DOCUMENT RESUME

ED 297 560 FL 016 113

AUTHOR Villegas, Ana Maria
TITLE Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
REPORT NO SBIF-83-R.13
PUB DATE Aug 83
CONTRACT 400-80-0026
NOTE 305p.; For related documents, see FL 016 114-120.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS *Bilingual Education; Bilingual Teachers; Class Organization; Classroom Communication; *Classroom Environment; *Classroom Techniques; Cultural Education; Educational Assessment; Elementary Secondary Education; English (Second Language); *Language of Instruction; Language Usage; Program Evaluation; Scheduling; Self Concept; *Teacher Behavior; *Teaching Styles; Trend Analysis

ABSTRACT

As part of a larger study of significant bilingual instructional education features, the stability of instruction by 10 teachers was examined. Six aspects of instruction were investigated: instructional organization, time allocation, active teaching, use of the students' native or English language and culture, curriculum intent, and the teacher's sense of efficacy. Ten case studies and analysis across cases revealed that (1) teachers were least consistent in their organization of learning activities, possibly due in part to changes of district policy and teaching assignment; (2) the trend was toward more instruction in reading and language arts; (3) teachers' use of English language materials increased and use of native language materials decreased during a portion of the study; (4) observer ratings of teacher performance were higher during the second part of the study; (5) teachers increased use of English and decreased use of the students' native language; (6) the teachers' pattern of language alternation was fairly stable; (7) teachers tended to stress language alternation for instructional development as they increased their oral use of English, allocated more instructional time to reading and language arts, and became more clearly focused on academic matters; and (8) curriculum intent and sense of efficacy appeared stable. (MSE)

SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

STABILITY OF INSTRUCTIONAL SYSTEM AND PROCESS FOR A SAMPLE OF TEN BILINGUAL TEACHERS IN THE SBIF STUDY

by

Ana Maria Villegas

Document SBIF-83-R.13
August 1983

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103

This report is one of a series produced for the

SIGNIFICANT BILINGUAL INSTRUCTIONAL FEATURES STUDY

by the National Consortium for SBIF:

ARC Associates

CEMREL, Inc.

Far West Laboratory for Educational Research and Development

Florida State University

Hunter College of CUNY

Navajo Division of Education

Northwest Regional Educational Laboratory

Southwest Educational Development Laboratory

University of Hawaii

This document has been produced under
Contract No. 400-80-0026 from the
National Institute of Education,
U.S. Department of Education to the
Far West Laboratory for Educational Research and Development.
However, it does not reflect the views of
the Institute, the Department, or the Laboratory.

ABSTRACT

Part I of the Significant Bilingual Instructional Features (SBIF) Study identified and described a broad range of characteristics of instruction in successful bilingual settings. Part II of the SBIF study was intended to verify the findings from Part I. This document focuses on one of the verification activities--the study of instructional stability.

Quantitative and qualitative data on six aspects of instruction--instructional organization, time allocation, active teaching, use of language and culture, curriculum intent, and sense of efficacy--were collected during two consecutive years for a sample of 10 bilingual teachers. Data were compared across years in order to determine stability/instability for selected aspects of instruction. Two levels of data analyses were carried out. The first level was teacher-specific and resulted in a case study for each of the 10 instructors. The second level involved cross-case analyses, from which a number of general trends emerged. The results are summarized below.

- Of the six aspects of instruction studied, teachers were least consistent in their organization of learning activities. Among the factors external to the classroom, but linked to inconsistency across years, were changes in district policy on testing of students, and changes in teaching assignment.

- A trend toward more instruction in reading/language arts was evident during Part II of the study.

- An increase in the teachers' use of English language materials was detected during the second year of the study. Conversely, a marked decline in the use of L1 materials was also noted for the same year.

- For most teachers, higher observer ratings for active teaching behaviors were recorded during Part II of the study.

- A trend toward more use of English and less use of L1 on the part of teachers was evident from the data.

- A fairly stable pattern of teachers' language alternation behavior was noted. On the average, instructors changed language 84 times per day during Part I, and 89 times per day in the following year.

- Instructors tended to stress language alternation for

instructional development purposes as they increased their oral use of English, allocated more instructional time to reading/language arts, and became more clearly focused on academic matters. Additionally, those instructors who declined in observer ratings of classroom management, exhibited an increase of language changes for behavioral feedback purposes.

- In general, there was stability in terms of instructors' curriculum intent and sense of efficacy.

PREFACE

In October of 1980, the National Institute of Education (NIE) provided funding for the Far West Laboratory for Educational Research and Development (FWLERD) to form, in conjunction with eight other nationally prominent educational institutions and agencies, a consortium for the descriptive study of Significant Bilingual Instructional Features (SBIF). This is a three-year, multifaceted study of significant bilingual instructional practices and elements in bilingual instructional settings, and as such, it is part of the proposed work scope of the Part C Coordinating Committee on Bilingual Education Research (U.S. Department of Education). The intent is to provide important information that will increase understanding of bilingual instruction, and subsequently increase opportunities for students with limited or no proficiency in English to participate fully and successfully in the educational process.

The study was designed in two parts. Part I identified and described those features of bilingual instruction considered to be significant in terms of their consequences for limited English proficient (LEP) students. In Part II, these findings were verified in four major studies.

Part I of the study took place during the 1980-81 school year, and Part II occurred in 1981-82. Data analysis for Part I was accomplished by October of 1981. Part II data are undergoing analysis, and reporting will be completed by September of 1983, at which time the project terminates.

Overall Strategy of the Study

The SBIF descriptive study is one of several research activities guided by the Part C Research Agenda for Bilingual Education, in direct response to a Congressional mandate issued in 1978. In search of data to inform its consideration for renewal of support for bilingual education, Congress directed the Secretary of Education to "develop a national research program for bilingual education." In turn, the directors of the Office of Bilingual Education and Minority Language Affairs (OBEMLA) and the National Institute of Education (NIE) were instructed to coordinate a program of research to respond to Congress' questions.

Results from this study, along with those from other specially commissioned studies, are expected to provide Congress with information regarding instructional features that provide successful access to learning for LEP students, as well as the long-range consequences of these features. Furthermore, along with results from other studies conducted under the aegis of the Part C Research Agenda, findings

from the SBIF study are expected to inform practice, thus resulting in their inclusion in instructional programs for LEP students.

Consortium Formed to Conduct the Study

The study was conducted by a consortium of nine educational institutions and agencies, collaborating with school districts that serve ethnolinguistically diverse student populations. Consortium members, participating school districts, and targeted ethnolinguistic populations included in both parts of the study were:

- ARC Associates, Inc., in collaboration with the Oakland and San Francisco school districts, California, focusing on students whose home language is one of the Chinese languages--Sau-Lim Tsang, principal investigator.

- Far West Laboratory for Educational Research and Development, in collaboration with the San Francisco Unified School District, California, focusing on multilingual classrooms with students representing many home languages--Joaquin Armendariz, principal investigator.

- Florida State University, in collaboration with the Dade County Public Schools in Miami, Florida, focusing on Cuban and Cuban-American students whose home language is Spanish--Roger Kaufman, principal investigator.

- Hunter College of the City University of New York, in collaboration with Community School District 4, New York City, focusing on Puerto Rican students whose home language is Spanish--Jose A. Vazquez-Faria, principal investigator.

- Navajo Nation Division of Education in collaboration with schools serving the Navajo Nation in northeastern Arizona--Gail Goodman, principal investigator.

- Southwest Educational Development Laboratory, in collaboration with El Paso Public Schools, El Paso, Texas, focusing on Mexican and Mexican-American students whose home language is Spanish--Domingo Dominguez, principal investigator.

Consortium members and school districts participating in Part II only of the study were:

- CEMREL, Inc., in collaboration with the Chicago Public Schools, Illinois, focusing on classrooms in which the home language of many students is Spanish--Harriet Doss-Willis, principal investigator.

- Northwest Regional Education Laboratory, in collaboration with the Salem, Oregon, public schools, focusing

on students whose home language is either Vietnamese or Spanish--Alfredo Aragon, principal investigator.

- University of Hawaii, in collaboration with the Hawaii Department of Education, focusing on Filipino students whose home language is Ilokano--Morris Lai, principal investigator.

Description of the Study

As stated earlier, the study was designed in two phases. Part I identified and described features of bilingual instruction considered to be significant in terms of their consequences for students of limited English proficiency. This part of the study involved 232 target students in 58 classrooms at six nationally representative sites. Part II of the study focused on verification of the features and consequences identified during Part I. This second phase of the study included 356 target students in 89 classrooms at eight sites. Both parts of the study are described below.

Part I of the Study

Although it was not required by the RFP, schools and classrooms identified as successful bilingual instructional settings served as the focus of the study. In its proposal, the consortium argued that significant bilingual instructional features are more likely to be found in such settings. Thus, the 58 classrooms in the Part I sample were nominated by constituents at their respective sites to be among the most successful bilingual instructional settings in the participating school districts.

In its first year, the study addressed research questions related to six sets of research constructs. These appear in Table i, along with questions addressed and data sources tapped for information.

While the majority of data sources for the study were contained within the classrooms, two additional sources of information were also considered important. Both were located outside the immediate vicinity of the classroom, although they impinge upon and influence both instructional activites and their eventual impact or consequences for students of limited English proficiency. These are (a) what constituents of bilingual education--e.g., parents, teachers, students, administrators--consider indicators of success in bilingual instruction and what these mean for LEPs; and (b) what constitutes the macro-level context variables that further define and describe the school, district, and community in which the bilingual instructional settings in the study are located.

Table i

Constructs, Research Questions, and Data Sources for Part I of the Study

CONSTRUCTS	RESEARCH QUESTIONS	DATA RESOURCES
Indicators of successful bilingual instructional settings	What features/criteria do various experts among bilingual education constituent groups use in determining that a bilingual instructional setting (school and classroom) is successful? Constituent groups are: bilingual education program directors, principals, teachers, parents, etc. Are success indicators similar or different based on client groups, ethnolinguistic composition of language minority student population, site, level of education (elementary/school, junior high school, senior high school), and school classroom?	Open ended interviews with representatives of various client groups at each of six proposed Part I sites. Bilingual education classroom evidencing success criteria
Macro-level context data	What is the school, community, bilingual education program, and family context within which each of the sample classrooms is nested? What, if any, similarities/differences in the macro-level context exists across sites and classrooms?	Open-ended interviews with school principals, parents, others, at the classroom site. Review of available documents and program plans. Informal observations in community. Project director and data collector knowledge of community
Organizational structure of the classroom	(For each activity structure dimension) what forms are utilized in classrooms in bilingual schooling settings? Do differences on one dimension, e.g., language of instruction, interact with/appear to be related to differences in other dimensions, e.g., student choice?	Narrative descriptions based on in-class observations. General descriptive data obtained during in-class observation.
Allocation of Time	How is time allocated in exemplary bilingual schooling settings by content area, language of instruction, student language characteristics, resources, and category of teaching-learning activity? Does allocation of time differ according to configuration of macro-context levels?	In-class observations using stopwatch and coding sheet.
Teacher Variables	Which, if any, active teaching behaviors do teachers in successful bilingual schooling settings use when teaching reading and math?	Active teaching observation instruments.
	What expectations do teachers in bilingual settings have for Language Minority Students and students who speak the majority language What, if any, similarities/differences in expectations occur across teachers based on teacher's mother tongue, years of teaching in a bilingual education program, professional development related to instruction of Language Minority Students? What sense of efficacy is expressed by teachers? Does efficacy appear to be related to teacher's mother tongue, etc.? (see above, In teacher's opinion, what is intent of instruction? Is intent similar/different depending upon student language, age, subject area?	Curricular interviews.
	What patterns of interaction, in general, occur between teachers and students in bilingual schooling settings? What work activity and institutional demands are imposed by teachers in the classroom? Are these related to student's ethnolinguistic background, teacher's intent, sense of efficacy, expectations for students? What relationships exist, if any between teacher intent and what the teacher does during instruction?	Narrative description of teacher behavior.
Student Variables	What is the language proficiency in L1 and L2 of the Language Minority Students in each classroom, based on teacher ratings and other data sources?	Teacher ratings of language proficiency, other already available proficiency data.
	What is the Academic Learning Time of Language Minority Students in bilingual instructional settings, by classroom, site, and across site?	Academic Learning Time data. Descriptive narratives of student participation in the classroom.
	What social cognitive understandings do Language Minority Students express regarding instructional demands, teacher authority, distributive justice in application of classroom resources and specific work activity demands?	Social cognitive understanding interviews.
	How do Language Minority Students participate in classroom instructional activities? Is one style of participation more productive for some students than others? What, if any, relationships exist between the Language Minority Student's proficiency, ALT, participation style(s), and/or social cognitive understandings?	Narrative description of student behavior in the classroom. Participation style analysis.

From January through June of the 1980-81 school year, classroom data for Part I of the study were collected. There were two levels of data collection activites. The first (Level 1) involved the collection of several kinds of data from the sample classrooms at each of the consortium sites. At the second (Level 2), one or two classrooms were studied intensively at each site in order to produce an ecological case study for each.

