DOCUMENT RESUME

ED 294 954 UD 026 182

AUTHOR Stewart, Twyla; And Others
TITLE Improving Teacher Effectiveness.
INSTITUTION California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Nov 87
GRANT OERI-G-86-90003
NOTE 22p.; In: Making Schools Work for Underachieving Minority Students: Next Steps for Research, Policy, and Practice. Proceedings of the Conference, see UD 026 176.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Black Teachers; *Educational Improvement; Elementary Secondary Education; Equal Education; Limited English Speaking; *Minority Group Children; Minority Group Teachers; *Program Development; Social Attitudes; *Teacher Effectiveness; Teacher Improvement; Test Construction; Underachievement; Urban Education
IDENTIFIERS Collaboratives; Cultural Sensitivity

ABSTRACT

A group of three conference papers, all dealing with ways to improve teacher effectiveness, is presented in this document. The first paper, "Improving Teacher Effectiveness" (Twyla Stewart), describes the efforts of the Center for Academic Interinstitutional Programs at the University of California, Los Angeles. The program focuses on helping teachers address the issues of content and concept through collaborative organization. A new model, expanding the role of the teacher as instructional leader, professional developer, mentor, and clinical consultant, should be considered. The second paper, "Teacher Effectiveness" (Charles Moody), asserts that teachers and schools have been effective in their original purpose: to legitimize adult economic inequality. To make schools truly effective we must realize that all students can learn, and that we know all we need to know to educate all students. When educators understand that equity and excellence do not compete with each other, then schools will become effective. Recommendations are made for improving teacher effectiveness. The third paper, "Improving the Quality of Teachers for Minority Students" (Ana Marie Schuhmann), reviews the declining numbers of minority teachers, and suggests various ways of improving teacher quality to help close the achievement gap between majority and minority students. The number of minority teachers should be increased, and teachers should be proficient in the culture and language of their minority students. A list of references is provided. (BJV)

PROMISING PRACTICES

Improving Teacher Effectiveness

Twyla Stewart
Center for Academic Interinstitutional Programs
University of California, Los Angeles

Charles Moody
University of Michigan

Ana Marie Schuhmann
Kean College

PROMISING PRACTICES

Improving Teacher Effectiveness

Twyla Stewart
Center for Academic Interinstitutional Programs
University of California, Los Angeles

I am with the UCLA Center for Academic Interinstitutional Programs. Our office was established in 1981 with the express purpose of developing programs that would improve the quality of preparation of students at UCLA. The focus of those programs was not on students, the focus was on working specifically with teachers to improve the quality of their knowledge, to update their skills, and to provide them with opportunities for collaboration. This model has evolved over the last six years, and it has taught us some very interesting things about how a teacher's role is conceived, and how that conception needs to change to allow for the kinds of improvement that not only minority children, but all children need in order to learn well in school settings.

This model also says some things about the kinds of changes that need to take place structurally within school organizations. Our program emphasizes a couple of basic things. First of all, we focus on helping teachers address the issues of content and concept as opposed to those dealing merely with technique and strategy. These ideas focus on the issues of critical thinking, investigative inquiry, and direct confrontation with ideas in various subject matters. We help teachers to be facilitators of discovery when working with their students, to use hands-on techniques in science, to use writing processes like revision, editing, dialogue, and feedback, and to use discovery of meaning in literature.

We also believe strongly in the principle of teachers being the best teachers of other teachers, so we rely heavily on collaborative organization in our projects. In these collaborations, once teachers have gone through our intensive in-service training, they become instructional leaders in their school environments, working with us as professional consultants. That model has served us very well.

We have started to look at University and school collaborations to see what kinds of things are working, to see how we can more effectively employ researchers and our faculty to improve the

caliber of teachers and also the quality of learning and the environment of the school.

