1	3	33%
2	3	33%
3	6	67%

8.9 Training is provided: 8.9 $\underline{1,2}$
   1-during a summer session
   2-during the academic year
   3-other (specify)

8.10 Extent of training: 8.10
                   B (indicate no. of hours)   A 2
   A 1-approximately equivalent to a   5 _____ weekly   B5 NS
      college course   6 _____ monthly   6 ____
   2-more than one course   7 _____ bi-monthly   7 ____
   3-less than one course
   4-other (specify) _____

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

		no.	%
		9	100

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

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit 8.5 __1__
toward eventual certification: (1-yes) 0-not mentioned
How? (specify) _____

8.6 Paraprofessional's role: 8.6 __3,4,6__

    1-teaching whole class
    2-teaching small groups   See Xerox # 7C
    3-tutoring individually
    4-clerical
    5-contributing to bicultural component
      how ? _____
    6-liaison with parents - home visitations

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A __1,2__
    (mark all that apply)   A for teachers   B for aides   B __1,3__
    0-not specified
    1-University faculty   X   X
    2-project's Master Teachers   X
    3-project's teachers   X
    4-other (specify)

8.8 Number and Proportion of personnel giving teacher training who
    are: no.   %
    1-bilingual   8.8 1 __3__ __33%__
    2-bicultural   2 __3__ __33%__
    3-N-EMT (specify background)   3 __6__ __67%__

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)   B 5 __NS__
    A 1-approximately equivalent to a   5 _____ weekly   6 __NS__
      college course   6 _____ monthly   7 ____
      2-more than one course   7 _____ bi-monthly
      3-less than one course
      4-other (specify) _____

8.11 Number and Proportion of teachers attending training: no.   %
                              or: if specified descriptively, indicate: 8.11 __9__ __100__
    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 __2,4,6,10__
    0-not mentioned
    1-to N-EMT language or dialect
    (2)-to N-EMT students - expectations of achievement
    3-to N-EMT 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) _____
    (10)- Miller Attitude Toward Teaching Scale
         Flanders Interaction Analysis

C47
C16a
Xerox
Copy
8a,b

PERFORMANCE OBJECTIVES: (Includes Name or Description of Instrument)	Date or Frequency of Measurement	G. EVALUATION: Person(s) Responsible	Data Collecting and Reporting, Including the Date
T - Student Objective S-1-d: ...her developed materials, textbooks, reference sources, the Instructional teach students for a period of not 50 minutes per day (average) directly Comprehension of Mathematics as y a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time spent reported at the end of each semester -- (January and June)
T - Student Objective S - 2: nd teacher-aides directly involved g the Bilingual Program will demon- itive attitudes toward teaching measured by responses on pre-post tions of the Minnesota Attitude	Pre-Test - 7/27/70 Post-Test - 6/15/71	Program Director assisted by Research and Planning	Scores on the Minnesota Teacher Attitude Inventory reported within 30 days after test date.
ill visit students and parents at a student has been absent or has any onal problem as measured by a record to homes.	Daily record of visits to homes, checked monthly	Teachers and Program Coordinator	Number of visits to homes reported at end of each semester.
ill improve their knowledge and kills related to a Bilingual Program ned by participation in an in-service d periodic observations by the program r and other supervisory personnel dardized teacher observation instru-	Workshop Test Instrument Pre-Test - 7/27/70 Post-Test - 8/28/70	Program Director assisted by Research and Planning	Responses to a staff developed Evaluation Instrument to Work-shops reported within 30 days after post-test date.

F. PERFORMANCE OBJECTIVES: (Includes Name or Description of Instrument)	G. EVALUATION: Date or Frequency of Measurement	Person(s) Responsible	Data Collecting and Reporting, Including the Da[te]
(See PRODUCT - Student Objective S-1-d:) Using teacher developed materials, textbooks, and other reference sources, the Instructional Staff will teach students for a period of not less than 50 minutes per day (average) directly related to Comprehension of Mathematics as measured by a record of time spent.	Monthly checksheet showing amount of time spent September through June, checked each semester.	Teachers and Program Coordinator	Record of time reported at the [end] of each semest[er] (January and Ju[ne])
(See PRODUCT - Student Objective S - 2:) 1. Teachers and teacher-aides directly involved in teaching the Bilingual Program will demonstrate positive attitudes toward teaching pupils, as measured by responses on pre-post administrations of the Minnesota Attitude Inventory.	Pre-Test - 7/27/70 Post-Test - 6/15/71	Program Director assisted by Research and Planning	Scores on the [Minne]sota Teacher A[ttitude] Inventory repo[rted] within 30 days test date.
2. Teachers will visit students and parents at home when a student has been absent or has any other personal problem as measured by a record of visits to homes.	Daily record of visits to homes, checked monthly	Teachers and Program Coordinator	Number of visi[ts to] homes reported end of each se[mester]
3. Teachers will improve their knowledge and teaching skills related to a Bilingual Program as determined by participation in an in-service program and periodic observations by the program coordinator and other supervisory personnel using standardized teacher observation instruments.	Workshop Test Instrument Pre-Test - 7/27/70 Post-Test - 8/28/70	Program Director assisted by Research and Planning	Responses to a developed Eval[uation] Instrument to [work]shops reporte[d] 30 days after test date.

Teacher Objective 1a

During the first year of the program the teachers have been evaluated in accordance with System procedures. Therefore, there have been at least three evaluations per teacher.

Although no systematic means for measuring teacher attitude was utilized this year, a teacher attitude measurement device has been developed for next year. To provide an initial frame of reference, form A of F. O. Miller's "Attitude Toward Teaching Scale" will be administered to all teachers and teacher-aides. This will provide the information needed to deal effectively with the staff in manners more pervasive than the mere presentation of material.

