This content analysis schedule for the Bilingual Education Program of Providence, Rhode Island, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a contract between the Providence School Department and Brown University, and additional information on staffing and curriculum patterns. (SK)
Project Best
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

Check (✓) Documents read for content 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.

<table>
<thead>
<tr>
<th>Evaluation design</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<tr>
<td>Pre-audit</td>
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<tr>
<td>Interim audit</td>
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<tr>
<td>Final audit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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0.3 Address of Project (number and street)
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0.5 State (checklist)

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6.0 SOCIOLINGUISTIC SURVEY

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6.2 Groups Included in Survey
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Bilingual Education Applied Research Unit
n.y.c. consortium on bilingual education

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant: Eleanor Mackalduff/Joel Brightman/se Date: May 28, 1971

0.2 Name of Project: Bilingual Education Program

0.3 Address of Project: Providence School Dept.

150 Washington St., Providence, Rhode Island 02903

0.5 STATE

<table>
<thead>
<tr>
<th>STATE</th>
<th>1-Alaska</th>
<th>2-Arizona</th>
<th>3-California</th>
<th>4-Colorado</th>
<th>5-Connecticut</th>
<th>6-Florida</th>
<th>7-Guam</th>
<th>8-Idaho</th>
<th>9-Illinois</th>
<th>10-Indiana</th>
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<tr>
<td>Washington St., Providence, Rhode Island 02903</td>
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</table>

0.1 Project No.: 38

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

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

1.2 FUNDING (mark all that apply)

2.1 1-Any P.I.O. funding of BILINGUAL program, if Title VII continues or expands that program

2.2 Year prior funding began

2.3 Prior bilingual program involved:

- 1-early childhood (pre K

- 2-elementary students (grades 1-6)

- 3-secondary students (grades 7-12)

- 0-not specified

2.4 Source of prior bilingual program funding:

- 1-local

- 2-state

- 3-foundation

- 4-university

- 5-federal (specify)

- 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program

- 0-no concurrent funding mentioned

- p. 105
3.3 Address of Project

Providence School Dept.
150 Washington St., Providence, Rhode Island 02903

0.4

STATE

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see
Project
No.

1.1

2.0 FUNDING (Check all that apply)

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

2.2 Year prior funding began

2.3 Prior bilingual program involved:

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

2.4 Source of prior bilingual program funding:

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

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

2.6 Concurrent program cooperating with Title VII involves:

1-early childhood (pre K - K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified
5—other—Bilingual Institute

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

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

2.8 Total Title VII grant (first year only)

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

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:

0—none

Brown University
4.0 SCOPE OF PROJECT

4.1 Numbers of schools involved in Title VII program:

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Notes</th>
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<tbody>
<tr>
<td>C 70, p.6</td>
<td></td>
</tr>
<tr>
<td>1-one</td>
<td>4-four</td>
</tr>
<tr>
<td>2-two</td>
<td>5-five</td>
</tr>
<tr>
<td>3-three</td>
<td>6-other</td>
</tr>
</tbody>
</table>

The first year involved 2 elementary schools—P p.4

4.2 Total number of students in program:

<table>
<thead>
<tr>
<th>Year</th>
<th>C 70, p.6</th>
<th>C 70, p.5</th>
<th>C 71, p.105</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
<th>Grade</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td></td>
<td>7-grade 7</td>
<td></td>
</tr>
<tr>
<td>K-Kndgtn</td>
<td>1</td>
<td>8-grade 8</td>
<td></td>
</tr>
<tr>
<td>PSK</td>
<td>.50</td>
<td>9-grade 9</td>
<td></td>
</tr>
<tr>
<td>TOTAL NO. students PS and K</td>
<td></td>
<td>TOTAL students gr. 7-9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
<th>Grade</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-grade 1</td>
<td>2</td>
<td>10-grade 10</td>
<td></td>
</tr>
<tr>
<td>2-grade 2</td>
<td>2</td>
<td>11-grade 11</td>
<td></td>
</tr>
<tr>
<td>3-grade 3</td>
<td>2</td>
<td>12-grade 12</td>
<td></td>
</tr>
<tr>
<td>4-grade 4</td>
<td></td>
<td>C</td>
<td>TOTAL students gr. 10-12</td>
</tr>
<tr>
<td>5-grade 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-grade 6</td>
<td></td>
<td>A</td>
<td>TOTAL students gr. 1-6</td>
</tr>
</tbody>
</table>

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded

C 70, pp.35-36

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.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Cultural Affiliation</th>
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<tbody>
<tr>
<td>Non-English Mother Tongue</td>
<td>100</td>
<td>INF.</td>
</tr>
<tr>
<td>English Mother Tongue</td>
<td></td>
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<tr>
<td>Total Non-English Dominant</td>
<td>.100</td>
<td>INF.</td>
</tr>
<tr>
<td>English Dominant</td>
<td></td>
<td>INF.</td>
</tr>
<tr>
<td>Non-English</td>
<td>INF.</td>
<td>INF.</td>
</tr>
<tr>
<td>Total English</td>
<td>INF.</td>
<td>INF.</td>
</tr>
<tr>
<td>INF.</td>
<td>INF.</td>
<td>INF.</td>
</tr>
</tbody>
</table>
grade and total number of students by grouped grade levels (by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 70, p.6</td>
<td></td>
</tr>
<tr>
<td>PS-PreSchool</td>
<td>1</td>
</tr>
<tr>
<td>K-Kndgtn</td>
<td>2</td>
</tr>
<tr>
<td>PSK</td>
<td>10</td>
</tr>
</tbody>
</table>

TOTAL NO. students PS and K

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-grade 1</td>
<td>2</td>
</tr>
<tr>
<td>2-grade 2</td>
<td>2</td>
</tr>
<tr>
<td>3-grade 3</td>
<td>2</td>
</tr>
<tr>
<td>4-grade 4</td>
<td>2</td>
</tr>
<tr>
<td>5-grade 5</td>
<td>2</td>
</tr>
<tr>
<td>6-grade 6</td>
<td>2</td>
</tr>
</tbody>
</table>

A-200 TOTAL students gr. 1-6

4.4 1-All classes graded
2-All classes ungraded
C 70, pp.35-36 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.)

1. Total
   Non-English Dominant
   English Dominant
   N-E Dom - NEAT
   E-Dom - NEAT

   100

2. Total
   English Dominant
   P p.4
   II\_2 E-Dom - NEAT

   100

I Total Non-English Dominant: 100
II Total English Dominant: 100

Total E-Dom 100 - 50%

( X:\(X\) )

Non-English Dominant

Example: a native Spanish speaker who uses Spanish in most contacts though he may know English

E-Dom - NEAT

Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all other schooling work.

Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant

Examples: 1) a native E. speaking acculturated American who may or may not know a second lang.
2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation.
5.2 Cultural or Ethnic identification of target students in program by number and % of each:

<table>
<thead>
<tr>
<th>Indigenous Americans:</th>
<th>Number</th>
<th>Per Cent of Total Students</th>
<th>if inferred, check (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Navajo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian Americans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Americans of other ethnic backgrounds:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td></td>
</tr>
<tr>
<td>B2 Puerto-American</td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Portuguese-American</th>
<th>C 100</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Franco-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Chinese-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Eskimo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL number of N-EII target students | 100     | 50% |

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

<table>
<thead>
<tr>
<th>E1 Anglo</th>
<th>E1 100</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL number of EII students other than target population | 100 | 50% |

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

<table>
<thead>
<tr>
<th>Dominant language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism:

<table>
<thead>
<tr>
<th>Dominant language of students in program</th>
<th>Number of monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% not No.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>E1 Anglo-</td>
<td>E1</td>
<td>100</td>
</tr>
<tr>
<td>E2</td>
<td>E2</td>
<td></td>
</tr>
<tr>
<td>II TOTAL number of EKT students other than target population</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dominant language</th>
<th>Different native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>Dominant language</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian</td>
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<tr>
<td>Navajo</td>
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<td>Cherokee</td>
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<tr>
<td>Keresan</td>
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<tr>
<td>Other (spec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>100</td>
<td>50</td>
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<tr>
<td>French</td>
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<tr>
<td>Chinese</td>
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<td>Eskimo</td>
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<tr>
<td>Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:
0 = not specified
1 = English Mother Tongue and Other Mother Tongue
   Students are required to participate in the bilingual program
2 = Only N-EMT are required to participate; EMT's participation
   is voluntary
3 = Both EMT and N-EMT participation is voluntary

E 70, p.6

5.7 Proportion of EMT pupils in project area: see Chart C
   n.s. = not specified on the chart

P. p.4

5.8 Community Characteristics (mark all that apply)
0 = not specified
1 = Inner city-ghetto
2 = Major city
3 = Small city, town or suburb
4 = Rural
5 = Other (specify)

P. p.1,2

5.9 A. Socio-economic status of N-EMT participating students
   (indicate specific percent of low SES)
   C 70, p.6

B. Average family income, if mentioned
   n.s. = not specified

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

5.11 Proportion of migrant students in project
   (Indicate specific percent)
   C 70, p.6
   n.s. = not specified

6.0 SOCIOLINGUISTIC SURVEY (home interview to determine languages used in home and attributes)

6.1 Project states that a sociolinguistic survey:
   I for
   II for
   I for
   II for
   N-EMT group
   EMT group
   N-EMT group
   EMT group
   N-EMT group
   EMT group
   N-EMT group
   EMT group

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

1 parents
2 children
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.
5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)

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

5.11 Proportion of migrant students in project (indicate specific percent)

6.0 SOCIOLINGUISTIC SURVEY (home interview to determine languages used in home and attitudes)

6.1 Project states that a sociolinguistic survey:
   I for II for
   I N-EMT group II EMT group
   1 was made
   2 will be made
   0 not mentioned

6.2 If a sociolinguistic survey was or will be made, mark all groups included:
   I N-EMT II EMT
   1 parents
   2 children
   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

  USE NON-ENGLISH LANG. USE ENGLISH

DOMAINS: 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)
6.4 If not included in survey, how was student's language dominance determined?

1 - inferred by use of surname
2 - established by formal testing of students
3 - assessed by informal means (specify how)
4 - not mentioned

E 70, p.6

6.5 Sociolinguistic Survey includes: (check all that apply)

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

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

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

6.8 Children's own attitudes regarding the second language 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 community attitudes toward N-BiT 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 After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0 - not mentioned

7.0 STAFF SELECTION

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

- Language dominance not specified
- Other tongue not specified
- Not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)
Attitudes toward maintenance or shift:

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

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

6.8 Children's own attitudes regarding the second language
   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
   community attitudes toward N-EIT maintenance
determined?
   1-will not be assessed
   2-will be assessed, method not specified
   3-has been or will be assessed by method other than
      sociolinguistic survey (specify how)

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

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:
   (indicate non-English language in each box)
   X. Language dominance not specified
   ___ Mother tongue not specified
   ___ not specified whether monolingual or bilingual

   A  -  Bilingual

   I  H E Dom.  N EMT
   --- N =  

   II E Dom.  E NT
   N =  

   III E Dom.  N EMT
   N =  

   A Total Number  B Total Number
   - - - - - - - - C 71, p.110,111

   Total Number
   of Teachers
   N  . . . . . . C 70, p.7

   Mother tongue inferred from chart.  Xerox C 71, p.80
   "Anglo" teachers "can reasonably manage in Portuguese" C 71, p.110
### Linguistic background of project aides or paraprofessionals, by number:

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-English</td>
<td>Language</td>
<td>Dominance</td>
</tr>
<tr>
<td>I</td>
<td>N-E Dom</td>
<td>N-EMT</td>
</tr>
<tr>
<td>II</td>
<td>E Dom</td>
<td>EMT</td>
</tr>
<tr>
<td>II</td>
<td>E Dom</td>
<td>N-EMT</td>
</tr>
</tbody>
</table>

**A Total Number**

<table>
<thead>
<tr>
<th>Monolingual</th>
<th>Bilingual</th>
</tr>
</thead>
</table>

**B Total Number**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teacher aides in Fox Point School are native speakers of Portuguese.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Language(s) used by bilingual teachers:

(labk 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

### Language(s) used by bilingual aides or paraprofessionals:

(labk 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 language teach in their *native* language:

1b-only if native language is also their dominant language

1c-even if active 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.
### Language(s) used by bilingual teachers:

(Hard 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

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

### Language(s) used by bilingual aides or paraprofessionals:

(Hard 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 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

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

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

### Cultural affiliation of teachers, aides, project director and evaluators by number and percent

(Hard all that apply) Specify cultural affiliation.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Teachers</th>
<th>7-8</th>
<th>Aides</th>
<th>7-8</th>
<th>C. Proj. Director</th>
<th>7-8</th>
<th>D. Evaluator(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portuguese</td>
<td>3</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anglo</td>
<td></td>
<td></td>
<td>2</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0-not specified

*Kgn teacher not specified on chart*
PROVIDENCE PLAN FOR BILINGUAL EDUCATION STAFF

Grade 1
Anglo - Teacher Mrs. Paslay Aide - Mrs. Castro Room 12
Portuguese - Teacher Miss Botelho Aide - Mrs. Leseola Room 13

Grade 2
Anglo - Teacher Mrs. Reynolds Aide - Mrs. Pedrosa Room 11
Portuguese - Teacher Mr. Tiexiera Aide - Mrs. Da Rosa Room 14

Grade 3
Anglo - Miss Sweeney Aide - Mrs. Bento Room 16
Portuguese - Mrs. Hudson Aide - Mrs. Alves Room 15

Jerk Typist: Mrs. Black
Program Director: Mr. Frank Piccirilli.

Project Staff Members involved in various components of the Program

Pre-Service Pre-Service Program Brown University Dr. Vieira
Evaluation University of Rhode Island - Dr. DiBiasio
Educational Auditor - Dunlop Associates - Mr. Cohen
Creative Dramatics - Improvise Inc. - Mrs. Wiesberg
7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ___
and %_____of total N-EMT teachers.

