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ABSTRACT

This study is addressed to the graduate level needs of prospective elementary school bilingual teachers who did not graduate from bilingual programs at the Bachelor's level, and to the development of a model for training those prospective teachers. An evaluation was performed to determine which curriculum areas of the New Mexico University Bilingual Teacher and Teacher Trainer Institute were perceived as effective and ineffective by participants. Two questionnaires of differing formats were devised for this purpose. After the participants had completed and returned the first questionnaire, they were interviewed concerning their responses. The second questionnaire was adapted to the respondent's reaction to the format of the first questionnaire. Another interview was held with each participant to clear up some items. Also, an interrogation letter was sent to seven bilingual program directors in New Mexico about what would constitute a good graduate program for bilingual teachers. The study showed that the following three main areas should be a minimum graduate component for the preparation of teachers for bilingual/bicultural (Spanish/English) programs: (1) culture, (2) language, and (3) pedagogy. The results from this study represent the voice of teachers in bilingual/bicultural programs and should be taken a serious mandate. (Appended are 11 items representing legislation, graduate programs, a proposal, the Bilingual Program Director's input, certification criteria, letters, and guidelines.) (PC)

✓
NEW MEXICO

ED115644
A GRADUATE TRAINING PROGRAM DEVELOPED
FOR
ELEMENTARY SCHOOL SPANISH-ENGLISH BILINGUAL TEACHERS
(A 1969-1975 Research and Development Study)

PART I

BILINGUAL TEACHER AND TEACHER TRAINER INSTITUTE FOLLOW UP
Cecilio Orozco, Ph.D., Director

U.S. Public Law 90-35

Title V Part D EPDA

Project #014750

Grant #OEG-0-71-1056

UNIVERSITY OF NEW MEXICO

Department of Education

1975

U.S. DEPARTMENT OF HEALTH,
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MULTICULTURAL
AACTE PROJECT

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Introduction

The training of teachers for bilingual and bicultural education is an issue of paramount importance. It is identified as an issue rather than as a task because to date programs for this type of professional preparation have not coalesced into a definite and specific outline of basic training to be followed by studies designed to expand this preparation. This study does, however, provide guidelines to resolve the issue.

The very nature of bilingual, bicultural education and the many philosophies underlying its acceptance in general, public education have prevented institutions of higher education from making a firm commitment in this comparatively new field. When the United States Congress accepted bilingual education as a "national policy" in 1968, with the passage of Title VII of the Elementary and Secondary Education Act, it did so only from this point of view that this type of education was to be assimilative in nature and that it would be designed for students who had difficulties with English and therefore, were unable to participate in the full advantages of American education. To date, this point of view has not changed, and all legislation subsequent to the initial national thrust has been of similar nature.

The United States Office of Education, in translating the intent of the Congress and in making use of the funds allocated

for all bilingual programs, has followed a policy whose ultimate goal is to use bilingual instruction as a tool for total immersion into English. Since the most extensive programs are financed with federal funds, educators and politicians have not looked beyond these assimilative (transitional) attitudes and policies. Thus, all legislation in the various states has basically been legislation to allow transitional programs which would assure students an opportunity to become functional in the standard English language curriculum.

Legislative attempts to deviate from this thinking have met with militant and vigorous rejection, especially from monolingual legislators who fail to recognize the significance of bilingual schooling and the potential contributions which well-educated bilingual citizens can make to society.

The sincerity and concern of some legislators and educators to provide equal access to educational opportunity to bilingual students must not be denied. It is this concern which has opened the door for these innovations in education.

As educators, we are perhaps responsible for not having had a clear understanding and a proper perspective of and about bilingual education. Our apologies can only be based on the fact that we recognized it as perhaps the most humanizing innovation for the education of minority groups who lived a language and a culture other than English and Anglo-Saxon. We

were confident that no one would oppose the basic human right which people have to their mother tongue and their cultural heritage. Very few saw or see bilingual education as a vehicle for life in a monolingual and monocultural society.

Institutions of higher education began responding to the needs and demands of bilingual education as soon as the national policy was established.

This study reflects some of the efforts of the past six years. Its content comes mostly from the recipients of the preparation programs for bilingual teaching. As such, it is a grass-roots information document.

The study does not propose to delve into definitions, polemics, theories, nor justifications for or against bilingual education. It is assumed by its author and contributors that bilingual and multicultural education is a reality - a reality which will become so deep rooted in education that it will remain a shaping force for the education of all children in our public schools as well as in the preparation of teachers.

Henry W. Pascual

Contributions

This study is the result of an extensive bilingual bicultural teacher training program spanning the years from 1969 to 1975. Many people have contributed to the concept of multicultural education during this time. The following people, however, are the direct contributors to this final evaluative study of the graduate elementary bilingual bicultural teacher training programs conducted in New Mexico during those years. They were chosen because they have undergone training which included most of the ideas of previous programs. All have been and are involved in bilingual education where their training is being utilized. Without the field-based feedback this study would have only added another analysis to so many already made and which seem to be based on theory only.

All the following educators hold a Master of Arts in Elementary Bilingual Education and have evaluated their training program in light of their present teaching experiences:

- 1) Pedro Atencio (5th grade)
Agua Fria Elementary School
Santa Fe, New Mexico
- 2) Emma Calderón (1st grade)
Arroyo Seco Elementary School
Taos, New Mexico
- 3) Yolanda Carrasco (high school)
Gallina (Coronado) High School
Gallina, New Mexico
- 4) Alicia Corral (3rd grade)
Letford Elementary School
Johnstown, Colorado

- 5) Israel Domínguez (4th grade)
Tempe Elementary School #3
Tempe, Arizona
- 6) Mary Frances Fitzpatrick (1st,2nd,3rd grades)
Our Lady of Assumption Catholic School
Albuquerque, New Mexico
- 7) Margarito Julián Lovato (3rd,4th grades)
Coyote Elementary School
Coyote, New Mexico
- 8) Benita Priscilla Martínez (1st grade)
Chimayo Elementary School
Chimayo, New Mexico
- 9) Drucilla Orona (1st grade practice teacher)
Chaparral Elementary School
Deming, New Mexico
- 10) Tom Orona (1st,2nd,3rd,5th grades)
Martin Elementary School
Deming, New Mexico
- 11) Clarence Romero (4th grade)
Ranchos Elementary School
Taos, New Mexico
- 12) Margaret Sánchez Romero (1st grade)
Taos Elementary School
Taos, New Mexico
- 13) Linda Frésquez Salazar (K,1st,2nd grades)
Cuba Elementary School
Cuba, New Mexico
- 14) Richard Salazar (4th thru 12th grades)
Cuba Public Schools
Cuba, New Mexico
- 15) Dorothy Sánchez (4th grade)
Washington Elementary School
Las Cruces, New Mexico
- 16) Julie Sánchez (3rd grade)
Old Town Elementary School
Albuquerque, New Mexico
- 17) Bernie Valdez (5th grade)
Our Lady of Sorrows Elementary School
Las Vegas, New Mexico

The following people contributed their ideas to the
Evaluative Conference:

- 1) Roberta Stutsman
(M.A. in Elementary Bilingual Education)
Tucumcari, New Mexico
- 2) Elizabeth Horcasitas
(Bilingual Program Coordinator)
Las Cruces, New Mexico
- 3) Leonila Serna
(Bilingual Program Coordinator)
Taos, New Mexico
- 4) Emelina Pacheco
(Assistant Director Bilingual Programs)
Albuquerque, New Mexico
- 5) María Spencer
(Director, Bilingual Demonstration Center)
Deming, New Mexico

Consultants to the evaluation were people deeply
involved in the development of bilingual teacher training
programs at different levels. (See Vitae)

- 1) Federico Carrillo, Ph.D.
Director, Successful Educational Ex-
perience for Disadvantaged (SEED)
University of Albuquerque
- 2) Mr. Henry W. Pascual
Director, Cross Cultural Education
New Mexico State Department of Education
- 3) Mr. Miguel Encinias
Coordinator, Multicultural Enrichment Program
University of Albuquerque
- 4) Mr. José G. Griego
Bilingual Education Specialist
New Mexico State Department of Education



Institutions directly involved in the development of the program include:

- 1) University of New Mexico
Albuquerque, New Mexico, 1969-1975
- 2) State of New Mexico Department of Education
Santa Fe, New Mexico, 1970-1975
- 3) New Mexico Highlands University
Las Vegas, New Mexico, 1971-1974
- 4) Universidad Autónoma de Guadalajara-
Guadalajara, Jalisco (Mexico), 1970-1974
- 5) Colegio Quinet (Elementary School)
Guadalajara, Jalisco (Mexico), 1974
- 6) Colegio Luis Silva (Elementary School)
Guadalajara, Jalisco (Mexico), 1970-1974

Financial aid came mainly from two sources:

- 1) State of New Mexico Bureau of Educational Finance (BEF) 1971-1974 to New Mexico Highlands University
- 2) U.S. Office of Education
Department of Health, Education and Welfare
Education Professions Development Act
1969-1975 to the University of New Mexico and the New Mexico State Department of Education

The director:

Cecilio Orozco, the author, has been directly involved as a participant, professor, designer, director, etc. in all programs (1969-1975) used in this study. (See Vita)

Statement of the Problem

Court mandates and current legislation are the product of an awakening on the part of minority groups and educators which recognizes that the standard curriculum does not provide equal educational opportunities to bilingual children. (See Appendix A)

Bilingual bicultural education for the bilingual communities in America is a unique experiment in the world. Models for teacher training developed outside the United States, where cultural pluralism is second to nationalization, are not practical in the American scene.

The Problem: The need exists to develop a program for training new teachers and for retraining those in the schools who have had little or no training of how to operate bilingual (Spanish/English, in this case) classrooms in the schools of bilingual communities in the United States.

This study is addressed to the graduate-level needs and to the development of a model for training elementary-school bilingual teachers who did not graduate from bilingual programs at the Bachelor's level. Because of this, a more practical undergraduate program can also be inferred from it.

Hypotheses

A practical, effective graduate model for the training of bilingual (Spanish/English) bicultural teachers can be developed

and made part of the curriculum of the teacher-training institutions of the United States.

The development of a graduate training model will reflect the needs for the improvement in the undergraduate bilingual bicultural teacher training program as it addresses itself to the areas not covered at the undergraduate level.

The Study

Because by 1969 bilingual bicultural instruction had developed in many communities in the United States courses were designed for the training of teachers for these programs. The initial steps (see Appendices B & C) were aimed at the development of special skills for people in higher education, who were trainers of bilingual bicultural teachers. Some of the initial efforts drew from "educated guesses", limited experience and from experiments outside the United States. Short duration one-summer training sessions out of and in the United States were tried. Soon it became obvious that these were insufficient to meet the needs of the new definitions of "bilingual education."

A good bilingual bicultural program is one that, through the use of two languages for instruction, permits, and encourages all the children in a community to reach the outer limits of their potential in two languages (one of which is English) and two or more cultures...

In 1971 the Bureau of Educational Finance, (BEF) State of New Mexico, addressed itself to the needs of the bilingual programs by making direct line item appropriations to New Mexico



Highlands University (N.M.H.U.) for the development of graduate and undergraduate programs for the preparation and re-training of bilingual bicultural teachers. The author of this study was assigned the development of such models (see Appendix D). His experience in the development and execution of the aforementioned short-term sessions as well as the follow-up activity for the trainees dictated the original models (1971-72) at N.M.H.U. Table 1 shows the original graduate design made at the institution. Table 2 shows the model used in 1973-75 to train the participants in this study. It is to be noted that N.M.H.U. is on a "quarter" system. Part of the training took place in Mexico at the Universidad Autonoma de Guadalajara, the Colegio Luis Silva and the Colegio Quinet. The last two are elementary schools in Guadalajara, Jalisco, in Mexico (see Appendix E).

The "follow-up" to the 73-74 experiment is the basis for this study. It was done from the University of New Mexico (U.N.M.), the institution electing to host the study and to house its activities (see Appendix F). The director of the study and author of it visited 16 subjects out of a possible 19 and corresponded with two others to obtain their input. Table 3 shows the 1st instrument of the study administered after 6-7 month of teaching. Table 4 shows the 2nd instrument that was developed after discussions with the participants about items in questionnaire #1.

Table 1

The initial variations in 1971 which led to this program were discussed extensively with the various departments at N.M.H.U., with the community schools which N.M.H.U. served as well as with the New Mexico Department of Education Bilingual Unit. (now the Cross Cultural Unit). The faculty of N.M.H.U. gave its consent "in principle" to this program and the courses were designed and pilot tested from 1972 to 1973.

INSTITUTE FOR BILINGUAL EDUCATION - CECILIO OROZCO, DIRECTOR
NEW MEXICO HIGHLANDS UNIVERSITY
PROPOSED M.A. IN BILINGUAL ELEMENTARY EDUCATION 10-12-71

| <u>Basic Education Courses:</u> | Quarter hours |
|---|---------------|
| Research Methods including Basic Statistics | 4 |
| Principles of Curriculum Construction | 4 |
| Socio-Cultural Factors in Bilingual Education | 3 |
| TESL | 3 |
| Elementary School Problems | 4 |
| Early Childhood Problems | 3 |
| Research on Bilingual Topics | 3 |
| Linguistics for the Bilingual Teacher | 4 |
| | <hr/> |
| | 28 |
| <u>Bilingual Component:</u> | |
| Topics of Bilingual Education | 4 |
| Southwestern Spanish Civilization | 4 |
| Spanish for the Bilingual Classroom | 4 |
| Spanish Story Telling | 3 |
| Spanish Story Reading | 3 |
| Spanish Writing | 3 |
| | <hr/> |
| | 21 |

Table 2

Final approval to this program was obtained from the State of New Mexico Department of Education in September 1972. It was revised and a proposal was written (and funded) to train 18 M.A. candidates. An intensive immersion was made part of the program. Students taught in Spanish in all-Spanish speaking classrooms for the duration of the Winter (1974) quarter and ESL methodologies were tried with Spanish speakers on a limited experimental basis during the immersion.

Intensive workshops in bilingual materials as well as in the monumental aspects of hispanic literature were held between quarters to supplement this program and an ongoing fine arts (dances and guitar) period was maintained throughout the nine-month duration of the program. None of these activities carried credit as they were "enrichment" activities.

Every effort was made to teach all the courses possible in Spanish (*).

- NEW MEXICO HIGHLANDS UNIVERSITY - DEPARTMENT OF EDUCATION
MAJOR BLANK - MASTER OF ARTS IN BILINGUAL ELEMENTARY EDUCATION
(ENGLISH/SPANISH) PREREQUISITES: Eligible for Elementary Certificate and Bilinguality (English/Spanish)

CANDIDATE'S NAME _____ DATE _____
Last First Middle

EDUCATION COMPONENT (MAJOR)

| <u>No.</u> | <u>COURSE</u> | <u>CREDIT</u> |
|------------|---|-----------------|
| 24-610 | Research Methods | 4 hours |
| 24-645* | Socio Cultural Factors | 3 hours |
| 24-698 | Elementary School Problems | 4 hours |
| 24-615 | Early Childhood Education | 3 hours |
| 24-504 | Diagnostic Testing for the Bilingual Elementary Teacher | 4 hours |
| 24-517 | Teaching English as a Second Language | 3 hours |
| 24-550* | Topics in Bilingual Education | 4 hours |
| 24-634* | Practicum | 3 hours |
| | | <u>28 hours</u> |

SPANISH COMPONENT (MINOR)

| <u>No.</u> | <u>COURSE</u> | <u>CREDIT</u> |
|------------|---------------------------------------|-----------------|
| 70-615* | Linguistics for the Bilingual Teacher | 4 hours |
| 70-541* | Spanish for the Bilingual Classroom | 4 hours |
| 70-525* | Spanish Culture of the Southwest | 4 hours |
| 70-508* | Spanish Story Telling | 3 hours |
| 70-509* | Spanish Story Reading | 3 hours |
| 70-511* | Spanish Story Writing | 3 hours |
| | | <u>21 hours</u> |

Table 3

This initial questionnaire has a mnemonic element and is limited to the academic activities of the 1973-74 program including the intensive cultural and linguistic immersion in the Guadalajara schools. Reference here is made to all credit and some non-credit courses received through N.M.H.U.

Bilingual Teacher & Teacher Trainer Institute
Follow-Up 1975
Questionnaire #1

Following are the courses and/or workshops your New Mexico Highlands University training program included. I've tried to refresh your memory on each. If you cannot remember, please omit. If you do remember, however, please rate the course in view of your present needs and strengths. (This is an initial evaluative step; you will have opportunities later to comment candidly on each activity or course).

- 1) 70-508 Spanish Story Telling
509 " " Reading
511 " " Writing

These were the laboratory courses at NMHU in the Fall plus whatever reading and writing skills you acquired with Professor Romo de la Rosa in Guadalajara (circle one).

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

- 2) 70-525 Spanish culture of the S.W.

The classes with Dr. López Gastón at NMHU plus Prof. Reynoso's and Prof. Rivas Salmon's presentations in Guadalajara. (Do not vote the professors, vote the content).

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

- 3) 24-634 Practicum
70-541 Spanish for the Bilingual Classroom

Your experiences with classroom Spanish in Guadalajara and Armijo (for some of you). Did this facilitate what you are doing now?

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (useful) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not useful) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

4) 70-615 Linguistics for the Bilingual Teacher

This was Jean Johnson's class which Brenda Rendón finally taught. Remember not to rate the professor but the subject.

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|--------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient (not needed) |

5) 24-645 Socio Cultural Factors

Your experience in Guadalajara as a learning situation for understanding other people and other social, economic and educational ways of solving problems.

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|-------------------------------|
| relevant (helpful) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not helpful) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

6) 24-517 TESL

Were your experiences in teaching English to Spanish Speakers both in Guadalajara and at Armijo (if applicable) experiences that made you more aware for TESL?

| | | | | | | | |
|------------------------------------|---|---|---|---|---|---|-------------------------------|
| relevant (good ex- perience) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not helpful) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

7) 24-550 Topics in Bilingual Ed.

This was our "core" class where we discussed and heard many problems of bilingualism as well as bilingual education.

Orozco "taught" most of this.

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

8) 24-504 Diagnostic testing for Bilingual Children

This class was co-taught by Bill Johnson and Juanita Montoya in the Spring. Rate the content, not profs.

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

9) 24-698 Elementary School Problems

(Do not rate if you didn't take it).

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

10) 24-615 Early Childhood Education

(Do not rate if you didn't take it).

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

11) 24-610 Research Methods

This was Dr. Patterson's class in the Spring (should have been in the Fall so rate it imagining you would have it at the start).

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|-------------------------------|
| relevant (helpful) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not helpful) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

12) No # Bilinguals Materials Workshop

Mela Leger's materials presentations as well as examination of SCDC & CANBBE materials at Armijo before Christmas.

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |

13) No # Highlight of Hispanic Literature

López-Gastón's Audio visual workshop where he discussed some of the great works then you listened or saw them (At Armijo in the afternoons before Christmas).

| | | | | | | | |
|----------------------------------|---|---|---|---|---|---|------------------------------|
| relevant (needed) | 5 | 4 | 3 | 2 | 1 | 0 | not relevant (not needed) |
| sufficient (if done right) | 5 | 4 | 3 | 2 | 1 | 0 | not sufficient |



Table 4

This questionnaire was designed to amplify or break down the items (courses) referred to in questionnaire #1. The list was increased to 27 items from the experiences in the classes as well as by "comments" made in answering questionnaire #1. These comments were unsolicited and therefore, were not catalogued although taken into consideration in making this questionnaire. Teaching of reading was separated from the other item as a great concern was evident in the teachers in the field over this item.

Bilingual Teacher & Teacher Trainer Institute
Follow-Up 1975
Questionnaire #2

Assign priorities to the following Bilingual (Spanish English) skills and or knowledge. FEEL FREE TO ADD AREAS NOT COVERED BUT BE BRIEF. Assign #1 to what you consider the most important, #2 to the next one, and so on. If unable to differentiate between the priority that two or more courses should have, assign the same number to more than one item.

- Dances (Mexican)
- Dances (Spanish from N.N.M.)
- Guitar accompaniment
- Methods for turning kids on about being bicultural
- Use of teacher aides
- Teacher self-concept
- Spanish basic skills
- Spanish vocabulary expansion
- Spanish vernacular
- Culture content including the New Mexico
- Spanish for the disciplines
- Linguistics (How's English different from Spanish?)
- Articulatory Linguistics
- Teaching reading (in English) to bilinguals

- Teaching reading in Spanish
 - Culture of the child (contemporary)
 - TESOL
 - Testing bilinguals
 - Elementary School Curriculum
 - Early Childhood problems
 - Special Education problems
 - Research methods
 - Bilingual Materials
 - Hispanic Literature
 - Research in Bilingual Education
 - Practice teach in Spanish
 - Practice teach in bilingual classroom
-

Procedures Followed

The main evaluator (director) visited 16 sites in New Mexico where the 1973-74 New Mexico Highlands University Bilingual Teacher and Teacher Trainer Institute participants work. The visitations consisted of three (February, March, and April) observation-interviews ranging from two to six hours in duration with some intervening short-duration visits.

The instruments for contributors were designed and delivered. Discussions clarified the instruments and their purpose. It was hard for the participants to disassociate items from people, they had trouble imagining themselves as the designers of a more viable training program. The director worked personally with many of the participants to overcome these obstacles.