Secondly, to measure whether teacher and teacher-aide attitude changed appreciably during the year, form B of the same instrument will be administered in May of 1971, and the changes will be evaluated by use of the statistical t-test.

Although the original plan was to use the MTAI, recent literature indicates that it is more appropriate for selecting "good" teachers than for measuring attitudes. Thus, the Miller Test appears to be more appropriate for the purposes outlined above.

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:
  0-not specified
  (1)-team teaching
  2-cluster teaching
  (3)-shared resource teacher
  4-other (specify) _____

10.2 Staff:
  (1)-bilingual teacher
  (2)-ESL teacher
  (3)-bilingual coordinator
  (4)-aides or paraprofessionals
  (5)-consultant psychotherapist
    or guidance counselor
  6-other (specify)_____

10.1 __1, 3__

10.2 __1, 2, 3, 4, 5__

10.3 Average number of pupils per class:
  0-not specified

10.3 __20__

10.4 Average number of aides or paraprofessionals per class:
  0-not specified

10.4 __1__ c'71p7

10.5 Average number of N-EMT or bilingual aides (or para-
  professionals) per class:
  0-not specified

10.5 __1.__

10.6 Special aide to pupils having most difficulty in learning
  is given:
  (1)-individually
  2-in small groups
  0-not specified

10.6 __1, 3, 5__

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

See Xerox
Copy 9a

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

	I	II	II$_1$
N-EMT language will be maintained in program: (mark all that apply)	ME DOM NEMT	E DOM EMT	E DOM NEMT
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	X	X	......
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 __X__
   II __X__
   II$_1$ _____

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

11.2 __11__

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

(if specified in terms of a condition, 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")

By Junior year students will be in only

10.3 Average number of pupils per class: 10.3 __20__
    0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 __1__ C'71 p 7
    0-not specified

10.5 Average number of N-EMT or bilingual aides (or para- 10.5 __1__
    professionals) per clas:
    0-not specified

10.6 Special aide to pupils having most difficulty in learning 10.6 __1,3,5__
    is given:

    (1)-individually   by:(3)-teacher
    2-in small groups   4-special remedial teacher
    0-not specified   (5)-paraprofessional
                    6-parent tutor
    See Xerox   7-older student tutor
    Copy 9a   8-peer tutor
                    9-not specified
                    10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)   I   II II_1

	HE DOM NEMT	E DOM EMT	E DOM NEMT
N-EMT language will be maintained in program: (mark all that apply)			
0-not specified how long			
(1)-as the alternative language of learning for as long as desired	X	X	
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 __X__
    II __X__
    II_1 _____

11.2 How many years does project state is optimal for instruction 11.2 __11__
    for N-EMT group through N-EMT language to continue?

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

(if specified in terms of a condition, 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 = By Junior year, students will be in only
-2 = 2 bilingual program classes C'71 p.23 Xerox 9b

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

11.3 Second language learning is introduced in which grade: 11.3 I __9__
    code: C= N.A. (if no EMT)   II __9__
               13=   14= II_1 _____

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM												X			
II E DOM												X			
II_1 E DOM/NEMT															

The same sources for personnel to provide individualized instruction as were outlined in Objective - PROCESS 1A are applicable. In all freshman English classes, students have been placed into one of three groups, on the basis of their ability to achieve. The class period is divided into two approximately equal parts—one half devoted to large group instruction, and one half to small group and individual instruction. Assistance to the teacher was furnished by the regularly assigned teacher aide, by a Co-Pilot Teacher during the first semester only, and by tutors.

In Sophomore English classes, students were identified on an individual basis for specialized instruction in much the same manner as was done in Spanish classes. The numbers identified as needing individual assistance, and the reasons given are as follow:

Period	Number of Students Needing Special Attention	Reason
1	2	Low Achievement
	1	Reading Disability
2	2	Low Achievement
3	1	Spanish Monolingual
	1	Superior Achievement
5	2	Reading Disability
	2	Low Achievement
6	1	Superior Achievement
Total	12	

Personnel who assisted in providing individualized assistance were obtained through the same sources as were utilized for sophomore English classes.

Analysis of time spent in various kinds of activities reveals that efforts were made to accomplish this objective. In freshman English classes, approximately 50% of the class time was devoted to this effort. The amount of time in sophomore English classes was less, a conservative estimate being approximately 25%.

(6) A source of concern for some staff members, both within the Bilingual Program and outside of it, has been a perceived dependence of some students on the program. Apparently there are some students who feel comfortable within the confines of the Bilingual Program and who are hesitant to participate in classes and activities outside of it. Therefore, the Bilingual Program has adopted a posture of "gradual weaning" whereby the student will participate in only two Bilingual Program classes by the Junior year. This will make it necessary for the student to participate in classes and activities conducted by elements of the school other than the Bilingual Program.

(c) General impact of program on participating groups based upon factors not included in the formal evaluation design.

Two indicators of the general impact of the program which was not specified in the formal evaluation design, but which would appear to be particularly salient are dropout and attendance figures. Data for the first semester of the 1970-71 school year reveal the following:

(1) Freshman Bilingual Program students averaged 16.18 days absent, and of the 100 students who began the year, 2 have dropped out of school.

(2) The Freshman Comparison Group at Phoenix Union averaged 21.89 days absent, and 13 of the 100 students dropped out of school.

(3) Of the 100 students selected for the Freshman Comparison Group at South Mountain High School, 11 have dropped out of school and 19 either transferred or failed to enter school after registration; of the 70 students remaining, the average bsence rate was 6.23 days.