7.7 Number and Proportion of teachers and aides of same
cultural background as N-EMT students:
C 71, p.80
A = teachers
B = aides
indicate specific percent on the blank, or
C 71, p.111
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified
7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)
n.s.-qualifications not specified
A. previous courses not specified
1....teacher must meet a specified level of language proficiency on a
standardized proficiency test of the non-English language through
which (s)he will instruct
2....teacher must meet a specified level of communicative competence in
the non-English language determined by a structured interview
3....previous teaching through N-EMT (in country where it is a native
language, in Peace Corps)
4....previous teaching in local area
5....courses in N-EMT language structure and usage
6....courses in N-E literature
7....must be bilingual
C 70
8....any previous education through N-EMT
9....courses in teaching ESL
10....courses in methods of teaching N-EMT language
11....courses in methods of teaching content (e.g. math) in N-EMT
12....certification in ESL
13....certification in teaching N-EMT
14....cross cultural courses
15....courses in the cultural heritage, values, deep culture of N-EMT
16....other qualifications, specify
C 70, p.15-19
8.0 STAFF DEVELOPMENT
8.1 A. For B. For Para-
0-No staff training mentioned
C 71
and/or paraprofessionals in the following areas: Teachers professionals
n.s.-Training indicated, but nature not specified
1. English as their second language
Teacher Qualifications - Training prior to project

(Indicate number of teachers with each qualification, if given)

n.s. - qualifications not specified
0 - previous courses not specified
1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. previous teaching in local area
5. courses in N-EMT language structure and usage
6. courses in N-E literature
7. must be bilingual
8. any previous education through N-EMT: content courses

C 70, p.15-19

8.0 STAFF DEVELOPMENT

0 - no staff training mentioned

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

pp.125-27

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

Xerox C 71, pp.125-27

8.2 Stated goals of teacher training are:

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

P. p.15 For aides & tutors there will be an ongoing in-service training program conducted informally by the teaching pairs in each class.
The Providence School Department and Brown University hereby contract a bilingual training program to be provided by Brown University for teachers from Providence. This program, the Brown Bilingual Institute, will take place during the summer and academic year 1971-72, and the Providence School Department will provide for a setting for clinical experiences for the Institute participants. This is a jointly cooperative effort and responsibility of both Brown University and the Providence School Department. The Contract will start July 1, 1971 and terminate June 30, 1972.

TERMINAL PERFORMANCE OBJECTIVES:
That Brown University through its Departments of Education and Hispanic and Italian Studies will provide instruction so that teachers and staff members (sides) during a pre-service and an in-service program to be held in the summer and academic year will be able to master 75% or all of the following performance objectives (teachers will be expected to master a greater percentage of these objectives):

1) Ability to identify with 100% accuracy the 11 of the basic reasons for incorporating a bilingual program in the elementary school.
2) Ability to name 7 components of the structure or curriculum of a bilingual elementary-school program, explaining in detail the rationale behind each component.
3) Ability to list 15 differences between vernacular and second language teaching with 100% accuracy.
4) Ability to describe in detail 6 of the principal pedagogical techniques (methods) involved in second language teaching.

5) Opportunity to use or observe the above second-language teaching techniques by means of a practicum, films, or video-tapes.

6) Ability to transcribe the phonemes (segmentals and supra-segmentals) of the respective second language that is to be taught when given sample sentences from the second language materials used in the bilingual classroom.

7) Ability to list accurately 22 items of linguistic interference between English and Portuguese in the area of phonology and syntax.

8) Ability to distinguish aurally pronunciation errors in Portuguese or English with 100% accuracy.

9) Ability to understand some aspects of the culture and civilization of both groups by naming 5 similarities and 5 differences in each of the following areas: customs, family structure, education, foods, folklore, and holidays.

10) Opportunity to appreciate and thus develop a positive attitude toward the cultures involved (Portuguese and American) by participating in all activities such as informal get-togethers, coffee-breaks where delicacies of both groups are served, dinners, i.e. the Portuguese Fado Restaurant, picnics, etc.

11) Ability to write simple second language oral and reading materials in the area of language arts, social studies, mathematics and science incorporating effectively techniques of applied linguistic theory.

12) Ability to write with 100% accuracy sample behavioral or performance objectives in all areas of the curriculum on the elementary school level.
13) Ability to describe without error _5_ components of a regular elementary school curriculum (grades k-4).

14) Ability to describe _3_ reading problems and _9_ reading teaching techniques in vernacular instruction on the elementary school level.

15) Ability to describe correctly _6_ teaching techniques of social studies in the vernacular on the elementary level.

16) Ability to describe correctly the techniques of teaching math and science in the vernacular on the elementary school level.

17) Ability to evaluate materials in terms of linguistic appropriateness to second language teaching by specifically stating the advantages or disadvantages of said materials.

18) Ability to write one sample evaluation of measurement of student performance in each area of the bilingual curriculum and thus displaying a basic knowledge in the field of testing.

NARRATIVE:

In keeping with the minimal needs of the bilingual program, every effort should be made to enroll participants in the Institute, 50% of whom should be native speakers of Portuguese and 50% of whom should be native speakers of English.

Specifically the two phases of the program will consist first of a three or four week pre-service workshop and training program (the latter is designed for the new participants entering the Institute) that will tentatively take place July 5-30.

The second phase will be a series of four all-day conference-workshops (totalling more than 30 hours) to be held during the academic year, each of which would be oriented toward a specific area of bilingual education. At this writing, one envisions the structure of these conference-workshops as a two-part activity: (a) a guest lecturer and discussion group on a particular topic followed by (b) a workshop in which teachers would discuss and outline techniques, approaches, and materials pertaining to the specific topic of the conference.
8.3 Methods of Teacher Training: (Mark all that apply)

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

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

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

8.6 Paraprofessional's role:

1-teaching whole class
2-teaching small groups
3-tutoring individually & small groups
4-clerical
5-contributing to bilingual component
6-liaison with parents

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

A-for teachers
B-for aides

0-not specified

1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)

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

1-bilingual
2-bicultural
3-N-EII (specify background)

8.9 Training is provided:

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

8.10 Extent of training:

1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify)

8.11 no. %

8.12 Summer session is equivalent to 8 credit hrs.
8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned

8.6 Paraprofessional's role:
1-teaching whole class
2-teaching small groups
3-tutoring individually & small groups
4-clerical
5-contributing to bilingual component see xerox 7 a-c
6-liaison with parents
Xerox C 70, pp.12,13,14

8.7 Training for project teachers and paraprofessionals is given by:
(mark all that apply) A for teachers B for aides
0-not specified
C 70,p.41-44 University faculty
C 70,pp. 1-2 project's Master Teachers
2-project's teachers
3-other (specify)
Xerox C70, pp.41-44

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

8.9 Training is provided:
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training:
A 1-approximately equivalent to a college course
B 2-more than one course
3-less than one course
4-other (specify) 3 (indicate no. of hours) 6
5-weekly 6-monthly
6-bi-monthly
Summer session is equivalent to 8 credit hrs.
Four all-day workshops during the year will be the equivalent of 4 credit hrs.

8.11 Number and Proportion of teachers attending training:
or: if specified descriptively, indicate:
0-not specified 6-most
C 71,p.125 1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply)
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-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 formally C 71, p.8
8-other (specify)

[] Education & Background for Bilingual Education
Effectiveness of In-Service Training. Methodology used in classroom.
E. Staffing:

1. Teachers—The responsibilities of the teacher are many and often difficult to define. They will be entirely involved in the instructional, acquisition and development of materials, staff development and community involvement components of the program.

   All the instructional tasks pertaining to the performance objectives will become their responsibility. They will be involved in the planning and implementation of all program components. In addition to the direct instruction of students, they will also instruct the aides in various phases of the curriculum. In the area of evaluation, the teacher will provide the data necessary in order to carry out this component of the program.

   Another area of responsibility is that of professional growth. This will be accomplished by the pre-service and in-service program which will provide a continual educational experience one in which a sharing of techniques and classroom experiences has become of prime importance.