A two-day evaluative conference was held May 16 and 17, 1975 during which the ideas gathered and statistically treated were presented for final review (see Appendix H). Four consultants, all from programs directly involved in the development of well-trained teachers for bilingual-bicultural programs, were included in the final review (see Vitae). These consultants received instructions not to inject their biases but instead to "listen and write" as they helped the groups discuss each item.

It was necessary to do some (10) workshops for the schools where the participants worked. The director conducted these workshops. Most were for the aides working with the participants as well as for teachers and aides from other classrooms.

The subjects in these activities varied in each school and included but were not limited to: "Basic Mathematical Concepts for Aides", "Teaching Reading to Bilinguals", "Pros and Cons of Bilingual Education in the United States" and "Models for Simultaneous Implementation in a Bilingual Classroom." In every case, however, efforts were made to keep these activities from, in anyway, influencing the outcome of this study but these field activities served to maintain the psychological set and elicit full cooperation from the schools.

The 1974 "Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education" from the Center for Applied Linguistics as well as the 1974 State of New Mexico, Department of Education, Cross Cultural Education Unit's "Certification Criteria - Bilingual Education - Elementary Grades" (see Appendices I and J) were sent to all the participants after the questionnaires and interviews but prior to the Evaluative Conference of May 16 and 17, 1975. These served to "fill-in" ideas that may not have occurred to the participants. It is to be noted that although these guidelines are quite complete, they were questioned in that there is no indication that those making them systematically included teachers in the field who were engaged in teaching bilingual children in elementary bilingual bicultural programs. Consultations of these guidelines helped frame the large segments of the final program. Items included in the discussions of

the Evaluative Conference are those in Appendices G, I, and J. The consultants were assigned to the three major areas of culture, language, and pedagogy and the participants were divided into three groups (at random). A rotation to all three groups (1 hour each) was instituted initially for the consultants to canvass all the ideas on their particular subject. The subjects were changed and a second rotation instituted (15 minute each). Two consultants then summarized the data and presented it to the entire group. A two-hour discussion concluded with the drafting of the program shown in the conclusions. A revision of the N.M.H.U. program is shown on Appendix K as a sample of a program which addresses itself to the same problem in terms of courses. Because institutions and personnel in departments vary, no effort was made to dictate "courses" per se in this study.

Statistical Treatment

Purpose and Method

The evaluation was performed to determine which areas of the curriculum of the Institute were perceived as effective and ineffective by the participants.

Two questionnaires of differing format were devised for the purpose. After the participants had completed and returned the first questionnaire they were interviewed concerning their responses. The second questionnaire was adapted to the respondents' reaction to the format of the first, and therefore, represents a refinement in design.

The following discussion describes how the questionnaire data were analyzed and presents the results of the research.

The First Questionnaire (Table 3)

In the first questionnaire the curriculum was grouped into thirteen topic areas. Participants were asked to rate each area on two dimensions, relevance and sufficiency. Relevance was defined as whether the informational content of the topic area was necessary to the achievement of the objectives of the training program; and sufficiency signified whether the didactic methods employed had been effective.

Respondents were asked to use a rating scale of 5 (highly relevant or highly sufficient) to 0 (not relevant or not sufficient) to represent their opinions.

Table 5 presents the means of the ratings for each topic area on both dimensions. The mean ratings on relevance range from 3.6 for "Diagnostic Testing for Bilingual Children" to 5.0 for "Highlights of Hispanic Literature." The mean ratings on sufficiency are lower than those for relevance in all thirteen areas, and range from 1.5 for "Diagnostic Testing for Bilingual Children" to 4.2 for "Socio-cultural Factors" and "Research Methods."

The frequency distributions of the ratings were compared via χ^2 to test for significant differences in a) how participants rated the relevance of the thirteen areas b) how participants rated the sufficiency of the thirteen areas, and c) how participants rated the relevance versus the sufficiency of each area.

In comparing the distributions of ratings of the relevance of each topic area against all others, no significant differences were found. It may be inferred, considering also the high mean ratings, that there was a consensus among the participants that all areas were highly relevant to the training program.

In comparing the distributions of ratings of sufficiency, one area was rated significantly different ($P . 01$ in all 12 comparisons) from the others. "Diagnostic Testing for Bilingual Children" was awarded lower ratings by participants than were the other areas.

Participants appeared to view this area as having been inadequately presented.

The distributions of the ratings of relevance compared to sufficiency differed for three topic areas. "Spanish Story: Telling, Reading, and Writing" (P . 01) and "Topics on Bilingual Education" (P . 05) were viewed as highly relevant but lacking on the sufficiency of presentation. "Diagnostic Testing for Bilingual Children" (P .02) was rated even lower in the adequacy of presentation than it was on relevance.

Although the questionnaire yielded certain discriminations among the areas of the curriculum, it was determined that further information might be gained by specifying the curriculum in greater detail. Also, since respondents had been reluctant to award low ratings on relevance, it was thought that a forced choice technique might yield a wider range of distinctions among areas of the curriculum.

C. The Second Questionnaire (Table 4)

The second questionnaire itemized the curriculum into 27 skills or content areas. Participants were asked to rank the list ("assign priorities") according to how important each item was judged to have been. The mean rankings and resulting rank order of the items are shown in Table 6..

The rankings assigned by participants were tabulated by item and grouped into the three categories high (rankings of tenth to eighteenth), and low (rankings of

nineteenth to twenty-seventh). The distribution of the categorized rankings of each item was compared by χ^2 to those of all other items. Differences significant at the .01 and .001 levels are presented in Table 3.

Critical items in the curriculum were identified by examining the number and magnitude of differences among the items. Critical items are those which differ at the .01 level from eight to twelve other items and which exhibited differences significant at the .001 level with two to seven other items. Participants, therefore, exhibited a consistent pattern in contrasting certain items.

The analysis (See Table 7) yielded two clusters of items, five of which participants ranked as highly important and three items which they consistently ranked low in relation to those five items. The five skills or content areas that participants judged as highly important are:

14. Teaching reading (in English) to bilinguals
10. Culture content including New Mexico
23. Bilingual materials
7. Spanish basic skills
9. Spanish vernacular

The three items of the curriculum which the participants tended to contrast unfavorably with the above areas are:

22. Research methods
21. Special education problems
19. Elementary school curriculum

Table 5

Means of the ratings by participants on the thirteen

| topic areas: first Questionnaire | | |
|--|------------------|--------------------|
| TOPIC (short reference title) | <u>RELEVANCE</u> | <u>SUFFICIENCY</u> |
| 1. Spanish Story Telling, Reading, Writing | 4.8 | 3.7 |
| 2. Spanish Culture of the Southwest | 4.6 | 4.1 |
| 3. Practicum and Spanish for the Bilingual Classroom | 4.4 | 4.0 |
| 4. Linguistics | 4.4 | 3.5 |
| 5. Socio-Cultural Factors | 4.6 | 4.2 |
| 6. TESL | 4.3 | 4.0 |
| 7. Topics in Bilingual Education | 4.8 | 3.8 |
| 8. Diagnostic Testing | 3.6 | 1.5 |
| 9. Elementary School Problems | 4.4 | 3.9 |
| 10. Early Childhood Education | 4.2 | 3.3 |
| 11. Research Methods | 4.3 | 4.2 |
| 12. Bilingual Materials Workshops | 3.9 | 2.9 |
| 13. Highlight of Hispanic Literature | 5.0 | 3.5 |

Table 6

Means of the rankings and the rank order of items:
Second Questionnaire

| | Mean rankings | Rank order |
|---|------------------|---------------|
| 1. Dances, Mexican | 16.2 | 18 |
| 2. Dances, Spanish from New Mexico | 13.9 | 12.5 |
| 3. Guitar accompaniment | 13.9 | 12.5 |
| 4. Turning kids on to being bilingual | 10.5 | 8 |
| 5. Use of teacher aides | 19.3 | 26 |
| 6. Teacher self-concept | 9.8 | 7 |
| 7. Spanish basic skills | 9.0 | 4 |
| 8. Spanish vocabulary expansion | 11.0 | 9 |
| 9. Spanish vernacular | 9.6 | 5.5 |
| 10. Culture content including New Mexico | 8.5 | 2 |
| 11. Spanish for the disciplines | 18 | 23 |
| 12. Linguistics | 15.2 | 15 |
| 13. Articulatory Linguistics | 18.7 | 14 |
| 14. Teaching reading to bilinguals | 7.5 | 1 |
| 15. Teaching reading in Spanish | 12.1 | 10 |
| 16. Culture of the Chicano | 15.9 | 17 |
| 17. TESOL | 17.2 | 21 |
| 18. Testing bilinguals | 15.4 | 16 |
| 19. Elementary school curriculum | 17.4 | 22 |
| 20. Early Childhood problems | 16.7 | 20 |
| 21. Special education problems | 19.1 | 25 |
| 22. Research methods | 19.5 | 27 |
| 23. Bilingual materials | 8.9 | 3 |
| 24. Hispanic literature | 16.4 | 19 |
| 25. Research in bilingual education | 13.8 | 11 |
| 26. Practice teaching in Spanish | 14.4 | 14 |
| 27. Practice teaching in the bilingual classroom | 9.6 | 5.5 |

T A B L E 7

Significant difference evident among the rankings of items:
(Second Questionnaire)

| 1* | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|----|---|---|---|---|-----|-----|-----|-----|-----|-----|-----|------|------|-----|-----|-----|------|------|------|------|----|------|-----|----|----|-----|
| 1* | | | | | | | | | | | | | .01 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | | | .01 | .01 | .01 | .01 | .01 | | | | .001 | | | | | | | | | .01 | | | | .01 |
| 6 | | | | | | | | | | | | | | | | | .01 | | .01 | .01 | | | | | | |
| 7 | | | | | | | | | .01 | .01 | | | .01 | | | .01 | .01 | .01 | .001 | .001 | | | | | | |
| 9 | | | | | | | | | .01 | .01 | .01 | | | | | .01 | .01 | .01 | .01 | | | | .01 | | | |
| 9 | | | | | | | | | .01 | .01 | .01 | | | | | .01 | .001 | .01 | .001 | .01 | | | .01 | | | |
| 10 | | | | | | | | | .01 | .01 | | | .01 | .01 | | .01 | .01 | .001 | .001 | | | .01 | | | | |
| 11 | | | | | | | | | | | | .001 | | | | | | | | | | .01 | | | | .01 |
| 12 | | | | | | | | | | | | .01 | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | .001 | | | | | | | | | | .01 | | | | .01 |
| 14 | | | | | | | | | | | | | | | .01 | .01 | .001 | .001 | .001 | .001 | | | .01 | | | |
| 15 | | | | | | | | | | | | | | | | | | | .01 | .01 | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | | .01 | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | | | | | | | | | | | | | | | | | | | | | | .01 | | | | .01 |
| 20 | | | | | | | | | | | | | | | | | | | | | | .01 | | | | .01 |
| 21 | | | | | | | | | | | | | | | | | | | | | | .01 | | | | .01 |
| 22 | | | | | | | | | | | | | | | | | | | | | | .001 | | | | .01 |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | | | | | | | | | | | | | | | |

*Items are numbered as they appear on the questionnaire and on Table 6.

A third interview was held with each participant to clear up some items left unsaid in the first two questionnaires as well as to obtain an opinion on the results of the first questionnaire. Table 8 shows the questionnaire and tally of the interviews.

A final interrogation letter was sent to seven bilingual program directors in New Mexico about what, in their opinion, would constitute a good graduate program for bilingual program teachers; only four responded (see Appendix G).

Table 8

This questionnaire left no doubt as to the relevancy of the course in "Diagnostic Testing for Bilinguals" i.e. Obviously the course did not address itself to the problem. The answers to the "Materials Workshop" question give insights to the limited scope of the materials. In both, questions one and two, the feeling was that these items were relevant but insufficient and that the insufficiency tended to lower the relevancy.

Question #3 surfaced a strong need for training in deliverable skills in the fine arts of the Spanish culture. These items were strongly re-inforced in all the discussions held in the Evaluative Conference.

BILINGUAL TEACHER & TEACHER-TRAINER INSTITUTE FOLLOW-UP

Questionnaire # 3 (interview)

In reference to 1st questionnaire:

1. Why might the group say that "Diagnostic Testing for Bilinguals" had low relevance and low sufficiency?

| | |
|-------------|---|
| <u>IIII</u> | The teaching |
| <u>III</u> | The profs not interested - no class preparation |
| <u>1</u> | Materials covered not relevant |
| <u>IIII</u> | Class never got started |
| <u>1</u> | The method of teaching |

2. Why might the group say that the "Material Workshop" had low relevance and low sufficiency?

| | |
|-----------------|---|
| <u>IIIIIIII</u> | Materials (SCDC-CANBBE) were too limited |
| <u>III</u> | Materials (SCDC-CANBBE) were too elementary |
| <u>1</u> | Need to know how to evaluate materials |

3. Do you think bilingual program teachers should know how to dance Mexican dances etc. and play guitar? Is it necessary? How much is a must, a minimum?

| | | |
|-----------------|-----|----------------------|
| <u>IIIIIIII</u> | Yes | dance Mexican dances |
| <u>1</u> | No | |
| <u>IIIIIIII</u> | Yes | play the guitar |
| <u>1</u> | No | |

Dances

Guitar

| | | |
|-------|-----------------|------------------------|
| 5-10 | <u>IIIIIIII</u> | Accompany only |
| 5-6 | | |
| 15-20 | <u>1</u> | Enough to teach basics |
| 15-20 | <u>IIII</u> | Children's songs |
| 10 | | |
| 10 | | |
| 10-15 | | |
| 10-15 | | |
| 8-14 | | |
| 12-15 | | |

Conclusions

According to this study, the following would appear to a minimum graduate component for the preparation of teachers for bilingual bicultural (Spanish/English) programs. As reflected in the statistical analysis of the data, this report represents a consensus among the participants in the 1973-75 Bilingual Teacher and Teacher Trainer Institute and Follow-Up. The wording was revised at the Evaluative Conference to reflect more nearly the opinions of most of the participants. The areas were divided into the following three considerations:

- 1) Culture, 2) Language, 3) Pedagogy.

Culture

In the area of culture, the prospective bilingual teacher needs to know enough about the cultures involved to make a good culture agent (source of information) and to have a good self-concept which comes from knowledge and appreciation of the worth of the two cultures involved. One can arrive at such knowledge through two broad avenues, the historical and intra-historical (the study of the lay people as opposed to the outstanding figures) study of the Culture.

A. History, as a subject, is mainly taught as political history. Much can be learned from a study of what was the "New Mexico" and is now, the Southwest of the United States, but it should be taught from all appropriate perspectives

giving parallels between the Indo-Hispanic and the U.S. Anglo-Xaxon history where applicable. Local references and attributes should be emphasized where possible by tracing their antecedents. All contributions of the Hispanic world to the history and culture of the United States should be explored:

- a) History of Iberia
- b) History of Pre-Hispanic America
- c) History of Iberian America
- d) History of Northern Mexico (i.e. the Californias, the "New Mexico". Texas, etc.)

B. Intrahistory (knowledge of the civilizations, i.e. customs, attitudes, beliefs, values, etc. of the people involved).

1. Literature: Hispanic literature including peninsular, Spanish-American, Mexican, and Chicano. Using history as a guide, parallels and contributions to United States literature. Relevance to the local area should be brought out where possible and cultural roots traced.
2. Fine Arts Development: Art, music, dance, etc., including Spanish peninsular, Pre-Columbian, Spanish-American, "New Mexican", and Chicano aspects. Local reflections should be studied where possible and contributions and parallels emphasized:
 - a) Spanish Civilizations and Peoples

- b) Pre-Hispanic Civilizations
- c) Spanish-American Civilizations and Peoples
- d) Development of the Northern Mexico Provinces
- e) Development of the American Southwest

C. Contemporary practical knowledge.

1. Ethnic sociology to study minority problems and solutions (educational, economic, etc.)
2. Cultural differences and parallel values between Anglo and Hispanic, as well as between Hispanic areas.
 - a) The Chicano Today - Identity and Values
 - b) Trends in Education for Minorities

D. Skills in the fine arts and folklore:

Guitar accompaniment (the basic chords: C, G, and A) of Spanish, Mexican, and Chicano songs and knowledge of least a dozen children's songs in Spanish. Dances (at least 10) of the Indo-Hispanic world with emphasis on those most used in the Southwest. Knowledge of at least some from the following generic titles:

- | | |
|---------------|---------------------------------|
| 1) Polkas | 6) Cuadrillas |
| 2) Jarabes | 7) Valses |
| 3) Zapateados | 8) Indian Dances |
| 4) Danzones | 9) American square dances, etc. |
| 5) Cumbias | |

Children's story telling in Spanish. Skills for telling stories which reflect the folklore of the Indo-Hispanic American Southwest, i.e.:

Cuentos de La Llorona, de Juan Bobo, de Santos, de bultos, de aventuras, de hadas, moralejas, religión, de hechos históricos, fábulas, etc., including "dichos regionales" that explain or support a value or a belief with Indo-Hispanic cultural references.

Children's Games of the Indo-Hispanic Communities.

Skills for teaching and playing children's games in Spanish with particular attention to traditional Spanish and Indian children's games.

Language

A. English - knowledge of English at academic level

(B.A. Degree) and:

1. Contrastive analysis (phonological, morphological, syntactical and lexical) of English and Spanish.
2. Articulation of English and Spanish (in areas of contrast only).
3. Methods of teaching English to speakers of other languages (Audio-lingual)
4. Teaching Reading to bilinguals (Review of the reading process with implications for Spanish speakers).

B. Spanish

1. Basic Skills including:

- a) Expanded listening/comprehension and oral vocabulary plus universal Spanish as an alternative to the vernacular including the main school disciplines and useful idiomatic forms which have been substituted or anglicized in the Spanish of the Southwest, cognates, etc.
- b) Reading skills which promote #1 above and facilitate reading of Spanish literature, history, etc. as well as command of spelling, and all writing conventions of Spanish.
- c) Writing skills which can facilitate creativity in Spanish composition.

2. Literacy:

Develop the above 1. a, b, and c in a manner appropriate for a teacher in order that he be able to teach literary works and to transmit the same skills to the students as well as represent a good language and culture model.

3. Vernacular:

- a) Know the vernacular and the reasons for the dialect variations and their affective value as well as its utility to the child and to the Spanish communities of the Southwest (politics of language change).

- b) Allow and encourage use of the vernacular in class in an oral "language - experience" approach.
- c) Know the equivalents for expressions in the dialect in Spanish from other parts of the world as well as English parallels.

Pedagogy

Since a prospective teacher is required to take a full program of professional education and educational content courses. and since most of these are taken in English, there is a need to adapt these courses to the bilingual setting. Materials, methods, approaches, etc. must be adapted.

A: Adaptation

1. Materials - Know where to obtain and how to evaluate them:
 - a) relevant (local) and universal materials for bilingual settings.
 - b) know what and how to include Indo-Hispanic culture and language to adapt courses in pedagogy, child psychology, etc. to bilingual settings.
 - c) know how to evaluate tests and questions in tests as to validity for the bilingual child.
 - d) know how to use various materials according to what is taught through Spanish.

2. Methods

- a) Observe others' efforts in actual bilingual classes and be able to evaluate what is observed.
- b) Practice teach at various levels and in various disciplinary areas of bilingual programs in Spanish.
- c) Practice the teaching of English to Spanish-speakers (with students who do not speak English, if possible).
- d) Learn how to train and utilize the classroom aides to enhance the bilingual program.
- e) Learn use of language laboratory and other electro-mechanical aids and visuals to teach various language skills to bilingual children.
Oral-aural language approach.

B. Fundamental studies.

1. Know how to include in the curriculum development those items of the Indo-Hispanic culture that reflect its greatness and its contributions to the world. Know how to present parallel cross-cultural items.
2. Know basic materials (reading, social studies, etc.) and what is and is not reflected in them at each grade level.

3. Know legislation pertinent to bilingual education.
4. Know how to explicate and promote bilingual education with its pros and cons and interpret it to community, administrators and local school staff.
5. Know Special Education principles as applicable to the bilingual child.

These conclusions reflect the re-interpretation of the data from Tables 4 and 6 during the Evaluative Conference. Ideas from the existing bilingual teacher training guides are reflected as well as from the solicited documents from bilingual program directors. Three main learning styles and/or areas are reflected, the cognitive (knowledge base), affective (attitudinal), and the skills (physical). All three have a cultural (Indo-Hispanic) reference which may be termed "Special Content" until assimilated into the "Standard Curriculum."

Discussion

It is impossible to extricate the three main areas of Culture, Language and Pedagogy from each other when discussing a single ethnic group. The division into these topics only allows us to see more clearly the specifics to which any training program and/or course of study must address itself.

The items considered include not only the teacher needs beyond the B.A. Degree but also the weaknesses of the undergraduate programs. The case of the teaching of reading to bilingual children obviates this proposition. The skills development sought by the teachers indicates that there is a deficiency in our school system which provides little in the area of the transmission of skills in the Fine Arts of any culture. The need for development of Spanish basic skills is also a reflection of a weak educational system that has not capitalized on the Spanish linguistic assets that bilingual children bring to school. A further weakness is reflected in the history needs supporting the fact that undergraduate programs are not as inclusive nor as universal as implied.