One of the things we have discovered is that there are various models that are working in the schools, and they work with varying degrees of effectiveness. We place these models into three categories. Most school-university collaboration involving school teachers and university faculty are considered alliance models. These are situations in which there is some sort of intellectual dialogue. This exchange can be in the form of a seminar, it can be in the form of a limited conference, it can be in the form of a regular quarterly, or monthly, or annual meeting where the primary emphasis is on developing collegiality, opening channels of communication, and exchanging ideas. Sometimes the dialogue evclves into faculty pontificating to practitioners because they see themselves in a superior role, but these types of relationships tend to have minor impact on what happens in the classroom. They don't deal directly with the problems that confront teachers and students and don't address the kinds of changes that have been discussed at this conference.

The alliance model is a kind of loose affiliation model. It's opposite, the cooperative research model, deals more with hard core research. Our university faculty are the primary driving force of this model, because, as we all know, promotion and tenure depend on research projects and on publishing articles. These articles may relate to what is going on in practice, but they may not benefit teachers and practitioners. This is the model that I think we are all too familiar with. This model means business as usual from the university perspective and often frustration from the practitioner's perspective.

The third model, the one that I think dominates CAIP's activities, is what we call a continuing education model, or an ongoing professional growth model. In this model teachers and administrators are encouraged to participate in programs, institutes, and seminars that provide them with an opportunity to update their knowledge, become familiar with what's been going on in research, and mull over findings on such things as effective schools and new approaches to dealing with science--experimentation and demonstrations--and all the things that are constantly being cranked out in research institutions. This gives educators a chance to think critically about how the research applies to their own situation and,

more importantly, to have an opportunity to collaborate with one another and to collaborate as peers with university faculty. They are able to discuss their experiences in the school setting, modify materials and strategies, and share the things that they know, either from a gut level feeling or based on their own experience, have worked in the situations in which they find themselves. Opportunity for real change is present in this kind of supportive environment that is collaborative and that respects the expertise of both the practitioner and the faculty researcher.

What we have seen in this model is that those teachers who receive respect for their experience and are allowed to combine that experience with some new perspectives from research, are able to go out and begin refining the benefits of that research in real school settings. They test it and bring the findings back to us, and together we fine tune the results. We publish these results--written by the teachers in many cases--and share them with other teachers. We make this the driving force of ongoing workshops, conferences, and professional development programs that are tailored to the needs of individual teachers.

This model for extending and expanding the role of the teacher as instructional leader, as professional developer, as mentor, and as a clinical consultant with university researchers is one I hope will be seriously considered for improving teacher effectiveness. This model feeds in two directions. It feeds into the loose affiliations that result from the more informal dialogue of casual gatherings, seminars, and conferences. It also feeds into additional research that benefits not only university faculty, but teachers/practitioners as well, because the teacher/practitioners become the driving forces of that research.

Last year we began our first effort in a teacher/researcher project. We sent out a call to teachers who had been through some of our previous programs and wanted more, who wanted to test hypotheses and theories that they had discovered while going through one of our intensive summer institutes in writing, science, or math, and who wanted to develop a research plan that they could implement in their classrooms during the school year. We became the sponsors for their research, giving them a small stipend, and helping them define their problems and work on a research study. This project was implemented over the fall and spring semesters, and the teachers now have started to document an article that will

be published in major journals and also in an anthology of research articles that we will offer through CAIP.

This model for teacher effectiveness has been evolving over the past six years. We are very excited about it simply because the people who have been working with us are now consultants with the state department of education, or consultants within their own schools and districts. They are called on by county offices to run workshops and develop curriculum, and to really utilize the talent that they already had, but had not been able to nurture while working in an isolated classroom situation. We have learned in the course of these evolving programs that teachers are hungry for the opportunity to collaborate and question one another about what is working in their classrooms. They are eager to share what is going on in their immediate environments. Yet, the school day is not structured in such a way to make that possible. We all know that. Although we work with teachers, building their expectations about what is possible, we also recognize that we must work with enlightened administrators and encourage them to restructure the school day so teachers can come together, be supportive of one another, and exchange ideas. They need time to discuss the things they observe happening with their students, the things they are aware of in the larger community, and the things they discover while reading research and professional literature.