Level 1 data collection. For the 58 classrooms of the study sample, four sets of constructs were included in the Level 1 data collection. These were: (a) organizational structure of the classroom in terms of language of instruction, content (subject), work group size and composition, degree and nature of cooperation/collaboration among students, student choice options, nature and mode of teacher's evaluation of student work, and interdependency of these factors for work completion; (b) allocation of time by content, by language of instruction (L1 or L2) and by who is instructing (teacher or other adult), to use of instructional materials in L1 and L2, to LEP students and to others, and among different instructional activities; (c) teacher variables in terms of active teaching, teachers' expectations and sense of efficacy; and (d) student variables in terms of language proficiency, participation in classroom learning activities, academic achievement with emphasis on academic learning time for reading/language arts and mathematics instruction, and social cognitive understanding of students.

Level 2 data collection. The second level of the Part I study resulted in nine intensive, ecological case studies of bilingual instruction. These case studies were designed to obtain richer, more detailed information for nine of the classrooms included in the first level of data collection for Part I. The nine classrooms included two kindergarten classes, one first grade class, one combination grades one-two class, one second grade class, one combination grades two-three class, one combination grades three-four-five class, and two fifth grade classes.

Data were collected in the following sequence: (a) a teacher interview was conducted to determine instructional goals and how the classroom operates as an instructional-social system, as well as to describe a student who functions successfully in this system; (b) then, for each of three or four instructional events, (1) an interview was conducted with the teacher to determine the intent of instruction for that event; (2) observation of instruction followed, focusing concurrently on the teacher and on the four target students; (3) a debriefing interview was conducted with the teacher, to learn if instruction had proceeded as intended and if, in his/her opinion, target students had "learned" what was intended; and (4) debriefing interviews were conducted with target students to determine what they believed they were being asked to do, if they felt they had been successful at completing tasks and how they knew this, and their social cognitive understandings of how the classroom instructional-social system operates.

Table ii provides a list of documents and reports emerging from Part I of the SBIF study.

Table ii

Research Documents and Reports for SBIF Study: Part I

Document/Report Number	Title
SBIF-80-D.1	Description of the Study
SBIF-80-D.2	Research Design: Part I of the SBIF Study
SBIF-80-D.1.1	Overview of the SBIF Study
SBIF-81-D.1.1	Review of the Literature for a Descriptive Study of Significant Bilingual Instructional Features
SBIF-81-D.3	Sample Description and Data Gathering Schedules: Part I of the SBIF Study
SBIF-81-R.4	Preliminary Analysis of Part I of the SBIF Study
SBIF-81-D.6	Criteria to Select Instructional Features and Consequences for Limited English Language Proficient Students for Part II of the SBIF Study
SBIF-81-D.7	Research Design: Part II of the SBIF Study
SBIF-81-D.7.1	Accommodation of the Seminar of Scholars' Recommendations for the Part II Research Design
SBIF-81-R.7	Executive Summary of Part I of the SBIF Study
SBIF-81-R.6-I	Volume I: Introduction and Overview of Part I of the Study
SBIF-81-R.5/ R.6-II	Volume II: Success Indicators and Consequences for Limited English Language Proficient Students in the SBIF Study
SBIF-81-R.2/ R.6-III.1	Volume III.1: Bilingual Instructional Perspectives: Organization of Bilingual Instruction in the Classrooms of the SBIF Study
SBIF-81-R.3/ R.6-III.2	Volume III.2: Bilingual Instructional Perspectives: Allocation of Time in the Classrooms of the SBIF Study

Table ii (continued)

Research Documents and Reports for SBIF Study: Part I

Document/Report Number	Title
SBIF-81-R.6-IV	Volume IV: Teaching in Successful Bilingual Instructional Settings
SBIF-81-R.6-V	Volume V: Consequences for Students in Successful Bilingual Instructional Settings
SBIF-81-R.6-I-A.1	Appendix A.1: Macro-level Context Report: Site 01
SBIF-81-R.6-I-A.2	Appendix A.2: Macro-level Context Report: Site 02
SBIF-81-R.6-I-A.3	Appendix A.3: Macro-level Context Report: Site 03
SBIF-81-R.6-I-A.4	Appendix A.4: Macro-leve Context Report: Site 04
SBIF-81-R.6-I-A.5	Appendix A.5: Macro-level Context Report: Site 05
SBIF-81-R.6-I-A.6	Appendix A.6: Macro-level Context Report: Site 06
SBIF-81-R.5/R.6-VI-B.1	Appendix B.1: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Kindergarten: Site 01
SBIF-81-R.5/R.6-VI-B.2	Appendix B.2: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Combined Grades 1 & 2: Site 01
SBIF-81-R.5/R.6-VI-B.3	Appendix B.3: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Combined Grades 2 & 3: Site 02
SBIF-81-R.5/R.6-VI-B.4	Appendix B.4: An Ecological Case Study of Bilingual Instruction (English/Spanish) Grade 2: Site 03
SBIF-81-R.5/R.6-VI-B.5	Appendix B.5: An Ecological Case Study of Bilingual Instruction (English/Navajo) in Grade 1: Site 04
SBIF-81-R.5/R.6-VI-B.6	Appendix B.6: An Ecological Case Study of Bilingual Instruction (English/Cantonese) in Grade 5: Site 05

Table ii (continued)

Research Documents and Reports for SBIF Study: Part I

Document/Report Number	Title
SBIF-81-R.5/ R.6-VI-B.7	Appendix B.7: An Ecological Case Study of Bilingual Instruction (English/ Cantonese) in Grade 5: Site 05
SBIF-81-R.5/ R.6-VI-B.8	Appendix B.8: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Grade 1: Site 06
SBIF-81-R.5/ R.6-VI-B.9	Appendix B.9: An Ecological Case Study of Bilingual Instruction (English/Spanish) in Combined Grades 3, 4, & 5: Site 06
SBIF-81-R.6-C	Training Manual for Data Collection: SBIF Study
SBIF-81-R.8	State-of-the-Project Report: SBIF Study

Part II of the Study

Information from Part I data analysis provided the basis for Part II of the study. Part II has been carried out during the second and third years of funding (1981-82 and 1982-83 school years). It is intended to verify the findings from Part I. The verification activities include:

- o Verification of aspects of instruction identified in the Part I study classrooms in other ethnolinguistic bilingual instructional settings. To accomplish this, inquiry was focused on new classrooms added to the sample at three consortium sites (CEMREL, University of Hawaii, and Northwest Regional Educational Laboratory) as well as new classrooms at Part I sites (Study I-A/B).

- o Stability of the instructional system and process across two academic years. To accomplish this, ten teachers from the Part I classrooms observed during the 1980-81 school year were studied with a new group of students in Part II during the 1981-82 school year (Study II-A). Stability in terms of LEP students' participation in bilingual instruction was also studied. In doing so, 86 students observed in Part I were followed into their new classrooms in the 1981-82 school year (Study II-B).

- o Utility from both research and program improvement perspectives.

To accomplish this, teachers from four of the Part I study classrooms were asked to select, from among the variety of significant bilingual instructional features identified in Part I, those they considered most useful in instructing LEP students (Study III).

- o Compatibility of Part I findings with those of related research--e.g., research on teaching per se, bilingual education research, successful schools research, research in related academic disciplines, and other research sponsored by the Part C Coordinating Committee. To accomplish this, Part I findings were addressed by recognized researchers in the above areas. They prepared analytical papers comparing their data with Part I findings, these were the focus of a national working meeting held in February 1983 (Study IV).

Table iii presents the list of reports associated with Part II of the SBIF study.

Table iii

Research Documents and Reports for SBIF Study: Part II

Document/Report Number	Title
SBIF-83-R.11	Site and Sample Descriptions SBIF Study: Part II
SBIF-83-R.12	Verification of Bilingual Instructional Features
SBIF-83-R.13	Stability of Instructional System and Process for a Sample of Ten Bilingual Teachers in the SBIF Study
SBIF-83-R.13.1	Stability of Instructional System and Process for a Sample of Eighty-Five Students in the SBIF Study
SBIF-83-R.15/16	Utility of the SBIF Features for the Instruction of LEP Students
SBIF-83-R.9/10	Compatibility of the SBIF Features with Other Research on Instruction for LEP Students
SBIF-83-R.14	Executive Summary: Part II of the SBIF Study

The current volume (SBIF-83-R.13) addresses issues of instructional stability that comprised Study II-A of Part II. Aspects of instruction that remained stable from one school year to the next are identified and described for a sample of 10 bilingual teachers. The overriding research question guiding this data analysis was: Given a new group of students for Part II of the study, do teachers who were observed in Part I use the same aspects of instruction in similar or different ways?

Data on this research question were collected in a variety of ways, including classroom observation systems, open-ended interviews with teachers, narrative descriptions of teacher behaviors, teachers' ratings of students' oral language proficiency, narrative descriptions of setting based on in-class observation, and review of research reports and documents developed for Part I of the SBIF study.

Charles W. Fisher
Principal Investigator
August 1983

ACKNOWLEDGMENT

The National Consortium for the Significant Bilingual Instructional Features Study would like to acknowledge the contributions of the thousands of students and hundreds of classroom teachers who participated in the study. The dedication of the staffs at the nine consortium sites, and the sustained cooperation of district administrators and school principals were critical to the achievement of study goals. Approximately 100 data collectors representing five different language groups were involved in the fieldwork. The study was thoughtfully advised on research and policy issues by a Seminar of Scholars and a Policy Implications Advisory Panel. The talent, energy, and perseverance of all of these contributors is deeply appreciated.

During the analysis and reporting phases of the study there was substantive and editorial input from a wide range of people. The Consortium is especially grateful for the many contributions of the site project directors: Migdalia Romero and Ana Maria Villegas (New York); Maria Masud and Alicia Rojas (Florida); Ana Macias (Texas); Gail Goodman (Arizona); Larry F. Guthrie, John Lum, and Kalei Inn (Oakland, California); Joaquin Armendariz and Christine Baker (San Francisco, California); Astacia Wright (Illinois); Felipe Paris (Oregon); and Milagros Gavieres (Hawaii). The Consortium also acknowledges the special contributions of Elsie Gee for her organizational ability, high energy, constructive criticism, and perseverance in the planning, conduct, and management of the study, Carolyn Arnold, Mark Phillips, and Christine Baker for data analysis, Becky McReynolds for a broad range of editorial work, and Raquel Castillo, Patricia Ferman, and Peter Grace for coordination of document production.

Table of Contents

Table of Contents (continued)

Table of Contents (continued)

List of Tables and Figures

List of Tables and Figures (continued)

List of Tables and Figures (continued)

List of lables and Figures (continued)

CHAPTER ONE

INTRODUCTION

This report contains descriptive data on the stability of the instructional system and process observed in the classrooms of ten bilingual teachers who participated in the SBIF study during the 1980-81 and 1981-82 school years. The instructional system is examined from two perspectives--organizational structure of bilingual classrooms and allocation of time to bilingual instruction. The instructional process has been studied for four key facets of teaching--active teaching, mediators of bilingual instruction, teacher's instructional intent, and his or her sense of efficacy. Data from Part I and Part II are compared for each teacher, and stability and/or change in system and process are described.

The introductory chapter contains three major sections. The first is devoted to a description of research constructs central to this study; it identifies research questions relevant for each. The second section focuses on the situationally grounded approach incorporated in this study of instructional stability. The last section describes the organization of this report.

Aspects of Instruction

The literature on teaching and instruction demonstrates that teachers make a difference in student learning (Good, 1979; Rosenshine, 1979; Brophy, 1979). The way teachers organize instruction, allocate and use classroom time, present academic materials to students, as well as the kinds of expectations they hold for students and for themselves as professionals responsible for the teaching process, are among important aspects of instruction shown in recent research to be related to students' learning gains. These aspects of instruction are at the core of this study of teacher stability, and comprise the teaching system and process of bilingual classrooms described in the report. An overview of each facet follows.

Perspectives on Bilingual Instruction

The organizational structure of bilingual classrooms and the allocation of time to bilingual instruction serve as two perspectives from which to view the instructional system in dual language settings. Each is described below.

Organizational structure of bilingual classrooms. The teaching-learning process that takes place in bilingual classrooms with approximately 30 students, the teacher, and possibly a teacher's aide is more complex to describe than simple application of the principles of dyadic learning psychology will allow. Classrooms are social systems requiring organization of action for the accomplishment of academic tasks. Thus, in analyzing classroom instruction, attention to the social as well as the psychological behavior of individuals is required.

Bossert (1978) suggests that the ways in which classrooms are structured to achieve some semblance of order and to facilitate the accomplishment of academic tasks influence achievement. This view is expressed in the following statement:

> What students are exposed to should affect what they learn. Yet the structure and methods used to transmit the content of curriculum and to facilitate the development of required skills are also important determinants of learning (Bossert, 1978:13).

The organizational structure of classrooms is particularly important in bilingual settings, since the diverse linguistic and cultural backgrounds of participants in bilingual instruction require an awareness of and a sensitivity to culturally based differences in the organization of interaction. Clashes between the manner in which interaction is typically organized in the students' home culture and the way in which instruction is structured in schools can limit student participation in classroom activities and ultimately lead to low academic attainment (Erickson & Mohatt, 1982; Heath, 1982; Philips, 1972).