(4) Sophomore Bilingual Program students averaged 27.05 days absent during first semester 1970-71, and 2 students dropped out of school.

(5) Phoenix Union Sophomore Comparison Group students averaged 31.5 days absent, and 18 dropped out of school.

(6) South Mountain Sophomore Comparison Group students averaged 13.30 days absent, and 14 dropped out of school.

School and district administrative personnel agree that the inflated attendance figures for Phoenix Union students are directly connected with the October boycott of the school in which Mexican-American students participated. Since this action did not involve South Mountain High School, one would expect a much lower rate of absenteeism at South, and that is

(6) A source of concern for some staff members, both within the Bilingual Program and outside of it, has been a perceived dependence of some students on the program. Apparently there are some students who feel comfortable within the confines of the Bilingual Program and who are hesitant to participate in classes and activities outside of it. Therefore, the Bilingual Program has adopted a posture of "gradual weaning" whereby the student will participate in only two Bilingual Program classes by the Junior year. This will make it necessary for the student to participate in classes and activities conducted by elements of the school other than the Bilingual Program.

(c) <u>General impact of program on participating groups based upon factors not included in the formal evaluation design.</u>

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(3) Of the 100 students selected for the Freshman Comparison Group at South Mountain High School, 11 have dropped out of school and 19 either transferred or failed to enter school after registration; of the 70 students remaining, the average absence rate was 6.23 days.

(4) Sophomore Bilingual Program students averaged 27.05 days absent during first semester 1970-71, and 2 students dropped out of school.

(5) Phoenix Union Sophomore Comparison Group students averaged 31.5 days absent, and 18 dropped out of school.

(6) South Mountain Sophomore Comparison Group students averaged 13.30 days absent, and 14 dropped out of school.

School and district administrative personnel agree that the inflated attendance figures for Phoenix Union students are directly connected with the October boycott of the school in which Mexican-American students participated. Since this action did not involve South Mountain High School, one would expect a much lower rate of absenteeism at South, and that is precisely what occured. However, data indicates that even though the rate of absenteeism at Phoenix Union was unusually high, the Bilingual Program's students had fewer dropouts.

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

	00	0 not	grades					14 Voc.
code:	(if no EIT specified	1-3	4-6	7-9	10-12	13-college	training
I E-DOM							
II E-DOM - EIT							
II₁ E-DOM/NEIT							

code: 13=College or University (Other professional training) 11.4 I **NS**
14=Federal, State, or Private Vocational Job training II ......
I₁ ......

11.5 Second language learning for English dominant students is   11.5 I₂ **12**
projected through grade: II **12**

	00 if	0 not	grades											
code:	no EIT specified	1	2	3	4	5	6	7	8	9	10	11	**12**
II EIT													
II₁ N-EIT/E Dom													

11.6 Learning in their native language for Non-English dominant   11.6 **12**
students is projected through grade:
0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 **(12)**

11.7 The amount of instructional time in and through their native language
per day for N-EIT students who are N-E dominant is: **See xerox**
2a, b C 46
code: 0=not specified m=math s = science ss = social studies   **C 46g**

11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K			Pre K
A			A
1			1
2			2
3			3
4			4
5			5
6			6
7			7
8			8
9	**100**	**NS**	**SS, M**	**9 50 %**
(10)	**100**	**NS**	**SS, m**	**10 50 %**
11			11
12			12

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

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

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

11.5 <u>Second language learning for English dominant students is</u>   11.5 I₂ **/12**
<u>projected through grade:</u>   II **/12**

           00 if 0 not   grades
      code: no EIT specified   1   2   3   4   5   6   7   8   9   10   11   (12)

II EIT
1I₃ N-EIT/E Dom

11.6 <u>Learning in their native language for Non-English dominant</u>   11.6 **12**
<u>students is projected through grade:</u>
0=not specified/Grade 1   2   3   4   5   6   7   8   9   10   11   (2)

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: **See xerox**

code: 0=not specified   m=math   s = science   ss = social studies **2a, b** **C46**
                                                   C46a

	11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 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)	100	NS	SS, M	9 50 %
(10)	100	NS	SS, m	10 50 %
11				11
12				12

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

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

	11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 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		N A		5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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 MT 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				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9	NS	NS	NS	9 50 %
10	NS	NS	NS	10 50 %
11				11 "
12				12 "

" *It is very nearly 50% in all classes* " (Project verified)

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

11.17 __2,5,6__

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 para-
professional uses another during the same class period; students
may use either.
(5)-the teacher reinforces any conversation initiate 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__

(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

	Min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.		% 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	*NS*	*NS*	*NS*	9	*50 %*
10	*NS*	*NS*	*NS*	10	*50 %*
11				11	*"*
12				12	*"*

" It is very nearly 50% in all classes" (Project verified)

11.17 Mixed or separate language usage by teacher and/or aide   11.17 *2,5,6*
in the classroom (mark all that apply)

   0—not specified
   1—languages are never mixed by either the teacher, aide or the
      pupil in any one class period;   only one language is used.
   (2)—the second language is used exclusively by the teacher, aide
      and pupils during at least one portion of the school day.
   3—the teacher uses one language exclusively within a class period;
      pupils are allowed to use either native or second language.
   4—the teacher uses only one language;   however, the aide or para-
      professional 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-EIT pupils.
   8—other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

   (Mark all that apply; some projects may use a combination   12.0 *1*
   of methods)

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

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

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

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

C-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 Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second 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-concurrently with dominant language listening-speaking skills — X ____

2-after a specified level of competency achieved in listening-speaking skills in dominant language — ____ ____

3-a specified period of time after listening-speaking skills in dominant language taught — ____ ____

13.2 ALM sequence followed:

13.2 IA **2**
IB **2**
IIA **2**
IIB **2**

1-Listening-speaking proficiency precedes introduction of reading — ____ ____ ____ ____

2-Reading is taught concurrently with listening-speaking skills — X X X X

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 **2**
IIA **?**
IIB ____

1-measure of listening-speaking proficiency — X X

2-informal assessment by teacher — ____ X ____ ____

to negative, declarative to interrogative, active to passive.