What I am presenting to you is the beginning of a different concept of what the classroom teacher is and can be. We have seen teachers flourish and blossom when ways have been found to teach them. But it requires support, it requires the support of the administrator. Our center has been a facilitator and has also provided a safe haven when school districts are hostile or principals don't have any understanding of what is going on.

I suggest to you that this model is the kind of thing we need to create in school settings on a massive scale so we won't lose the best and the brightest and the most experienced teachers in our districts. Some of our teachers have come to use just on the verge of leaving the profession. Some we were not able to turn around. For those who are still teaching and are still willing to grapple with the problems, the CAIP program provides hope, it provides support, it provides constant intellectual engagement that nurtures these teachers. It also provides new options for their students, because the teachers take what they learn back into the classroom.

This model is only one possibility among many that focuses on the teacher's role, but we are extremely encouraged by what we have seen. We touch about 2,000 teachers a year. Considering what needs to be done, it is a drop in the bucket. But, it is a beginning.

PROMISING PRACTICES

Teacher Effectiveness

Charles Moody
University of Michigan

There are several things I would like to talk about, and one of them is teacher effectiveness. We can't look at it in isolation, as if we can make instruction more effective by divulging some mechanics. I'm going to put this into a context that might help us understand why we think that teachers and schools are ineffective.

I think American public education is very successful. It's not a failure. American public education has been able to carry out two diametrically opposed missions at the same time without failure, without flaw. It has been able to educate some students to assume the high-status roles that have been ascribed to them by society and, at the same time, educate other students to assume their ascribed low-status roles. You don't need to be a researcher or a genius to know which roles have been ascribed to whom. Education has been used to legitimize adult economic inequality. When we start talking about making teachers more effective, I think we are really talking about a change in the mission of education. Teachers and schools have been very effective in doing what they were set up to do. That was to salt and sift.

We must make two basic assumptions if we are to have truly effective teaching for all students. First, we must accept the premise on which the late Ron Edmonds based his Effective Schools movement: All students can learn. That is a hard concept for some people to deal with, and they rationalize by saying that Blacks are genetically inferior. These people believe Blacks can't learn because something is wrong with our genes, we come from one-parent homes, or we didn't have breakfast this morning.

The second assumption we must make is that we know all we need to know to educate all students. Whether we do depends ultimately on how we feel about the fact that, so far, we haven't educated all students equitably. When we start talking about closing the achievement gap, we have to ask ourselves if that is really within our value system. Do we really mean that? Do we really want to

close the gap? Do we really want minority kids to learn? If we do, then we must change the current mission of education.

When I was teaching in Chicago, I would go into the lounge and I would hear teachers say, "You know, we're doing all right, the kids are only two years behind," or, "They're only one year below grade level." I would reply, "If you were teaching somewhere else you wouldn't let them get fifteen seconds behind, because someone's head would roll." It is not all right for kids to be two years behind, or even six months behind. When we talk about improving teacher effectives, we have to first understand that we have to change the motives of education. We have to change the corporate structures within the schools and the school system.

When educators talk about improvements in school and teacher effectiveness they get caught in a game of "either-or." They say, "What are we going to have? Are we going to have equity, or are we going to have excellence?" The big reports on U.S. education, like A Nation at Risk, said we don't have excellence in our schools because so much time was spent in the 60s and 70s on equity, as if excellence and equity becomes an either/or proposition. If teachers, administrators, and other folks believe that these are two competing interests, our schools can't be effective. Educators can always say, "Now look here, I didn't choose to deal with equity."

Educators must understand that equity and excellence do not compete with each other. I recently did some research on excellence and equity. I talked to all 127 school superintendents (out of 16,000) that were Black. I also sampled non-Black superintendents who had a lot of minority students in their schools. Over 85 percent of those superintendents said that you should not try to have excellence without equity. They are compatible; both are necessary.

If we can get people to stop thinking about equity and excellence as competing issues, we might get some effectiveness. Ron Edmonds defined equity as a public agenda that will benefit the least advantaged member of society. Equity asks the same thing of schools serving children of poor families that any parent of any child might ask of schools. How can an agenda that gives the same thing to every kid that comes to school and establishes a high standard of performance contain competing elements? We can have excellence in any walk of life and in any thing we do. We can expect excellence.