Classroom interaction does not always take the form of a single encounter involving the class as a whole. Occasionally, students are grouped into several situations for focused interaction, and at times, they have a choice as to which activity and/or which group to join. More frequently, however, students are assigned by the teacher to a given instructional group on the basis of student characteristics, such as academic skills, grade level, and, in bilingual classrooms, language proficiency. In other instances, students are provided with an assignment and are expected to complete it independently, at their own desks. Each of these organizational arrangements or activity structures places different social demands on students insofar as classroom participation is concerned. Within such a frame of reference, the notion of activity structures provides important insight into the study of classroom organization in which the cultural and linguistic diversity of bilingual instructional settings has been taken into consideration.

A modified version of the activity structures construct developed by Bossert (1979) was incorporated into the SBIF study, and a thorough discussion of this construct appears in the report entitled Bilingual Instructional Perspectives: Organization of Bilingual Instruction in the Classrooms of the SBIF Study (SBIF-81-R.2/R.6-III.1, November 1981).

For purposes of this report, the activity structure is considered to consist of four structural components. These are described below:

1) Extent of Grouping. This component explores the number of groups in operation in a classroom. To what extent are students instructed as members of a single group, or while in two or more groups?

2) Composition of Groups. This component assesses the type of group membership. Such factors as "who gets to work with whom, and for what reasons?" are important, particularly in understanding the effect of participaion of LEP students on the basis of language proficiency, academic skills, grade level, and student choice.

3) Task Assignment. This component examines procedures used by the teacher in assigning tasks. Included among the types of task assignments are these: (a) most students work with the teacher; (b) most students pursue the same task independently (seatwork); (c) each instructional group works at a different task; and (d) each student works at an individualized task.

4) Number of Adult Instructors Present. This component describes the extent to which the teacher is the sole instructor in the classroom, or whether he or she is assisted by one or more instructing adults.

Five questions guided the analysis of data on activity structures for each year (Part I and Part II):

1) Does grouping of students occur?

2) If so, what criteria are used in forming groups?

3) What type(s) of task assignment is/are in operation?

4) How many adult instructors take part in the teaching situation?

5) What are the most frequently occurring substructures or unique combinations of variables for the four structural components?

Additionally, the following question directed the comparative analysis of data across the two years of the study: Given a new group of students for Part II of the study, do teachers who were observed in Part I organize instruction in a similar or different manner?

Allocation of time for bilingual instruction. A critical variable in classroom learning and teaching is time. Wiley and Harnischfeger (1974) found that student achievement was related to length of the school day and the absentee rate. A positive relationship between instructional time and learning outcomes in specific subject areas has been reported by McDonald (1975), Hess & Takanishi (1974), Stallings & Kaskowitz (1974), and Carroll & Spearett (1967). It follows, then, that data on the amount of time available for instruction and its distribution by content areas provide important insight into the study of teaching and learning in classrooms.

One additional concern regarding the allocation of time emerges in bilingual classroom settings, and that is the distribution of time by language of instruction. While examining this concern, attention is focused on the allocation of time to use of instructional materials in L1 and L2, as well as the extent of oral use of L1 and L2 by the instructor. With regard to instructor's use of language, attention is directed to the frequency of code-switching and the pedagogical function these language changes perform. Among the pedagogical functions analyzed in this study are (a) instructional development, (b) procedural development, and (c) behavioral feedback.

Three questions guided the analysis of data on time allocation for Part I and subsequently for Part II:

1) How is time allocated to content areas?

2) How is time allocated to materials printed in L1 and L2?

3) How does the teacher use L1 and L2 in the classroom in terms of the following:

   a) distribution of time by language;

   b) frequency of language switches;

   c) distribution of language switches by pedagogoical function.

The comparison of Part I and Part II data was guided by the following question: Given a new group of students in Part II of the study, do teachers who were observed in Part I allocate instructional time in similar or different ways?

Facets of the Teaching Process

Three facets of the teaching process are analyzed in this report--active teaching, mediators of bilingual instruction, and teacher's instructional intent and sense of efficacy. A description of each facet

and a rationale for its inclusion follows.

Active teaching. Active teaching is an empirically grounded concept developed from information obtained through direct observation of instruction, primarily in elementary school classrooms, and particularly in basic skills subjects. Active teaching includes elements of instruction shown to be consistently related to students' learning gains.

Although research on teacher effectiveness has not yielded specific guidelines on universal teaching skills associated with student achievement, Good (1979) contends that effective teaching--at least of reading, language arts, and mathematics--can be identified along particular behavioral dimensions.

Four clusters of active teaching behaviors reported in the literature on effective instruction were included in the SBIF study: (1) a clear focus on academic goals and subject matter; (2) elements of direct instruction, such as active presentation of information, constant monitoring of student progress, and providing immediate feedback; (3) classroom management; and (4) high expectations of instructors for their students and for themselves. These clusters of behaviors are specific enough to focus attention on those elements of instruction pertaining to student learning gains, yet broad enough to allow for difference in the form in which the behaviors are manifested from one classroom to another.

Mediators of bilingual instruction. Particularly relevant to the study of instruction for students of limited English proficiency is the teacher's use of language and culture in mediating classroom learning. Three mediators of instruction were derived from data in Part I of the SBIF study. These are (1) using L_1 and L_2 effectively for instruction; (2) focusing on developing students language (both L_1 and L_2); and (3) responding to and using information from the students' home culture. When present in bilingual settings, these three elements of instruction have been shown to contribute to LEP students' classroom participation (Tikunoff & Vazquez-Faria, 1982; Tikunoff, 1983). Therefore, in describing the instructional process in bilingual settings and its stability over time, attention is given to the teacher's use of bilingual mediators.

Teacher's instructional intent and sense of efficacy. A positive relationship between teacher expectations for students and achievement gains has been reported by Brophy & Good (1974) and McDonald and Elias (1976). A way of studying teacher expectations it to examine instructional intent and the demands placed on students as a consequence. Additionally, the literature on teaching and learning suggests that teachers who have a high sense of efficacy and accomplishment as teachers tend to produce higher learning gains in students. Therefore, the teachers' expectations for student and for self as a professional responsible for planning and delivering instruction to their classes are important aspects of the teaching and learning process, and thus worthy of empirical attention. This concern is further highlighted in bilingual instructional settings, which generally include students of very

modest socioeconomic status, from varying ethnolinguistc minority groups, and with varying degrees of command of English.

In reference to the teaching process, three questions guided the comparative analysis of Part I and Part II data:

1) Was there consistency or inconsistency with regard to the extent of active teaching on the part of the instructor?

2) Was there consistency or inconsistency in the teacher's use of language and culture during instruction?

3) Was there consistency or inconsistency in the teacher's instructional intent and sense of efficacy?

Situationally Grounded Approach to the Study of Instructional Stability

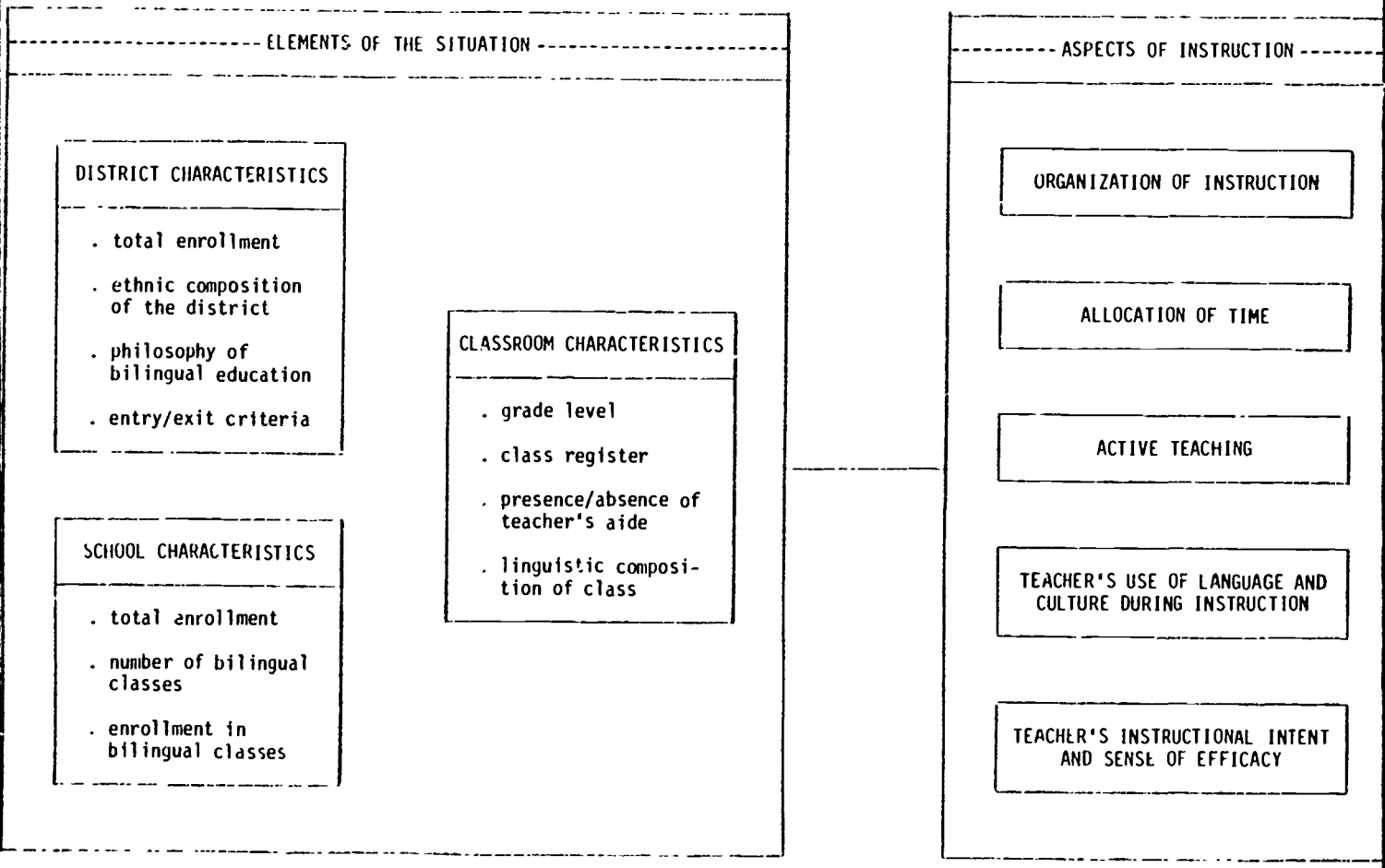
Teacher behavior frequently varies from year to year, but a lack of consistency need not be interpreted in a negative light. Brophy (1979) points out that appropriate teaching behavior varies according to context. For example, Brophy and Evertson (1976) found different patterns of teacher behavior correlated with student learning gains in high and low socioeconomic status classrooms. Thus it is understandable that as elements of the instructional situation change from one year to the next, so will the teaching process.

An element of the situation likely to change from year to year for any given teacher is that of classroom characteristics, such as designated grade level, class register, presence of a teacher's aide, and the linguistic composition of the class. Changes in one or more of these classroom variables can have a profound impact on the organization of instruction, the allocation of instructional time, and the teacher's instructional intent. The instructor's classroom behavior may also be affected by such changes. For example, a change in grade level will most probably be reflected in the instructor's curricular intent. A shift in students' oral language proficiency will most likely be accompanied by a change in the instructor's language-use patterns.

Also subject to variation over long periods of time, and potentially affecting classroom instruction, are school and district context variables, such as student enrollment, ethnic composition of the neighborhood, philosophy of bilingual education, and entry/exit criteria for students in the bilingual program.

This report includes a detailed description of the ecological context for each teacher at the two intervals of data collection. Such information is required in order to understand consistency/inconsistency of instruction in relationship to similarity/differences in context. This situationally grounded approach necessitates a strategy by which data are first analysed and reported for each teacher, utilizing a

Figure 1. Overview of analytical framework.



case-study mode. Then, contextualized findings are submitted for further analysis in order to discover patterns of instructional stability. Figure 1 presents an overview of this analytical framework.

Outline of Report

The purpose of this report is to describe consistency and inconsistency of instructional system and process in a sample of ten bilingual teachers for whom data were collected during the 1980-81 and 1981-82 school years. A description of aspects of instruction pertinent to this study and the situationally grounded approach for the analysis of data was presented in Chapter One. Chapter Two contains a description of procedures followed in selecting the sample teachers and also an overview of data collection and analysis procedures. Chapters Three through Seven consist of individual case studies. The eighth and final chapter presents a summary of teacher stability patterns throughout the entire sample.

CHAPTER TWO

METHODOLOGY

This chapter includes a summary of the overall sampling procedures used in selecting classrooms for Part I of the SBIF study. It also describes the criteria used in selecting the ten Part I teachers who were followed for a subsequent year and made up the sample for this study of instructional stability. In addition, it presents a description of the sources of data on the instructional system and process, and details of the analysis procedures.