G-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 Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

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

13.1 Second language listening-speaking   13.1 IB **I**
skills are learned: IIB _____
1-concurrently with dominant language
listening-speaking skills   X   ____
2-after a specified level of compe-
tency achieved in listening-speaking
skills in dominant language   ____   ____
3-a specified period of time after
listening-speaking skills in dominant
language taught   ____   ____

13.2 ALM sequence followed: 13.2 IA **2**
1-Listening-speaking proficiency   IB **2**
precedes introduction of reading ____ ____ ____ ____   IIA **2**
2-Reading is taught concurrently   IIB **2**
with listening-speaking skills   X   X   X   X
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   13.3 IA **I**
determined by: IB **2**
1-measure of listening-speaking   IIA **I**
proficiency   X   ____   X   ____   IIB _____
2-informal assessment by teacher ____   X   ____ ____

13.4 Second language reading skills   13.4. IB **I**
are learned: IIB **I**
1-concurrently with learning to read
in dominant language   X   X
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 dom lang	B second lang	A dom lang	B second lang

13.5 Reading is introduced:
A-individually, when child is ready
or at a specific time during grade: K

	A	B	A	B		
K	___	___	___	___	13.5 IA	**NA**
1	___	___	___	___	IB	
2	___	___	___	___	IIA	
3	___	___	___	___	IIB	

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

	___	___	___	___	13.6 IA	**1**
	___	___	___	___	IB	**1**
					IIA	**1**
					IIB	**1**

13.7 Grade level reading is expected:

	A	B	A	B		
1-in first grade	___	___	___	___	13.7 IA	**9**
2-in second grade	___	___	___	___	IB	**9**
3-in third grade	___	___	___	___	IIA	**9**
4-in fourth grade	___	___	___	___	IIB	**9**
5-in fifth grade	___	___	___	___		
6-in sixth grade	___	___	___	___		
7-other (specify)	___	___	___	___		

13.8 Grade level academic achievement (math, science, etc.) in the   13.8 IB **9**
SECOND language is expected: IIB **9**
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I **2, 4, 5**
(mark all that apply)   II **2**

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

1-Second language learning is only a sep-
arate subject for English-speaking stu-
dents; the second language is not used
as a medium of instruction for other
subjects.

	___	

2-Second language learning is both a sep-
arate subject and also a medium of
instruction for other subjects.

	X	**X**

3-Second language learning is always in-
tegrated with the learning of course
content (such as social studies) or as
a medium of cognitive development.

	___	___

4-Academic content 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 __1__
     IIA __1__
     IIB __1__

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 __9__
     IB __9__
     IIA __9__
     IIB __9__

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 __9__
     IIB __9__

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

14.0 I __2,4,5__
    II __2__

	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.	X	X
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). **MAth**	X	____
5-Different academic content is taught in the second language from that which is taught in the native language.	X	____
0-not specified **Cultural Heritage**	____	____
6-other (specify) **in native language**		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students		II Eng. dom. students		15.0 IA **2**
	A –in dom. lang.	B 2nd lang.	A 2nd Eng.	B 2nd lang.	IB **2** IIA **2** IIB **2**

1-The child's language is respected.
It is not corrected, rather, all
of the child's speech is accepted.
However, the teacher provides a
model of the standard language
aiming toward child's eventual
control of the standard form.

____	____	____	____

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

X	X	X	X

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   IIA____ IIB____   **N S**

2-Basal readers

____	____	____	____

3-Dialect readers

____	____	____	____

4-Experience charts (stories
dictated by children)

____	____	____	____

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1   16.2 IA **NA**   IIA **NA**
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
⑤programed instruction, **lang. master**   X   X
6-stories read to children
    AUDIO VISUAL AIDES
⑦films, filmstrips   X   X
8-flannel or magnetic boards
9-realia, graphic displays
⑩records, tapes   X   X
⑪listening centers   X   X
12-multi-media approach

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. X X X X

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 II.___ IIB____ **NS**

2-Basal readers ___ ___ ___ ___

3-Dialect readers ___ ___ ___ ___

4-Experience charts (stories
dictated by children) ___ ___ ___ ___

16.2 If some reading material is in
the child's dialect, indicate how
long it is used: 16.2 IA **NA** II. **NA**
1-Grade 1
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
⑤programmed instruction, **lang. master** X X
6-stories read to children ___ ___
    AUDIO VISUAL AIDES
⑦-films, filmstrips X X
 8-flannel or magnetic boards ___ ___
 9-realia, graphic displays ___ ___
⑩-records, tapes X X
⑪-listening centers X X
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 X X
21-suggested TV programs ___ ___
22-other (specify) ___ ___

16.4 The sources of Non-English materials and textbooks are: 16.4 **1, 3, 4, 9**
(mark all that apply)

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 conjenction with project parents   **(See Xerox # 7**

6-developed by or with members of N-EMT community

7-are culturally appropriate for N-E culture   **P.19-22)**
(specify how this is determined)

8-are cross cultural

⑨-commercially prepared and published in the U.S.