I recently read an article about minority students entering universities. Within that article, I could not find one positive word about what minority students bring into the educational process when they enter college. Everything was negative. They didn't have good preparation in secondary school, they didn't have good study habits, etc. If we are going to have effective education, it must be understood that all people have some strengths that they bring to school. They bring talents; they bring skills.

We cannot expect to achieve effective, equitable teaching unless the correct motives of education are clearly defined, articulated and understood. Then we can really get down to improving practices. One model we have used to help define effective educational practices is a four-dimensional concept of an equity-based education. The first dimension concerns access to schools, classes, and programs for all students. Effective instruction is blocked by people who don't want some folks in their classes. It's what I call the "It-wasn't-like-this-before-they-came" syndrome. Even when the minority kids are in the classroom, that kind of thinking often doesn't change. We must change the mentality that says that schools would be better if minorities weren't present.

The second dimension focuses on process. How are people treated once they get in the school? Are they treated with dignity and fairness? Teachers call more frequently on students who they perceive as being high achievers, they wait longer for them to answer, they give them prompts, they give them clues, they get closer to them, they give them feedback. Most teachers do not realize that they do this to kids. It does happen, however, and these teacher expectations directly affect student performance.

The third dimension is the dimension of achievement. Achievement is reflected by grades, test scores, graduation, and dropout rates; minority representation in multicultural curriculum; recognitions and awards; and the mastery of basic and advanced skills. Even when achievement shows that instruction is effective, others may not accept the results. In one instance in New York, kids in a reading program were doing well, and they were given the usual test in the spring. The kids achieved so highly that the State of New York sent some people out to investigate, because they were sure the kids had been cheating. The New York State Department of Education tested them again and got the same result, but they still wouldn't accept the fact that the kids were doing well.

The last dimension is transfer. If students get access to school and classes, and they are treated properly in the process, they achieve well. The next question to ask is: Are they able to transfer those achievements into additional educational opportunities and eventually into jobs that will provide them with equal pay, power, privilege and prestige? The worst thing we can do is to tell minority kids that all they need do is to be competent and to achieve, and everything will be all right. These kids understand that folks at home with alphabets behind their name are unemployed or underemployed. Each generation doesn't have to start from scratch, we can help each other. We need to teach kids how to network.

There are some things we can do directly to improve teacher effectiveness. We can look at the school climate, we can look at teacher expectations, we can look at the notion of effective teaching strategies. Teachers often don't tell students what their objectives are; they just tell them to learn it and someday it will be useful. Teachers might try teaching to an objective. They use a lot of activities that are related to their objective but not relevant. In addition, we shouldn't worry about not being able to use Bloom's Taxonomy when kids happen to be in a minority or the kids happen to be in special ed. All kids can learn the next thing beyond what they already know.

We must be careful not to kill motivation. No kid comes to kindergarten wanting to be a failure. They come to school motivated, ready to learn. Unfortunately, some teachers don't know how to deal with a kid who is motivated and shows that by asking questions. In the school where I worked in Evanston, most of the kids were from two minority groups, Blacks and Jews. The teachers were all White and gentile. They would describe the actions and reactions of the Jewish kids by saying, "They are really curious; they ask questions; they really push you." That was described as intellectual curiosity. When they described the same behavior in Black kids it was disrespect and insubordination. We have to look at how people respond and react to the same behavior from different kids.

The cultural congruence between student population and instruction is another educational aspect to consider. What kind of self-esteem would a White kid have if during his sixteen years in school, everyone he encountered was Black? What would he think if the only thing he read about Whites was that some guy named

Columbus got lost in 1492? In most minority education, there is no cultural congruence, there is nothing that is relevant to minority experiences.

Finally, we must have administrators who know what good instruction is and can recognize it in the classroom. Administrators who, when they walk into a classroom, aren't looking at the shades to see if they're even, the seats to check if they're lined up, or the kids to make sure they are quiet. Some activities require movement, talking, and noise. Principals should also let teachers work with each other and do some peer coaching.