This study had as its main goal the design of a set of areas of study to prepare good bilingual program teachers. The inclusion of all the subjects available with the highest degrees (M.A.) and the highest scores (see Appendix E) in language and culture was the greatest asset in the study. The subjects not only verified the need for an improved program

but were vitally interested in the undertaking. Their present experience with bilingual bicultural programs in Chicano communities gives them insight as well as authority to reflect on the needs of these schools, programs and communities.

An overriding factor voiced by the subjects was the lack of experience on the part of most college professors with the programs for which the- purport to be preparing the teachers. In the case of bilingual bicultural teacher preparation, an almost complete absence of experience in legitimate bilingual bicultural elementary programs exists. The subjects, therefore, accepted their training such as it was but look eagerly to the day when they with their own experiential background can contribute to the training of teachers for these programs. An indicator to teacher preparation schools is seen here: Before trying to implement the Special Content courses in the training of teachers for bilingual bicultural program, provide your professors, or hire new professors, with experience in the area. Noting that the Chicano and that bilingual-bicultural education have a uniqueness in the American scene, the experience of the teachers should, at least in part, come from that cultural reference.

A well-prepared bilingual bicultural teacher should, in the area of (1) Culture, know not only the history but the total civilization of the contributing cultures that frame the Indo-Hispanic-American culture of today in the United States. The

Spanish historical and cultural roots as reflected in the fine arts and the literature should be internalized by the teacher. The parallels in history, art, music, etc. of the Hispanic world with the other civilizations (generally the Anglo-Saxon-American and the Native American) need to be well known and skills-for demonstrating and teaching elements of the cultures being contrasted need to be developed. (The assumption that teachers, because they are of a particular ethnicity, have these skills, has no basis! The schools have not provided that opportunity). The contemporary world of the Chicano needs to be well known and understood by the teacher. She should be able to explain the socio-economic status of the ethnic groups she works with giving each its particular value and reasons. These items at the university level need to be dealt with in Spanish to reinforce the ability of the teacher to deliver in Spanish.

In the area of (2) Language, if that item can be separated from "culture", one can be more specific. Teachers should approach an equality in experience with all phases of English and Spanish. Not only do the basic skills of reading and writing but the experience with literature need to be given to prospective bilingual-bicultural teachers. The content of the activities in this area needs to be cultural in nature and, whenever possible, related or paralleled to the contemporary scene. English and Spanish need to be contrasted (and paralleled) so that teachers internalize the possible areas of

difficulty in the language arts of both. Bilingual-bicultural program teachers whether bilingual or not need to know the linguistic component of the language they speak (English) as well as that native to the ethnic group they are working with (Spanish). Although the articulation of sounds is not important where both languages correspond, it is imperative that teachers learn the articulation process of items which contrast i.e.: /ɪ/short i, /ɔ/ open o, /ə/schwa, /æ/ diagraph of "a" in "pat", /b/bilabial -vs- /v/labio-dental, /s/unvoiced -vs- /z/voiced, /ʃ/"s-h" -vs- /ç/"c-h", etc. in English and /ɾ/single tap -vs- /r/"Trill", /l/Spanish -vs- /l/English etc. in Spanish.

In the area of (3) Pedagogy, a teacher should be familiar with the basic problems of bilingual education in and out of the United States and with curricular changes which address themselves to their solution. Specifically the pedagogical implications of the cultural and linguistic differences (and likenesses) of Indo-Hispanic-Americans, Anglo-Saxon-Americans and Native Americans who comprise the longest group of people of the American Southwest. The process of becoming a change agent, an advocate of new imagination curricular changes to accommodate the learning styles and other assets of children in bilingual-bicultural communities is another aspect of pedagogy which must be considered.

Universities wishing to be involved in realistic, practical programs for the training of bilingual bicultural elementary school teachers for Spanish-English communities should look at

the items under "conclusions" for the possible inclusion in in agrupations (course syllabu) which could well take from all three areas. Separation of items (i.e.: Language from culture from pedagogy) should be made only when all other approaches are eliminated. The author believes that, after some six years of experimenting at the graduate level in this training, a twelve-month (3 semesters or 4 quarters) program is more realistic than the six-week, eight-week or the nine-month ones attempted. All should work to develop the areas at the undergraduate level as a more realistic time span for preparation of bilingual bicultural teachers at all levels.

One might also note that the description of the training needs incorporate elements which monolingual teachers could well internalize as part of a training program for them. An effective participation by all teachers is needed to insure the good educational programs our children deserve.

Finally, an item not separated in this study but reflected in the high sufficiency ratings given to the items studied as part of the total immersion undergone in Mexico by all the subject is the value of the total immersion itself. All programs need to consider this 100% linguistic and cultural immersion as an integral part. Without it teachers find it difficult to implement the Spanish-only elements of a program. From experience with short-immersion (six weeks) groups and no-immersion groups there seems to be a positive correlation

between the length of the immersion and the ability of the teachers to deliver in Spanish. This immersion also seems to make it easier to internalize the value of using Spanish to teach and the value of being literate in Spanish. It is a fallacy to expect full command of and ability to teach through a second language (Spanish) if a total non-English experience in the classrooms has not been part of a teacher's training.

This study is the voice of the teachers in bilingual bicultural programs. These teachers experienced a training program which was the result of four years of experimentation. It should be taken as a serious mandate. Accountability is here to stay and programs designed and tested with federal and state monies should stand on their own; this study gives the direction needed in implementing sound course designs in Culture, Language and Pedagogy for the training of highly effective bilingual, bicultural elementary school teachers.

NEW MEXICO

A GRADUATE TRAINING PROGRAM DEVELOPED
FOR
ELEMENTARY SCHOOL SPANISH-ENGLISH BILINGUAL TEACHERS
(A 1969-1975 Research and Development Study)

PART II

BILINGUAL TEACHER AND TEACHER TRAINER INSTITUTE FOLLOW UP
Cecilio Orozco, Ph.D., Director

U.S. Public Law 90-35

Title V Part D EPDA

Project #014750

Grant #OEG-0-71-1056

UNIVERSITY OF NEW MEXICO

Department of Education

1975

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Chapter 1005. Chapter 10

THE COMMONWEALTH OF MASSACHUSETTS

In the Year One Thousand Nine Hundred and Seventy-one

AN ACT PROVIDING FOR THE ESTABLISHMENT AND IMPLEMENTATION OF PROGRAMS IN TRANSITIONAL BILINGUAL EDUCATION IN THE PUBLIC SCHOOLS OF THE COMMONWEALTH, WITH REIMBURSEMENT BY THE COMMONWEALTH TO CITIES, TOWNS AND SCHOOL DISTRICTS TO FINANCE THE ADDITIONAL COSTS OF SUCH PROGRAMS.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Declaration of Policy. - The General Court finds that there are large numbers of children in the commonwealth who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The General Court believes that a compensatory program of transitional bilingual education can meet the needs of these children and facilitate their integration into the regular public school curriculum. Therefore, pursuant to the policy of the commonwealth to insure equal educational opportunity to every child, and in recognition of the educational needs of children of limited English-speaking ability, it is the purpose of this act to provide for the establishment of transitional bilingual education programs in the public schools, and to provide supplemental financial assistance to help local school districts to meet the extra costs of such programs.

SECTION 2. The General Laws are hereby amended by inserting after chapter 71 the following chapter:-

CHAPTER 71A.

TRANSITIONAL BILINGUAL EDUCATION.

Section 1. The following words, as used in this chapter shall, unless the context requires otherwise, have the following meanings:-

“Department”, the department of education.

“School committee”, the school committee of a city, town or regional school district.

“Children of limited English-speaking ability”, (1) children who were not born in the United States whose native tongue is a language other than English

and who are incapable of performing ordinary classwork in English; and (2) children who were born in the United States of non-English speaking parents and who are incapable of performing ordinary classwork in English.

"Teacher of transitional bilingual education", a teacher with a speaking and reading ability in a language other than English in which bilingual education is offered and with communicative skills in English.

"Program in transitional bilingual education", a full-time program of instruction (1) in all those courses or subjects which a child is required by law to receive and which are required by the child's school committee which shall be given in the native language of the children of limited English-speaking ability who are enrolled in the program and also in English, (2) in the reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program and in the oral comprehension, speaking, reading and writing of English, and (3) in the history and culture of the country, territory or geographic area which is the native land of the parents of children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

Section 2. Each school committee shall ascertain, not later than the first day of March, under regulations prescribed by the department, the number of children of limited English-speaking ability within their school system, and shall classify them according to the language of which they possess a primary speaking ability.

When, at the beginning of any school year, there are within a city, town or school district not including children who are enrolled in existing private school systems, twenty or more children of limited English-speaking ability in any such language classification, the school committee shall establish, for each classification, a program in transitional bilingual education for the children therein; provided, however, that a school committee may establish a program in transitional bilingual education with respect to any classification with less than twenty children therein.

Every school-age child of limited English-speaking ability not enrolled in existing private school systems shall be enrolled and participate in the program in transitional bilingual education established for the classification to which he belongs by the city, town or school district in which he resides for a period of three years or until such time as he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given only in English, whichever shall first occur.

A child of limited English-speaking ability enrolled in a program in transitional bilingual education may, in the discretion of the school committee and subject to the approval of the child's parent or legal guardian, continue in that program for a period longer than three years.

An examination in the oral comprehension, speaking, reading and writing of English, as prescribed by the department, shall be administered annually to all children of limited English-speaking ability enrolled and participating in a program in transitional bilingual education. No school committee shall transfer a child of limited English-speaking ability out of a program in transitional bilingual education prior to his third year of enrollment therein unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination which, in the determination of the department, reflects a level of English language skills appropriate to his or her grade level.

If later evidence suggests that a child so transferred is still handicapped by an inadequate command of English, he may be reenrolled in the program for a length of time equal to that which remained at the time he was transferred.

Section 3. No later than ten days after the enrollment of any child in a program in transitional bilingual education the school committee of the city, town or the school district in which the child resides shall notify by mail the parents or legal guardian of the child of the fact that their child has been enrolled in a program in transitional bilingual education. The notice shall contain a simple, non-technical description of the purposes, method and content of the program in which the child is enrolled and shall inform the parents that they have the right to visit transitional bilingual education classes in which their child is enrolled and to come to the school for a conference to explain the nature of transitional bilingual education. Said notice shall further inform the parents that they have the absolute right, if they so wish, to withdraw their child from a program in transitional bilingual education in the manner as hereinafter provided.

The notice shall be in writing in English and in the language of which the child of the parents so notified possesses a primary speaking ability.

Any parent whose child has been enrolled in a program in transitional bilingual education shall have the absolute right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw his child from said program by written notice to the school authorities of

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the school in which his child is enrolled or to the school committee of the city, town or the school district in which his child resides.

Section 4. A school committee may allow a non-resident child of limited English-speaking ability to enroll in or attend its program in transitional bilingual education and the tuition for such a child shall be paid by the city, town, or the district in which he resides.

Any city, town or school district may join with any other city, town, school district or districts to provide the programs in transitional bilingual education required or permitted by this chapter.

The commonwealth, under section eighteen A of chapter fifty-eight, shall reimburse any city, town or district for one-half of the cost of providing transportation for children attending a program in transitional bilingual education outside the city, town or district in which they reside.

Section 5. Instruction in courses of subjects included in a program of transitional bilingual education which are not mandatory may be given in a language other than English. In those courses or subjects in which verbalization is not essential to an understanding of the subject matter, including but not necessarily limited to art, music and physical education, children of limited English-speaking ability shall participate fully with their English-speaking contemporaries in the regular public school classes provided for said subjects. Each school committee of every city, town or school district shall ensure to children enrolled in a program in transitional bilingual education practical and meaningful opportunity to participate fully in the extra-curricular activities of the regular public schools in the city, town or district. Programs in transitional bilingual education shall, whenever feasible, be located in the regular public schools of the city, town or the district rather than separate facilities.

Children enrolled in a program of transitional bilingual education whenever possible shall be placed in classes with children of approximately the same age and level of educational attainment. If children of different age groups or educational levels are combined, the school committee so combining shall ensure that the instruction given each child is appropriate to his or her level of educational attainment and the city, town or the school districts shall keep adequate records of the educational level and progress of each child enrolled in a program. The maximum student-teacher ratio shall be set by the department and shall reflect the special educational needs of children enrolled in programs in transitional bilingual education.

Section 6. The board of education, hereinafter-called the board, shall grant certificates to teachers of transitional bilingual education who possess such qualifications as are prescribed in this section. The requirements of section thirty-eight G of chapter seventy-one shall not apply to the certification of teachers of transitional bilingual education. Teachers of transitional bilingual education, including those serving under exemptions as provided in this section, shall be compensated by local school committees not less than a step on the regular salary schedule applicable to permanent teachers certified under said section thirty-eight G.

The board shall grant certificates to teachers of transitional bilingual education who present the board with satisfactory evidence that they (1) possess a speaking and reading ability in a language, other than English, in which bilingual education is offered and communicative skills in English; (2) are in good health, provided that no applicant shall be disqualified because of blindness or defective hearing; (3) are of sound moral character; (4) possess a bachelor's degree or an earned higher academic degree or are graduates of a normal school approved by the board; (5) meet such requirements as to courses of study, semester hours therein, experience and training as may be required by the board; and (6) are legally present in the United States and possess legal authorization for employment.

For the purpose of certifying teachers of transitional bilingual education the board may approve programs at colleges or universities devoted to the preparation of such teachers. The institution shall furnish the board with a student's transcript and shall certify to the board that the student has completed the approved program and is recommended for a teaching certificate.

No person shall be eligible for employment by a school committee as a teacher of transitional bilingual education unless he has been granted a certificate by the board; provided, however, that a school committee may prescribe such additional qualifications, approved by the board. Any school committee may upon its request be exempted from the certification requirements of this section for any school year in which compliance therewith would in the opinion of the department constitute a hardship in the securing of teachers of transitional bilingual education in the city, town or regional school district. Exemptions granted under this section shall be subject to annual renewal by the department.

A teacher of transitional bilingual education serving under an exemption as provided in this section shall be granted a certificate if he achieves the requisite qualifications therefor. Two years of service by a teacher of transi-

S 1619E

transitional bilingual education under such an exemption shall be credited to the teacher in acquiring the status of serving at the discretion of the school committee as provided in section forty-one of chapter seventy-one, and said two years shall be deemed to immediately precede, and be consecutive with, the year in which a teacher becomes certified. In requesting an exemption under this section a school committee shall give preference to persons who have been certified as teachers in their country or place of national origin.

All holders of certificates and legal exemptions under the provisions of section thirty-eight G of chapter seventy-one who provide the board with satisfactory evidence that they possess a speaking and reading ability in a language other than English may be certified under this section as a teacher of transitional bilingual education.

Nothing in this chapter shall be deemed to prohibit a school committee from employing to teach in a program in transitional bilingual education a teacher certified under section thirty-eight G of chapter seventy-one, so long as such employment is approved by the department.

Section 7. A school committee may establish on a full or part-time basis pre-school or summer school programs in transitional bilingual education for children of limited English-speaking ability or join with the other cities, towns or school districts in establishing such pre-school or summer programs. Pre-school or summer programs in transitional bilingual education shall not substitute for programs in transitional bilingual education required to be provided during the regular school year.

Section 8. The costs of the programs in transitional bilingual education required or permitted under this chapter, actually rendered or furnished, shall, for the amount by which such costs exceed the average per pupil expenditure of the city, town or the school district for the education of children of comparable age, be reimbursed by the commonwealth to the city, town or regional school districts as provided in section eighteen A of chapter fifty-eight.

Reimbursement shall be made upon certification by the department that programs in transitional bilingual education have been carried out in accordance with the requirements of this chapter, the department's own regulations, and approved plans submitted earlier by city, town or the school districts, and shall not exceed one and one-half million dollars for the first year, two and one-half million dollars per year for the second and third years, and four million dollars per year for the fourth and subsequent years of programs in transitional bilingual education. In the event that amounts certified by the depart-

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ment for reimbursement under this section exceed the available state funds therefor, reimbursement of approved programs shall be made based on the ratio of the maximum available state funds to the total funds expended by all of the school committees in the commonwealth.

Nothing herein shall be interpreted to authorize cities, towns or school districts to reduce expenditures from local and federal sources, including monies allocated under the federal Elementary and Secondary Education Act, for transitional bilingual education programs.

The costs of programs in transitional bilingual education, other than those actually reimbursed under this chapter, shall be "reimbursable expenditures" within the meaning of chapter seventy, and shall be reimbursed under said chapter.

Section 9. In addition to the powers and duties prescribed in previous sections of this chapter, the department shall exercise its authority and promulgate rules and regulations to achieve the full implementation of all provisions of this chapter. A copy of the rules and regulations issued by the department shall be sent to all cities, towns and school districts participating in transitional bilingual education.

SECTION 3. Subsection (b) of section 18A of chapter 58 of the General Laws is hereby amended by striking out paragraph (3), as appearing in section 7 of chapter 5 of the acts of 1969, and inserting in place thereof the following paragraph:-

(3) On or before November twentieth, the reimbursements for the special education programs required to be paid by the commonwealth under chapters sixty-nine, seventy-one and seventy-one A;

SECTION 4. Chapter 69 of the General Laws is hereby amended by inserting after section 34 under the caption BUREAU OF TRANSITIONAL EDUCATION the following section:-

Section 35. There shall be established within the department, subject to appropriation, a bureau of transitional bilingual education which shall be headed by a project director. The project director shall be appointed by the board of education upon the recommendation of the commissioner, and said project director shall have the minimum qualifications of a bachelor degree in either business administration, liberal arts, or science, and shall have at least two years of documented administrative or teaching experience. The project director shall file a quarterly report with the board of education, the clerk of the house of

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representatives and the clerk of the senate.

The bureau for transitional bilingual education shall be charged with the following duties: (1) to assist the department in the administration and enforcement of the provisions of chapter seventy-one A and in the formulation of the regulations provided for in said chapter; (2) to study, review, and evaluate all available resources and programs that, in whole or in part, are or could be directed toward meeting the language capability needs of children and adults of limited English-speaking ability resident in the commonwealth; (3) to compile information about the theory and practice of transitional bilingual education in the commonwealth and elsewhere, to encourage experimentation and innovation in the field of transitional bilingual education, and to make an annual report to the general court and the governor; (4) to provide for the maximum practicable involvement of parents of children of limited English-speaking ability in the planning, development, and evaluation of transitional bilingual education programs in the districts serving their children, and to provide for the maximum practicable involvement of parents of children of limited English-speaking ability, teachers and teachers' aides of transitional bilingual education, community coordinators, representatives of community groups, educators and laymen knowledgeable in the field of transitional bilingual education in the formulation of policy and procedures relating to the administration of chapter seventy-one A by the commonwealth; (5) to consult with other public departments and agencies, including but not limited to the department of community affairs, the department of public welfare, the division of employment security, and the Massachusetts commission against discrimination, in connection with the administration of said chapter; (6) to make recommendations to the department in the areas of pre-service and in-service training for teachers of transitional bilingual education programs, curriculum development, testing and testing mechanisms, and the development of materials for transitional bilingual education courses; and (7) to undertake any further activities which may assist the department in the full implementation of said chapter.

SECTION 5. Chapter eight hundred and fifty-two of the acts of nineteen hundred and seventy is hereby repealed.

House of Representatives, October 26, 1971.

Passed to be enacted,

Thomas W. McGehee

Acting
Speaker.

1619H

In Senate, October 26, 1971.

Passed to be enacted, *John B. Hume*, President.

November 4, 1971.

Approved,

Paul Ramsey
Governor.

NEW MEXICO

AN ACT

1
2 RELATING TO EDUCATION; PROVIDING FOR ESTABLISHMENT OF BILINGUAL MULTI-
3 CULTURAL EDUCATION PROGRAMS IN THE PUBLIC SCHOOLS; REPEALING CERTAIN
4 SECTIONS OF THE NMSA 1953.

5
6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

7 Section 1. SHORT TITLE.--This act may be cited as the "Bilingual
8 Multi-Cultural Education Act".

9 Section 2. DEFINITIONS.--As used in the Bilingual Multi-Cultural
10 Education Act:

11 A. "program" means a program of education by which students
12 learn through two languages to understand and participate in the cul-
13 tures of their environment;

14 B. "chief" means chief of public school finance;

15 C. "culturally and linguistically different" are those per-
16 sons who are of a different cultural background than the majority cul-
17 ture of the state and whose native tongue is of a language other than
18 the language of the majority culture within the state;

19 D. "department" means the state department of education;

20 E. "district" means a local school district; and

21 F. "school board" means a local school board.

22 Section 3. PURPOSE.--

23 A. The purpose of the Bilingual Multi-Cultural Education Act
24 is to insure equal education opportunities for students in New Mexico.

25 B. Cognitive and affective development of the students in

SFCS/SECS/
SB 421
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1 New Mexico is encouraged by:

2 (1) utilizing the cultural and linguistic backgrounds
3 of the students in the curriculum;

4 (2) providing students with opportunities to expand
5 their conceptual and linguistic abilities and potentials in a success-
6 ful and positive manner; and

7 (3) teaching students to appreciate the value and
8 beauty of different languages and cultures.