10-are translations of U.S. texts

11-are coordinated with materials used in the regular subject
curriculum

12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5 **1**
component are: **Materials Acquisition Project (San Diego)**

0-not specified   **PB SW**

1-xerox attached-page and document _____ **Controlled Reading (EDL)**

C '71 p.91   **C p.65**   **Audex (EDL)**

17.0 STUDENT GROUPING   **Intensive Course in English**

17.1 Student grouping; mixed or separated into dominant language   17.1 **1**
groups: (mark all that apply)

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning

2-mixed for language learning

3-mixed for some academic subject learning

4-mixed for non-academic learning; art, music, gym, health

5-separated for native and second language learning into
dominant language groups

6-separated for most academic subject learning into dominant
language groups

7-never mixed for language or other academic learning

8-other (specify)

n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 **2B; 3B**
(mark all that apply)   A-more than ½ the time   B Less than ½ the time

0-not specified

1-total class

2-small groups (specify size)

3-individual instruction   **Cont. p. 11a**

	Students		
17.3 Criteria for grouping: 0-not specified	I Non Eng dom	II Eng dom EMT	II₁ Eng dom NEMT
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	X	X	'71 Cont. p 8
n.a. not applicable (no E.dom/NEMT)			

See XEROX 15b

XEROX 15 a,b

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1 **2**

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

16.5 The specific bilingual/bicultural materials used in the language   16.5 ____1____
component are:
0-not specified
1-xerox attached-page and document ____ PB SW

Materials Acquisition Project (San Diego)
Controlled Reading (EDL)
Audex (EDL)
Intensive Course in English

C '71 p.91   C p. 65

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1 ____1____
groups: (mark all that apply)
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 **2B;3B**
(mark all that apply)   A-more than $\frac{1}{2}$ the time   B Less than $\frac{1}{2}$ the time
0-not specified
1-total class
2-small groups (specify size) _____   ___X___
3-individual instruction   _____   ___X___ *Cont p 11a*

See XEROX 15b

17.3 Criteria for grouping: Students
0-not specified   I Non Eng   II Eng dom   II₁ Eng dom
                         dom   EMT   NEMT

XEROX
15 a,b   1-by age   _____   _____   _____
             2-by native language ═════   ═════   ═════
             3-by dominant language _____   _____   _____
             4-by language proficiency
             (ex. level of reading skill)_X_   _X_   _____ '71 Cont p 8
             n.a. not applicable
             (no E.dom/NEMT)   _____   _____   _____

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1 __2__
       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:
         0-area not specified   18.2 **1,2,3,4**
         1-inter-ethnic (N-EMT aide tutors EMT student)
         2-in the acqusition of native language skills
         3-in the acquisition of second language skills   C74
         4-in other academic subjects   See XEROX 7c

ASSURANCE OF 1970-1971 EVALUATION DESIGN

The 1970-71 Bilingual program at Phoenix Union High School will be open to students of diversified ethnic backgrounds. Therefore, product and process evaluation procedures will be invalidated unless certain variables which are not germane to an exclusive Mexican-American population are controlled.

The following is assurance that the variables will be controlled in the manner out ed below. The criteria for selection listed on page ninety-six (96) of the continuation document will serve as guiding principles to the overall evaluation design.

1. Ethnic proportions will be identical for both control and experimental groups. An experimental group will be formulated from the list of volunteers, the ethnic makeup determined, and a control group selected on the basis of the results.

2. Every attempt will be made to insure that the experimental and control groups will be statistically comparable, in terms of academic achievement.

3. Since both schools will contain students fluent or not fluent in Spanish, proficiency in Spanish constitutes a variable which must be considered.

By means of diagnostic tests, Spanish proficiency will be determined, and students will be scheduled into appropriate English classes on the basis of test results. In addition, test results will be used as one basis for the individualization of instruction.

Every effort will be made to insure that the control and experimental groups contain equal numbers of those fluent or not fluent in Spanish.

The same sources for personnel to provide individualized instruction as were outlined in Objective - PROCESS 1A are applicable. In all freshman English classes, students have been placed into one of three groups, on the basis of their ability to achieve. The class period is divided into two approximately equal parts—one half devoted to large group instruction, and one half to small group and individual instruction. Assistance to the teacher was furnished by the regularly assigned teacher aide, by a Co-Pilot Teacher during the first semester only, and by tutors.

In Sophomore English classes, students were identified on an individual basis for specialized instruction in much the same manner as was done in Spanish classes. The numbers identified as needing individual assistance, and the reasons given are as follow:

Period	Number of Students Needing Special Attention	Reason
1	2	Low Achievement
	1	Reading Disability
2	2	Low Achievement
3	1	Spanish Monolingual
	1	Superior Achievement
5	2	Reading Disability
	2	Low Achievement
6	1	Superior Achievement
Total	12	

Personnel who assisted in providing individualized assistance were obtained through the same sources as were utilized for sophomore English classes.

Analysis of time spent in various kinds of activities reveals that efforts were made to accomplish this objective. In freshman English classes, approximately 50% of the class time was devoted to this effort. The amount of time in sophomore English classes was less, a conservative estimate being approximately 25%.

18.3 Parent tutoring: (mark all that apply)   18.3 ___**NO**___

        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, 5, 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 whithin the curriculum of the
  bilingual program which differ from traditional, typical curri-
  culum 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; *group study*
      ⑤-individualized learning; *individual self instruction*
      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:

Proposed p. 14
Cont. p. 11a
See Xerox 16 a, b

⁕ *Student involvement in planning of curriculum*

20.0 COGNITIVE DEVELOPMENT

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

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

19.0 CURRICULUM PATTERNS

19.0 **4, 5, 8**

<u>The stated curriculum pattern of the bilingual project:</u>
1-Except for inclusion of N-EMT instruction the curriculum is
otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the
bilingual program which differ from traditional, typical curri-
culum 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; *group study*
    ⑤-individualized learning; *individual self instruction*
    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:

Proposal p. 14
Cont. p. 11a
See
Xerox
16 a, b

* Student involvement in planning of curriculum

20.0 COGNITIVE DEVELOPMENT

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

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

        see XEROX 16 c

14.