The basic point is: Do people want minority kids to learn? As soon as we close the gap and minority students are achieving, people will no longer have an excuse not to hire minorities. The fastest growing jobs are in the service industry. Some folks say, "You really don't need a degree for a service job." Maybe you've heard them say, "Now look here, we don't have to teach them, because we can give them service jobs for the minimum wage." The folks that are ascribed the high-status roles are the folks who need higher education.

The best way to see this difference is in Chapter I schools. These schools have as many computers as some schools in the suburbs. The difference is in what the students are taught about the computers. Kids at the Chapter I students use their computers for drill and practice, drill and practice. In the other schools, computers are used to expand student thinking and capabilities; these kids learn how to program and how to manipulate the computer. Some teachers are not using dittos anymore for drill and practice, they are using computers for drill and practice.

We have been trying to instill some of these ideas into practice through our School Improvement Project, a teacher training program. One goal of our project is to increase teacher knowledge of research that deals with effective school correlates, successful implementation plans, effective teaching practices, time-on-task, curriculum development, and knowledge of effects on student achievement.

We also provide staff with development activities that will facilitate strategic planning, identify effective teaching practices, and improve the instructional leadership of supervisory personnel. We want to help schools create a more cohesive staff that feels they have

a stake in improving instruction, and help develop mechanisms to increase community support and involvement. Staff development activities can facilitate an understanding of the impact of culture on schools.

Our third goal is to gather data that will give direction for planning, help in the evaluation of program effectiveness, and provide a basis for longitudinal studies.

The full model includes a model for Instructional Skills for Effective Training (ISET), which is used in conjunction with the School Improvement Project. This model has three cycles. The first deals with theory. Teachers and administrators attend workshops that focus on selecting an objective at the correct level of difficulty, monitoring learning and adjusting instruction, and using principles of learning to cause students to increase their rate of learning, retain more of what is learned, and transfer learning to new situations.

The second cycle is an instructional conferencing model. Teachers and administrators practice teaching, using feedback through discussion and videotaping to evaluate and improve instruction.

In the third cycle, educators make a commitment to become trainers. Intensive work on the elements of instruction and instructional conferencing are the major components. Additional workshops are provided on leadership, presentation skills, and effective workshop techniques.

Our school improvement efforts are based on the four-dimensional model of equity-based education. The ISET model provides a structure for communicating equity change to school staff. We chose this model because research has indicated that staff development is the most effective means of communicating these changes.

If we want to improve teaching, people must buy the premise that all kids can learn. We must not use education to legitimize adult inequality; we must not use the schools to promote salt and sift labor. That will improve effectiveness. I think all of the things I've talked about are part of effective teaching, but the most important aspect is the belief that kids can learn.

PROMISING PRACTICES

Improving the Quality of Teachers for Minority Students

Ana Maria Schuhmann
Kean College

In spite of two decades of efforts, educational equity has not been achieved in the United States. The issue of equity in education has the potential of becoming a "time bomb," given the profound demographic changes this country is experiencing. Can improving the quality of teachers help close the existing achievement gap between majority and minority students? I believe that it can, but making schools work for Black and Hispanic children will take much more than improving the quality of teachers: it will take a concerted effort of national and state agencies, parents and communities, public schools, colleges and universities, and the private sector.

The first issue affecting the quality of teachers for minority students is one of numbers.

Teaching has traditionally been a profession of both choice and necessity for minorities--choice because many students were committed to uplifting their once profoundly under-educated population group, and necessity because access to other professions was historically limited by discrimination and restricted admissions (Wilson and Melendez, 1985).

However, the number of minorities who enter teacher preparation programs and who actually become teachers is declining rapidly. In 1970 Black professionals made up 12 percent of all teachers at the elementary and secondary levels, while today they constitute about 8 percent of that pool (NCES, 1985). Black colleges and universities historically have produced more than fifty percent of the nation's Black teachers (Wright, 1980). Since 1978, the number of new teachers produced annually by 45 predominately Black colleges has declined 47 percent (American Association of Colleges of Teacher Education, 1983).