9 Section 4. STATE BOARD AND DEPARTMENT--POWERS--DUTIES.--

10 A. The state board shall issue guidelines for the develop-
11 ment and implementation of programs.

12 B. The department shall administer and enforce the provi-
13 sions of the Bilingual Multi-Cultural Education Act.

14 C. The department shall assist school boards in developing
15 and evaluating programs.

16 D. In the development, implementation and administration of
17 this program, the state board and the department shall give preference
18 to New Mexico residents when hiring personnel.

19 Section 5. PROGRAM PLAN AND EVALUATION.--

20 A. The school board may prepare and submit to the depart-
21 ment, the state superintendent of public instruction or his representa-
22 tive and the chief a program plan in accordance with guidelines issued
23 by the state board.

24 B. At regular intervals, the school board, the department,
25 and a parent advisory committee from the district shall review the

1 goals and priorities of the plan and make appropriate recommendations
2 to the state board.

3 C. Programs shall be located in the regular public schools
4 of the district. Involvement of students in any programs shall not
5 have the effect of segregating students by ethnic group, color or
6 national origin.

7 Section 6. BILINGUAL INSTRUCTION PROGRAMS--ELIGIBILITY FOR STATE
8 FINANCIAL SUPPORT.--

9 A. To be eligible for state financial support, each program
10 must:

11 (1) provide for the educational needs of linguistically
12 and culturally different students, including native American children,
13 and other students who may wish to participate, in grades K through
14 six, with priority to be given to programs in grades K through three,
15 in any public school or between a combination of public schools in
16 a district;

17 (2) fund programs for culturally and linguistically
18 different students in the state in grades K through three for which
19 there is an identifiable need to improve the language capabilities of
20 these students before funding programs at higher grade levels;

21 (3) use two languages as mediums of instruction for any
22 part or all of the curriculum of the grade level or levels within the
23 program;

24 (4) use teachers who have specilized in elementary
25 education and who have received special training in bilingual education

1 conducted through the use of two languages; and

2 (5) emphasize the history and cultures associated with
3 the students' mother tongue.

4 B. Each program must meet each requirement of Subsection A
5 of this section and be approved by the department, the state superin-
6 tendent of public instruction or his representative and the chief to
7 be eligible for state financial support.

8 Section 7. FINANCIAL SUPPORT--DISTRIBUTIONS.--Subject to the
9 approval of each program, and the expenditure required for it, and the
10 availability of funds, the chief shall distribute funds to each dis-
11 trict for programs in or between schools in that district. The chief's
12 distribution shall be limited to the amount by which the cost of a
13 program exceeds the average per pupil expenditure of the district for
14 the education of children of comparable age. The chief's distribution
15 shall be in addition to, and shall not cause a reduction of, any other
16 or combination of other state distributions.

17 Section 8. REPEAL.--Sections 77-11-12 and 77-21-1 through 77-21-5,
18 NMSA 1953 (being Laws 1969, Chapter 161, Section 1 and Laws 1971,
19 Chapter 309, Sections 1 through 5) are repealed.

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THIRD CONFERENCE OF THE MEXICAN-AMERICAN SCHOOL BOARD ASSOCIATION

LEGAL DEVELOPMENTS IN BILINGUAL EDUCATION

LAU V. NICHOLS, 42 LW 4165

On January 21, 1974, the United States Supreme Court decided this case. Because the case is so recent official citations are not available. In the San Francisco California School District Two Thousand Eight Hundred Fifty-Six (2,856) students of Chinese ancestry did not speak English; about One Thousand (1,000) of those students were given supplemental courses in the English language and about One Thousand Eight Hundred (1,800) of this group did not receive the supplemental English instruction.

The Court was asked to determine whether the system outlined above violates the Equal Protection Clause of the United States Constitution, Section 601 of the Civil Rights Act of 1964, and the United States Department of Health, Education, and Welfare Regulations. Without reaching the issue of whether the system violates the Equal Protection Clause, the Court made the following legal determinations:

- 1) A system that requires instruction in the English language, proficiency in English as pre-requisite to graduation, and compulsory school attendance but does not take affirmative action to remedy English language deficiencies is in violation of

Section 601 of the 1964 Civil Rights Act and the HEW Regulations promulgated to effectuate that statute.

- 2) The HEW Regulations quoted in the decision have the force and effect of law.
- 3) The above system did not provide for the use of academic facilities by all students and discriminated against some students because of National origin in violation of Section 601 of the 1964 Civil Rights Act.
- 4) To prove violation of Section 601, it is not necessary to show an "intent" or "purposeful design" on the part of a School District. The only criterion is that the effect of the system results in discrimination.
- 5) School Districts receiving federal funds which fail to initiate effective programs for students deficient in the English language deprive such students of a meaningful opportunity to participate in the educational process in violation of Section 601 of the 1964 Civil Rights Act.
- 6) Any program directed at dealing with the English language deficiency must not operate as a detour from the main stream of the educational process.

The court did not forge any remedies but remanded the case for that purpose to the lower Courts - it has overruled. However,

the Supreme Court did strongly suggest that School Districts that did not meet the criteria of the HEW Regulations may have violated their contractual agreements for receiving federal funds and it further suggested the use of curtailment of such funds to deal with the problems.

SERNA V. PORTALES, 351 Fed. Supp. 1279

This case out of the Federal District Court in New Mexico, was tried for Plaintiffs by the Mexican-American Legal Defense Fund. One out of four elementary schools in Portales, New Mexico was predominantly comprised of Spanish-Surnamed students at 86.7%. The other schools were predominantly Anglo. The Spanish-Surnamed children comprised 34.5% of the student population overall for the four elementary schools. The only senior high school's population was 82% Anglo and 17% Spanish-Surnamed. The Plaintiffs in this well presented case claimed discrimination is the result of an educational program within the Portales School System which was tailored to educate the middle class child from an English speaking family without regard for the educational needs of the child from an environment where Spanish is the predominant language spoken. Although the Court found a similarity in the program of education at all four elementary schools, excepting therefrom the bilingual education and a few Spanish-Surnamed teachers at the predominately Chicano school, it concluded that the Spanish-Surnamed children do not have under that system equal educational opportunity and therefore a violation of their constitutional right to equal protection exists.

The Court decreed

"...it is incumbent upon the school district to reassess and enlarge its program directed to the specialized needs of its Spanish-Surnamed students at Lindsey (the predominately Chicano School) and also to establish and operate in adequate manner programs at the other elementary schools where no bilingual-bicultural program now exist."

MORALES V. SHANNON, 41 L.W. 2451

This is the Uvalde, Texas school case decided by Judge John H. Wood. He relied on the Court of Appeals' decision in the Lau Case to determine that a school board's responsibility to non-English student under the Equal Protection Clause extends no further than to provide them with the same facilities, textbooks, teachers, and curriculum as are provided other children in the District. This case is, obviously, overruled on this point by the Supreme Court's decision in the Lau Case.

Please note the difference that the Lau Case was not decided on the Equal Protection Clause but the Serna Case was. In both Serna and Lau the Courts concluded that School Districts have an affirmative duty to remedy the English language deficiencies of its non-English speaking students. And the Serna Case went even further by requiring Bi-Cultural programs.

PROPOSED TEXAS CONSTITUTION

The Texas Constitutional Revision Commission has proposed that the following language be made a part of our new Texas Constitution

"...that State supported educational programs shall recognize variations in the backgrounds, needs, and abilities of all students."

It appears that should this language be included in the new Constitution it would support state actions of the type in Lau, Serna, and Morales.

Respectfully Submitted,

LAW OFFICE OF LUIS M. SEGURA
712 San Antonio Savings Building
San Antonio, Texas 78205 (255-6191)

BY

Luis M. Segura

ATTORNEY AND GENERAL COUNSEL FOR
EDGEWOOD INDEPENDENT SCHOOL DISTRICT OF
SAN ANTONIO, TEXAS

Significant impact on Colorado cases likely

BILINGUAL SCHOOLING ORDERED BY COURT

School districts with substantial nonEnglish-Speaking minority populations are obligated by the federal Civil Rights Act to provide bilingual and bicultural educational opportunities, the 10th U.S. Circuit Court of Appeals ruled Thursday.

The decision, which follows the lines of a recent U.S. Supreme Court opinion, is expected to have a significant impact on Colorado where two similar federal suits have been filed against local school districts.

The appellate court upheld a New Mexico federal district court ruling in favor of a group of Chicano families who sued the Portales, N.M., public school system.

They charged that the Anglo-dominated school system failed to provide adequate education to the system's Spanish-surnamed pupils. The federal courts agreed.

"A sizable minority of students attending the Portales schools are Spanish surnamed," the appeals court said. "Evidence indicates that many of these students know very little English when they enter the school system. They speak Spanish at home and grow up in a Spanish culture totally alien to the environment thrust upon them in the Portales school system. The result is a lower achievement level than their Anglo-American counterparts, and a higher percentage of school dropouts."

The central issues of the lawsuit included the need for a comprehensive bilingual-bicultural education program and a program of hiring and training Spanish surnamed teachers, administrators and other school personnel.

The issues are identical to those presented in a pair of suits filed by Chicano families against Mesa County and Montrose County public school systems.

Frederico Pena, an attorney with the Mexican American Legal Defense Fund which is handling the Colorado suits, said Thursday's decision all but resolves the issues in the two cases.

"The opinion is going to affect the cases very strongly," Pena said.

During the 1971-72 school year, 34 percent of the elementary school pupils in Portales were Spanish-surnamed, the opinion said. Junior high

Rocky Mountain News Denver, Colorado
July 19, 1974

(2)

and senior high school enrollments of Spanish-surnamed were 29 and 17 per cent respectively, indicating a higher dropout rate for the minority pupils, the court said.

Until 1970, there were no Spanish-surnamed teachers, principals or vice-principals in Portales.

The court pointed out that despite a New Mexico Department of Education study in 1969 noting some of the educational deficiencies in the system, the Portales Board of Education never applied for available federal money for bilingual programs. Nor would the board accept similar funds offered by the state, the court said.

The evidence showing the Spanish-surnamed pupils fail to reach the achievement levels attained by their Anglo counterparts was "undisputed," the court said.

Expert witnesses testified that the Anglo-dominated schools in which only English is an acceptable tongue fostered feelings of inadequacy and lower self esteem in the Spanish-surnamed pupils.

Following the lower court ruling, the school board submitted a plan to provide limited bilingual education and hire Spanish-surnamed teachers and aides.

But the district court said the plan wasn't adequate and conducted hearings on several proposals. In its final order the court required implementation of a far more extensive program to provide both bilingual-bicultural educational opportunities throughout the school system and vigorous minority recruiting, hiring, and training programs.

It was the final court order that prompted the appeal of the case by the school board.

The 10th Circuit labeled the school board's initial attempt to comply with the court order a "token plan" that wouldn't benefit the Spanish-surnamed children.

The Appellate Decision relies heavily on the Jan. 21, 1974, decision of the U.S. Supreme Court in the so-called Lau Case involving 1,800 non-English-speaking Chinese students in the San Francisco school system.

The high court relied on the provision in the 1964 Civil Rights Act which prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance.

The failure to provide bilingual instruction to non-English-speaking students required to attend a public school system dominated by the English language is discriminatory, the Supreme Court concluded.

Left open, however, is the population ratio that would constitute a substantial minority population under Supreme Court guidelines.

The Chicano population in the Portales system is 26 per cent of the total. In Montrose it is 13 per cent, and in Grand Junction, it is 8.2 per cent.

Bilingual Education is Backed

The U.S. Civil Rights Commission Tuesday endorsed the concept of bilingual-bicultural education as the best means of educating large numbers of minority children.

In a 14-page report, the commission examined the principles of bilingual-bicultural education and contrasted them with the single language (English) school and other methods of teaching students in a linguistic minority.

"Without a doubt, it is easier for children to learn in a language they already understand," the commission said in its report.

"Native Language instruction capitalizes on children's previous knowledge and maximizes the possibility that children will develop health self concepts and positive attitudes toward learning," it added.

Teaching students with a minority language -- Mexican-Americans, Puerto Rican, native Americans and Asian-Americans -- only in the majority language of English can be a discriminatory obstacle, the commission said.

"Evidence gathered by the commission and others document that language minority students badly need an alternative to education in the monolingual English school system which has been found to be among the causes of low achievement, overageness and grade retention," the report said.

In fiscal 1974, Congress authorized \$135 million for bilingual education programs but only appropriated \$60 million.

In addition, bilingual and bicultural educational programs have been charged with creating a sense of "ethnic separateness" in the nation.

Albuquerque Journal
May 14, 1975

APPENDIX B

University of New Mexico Proposal

E.P.D.A. Request 1969-1970

1. The University of New Mexico
2. A Twelve-month Experienced Teacher Fellowship Program for Developing Specialists in Bilingual Education
3. Miles V. Zintz, Director
4. Number of fellowships: 28 (1969-1970)

ABSTRACT

The University of New Mexico College of Education will offer twenty-eight carefully selected participants a professional year of preparation as bilingual education specialists. The tremendous need for this program is inherent in our enrollment figures which show that more than forty per cent of the boys and girls in the public schools come from homes where a language other than English is the first language. A serious history of overageness in grade, educational retardation, and a high dropout rate further emphasize the problem.

Teachers finish pre-service education in New Mexico with practically no attention to the effect of cultural differences in the education of minority ethnic groups or to the teaching of English as a second language. The differences in second language teaching and developing the first language of the native speaker are not understood and practiced. Until these differences are understood in their psychological, anthropological, and linguistic framework, the schools cannot improve the plight of the under-achieving Spanish-speaking and Indian language children in the Southwest.

The program will disseminate significant principles of the psychology of language learning, cultural understanding, comparative linguistics, and the sociology of the school community that will improve the effectiveness of the teaching in multicultural classrooms.

The university faculty provides an inter-disciplinary professional staff to combine the work of the School of Education with the departments of psychology, sociology, anthropology, English and speech to give teachers a rather complete approach to the problems of second language teaching and related leadership functions. Further, the university is situated within an excellent laboratory for field work experiences. Public schools, BIA schools, head start, CAP programs, welfare programs, and the human growth and development study center on our campus all provide opportunities to work directly with English language learners in the community.

WASHINGTON, D. C. 20202

TITLE OF PROPOSAL: A TRAINING INSTITUTE FOR A TASK FORCE OF BILINGUAL
EDUCATION SPECIALISTS

PROJECT DIRECTOR'S NAME: Miles V. Zintz

FUNDS REQUESTED INITIAL YEAR: \$257,680

INSTITUTION NAME: University of New Mexico

Summary

A significant portion of the student population of the Southwest is educationally disadvantaged due to lack of consideration of their mother tongue in its proper instructional role. No undergraduate teacher education program has produced teachers trained in bilingual instructional methods. A task force of experienced teachers intensively trained in bilingual instructional methods is needed to provide local training on a broad scale and to help implement these programs where they are most needed.

The objectives of the project are:

1. To instruct twenty-eight teachers in sound bilingual instructional methods;
2. To provide these persons with necessary background knowledge in language, linguistics, anthropology, sociology, and education to carry out such a program;
3. To instruct the participants in the development and adaptation of materials for bilingual instruction;
4. To instruct the participants in the proper diagnostic-remediation procedures appropriate to the program;
5. To instruct the participants to serve as change agents at the local levels; and
6. To analyze the project in anticipation of adapting appropriate portions

of the program for inclusion in our regular undergraduate teacher education program.

The project is necessarily interdisciplinary and will require the cooperation of the departments of psychology, sociology, anthropology, Spanish, English, speech, the Albuquerque Public Schools, and other local schools, and the State Department of Education, along with the College of Education.

Rationale and Objectives

The present teachers in New Mexico's schools have been educated in generally accepted teacher-education programs that have given little or no attention to the special problems of understanding the effect of cultural differences or of the relationship of the language of the child to his whole cultural inheritance. Neither has the teachers' preparation included any knowledge of comparative linguistics or of the teaching of English as a second language, much less of bilingual education.

The need for this program in New Mexico is self-evident. About forty percent of the children in New Mexico (30% Spanish-American and Mexican-American; 10% Indian) enter the public schools with a first language other than English. In one county a superintendent of schools recently pointed out to his new teachers in September that they had undertaken a job for which their university preparation had certainly not prepared them. He referred specifically to language and pointed out that while over ninety percent of the children in that county came to school with one of six languages other than English as their first language (Jicarilla Apache, Navajo, Keres, Towa, Tewa, and Spanish), yet almost 100% of the teachers were unilingual in English which almost none of the students understood well! Consequently, New Mexico will be given preference in the selection of teachers to enroll for this institute. The remainder of the teachers will be selected from neighboring Southwest states: Arizona, Colorado, Utah, Texas, and California,

or other areas if the applicant has some special reasons for being considered. are will be taken to include teachers who are bilingual in Spanish and English and, hopefully, a few who are bilingual in English and one of the Indian tongues.

The University of New Mexico wishes to offer twenty-eight carefully selected teachers a professional year of preparation for positions in bilinbual education or in teaching English as a second language. It is anticipated that the success of such a program will lead to revisions in regular programs in teacher preparation for teachers in the Southwest so that all teachers may become more sophisticated in principles based on anthropology, elementary linguistics, and sociology in educational practice and, thus, enhance their effectiveness in teaching in multi-cultural classrooms. In addition this group will be a highly trained core of bilingual education teachers who can provide in-service education in bilingual education and help schools establish bilingual programs.

It is also anticipated that the success of such a program will have a "revolutionary" effect on the programs in the teaching of English in the junior and senior high schools with considerable adjustment in the education of English teachers in undergraduate teacher education programs.

The objectives of the institute, which will be developed in terms of behavioral changes and growth on the part of the enrollees, are:

- 1) To provide enrollees the background information to understand the psychological problems of the child entering school and how these compound when he must "forget" his native language and rely entirely on a foreign language with a foreign teacher. By reviewing current research findings in establishing schools that are really bilingual, concepts taught in two languages, the enrollees will be required to evaluate the relevance of such bilingual schools for New Mexico. Specific methodology for teaching beginning Spanish-speaking children to read first in Spanish and second in English with the necessary safeguards for sound language development in both languages will be evaluated and

tried experimentally as will the learning of concepts in two languages. Classes in the Albuquerque area are available for field practice in teaching in both languages and teaching concepts in both languages in the elementary school.

2) To prepare the selected enrollees to return to local school systems with sufficient understanding of linguistic theory and methodology that

- (a) they might act as consulting teachers for the other members of a school staff;
- (b) they might demonstrate techniques in language teaching and bilingual education for the other members of the staff; or
- (c) they might serve as the education specialist for instituting bilingual programs and the teaching of English as a new language.

3) To provide enrollees with the necessary background knowledge from anthropology, sociology, and education that will enable them to interpret language behavior in the meaningful context in which it is found and thus be able to provide more scientifically sound and realistic instruction in English.

4) On the basis of the foundation presented in Objectives 1 and 2, to provide the necessary instruction in formal courses in linguistics, speech, educational sociology, and instructional theory and practice in bilingual education and the teaching of English as a second language to develop effective teachers and trainers in this area of specialization.

5) To provide the enrollees a laboratory and supervised guidance in the preparation of basic materials needed in bilingual education and the teaching of English as a second language. Such materials are quite limited at the present time.

6) To provide the enrollees with an understanding of, and skill in, the diagnosis of problems in language for which remedial instruction, laboratory work, and supervised guidance are badly needed.

7) To provide enrollees with basic knowledge and skills in evaluation of language instruction, including the preparation of tests and other evaluative instruments.

8) To provide enrollees with seminar instruction in the principles of curriculum development in the total school program so that they will relate the special problems of children who are culturally and linguistically different to the general education program of the school.

9) To provide the enrollees an opportunity to practice a new language (Navajo for the Spanish-speaking and Spanish for the Indian-speaking) so that they might experience more realistically many of the psychological confrontations of the child who enters school without English language skills and so that they might practice the same techniques in second language teaching which they will expect boys and girls to utilize subsequently.

10) To provide the enrollees with principles of teaching children how to read in a language other than English. In establishing bilingual schools in areas where the majority of children enter school using a spoken language other than English, teachers must accept the responsibility of developing initial reading skills in the language "native" to the child.

11) To permit us to field test a bilingual teacher education program with the anticipation of fitting appropriate aspects of the bilingual specialist training program into our on-going pre-service teacher education program.

Program Organization, Content and Schedule

The institute will provide an opportunity for the participants to earn a maximum of thirty-nine semester hours of graduate level work. This work can culminate in a master's degree or lead toward the Education Specialist certificate, depending on the status of the individual participants. Credit will be given

for completion of regular courses, special courses for the institute, and the field work which is a major portion of the institute.

The instructional activities will be organized in keeping with the objectives listed above. To achieve these objectives, approximately the following plan will be carried out.

It is anticipated that field experiences will be a most important integral part of the total study program. Facilities exist in the Albuquerque area to provide the complete range of laboratory facilities.

1) Dr. Robert Chisholm, Superintendent of Albuquerque Public Schools, has appointed a Bilingual Education Committee from within the system to develop a model bilingual school for New Mexico. Mr. Henry Pascual of the State Department of Education has provided strong leadership in developing the plans for the proposed model program. In addition a Bilingual Education Advisory Board composed of representatives of interested community organizations and individuals has been appointed. The writer of this proposal and the chairman of the Department of Elementary Education, in whose department this institute is to be housed, are both on the Advisory Board. Full cooperation can be expected between the public schools and the College of Education. Under Title VII, the Albuquerque Public Schools have now been funded to begin this project.