CLASSROOM PROCEDURES

The class periods will have a theoretical duration of fifty minutes, each with enough flexibility to accommodate student needs. Class periods will be flexible to provide for individual attention.

The English, second language class, will be conducted in English with the freedom to use Spanish when necessary for the understanding of concepts and to speed the learning process.

The reading class will be closely related to E.S.L., and will give attention to the areas needing correction in English and Spanish. The content of the reading class will be coordinated with social studies, Spanish, and English.

The Spanish class will be conducted in Spanish with the freedom to use English for the correction of idiomatic expressions and false cognates.

The social studies program will be taught in units of Spanish and English. The exact length of time has not been determined. Research in theories of learning is being investigated to determine the most effective time sequences. The preliminary investigations point towards short units in each language. The exact time sequence will be determined in the summer workshop.

The students will be involved in group study and individual self-instruction.

It is the hope of this project to interest the students in the formation of:

1. An Intercultural Development Club with the purpose of bringing a universal interest in other cultures.

2. A Mexican-American Literary Club with the purpose of interesting the students in writing bilingually, as well as to publish a bilingual journal for students and the community.

3. Art and Song Club with the purpose to interest the students in cultivating Mexican-American folklore.

The students will be urged to participate in community organizations as representatives of Phoenix Union High School.

The bilingual program will participate in field trips, and will utilize the experiences in all classes simultaneously in order to reinforce concepts in English and Spanish.

ASSURANCE OF 1970-1971 EVALUATION DESIGN

The 1970-71 Bilingual program at Phoenix Union High School will be open to students of diversified ethnic backgrounds. Therefore, product and process evaluation procedures will be invalidated unless certain variables which are not germane to an exclusive Mexican-American population are controlled.

The following is assurance that the variables will be controlled in the manner outlined below. The criteria for selection listed on page ninety-six (96) of the continuation document will serve as guiding principles to the overall evaluation design.

1. Ethnic proportions will be identical for both control and experimental groups. An experimental group will be formulated from the list of volunteers, the ethnic makeup determined, and a control group selected on the basis of the results.

2. Every attempt will be made to insure that the experimental and control groups will be statistically comparable, in terms of academic achievement.

3. Since both schools will contain students fluent or not fluent in Spanish, proficiency in Spanish constitutes a variable which must be considered.

By means of diagnostic tests, Spanish proficiency will be determined, and students will be scheduled into appropriate English classes on the basis of test results. In addition, test results will be used as one basis for the individualization of instruction.

Every effort will be made to insure that the control and experimental groups contain equal numbers of those fluent or not fluent in Spanish.

A - 1 — PROGRAM GOALS AND OBJECTIVES FOR 1969-1970

Student

1. **Goal:** To develop greater cognitive achievement in Spanish, English, and Spanish-American history.

   Program Objectives:

   a. The students will increase their comprehension of the Spanish language as measured by the pre-post scores on the Modern Language Association Foreign Language Test.

   b. Students will increase their comprehension of the English language as measured by pre-post scores on a standardized test.

   c. Students will demonstrate their comprehension of information and concepts of Mexican (Latin) - American history and culture as measured by their performance scores on a teacher-prepared test covering the selected units of content.

   d. Students will increase their reading proficiency in Spanish and English as measured by the Davis Reading Test and by a form of the Davis Reading Test that has been translated into Spanish.

   e. Students will increase their knowledge of mathematics as measured by the Stanford Achievement Test for Math, and by teacher developed tests.

   Goal: To develop positive attitudes toward the Spanish-American cultures.

   Program Objective:

   The student will develop a positive attitude toward the Spanish-American and American culture as determined by responses on attitude inventories to be administered at intervals throughout the program.

   Goal: To improve the students' self-concept as bilingual members of society.

   Program Objective:

   The student will develop positive attitudes toward himself as a bilingual member of society as determined by his responses on pre-post attitude inventories.

   Goal: To develop student responsibility toward self, others, and society.

   Program Objective:

   The student will develop positive attitudes toward self, peers, teachers, and community as measured by his responses (scores) on pre-post administrations of an attitude inventory.

21.0 <u>SELF-ESTEEM</u>   21.0 _13,14,19_

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
  0-self-esteem is an objective but methods not specified
    Teacher encourages pupil to verbally express his feelings:
      1-through role-playing
      2-puppetry
      3-language-experience approach: students dictate stories from
        their own experience
      4-teacher accepts, acknowledges ideas and feelings
      5-teacher encourages non-verbal expression of child's feelings
        through 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 #
      (19-)_learning about Mex-Am. cultural heritage # pride in his identity_
Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as: _See Xerox 18a_
      10-pupils act as tutors for other pupils
      11-puils have some options in choice of curriculum
      12-pupils choose activities from a variety of interest centers
      (13-)older puils participate in curriculum planning and/or
        development
      (14-)pupils write a bilingual newspaper for dissemination to the
        community
      15-other (specify)
   * and Spanish and Indian contributions to Amer. history
22.0 LEARNING STRATEGIES   22.0 _O_

   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 partici-
     pates rather than directs all activities and students or groups of
     students initiate activites, move about freely or sit in a circle or
     horseshoe rather than sit in rows, has been found more effective.
   0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 _3_
   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 failur.' is
acknowledged as part of everyone's experience; second
attempts are encouraged
9-other (specify) (xerox or summarize) document page #