Sample Description

In Part I of the SBIF descriptive study, instruction was examined in a sample of successful bilingual settings. Selection of successful settings and, consequently, of teachers who participated in the study involved two phases. First, a number of prespecified site-selection factors were involved by virtue of organizing the SBIF consortium. Second, within each of these sites, classrooms were selected by utilizing (a) subjective criteria generated by a nomination interview procedure and (b) objective criteria drawing from among characteristics usually present in bilingual education programs.

Six sites were selected for participation in Part I of the SBIF study. Among the factors considered in their selection were provisions for the following: variety of ethnolinguistic groups, geographic representation, variability in program characteristics (both in L_1 and L_2) in the client population, and amount of bilingual education program experience. For a detailed discussion of each of these factors and selection guidelines for the study sites, see Sample Description and Data Gathering Schedule: Part I of the SBIF Study (Document SBIF-81-D.3).

A total of 58 classrooms were identified. For a thorough discussion of the nomination review process and the objective selection procedure by which successful settings were identified, see Preliminary Analysis of the Data for Part I of the SBIF Study (SBIF-81-R.4, July 1981).

The ten teachers who participated in the instructional stability study were selected from among the pool of 58 successful Part I classrooms. There were two teachers from each of the following sites: ARC Associates examined Chinese/English bilingual settings in Oakland, California; Hunter College of CUNY studied Spanish/English bilingual settings in New York City; Navajo Indian Nation Division of Education

described Navajo/English bilingual settings in Window Rock, Arizona; SEDL examined Spanish/English bilingual settings in El Paso, Texas; and Florida State University observed Spanish/English bilingual settings in Dade County, Florida. Whenever possible, teachers who participated in the ecological case study (Part I, Level 2 data collection) were asked to continue their participation for another year. Teachers' willingness to participate was a major factor in the selection process.

The teachers in the sample were of diverse ethnic backgrounds--Puerto Rican, Cuban, Mexican-American, Navajo, and Chinese. They ranged in teaching experience from one to nineteen years. All held a bachelor's degree in Education, while three had earned a master's degree in either Bilingual Education or Special Education. A detailed description of the teachers' professional backgrounds is included in the individual case studies.

Data Sources and Analysis Procedures

This section of the report presents a description of data sources for each construct incorporated in the study of teacher stability. Analysis procedures used for the data sources and sets from Part I and Part II are summarized. Finally, the procedures for comparative analysis of data with regard to the stability issues for this study are described.

Organization of Bilingual Instruction

Data were collected, and are reported herein, on five components of activity structures: (1) content; (2) number of instructional groups; (3) group membership; (4) task assignment; and (5) number of adult instructors present. Information on these components of activity structures was collected through direct observation utilizing a specifically designed coding sheet, the Activity Structures Procedure (ASP). Specification of categories for each component appears below:

1) Content or subject focus:

- reading/language arts (L_1 and L_2);
- mathematics;
- social studies/science;
- art/music/physical education;
- other.

2) Number of instructional groups:

- one instructional group;
- two instructional groups;
- three instructional groups;
- more than three instructional groups;
- other

3) Group membership:

- grouped by language proficiency;
- grouped by academic skills;
- grouped by grade level;
- grouped by student choice/interest;
- grouped by a combination of the above subcategories;
- no division by groups--i.e., whole class was organized as a single group;
- other.

4) Task assignment:

- more than two-thirds of the class was instructed by the teacher;
- more than two-thirds of the class (or the groups) were producing the same assignment or product;
- each group had a different task;
- other

5) Number of adult instructors present:

- teacher only;
- teacher and one other adult;
- teacher and two other adults;
- other.

Trained observers used the ASP to code activity structures in a classroom at regular intervals during the day. In Part I of the study, ASP samples were taken every fifteen minutes throughout the day for four days of instruction. In Part II, an ASP data collection sheet was filled out three times each day--at morning recess, at lunch, and after school--for a total of four days. In Part II, ASP information was recorded on the basis of when a shift in instruction occurred or a new instructional event began. For detailed information on the coding procedures, see the SBIF Study Data Collection Manual, Part I and Part II.

The data were subsequently subjected to electronic processing, and their analysis was undertaken for each teacher in two steps. First, description of four components of activity structures considered structural in nature--number of instructional groups, group membership, task assignment, and number of adults present--were obtained for each year. These data were compared across years in determining stability/instability for each structural component. A relatively arbitrary index of change was used to detect stability/instability. Given that ASP data are reported in minutes per day and percentage of time per day, a change in any given category within components that was equivalent to approximately 20 percent of the time (or in the range of 45 to 60 minutes per day) appeared sufficiently at variance to indicate instability. The second step in the analysis entailed combination of the four components described in the first step, which defined activity substructure(s).

All those substructures accounting for a minimum of 10 percent of the observed time were identified for each part of the study. Similarities and differences across years were described.

Allocation of Time in Bilingual Classrooms

As discussed in the first chapter of this report, one of the most critical variables in classroom teaching and learning is time. The way instructional time is allocated in bilingual classrooms by content area and language (L_1 and L_2), and the stability or change on these dimensions for teachers from one year to the next, is essential to an understanding of the nature of bilingual instruction.

The major data source for time allocation information used in this study was the Time Allocation Procedure (TAP), which involved the direct observation of classroom behavior on the part of teachers. The TAP required continuous monitoring of classroom activity, as well as concurrent coding of subject matter, language of materials, instructor's oral language (L_1 and L_2), and the pedagogical function of language alternation behavior on their part. Minor changes were made in the coding categories for Part II of the SBIF study, but these did not prevent comparison of findings across years.

Coding categories for each TAP variable are listed below:

1) Content:

- reading/language arts (L_1 and L_2);
- mathematics;
- other.

2) Language of materials:

- English;
- non-English;
- mixed;
- no language.

3) Instructor's oral language:

- English;
- non-English;
- mix of English and non-English language;
- silence.

4) Pedagogical function of first statement after a language switch:

- instructional development
- procedural/direction provision
- behavioral feedback

5. Statement directed to:

. whole group;
. subgroup;
. individual.

Observers at each site were trained to use the TAP, and data were collected using this procedure for two full days in each classroom for Parts I and II respectively. A complete description of the procedures for continuous monitoring of classroom activities is included in the SBIF Study Data Collection Manual for Part I and Part II. The procedures were modified slightly in order to glean more specific information about teachers' language alternation behavior during Part II.

Data generated by the TAP for each sample teacher were transmitted to the Far West Laboratory, where they were subsequently edited and electronically processed for Part I and Part II separately. Descriptive analyses of these data revealed distribution of allocated time by content area, language of printed materials, and instructor's oral language use. The frequency distribution of instructor's language alternation behavior by pedagogical function and audience to whom the statement was directed was also described. Findings from Part I and Part II were then compared for determining stability in the use of time by each teacher.

Data for TAP categories one through three (content, language of materials, and instructor's language) are reported in average minutes per day and percent of day. Detection of stability/instability for these variables followed guidelines used with ASP data. Namely, changes in the vicinity of 20 percent were taken to indicate sufficient differences to consider the category unstable. The frequency of instructor's language alternations behavior was also compared. Patterns for the pedagogical functions of language alternation and the audience to whom these were directed are compared across years for teachers who show a minimum of 30 or more language changes per day. In such cases, changes in the relative order of categories in terms of pedagogical function and audience are considered to signal inconsistency in language and use patterns.

Active Teaching

Recent research, conducted mostly in the area of basic skills in elementary schools, shows that certain clusters of teaching behaviors are related to student learning gains in reading, language arts, and mathematics. While no simple statement regarding universal teaching skills is possible, the results of studies on effective teaching have been integrated to form the concept of active teaching. Among the broad categories of active teaching behaviors are these: a clear focus on academic goals; active presentation of information and monitoring of students' behavior; appropriate classroom management; and high teacher expectations.

The data on active teaching described in this report were derived from the Active Teaching Information Form. This form, which originally listed 14 types of teaching behaviors, was used by data collectors for rating each teacher on a five-point scale. Although the form was modified slightly for Part II of the study, the change still allowed for straightforward comparison of ratings on 12 of the 14 items across the two years. These 12 items are listed below:

1) Teacher places a clear focus on academic goals.

2) Teacher is task-focused, spending most of the instructional period on the subject matter.

3) Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.

4) Teacher selects material and adjusts instruction to maximize student accuracy rates.

5) Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.

6) Teacher monitors student progress toward achieving instructional goals.

7) Teacher provides immediate and academically oriented feedback to students.

8) Teacher manages classroom well.

9) Teacher has lack of discipline problems.

10) Teacher expresses high expectations for student achievement.

11) Teacher perceives students as capable of learning.

12) Teacher views himself or herself as effective in teaching the curriculum.

Observers had the opportunity to see each teacher in a variety of instructional situations over several days of observation. As a result, each observer became familiar with the general characteristics of instruction in each classroom. At the end of the data collection for both Parts I and II, all observers completed a series of ratings for each teacher. As part of the rating procedures for Part I, each observer recorded the total number of occasions upon which he or she had observed the instructor before the rating was completed. The number was used to weight the ratings so that those ratings representing more experience in the isntructional setting contributed more to the average

ratings. For Part II, all data collectors who observed in a given classroom met to discuss their individual assessments of active teaching behaviors for the teacher in that classroom. A rating form reflecting agreement among observers was completed. A five-point rating scale for each behavioral cluster was used for both years, whereby a rating of one indicated that behaviors of the type in question were seldom observed while a rating of five signalled that they were almost always present.

In comparing these data across years, differences in the ratings amounting to 1.0 or greater were highlighted. Variations in the overall average rating for the 12 items approximating .5 appeared of sufficient magnitude to merit description. However, these indices of change were established arbitrarily and, as such, are used with discretion.

Mediators of Bilingual Instruction

Tikunoff (1983) has shown that bilingual teachers mediate instruction for their LEP students by using two languages (English and the students' native language) and by incorporating the students' native culture in learning activities.

Three data sources for mediators of bilingual instruction were used in this study--the language-use portion of the Time Allocation Procedure, the curriculum interview, and teacher protocols. As previously described, information on the teacher's allocation of time to L_1 and L_2, and on their language alternation behavior, was collected through the use of the TAP. This procedure yielded quantification of average minutes per day and percent of day during which the instructors used L_1 and L_2. Additionally, it provided information on the average number of language switches per day for the instructors, and their distribution by pedagogical function and audience to whom the switches were directed.

A second source of information on bilingual mediators was the curriculum interview. Data on the use of language and culture during instruction were collected by means of an open-ended interview with the teacher during both parts of the SBIF study. In obtaining from the teacher a thorough description of the communication system in the classroom, the interviewer probed issues related to language alternation and to the students' native culture. The interviews were tape-recorded and transcribed.

A third source of information was the teacher protocol, which is a narrative description of instruction during a given day of class. On each occasion, the teacher's classroom activities were described in detail. Emphasis was placed on noting teacher language and interaction with students.

Teacher protocols were developed for two days of observation each year. In Part I of the study, the protocols were a narrative description

of events that took place during the observation period, and these were described in sequence.

The procedures for developing protocols were modified for the second year of data collection. In Part II, the observer was trained to focus on specific types of Teacher Instructional Behaviors (TIB). Among these TIBs were (a) using L_1 and L_2 for instruction, (b) focusing on language development in both L_1 and L_2, and (c) responding to cultural cues. These categories were included to obtain information on the teachers' strategies for mediating bilingual instruction.

Preparation of Part II protocols involved transferring information contained in the field notes according to TIB category. For example, all events that described the teachers' use of two languages were entered together in narrative style.

The combination of qualitative and quantitative data permitted a thorough description of the mediators of bilingual instruction. The procedure for analysis of TAP data on language use were described in the section entitled Allocation of Time in Bilingual Classrooms (see p. 13). The teachers' descriptions of their use of language and culture were compared across years. Excerpts taken from the curriculum interviews were used to illustrate similarity/difference in their descriptions from one year to the next. Excerpts were also taken from narrative protocols to illustrate specific behavioral forms by which language and culture were used by teachers in mediating instruction.

Teachers' Curriculum Intent and Sense of Efficacy

The major source of information on teachers' instructional intent and sense of efficacy was the curriculum interview with individual instructors. The methodology for this open-ended interview combined a topical scenario and a sequential procedure to collect information. Three topics were included--curricular intent, expectations for the academic and behavioral performance of students, and sense of efficacy.

The interviewer adapted the questions to fit the specific interview being conducted, while keeping in mind the essential topic area being explored. Questions posed in the interview, as well as the exact wording of these, varied from interview to interview. This allowed the interviewer to construct questions and use probing techniques that were unique, but most efficacious for each individual situation. The interview topics remain the same in Parts I and II, although more detailed information was elicited in the second year. Interviews were tape-recorded and then transcribed.

The teachers' descriptions of their instructional intent for reading/language arts in L_1 and L_2, and for mathematics instruction, are compared across years. Information on the instructors' sense of efficacy is also compared. Excerpts taken from the interview are included to substantiate claims of consistency/inconsistency on these two aspects.