2) Head Start programs exist in all of the low-economic areas of the city. Among the numerous classrooms, exist several where the whole groups of very young children come speaking only Spanish. The director of this program would welcome coordinated assistance with the development of supervised language practice. Head Start programs in the Indian Pueblos within an hour's driving distance provide very young children from different language backgrounds (Navajo, Keres, Tewa, Towa) and the directors of the program are most willing to cooperate in improving their own programs through better language-teaching practices.

3) The Albuquerque Public Schools serve as the base for the laboratory experiences for all of the teachers in training at UNM. There are many elementary schools, junior high schools, and two senior high schools in the Rio Grande Valley where Spanish is the dominant language. Internships in these schools in selected situations are possible. The Navajo Elementary School in the Rio Grande Valley has been designated as a student teaching center and every classroom has one student teacher each semester. A majority of these children speak Spanish as their first language. There are experiences outside the proposed model bilingual school to field-practice elements of the project.

4) The New Mexico Cooperative Research and Study Council is a corporate body of small school systems in New Mexico that work in cooperation with the Department of Administrative Services in the College of Education at the University of New Mexico. In these school systems in rural New Mexico are separate elementary schools in which the total enrollment speak natively Keresan, Zuni, Navajo, or Spanish. Many of these elementary school admini-

strators would welcome cooperative effort and support from such a program herein envisioned with teachers in an academic year institute.

5) Manzanita Center, a Child Growth and Development Study Center, in our College of Education Complex, provides facilities for individual and small group work in clinic rooms with one-way observation screens and ear-phones.

Improvements on Past Practice

Past practice has ignored the psychological, cultural, and educational advantages of providing beginning instruction in the mother tongue of the child if he was from other than an English-speaking background. In addition, past practice has only in a limited way provided second language instruction for the English-speaking child. Since Title I has been in effect modern approaches to teaching English as a second language have made their appearance in some schools of the region, but in all too few as workers in Title I will testify. Since this is the history, it is obvious that such programs have not provided for nor needed persons highly trained in bilingual education methods with sound practical backgrounds in psychology, sociology, and anthropology to implement programs and training programs to provide practices either entirely new or relatively sparsely in operation.

Work Experience

The work experience in actual educational tasks has been described previously. Practicum experiences, TESL applications in schools, materials development and adaptation, working with community members are all educational tasks that are of a work experience nature.

Evaluation and dissemination

(1) The placement service of the university can provide, one year after completion of the program, an evaluation of the services rendered by the enrollees by their administrative superiors.

2) The enrollees will be given opportunity during the course of the academic year to make both formal and informal evaluations of the total program and the different courses in the program. On the basis of these judgments, the staff will change, adjust, or adapt the program while it is in operation.

3) Participants will be required to complete rating scales evaluating the year of study. Covered will be such items as (a) the degree to which the academic year met its objectives; (b) the organization and administration of the program; (c) the program and the instructional staff; (d) general acceptance by enrollees of the total program; and (e) anticipated changes in behavior following the institute.

4) During the year short term visits are planned for three or four specialists, preferably from the Committee on Bilingualism of the American Council on Teaching Foreign Languages. One of their major assignments will be to make evaluative judgments of the program as they see it.

5) Members of the State Department of Education, such as Mr. Henry Pascual and Mr. Robert Esparza, will be invited to evaluate the project during its operation, at the conclusion of the institute year, and one year subsequent to the institute.

APPENDIX C

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-70754
APPROVAL EXPIRES: 12/31/69

PROPOSAL SUMMARY FOR EDUCATION PROFESSIONS DEVELOPMENT ACT
PARTS C, D, AND F (Public Law 90-35)

FOR USE ONLY

ABSTRACT

| | |
|------------------|--------------|
| 1. OE LOG NUMBER | 2. FICE CODE |
|------------------|--------------|

3. TITLE OF PROJECT (As shown in Item 25, OE Form 7219)

Bilingual-Bicultural Teacher Training Institute

TYPE OF PROJECT

4. PROGRAM CODE AND TITLE (As shown in Item 26, OE Form 7219)

16 - Basic Studies

5. SUBPROGRAM CODE (As shown in Item 27, OE Form 7219)

PROJECT DIRECTOR (As shown in Items 14-23, OE Form 7219)

| | | | | | |
|---|------------------|--|-----------|--|-----------------------|
| 6. NAME Henry W. Pascual | | 7. POSITION Director, Bilingual Education | | 8. INSTITUTION OR AGENCY New Mexico State Department of Education | |
| 9. STREET OR DEPARTMENT Capitol Building | | 10. CITY Santa Fe | | 11. STATE New Mexico | 12. ZIP CODE 87501 |
| 13. OFFICE TELEPHONE | AREA CODE 505 | NUMBER 827-2683 | EXTENSION | 14. HOME TELEPHONE | AREA CODE NUMBER |

15. NAME OF APPLICANT INSTITUTION OR AGENCY (As shown in Item 06, OE Form 7219)

New Mexico State Department of Education

16. BRIEF DESCRIPTION (Write a brief description (not to exceed 500 words) of the proposed project such as might be used in a brochure or in the Educational Resources Information Center (ERIC). Include sufficient detail to provide prospective participants with necessary information as to the project's focus and major components.) (If necessary, continue on reverse)

The Bilingual-Bicultural Institute to be held in Guadalajara, Mexico, from June 8 to July 31, 1970, will focus on full Spanish-language immersion. Teachers will study basic subject matter in the Spanish language at a level commensurate with their ability to handle the language. Instruction in Language Arts, Social Studies, Science, and Mathematics will be given the participants with the overall purpose of developing complete instructional fluency in the language.

In addition, two demonstration classes will be provided in order that participants may observe master teachers teaching the content areas in the Spanish language. Opportunities for practice teaching in the content areas and in English as a foreign language will be provided for the participants.

The Institute will also provide high intensity Spanish language training sessions to extend the oral language fluency of the participants. In addition, the skills of reading and writing Spanish will be practiced.

As an integral part of the Institute, a special course dealing with Mexican and Southwestern United States history and culture will be offered.

Small group tutoring will be provided to assure maximum participant involvement in discussions.

Cultural field trips will be provided so that participants may fully appreciate the historical as well as present-day way of life of the Mexican people.

The Institute will also offer an opportunity for teachers to learn about the folk art and music of Mexico.

Prominent lecturers will speak on several aspects of Mexican art, music, architecture and present-day cultural activities.

An opportunity for acquiring in-service training capabilities will be provided for a small group. A follow-up in-service training program during the school year and two weeks of the following summer will be provided to reinforce and extend the activities of the Institute.



Bilingual-Bicultural Teacher Training Institute
1970-1971

State Department of Education and the University of New Mexico
Proposed for Funding under Basic Studies, EPDA
March, 1970

Operating in New Mexico and Colorado at the present time are eight federally funded Title VII projects and four or more Title I projects in bilingual education. Yet some teachers and many administrators are highly frustrated because they do not have the trained personnel to fully carry out the purpose set forth in these projects. We, therefore, need a concentrated program to train teachers in a laboratory situation where they would be forced to use Spanish exclusively in the learning process, so that we can produce teachers capable of conducting classes in the Spanish language. Teachers in present programs are conscientiously striving to do their jobs, but have indicated that they need help. They know that they are not functioning properly because they do not have the Spanish language fluency needed to implement the on-going programs.

At the February, 1970 Albuquerque conference on bilingual education attended by all teachers and administrators currently working in Title VII funded bilingual programs in New Mexico and Colorado and other programs of this nature, two crucial needs for ~~the~~ further development were identified: (1) the content areas in Spanish, and (2) adequate instructional materials in Spanish for classroom use in the content areas.

Thirty years ago Dr. Lloyd Tirenman conducted a study which showed Spanish-speaking children to be considerably below the Anglo in achievement level. A similar study made by the State Department of Education in April, 1969 shows that the same lag exists.

The proportion of this problem is put in perspective when one considers that 43% of the school children in New Mexico come from homes where a language other than English is spoken. In some schools in Colorado and New Mexico,

the percentage of children coming from non-English speaking homes reaches the ^{81.} 90-100% level.

Using a basic philosophy that these children must be taught concepts in cognitive learning in their vernacular while they are learning English as a second language, we will attempt to reduce the discrepancy in achievement scores between ethnic groups. This is the first step in establishing an effective bilingual program which will also provide literacy in the mother tongue and a rediscovery of their cultural heritage.

The improvement of bilingual education in New Mexico and Colorado is the overriding objective of the proposed institute. Since the programs presently in operation are in the elementary schools, the training will be directed to the needs of elementary school teachers now involved in these programs.

Although methods in bilingual education will be studied, the tools of implementation will be emphasized (language needs of the teachers).

Because "one-shot" programs have been found to bring little change in practices, an on-going follow-up will be built into the program by training a limited number of teachers to help in the follow-up as well as in in-service training for those in the projects who have not participated in the institute.

The follow-up will consist of monthly visitations to the projects where the participants are working. The following activities will be a part of the follow-up:

1. Observation of teaching procedures, content being taught in the Spanish language, language difficulties faced by the teachers, general program difficulties related to children's performances.
2. Contact with administrators and community to identify impact of the program and any existing or potential problems.

3. Conduct in-service training on-site for the participants and other personnel in local bilingual projects. This training will focus on diagnosed difficulties as well as training for personnel in bilingual programs who did not attend the Cuadajara phase of the Institute.

The follow-up program will be coordinated with the efforts of the Materials Development Center, an EPDA project at the University of New Mexico which will be directed by Dr. Dolores Gonzales. Since this center will be charged with the responsibility of developing and field testing materials for bilingual projects, we will involve the specialists from the center in the follow-up. It is anticipated that the center will make materials available to the schools for field testing. Thus a concerted effort by the State Department of Education, the University of New Mexico, and the local schools will be made to insure a measure of success for bilingual education.

Following are the more specific objectives of the institute. After participating in this institute, the participants will be able to:

1. Teach the content and skills areas of their bilingual instructional program using the Spanish language.
2. Integrate Indo-Hispanic culturally relevant experiences and activities into their instructional program using the Spanish language.
3. Incorporate appropriate referents in the history and culture of the Indo-Hispanic southwest in their teaching of the social studies or other appropriate areas of the curriculum using the Spanish language.
4. Teach language arts, science, social studies and mathematics in Spanish.

The total number of participants proposed for this institute is forty. Thirty-five of these will be selected from New Mexico schools and five from projects in Colorado.

In addition, a sub-group of the participants will be prepared to train additional bilingual elementary teachers in New Mexico and Colorado to teach the content and skills areas using the Spanish language.

Criteria for Selection:

In order to achieve these objectives, forty teachers now working in schools with bilingual projects, and who will be engaged in bilingual teaching next fall, will be selected to participate in an eight-week high-intensity content and language institute during the summer of 1970. In addition, scheduled in-service follow-up activities will be carried out during the subsequent school year to assure good program implementation and continued growth. A two-week evaluation and planning workshop will be conducted in June, 1971, to assess effectiveness of the bilingual project as well as the training given to the teachers.

There are approximately 50 teachers currently working in bilingual projects in the following schools: Albuquerque, Anthony, Artesia, Española, Fort Sumner, Grants, Las Cruces, Pecos, Silver City, Tucumcari and West Las Vegas in New Mexico. There are two similar projects in Colorado. Next year approximately 85 teachers will be involved in bilingual projects in expanded programs in the above schools and in new projects in Hatch, Mora and Santa Fe. In addition, there will be new projects in La Salle, Cortez, and Denver, Colorado. These teachers have had little or no training for their new assignments. Teachers in current programs have expressed a tremendous need for added training in the Spanish language. The administrators in the above programs have not been included in the stated figures.

Administrators in other schools also have expressed a great interest in bilingual programs to effect needed school reform in New Mexico and may start

bilingual programs if trained personnel were to become available.

If the aforementioned communities have programs next year, it seems imperative to have at least forty teachers in the institute so that all districts can be adequately represented.

Criteria of Eligibility:

The participants selected will meet the following minimum criteria:

1. Be engaged in bilingual education programs during the 1970-71 school year.
2. Be legally qualified to teach in New Mexico or Colorado schools.
3. Using the MLA test, demonstrate a minimum of competence in the Spanish language.
4. Provide written commitment from the school's administrator that the participant will be employed in a bilingual program upon completion of the institute or be selected by the institute staff for a leadership role.
5. The sub group of participants selected to train bilingual teachers upon their return will commit themselves to provide training sessions during the 1970-71 academic year.
6. Perform successfully in an oral interview conducted in Spanish.
7. Be qualified for admission to the University of New Mexico Graduate School or admitted as a non-degree student.

The selection of participants will be made by a selection committee chaired by the director of the institute.

Program of Studies

In order to strengthen bilingual competencies needed to supplement the operating bilingual projects effectively, we propose the holding of an institute in Guadalajara, Mexico (where the University of New Mexico already has a field school operation). The institute participants will engage in the

study of basic subject matter relevant to the curriculum they will be implementing in Spanish in their classrooms.

The course of study will be divided into three components:

1. History of the Southwest (History 380)
2. Workshop in Bilingual Teaching (Elementary Education 429)
3. Patterns of Spanish (Sp. Gr. 303)

The History of the Southwest will be taught in the Spanish language by Dr. Salvador Reynoso-Reynoso of La Universidad Autónoma de Guadalajara. This is a comprehensive course which includes pre-Hispanic cultures of the area, the colonial period, and all aspects of historical and cultural significance of this area to the present.

The Workshop in Bilingual Education is a new concept in teacher training specially conceived for this institute. In this workshop all the participants will be taught subject matter content in Spanish in the areas of language arts, mathematics, science, and social studies. Emphasis will be placed on teacher/participant interaction to assure maximum language development for the participants. The Mexican teachers conducting these classes will be oriented by the directors of the Institute in order to assure full interaction and minimize lecture-type teaching. This workshop will constitute the core of the Institute.

The time to be spent on Patterns of Spanish will be devoted to an intensive oral production period. This activity is designed to "surface" the Spanish language which the participants already know. Through intensive oral practice, the participants will gain confidence and facility in self-expression. This course will prepare them to participate in the rest of the program and will be offered early in the morning.

There will also be actual experiences on-site instructing children whose native culture and language are Hispanic. The intent of the language immersion is to bring about greater competence and confidence in teachers in the use of

Spanish as a medium of instruction in the areas of social studies, language arts, science, and mathematics.

The concomitant skill of being able to utilize Spanish in discussions of educational problems, educational theory, and concept development will be emphasized.

Proficiency in the Spanish language is an essential aspect of the high intensity program, but a rediscovery of the history and culture of the Mexican American will be part of the group's experience also. This implies the study of the history and culture of Mexico and the Southwestern United States, so that the participants will be provided with accurate referents when they return to the classroom. In this connection, present-day heroes and cultural-historical development of the Southwest will form part of the training.

Another important component of the institute will be instruction in the nature of language. This will include the nature of language and thought processes, child growth and development and their relation to the curriculum. Impinging upon all of this is an understanding of the cultural patterns of the Mexican-American and the relationship of those patterns to, not only the United States way of life, but also, to the culture of the Mexican population south of the border. All of the activities of the institute will be conducted in the Spanish language. Thus the institute will provide both cultural and language immersion.

The following list indicates the specific aspects of the program that will be studied in the institute:

1. The participants will be placed in courses where they will be learning elementary content material in Spanish.
2. The participants will observe elementary school teaching in Spanish in a demonstration class.
3. The participants will prepare lessons and teach in the demonstration classroom.



4. The participants will receive specific instruction and high intensity practice in the Spanish language.
5. The participants will take a course in the Indo-Hispanic history and culture of the southwest (taught in Spanish) which will include an acquaintance with outstanding leaders and a rediscovery of the roots of the language and culture of this vast area.
6. The participants will be encouraged to take field trips, selected from a prescribed list, to visit historically and culturally relevant sites in the Guadalajara area.
7. The participants will teach English as a foreign (second) language to native Spanish speakers.
8. The participants will engage in activities in music, art and dance of Mexico and other related expressive arts.
9. The participants will be discouraged from moving their families with them.

Participants will be responsible for making their own housing arrangements; however, contacts have been established with several families and apartment houses that will provide lodging and meals. Those families who are willing to accept participants in their homes are educated middle class people who will be able to contribute greatly culturally and linguistically to the general development of the participants. Participants will take their meals, except as noted in the proposal, in these homes.

APPENDIX D

A PROPOSAL

MASTER OF ARTS DEGREE IN BILINGUAL ELEMENTARY EDUCATION

Description: This program shall consist of two graduate component parts: 32 quarter hours of education courses including 25 quarter hours of graduate courses offered for all elementary education majors and minors plus two specialized courses that will be taught in Spanish, Topics in Bilingual Education and Research on Bilingual Topics. The second component, 21 quarter hours, will be taught in the Spanish Department. (Please note the attached proposed "Major-Minor Agreement.")

Relation to existing programs: Approximately one-half of this proposed graduate program represents the usual advanced work taken by Elementary teachers seeking the Masters Degree with a major in Elementary Education. The proposed program co-mingles graduate students in the new Bilingual Elementary Education program with those graduate students in the existing Elementary Education program. The other half of this new graduate program is specifically designed for the selected graduate students who are concentrating on an advanced bilingual education degree and is taught jointly by the Education and Modern Foreign Languages Departments. This new program will reinforce the quality of the existing undergraduate elementary bilingual teacher preparation program as both programs will, from time to time, share instructors and special equipment and such pooling and sharing will enhance both the undergraduate and the graduate programs.

Additional courses: The proposed Master of Arts degree program in Bilingual Elementary Education will require at once the following new courses:

- Linguistics for the Bilingual Teacher - 4 hours
- Spanish for the Bilingual Classroom - 4 hours
- Spanish Story Telling & Reading - 6 hours
- Spanish Story Writing - 3 hours

Among the basic Education courses is a new course which the department has recognized as being needed in the Elementary Education program. The proposed new graduate program requires this course which is now being developed:

Diagnostic Testing for Elementary Teachers - 4 hours

Employment Opportunities: Throughout the Southwest (Texas, New Mexico, Arizona, Nevada, Southern California, Utah and Colorado and particularly in Northern New Mexico and Southern Colorado) there is an imperative need for properly trained Elementary bilingual teachers. There is a growing awareness that the teacher who can speak Spanish is not necessarily a bilingual teacher. As this new graduate program proposes, a truly bilingual teacher is one who not only speaks Spanish but has learned subject matter in Spanish through a planned program of advanced graduate study. Experienced teachers with a M.A. in Bilingual Elementary Education will be demand in the schools of the Southwest to fill positions as master teachers, directors of bilingual education, supervisors of elementary education and as instructors for undergraduate 2-year and 4-year training programs for paraprofessional and professional teachers of Spanish-speaking children.

Evidence of Need: Teacher Placement offices report that school administrators are giving high priority to certified teacher applicants who can speak Spanish and the highest priority for those who have some understanding about the techniques of teaching bilingually. There is an expressed need for experienced teachers who have had greater preparation in bilingual elementary education. The demand is for more than teaching--it is for informed leadership in this new concept of bilingual education.

Institutional Readiness for Program: For the past two years Highlands University has been seeking and appointing administrative staff people and faculty who are truly bilingual. The record is impressive---a Chicano president, Chicano assistants to the president, additional administrative assistants to manage programs designed to aid minority groups, and an expanding number of faculty who can teach bilingually. The new chairman of the Education Department, an authority in bilingual-bicultural teacher preparation programs, is of Hispanic heritage. The university now offers an undergraduate baccalaureate degree program in Bilingual Elementary Education and, for the past two years, has had an Associate of Arts degree program for teacher-aides in Headstart and other education settings where bilingual problems are present. Since September, 1970, 10 Spanish-speaking faculty members with earned doctorate degrees have been added to the teaching staff, and 12 have been added with M.A. degrees.

Library holdings are growing in the bilingual education area. Currently the acquisitions are largely of a mimeograph and newsprint nature. Much material is being developed locally. A survey in the Spring of 1970 indicated that the Donnelly Library favorably reflected the bibliographical lists currently available in the Indo-Hispanic and bilingual areas.

Building facilities to house a new graduate program in Bilingual Elementary Education are new and adequate for the next several years. The Teacher Education Center (occupied in September, 1970) can meet the space needs. The undergraduate program is already housed there---with three offices and several special classrooms. The new listening and language laboratory is on the third floor of the TEC and has 30 listening stations and is capable of having 10 separate programs simultaneously with two separate supervising stations. There are 15 gemination pairs, facilities for group programs and recorded sound from stereo records, reel-to-reel tapes and cassette tapes. There is also a Language Laboratory in the Modern Foreign Languages Department which may be used.

Research Activity: The university is receiving federal support in this developmental period. A Planning and Developmental Research Center is being organized and technical assistance will be available from it this Fall. Much planning and drafting of program details has been made during the past 1-1/2 years. At this moment \$675,000 has been granted through Title III of the Higher Education Act to strengthen this developing institution as it extends its services to the bilingual-bicultural educationally deprived young people in this service area. Funding has been guaranteed for two additional years and possibly for the next four years.

Incremental Costs: At this point-in-time it is difficult to place a price-tag on the proposed new program. It will be funded from Title III moneys with the supplemental aid of the line item bilingual budget from state appropriations. Teacher supply demands for bilingual training are so critical at this time that a projection beyond the three years of funding now secured would indicate that enrollments will support this program in the future. Faculty salaries for the bilingual component of this graduate program will initially come from federal funds. When enrollment increases warrant BEF approved FTE faculty increases, salaries for these persons will come from state appropriations.