(19-)learning about Mex-Am. cultural heritage * pride in his identity

Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as: See Xerox. 18a
  10-pupils act as tutors for other pupils
  11-puils have some options in choice of curriculum
  12-pupils choose activities from a variety of interest centers
  (13-)older puils participate in curriculum planning and/or
      development
  (14-)pupils write a bilingual newspaper for dissemination to the
      community
  15-other (specify)
* and Spanish and Indian contributions to Amer. history

22.0 LEARNING STRATEGIES   22.0 __0__

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

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 __3__
    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 __1__
   If project mentions specific values or modes of behavior of
   N-ENT culture, please summarize below: (or attach xerox)
   found in document *Initial Tab* page # __3-4__
   0-not mentioned

              See Xerox   18a

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

23.4 In the bicultural compenent knowledge of the N-ENT culture   23.4 _1, 2, 4, 6, 7_
      involves (mark all that apply)
   0-no bicultural component mentioned
   (1)-Humanistic aspects of culture: ideals and values, literature
      (oral or written), achievement of particular people or politcal
      movements
   (2)-Historical-cultural heritage of the past--contributions to art
      and science
   3-'Deep' culture: family patterns and contemporary way of life.
   (4)-Itemization of surface aspects of a country--geography, dates
      of holidays etc.
   5-A specific culture only e.g. one Indian tribe
   (6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-
      speaking peoples)
   (7)-A third culture different from NENT or ENT
   8-Other (specify)

23.5 American culture is defined: 23.5 __2__
   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 Xerox   18a

24.0 COMMUNITY COMPONENT

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

24.2 An ethnic studies library is provided for: 24.2 __no__

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

23.4 In the bicultural compenent knowledge of the N-DMT culture   23.4 __1, 2, 4, 6, 7__
    involves (mark all that apply)
    0-no bicultural component mentioned
    (1)-Humanistic aspects of culture: ideals and values, literature
        (oral or written), achievement of particular people or politcal
        movements
    (2)-Historical-cultural heritage of the past--contributions to art
        and science
    3-'Deep' culture: family patterns and contemporary way of life.
    (4)-Itemization of surface aspects of a country--geography, dates
        of holidays etc.
    5-A specific culture only e.g. one Indian tribe
    (6)-Various cultures of same ethnic/linguistic group (i.e. Spanish-
        speaking peoples)
    (7)-A third culture different from NEIT or DIT
    8-Other (specify)

23.5 American culture is defined: 23.5 __2__
    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 Xerox   18a

24.0 COMMUNITY COMPONENT

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

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

an Anglo. But his wishes cannot change physical features, con-
ceptual and speech patterns, and cultural heritage. He soon
finds he is not an Anglo. He realizes that even his close
friends accept him for what he is, a Mexican-American. He is
faced with the decision of trying to be something he is not
or accepting his Mexican-American heritage with its correspond-
ing vacuum.

**SELF-
CONCEPT**

His despair grows with lack of identity. Out of this lack of
identification flows a deep feeling of frustration. If he "is
nobody," and if he comes from such "unworthy people," why should
he want to emulate his past? Haven't the Anglos been the "masters
of the world?" It is necessary to give this person an opportunity
to create a better image of himself and his people.

Fortunately, the Mexican-American has a glorious past both in his
Spanish and Indian ancestry which, when known and understood, can
make him proud of being a Mexican-American. The Phoenix Union
High School bilingual program sees the need to give the student
a feeling of universality with all mankind by giving him pride
through his own identity.

Americanism

The Mexican-American is not aware of his contributions. This adds
to his discontent. Identity and pride can be given by bringing
the Mexican-American contributions in American history to the
Mexican-American and the other ethnic groups of the schools.

For example, the original colonies were not thirteen only, but
many more. The colony of New Mexico was established more than
twenty years before New England. Spanish Florida was colonized
almost half a century before Jamestown. The contributions of
the Spanish and Mexican people enrich the American nation. The
study of these many contributions in the bilingual program will
help both Anglos and Mexican-Americans gain renewed respect for
one another and help many disadvantaged Americans make impor-
tant contributions.

2. **COMPOSITION OF TARGET AREA**

Approximately eighty-five (85) percent of the students from
families of Mexican-American descent in Phoenix are enrolled
in three of ten high schools. These high schools are Phoenix
Union, South Mountain, and Carl Hayden, and will be the target
schools for this program.

The pilot school for the first year program will be Phoenix Union
High School where sixty-five (65) percent of the student body is
of Mexican-American descent. The pilot program will be extended
to South Mountain High School the second year and to Carl Hayden
the third year.

Community Objective 1a

The Bilingual Program has met with widespread community acceptance.
Though once again difficult to quantify, this acceptance may be ascer-
tained to some extent by newspaper coverage, the number of community
members visiting the Program, and the number of requests for Program
personnel to speak to various community groups.

A representative sample of newspaper coverage is included. Please refer
to Appendix G   These articles indicate both the interest the
community has taken in the Bilingual Program and satisfaction with the
Program.

Unlike the typical school program, the Bilingual Program has attracted
many visitors during its year of operation. For example, between
September 8, 1969, and January 1, 1970, a total of 43 people were
officially noted as visiting the Program. Among these people were three
Mexican-American priests two professors from Arizona State University,
and twenty educators from outside the Phoenix Union High School System
boundaries. The remaining 18 visitors were parents, ten of whom had
children enrolled in the Bilingual Program and eight of whom were request-
ing that their children be placed in the Program.