Procedures for Contextualizing Findings

Three elements of the instructional situation that are prone to change from one year to the next were identified in Chapter One--namely, district variables, school variables, and classroom characteristics. Situational changes in these three realms may account for contrasting instructional patterns across time for a given teacher. Conversely, consistency in the ecological context may support stability for the teaching process. Therefore, context is an important dimension for a thorough understanding of instructional stability, and as such, it has been integrated in the analysis of data reported in this document. The following subsection of the report includes a description of data sources and sets of elements of the situation (contextual information) and the procedures followed in relating contextual variables to stability results for individual teachers and the sample teachers in general.

Elements of the Situation

Data were collected on the following district variables: total enrollment, ethnic and socioeconomic composition of district, philosophy of bilingual education, and policy on entry/exit of students for bilingual instruction. The data sources included school records, bilingual program documents, private and government surveys and census data, as well as informal observations. These data were collected at each of the Part I SBIF study sites and described in site-specific reports entitled Macro-level Context Reports (SBIF-81-R.6-I-A.1-5). Changes in each macro-level context for Part II of the study were described and submitted to the Far West Laboratory in a subsequent report, and information from these documents was used in describing the macro-level context for each case study.

Information was collected on the following specific classroom variables: grade level(s), class register, presence/absence of a teaching assistant; and linguistic composition of the class. The major source of information pertaining to these variables was that of the setting protocols for each target classroom. Setting protocols described the physical environment of the class and the school in which it was located. Additionally, these protocols included information on the linguistic and ethnic composition of the class and other information relevant to the setting observed. A setting protocol for each classroom was developed by a trained observer for Part I and Part II of the SBIF study.

Another source of information on students' oral English-language proficiency was the Classroom Summary Sheet. To obtain data on students' oral proficiency in English, the teachers rated each of their students on a four-point scale (after Fuentes & Weisenbaker, 1979) for both academic years. The four levels were as follows:

Level 1: student neither speaks nor understands English;

Level 2: student understands some fundamental English;

Level 3: student speaks and understands fundamental English sufficiently to participate in elementary conversations; and

Level 4: student has reasonable command of the English language.

Pertinent information as to the teachers' personal and professional backgrounds was also reported. In the personal realm, the teachers' ethnic origin, place of birth, and language(s) typically used in their home upbringing are cited. The teachers' professional preparation is described in terms of general and specialized training, reported educational experience, and proficiency in L_1 and L_2 respectively, as well as number of years of teaching experience. This information was collected by means of a survey questionnaire, which was filled out by each sample teacher during Part II of the SBIF study.

The situationally grounded analysis of instructional stability is carried out in two phases. The first includes five steps that are replicated for each teacher: (1) describing the ecological context (at the district and school levels) for the two intervals of data collection, and identifying contextual features which remain stable over time; (2) describing the teacher's background; (3) comparing the teacher's class for the 1980-81 and 1981-82 school year in terms of specific variables; (4) describing data on the instructional system and process and identifying consistency/inconsistency over time; and (5) identifying elements of the situation that covary with aspects of instruction. These steps are followed for all ten case studies which appear in Chapters Three through Seven.

The second phase of the contextualizing process includes a summary of patterns noted for all teachers in the sample. This summary is presented in the last chapter.

CHAPTER THREE

INSTRUCTIONAL STABILITY: SITE 1

The two teachers who participated in the instructional stability study at Site 1 were bilingual in Spanish and English and of Puerto Rican background. One instructor had six years of teaching experience in bilingual education, and during her two years of participation in the SBIF study, she instructed a combined 1st/2nd grade class. The other teacher had five years of experience in bilingual classrooms, and taught a 6th grade class during the initial year of the SBIF study and a combined 5th/6th grade class during the following year. Both instructors taught in the same urban school district, but at different schools. The district espoused a developmental philosophy of bilingual education, by which students of limited English proficiency and their proficient counterparts were encouraged to develop language skills in both English and Spanish.

This chapter is organized in the following manner: First, it presents a description of the district and school context within which Teacher A and Teacher B worked out their instructional system . Second, qualitative and quantitative data collected in Teacher s classroom are compared across years in determining the stability of the instructional system and process. The analysis of these data is presented in Case Study A. Third, data collected in Teacher B's classroom are analyzed in the same manner, and the results are described in Case Study B.

Ecological Context

The neighborhood delineating the macro-level context for Case Studies A and B is known as East Harlem, the Hispanic counterpart to Black Harlem. It extends for thirty blocks from north to south, and approximately eight blocks from east to west. According to a Manhattan Community Planning Survey for 1980-81, 143,000 people live in the district. The racial/ethnic background is 63 percent Hispanic, 36 percent Black, and 2 percent other. This distribution remained constant during the second year of the study. The residents of this neighborhood experience depressed socioeconomic conditions which are reflected in their living arrangements.

East Harlem was the earliest migrant settlement for Puerto Ricans coming to the United States, and it became the place where this particular group established itself during the first decades of the 20th century. In 1940, about 70 percent of New York's 61,000 Puerto Ricans

lived in this area. However, the massive movement of Puerto Ricans to the United States mainland in the post-World War II period, which more than quadrupled the size of this migrant community, brought about their present dispersal and circulation into new areas in New York City and other regions of the United States. This notwithstanding, East Harlem continues to be an important Puerto Rican enclave within New York City in spite of the thrust of migratory patterns in other directions throughout the country (Vazquez, Villegas, & Romero, 1981).

District Level

During the 1980-81 academic year, the school district where Classrooms A and B were located had a total enrollment of 12,441 students in its 21 schools. Sixteen of these schools were elementary level, four were junior high level, and only one was high school level. Eight of the 16 elementary schools had bilingual centers, incorporating a K-6 bilingual instructional program that operated parallel to the mainstream English-only instruction. Each center had its own bilingual coordinator, who was responsible for the operation of the program. One other elementary school had a full bilingual program, and all of its students received some instruction in both English and Spanish. One of the four junior high schools in the district housed a full and separate bilingual program, while another was a bilingual junior high school. A total of 96 bilingual classes were distributed among the 11 bilingual centers, which had a total enrollment of 2,585 students, or slightly more than 20 percent of the total district enrollment. While the total district enrollment increased slightly to 12,720 students for the 1981-82 school year, the bilingual program remained stable. The figures for student enrollment in bilingual education, as well as the organizational arrangement of the district program, were basically unchanged. These data revealed that bilingual education is a significant and stable compoenent of the educational program in this district.

Since 1977, the district has espoused a developmental philosophy of bilingual education, by which Hispanic students with varying degrees of proficiency in English are encouraged to develop their English language skills while simultaneously developing their Spanish language skills. Additionally, English monolingual students who, given the ethnic/racial composition of the district, are mostly of Afro-American background, are also encouraged to participate in bilingual education. Within this framework, the overall goals of the district are to educate its students so that they become (a) bilingual-bicultural and (b) economically solvent, socially and politically productive, and able to function effectively in this society.

The following guidelines for the selection of students to participate in bilingual instruction were in effect during both the 1980-81 and 1981-82 school years:

1. Priority was given to those students identified as limited English proficient by their scores on the New York City Board of Education Language Assessment Battery (LAB).

2. Students whose parents wished to have them participate in the bilingual program were included, provided this was permitted by class size.

School Level

This section describes the schools in which Teachers A and B instructed, and presents information on the organization of the bilingual programs within these schools. Pseudo-codes have been given to each school in order to protect the privacy of participants.

P.S. 007. Teacher A taught at the same elementary school, P.S. 007, during both years of her participation in the SSIF study. P.S. 007 is known for its "art approach" to education, and its curriculum is designed to offer students special courses in music, dance, and theatre. Additionally, instructors are encouraged to teach academic content in and through the arts. There are three major components in the organizational structure of the school--the "main school," the "special education program," and the "bilingual/bicultural art school." The main school offers instruction exclusively in English, and is under the supervision of the building principal. The programs of special education and bilingual education have their own directors, who report to district staff on matters related to instruction and to the building principal on scheduling issues.

The school had a total enrollment of 575 students for the 1980-81 academic year, and of these, 357 were Hispanic. Th Bilingual/Bicultural Art School, housed on the second floor of the school building, had a total enrollment of 195 students in its 10 bilingual classes. Eighty-two percent, or approximately 160 students in the bilingual program, were considered to be of limited English proficiency and eligible for bilingual instruction on the basis of their LAB scores. The school data for the 1981-82 academic year revealed minimal changes, thus offering Teacher A a stable environment at the level of school organization.

P.S. 009. Teacher B taught at P.S. 009 during both years of the study. The immediate neighborhood of the school consists mostly of tenement dwellings, except for two housing project buildings nearby. There are many small shops and restaurants in the vicinity in which Spanish is spoken. The school is an old, five-story building, encompassing grades K-8 and serving approximately 630 students each year. The bilingual program encompasses grades K-6. During the 1980-81 school year, there were nine bilingual classes with a total of 233 students. In the following school year, the number of bilingual classes remained the same, and their total enrollment decreased by only two students. This showed a stable pattern in which slightly more than one-third of the students in the school were assigned to bilingual classes.

A Case Study of Instructional Stability: Teacher A

This case study probes issues of instructional stability for Teacher A. Data are presented in four steps. First, information on this instructor's background is provided. Second, Teacher A's 1980-81 and 1981-82 classes are compared on specific variables. Third, quantitative data on the instructional system are presented in a comparative manner. Finally, quantitative and qualitative data on the instructional process are combined and analyzed with a comparative strategy.

Teacher's Background

Teacher A was born in New York City and is of Puerto Rican descent. She lived in Puerto Rico between the ages of 4 and 10 and, as a result, received the earlier portion of her schooling in Spanish. At the age of 10, she returned to New York City, where she learned to speak English through immersion. Since her relocation to New York, Teacher A has returned to Puerto Rico only for visits.

Teacher A now considers herself to be "quite bilingual and competent...to read, write, and speak in both languages (English and Spanish)." However, "a few years back," she would have rated herself as English dominant. She attributes this change in language development to her awareness and desire "to just maintain that part of me." She found that Spanish was useful in her professional and personal relationship, and explained: "I can use it. It's part of my life, my work. It's something that I can use with my children in the classroom and with my friends."

Apparently linked to her awareness of langauge is her awareness of self and her cultural roots. Teacher A claimed that some time between the age of 10 and the present, aspects of her cultural identity were obscured by her identification with English. She described the process and its effects as follows:

> "When I came to New York City when I was ten, the thing to do was to learn English as quickly as possible, and I did. I didn't have a difficult time, and I went through that and junior high school and high school with no problems. When I entered (college), I was faced again with questions about that part of me I had lost and wasn't aware I had denied. To me, I had always been very 'puertorriquena.' But when my peers asked me to speak in Spanish, or when I took courses in bilingual education, I questioned it. I asked myself why it was that when I spoke to a person who knew Spanish, we usually spoke in English."

Teacher A has a Bachelor of Arts degree in Education and a Master of Science degree in Education with a concentration in Bilingual Instruction. As an undergraduate, she participated in the Training the Teachers of Tomorrow (TTT) program. This program emphasized early and intensive field experience for students who declared themselves as education majors in their freshman year of college. Although the B.A. did not include specialized training in bilingual education, Teacher A was given extensive field experience in bilingual classes. As a graduate student, she specialized in Bilingual Instruction and received her M.S. degree in 1976.

Teacher A reported equal proficiency for instructing in Spanish and English, and claimed that she can use either language to teach language arts to native speakers, and as the medium of instruction for subjects such as mathematics, science, and social studies.

Upon completion of the 1981-82 school year, Teacher A had 8 years of teaching experience at the elementary level, indicating that she had taught for 6 years prior to participating in the SBIF study. She taught primarily in grades K-2, and this experience was acquired exclusively in bilingual classrooms at the same public school.

Teacher A considers bilingual education to be an instructional approach that should foster positive feelings among Hispanic students toward their cultural and linguistic heritage. According to her, the primary goal of bilingual education is to have students learn to express their thoughts in two languages and to feel comfortable in two cultures. In order to attain this goal, Teacher A conceives her overriding task as one of accepting the students' home culture and language, and incorporating them into the instructional process. Once this is done, she expects students to be motivated to learn.

Description of the Class for the 1980-81 and 1981-82 School Years

Information on selected class variables--including grade level, presence of a teacher's aide, register, and linguistic composition of the class--is presented in Table 3.0. Comparison of data across years shows that Teacher A had similar classes throughout her participation in the SBIF study. In both years, she instructed a combined Grade 1-2 class for the Learning Experience Approach Program (LEAP) of the district. According to her, LEAP offered special services for those students who were repeating a grade, or for others who had been identified as not working up to their academic potential. The program used an instructional approach geared to meet the individual needs of students by offering small-group lessons and one-to-one instruction. To this end, a teaching assistant was assigned to most classes. LEAP teachers were trained to motivate students through extensive reinforcement. Each class was also equipped with a wealth of educational games and materials.

Table 3.0

Characteristics of Teacher A's Class by School Year

School Year	Grade	T A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	1/2 LEAP	Yes	23	7	1	2	8	5
1981-82	1/2 LEAP	Yes	23	9	5	7	2	0

Given her participation in LEAP, Teacher A had the assistance of a paraprofessional during both years, and the class register of 23 remained constant. Such a figure is low in comparison to other classes in the district; however, it is normal for LEAP classes, in which an individualized instructional approach is fostered.