Completion of Program Development. This new program could start this Fall with the basic graduate Elementary Education courses. By the 1973 Summer Session this program could be fully implemented. Staff needs, supply and equipment requirements, and building and laboratory needs are all available now or will be available when needed.

Student Enrollment-a projection. The first developing year, 1972-73, will find enrollments in excess of 60 students in this program in regular course offerings. By Summer, 1973, the projection indicates 75 to 100 graduate students. By August, 1974, there should be in excess of 100 students. Enrollment should stabilize at approximately 100 students and remain at this level from 1975 through 1977. Possibly 20 to 30 will receive an M.A. in Bilingual Elementary Education by August, 1973. Through August, 1974, an additional 20 will graduate. In August, 1975, 35 will complete the program. In 1976 and 1977, 50 additional students will complete the program. There should be 150 M.A. degrees awarded in this program within the five years of its start. Please note---the department anticipates that all who start this program will not necessarily complete it. This projection is predicated on immediate implementation of the program.

Administrative Endorsement. The zeal with which this program has been supported and encouraged reflects the determination of the university administration to prepare teachers to adequately meet the challenges of bilingual education. The administration believes that the educational gap of the Spanish-speaking child, identified some forty years ago, has not been narrowed by the present public school systems and little has changed in the education of the Spanish-speaking child. The administration has further determined that if the Education Department is to present this program then the department chairman must be an enthusiastic and knowledgeable authority in bilingual education. This is now a fact with the appointment of Dr. Atilano Valencia.

Board of Regents Approval. The Board of Regents gave its approval for this program on August 17, 1972.

NAME _____ DATE _____
 Last First Middle Initial

RECOMMENDED PROGRAM - M.A. IN BILINGUAL ELEMENTARY EDUCATION

Education Component (Major)

| <u>NO.</u> | <u>COURSE</u> | <u>CREDIT</u> | <u>GRADE</u> |
|-------------|---|-----------------|--------------|
| 24-610 | Research Methods | 4 hours | _____ |
| 24-645 | Socio Cultural Factors | 3 hours | _____ |
| 24-698 | Elementary School Problems | 4 hours | _____ |
| 24-615 | Early Childhood Education | 3 hours | _____ |
| 24-6 | Diagnostic Testing for Elementary Teachers | 4 hours | _____ |
| 24-6 | Organizational Plans of Modern Elementary Schools | 3 hours | _____ |
| 24-6 | Language Problems in the Elementary School | 4 hours | _____ |
| *24-550 | Topics in Bilingual Education | 4 hours | _____ |
| (*) *24-690 | Research on Bilingual Topics | 3 hours | _____ |
| | | <u>32 hours</u> | _____ |

Spanish Component (Minor)

| <u>NO.</u> | <u>COURSE</u> | <u>CREDIT</u> | <u>GRADE</u> |
|------------|---------------------------------------|-----------------|--------------|
| 70-6 | Linguistics for the Bilingual Teacher | 4 hours | _____ |
| 70-6 | Spanish for the Bilingual Classroom | 4 hours | _____ |
| 70-525 | Spanish Culture of the Southwest | 4 hours | _____ |
| 70-508 | Spanish Story Telling | 3 hours | _____ |
| 70-509 | Spanish Story Reading | 3 hours | _____ |
| 70-511 | Spanish Story Writing | 3 hours | _____ |
| | | <u>21 hours</u> | _____ |

Changes in this program must be approved by the chairman of the Education Department.

Chairman Education Department

Master's Candidate

APPENDIX E

BILINGUAL TEACHER AND TEACHER TRAINER INSTITUTE

1973-74

NEW MEXICO HIGHLANDS UNIVERSITY
Las Vegas, New MexicoProposed for funding under parts C and D of EPDA
October-1972 (Revised February-1973)

The legislature of the State of New Mexico, viewing the great need for bilingual teachers and trying to anticipate a demand which is far greater than the supply of qualified bilingual program personnel, funded New Mexico Highlands University to develop such a teacher training program. New Mexico Highlands University has now designed not only a Bachelor of Arts Degree in Elementary Bilingual Education but also a Master of Arts in Elementary Bilingual Education (see exhibit A). This proposal is designed to fill the need for well-trained personnel during the interim period between the present and 1976 when the first graduates from our undergraduate program in bilingual elementary education have completed their training.

The principal rationale in this proposal is the same as for the funding of short term duration institutes to retrain teachers to operate in bilingual Southwestern school environments (see exhibit B), with particular reference to Spanish and English. And additional need for this training has now been identified by New Mexico Highlands University as it receives copies of bills to be introduced to the legislature, as well as comments from politicians about their intent to make bilingual-bicultural education mandatory in many schools in New Mexico (see exhibit C). Furthermore, the institutes will include modernistic, performance-based teaching strategies and techniques, as well as ideas in the implementation of relevant bilingual curricula and utilization of paraprofessionals.

Under part C of EPDA, this proposal envisions utilization of office equipment

already purchased with the state grant, plus the implementation of the already developed Master of Arts in Elementary Bilingual Education for the training of 18 new bilingual-bicultural elementary school teachers.

Under part D, this proposal envisions a dual internship (Mexican Schools and Stateside Bilingual Program) for 3 New Mexico Highlands University bilingual professors to train in the delivery and execution of their programs in a multicultural perspective, with reference to at least two languages--Spanish and English.

The enhancement of the learning process among bilingual children in New Mexico is the overriding objective of bilingual-bicultural programs. Relative to this objective is the design of teacher training programs, based on up-to-date pedagogical techniques, curricular models, and materials, with particular reference to the bilingual and other cultural needs of children. The greatest need presently and projected is for elementary bilingual teachers, well versed in the languages of children in multicultural settings, knowledge of the cultural milieu--all of it being based on sound educational principles. This need will be met through the new program established at New Mexico Highlands University, however, for the next 3 years, the need must be met through the intensive training of new teachers at the MA level. To increase the numbers as well as the preparation of teacher trainers, and to improve the quality of the bilingual program in New Mexico Highlands University, the institute will also undertake to provide intensive training of 3 teacher-trainers who will return to Highlands to teach their graduate and undergraduate subjects bilingually and in multicultural perspective.

THE PROGRAM

Teachers

The 18 new teachers would spend the first quarter (Fall 1973) of their Masters program at New Mexico Highlands University, with their time spent in intensive Spanish language development, as well as courses with particular reference to socio-cultural references in education. In the Winter quarter, these trainees would be assigned to 18 separate classrooms in Mexico (Guadalajara). They would be involved on a full time basis, under supervision, as teachers in a Spanish-language classroom; in addition, they would be involved on a daily basis teaching English as a second language as well as intensive pedagogical discussions. The trainees would return to New Mexico Highlands University during the Spring quarter for further language and bicultural training, with special reference to the application of modernistic methodology in a multicultural environment. The courses in the Spring quarter would provide the trainees with field experience in many of the statewide bilingual-bicultural classroom situations (see complete proposed program, exhibit D). All the trainees will participate on a full time basis and will receive New Mexico Highlands' MA in Elementary Bilingual Education, upon the successful completion of the training institute.

Teacher Trainers

In the Spring quarter 1973, three New Mexico Highlands University bilingual professors will be identified to attend classes in Mexico. They will be selected from disciplines (based on greatest need) relative to teacher training at New Mexico Highlands University.

During the Fall and Spring quarters, these three professors will be placed in local bilingual-bicultural programs to experience the current needs of bilingual teachers, and would teach, on a part-time basis, units for the teachers in part C of this proposal. During the Winter quarter, they will teach classes on a part-time basis in preparatory schools or universities in Mexico, especially related to their fields of specializations.

DETAILS OF THE PROGRAM

It is to be emphasized that all the trainees will be involved on a full time basis and, insofar as possible, their activity will be conducted in Spanish during the duration of the institute. The daily program envisioned for the 3 quarters is as follows:

Fall 1973 (September 14 - December 8)

New Mexico Highlands University, Daily Schedule, 5 days per week.

| | |
|--------------------|--|
| 8:00 - 9:00 a.m. | Enrichment - Music M-W (Orona) Dance - T-Th (Fresquez) |
| 9:05 - 10:15 a.m. | Language Laboratory class with emphasis on Oral Exposition (Story Telling) 70-508 (3) (Orozco) |
| 10:15 - 10:45 a.m. | Break |
| 10:45 - 12:00 noon | History and Culture Class 70-525 (4) |
| 12:00 - 1:00 p.m. | Lunch |
| 1:00 - 2:00 p.m. | Language Laboratory with emphasis on reading, (Story Reading) 70-509 (3) (Ruiz) |
| 2:00 - 3:00 p.m. | Linguistics 70-615 (4) |
| 3:00 - 3:30 p.m. | Break |
| 3:30 - 5:00 p.m. | Topics in Bilingual Education 24-550 (4) (Orozco) Discussion Groups - Culture items |

Students would receive credit for Education Course #550 and Spanish Courses #525, 70-615, Linguistics Contrastive Analysis, 508 and 509 (total 18 hours). All activities from 8 to 5 will be bilingually or in Spanish in preparation for fall teaching.

Winter 1974 (January 7 - March 19)

Guadalajara, Mexico, Daily Schedule, 5 days per week.

| | |
|-------------|--|
| 8:00 - 3:00 | Supervised internship in Mexican Schools Elementary Classroom 70-511 (3) 70-541 (4) (Orozco) 24-634 Pract. (4) |
| 5:00 - 6:00 | Topics of daily activities <u>entre nous</u> discussion with Highlands University professor. 24-645 (3) 24-517 (3) |

| | |
|-------------|------------------------------------|
| 6:00 - 7:00 | Cultural Lectures - UAG professors |
|-------------|------------------------------------|

Students would be enrolled in New Mexico Highlands University courses and receive credit for Spanish 511 as well as Spanish 541 plus Education Courses 24-#634 Practicum, 24-#517 Teaching English as a Second Language, and 24-#645 Socio Cultural Factors (Total 17 hours). As in the Fall, the activity would be totally in Spanish with the possible exception of the one hour daily for teaching English as a Second Language (ESL) in their respective classrooms. Students would be encouraged to participate in a number of cultural experiences and would be asked to present a paper on their total experience in Mexico as related to bilingual programs in the U.S.A.

Spring 1974 (March 25 - June 7)

New Mexico Highlands University, Daily Schedule, 5 days a week.

| | |
|-------------------|---|
| 8:05 - 8:55 a.m. | Research 24-610 (4) |
| 9:05 - 9:55 a.m. | Elementary School Problems 24-698 (4) |
| 10:30 - 2:00 p.m. | Bilingual Practice Teaching 24-438 (5) |

3:05 - 3:55 p.m.

Early Childhood Education
24-615 (3)

4:05 - 4:55 p.m.

Diagnostic Testing
24-504 (4)

The activity on research encompasses not only the presentations by the research professor (English) but also their activity in the bilingual classroom on projects directed at bilingual education. The internship in bilingual programs has as a main purpose the total immersion of the participant in the elementary bilingual program. Much time will be spent in learning the application of linguistic knowledge in the diagnosis of the bilingual child. The students will receive credit for Education Courses 24-#610, 24-#615, 24-#698, 24-#504 Diagnostic Testing for Elementary Teachers, and 24-#438 Practice Teaching (Total 18 hours).

Students would receive, if successful in all their courses, New Mexico Highlands' new Master of Arts in Bilingual Elementary Education..

EVALUATION

Evaluation will be that built into each of the courses plus an overall evaluation to be done during 1974-75 school year in the bilingual classrooms where the participants will be teaching.

APPENDIX F

NEW MEXICO STATE DEPARTMENT OF EDUCATION

Language & Culture Test

Spring 1974

MEANS AND STANDARD DEVIATIONS OF TWO MAIN GROUPS AND SUBGROUPS

| | OVERALL TEST | | PARTS-2, 3&4 STAND SPAN | | PART-1 N.M. DIALECT | | PARTS HISPANIC CULTURE | |
|-------------------|--------------|------|-------------------------|------|---------------------|------|------------------------|------|
| | \bar{X} | S | \bar{X} | S | \bar{X} | S | \bar{X} | S |
| TEACHERS | 26.98 | 4.19 | 15.12 | 5.51 | 8.34 | 1.54 | 3.52 | 1.95 |
| STUDENT | 30.84 | 3.38 | 18.1 | 4.25 | 7.66 | 2.46 | 4.9 | 2.50 |
| STUDENT SUBGROUPS | | | | | | | | |
| HIGHLANDS* | 34.9 | 4.01 | 18.7 | 2.21 | 9. | .94 | 7.3 | 4.2 |
| UNM ANGLO | 32. | 5.01 | 22.3 | 2.05 | 3.9 | 1.73 | 5.8 | 2.24 |
| UNM HISP | 31.2 | 6.56 | 18.5 | 4.19 | 7.8 | 1.81 | 4.9 | 2.15 |
| UNM COE | 27.55 | 5.9 | 15.5 | 3.68 | 8.8 | 1.57 | 3.25 | 2.20 |

* Bilingual Teacher and Teacher Trainer Institute Participants

BILINGUAL TEACHER AND TEACHER TRAINER INSTITUTE
OF NEW MEXICO HIGHLANDS UNIVERSITY
Follow-up--Spring 1975
University of New Mexico
Feb. 1, 1975-May 31, 1975

New Mexico Highlands University (NMHU) designed and pilot tested a Master of Arts in Elementary Bilingual Education program during 1971-1973. The program was approved by the State of New Mexico Department of Education. To field test the program, a grant was made by EPDA to New Mexico Highlands University through the University of New Mexico (UNM). The program, the Bilingual Teacher and Teacher Trainer Institute, was funded at \$149,910 for 1973-74. Of the 19 participants 18 received the MA in Elementary Bilingual Education. Fourteen of these have gone to work in elementary settings in New Mexico including Las Vegas (1), Taos (3), Santa Fe (1), Cuba (2), Las Cruces (1), Chimayo (1), Tucumcari (1), Albuquerque (2), and Deming (2). Of the \$149,910 grant some \$16,000 remain unused. This proposal envisions evaluating the validity of the Training program during the Spring of 1975 (with no additional funding) to complete the work started at NMHU.

It is imperative at this point to do an evaluation of the participants to: (1) Refine the program to strengthen, expand or reduce its components so that it finally becomes an effective graduate teacher training program in New Mexico. (2) Help the participants evaluate their effectiveness in implementing viable bilingual programs.

The plan for the Spring follow-up includes three visits to each participant during which his activities and

program will be observed. The classroom observation will be followed with a critique as well as an evaluation of the effect of specific Institute courses. This will be done in a discussion between the director and the participant plus other personnel in the program interested in the evaluation and/or discussion. When a particular need is identified as a deficiency in the Institute's program, the discussion will take the form of a workshop to supplement the deficiency.

Workshops will be open to personnel designated by the principal of the school and may take district-wide aspects if feasible. Whenever possible the discussions with the participants and school personnel will be after school to facilitate participation by other bilingual program personnel.

Near the end of April and the first part of May a revised program model will be submitted to the Department of Education, New Mexico Highlands University and UNM. The follow-up will organize and effect one evaluation meeting where all the participants in the follow up who are working in legitimate elementary bilingual programs will come together to discuss and evaluate their training in light of their 74-75 teaching experience. A new proposal for future personnel development will be written which will utilize the new revised model. To this end the director will explore the availability of new funding and the re-establishment of relations with the schools in Mexico to be involved.

Essential to the activities mentioned will be a design of evaluative instruments so that the field data can be translated to meaningful program critiques. 111

It is anticipated that some instructional supplies may be needed to demonstrate techniques observed and to aid in the facilitation of learning through new and innovative techniques not covered in the institute. In the case of gaps in training, consultants, if necessary, will be employed to help the participants. Consultants, however, will be used only when the director's training does not permit him to do the work.

It is to be noted that because of the large amount of money appropriated by the State of New Mexico for the development of this program during 1971-72 and 72-73 (\$191,000), the projected outcome of this evaluative activity will be most welcome by the Department of Education of New Mexico (letters can be obtained to this effect).



THE UNIVERSITY OF NEW MEXICO | ALBUQUERQUE, NEW MEXICO 87106

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
TELEPHONE 505. 277-4208 4414

Bilingual Teacher & Teacher Trainer Institute

April 8, 1975

Dear

In your position of director of bilingual program activities you are in a unique position to help us. We are trying to gather as much data as possible about the additional training a bilingual teacher (Spanish/English) needs after an all-English B.A. in Elementary Education. Would you list for us the areas you consider most vital to such training? If you can be specific, fine, if not, "general areas" can be interpreted.

We are working with some 16 teachers who recently (1974) received an M.A. in Elementary Bilingual Education. Your information will let us see another aspect of the needs. Our objective is, of course, to re-shape the M.A. for elementary bilingual teachers into what might be the most practical and realistic program for institutions of higher learning. Your input is most welcome.

We have enclosed a self addressed envelope as well as a form which you can use.

Muchas gracias,
S.S.S.

Cecilio Orozco, Director

Enclosures

The following constitute vital additional training areas for teachers who are bilingual but who have had their training in English up to and including the BA in Elementary Ed. Use numbers at the end of each area to indicate approximate quantity in relation to the other areas. For example, Spanish reading and writing skills 5. Testing bilingual children 2 etc.

APPENDIX G

The following constitute vital additional training areas for teachers who are bilingual but who have had their training in English up to and including the BA in Elementary Ed. Use numbers at the end of each area to indicate approximate quantity in relation to the other areas. For example, Spanish reading and writing skills 5. Testing bilingual children 2 etc.

| Curriculum and Instruction | cr. hrs. |
|---|----------|
| Evaluation of Instructional Materials for Bilingual Programs (Developing and applying a set of criteria) | 3 |
| Fundamental Cultures of the Southwest (Positive focus) | 3 |
| Language Arts Pedagogy (Emphasis on developing oral communication skills in a second language) | 3 |
| Interdisciplinary Teaching for Bilingual Education (Emphasis on developing a Thinking-Learning Process through intergrated cultural content) | 6 |
| Identifying and Contrasting Life and Learning Styles of the Native American, Spanish and Anglo Students | 3 |
| Guidance and Counseling of Bilingual/Bicultural Students | 3 |
| History of New Mexico and the Southwest (Emphasis on the positive contributions of the Native Americans and Spanish-Speaking Peoples) | 6 |
| Cross Cultural Understanding (Emphasize uniting elements of the cultures, and differences which if not understood can separate) | 3 |
| Literature and Language | |
| Spanish Folklore of New Mexico and Southwest (Including music and art) <i>(Dialect of New Mexico and the S.W. can be included in the folklore)</i> | 3 |
| The Literature of the Hispanic World (Including music and art) | 6 |
| Classroom Spanish for Elementary Bilingual Teachers | 3 |
| Contrastive and Applied Linguistics - Spanish/English | 3 |

The following constitute vital additional training areas for teachers who are bilingual but who have had their training in English up to and including the BA in Elementary Ed. Use numbers at the end of each area to indicate approximate quantity in relation to the other areas. For example, Spanish reading and writing skills
5. Testing bilingual children 2 etc.

Sensitivity to ways that children are put down and labeled by use of body language and tone of voice. Ways that the majority group transmits their prejudices to minority-group teachers who end up at times being harder on their own people. Puncturing myths that are inculcated in schools.

Most teachers never had history or geography. Unfortunately since Chicanos are short-changed in the elementary grades, they do not have a good foundation to do well in high school or college so they avoid taking any courses that are not absolutely required or that are considered difficult. If a teacher does not have a background in history and geography how can she understand literature, art, and music since these arts are mirrors of their periods or forerunners? How can one judge the personalities of a period if one does not have any idea of the world of that era?

Very few Mexican-Americans take part in the peak of the pyramid of culture, the fine arts, as either observers or participants. Outside of Las Cruces I never see Chicanos at concerts or at art galleries. It means that most parents can not afford private lessons and that the schools have failed miserably in developing an interest and an appreciation of the fine arts. We will not be taken seriously as educated people until we go beyond the stage of the popular arts.

Most schools spend most of their time getting the children to learn by heart. Very few teachers are concerned with teaching the child to think. A few teachers use the Piaget-Lavatelli materials, but these are merely a beginning. Teachers should learn to ask open-ended questions, to challenge the children to classify, seriate, analyze, synthesize and dare to be creative. Most teachers penalize children who are creative and reward those who are adaptive and submissive. Value voting and value clarification should be a daily practice. All one has to do is look about at the violence in our society to see the need for value clarification.

Mexican American teachers have a good mastery of the structure of the language, but have many gaps in the vocabulary. This is easily remedied, but unfortunately is not taken care of at most universities.

The following constitute vital additional training areas for teachers who are bilingual but who have had their training in English up to and including the BA in Elementary Ed. Use numbers at the end of each area to indicate approximate quantity in relation to the other areas. For example, Spanish reading and writing skills 5. Testing bilingual children 2 etc.