Even though the percentage of Hispanics in the teaching profession has increased slightly since 1975, they are even more seriously under-represented than Blacks in the teaching force (Garcia, 1985). While Hispanics comprise almost 7 percent of the

total U.S. population, they constitute only a little over 2 percent of all teachers. The slight increase in the number of Hispanic teachers can be attributed to the fact that the U.S. Hispanic population began a rapid rise around 1965 (from 10 million to the current 17 million).

Currently, only 11 percent of all teachers and 8 percent of all newly-hired full-time teachers are members of a minority group. Minorities, however, constitute 21 percent of the total population and 27 percent of the school-age population. Projections indicate that, if trends continue, minorities may comprise as little as 5 percent of the teaching force by 1990, while the minority student population will be about one-third of all students.

Smith (1985) states that, if the minority teaching force is reduced to 5 percent and if schools become uniformly integrated, the typical school child, who has about 40 teachers during his/her school years, can expect only two of those 40 teachers to be from any minority group. The absence of a representative number of minority teachers and administrators in a pluralistic society distorts social reality for children and is detrimental to all students, white as well as minority (Witty, 1983).

Among many factors contributing to the declining numbers of minority teachers, the ones cited most often are (a) the general decline in college enrollment and college completion among minority youths, (b) expanded career choices for women and minorities, (c) dissatisfaction with the teaching profession, and (d) the impact of competency testing (Baratz, 1986; Rodman, 1985; Witty, 1983; Webb, 1986).

Effect of Competency Testing

The reform movement in education and public concern over the quality of instruction in American schools have led to an increased emphasis on teacher competency testing. According to Anrig (1986), teacher testing is one of the fastest-moving changes in this period of educational reform. In as little as five years, state-required testing for aspiring teachers to enter preparation and/or to become certified has become a nationwide trend involving 38 states, with seven additional states currently considering a teacher testing requirment. In 1984 alone, nine states enacted teacher training laws or regulations. An AACTE survey completed in June 1986 shows that 21 states currently require tests for entry into teacher training

programs, while 37 states require tests for exist and certification. Anrig (1986) reports that 21 states currently use one of the Educational Testing Service's NTE tests, but that states also use the SAT, ACT, California Achievement Test, and state-developed tests (Alabama, Arizona, California, Connecticut, Florida, Georgia and Oklahoma).

The single most important issue regarding teacher certification tests involves the high failure rates among minorities (Galambos, 1986). Widely-published statistics show that failure rates for Blacks and other minorities are two to ten times higher than those of whites.

It is too early to know if competency testing will improve the quality of teachers for minority students. We do know, however, that using tests intended to improve teacher quality has resulted in reducing the minority representation in the profession (Witty, 1983; Smith, 1984; Mercer, 1984; Garcia, 1985; Cooper, 1986; Baratz, 1986).

Other than competency testing, what are practices that can improve the quality of teachers for Blacks and Hispanics?

Effective instructors of minority students, whether they are members of the same ethnic group as their pupils or not, display similar behaviors to those of all successful teachers:

1. Effective teachers of minority students, like all effective teachers, exhibit "active teaching" behaviors that have been found to be related to increased student performance on academic tests of achievement in reading and mathematics.

    a. Teachers communicate clearly when giving directions, specifying tasks and presenting new information, using appropriate strategies like explaining, outlining, and demonstrating.

    b. They engage students in instructional tasks by maintaining task focus, pacing instruction appropriately, promoting involvement, and communicating their expectations for students' success in completing tasks.

    c. They monitor students' progress and provide immediate feedback. (Tikunoff, 1983).