2. Aides—The following duties and responsibilities will be carried out by the para-professional personnel assigned to the bilingual program:

   a. Reinforcement of Learning Activities

      Taking charge of small groups for drilling purposes
      Listening to pupil re-tell a story
      Encouraging pupil to continue to work
      Interesting a restless pupil
      Talking-listening to pupil who is upset
Helping pupil look up information
Helping pupil to improve a skill by practice
Helping to check homework

b. Non-instructional Duties

Preparing audio-visuals, including bulletin board displays
Duplicating materials
Filing and Cataloging
Operating projectors, recorders, etc.
Helping in the play activities
Setting up classroom
Helping with arts, crafts, dramatics
Typing examinations and other materials for classroom use
Escorting groups to out-of-class activities

c. Liaison with Home (under supervision of counselor or social worker)

Visiting parents new to the area
Reporting on behavior observed in the home/neighborhood
Taking sick child home
Talking with parents of sick absentee
Helping to plan, organize, evaluate parent meetings

After listening in to parent-teacher conference, helping parents to understand school’s philosophy and practices, especially as they relate to the parents and home environment

d. Assistance to Counseling Office

Assisting with testing situations
Assembling records from teachers for filing

Acting as office receptionist (receive pupil, give appointment, answer telephone)
Assisting with bi-lingual interviews
Helping to gather data for welfare agencies
Assisting at neighborhood meetings

3. The following chart indicates staff assignment by grade level, subject matter taught, and student-teacher ratio:

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Staff Assigned</th>
<th>Subject matter taught</th>
<th>Student teacher ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1-teacher 2-aide</td>
<td>K-curriculum</td>
<td>30:1</td>
</tr>
<tr>
<td>1</td>
<td>1-teacher 1-aide</td>
<td>Anglo-Dominant Curriculum</td>
<td>25:1</td>
</tr>
<tr>
<td>1</td>
<td>1-teacher 1-aide</td>
<td>Portuguese Dominant Curriculum</td>
<td>25:1</td>
</tr>
<tr>
<td>2</td>
<td>1-teacher 1-aide</td>
<td>Anglo-Curriculum</td>
<td>25:1</td>
</tr>
<tr>
<td>2</td>
<td>1-teacher 1-aide</td>
<td>Portuguese-Curriculum</td>
<td>25:1</td>
</tr>
<tr>
<td>3</td>
<td>1-teacher 1-aide</td>
<td>Anglo Curriculum</td>
<td>25:1</td>
</tr>
<tr>
<td>3</td>
<td>1-teacher 1-aide</td>
<td>Portuguese-Curriculum</td>
<td>25:1</td>
</tr>
</tbody>
</table>

* See chart—Grade time allotments

4. At the time of this proposal writing, three teachers remain to be hired. We are currently interviewing candidates and feel certain that the certified professional needed will be contracted.

5. Staff personnel assigned to program 1970-1971
10.0 STAFF PATTERNS

10.1 Staff patterns: (mark: all that apply)

1. not specified
2. 1-team teaching
3. 2-cluster teaching
4. 3-shared resource teacher
5. 4-others (specify)
6. 5-teaching pairs

10.2 Staff:

1. bilingual teacher
2. ESL teacher
3. 3-bilingual coordinator
4. aides or paraprofessionals
5. 5-consultant psychotherapist
6. guidance counselor
7. 6-other (specify)
8. social worker
9. curriculum writer-teacher
10. creative dramatics

10.3 Average number of pupils per class:

1. not specified

10.4 Average number of aides or paraprofessionals per class:

1. not specified

10.5 Average number of N-ELT or bilingual aides (or paraprofessionals) per class:

1. not specified

10.6 Special aide to pupils having most difficulty in learning is given:

1. individually
2. in small groups
3. 3-teachers
4. 4-special remedial teacher
5. 5-paraprofessional
6. 6-parent tutor
7. 7-older student tutor
8. 8-peer tutor
9. 9-not specified
10. 10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

1. I
2. II
3. III

N-ELT language will be maintained in program:

1. as the alternative language of learning
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

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

11.2. ... (at least)

0. not mentioned
if for a particular number of years:

1. I
2. II
3. III
10.4 Average number of aides or paraprofessionals per class: 0-not specified

10.5 Average number of H-ENL or bilingual aides (or paraprofessionals) per class: 0-not specified

10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually by: 3-teacher
- 2-in small groups 4-special remedial teacher
- 0-not specified 5-paraprofessional
- 6-parent tutor
- 7-older student tutor
- 8-peer tutor
- 9-not specified
- 10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)
- I
- II
- II

- N-ENL language will be maintained in program: 0=DOH E=NEI (mark all that apply)

- 0-not specified how long
- 1-as the alternative language of learning
- 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

11.2 How many years does project state is optimal for instruction for H-ENL group through H-ENL language to continue? (at least)
- 0-not mentioned
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

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

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

11.3 Second language learning is introduced in which grade:
- Code: N A. (if no E	)
- 13 14

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>12</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>III</td>
<td>DOH/NEI</td>
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</tr>
</tbody>
</table>

C 70, p.27 Kgn. is not mentioned in C 71.
11.4 The current project will be linked to a future bilingual program at the indicated grade level: (indicate specific grade)

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>0-2</td>
</tr>
<tr>
<td>II</td>
<td>3-9</td>
</tr>
<tr>
<td>III</td>
<td>10-12</td>
</tr>
</tbody>
</table>

**Code:** 1 = College or University (Other professional training) 2 = Federal, State, or Private Vocational Job training

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Yes</td>
</tr>
</tbody>
</table>

11.7 The amount of instructional time in and through their native language per day for non-English dominant is:

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>315</td>
<td>315</td>
<td>315</td>
<td>315</td>
</tr>
</tbody>
</table>

11.10 The amount of instructional time in and through their native language for non-English dominant is:

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>315</td>
<td>315</td>
<td>315</td>
<td>315</td>
</tr>
</tbody>
</table>

**Includes structured recess activity**

11.11 The amount of instructional time in and through their native language for English dominant is:

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>315</td>
<td>315</td>
<td>315</td>
<td>315</td>
</tr>
</tbody>
</table>

**Includes structured recess activity**
### 11.5 Second Language Learning for English-Dominant Students is Projected Through Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>II EMT</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I N-EMT/E Dom</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 11.6 Learning in Their Native Language for Non-English Dominant Students is Projected Through Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-EMT/E Dom</td>
<td></td>
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</tr>
</tbody>
</table>

### 11.7 The Amount of Instructional Time in and Through Their Native Language Per Day for N-EMT Students Who Are N-E Dominant Is:

<table>
<thead>
<tr>
<th>Code</th>
<th>PreK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>200-220</td>
<td>315</td>
<td>M, Reading, SS, S, Spl</td>
<td>1</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Xerox</td>
<td></td>
<td>120-135</td>
<td>315</td>
<td>M, Reading, SS, S, Spl</td>
<td>2</td>
<td>35</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C 71</td>
<td></td>
<td>90-135</td>
<td>315</td>
<td>Reading, SS, S</td>
<td>3</td>
<td>30</td>
<td></td>
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</tr>
<tr>
<td>pp.117-122</td>
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<tr>
<td>Xerox</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** Includes structured recess activity.