Spanish vocabulary for the Bilingual Classroom - 5

Science
Math
Social Studies
Language Arts

Teaching Science and Social Studies in the Bilingual Classroom - 5

Spanish grammar for teachers - 5

Practicum: Preparation of Bilingual Materials - 5

Linguistics for the Bilingual Teacher - 4

Contrastive Analysis - A Study of Phonological, morphological, and syntactical differences - 4

Hispanic Folklore (dancing, singing) - 4

Spanish Culture of the Southwest or Mexican-Americans and their culture - 4

Literature of the Southwest - 4

Latin American Culture - 3

History of the Southwest (with emphasis on the Indo-American and Spanish American experience) - 3

History of Latin America - 2

Language Laboratory in Elementary Bilingual Education - 2

Elizabeth Hércasitas
Bilingual Project
Title VII
Las Cruces Public Schools
Las Cruces, New Mexico

The following constitute vital additional training areas for teachers who are bilingual but who have had their training in English up to and including the BA in Elementary Ed. Use numbers at the end of each area to indicate approximate quantity in relation to the other areas. For example, Spanish reading and writing skills 5. Testing bilingual children 2 etc.

The following areas are necessary:

1. Oral Spanish Language Skills (Standard and local vernacular)
2. Spanish Reading Skills
3. Spanish Writing Skills
4. Student Teaching in a Bilingual Classroom
5. Training in utilizing Parental Involvement
6. Spanish Vocabulary Skills in the specialized areas (Science, Social Stds. etc.)
7. Training in the knowledge of the local and area history and culture.
8. Training in the Fine Arts (Music, Folk Dances, etc.)
9. Training in English as a Second Language techniques.
10. Training in Individualized Instruction.

APPENDIX H



THE UNIVERSITY OF NEW MEXICO | ALBUQUERQUE, NEW MEXICO 87106

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
TELEPHONE 505. 277-4208 4414

February 7, 1975

Dear

is a teacher at

in your district and was a participant during 1973-74 in the Bilingual Teacher and Teacher Trainer Institute which I directed out of New Mexico Highlands University.

In order to better prepare teachers in the future we would like to visit the participant in the classroom and hold evaluative discussions (after school) during the Spring (once each in February, March and April). This will give us an orientation for re-design of the training program. We are also planning a Friday-Saturday Conference on May 16 and 17 where the entire group would view and critique the revised program.

To offset any inconvenience to the school we are willing to hold workshops for your teachers on our visiting dates. Highly effective workshops of an hour or two have been the ones on: 1) Bilingual Education, 2) Models for Bilingual Programs, 3) Reading Problems of Spanish Speakers, 4) Teaching English to Spanish Speakers, 5) The Role of the English Speakers in a Bilingual Program, and others. All will be at your disposal.

We will in no way interfere with any of the instructional activities nor "evaluate" any of them. The activity will be one of observation with input from your school to us except as you or the principal request workshops after school.

We have indicated the dates on which we would like to visit the participant's classroom and I am sending a copy of this letter, including the dates, to the building principal and to the participant. The involvement is voluntary. Should you, the principal or the participant have any objections please communicate them to us at UNM, College of Education, EPDA-PPS office, 277-4208.

To minimize the paperwork on your part, we'll assume your permission unless we hear from you. We will also try to contact you by phone to answer any questions prior to our visit.

Thank you,

Cecilio Orozco, Director

APPENDIX I

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE

Bilingual Teacher & Teacher Trainer Institute
Follow-Up

May 8, 1975

SAMPLE
LETTER

Jimmy Rodríguez, Superintendent
Jemez Mountain Schools
Box 121
Gallina, New Mexico 87017

Reference: Yolanda Carrasco

Dear Mr. Rodríguez,

The Bilingual Teacher and Teacher Trainer Institute, of which one of your teachers was a participant, is holding an evaluative conference of its effectiveness on May 16 and 17, 1975.

The participation of Yolanda Carrasco is urgently sought. Her input in this project will result in a more complete and realistic graduate program for bilingual teachers for our elementary schools. The University of New Mexico's follow-up program to the institute which sponsored Yolanda's M.A. training will pay the trip expenses. A full, two-day, participation is required to meet the expense re-imbusement requirement.

Your cooperation in seeing that input from your area is fed back to the universities by allowing Yolanda's participation will be very much appreciated.

Sincerely,

Cecilio Orozco, Director
College of Education B-17
University of New Mexico
Albuquerque, New Mexico 87131

CO/rt
cc

Bilingual Teacher & Teacher Trainer Institute
Follow-Up

Evaluative Conference

University of New Mexico

Albuquerque, New Mexico

May 16. & 17, 1975

Friday, May 16 - College of Education,
Nanninga Conference Room

| | |
|-------------------|--|
| 8:30 - 9:00 a.m. | Coffee & Doughnuts Greetings - Dr. David Darling, Dean, College of Education |
| 9:00 - 12:00 | Group Evaluative Sessions with Consultants |
| 12:00 - 2:00 p.m. | Lunch - 7601 Lomas NE. - Apt. 58 |
| 2:00 - 4:00 p.m. | Group Evaluative Sessions with Consultants |
| 4:00 - 4:30 p.m. | 1) Instruction for Saturday 2) Fill out reimburse- ment forms |

Saturday, May 17 - College of Education,
Nanninga Conference Room

| | |
|-------------------|---|
| 9:30 - 10:00 a.m. | Coffee & Doughnuts |
| 10:00 - 2:00 p.m. | Rewrite of new program based on statistics and new definitions. Each group helps re-word a por- tion. Secretary and con- sultants available. |



STATE OF NEW MEXICO
 DEPARTMENT OF EDUCATION — EDUCATION BUILDING
 SANTA FE — 87501

LEONARD J. DE LAYO
 SUPERINTENDENT OF PUBLIC INSTRUCTION

M E M O R A N D U M

January 29, 1974

TO: All Deans - Colleges of Education
 All Superintendents

FROM: Henry W. Pascual, Director
 Cross-Cultural Education Unit

RE: CERTIFICATION CRITERIA - BILINGUAL EDUCATION - ELEMENTARY GRADES

=====

On Friday, January 25, 1974, the State Board of Education approved the attached criteria for the certification of teachers for bilingual education. This criteria is being sent to you so you may be aware of requirements in the field.

The Department of Education will, as in other areas, follow the program approval system for teacher certification in bilingual education:

HWP:vr

cc: Helen Westcott, Director of Certification
 Wilma Ludwig, Director of Elementary and Secondary Education

REGULATION NO. 74-1
 PRESCRIBING PROGRAM REQUIREMENTS
 FOR APPROVED TEACHER EDUCATION
 PROGRAMS IN BILINGUAL EDUCATION

Pursuant to its authority to prescribe the qualifications for teachers in the New Mexico public schools, under Section 77-2-2(H), N.M.S.A. 1953, and State Board of Education Regulation No. 71-14, Standards and Guide for State Approval of Teacher Certification Programs, the State Board of Education hereby adopts the following minimum program components for any elementary education teacher-training program preparing students to teach in bilingual education programs. All bilingual teacher-training programs in colleges and universities shall provide such programs as will develop competence in the following areas:

I. Language

- a) The person will have demonstrable fluency in the local dialect of whatever language will be used in addition to English in the bilingual-bicultural program. This fluency will be measured by observation in field experience and practice, as well as through classroom exercises and testing.
- b) The person will have an extended functional vocabulary in the language in question.
- c) The person will have demonstrated ability to use correct classroom terminology in both languages of instruction.
- d) The person will have adequate literacy skills, the degree of proficiency being determined by an acceptable instrument when applicable.

II. Culture

The Culture component is divided into two aspects. Due to the multicultural aspects of the training, this component is designed to provide the teacher with a knowledge of the socio-cultural content in which the bilingual-bicultural programs function.

An in-depth analysis of issues will prepare the teachers to cope with the ambient factors necessary to generate changes to improve education for New Mexico children. Furthermore, a comprehensive

emphasis on the historical and fine arts aspects of the cultures of New Mexico will tend to enhance the affective and cognitive preparation of the teachers.

These requirements, when applying to persons preparing to teach Native Americans, shall be interpreted in terms of the needs of the children and of any specially designed programs for multicultural education in the various Native American languages of the state.

a) The person shall have adequate knowledge and appreciation of the fundamental aspects of ethnic group cultures of the Southwest.

b) The person shall have been trained in the nomenclature aspects of cultures through courses taught in the language of the culture.

III.

Methodology

In relation to Methodology, the various ethnic groups of New Mexico are supported by cultural values which cannot be overlooked. The children's learning and motivational styles are in part dependent on these cultural manifestations. Therefore, all modern pedagogical systems must be analyzed in relation to the appropriate cross-cultural referents of these ethnic groups.

a) The person shall have completed a practicum conducted in a bona fide bilingual setting.

b) The practicum shall include at least the following components, taught in the language of the culture:

- 1) Language arts
- 2) Social studies
- 3) Fine arts

IV.

Effective Date

Realizing that a progressive phase-in will be necessary since such programs are not currently in existence institutions which train teachers to participate in bilingual education programs shall have fully developed programs which graduate teachers competent in the areas above-enumerated by the 1975-76 academic year.

Adopted by the State Board of Education on January 25, 1974. All rules and regulations of the State Board of Education in conflict therewith are repealed.

APPENDIX J

Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education

The Guidelines which follow were developed at a conference sponsored by the Center for Applied Linguistics, August 5-6, 1974. The conference, which brought together specialists having considerable range of experience in bilingual education, was made possible by a grant from the U. S. Office of Education (Title V, EPDA).

Conference Participants

- | | |
|---|---|
| George Blanco, <i>University of Texas at Austin</i> | John Peterson, <i>Mississippi State University</i> |
| Ruth Bradley, <i>Lafayette Parish (LA) Bilingual Program</i> | Anita Pfeiffer, <i>University of New Mexico, Albuquerque</i> |
| Gustavo González, <i>Center for Applied Linguistics and University of California at Santa Barbara</i> | John Romo, <i>University of California at Santa Barbara</i> |
| Rosa Inclán, <i>Dade County (FL) Public Schools</i> | Stanton Tong, <i>San Francisco (CA) Unified School District</i> |
| Richard Light, <i>State University of New York at Albany</i> | Rudolph C. Troike, <i>Center for Applied Linguistics</i> |
| Albar Peña, <i>University of Texas at San Antonio</i> | Sylvia Viera, <i>University of Massachusetts at Amherst</i> |
| Carmen Pérez, <i>New York City Board of Education</i> | |

November 1974

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GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL-BICULTURAL EDUCATION

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher education programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education. It should be noted that the competencies set forth herein apply only to the certification of bilingual-bicultural teachers, and not *all* teachers in bilingual-bicultural programs, which may also include English-medium teachers. Such teachers, however, should have as many of these competencies as possible.

Introduction

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act of 1968 helped bring about a major change in our educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supporting or mandating bilingual-bicultural education. Recent court decisions, including the *Lau vs. Nichols* decision by the Supreme Court, are giving added impetus to this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field. The following guidelines represent an attempt

to meet this need.

Because of the great variation in educational institutions which might undertake to prepare teachers for bilingual-bicultural education programs, these guidelines do not attempt to work out a set curriculum or to recommend a specific series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest.

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view.

Although these guidelines are intended to be applicable primarily to teachers at the preservice level, they will also apply to teachers at the inservice level. One cardinal principle must be rigidly observed throughout, namely that the teacher of bilingual-bicultural education should have the same quality academic preparation as teachers of other subjects at comparable levels.

Personal Qualities

The teacher of bilingual-bicultural education should have the following qualifications:

1. A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.
2. A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.
3. A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.
4. Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.
5. The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

The guidelines which follow are designed to meet these necessary qualifications and describe the various academic areas considered essential in teacher training programs in bilingual-bicultural education.

I. Language Proficiency

The teacher should demonstrate the ability to:

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic,

and nonverbal variants appropriate to the communication context.

2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

II. Linguistics

The teacher should demonstrate the ability to:

1. Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.
2. Understand basic concepts regarding the nature of language.
3. Understand the nature of bilingualism and the process of becoming bilingual.
4. Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.
5. Identify and understand regional, social, and developmental varieties in the child's language(s) at the phonological, grammatical, and lexical levels.
6. Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.
7. Develop curricular activities to deal with areas of interference.
8. Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.

III. Culture

The teacher should demonstrate the ability to:

1. Respond positively to the diversity of behavior involved in cross-cultural environments.
2. Develop awareness in the learner of the value of cultural diversity.
3. Prepare and assist children to interact successfully in a cross-cultural setting.
4. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.
5. Assist children to maintain and extend identification with and pride in the mother culture.
6. Understand, appreciate and incorporate into activities, materials and other aspects of the instructional environment:
 - a. The culture and history of the group's ancestry.
 - b. Contributions of group to history and culture of the United States.
 - c. Contemporary life style(s) of the group.
7. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.
8. Know the effects of cultural and socio-economic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization.
9. Use current research regarding the education of children in the U.S. from

- diverse linguistic and cultural backgrounds.
10. Understand the effects of socio-economic and cultural factors on the learner and the educational program.
 11. Recognize differences in social structure, including familial organizations and patterns of authority, and their significance for the program.

IV. Instructional Methods

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as well as in English. To this end, the teacher is expected to demonstrate the following competencies:

1. Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.
2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including preschool, taking into consideration how differences in culture affect these and other learning variables.
3. Organize, plan, and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies, and science, as a minimum, must be identified and applied in the learner's language(s).
4. Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely:
 - a. Formulation of realistic performance objectives and their assessment.
 - b. Inquiry/discovery strategies.
 - c. Individualized instruction.
 - d. Learning centers.
 - e. Uses of media and audio-visual materials.
 - f. Systems approaches to the teaching of reading and mathematic skills.
 - g. Team teaching and cross grouping.
 - h. Interaction analysis.
5. Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.
6. Utilize first and/or second-language techniques in accordance with the learner's needs at various stages of the learning process.
7. Utilize effective classroom management techniques, for optimal learning in specific situations.
8. Work effectively with paraprofessionals, and other adults.
9. Identify and utilize available community resources in and outside the classroom.

V. Curriculum Utilization and Adaptation

The teacher should demonstrate the ability to:

1. Identify current biases and deficiencies in existing curriculum and in both com-

mercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:

- a. Suitability to student's language proficiencies and cultural experiences.
 - b. Provision and respect for linguistic and cultural diversity.
 - c. Objectives, scope, and sequence of the materials in terms of content areas.
 - d. Student's reaction to materials.
2. Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom.

VI. Assessment

general

The teacher should demonstrate the ability to:

1. Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner.
2. Utilize continuous assessment as part of the learning process.
3. Interpret diagnostic data for the purpose of prescribing instructional programs for the individual.
4. Use assessment data as basis for program planning and implementation.

language

The teacher should demonstrate the ability to:

1. Determine language dominance of the learner in various domains of language use—oral and written.
2. Use assessment results to determine teaching strategies for each learner.
3. Identify areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language.
4. Assess maintenance and extension levels of the learner's language(s).

content

The teacher should demonstrate the ability to:

1. Evaluate growth using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas utilizing the language of the home.
2. Assess accuracy and relevance of materials utilized in the classroom.
3. Prepare tests to evaluate achievement of proposed objectives of instruction.

self

The teacher should demonstrate the ability to identify and apply procedures for the assessment of:

1. Own strengths and weaknesses as a bilingual teacher.
2. Own value system as it relates to the learner, his behavior, and his background.
3. The effectiveness of own teaching strategies.

VII. School-Community Relations

Current trends in education have specifically identified the significant role of the community in the educational process. The knowledge that the community has goals and expectations creates for the schools the need to include, integrate, and enhance those expectations in the regular school program.

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community. The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community.

The teacher should demonstrate the following competencies:

1. Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his school environment.
2. Acquire skills to facilitate basic contacts and interaction between the learner's family and school personnel.
3. Demonstrate leadership in establishing home/community exchange of socio-cultural information which can enrich the learner's instructional activities.
4. Acquire and develop skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the learner's culture(s) that can serve both for curriculum contents and for instructional activities.
5. Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom.
6. To act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community.
7. Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.
8. To plan for and provide the direct participation of the learner's family in the regular instructional programs and activities.

VIII. Supervised Teaching

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual-bicultural classroom setting, it is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.

APPENDIX K

NEW MEXICO HIGHLANDS UNIVERSITY-DEPARTMENT OF EDUCATION

MAJOR BLANK-MASTER OF ARTS IN BILINGUAL ELEMENTARY EDUCATION (SPANISH/ENGLISH)

PREREQUISITES: Certification in Elementary Education and Native (Near Native) Bilinguality (Spanish/English) - to be determined by an entrance examination.

CANDIDATE'S NAME _____ DATE _____
 Last First Middle Initial

A total of 30 graduate hours in Education must be taken by all candidates.

| <u>COURSE NO.</u> | <u>COURSE</u> | <u>CREDIT</u> | <u>GRADE</u> |
|-------------------|--|---------------|--------------|
| 24-550* | Seminar in Materials for Bilingual Education | 3 hours | _____ |
| 24-504 | Diagnostic Testing for the Bilingual Elem. Teacher | 4 hours | _____ |
| 24-517 | Teaching English as a Second Language | 3 hours | _____ |
| 24-535 | Topics in Bilingual Education | 3 hours | _____ |
| 24-610 | Research Methods | 4 hours | _____ |
| 24-645 | Socio-Cultural Factors Affecting Education | 3 hours | _____ |
| 24-634 | Practicum in Bilingual Education | 2-4 hours | _____ |

The following courses are taught with emphasis on cognitive styles of Bilingual Children.

| | | | |
|--------|--|--------------------|-------|
| 24-616 | Advanced Techniques of Teaching Reading and Language Arts (Bilingual) | 3 hours | _____ |
| 24-625 | Advanced Techniques of Teaching Arithmetic in the Elementary Schools (Bilingual) | 3 hours | _____ |
| 24-626 | Advanced Techniques of Teaching Science in the Elementary Schools (Bilingual) | 3 hours | _____ |
| | | <u>31-33 hours</u> | _____ |

*Prerequisite for this course is 24-320 Methods for Teaching Fine Arts in Multicultural Classroom.

Electives to be selected in consultation with the major professor:

| | | | |
|--------|--------------------------------|-----------|-------|
| 24-526 | Children, Books and Reading | 3 hours | _____ |
| 24-615 | Early Childhood Education | 3 hours | _____ |
| 24-690 | Research (Bilingual Education) | 1-4 hours | _____ |
| 24-698 | Elementary School Problems | 4 hours | _____ |
| 50-618 | The Southwest | 4 hours | _____ |

Spanish requirements for candidates for MA in Bilingual Elementary Education:**

| | | | |
|----------|-------------------------------------|-----------------|-------|
| 70-4/508 | Story Telling | 3 hours | _____ |
| 70-4/509 | Story Reading | 3 hours | _____ |
| 70-4/511 | Story Writing | 3 hours | _____ |
| 70-530 | Spanish Culture I | 3 hours | _____ |
| 70-531 | Spanish Culture II | 3 hours | _____ |
| 70-532 | Spanish Culture III | 3 hours | _____ |
| 70-541 | Spanish for the Bilingual Classroom | 3 hours | _____ |
| | | <u>18 hours</u> | _____ |

**Students who completed these courses or their equivalent as undergraduates are not required to take them as graduates. Those students are required to select hours from the regular Spanish departmental offerings to complete a total of 18 hours.

Chairman, Department of Education

Master's Candidate



VITAE

PERSONAL RESUME OF CECILIO OROZCO, Ph.D.

Address: 7601 Lomas N.E. Apt. 58
Albuquerque, New Mexico 87110

Birthdate: October 4, 1928, Glendale, California

Marital: Divorced

Office Phone: (505) 277-4208
Home Phone: (505) 255-7086

OCCUPATIONAL:

1975 -- Director, Bilingual Teacher and Teacher Trainer Institute - Follow-Up - University of New Mexico - Albuquerque, New Mexico

1974-75 -- Associate Professor, Bilingual Education, New Mexico Highlands University, Las Vegas, New Mexico

1973-75 -- Director, Bilingual Teacher and Teacher Trainer Institute, New Mexico Highlands University, Las Vegas, New Mexico -- The Universidad Autonoma de Guadalajara, Jalisco in Mexico. Consultant on Teacher Training Programs, Chicano Studies, Bilingual Education, etc. -- U.S. wide

1971-73 -- Director, Institute for Bilingual Education, New Mexico Highlands University, Las Vegas, New Mexico. Program for Bilingual Teacher Training, designed and executed at graduate and undergraduate levels.

Dissertation on BASIC SKILLS DIFFERENCES BETWEEN FIFTH GRADE ANGLO AND SPANISH SURNAMED STUDENTS IN ALBUQUERQUE PUBLIC SCHOOLS. A clear case for the need for educational reform in schools for the Chicano.

Lecturer on Chicano educational problems in the Southwest. Bilingual advocate to parents, teachers, and administrators.

Consultant on Bilingual Education in New Mexico, Colorado, Texas, Arizona, and California. Observation, evaluation and demonstration in Elementary and Secondary Bilingual Programs.

Project Evaluator for the National Institute of Education, Office of Education, H.E.W. Proposal evaluation of main Education Field Research Projects in the Southwest.