2. Effective teachers of minority students, like effective teachers in general, communicate high expectations for student learning. Research on teacher and school effectiveness has established the existence of a relationship between teacher expectations and student achievement. Students "for whom low expectations for academic success are held are taught less effectively than those for whom teachers hold high expectations. In general, students who are not expected to make significant progress experience limited opportunities to engage actively in learning activities. Teachers are less likely to plan for or direct instruction toward this group. These students, most of whom are minorities, come under fewer demands for academic performance and increasingly greater demands for conformance in terms of behavior. (Brown, 1986)

   We must train and hire teachers for minority youngsters who display proven characteristics of effective teaching. In addition to the features exhibited by successful instructors in general, there are additional behaviors teachers of minority children must possess. These practices apply whether the teachers of Black and Hispanic students are members of these groups or not.

3. Effective teachers of minorities have a knowledge and appreciation of their pupils' culture and use this knowledge for instructional purposes.

   Tikunoff (1983) found that effective teachers of limited English proficient (LEP) students make use of their understanding of LEP students' home cultures to promote engagement in educational tasks. Teachers' use of cultural information takes form in three ways: (1) responding to or using L1 cultural referents to enhance instruction, (2) organizing instructional activities to build upon ways in which LEP students naturally participate in discourse in their own home cultures, and (3) recognizing and honoring the values and norms of LEP students' home cultures while teaching those of the majority culture.

4. Effective teachers of minority students recognize the legitimacy of the language variety of the students and utilize

the students' languge or language variety in developing English or a standard variety of English. According to Brown (1986), "it is important for all of us, particularly those who have the responsibility for guiding the learning experiences of inner-city children, to recognize the legitimacy of the many dialects of American English and to utilize those dialects in establishing access routes to more effective communication." Brown adds tht "children whose basic speech patterns are comprised of dialectical variants are often reluctant to offer oral contributions to clasroom activities. This is particularly true if they have good reason to believe that those contributions will be judged for their conformance with accepted language conventions rather than content. Reticence on the part of these students elicits teacher interactions that serve to exacerbate further an already dehumanizing experience. The students soon succumb to feelings of not belonging and withdraw completely from all learning activities. This may be thought of as the point of no return. Regardless of teacher efforts to get these children actively involved, the forces operating against meaningful interaction are too firmly entrenched. Predictably, the outcomes of these actions and reactions are the same. Another group of minority students continues to make only marginal progress over the course of the school year."

In the significant Bilingual Instructional Features study, Tikunoff (1983) found that successful teachers of LEP students mediate effective instruction by using both L1 (native language) and L2 (second language, in this instance English) effectively for instruction, alternating between the two languages whenever necessary to ensure clarity of instruction.

Successful teachers of LEP students mediate effective instruction in a second way by integrating English-language development with academic skills development, focusing on LEP students acquiring English terms for concepts and lesson content even when L1 is used for a portion of the instruction.

There is widespread agreement in the field of bilingual education that a teacher of LEP students should possess a thorough knowledge of both languages of instruction, plus the ability to teach through those languages.

The need for bilingual competency is supported by a number of investigations. Rodriguez (1980) studied 20 elementary bilingual teachers in an effort to determine the competencies needed for effective bilingual teaching. She found that one of the characteristics most cited as synonymous with effective bilingual teaching was knowledge of the student's language. It was determined that effective bilingual teachers teach subject matter in the students' first language while giving this language and English equal status. In addition, effective bilingual teachers encourage their students to accept and use thier native tongue.

A teacher of LEP students has the dual task of communicating information through one or two languages while at the same time developing the students' skills in a new language. In the assignment of teachers in bilingual education programs, weight should be accorded to their degrees of proficiency in the two languges of instruction. Administrators of programs should match the teachers' proficiencies with the instructional goals of the program and/or with the objectives of a particular grade level. In a program whose goal is the rapid transition of students to monolingual English classes, a teacher who is more proficient in the language of the students than in English would he better placed in the language of the students than in English would be better placed in the very early "port-of-entry grades. A strong English As . Second Language component taught by ESL specialist with native or near-native proficiency should be an important part of the curriculum for those students. In that same program, an instructor with a higher proficiency in English would be best assigned to a grade where students are being prepared to enter an all-English curriculum.

An administrator must also consider the language proficiencies of the students when assigning bilingual teachers. Studies show a very strong parallel between teacher language use and student language use.