### 11.10 The Amount of Instructional Time in and Through Their Native Language for N-EMT Students Who Are English-Dominant Is: NA

<table>
<thead>
<tr>
<th>Code</th>
<th>PreK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
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</tr>
</tbody>
</table>

*The daily schedule for the 1st grade differs from weeks 11-40 in that the second language time allotments increase from 30-60 minutes. C 71, p.118*
5-Year Language Time Distribution Charts

PORTUGUESE CLASSES

<table>
<thead>
<tr>
<th>5/5</th>
<th>4/5</th>
<th>3/5</th>
<th>2/5</th>
<th>1/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
</tr>
</tbody>
</table>

ANGLO CLASSES

<table>
<thead>
<tr>
<th>5/5</th>
<th>4/5</th>
<th>3/5</th>
<th>2/5</th>
<th>1/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
<td>ESL</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:20</td>
<td>Opening Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternating Languages Weekly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-10:45</td>
<td>Reading groups with teacher in Portuguese. Seatwork supervised by aide.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work on handwriting, letternames, and other reading related activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-11:15</td>
<td>Recess Period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Planned games and activities utilizing both languages)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervised by aides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>English as a Second Language (E.S.L.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portuguese as a Second Language (P.S.L.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Mathematics in Portuguese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45-1:10</td>
<td>Social Studies and Science with teacher in Portuguese on alternating days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies and Science with teacher in English on alternating days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Portuguese</td>
<td>Anglo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Opening Activities</td>
<td>Anglo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternating Languages Weekly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15-10:45</td>
<td>Reading groups with teacher in Portuguese</td>
<td>Reading groups with teacher in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seatwork supervised by aides</td>
<td>Seatwork supervised by aides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handwriting, letternames, and other reading related activities</td>
<td>Handwriting, letternames, and other reading related activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-11:15</td>
<td>Recess Period</td>
<td>(Planned games and activities utilizing both languages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Planned games and activities utilizing both languages)</td>
<td>Supervised by aides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15-12:45</td>
<td>English as a Second Language (ESL)</td>
<td>Portuguese as a Second Language (PSL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seatwork supervised by aide</td>
<td>Seatwork supervised by aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handwriting and other Language Art activities</td>
<td>Other Language Art activities conducted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Mathematics in Portuguese</td>
<td>Mathematics in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Social Studies and Science with teacher in Portuguese on alternating days</td>
<td>Social Studies and Science with teacher in English on alternating days</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art--Music--Literature in mixed grouping supervised by itinerate teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in English Assisted by aides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning activities and articulation of curriculum by both the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portuguese and Anglo teachers</td>
<td></td>
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</tr>
</tbody>
</table>
## Grades III-IV

### WEEKS 1-40

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15</td>
<td>Opening Activities&lt;br&gt;Mixed group alternating languages weekly</td>
</tr>
<tr>
<td>9:15-10:45</td>
<td>Reading groups with teacher in Portuguese&lt;br&gt;Seatwork supervised by aides&lt;br&gt;All reading related activities are conducted</td>
</tr>
<tr>
<td>10:45-11:15</td>
<td>Physical Education</td>
</tr>
<tr>
<td>11:15-12:45</td>
<td>English as a Second Language (ESL) with English teacher&lt;br&gt;Seatwork supervised by aide&lt;br&gt;All language arts activities conducted</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Mathematics in English</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Social Studies and Science&lt;br&gt;On alternating days alternating languages</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Art, Music, Literature in mixed groupings&lt;br&gt;English instruction by itinerate teachers&lt;br&gt;Aides will supervise seatwork</td>
</tr>
</tbody>
</table>

**Planning activities and articulation of curriculum by all teachers (grades 3-4)**
11.13 Program is one-way – only non-English mother Tongue students (including N-IT-English dominant). English mother tongue students do not receive instruction in a second language.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not specified</td>
</tr>
<tr>
<td>1</td>
<td>N.A. = Not applicable, no English IT students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.15</th>
<th>11.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min. per day</td>
<td>Total min. per day</td>
</tr>
<tr>
<td>Subjects taught</td>
<td>% of time per day</td>
</tr>
<tr>
<td>in native lang.</td>
<td>through N-IT instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PreK</th>
<th>Pre K</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.20</td>
<td>1.30</td>
</tr>
<tr>
<td>2.30</td>
<td>2.40</td>
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<td>3.30</td>
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<tr>
<td>7.30</td>
<td>7.40</td>
</tr>
<tr>
<td>8.30</td>
<td>8.40</td>
</tr>
</tbody>
</table>

*Daily schedule for grade I differs from 11-40 wks in that the second language time allotments increase from 30-60 minutes.

11.17 Mixed or separate language usage by teacher and/or aide 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.

C 71, pp.117-122
2 – The second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

P. p.12
3 – The teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

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

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

6 – Constant switching from one language to another by teacher during lesson.

7 – The teacher uses English and the paraprofessional then translates the same material for IT pupils.

8 – Other (summarize)

Instructors are supposed to act in the classroom as if the language in use were the only language in the world."
### Methods of Second Language Teaching

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

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

<table>
<thead>
<tr>
<th>Product</th>
<th>Process</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Analyze words phonetically at their respective levels as measured by linguistic-con-structured group tests in both languages and by teacher constructed tests.</td>
<td>13. The teacher and teacher aide will provide practice specifically and incidentally in vowels and consonants, blends, and combinations through the use of such materials as Dolch Materials, Phonetic Workbook Series, Phonetic Drill Cards, Phonetic Quizmo, and Bono and His ABC Zoo.</td>
<td>K (1)(2)(3)</td>
</tr>
<tr>
<td>14. Comprehend and apply principles of health and hygiene to living habits as measured by individual physical and dental examinations.</td>
<td>14. The school physician and dentist will examine each child at the beginning and end of the program.</td>
<td>(K)(1)(2)(3)</td>
</tr>
<tr>
<td>15. Recall general auditory information over a time as indicated by the ITPA Test.</td>
<td>15. The teacher and the teacher aide will provide practice in animal sounds, game rules, giving simple instructions, instruments, sports, and later in general information, food, charades, and still later in phonetic association, phonetic integration, story repetition, and detailed stories through the use of such materials as Alphabet Poster Cards, Phonetic Charts and Materials, Cut Out Magazines Pictures, record player, and assorted musical records and songs.</td>
<td>(K)(1)(2)(3)</td>
</tr>
<tr>
<td>16. Recall in correct sequence and detail prior auditory information as measured by ITPA.</td>
<td>16. The teacher and the teacher aide will provide practice initially in following specific directions, singing music patterns, personal data, simple repetition, and later in numbers forward and backward, telephone number games, sound locations, and still later in extended sentences, poetry, sequence stories, and joke telling.</td>
<td>(K)(1)(2)(3)</td>
</tr>
<tr>
<td>17. Recall prior visual experiences as measured by teacher-constructed symbol retention tests.</td>
<td>17. The teacher and teacher aide will provide practice in simple recall activities, symbol training, and word and number training, utilizing such materials as Paires Word Games, duplicating materials, flannel board materials, and link letters.</td>
<td>(K)(1)(2)(3)</td>
</tr>
<tr>
<td>18. Remit in correct sequence and detail prior auditory information as measured by ITPA.</td>
<td>18. The teacher and the teacher aide will provide practice initially in following specific directions, singing music patterns, personal data, simple repetition, and later in numbers forward and backward, telephone number games, sound locations, and still later in extended sentences, poetry, sequence stories, and joke telling.</td>
<td>(K)(1)(2)(3)</td>
</tr>
<tr>
<td>Product</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0. Comprehend and apply the printing conventions employed in materials at their respective grade levels, e.g., left-right visual patterns, capitals, pagination as measured by teacher subjective analysis of student reading behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Comprehend and apply the principles of using numbers to represent quantities appropriate to grade level as measured by teacher subjective analysis of student's counting forward and backward, counting by twos, threes, etc., and grouping quantities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Comprehend and apply the principles of adding, subtracting, multiplying, and dividing appropriate to grade level as measured by Metropolitan Readiness Test or Metropolitan Achievement Test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apply basic arithmetic processes in personal and social usage of problem solving appropriate to general age expectancy as measured by teacher-constructed arithmetic reasoning tests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Apply general information for education and experience to understand major local and national current events, local geography, and the concepts of city, state, and nation appropriate to grade level as measured by subjective questions regarding home, neighborhood, community and analysis of pupil stories about personal experiences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. The teacher and teacher aids will provide group instruction and practice on the analysis and synthesis of written materials according to the mechanics and conventions of usage, e.g., punctuation.</td>
</tr>
<tr>
<td>9. The teacher and teacher aids will employ large and small group instruction to convey such concepts as that of &quot;more or less,&quot; number association and mixed sets, and word association and advanced groupings using such materials such as pegboards, beaded number of cards, abaci, and play money.</td>
</tr>
<tr>
<td>10. The teacher and teacher aids will provide instruction and practice of mathematical principles and operations using textbooks and other multiple reference materials such as Presto-Digitator calculator, Dolch Materials and Quismo.</td>
</tr>
<tr>
<td>11. The teacher and teacher aids will provide instruction and practice in the applications of mathematics to the student's personal use of money, time and fractions, and weights and measurements, using such materials as Play-Store, Cash Register, Toy Money, Word-Time Dial, Solar Year Wheel, and Spring Balance Scale.</td>
</tr>
</tbody>
</table>
| 12. The teacher and teacher aids will provide instruction and practice in applying general concepts learned in school to problems and needs in their home and family and neighborhood and community. Materials such as Saye's Classroom Picture, Bank Street Reader Photographs, The Rubber Family, Playtown Dollhouse, Kindergarten Primary Art Activities, and Com-
Product