- 1969-71 -- Ford Foundation Fellow doing Ph.D. work at the University of New Mexico. Consultant in Bilingual Education to H.E.W., the University of New Mexico, Chicago Public Schools, and projects in Arizona and Colorado. 'Evaluation of Elementary Bilingual Teachers' work in the classrooms.
- Director of Bilingual-Bicultural Teacher Training Institutes of the State of New Mexico, Department of Education and the University of New Mexico, Albuquerque, New Mexico. Main phase in Guadalajara, Jalisco in Mexico with a year-around follow-up in the U.S. Preparation of teachers in bilingual programs.
- Lecturer on Chicano needs in New Mexico, Colorado, California, Texas and Arizona. Evaluation of Elementary Bilingual Teachers' work in the classroom.
- 1964-69 -- Spanish professor, Counselor, Chairman of Division of Language and Fine Arts at Cochise College. Consultant to Upward Bound Projects in the Southwest (Educational Associates, Inc.) Instructor (language arts) in Cochise College's Upward Bound Project during the summers of 1966 and 67.
- 1958-64 -- Spanish instructor, High School Counselor and High School Principal at Tuba City, Arizona.
- To 1958 -- At various other times (dates furnished on request), two summers as a Spanish Native Informant at the University of Colorado, three years as a Production Specialist (Civil Service) at the Navajo Ordnance Depot in Arizona, one year as a butane-propane appliance and installation salesman in northern Arizona. During college years and before, held various jobs as a truck driver, bookkeeper, laborer, and gas station attendant.

EDUCATIONAL:

- 1969-71 -- Ph.D. at the University of New Mexico. Fellowship by the Experienced Fellowship Program in Bilingual Education and the Ford Foundation.
- 1961 -- M.A. in Education at Northern Arizona University. Secondary Education major, Spanish minor.
- 1953 -- B.S. in Education at Northern Arizona University. Commerce major, Spanish minor, Distinction.
- 1961 -- NDEA Counseling with Minority Groups Institute at the University of Arizona, Tucson, Arizona. Summer
- 1962 -- NDEA Top-Level (1) Spanish Institute at the University of Colorado, Boulder, Colorado. Summer

- 1963-65-68 -- Summer work in Spanish and French at the University of Colorado, Boulder, Colorado.
- 1955-56 -- Intensive courses in Work Planning and Control at Rock Island Arsenal, Rock Island, Illinois.
- 1948 -- Graduated from Tucson Senior High School in Tucson, Arizona.

PROGRAMS DESIGNED, FUNDED AND IN OPERATION:

- Master of Arts in Elementary Bilingual Education.
- Bachelor of Arts in Elementary Bilingual Education.
- Associate of Arts in Bilingual Mass Media Writer/Announcer.
- Associate of Arts in Bilingual Secretarial Training.
- Associate of Arts in Bilingual Teacher Aide Training.
- Bilingual-Bicultural Teacher Training Institutes (Summer plus in-service).
- Bilingual Teacher and Teacher Trainer Institute.

WRITINGS:

- Bilingual Graduate Teacher Training Program Evaluation
- "Albuquerque Public Schools Ethnic Survey 1969-70"
- "Language and Bilingual Education Perspective"
- "Testimony before the Subcommittee on Education - U.S. Senate 1973"
- "Language Learning Boosts" -- Idea Exchange 1968
- "Dynamics of Bilingual Education Program Models" - N.H.H.U. 1974
- "Spanish for Native Speakers, A Stimulation Course for First Exposure" University of New Mexico 1971
- "Culture" - a definition of Chicano Culture - N.M.H.U. 1974

CONCEPT PAPERS ON:

- "Three Reasons for Bilingual (Spanish-English) Education"
- "The American Education System Through School Boards... Limited"

"Systematic In-Service Education Awareness in an Elementary School" .

"Language Laboratories in the Elementary School"

"Modern Language Departments, with Proper Orientation, Can Put Into Effect Bilingual Programs at the University Level (Chicano Studies)."

"Spanish Through Music in a High School (Chicano Studies)"

"Teaching Reading in Spanish Earlier than English"

"The Second Baptism of the Spanish Surnamed"

"Bilingual Teacher and Aide Training" (Intensive Program in Mexico)

"Minimal Components for a High School Bilingual Curriculum for Chicanos (Chicano Studies)"

SPEAKING TOPICS: (Consultative Work)

Who is a Chicano?

The Hispano and His Problems in Reading

Quiénes Somos?

Why Get Involved?

Love is not Enough!

The Salvation of the Hispano

What is a Bilingual Program? Strengths and Weaknesses

The Sixteenth of September. Why in the U.S.A.?

The Hispano--The Sleeping Giant Awakens

Don Quixote Lives!

Teaching Spanish to the Chicano

Aztlan: The Home of our Indian Ancestors

Our Iberian Ancestors

Teaching English to a Spanish Speaker. Intensive Language Units

Contrastive Analysis: English-Spanish

I don't want your green-back dollars...

The Aztec Calendar and the Piedra del Sol

Preparing Bilingual Teachers: WHAT, WHERE, WHEN

ORGANIZATIONS:

PHI DELTA KAPPA

PHI ETTA SIGMA

PHI KAPPA PHI

MODERN LANGUAGE ASSOCIATION

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE

ARIZONA COLLEGE ASSOCIATION (1969)

COCHISE COLLEGE SPEAKERS BUREAU (1964-1969)

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGE
ASSOCIATION
NEW MEXICO BILINGUAL EDUCATION ASSOCIATION
NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
ELKS

GENERAL:

Born of Mexican National Parents in California, moved
to Mexico in 1932 and remained there until 1943.
English is a second language, learned after 1943
in the U.S.A.

SALARY HISTORY:

Furnished on request.

PROFESSIONAL PROFILE
March 1971 to September 1974

Name: Henry W. Pascual
Address: 3209 Louraine Circle, Santa Fe, New Mexico 87501
Phone: (505) 827-5391 - Office

Fields: Spanish, English, French, Secondary Education, Bilingual Education,
Teaching English as a Second Language

Personal Data

Date of Birth: May 10, 1922
Place of Birth: Puerto Rico
Marital Status: Divorced
No. of Children: Two
Military Status: Veteran, World War II (Air Force)

Academic Background

B.A., University of New Mexico - Majors: Spanish, English
Graduate Work: University of Colorado - French
University of New Mexico - French, Sociology - Bilingual
Education

Experience in Field of Education

1958 - 1962 Teacher at Albuquerque Public Schools
1959 - 1960 Demonstration instructor for U.N.M., NDEA Academic Year
Language Institute - Spanish
1960 - 1961 Demonstration instructor for U.N.M., NDEA Academic Year
Language Institute - Spanish - French
1961 - 1965 Summer Sessions, University of Oklahoma, Instructor for
NDEA
Summer Institutes - Methods and Techniques of Language
Instruction - French. Demonstration teacher, pattern
practice drill master, language lab demonstrator.
1963, 1964 Instructor for Peace Corps summer language program -
Spanish - University of Oklahoma (Summer sessions)
June, 1969 Guest lecturer, EPDA Summer Institute for Teachers of
Bilingual Children - New Mexico Institute of Mining and
Technology
June, 1970 to Director - Bilingual-Bicultural Teacher Training Institute,
June, 1973 (U.S.O.E. Grant)

Present Position (1962 - Present)

Education Specialist in Foreign Languages: Director, Cross-Cultural Education
Unit - State Department of Education, Santa Fe, New Mexico.

March 1971 to September 1974

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References

- Consultant - New Mexico Western States Small Schools Project (Ford Foundation). Dade County Ford Foundation Project .
Miami Linguistic Readers - New Mexico 1964-1967
- Consultant - Center for Applied Linguistics - Washington, D.C.
(Teaching English as a Second Language) 1964
- Consultant - U.S. Office of Ed., Higher Education Grants, 1966-Present
- Consultant - State Coordinator, Spanish Curricula Development Center,
Miami, Florida - Field testing centers in five New Mexico
school districts.
- Consultant - Project Maestro - Evaluator of the Program, California
State College, Los Angeles, California.
- Consultant - Noble and Noble Linguistics in English Language Arts
- Consultant - Harper Row - ESL

Appointed to the National Commission on the English Language by the National Council of Teachers of English for a three year term 1970-1973

Contributing Author to:

The Education of the Modern Foreign Language Teacher for
American Schools - Modern Language Association of America - 1966

Bilingualism: Reports of Working Committees - Southwest
Council of Teachers of Foreign Languages

Bilingualism and the Teaching of English as a Second Language -
Paper delivered at the Rocky Mountain Social Science Association's
Annual Conference in Lubbock, Texas - May, 1969

Author - Bilingual Education for New Mexico Schools - Xerox Corporation

Member - Board of Directors, Southwest Council for Bilingual Education -
1969-70
Executive Committee - National TESOL

Travel

Virgin Islands, Bermuda, Cuba, Jamaica, Mexico, Guatemala, Costa Rica, Panamá
(Residence 6 years), Perú, Venezuela, France, Chile.

Residence also in Puerto Rico, travel and residence throughout United States
(Residence in Wisconsin, New York, Florida, California, New Mexico).

Special Honors

- Selected by the Modern Language Association of America as one of top 36
teachers of foreign languages in the nation, October, 1961
- Selected by French Government to tour research centers on Bilingual Education
in France - 1969
- Received invitation from Special Assistant to President Ford to be a guest at
a White House Conference on bilingual education. This invitation was for recog-
nized national leaders in bilingual education who have contributed in this area
to the development of bilingual education across the nation.

Professional Profile - Henry W. Pascual
 March 1971 to September 1974
 Page 3

Professional Organizations

American Association of Teachers of Spanish and Portuguese - Member
 American Association of Teachers of French - Member
 New Mexico Foreign Language Teachers Association - Member
 National Education Association - Member
 New Mexico Education Association - Member
 National Council of State Supervisors of Foreign Languages - President, 1965-1966
 American Council of Teachers of Foreign Languages - Member
 Phi Delta Kappa
 National TESOL - Executive Committee
 New Mexico Association for TESOL and Bilingual Education

Obtain Professional References from:

Mr. Leonard J. DeLayo, Superintendent of Public Instruction, New Mexico
 State Department of Education
 Dr. Ernest Stapleton, Albuquerque Public Schools
 Dr. Jack Kolbert, Department of Modern and Classical Languages,
 University of New Mexico
 Dr. Frank Angel, College of Education, University of New Mexico
 Miss Ann Komadina, Consultant, Albuquerque Public Schools
 Mrs. Rita Minkin, Teacher, Albuquerque High School

Editor - Noble and Noble Co., Linguistic Series in Spelling

Editor - Harper and Row, Teaching English as a Second Language, 1966

Selected by the Institute Nacional de Libro Español, through the Spanish Embassy, Washington, D. C., to attend seminars in bilingual education at the University of Madrid and the University of Barcelona, tour bilingual experimental schools and meet with major publishing houses. The government of Spain paid all expenses during the three-week sojourn in Madrid and Barcelona. November-December 1974

Federico Martínez Carrillo

Director, Seed (Successful Educational Experience for Disadvantage)
Lecturer, University of New Mexico.

Bilingual Education Consultant, New Mexico, California, Colorado, Arizona.

Evaluator of Bilingual Programs

Educational Background

Doctor of Philosophy, Curriculum and Instruction, University of New Mexico,
1974. Dissertation title:

The Development of a Rationale and Model Program to Prepare
Teachers for the Bilingual-Bicultural School Programs.

Master of Arts in Education, Specializing in Bilingual Education,
University of New Mexico, 1970.

Bachelor of Arts, Spanish and Sociology, College of St. Joseph, 1959

Other Educational Experience

Hoffman Reading Center Institute, 1973, Albuquerque, New Mexico.

Listen, Look and Learn Institute, 1973, Albuquerque, New Mexico.

Alpha Learning Center institute, 1973, Albuquerque, New Mexico

Competency Based Education Workshop, 1973, Albuquerque, New Mexico.

A National Bilingual Bicultural Institute, Nov. 28 - Dec. 1, 1973,
Albuquerque, New Mexico.

Chicano Mobile Institute, 1973, Albuquerque, New Mexico.

Early Childhood Education Seminars, 1972, University of New Mexico.

Workshops in Bilingual Education, 1971 and 1972, University of New Mexico.

Leadership Trainee in Bilingual-Bicultural Institute, 1970; held at Universidad Autonoma de Guadalajara, Jalisco, Mexico; sponsored by the University of New Mexico and the State Department of Education.

NDEA Advance Spanish Institute for the teaching of Spanish to Spanish Speakers Guadalajara, Mexico; sponsored by the University of Arizona, Tucson, Arizona.

NDEA Spanish Institute, 1962-63, University of New Mexico.

Workshops, national and state conferences sponsored by different organizations and dealing with the education of the Spanish-speaking student, 1960 to the present.

Professional Background Director, SEED

Presently, Spanish Instructor (1968), University of New Mexico.

Bilingual Education Instructor for the Summer Institute of Linguistics. University of Albuquerque Summer 1974.

Presently, In-Service Training Consultant for East Las Vegas Bilingual Program, Las Vegas, New Mexico

Presently, (1970) Bilingual Consultant for the Bilingual Programs in New Mexico, Arizona and Colorado.

1974, Director for Programs Development, Taught course, oral language-assessment, Institute for Cultural Pluralism, University of New Mexico.

1973 (Summer), Curriculum Development Consultant, East Las Vegas Bilingual Program, Las Vegas, New Mexico.

1973 (Summer), Consultant, Institute for Cultural Pluralism, University of New Mexico.

1973 (Summer), Co-Teacher, Armijo Elementary Reading Center, Albuquerque, New Mexico.

1972-1973, Follow-Up Director, Assistant Professor Bilingual/Bicultural Teacher Training Institute, Highlands University, Las Vegas, New Mexico.

1964-1972, Spanish Instructor, Belen High School, Belen, New Mexico.

1970-1971, (Summers), Spanish Instructor, University of New Mexico and New Mexico State Department of Education, Bilingual/Bicultural Institute, Guadalajara, Jalisco, Mexico.

1970 and 1972, Evaluator of the Bilingual Projects in Grants, New Mexico and Chicago, Illinois.

1970, Curriculum Development Consultant, Jr. and Sr. High School, Bilingual Education Program, Calexico, California.

1968-1969, Spanish and TESOL Instructor of Peace Corps Volunteers, University of Montana, Bozeman, Montana.

1967, TESOL Instructor, Albuquerque Technical-Vocational School, Albuquerque, New Mexico.

1962 through 1966 (Summers), Spanish Instructor, Peace Corps Training Center, University of New Mexico.

1965, Spanish Instructor, Western New Mexico University, Silver City, New Mexico.

1964, Spanish Instructor, Northern New Mexico College, El Rito, New Mexico.

1960-1962, Spanish and Government Instructor, Bernalillo High School Bernalillo, New Mexico.

1959-1960, Spanish Instructor, Jemez Springs High School, Jemez Springs, New Mexico.

Publications:

Assisted with the development and writing of the "Relative Effects of Early Spanish Instruction on Spanish and English Linguistic Development."

The Pecos New Mexico Project: Wrote the Spanish Language Tests used as instruments in this study, 1970.

Teacher's Guide: "Teaching of Spanish to Native Speakers," 1967.

Assisted with the development of curriculum guides in the Las Cruces, New Mexico and Calexico, California areas, 1970-1971.

Professional Membership:

Chairman of membership committee for the New Mexico Association for TESOL and Bilingual Education.

Past Treasurer of New Mexico Association for TESOL and Bilingual Education.

American Association of Teachers of Spanish and Portuguese.

New Mexico Education Association.

Past President of Classroom Teachers Association, 1964.

National Education Association.

National and state member of Teachers of English to Speakers of Other Languages (TESOL).

New Mexico Bilingual Education Association.

Southwest Council for Bilingual Education.

New Mexico Foreign Language Association.

Los Profesores.

Albuquerque Raza Educators.

Albuquerque Raza Educators.

Job Corps Advisory Board.

Trio Educational Services Directors Organization.

Resume

Name: . . . José G. Griego
 Address: Post Office Box 61, Embudo, New Mexico 87531
 Phone: (505) 579-4300

Personal Data

Date of Birth: September 19, 1949
 Place of Birth: Santa Fe, New Mexico
 Marital Status: Married
 No. of Children: 0

Academic Background

Elementary School Education

St. Anthony Elementary, Dixon, New Mexico
 Lew Wallace Elementary, Albuquerque, New Mexico

Secondary School Education

Garfield Junior High School, Albuquerque, New Mexico
 St. Mary's High School, Albuquerque, New Mexico - graduated May, 1967
 (During the junior year in high school, I was recruited by
 the Upward Bound program at the University of Albuquerque)

University Education

University of Albuquerque - September, 1967 to December, 1970
 Major areas of study: History, Spanish Literature, Theology
 (transcript is attached)

University of New Mexico - September, 1971 to Present
 (I was granted a Ford Foundation doctoral fellowship to continue
 graduate studies)

M.A. Degree in Spanish Literature - 54 hours of graduate work

I have completed 51 hours toward the Ph.D. in Bilingual Education

I am certified to teach at the secondary level - (transcript is attached)

My Ph.D. program is in the area of Bilingual Education, the supporting fields of study are a minor in Education Administration, Linguistics and an M.A. in Spanish Literature. I have not completed the Education Administration minor as yet (Spring 1975). The Ford Foundation Doctoral Fellowship will terminate in May, 1977; thus, I still have two years in which to terminate the Education Administration minor and write my thesis.

Job Experience

| | |
|---------------------------------|---|
| 1967 - 1968 | Presbyterian Hospital - pot washer, I held two jobs as an undergraduate student. |
| August, 1967 to August, 1970 | University of Albuquerque - janitorial work, laborer as carpenter's helper, telephone operator. |
| 1967 - 1974 | Self employed - I have tutored students from ages 6-30 years of age since 1967 in areas of reading, Spanish, math, history. |
| August, 1970 to January, 1971 | University of Albuquerque - Counsel minority students; also tutoring said students. |
| August, 1970 to September, 1971 | Presbyterian Hospital - supply hospital floors with materials. |

Present Position (September 17, 1974 - to Present)

Bilingual Education Specialist, Technical Assistance Unit, State Department of Education, Santa Fe, New Mexico 87503. Duties:

1. evaluate all state bilingual education programs
2. review all Title VII Bilingual Education proposals
3. collect needs assessment data from all New Mexico districts in bilingual education
4. approve all bilingual education programs for state - funding and make recommendations
5. continue operation of State Advisory Committee on bilingual education and the Bilingual Education Textbook Committee for adopting textbooks

1007 Green Valley Rd NW

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Albuquerque, NM 87107

Pertinent experience, U. S. Air Force

Director of Academic Training and subsequently officer in charge of foreign training in a program which had pilots and technicians from over thirty different countries. Officer in charge of a detachment of pilots and technicians charged with establishing the first jet base in Spain and training the nucleus of their fighter force. Assistant professor of French, U.S. Air Force Academy.

EDUCATION

Have completed course work for PhD in Romance Languages with major in Peninsular Literature, first minor in Spanish-American Literature and second minor in French. Have also completed course work for a PhD in curriculum and Instruction with a concentration in Bilingual Education. Dissertation dealing with problems in teacher training for Bilingual Education in New Mexico is underway, M.A. French 1961 Middlebury College, Vt for work done in residence and at the Sorbonne. Certificat d' Etudes Politiques (MS equivalent), 1951 Institut d'Etudes Politiques, University of Paris, France. Course work toward MS in Political Science at the University of Maryland completed but work interrupted by the Korean war and thesis never finished BS Foreign Service, 1949, Georgetown University, Washington, D.C.

RECENT EXPERIENCE

Currently, Coordinator of Multicultural Enrichment Program at the University of Albuquerque. Have coordinated a program for injecting a multicultural content in various areas of the university curriculum. Have developed a comprehensive program leading to AA and BA degrees both in elementary and secondary bilingual education. 1973-74 was bilingual coordinator for the State Dept of Education in New Mexico. As such gave numerous workshops for the purpose of cultural and pedagogical reinforcement to teachers throughout the state. Evaluated all programs.

Have developed and taught the following courses recently: "Spanish for the Spanish Speaking," Language Arts in Bilingual Education," Hispanic Literature for the Bilingual Teacher," Hispanic and Indohispanic Art for the Bilingual Teacher," Ethnic Sociology" and "Adapting Content Courses in Education to the Bilingual Classroom."

Currently consultant to Materials development Project EPDA, OE 6-0-7-8977 at the University of New Mexico. Consultant to Roswell, Española & Santa Fe school districts.

Currently president of Legislative Committee of New Mexico Tesol-Bilingual organization which was responsible for originating revisions to the New Mexico Bilingual Education Act. The changes will afford bilingual education to New Mexico children from K to 12 instead of K to 3 and will change the fundamental rationale of BLE in New Mexico from remedial to that of preservation and enrichment of the state's cultures.

Member of the New Mexico Bilingual Steering Committee. In this connection have participated in efforts to form a state-wide consortium of universities in bilingual teacher education matters. This is now becoming a reality.

PUBLICATIONS

Hacia una filosoffa de la educaci3n biligüe-bicultural. New Mexico Dept. of Education, Fall 1973.

Bilingual Education, an Educational Horse of a Different Color. New Mexico NEA Quarterly, Spring, 1974.

Manual Breve para el personal biligüe. University of Albuquerque, Fall 1974.

OTHER FACTS

5000 hours military flying time as a pilot. Decorations: 3 Distinguished Flying Crosses, 14 Air Medals and 2 Purple Hearts. Disabled Veteran 30%. Have command and executive experience. Most recently commanded a unit of 60 aircrew members and 300 ground technicians operating and servicing 25 F-4 Phantom jets. I am fully trilingual, have spoken Spanish and English from childhood. Speak French daily at home with French wife. Know the ethnic situation in Southwest thoroughly.