A teacher who is much more proficient in English than in the language of the students would not be an effective bilingual education teacher for students who are monolingual in their language. Wong-Filmore (1981) has stated that the language used for instructional purposes in bilingual classrooms must serve a dual function; it has to serve as linguistic input for language learning purposes, but just as important, it must also communicate

information and skills associated with the subject matter being taught.

Assigning a teacher with degrees of language proficiency that are congruent with the goals of the program and the proficiency of the students is easier if the children are grouped by linguistic ability.

In summary, improving the quality of teachers for minority students necessitates

1. increasing the number of minority teachers to provide role models for all students, and

2. training and hiring teachers who, in addition to exhibiting behaviors chracteristic of effective teaching in general, are (a) culturally proficient and use their students' culture for instructional purposes and (b) are linguistically proficient and utilize the students' language or language variety for the purposes of instruction.

References

American Association of Colleges of Teacher Education. (May 1983). AACTE Briefs. Washington, D.C.

Anrig, G. R. (1986). Teacher education and teacher testing: the rush to mandate. In S. Packard (Ed.) The leading edge. (pp.79-91). Washington, D.C.: American Association of Colleges of Teacher Education.

Baratz, J.C. (1986). Black participation in the teacher pool. Paper for the Carnegie Forum's Task Force on Teaching as a Profession.

Brown, T. J. (1986) Teaching minorities more effectively. Lanham, MD.: University Press of America.

Cooper, C. C. (1986). Strategies to assure certification and retention of Black teachers. Journal of Negro Education, 55(1), 46-55.

Galambos, E. C. (1986). Testing teachers for certification and recertification. In T. J. Lasley (Ed.) Issues in teacher education, Volume II: Background papers from the National Commission for Excellence in Teacher Education (pp. 153-162). Washington, D.C.: American Association for Colleges for Teacher Education.

Garcia, P. A. (1985). A study on teacher competency testing and test validity with implications for minorities and the results and implications of the use of the Pre-Professional Skills Test (PPST) as a screening device for entrance into teacher education programs in Texas. The National Institute of Education.

Mercer, W. (1984). Teacher education admission requirements: Alternatives for Black prospective teachers and other minorities. Journal of Teacher Education, 35(1), 26-9.

NCES. (1983). The condition of education. 1983 edition: A statistical report. Washington, D.C.: USDOE National Center for Educational Statistics.

Rodman, B. (November 1985). Teaching's 'endangered' species. Educational Week. V(3)1, 11-13.

Rodriguez, A. M. (1980). Empirically defining competencies for effective bilingual teachers: A preliminary study. In R. V. Padilla (Ed.), Theory in bilingual education (pp. 372-387). Ypsilanti, MI: Eastern Michigan University.

Smith, G. P. (November 1984). Minority teaching force dwindles with states' use of standard tests. AACTE Briefs, 5(9), 12-14.

Smith, G.P. (1984). The critical issue of excellence and equity in competency testing. Journal of Teacher Education, 35(2), 6-9.

Tikunoff, W. J. (1983, February). Effective instruction for limited English proficient students. Paper presented at the 12th Annual Conference of the National Association for Bilingual Education, Washington, D.C.

Webb, M. B. (April 1986). Increasing minority particiption in the teaching profession. ERIC/CUE Digest, Number 31.

Wilson, R. and Melendez, S. (1985). Minorities in higher education: Fourth Annual Status Report. Washington, D.C. Office of Minority Concerns, American Council on Education.

Witty, E. P. (1982). Prospects for black teachers: Preparation, certification, employment. Washington, D.C.: ERIC Clearinghouse on Teacher Education. ED 213 659.

Wong-Filmore, L. (1983, February). Effective instruction of LEP students. Paper presented at the 12th Annual Conference of the National Association for Bilingual Education, Washington, D.C.

Wright, S. J. (1980). The survival of black public school teachers A challenge for black colleges and universities. In E. Witty (Ed.), Proceedings of the national invitational conference on problems, issues, plans, and strategies related to the preparation and survival of black public school teachers. Norfolk, VA: Norfolk State University School of Education. Ed 212 565.