1. Sort objects, ideas, and concepts by classification, recognize sub-classes within these classifications and orally recognize common elements in class identities appropriate to grade level as measured by the Englishman Concept Inventory and an adaptation of this test for use with the Portuguese.

3. Apply factual reasoning when a particular situation is explained, recognize alternatives in situations and evaluate actions accordingly, and identify logical reason for any given action appropriate to grade level as measured by subjective evaluation of pupil responses to concrete directions and commands.

4. Comprehend reading materials at their respective levels as measured by the Murphy-Durrell Test of Reading Readiness or an adaptation of this test in Portuguese.

5. Comprehend reading materials at their respective levels as measured by the Metropolitan Primary Achievement Tests or an adaptation of this test in Portuguese.

6. Comprehend reading materials at their respective levels as measured by the Gates-MacGinitie Reading Tests or a similar test in Portuguese, developed by a linguist familiar with the Portuguese language.

8. To apply the principles of spelling appropriate to general age expectancy as measured by teacher subjective analysis of spelling performance and heritage and general class assets.

Process

2. Teacher and teacher-aides will employ daily practice in matching identical elements categorizing similar elements, and verbal classification and association using such materials as Judy Color Shapes, Instruto, Go Together Lotto, and Flannel Board Kits.

3. The teacher and teacher aides will provide individualized and small-group instruction and daily experiences in using common sense understanding, following directions, and demonstrating insight and comprehending abstractions through the use of materials such as puzzles, listening games, monopoly, model building and Judy Senior Puzzles.

4. Teacher and teacher aides will employ texts listed for different grade levels above and will employ basal, small group and individualized reading approaches.

5. Same process as No. 4.

6. Same process as No. 4.

7. The teacher and teacher aides will provide daily practice for children in developing word images and in spelling reinforcement as well as practice and word attack skills. Special practice and individual attention will be devoted to children with small muscle control problems. Materials such as the following will be used: Picture Dictionary for Children, Color ABC Book, Scrabble for Juniors, Dolch Basic Sight Cards.
2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which (the way native language is acquired) call for the student to generate sentences - test his understanding.

C 70,p.36 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.

Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

Audiolingual Method: listening, speaking, reading and writing)

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non Eng dom students</td>
<td>Eng dom students</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
<td>A in dom</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>B in second lang</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>second lang</td>
</tr>
</tbody>
</table>

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

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills

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

C 70, p.117-122

3-a specified period of time after

listening-speaking skills in dominant language taught

4-before any specified level of listening-speaking competence achieved in dominant language

13.2 All sequence followed:

1-Listening-speaking proficiency precedes introduction of reading

2-Reading is taught concurrently

C 70, pp. 37, 383-Learning to read overlaps learning of listening-speaking skills

4-There is some overlap between learning to read and to write
**Grammar - Translation Method**


13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

**ALI** Language Skills Sequence

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non Eng dom students</td>
<td>Eng dom students</td>
</tr>
<tr>
<td>A</td>
<td>A in dom lang second</td>
<td>B in lang second</td>
</tr>
<tr>
<td>B</td>
<td>A in dom lang second</td>
<td>B in lang second</td>
</tr>
<tr>
<td>C</td>
<td>A in dom lang second</td>
<td>B in lang second</td>
</tr>
<tr>
<td>O</td>
<td>not specified</td>
<td>not specified</td>
</tr>
</tbody>
</table>

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

13.1 Second language listening-speaking skills are learned:

1. concurrently with dominant language listening-speaking skills
2. after a specified level of competency achieved in listening-speaking skills in dominant language
3. a specified period of time after listening-speaking skills in dominant language taught
4. before any specified level of listening-speaking competence achieved in dominant language

13.2 ALI sequence followed:

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

13.3 Listening-speaking proficiency determined by:

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

13.4 Second language reading skills are learned:

1. concurrently with learning to read in dominant language
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
13.5 Reading is introduced:
   - individually, when child is ready
   - or at a specific time during grade:

<table>
<thead>
<tr>
<th></th>
<th>Non Eng dom students</th>
<th>Eng dom students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dom sec lang</td>
<td>dom sec lang</td>
</tr>
</tbody>
</table>

C 70, p.117

C 70, pp.40-41

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

13.7 Grade level reading is expected:
   - in first grade
   - in second grade
   - in third grade
   - in fourth grade
   - in fifth grade
   - in sixth grade
   - other (specify)

C 70, pp.40-41

13.8 Grade level academic achievement (math, science, etc.) in the second language is expected:
   - in the first grade
   - second grade
   - third grade
   - fourth grade
   - fifth grade
   - sixth grade
   - other (specify)

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

<table>
<thead>
<tr>
<th></th>
<th>I = N-E</th>
<th>II = E</th>
</tr>
</thead>
<tbody>
<tr>
<td>dom students</td>
<td>dom students</td>
<td></td>
</tr>
</tbody>
</table>

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

C 70, p.38

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)

C 70, pp.40-41

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)

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

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

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

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

4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

5-Different academic content is taught in the second language from that which is taught in the native language.

6-not specified

7-other (specify)
15.0 TREATMENT OF CHILD'S LANGUAGE:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Eng. dom.</td>
<td></td>
<td>Eng. dom.</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td>students</td>
</tr>
<tr>
<td>lang.</td>
<td></td>
<td>Eng. lang.</td>
</tr>
</tbody>
</table>

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.

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials—Types

Reading Materials are: (mark all that apply)

- Linguistically based
  - Xerox 150
  - C 70, p. 40

- Basal readers
  - C 70, p. 39

- Dialect readers
  - C 70, p. 39

- Language arts: (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
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

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

0-none specified

- C 70, p. 39
  1-pattern drills
  2-dialog memorization
  3-choral repetition

- C 70, p. 43
  1- programmed instruction
  6-stories read to children
  7-films, filmstrips
2- The child's language is corrected - the teacher points out errors and demonstrates the standard form.