Subtle differences in the linguistic composition of the classes are revealed in Table 3.0. In the first year, seven students were rated as proficient in English, as compared to nine in the second year. Marked differences, however, were noted in the distribution of limited English speaking students for high and low levels of proficiency. In Part I, of 19 students who were of limited proficiency in English, only three were rated as being very limited (categories 1 and 2), compared to 12 in Part II. Thus, whereas more than half the class in the 1981-82 school year were very limited in oral English skills, this was the case for only one-tenth of the class in the previous year. The impact of this change on the teacher's curriculum intent, particularly for Spanish reading, is described more fully in a subsequent section of this case study.

Instructional System

Two perspectives on bilingual education are used to describe the instructional system operating in Teacher A's classroom. One focuses on the structure of learning activities, and the other on the allocation of instructional time. This section presents a comparison of quantitative data on activity structures and time allocation. The analysis yields descriptions of consistency and inconsistency in this teacher's instructional system for Part I and II of the SBIF study.

Organization of bilingual instruction. The data presented in Table 3.1 show inconsistency in Teacher A's organization of instruction for Parts I and II of the SBIF study. Differences are evident in three of the four structural components--number of instructional groups, group membership, and number of adult instructors.

Table 3.1a presents information on the number of student groups used during instruction. In Part I, the average school day was fairly equally distributed among the following organizational arrangements: one group (21 percent of the time); two groups (33 percent of the time); three groups (21 percent of the time); and more than three groups (25 percent of the time). In contrast, students in Part II spent nearly two-thirds of the average school day in two instructional groups, and the remainder of the time was fairly evenly distributed for instruction in one group (14 percent), three groups (12 percent), and more than three groups (11 percent). Thus, whereas no specific grouping arrangement was prevalent in Part I, two-group organization predominated in Part II.

Information on group membership, presented in Table 3.1b, reveals organizational differences in this structural component. Whereas students were grouped primarily according to language proficiency in Part I (38 percent of the average school day), they were grouped mostly on

Table 3.1

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher A's Classroom

Table 3.1a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	56	21	33	14
two groups	90	33	144	63
three groups	56	21	27	12
more than three groups	68	25	26	11
other	0	0	0	0

Table 3.1b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	101	38	60	26
acdm skills	26	10	13	5
grade level	49	18	81	35
std choice/ interest	53	19	0	0
combination	0	0	44	19
no division	41	15	33	15
other	0	0	0	0

Table 3.1 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher A's Classroom

Table 3.1c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	109	40	81	35
> 2/3 same task	19	7	13	6
each group diff task	113	42	128	56
other	29	11	8	3

Table 3.1d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	70	29	8	3
teacher + 1	191	71	222	97
teacher + 2	0	0	0	0
other	0	0	0	0

the basis of grade level during Part II (35 percent of the time). Also noticeable is the total elimination of student choice/interest grouping for Part II, in contrast to its existence in Part I for 19 percent of the time in the average school day.

Within these grouping patterns, the same two types of task assignment accounted for more than 80 percent of the average school day during both parts of the SBIF study. Students worked directly with the teacher more than two-thirds of the time, or 40 percent of the school day, in the initial year, compared to 30 percent in the following year. For 42 percent of the time, students were grouped with each group working on a different task in Part I. This type of task assignment absorbed 56 percent of the average school day in Part II. These patterns reveal considerable stability across years (see Table 3.1c).

Teacher A was assisted by an aide in both years; however, a change in instructional pattern is evident from the information presented in Table 3.1d. During Part I, students were instructed by the teacher alone for 29 percent of the school day, and the teacher and aide were both present 71 percent of the time. In contrast, Part II students were instructed by the teacher alone for a mere 3 percent of the time, while both teacher and aide worked together for 97 percent of the average school day. These figures reveal that two-adult organization was intensified during Part II.

The four structural components previously described were combined in Teacher A's classroom to produce one frequently occurring activity structure during the initial year of the SBIF study, and two different substructures for the second year. This information is shown in Table 3.2. For ease in referring to commonly occurring activity structures, a letter designation was given to each unique combination. Information on the subject focus during which the substructure appeared is provided in the last column of the table.

As can be seen, the predominant activity structure during the 1980-81 school year was one in which Teacher A and her aide instructed three groups of students, who were grouped on the basis of language proficiency. Each group had its own task. This structure was observed during reading and language arts instruction. Two different substructures were detected with frequency during the following year. For both, the teacher and aide instructed two groups of students, and each group had its own task. Substructure B, however, had students grouped according to language proficiency for reading and language arts. In contrast, Substructure C included students who were grouped on the basis of grade level for mathematics instruction.

The data on activity structure show that the major difference across years centered on group membership. The emphasis on grade level, detected in Part II of the study (see table 3.1b), appears to be related to district policy on student testing. During the 1981-82 school year, all students in the second grade and above were required to take citywide achievement tests in mathematics and English reading. According to the teacher, who instructed a combined 1st/2nd grade class.

Table 3.2

Frequently Occurring Instructional Activity Substructures by School Year in Teacher A 's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	A	Three	Lang prof	Each group own task	Teacher + 1	Rdg/L.A. (L1+L2)
1981-82	B	Two	Lang prof	Each group own task	Teacher + 1	Rdg/L.A. (L1+L2)
	C	Two	Grade level	Each group own task	Teacher + 1	Mathematics

she considered it necessary to group students on the basis of grade level for instruction in mathematics and English reading. This was done to prepare the second-grade students for the test.

Allocation of time. There was considerable stability in Teacher A's allocation of time to subject matter, to language of instruction, and to materials printed in Spanish and in English. The amount of time per day and percent of the school day for categories of subject matter content are presented in Table 3.3.

Reading and language arts in both Spanish and English accounted for 58 percent of the Part I school day and 54 percent for Part II. Mathematics instruction accounted for 20 percent of the average Part I day and 15 percent during Part II. Social studies and science combined totalled 8 percent of the Part I school day and were unobserved during the following year. Other activities, such as sharing time, play, or free time, occupied 14 percent of the day during Part I and increased to 31 percent for Part II. Although the basic skills areas of reading/language arts and mathematics revealed little change, some differences were found in the categories of social studies/science and other.

Information on Teacher A's oral language use is presented in Table 3.4. During the first year, this instructor used English for slightly more than one-half of the average school day. She used Spanish for one-third of the day, and was otherwise silent. During the second year, there was a slight increase in Teacher A's use of English, which accounted for two-thirds of the school day. She used Spanish less than one-third of the time, and was otherwise silent.

During both years of the SBIF study, Teacher A used English-language materials for approximately two-thirds of the day, and Spanish-language materials on the average of one-fifth of the time. These data are shown in Table 3.5.

Instructional Process

This section provides information on selected categories of active teaching, the teacher's use of language and culture during instruction, and his or her curriculum intent and sense of efficacy. Qualitative and quantitative data are combined in order to render a detailed view of the instructional process in Teacher A's classroom for two consecutive school years. Consistency and inconsistency in elements of the instructional process are identified.

Active teaching. Teacher A was rated by trained observers on four major categories of active teaching behaviors These included (1) clarity of focus on academic content; (2) elements of direct instruction; (3) classroom management; and (4) expectations for students and for self. A five-point rating scale was used, with one indicating that the

Table 3.3

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher A's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction									
	Rdg/lang arts (L1/L2)		Mathe-matics		Soc st/sci		Art/music/ PE		Other	
1980-81	154	(58)	52	(20)	23	(8)	0	(0)	37	(14)
1981-82	162	(54)	44	(15)	0	(0)	0	(0)	93	(31)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 3.4

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher A)

School Year	Instructor's oral language use			
	English	Spanish	Mixed[1]	Silence[2]
1980-81	88 (52)	56 (33)	- (-)	24 (14)
1981-82	132 (67)	57 (29)	- (-)	7 (4)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 3.5

Language of Materials Used by Instructor by School Year
Teacher A's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Spanish	Bilingual[1]	No Language[2]
1980-81	118 (69)	36 (21)	5 (3)	13 (8)
1981-82	136 (70)	44 (22)	- (-)	16 (8)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

behavior in focus was infrequently observed and five signalling that it was almost always observed. Table 3.6 discloses the ratings for Teacher A.

Items 1 and 2 are concerned with the degree to which the instructor focused on academic goals and subject matter. Teacher A received ratings of 4.2 and 4.6 for the initial year, but the ratings decreased to 4.0 for each item during the second year.

The next set of items, numbers 3-7, are focused on elements of direct instruction. Whereas the ratings ranged from 4.1 to 4.8 during Part I, each item was rated at 4.0 for Part II.

Items 8 and 9 focus on classroom management. The average ratings were 4.8 and 5.0 for Part I, compared to 4.0 for both items in Part II.

The last set of items, 10-12, centers on expectations of the instructor for her students and herself. The ratings ranged from 4.8 to 5.0 during Part I; in contrast, Part II revealed ratings ranging from 3.0 to 5.0.

The data on active teaching behaviors make evident a decline in the frequency with which these were observed in Teacher A's classroom during the 1981-82 academic year. The most noticeable differences were detected in classroom management and instructor's expectations.

Teacher's use of language and culture. As was noted in Table 3.4, Teacher A favored the use of English during both years of the SBIF study. Furthermore, a slight increase in the instructor's use of English was detected in the second year. During the Part II curriculum interview, Teacher A acknowledged that greater emphasis was given to English and cited three reasons for the differential treatment of languages in her classroom. First, there was greater availability of materials in English, compared to the paucity of Spanish materials. Second, Spanish was scheduled by the district office to be taught in the afternoon, while English occupied the morning (prime teaching time). Third, tests that determined whether students were to be promoted to the next grade were given in English only.

Tables 3.7 and 3.8 present information on Teacher A's code-switching behavior. Table 3.7 shows that there were many more instances of language alternation during Part II of the SBIF study. While the average Part I school day had 13 switches, the figure jumped to 79 for the following year. Approximately one-half of the switches for each year were for instructional development purposes. Specification of procedures/directions accounted for 30 to 40 percent of the language alternation. The least favored pedagogical function for the switches was that of behavioral feedback. However, it must be noted that this last category gained in importance during Part II, and the change appears to be associated with the increase in discipline problems and the decline in classroom management experienced by Teacher A (see Table 3.6, item 9).

Table 3.6

Observer Ratings of Teacher Behaviors by School Year
Teacher A

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	4.6	4.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.2	4.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	4.8	4.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.1	4.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	4.1	4.0
6	Teacher monitors student progress toward achieving instructional goals.	4.8	4.0
7	Teacher provides immediate and academically oriented feedback to students.	4.6	4.0
8	Teacher manages classroom well.	4.8	4.0
9	Teacher has lack of discipline problems.	5.0	4.0
10	Teacher expresses high expectations for student achievement.	4.8	4.0
11	Teacher perceives students as capable of learning.	5.0	3.0
12	Teacher views himself or herself as effective in teaching the curriculum.	4.8	5.0

Table 3.7

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher A)
(n=13: 1980-81)
(n=79: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	7	(56)	5	(40)	1	(4)
1981-82	38	(48)	24	(30)	17	(22)

Table 3.8

Frequency Distribution for Person or Persons to Whom the Instructor's First Statement After a Language Change Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher A)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	1	(4)	2	(17)	10	(79)
1981-82	2	(3)	8	(10)	69	(87)

Table 3.8 shows that more than three-quarters of the teacher's code switches were directed to individual students during both years. The teacher explained that her choice of language was frequently determined by the language dominance of the student being addressed. Thus, the predominance of switches directed to individual students appears to be related to the student's language dominance.

During the curriculum interview (Part I), Teacher A expressed the importance of her knowledge of the students' Hispanic culture as follows:

> "It is refreshing to know that a child can walk into your class having been exposed only to the Hispanic culture, its foods, holidays...and you can relate to him or her, you can talk about it. That alone should give the student pride. There is continuity between the school and the home. He can express himself freely in school. He can talk about what he is, what (Spanish) television program he saw...Letting them express their home experience gives them self-awareness...they are important."

The importance of cultural continuity between the home and the school was also expressed by Teacher A in the curriculum interview (Part II). Again the instructor spoke about the need to respect the students' home experience in order to foster positive feelings about themselves.

Curriculum Intent. Teacher A instructed her student during both school years in reading and language arts (both Spanish and English), mathematics, social studies, and science. According to the teacher, she attempted to use only English for reading/language arts in that language. Spanish was the primary language of instruction for Spanish reading/language arts. Math, social studies, and science were taught in both languages, depending on students' needs. A description of Teacher A's curriculum intent for the basic skills areas follows.

During the 1980-81 school year, the English reading program included four major goals: (1) vocabulary building, (2) phonetic skills, (3) comprehension skills, and (4) developing an interest for reading on the part of students. To attain these goals, Teacher A used the Houghton-Mifflin Basal Reading Program, which incorporates a holistic instructional approach that builds on students' background. Teacher A described the approach as follows:

> "We first build the students' background. For example, if we're going to be reading a story about a giant, we'll build vocabulary around that concept. I'll ask them (the students) to say whatever comes into their minds when I say 'giant.' They'll just mention things like 'big,' 'large,'...or they'll say 'Jack and the Beanstalk.' Their answers are written on the board, and then we discuss them and write a sentence using the words. At another time, we'll concentrate on phonetic skills. Then, we might be

visiting the library and look up books about giants, and so forth. By the time we open our books, the students are ready for the story...It's lots of silent reading for purposes of finding answers to specific questions. It's not reading word by word per se. That's the basic approach."