In addition, the Bilingual Program has attracted so much attention that
the Program staff has made many presentations to interested groups. Among
these groups were the Community Evangelical Society, a group of Catholic
priests, a group interested in the education of disadvantaged youngsters,
classes at Arizona State University, foreign language teachers, and publish-
ing company representatives. In all, more than 500 people from the community
have had direct contact with Program staff. Special presentations by Program
staff for local television stations have enabled an unestimable number of
other citizens to become exposed to the Bilingual Program through indirect
staff contact.

Community Objective 1b

The extent to which parents have become knowledgeable about the Bilingual
Program was ascertained through results of a special Parent Questionnaire
which was administered twice during the year. The Questionnaire was com-
posed of ten pertinent questions, the validity and clarity of which were
established with the assistance of EPIC. Of the 100 Questionnaires mailed
to parents of students involved in the Bilingual Program, 76 were completed
and returned. The results indicate an increased knowledge and acceptance
of the Bilingual Program. Illustration II graphically demonstrates the
magnitude of the knowledge and acceptance.

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, 3, 4, 5, 6, 9, 12
    0-method not specified
    no-no provision for informing community
    ①. bilingual newsletter
    2.. monolingual newsletter
    ③ ews sent to mass media.
    ④-if articles included with project, check 4
    ⑤-bilingual fliers sent home
    ⑥-formal meetings • **speaking to community groups; information meetings**
    7-informal meetings open to entire community   **c.30a**
    8-meetings conducted in both languages
    ⑨-home visits   **C. p 46 - 28**
    10-other (specify)
    11-project director personally involved in program
        dissemination. specify how
    ⑫- **school visits**

24.4 Community involvement in the formulation of school policies
  and programs is sought through: 24.4 **2, 3, 4, 5**
    0-type not specified
    no-not sought
    1-existing community groups working with program
    ②-bilingual questionnaires
    ③-community-school staff committees
    ④-community advisory groups
    ⑤-formal meetins open to the entire community **C 30a**
    6-informal meetings with community groups   **7 parents explain program**
    7-other (specify)   **to community See**
    8-project director personally seeks involvement of community   **Xerox**
      in program. specify how   **19 a**

24.5 The school keeps informed about community interests, events and
  problems through: 24.5 **2, 3, 4, 11**
    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
    ⑪ **questionnaire sent to home** C p.28
          See Xerox 18a

24.6 The school is open to the community through: 24.6 **1, 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)

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- *school visits*

C.30a
C. p 46·28

24.4 Community involvement in the formulation of school policies
and programs is sought through:
0-type not specified
no-not sought
1-existing community groups working with program
②-bilingual questionnaires
③-community-school staff committees
④-community advisory groups
⑤-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community
in program. specify how

24.4 *2, 3, 4, 5*

C 30a
7 parents explain program
to community See
Xerox
19a

24.5 The school keeps informed about community interests, events and
problems through:
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both
languages
②-community representatives to the school
③-bilingual questionnaire sent to the home
④-home visits by school personnel
5-other (specify)
0-method not specified
⑪ *questionnaire sent to home* C p. 28

24.5 *2, 3, 4, 11*

See Xerox 18a

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

24.6 *1, 2*

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
program through:
①-newspaper articles
②-radio programs
③-TV programs
4-video-tapes
5-films
⑥-visitors to observe the program

25.1 *1, 2, 3, 6*

CHANGE IN APPROACH TO THE COMMUNITY

One of the strengths of the Bilingual program has been the involvement and
participation of the community in the program. The parent questionnaire re-
flects an increased knowledge and acceptance of the program. However, there
is also a need for more dissemination of program information than was possible
last year. An example, question number two shows a decline (64% to 59%) in
the percentage of parents who indicated they were given enough information on
the program as the year progressed. While this difference is not statistically
significant, any decline shows a need to increase the dissemination process.
As a result of this need, it is planned to disseminate information to parents
through parent newsletters, information meetings, and contacts through satelite
organizations. Also parental meetings will be scheduled to inform parents of
the purpose of the Bilingual program.

Some of the methods of community involvement that were utilized during the
first year included the following:

1. Parents were invited to visit the school and discuss problems
    with the teachers.

2. Contacts were made with parents regarding student absences.

3. Parents, from the beginning of the program, have attended meetings,
    helped plan the program, and received written information on the
    program. Meetings have been held in English and Spanish to help
    all parents feel comfortable with their contacts with the school.

4. Extensive ground work was done with Mexican-American organ-
    izations. The organizations' tremendous support of the program
    in their publications and attendance at Board of Education meet-
    ings has helped create a positive attitude toward the program.

These techniques will continue along with the above mentioned expanded dis-
semination methods. Parental involvement will be expanded to include parental
participation in everyday school activities.

ADVISORY COMMITTEE

The Advisory Committee was established with nine people from the community.
Three were professionals, four parents, and two students. The nine people
participated in the program with the beginning of the preparation of the initial
proposal prospectus. The committee participated with the program coordinator
in the presentation of the program to community organizations and parents.
The committee attended at least five meetings before school started for the
1969-1970 school year.

During the year the Advisory Committee met with the coordinator, ideas were
exchanged concerning improvement of the program, and communication occurred at
least once a month.

25.2 Project's impact: 25.2 __O__
    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 devel-
       opment 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 __1,2__
    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 __3__
    0-not mentioned
    no-never
    1-once or twice during year
    2-more than twice
    ③-regularly
    4-other (specify)

27.0 EVALUATION PROCEDURE   See XEROX 15 a
                         16 c
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   "   "

Initially (pre-test) treatment group scored
considerably lower than comparison group—
Infer that students most in need of
program were selected for it.