3 Other (specify)

0- Not specified

16.0 MATERIALS

16.1 Reading Materials - Types

<table>
<thead>
<tr>
<th>Reading Materials</th>
<th>Mark all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistically based</td>
<td>(Herrill or Miami Linguistic readers, ITA, etc.)</td>
</tr>
<tr>
<td>Basal readers</td>
<td>2</td>
</tr>
<tr>
<td>Dialect readers</td>
<td>3</td>
</tr>
<tr>
<td>Experience charts</td>
<td>(stories dictated by children)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>1</td>
</tr>
<tr>
<td>Grade 2</td>
<td>2</td>
</tr>
<tr>
<td>Grade 3</td>
<td>3</td>
</tr>
<tr>
<td>Beyond Grade 3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Technique/Material</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>None specified</td>
<td>0</td>
</tr>
<tr>
<td>Pattern drills</td>
<td>1</td>
</tr>
<tr>
<td>Dialog memorization</td>
<td>1</td>
</tr>
<tr>
<td>Choral repetition</td>
<td>1</td>
</tr>
<tr>
<td>Programmed instruction</td>
<td>1</td>
</tr>
<tr>
<td>Stories read to children</td>
<td>1</td>
</tr>
<tr>
<td>Audio visual aides</td>
<td>1</td>
</tr>
<tr>
<td>Films, filmstrips</td>
<td>1</td>
</tr>
<tr>
<td>Flannel or magnetic boards</td>
<td>1</td>
</tr>
<tr>
<td>Realia, graphic displays</td>
<td>1</td>
</tr>
<tr>
<td>Records, tapes</td>
<td>1</td>
</tr>
<tr>
<td>Listening centers</td>
<td>1</td>
</tr>
<tr>
<td>Multi-media approach</td>
<td>1</td>
</tr>
<tr>
<td>Sight cards</td>
<td>1</td>
</tr>
<tr>
<td>Experience charts</td>
<td>1</td>
</tr>
<tr>
<td>Role playing</td>
<td>1</td>
</tr>
<tr>
<td>Puppetry</td>
<td>1</td>
</tr>
<tr>
<td>Primary typewriter</td>
<td>1</td>
</tr>
<tr>
<td>Learning through direct experience</td>
<td>1</td>
</tr>
<tr>
<td>with materials e.g. Montessori</td>
<td>1</td>
</tr>
<tr>
<td>Activity centers - chosen by child</td>
<td>1</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom newspaper</td>
<td>2</td>
</tr>
<tr>
<td>Learning outside the classroom:</td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td>2</td>
</tr>
<tr>
<td>Suggested TV programs</td>
<td>2</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>2</td>
</tr>
<tr>
<td>Compositions based on experiences</td>
<td>2</td>
</tr>
</tbody>
</table>
16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)
0-not specified
C 71, p. 113
1-written by native speakers of that language
2-commercially prepared and published in countries where
N-E is the native language
C 71, p. 113
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjunction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross-cultural
9-commercially prepared and published in the U.S.
C 70, pp. 38, 40
10-are translations of U.S. texts (Spanish texts)
11-are coordinated with materials used in the regular subject curriculum
12-other (specify) (translation of Let's Speak Spanish (McGraw-Hill))

16.5 The specific bilingual/bicultural materials used in the language
component are:
0-not specified
C 70, p. 40
1-xerox attached-page and document Miami Linguistic Readers
Xerox C 70, p. 40

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language
groups: (mark all that apply)
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
C 71
3-mixed for some academic subject learning
p. 117
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into
dominant language groups
6-separated for most academic subject learning into dominant
language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction:
(mark all that apply)
A-more than 2/3 the time
B-Less than 2/3 the time
0-not specified
C 71
1-total class
pp. 117-
2-small groups (specify size)
122
3-individual instruction

17.3 Criteria for grouping:
0-not specified
1-by age
0-not specified
2-by native language
0-not specified
3-by dominant language
C 71
4-by language proficiency
pp. 117-
122
(ex. level of reading skill)
n.a. not applicable
(no E.dom/NSLT)
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document Miami Linguistic Readers
Xerox C 70, p.40

17.0 STUDENT GROUPING

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

17.2 Students are grouped for language instruction: (mark all that apply)
0-not specified
A-more than 1/2 the time
B-less than 1/2 the time
C-Not specified

17.3 Criteria for grouping:
0-not specified
I-Non Eng Students
II-Eng dom Students
III-Eng dom N-Eng Students

1-by age
C 71, pp.117-122
2-by native language
3-by dominant language
4-by language proficiency
(ex. level of reading skill)  n.a. not applicable

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)
0-not mentioned
1-inter-ethnic (N-Eng student tutors Eng students)
2-intra-ethnic (Eng student tutors N-Eng students)
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
1-inter-ethnic (N-Eng aide tutors Eng students)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
C 70, pp.41-44
Portuguese and American Natives (each group in his respective language)

**Product**

1. Comprehend and apply the content of the regular school program at his particular grade level as measured by Metropolitan Achievement Tests or similar tests in Portuguese and teacher-made tests.

**Process**

1. Instructors will use the following texts in the following grades:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Language Arts</th>
<th>Portuguese</th>
<th>English</th>
<th>Mathematics</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K)(1)(2)(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Portuguese**

- K - No text
- 1 - Libro Leitura DaPrimeira Classe
- 2 - " " Seconda Classe
- 3 - " " " "

**English**

- K - No text
- 1 - Miami Linguistic Series, D. C. Heath
- 2 - " " " "
- 3 - Houghton-Mifflin Series

**Mathematics**

Portuguese and English

- K - No text
- 1 - Modern School Mathematics Bk. 1
  - Houghton-Mifflin
- 2 - Modern School Mathematics Bk. 2
- 3 - Modern School Mathematics Bk. 3

**Social Studies**

K - No text

- 1 - People and Their Actions
  - Prentice-Hall
- 2 - People and Their Social Actions
- 3 - People and Their Actions in Social Roles

**Science**

K - ABC Science Materials Zeros Corp.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Language Arts</th>
<th>Portuguese</th>
<th>English</th>
<th>Mathematics</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>(K)(1)(2)(3)</td>
<td></td>
<td></td>
<td></td>
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Many supplementary materials will be used for remediation and enrichment, including audio-visual aids. Teacher and teacher-aides will work conjointly in all areas. Content materials will be presented in the dominant language and text examples adapted to cultural backgrounds of the Portuguese students where appropriate.
18.3 Parent tutoring: (mark all that apply)

- 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

The stated curriculum pattern of the bilingual project:
- 1 - Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
- There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
  - 2 - a non-graded classroom: pupils of different ages are grouped together during part of the school day
  - 3 - flexible or modular scheduling
  - 4 - small group instruction
  - 5 - individualized learning
  - 6 - open classroom
  - 7 - guided discovery and inquiry
  - 8 - a curriculum which is both child and subject-centered
  - 9 - others (specify)

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

Interdisciplinary curriculum. See xerox 16a + b

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0 - method not mentioned

1 - structured environment rich with materials child can manipulate

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 xerox materials rather than textbook
19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
2-There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
   a) a non-graded classroom: pupils of different ages are grouped together during part of the school day
   b) flexible or modular scheduling
   c) small group instruction
   d) individualized learning
   e) open classroom
   f) guided discovery and inquiry
   g) a curriculum which is both child and subject-centered
   h) 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:

Interdisciplinary curriculum see xerox 16 a+b

20.0 COGNITIVE DEVELOPMENT

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

Xerox C 70, pp.31,32

20.2 Cognitive development in later grades (grade 4 and above)
1-method not mentioned
2-structure p. no. and document

Xerox C 70, p.31
n.a.-no grade 4 or later grades
The Curriculum

The curriculum for the Fours and Fives offers educational experiences based on their physical, social, emotional, and intellectual needs, and our knowledge of how they learn and how we should instruct. In planning both structured and unstructured, the teacher keeps in focus day-by-day and long-range goals. She draws from all curriculum areas: literature, social studies, science, language arts, mathematics, health, music, art, and dramatics. Any one activity involves two or more of these areas, with a blending together of what is known and what is new, of what is science and what is health.