Phonetic skills were included and sequentially introduced as part of the program. Great stress was also placed on comprehension and, as part of the comprehension, the use of context clues. In the teacher's words,

"This program does concentrate a lot on comprehension, more so than the others we've used. They insist on leading the lower grades in silent reading. All right, it's not so much reading a whole story out loud to you, but in looking for specific details, the main idea; they do concentrate on that."

A main goal for Teacher A was to develop in her students an interest in reading. This was attempted through the use of teacher-initiated games, magazines, films, printing stamps, and other materials to reinforce the necessary skills.

The Houghton-Mifflin Basal Reader was used again in the 1981-82 school year. However, the decision making regarding specific skills to be included in the English reading program appeared to become more centralized for the second year. In speaking about her objectives for that year, Teacher A said:

"We've been given (by the District Office) a list of objectives, which really are skills that children will be tested for at the end of the year--synonyms, long vowels, comprehension, main idea, selecting the best title. That's what we are following."

Therefore, although no changes in instructional intent were made from one year to the next, the interview data indicate that a process of centralization in decision making was in effect.

The curricular objectives for Spanish reading were geared to two different instructional groups during both Parts I and II (more advanced/less advanced); however, differences were noted in their content over the two years. During Part I, Teacher A had two grade levels (1st/2nd), but although different curricula existed for each, they received almost the same instruction. As Teacher A stated,

"I have a different curriculum for each grade, but we cover mostly for both groups the basic knowledge of vowels, consonants, putting syllables together to make words, basic reading skills in the Spanish language."

During Part II, there were also two grade levels (1st/2nd). However, while the less advanced group focused primarily on phonics skills, the more advanced group of approximately eight students were instructed in comprehension skills. Among the skills taught to this second group were main idea, sequences, character traits, and inferences. Teacher A explained her rationale for these changes as follows:

> "The second group, which are mostly children who have arrived from Puerto Rico as of January, are good readers in Spanish. I do not think I have to go through the syllables and phonics skills with them. I really felt guilty that they were somehow missing out, just sitting there with this pre-primer while everybody (else) is still doing vowels. It was guilt that forced me to make a second group."

Therefore, it appears that the linguistic makeup of the class has a direct effect on instruction, particularly for instruction in the students' native language.

Although the content of the Spanish reading curriculum varied somewhat over the two years of the study, the methods of teaching Spanish reading appeared to remain stable. Teacher A expressed two similar concerns in both years--the need to group for instruction, and teaching in a "concrete manner" with "manipulative materials." During Part I, she emphasized "concrete instruction":

> "I always do something with games or manipulative materials because they need that concrete thing to see in front of them. After that, I will work in the books or the board."

In the second year of the study, Teacher A retained her concern for using "manipulative materials"; however, she seemed to emphasize the need for grouping. As previously state, this concern appears to stem from the wider diversity of her students' reading skills in Spanish.

Teacher A expressed displeasure regarding the available Spanish reading series used during both years. According to the teacher, "the series was purchased in order to standardize the Spanish reading curriculum in the school." The teacher's guide for the series was described by Teacher A during the first year as follows:

> "The teacher's guide is in English. It makes no sense to me. You have to go home and translate the objectives, the skills you want to develop, and write the whole lesson yourself."

The teacher almost echoed her first year's assessment of the teacher's guide in the second-year curriculum interview:

> "I can't understand it. Even the teacher's guide is in English."

Language arts in both Spanish and English was the instructional focus of the "interaction period." Interaction was a component of the LEAP curriculum. It was a block of time during which the students chose to participate in one of five learning centers--art, listening, writing, reading, and mathematics. Students controlled much of the learning that took place at this time. They chose their activity, the students with whom they worked, and the language to be used in their verbal exchange. Since no specific language was imposed upon them at this time, it is difficult to differentiate for analytical purposes between Spanish and English language development. For this reason, the language development curricula in both Spanish and English are reported jointly.

According to Teacher A, interaction was

> "...a language enrichment program in which children feel that this is their time to do whatever they like to do. Its aim is to get children to interact among themselves, to give them that time to talk for purposes of oral language development."

This overriding objective remained stable over the two years of the study, and reflects the instructional design of the LEAP curriculum.

The instructional method used by Teacher A during interaction also remained stable over the two years. The emphasis was on giving students a choice over their activities--its content, peer participants, and language. Language development was to be attained through games and in fun. Yet the teacher retained control by monitoring the students' activities. Teacher A expressed this concern in the following manner during the curriculum interview (Part I):

> "...the kids really do not know that they are learning. They are not aware that this is an indirect teacher-controlled method. But this is the basis of interaction time...Most of the students still need that individual help. They need me to sit with them in a very controlled situation...I find that not all of them can direct their own activities."

During the curriculum interview (Part II), in reflecting upon the instructional method used for "interaction time," Teacher A said:

> "...Although students choose games and friends to play with (and languages), there is some monitoring on my part. This also frees me to work individually with students...Initially, I divided the class into groups of four students, according to grade and language dominance. These groups were assigned to different centers according to my assessment of their needs. During the course of the year, I allowed the students to form their own groups, given their friends and interests. The rule is that each group must visit each of the centers by the end of the week."

Teacher A emphasized that during both years (Parts I and II), she had a wealth of English-language materials. These were provided by LEAP. Among the materials were storybooks, films, educational games (some dealing with memorization, stamping out letters, spinning wheels), tape-recorded stories with their accompanying text, and activity cards. However, in both years this teacher expressed her difficulties in dealing with a paucity of Spanish-language materials In the interview (Part I), she said:

> "...The materials are great, but they are all in English, so I have to translate the materials for them... Some of the Spanish-dominant students will not use the games (which have writing in English) or the books... they will just sit and draw."

The urgency for Spanish-language materials was also echoed in the Part II curriculum interview:

> "...We do not have materials in Spanish, so we began to translate some of the activity cards into Spanish... We cannot do all of them, but we have done some. But it's difficult to do this and to keep track of the students...."

In the Part II interview, the teacher also expressed the feeling that the wealth of materials in English was overwhelming at times:

> "I am overwhelmed by the materials. When that happens to me, I cannot think about what each group should be doing during interaction time...I get lost in that."

During the first year of the study, Teacher A used the objectives specified in the mathematics curriculum guide for the New York City Board of Education (1st/2nd Grades). Among the skills covered were "basic computation skills in addition, subtraction, multiplication, and division; the idea that in mathematics there is one correct answer; and problem solving." In the interview (Part II)--though not specifying that she used the New York City Board of Education mathematics curriculum guide--Teacher A named many of the skills identified in the Part I interview: namely, addition, subtraction, multiplication, division, and problem solving.

Teacher A described her teaching methods as follows (Part I):

> "First of all, I assess what the students know on the topic. Then I go into an activity that requires the use of manipulative materials, because they need to arrive at concepts from a concrete experience. After that, we can work on the chalkboard or the workbooks."

Additionally, the teacher emphasized a need to instruct in small groups rather than whole class. A very similar approach was reported by Teacher A (Part II):

"I really try to use manipulative materials. Only after the students have worked out the idea with concrete objects will I assign pages from their workbook. What I really have trouble with is checking their work. That's because they all work at different speeds, so I have to make sure that I provide some extra work for those students who finish first."

Teacher's se se of efficacy. Information in the curriculum interviews (Parts I and II) revealed changes in the teacher's sense of efficacy. During the first year of the study, Teacher A appeared more satisfied about the accomplishments of her bilingual instruction than she did during the second year. She took pride in expressing that at the bilingual art school:

"We want the children to have certain knowledge about the arts, the humanities...that they learn through art and music. There is more than one way of learning...The students are lucky because we work very hard toward that."

Teacher A also assessed that the bilingual program at this school "has come a long way, if we compare it to what it was six years ago when we first started." However, she also sensed certain "problems" that were obstacles to bilingual instruction. Among these problems were the following: that classes are too heterogeneous in terms of students' linguistic skills (Black English-monolingual students, Spanish monolingual students, English-dominant Hispanic students, Spanish-dominant Hispanic students), and the lack of regard for students' achievement in Spanish when making decisions about promotion to the next grade.

Teacher A's sense of efficacy appeared to decline in the second year of the study. She expressed greater resentment over the school policy of basing promotion decisions on students' achievement exclusively in English:

"It's almost self-defeating. The students will be given a little test in Spanish, and it will all be like a joke. All the preparation in Spanish appears to be for nothing.

In addition, the teacher also expressed disappointment at not receiving much support from the parents:

"I wonder if I didn't speak Spanish how much more support I would get from the parents. I am very unhappy about that...it's like the more you give, the more people lean back as far as support."

Moreover, Teacher A expressed a sense of frustration about the heterogeneity of her students in terms of age, language skills in both Spanish and English, and academic preparation:

"I would not say I am totally pleased because I am trying to reach every child at his level, and it is virtually impossible. I can see myself at the end of the day saying, 'I never got this child or that child.' I have never had such a mixture of children...I am not pleased with it."

Summary - Teacher A

Teacher A was consistent during the two years of the SBIF study in terms of the following: (1) allocation of instructional time to basic skills areas; (2) extent of her oral use of English and Spanish; (3) distribution of time to materials in Spanish and English; (4) distribution of language switches by pedagogical functions and audience to whom the switches were directed; (5) use of Hispanic culture during instruction; and (6) curriculum intent.

Inconsistency was detected in the following areas: (1) organization of instruction; (2) active teaching behaviors; (3) frequency of code-switching; and (4) sense of efficacy. The specific aspects of consistency/inconsistency are described below.

In terms of the organization of instruction, Part I students were instructed for approximately the same percentage of time while in one, two, three, or more groups; however, the two-group arrangement was salient during Part II. Language proficiency was the primary basis for grouping during Part I, while grade level was the major factor for determining group membership in Part II. The teacher instructed alone for a significant portion of the Part I day, but she was almost always accompanied by an aide during the following year. Despite the aforementioned changes in the organization of instruction, task assignment was carried out in a consistent manner. During both years, Teacher A worked directy with most of the students in her class, or, when students were grouped, she assigned each group a different task.

Teacher A was consistent in her allocation of instructional time for basic skills areas, to which she dedicated two-thirds to three-quarters of the average school day. During both years, the instructor spoke approximately twice as much English as she did Spanish, and used English-language materials for a portion of the day that was three times as long as that allocated to Spanish-language materials.

A decline in observer ratings of active teaching behaviors was noted for Part II. The most noticeable differences were detected in the cluster of behaviors centered on classroom management and instructor's expectations.

Teacher A alternated language with much greater frequency during the second year of the SBIF study, and language changes for purposes of behavioral feedback were intensified during that year. Switches were predominantly directed to individual students during both years. The instructor was consistent in her use of Hispanic culture during instruction. According to her, this was done primarily to foster a positive self-image among LEP students.

There was stability in terms of Teacher A's curriculum intent for the basic skills areas of reading/language arts and mathematics. Although no changes in instructional intent were noted from one year to the next, the interview data indicate that greater centralization of decision making with regard to curriculum was in effect during the second year. This was particularly so in the area of English reading, for which the district office generated a list of specific objectives to be covered during the year at different grade levels.

Teacher A appeared less satisfied with the bilingual program during the second year of the SBIF study. Her dissatisfaction centered on the school policy of basing promotion decisions on students' achievement in English without regard for their progress in Spanish; the lack of support from parents; and the heterogeneity of her class in terms of age, language skills in both English and Spanish, and academic preparedness

Two general findings emerge from analysis of data collected in Teacher A's classroom. First, it seems that the pressure exerted by the district office on the teacher to improve students' reading scores (reflected in the promotion policy and in greater centralization of decision making regarding the time during which reading was to be taught and the content of English reading instruction) appeared to have had an adverse impact on the teacher's sense of efficacy. Second, the organization of instruction, particularly with regard to the basis for grouping, appears to be related to district policy on testing students.

A Case Study of Instructional Stability: Teacher B

This case study probes issues of instructional stability for Teacher B. Data are presented in four steps. First, information on this instructor's background is provided. Second, Teacher B's 1980-81 and 1981-82 classes are compared on specific variables. Third, quantitative data on the instructional system are presented in a comparative manner. Finally, quantitative and qualitative data on the instructional process are combined and analyzed with a comparative strategy.

Teacher's Background

Teacher B was born and reared in New York City, where she received all of her formal schooling. Her ethnic background is Puerto Rican, and the primary language of the home was Spanish. English was introduced into her home by an older sibling once he started school and by her own schooling in an English-language setting, which led to her becoming bilingual in Spanish and English.

In terms of actual experience with both languages, Teacher B reported that she gained proficiency in English through content-area instruction from the elementary level through her university studies

leading to a Master of Science degree. In contrast, her Spanish proficiency was attained informally at home and formally in school, the latter th ough study of it as a foreign language.