Emphasis in the kindergarten curriculum is on the establishment of attitudes and the learning of skills, and in addition, the initial development of basic concepts. That is, the content of:

1. **Social Studies** offers first-hand experiences in playing alone and with others, sharing, taking turns; observing, exploring, experimenting; gathering information by listening, discussing, participating; experiencing special holidays and field trips.

2. **Science** gives many sensory experiences especially in the physical and biological world.

3. **Language Arts** helps to translate ideas in the mind into words and to develop communication skill, especially the arts of listening and speaking and the use of art media to express thoughts.

4. **Mathematics** gives experience with concepts relating to size, quantity, shape, time, weight, place, and the like.

5. **Health** as a curriculum area provides opportunity to develop healthful attitudes, safety habits, motor coordination, physical skill, and some understanding of self and others.
(6) Music gives a way of expressing the inner self creatively through singing, listening, rhythmic responses, and musical instruments.

(7) Art challenges the expression of thoughts and feelings through manipulation of materials (paint, clay, paper, wood) and by the use of tools (brushes, crayons, hammers, saws) with emphasis on the process rather than the product.

The curriculum for the Fours and Fives promotes physical, social, emotional and intellectual development and offers learning experiences through the whole gamut of content areas. It motivates the desire and readiness to read and to write. Yet it delays the teaching of reading per se until the individual child demonstrates he is physically and emotionally ready, which is usually as he approaches six years of age.

Facilities and Equipment

The Fours and Fives need physical surroundings and a psychological climate which promote healthy growth. They need space; 35 square feet per pupil in the classroom and twice the area for outdoor play. They need space that is not only safe and hygienic but also open, uncluttered and functional.

The equipment and materials should encourage exploration and experimentation, should invite inquiry and discovery, and should lead to concrete expression and end in satisfying experiences.

Open spaces for block buildings, housekeeping, wheeled toys, and puzzles; open shelves for orderly storage; a library table with selected books at hand; a social living center to facilitate group sharing; and tables for academic learning and skill development; all are essential for these young children in their first year at school.

The kindergarten classrooms and play yard should invite, challenge, stimulate, and guide learning activities which are planned in accordance with the needs of these children in this situation.
21.0 SELF-ESTEEM

Stated methods of project component expected to increase self-esteem:

- no self-esteem not mentioned as an objective
- 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 #

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

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

22.0 LEARNING STRATEGIES

1. The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
   (specify or xerox)
   Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
2. none mentioned
3-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
4-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
5-teacher accepts, acknowledges ideas and feelings
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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

22.0 LEARNING STRATEGIES

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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:
   1-bilingual alone
   P. p.11 — 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
   C 70, p.44 — 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
   6-language and cultural content are integrated
   7-other (specify)
B. Affective Objectives

Portuguese and American Natives

Product

1. Respond positively to cooperating with his peers as measured by a teacher-constructed open-ended response scale, sociograms, and teacher evaluations of peer group acceptance.

2. Respond positively in situations involving moral and ethical issues as measured by teacher-made incomplete stories and sentences.

3. Respond positively to both the American and Portuguese culture as measured by locally constructed attitude scale in both languages.

4. Value personal and social responsibility as measured by rating scales and checklists other sociometric devices and the California Personality Inventory.

Process

1. The teacher and teacher aide (K)(1)(2)(3) will provide practice in helping the student to enhance his self image, family acceptance, appreciation of school and community using such devices as Manners Can Be Fun, Family Hand Puppets, My Home and Family Kit (Instructor), Our Friend the Policeman, and the Person You Are.

2. The teacher and the teacher aide will provide practice in analysing moral issues, patriotic and democratic issues, and ethical and rational-altruistic behavior using materials such as Aesop's Fables, Book of Proverbs, Boy Scout Handbook, etc.

3. The teacher and teacher aide will invite various dignitaries and representatives of the two dominant cultures to speak to the youngsters. Cultural events endemic to the two cultures will be celebrated in the classrooms, e.g. holidays, feast days, etc. and will focus on the significant historical contributions of the two cultures. Multiple materials including food and dolls will be utilized.

4. The teacher and the teacher aide will provide a democratic atmosphere and encourage numerous class projects to improve the school and assign specific class duties to individual children.

Grade Levels

Self-Esteem Component Question 21.0

(K)(1)(2)(3)
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of
N-ET culture, please summarize below: (or attach xerox)
found in document ______________ page ______________.
O-not mentioned

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

23.4 In the bicultural component knowledge of the N-ET culture
involves (mark all that apply)
O-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature
(oral or written), achievement of particular people or political
movements
P. p.11
2-Historical-cultural heritage of the past—contributions to art
and science
3—Deep culture: family patterns and contemporary way of life.
C 70
4-Itemization of surface aspects of a country—geography, dates
of holidays etc.
p.44
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 N-ET or EMT
8-Other (specify)

23.5 American culture is defined:
O-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America—multicultural
23.3 If project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

23.4 In the bicultural component knowledge of the N-UiT culture involves (mark all that apply)
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
P. p. 11
2-Historical-cultural heritage of the past--contribution to art and science
C 70
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
P. 44
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 N-UiT or UiT
8-Other (specify)

23.5 American culture is defined:
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other (indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

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

24.2 An ethnic studies library is provided for:
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned
24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

0. Method not specified
1. Bilingual newsletter
2. Monolingual newsletter
3. Articles sent to mass media
4. Articles included with project, check 4
5. Bilingual fliers sent home
6. Leaflets
7. Informal meetings
8. Meetings conducted in both languages
9. Home visits
10. Other (specify)
11. Project director personally involved in program dissemination. Specify how

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

0. Method not specified
1. Existing community groups working with program
2. Bilingual questionnaires
3. Community-school staff committees
4. Community advisory groups
5. Formal meetings open to the entire community
6. Informal meetings with community groups
7. Other (specify)
8. Project director personally seeks involvement of community in program. Specify how

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

0. Method not specified
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)
3 - weekly TV program Portuguese Festival (use of neighborhood residents as aides) open invitation to parents to visit the school.

24.4 Community involvement in the formulation of school policies and programs is sought through:
   - type not specified
   - not sought
   - existing community groups working with program
   - bilingual questionnaires
   - community-school staff committees
   - community advisory groups
   - formal meetings open to the entire community
   - informal meetings with community groups
   - other (specify)
   - project director personally sees involvement of community in program. specify how

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

24.6 The school is open to the community through:
   - not mentioned
   - school is not open to community for community use
   - opening school facilities to the community at large for use after school hours and on weekends
   - providing adult education courses
   - other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:
   - newspaper articles
   - radio programs
   - TV programs
   - video-tapes
   - films leaflets sent home
   - visitors to observe the program
25.2 Project's impact:
1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR:

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:
0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program:
0-not mentioned
C 71,p.5
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers:
0-not mentioned
C 71,p.5
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified
1-A comparison group has been chosen but proved to be
2-A comparison group will be chosen unworthy C 71, p.91

27.2 0-not specified (mark: all that apply)
1-Pre-tests have been given to project group or sample 2- " will be
C 71
3-Post-tests have been given to project group or sample
p.102
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
C 71, p.91 "A control situation does not now exist."