Since childhood, Teacher B had the goal of becoming a teacher, and to this end, she majored in Elementary Education as an undergraduate. The decision to specialize in Bilingual Education as part of her M.S. degree program came as a result of her perception of an area in which teachers were needed at the time. During the Part II curriculum interview, when asked why, specifically, she had become a bilingual teacher, Teacher B explained, "That's where the teaching positions were when I finished college."

In terms of language proficiency, Teacher B assessed herself to be comparably bilingual for instruction in language arts geared to native speakers of either Spanish or English, and for content area subjects such as science, mathematics, and history in both languages.

Upon completion of the 1981-82 academic year, Teacher B had taught a total of five years exclusively within the domain of bilingual education.

Teacher B professed a philosophy of bilingual education that entails an enrichment or additive approach, whereby the student maintains elements of both the native language and culture of origin while learning English concurrently. This view was exemplified by the teacher's statement that

> "Basically, what I want students to learn is to be proud of the fact that they are Hispanic, and to develop English and Spanish equally well."

Description of the Class for the 1980-81 and 1981-82 School Years

Table 3.9 provides information on Teacher B's classes for the 1980-81 and 1981-82 school years. It can be seen that during the initial years of the study, the teacher instructed a 6th grade class of 28 students and was assisted by a paraprofessional. The teacher considered 18 of these students to be proficient in English, and ten to be of limited English proficiency. Three of the LEP students were given the lowest two ratings on the scale, thus signalling severe difficulties with the English language. Seven others were given ratings that indicated they were somewhat deficient. In the 1980-81 school year, Teacher B taught a combined 5th/6th grade class of 32 students, without the assistance of a paraprofessional. She considered 15 students to be proficient in English, and 17 to be of limited English proficiency. Among the LEP students, three were rated as being very limited, and 14 as somewhat limited.

A comparison of data across school years reveals differences in terms of grade level, paraprofessional assistance, and distribution of students in terms of English language proficiency. While all students

Table 3.9

Characteristics of Teacher B's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	6	Yes	28	18	0	3	3	4
1981-82	5/6	No	32	15	1	2	14	0

in the initial year were 6th graders, there was a combination of 5th and 6th graders in the second year. Whereas Teacher B had the assistance of a full-time paraprofessional in the first year, she was unassisted during the second year. While approximately one-third of her class (10 students) were considered to be of limited-English proficiency in the first year, this was the case for more than one-half of the class during the following year. The impact of these changes on the instructional system and process are discussed in a later section of this case study.

Instructional System

Data on the organization of instruction and the allocation of time are described in this section. They reveal differences in the activity structures due primarily to the absence of an aide during the 1981-82 school year. Changes in the allocation of time to subject matter were also evident.

Organization of bilingual instruction. The information presented in Table 3.10 shows inconsistency in Teacher B's organization of instruction for Parts I and II of the SBIF study. Differences worthy of mention were observed in terms of the number of instructional groups and adult instructors, as well as in group membership.

Table 3.10a shows that the one group organization predominated in Part I of the study for 75 percent of the average instructional day, and for the remaining 25 percent of the time, students were instructed while in two or three groups. During Part II, however, almost all of the instruction (99 percent of the day) was given to the whole class.

When Part I students were grouped, this was done on the basis of language (13 percent of the time), academic skills (6 percent of the time), and student choice/interest (4 percent of the time). In contrast, Part II students were observed in more than one group for an insignificant portion of the day (only two minutes) thus no apparent group membership factor (other than class membership), was detected during the second year (see Table 3.10b). Furthermore, no major differences were detected in types of task assignment, and this information is presented in Table 3.10c. During Part I, students worked directly with the teacher for nearly three-fourths of the instructional day, and the remainder of the time was spent mostly working independently at the same task. The same pattern was observed during Part II, although the time spent by the teacher working directly with the group increased slightly to 161 minutes or 85 percent of the instructional day.

Teacher B was accompanied by an aide for approximately 26 minutes, or 12 percent of the instructional day, during the 1980-81 school year. In contrast, she worked alone all day long during the following year (see Table 3.10d). It appears that the absence of the aide during the second year of the SBIF study intensified the use of the whole class instructional mode. particularly for mathematics,

Table 3.10

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher B's Classroom

Table 3.10a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	173	75	187	99
two groups	45	20	0	0
three groups	11	5	0	0
more than three groups	0	0	2	1
other	0	0	0	0

Table 3.10b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	26	13	0	0
acdm skills	11	6	0	0
grade level	0	0	0	0
std choice/ interest	8	4	2	1
combination	11	6	0	0
no division	135	69	187	99
other	4	2	0	0

Table 3.10 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher B's Classroom

Table 3.10c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	139	74	161	85
> 2/3 same task	34	18	26	14
each group diff task	0	0	0	0
other	15	8	2	1

Table 3.10d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	199	88	188	100
teacher + 1	26	12	0	0
teacher + 2	0	0	0	0
other	0	0	0	0

as can be seen in Table 3.11. While the same activity structure D occurred frequently during both parts of the study, it was observed for only reading/language arts in the initial year, and for both reading/language arts and mathematics during the second year.

Allocation of time. Data on the allocation of time to subject matter, and to materials printed in Spanish and English show discrepancy across Parts I and II of the SBIF study for Teacher B. However, the instructor's oral language use patterns remained stable for the two consecutive school years.

Table 3.12 presents information on the allocation of time to various subjects by school year, and one is struck by the decrease in the percentage of time dedicated to reading/language arts during the second year. While this category accounted for 61 percent of the average Part I school day, it occupied only 39 percent of the day during the following year. Another difference during the second year was an increase in the amount of instructional time allocated to the category of other, which included free or sharing time, and other non-instructional activities. While this category accounted for only 8 percent of the average Part I day, it totalled 30 percent of the day during Part II. The time allocated to mathematics, social studies/science, and art/music/physical education remained fairly consistent.

Information on Teacher B's oral language use is presented in Table 3.13. It can be seen that during both study years, this instructor used English approximately three-fourths of the time, Spanish for more than one-tenth of the instructional day, and was silent the remainder of the time. Thus, this aspect of the instructional system revealed substantial stability.

Table 3.14 shows that the category of no materials or those with no printed language associated with them accounted for more than half of the average instructional day during Part II, compared to only 13 percent of the time for Part I. In turn, the use of materials in English decreased from 63 percent (Part I) to 40 percent (Part II). Likewise, the use of materials in Spanish dropped from 24 percent (Part I) to 9 percent (Part II).

Instructional Process

This section contains information on key categories of active teaching behaviors, the teacher's use of language and culture, and the instructor's curriculum intent and sense of efficacy. Quantitative and qualitative data are combined and data sources and sets for each element of interest are compared for the 1980-81 and 1981-82 school year.

Table 3.11

Frequently Occurring Instructional Activity Substructures
by School Year in Teacher B's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	D	One	No div	> 2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
1981-82	D	One	No div	> 2/3 with teacher	Teacher only	Rdg/L.A. & mathe-matics

Table 3.12

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher B's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathematics	Soc st/sci	Art/music/PE	Other
1980-81	139 (61)	41 (18)	30 (13)	0 (0)	19 (8)
1981-82	109 (39)	44 (16)	18 (7)	22 (8)	84 (30)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 3.13

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher B)

School Year	Instructor's oral language use			
	English	Spanish	Mixed[1]	Silence[2]
1980-81	156 (66)	38 (16)	- (-)	41 (17)
1981-82	90 (69)	14 (11)	- -)	27 (20)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 3.14

Language of Materials Used by Instructor by School Year
Teacher B's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Spanish	Bilingual[1]	No Language[2]
1980-81	148 (63)	59 (24)	- (-)	30 (13)
1981-82	52 (40)	12 (9)	- (-)	68 (51)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Active teaching. Table 3.15 presents observer ratings of Teacher B on four sets of behaviors--clarity of focus on academic content, elements of direct instruction, classroom management, and expectations for students and self. These data reveal that during both years in question, Teacher B was rated fairly high on items 1 and 2, which were concerned with academic goals and subject matter. The ratings were 4.5 and 4.0 for the initial year, and 4.0 and 5.0 during the second one. Thus, according to the raters, it appears that this instructor was more task focused during the 1981-82 school year.

Items 3 through 7 center on elements of direct instruction. Teacher B averaged a rating of 4.2 on these five elements of direct teaching behaviors. A decrease in the average rating to 4.0 was noted during the second year of the SBIF study.

Classroom management is the focus for items 8 and 9. The information indicates that good classroom management was observed more frequently during Part II of the study with an average rating of 5.0, in contrast to the lower average of 4.3 for the previous year.

The last three items (10-12) dealt with the teacher's expectations for students and for self. The average rating for all items in this set remained fairly constant at 4.8 (Part I) and 4.6 (Part II). However, there was a noticeable decrease during Part II in the frequency with which Teacher B expressed high expectations for student achievement, as seen in the rating of 4.0 (Part II) in contrast to that of 5.0 (Part I).

These data indicate consistency in Teacher B's active teaching behaviors. Discrepancies were detected for only two tems (2 and 10), and while item 2 decreased by one point on the rating scale, item 10 increased by an equal value.

Teacher's use of language and culture during instruction. In both Parts I and II of the SBIF study, Teacher B spoke about her intent to develop students' Spanish and English language; however, according to Teacher B, in each year emphasis was given to English language development. As she expressed it in the Part I Interview:

> English is much more important for the students, and I think that is so because of the emphasis through the school on English reading tests and the lack of mention of the Spanish tests.

Table 3.15

Observer Ratings of Teacher Behaviors by School Year
Teacher B

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	4.5	4.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.0	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	4.0	4.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.0	4.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	3.5	3.2
6	Teacher monitors student progress toward achieving instructional goals.	5.0	5.0
7	Teacher provides immediate and academically oriented feedback to students.	4.5	4.0
8	Teacher manages classroom well.	4.0	5.0
9	Teacher has lack of discipline problems.	4.5	5.0
10	Teacher expresses high expectations for student achievement.	5.0	4.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	4.5	5.0

Teacher B echoed this concern in the Part II interview. In addition to the importance given to English reading tests for purposes of promotion (identified in Part I), she gave two more reasons contributing to the emphasis given to English: (1) school policy regarding the allocation of time to English (3 periods) and Spanish (1 period); (2) differences in the quantity and quality of materials in Spanish and English. Regarding the last point, the teacher said:

> Since the materials (in Spanish) that we have are not suitable for the children and since those that are available are limited in nature, the teaching of Spanish--that is if you are serious about it--is extremely difficult. It requires double the preparation needed to teach in English.

Teacher B shared her perception of long-range planning at the district level:

> I am not sure if this is a district policy, but the way I understand it, when the children come into school (in the Kindergarten and first grade), about 80 percent of instruction is in Spanish and about 20 percent in English. As each year goes by, that 80 percent (Spanish) decreases and that 20 percent (English) increases. When they get to the sixth grade level, where I teach, it's almost the reverse. At that point, we're maintaining their Spanish with one period of instruction, and we are working in English in the other subject areas. That is what I understand it to be. However, I don't know if this is a district policy (Part I Curriculum Interview).

These comments on the part of Teacher B provide insights for a more complete understanding of the data presented in Table 3.13. It was evident that English was used by the teacher for a significantly greater portion of the average school day than Spanish. It appears that district testing policy and the paucity of appropriate materials written in Spanish are related to the emphasis placed on English.

Qualitative data show that during Part I of the SBIF study, Teacher B conducted English reading and language arts lessons in English exclusively; however, during Spanish reading instruction, Teacher B occasionally used English and students

frequently used English as well, At times when a student would respond in English, the teacher translated the reply into Spanish, At other times, when a student would reply in Spanish, the teacher would translate the answer into English.

More specific information regarding the teacher's use of Spanish and English for instruction was contained in the curriculum interview (Part II). According to Teacher B, during English reading, the teacher occasionally used Spanish "to explain something which I see they do not understand." Sometimes the teacher would "use a word (in Spanish) that communicates the equivalent concept we're dealing with (in English)." During Spanish reading instruction, Teacher B will "frequently use English to clarify a concept or procedures."

Quantitative data on Teacher B's code-switching behavior is presented in Tables 3.16 and 3.17. It can be noted that there were relatively few instances of code switches in the average school day during both years of the SBIF study. Ten instances were recorded during the initial year, and thirteen for the second year. Differences in the distribution of switches according to pedagogical function are noted across years, but given the small number of cases, it appears unwise to make a statement of stability on this issue. It can be seen, however, that the category of procedure/directions accounted for the majority of the switches in both years. Table 3.17 shows that switches were directed almost equally to the whole group and to individuals during both years.

Teacher B's discussion of the cultural component of her bilingual classrooms in Part I and Part II, contained two basic themes: (1) Bilingual education should develop in the Hispanic students' pride at being Hispanic, and subsumed under this theme was the need to be bilingual; (2) The teacher serves as a cultural role-model for the students. As expressed by Teacher B (Part I):

> Basically, what I want to do is instill in the students pride in being Hispanic and in having that other language (Spanish) ...I also want them to see me as a role model--as someone who came from a background similar to theirs and who has been able to come this far basically because I was able to speak the Spanish language.

A statement from the Part II curriculum interview elaborates upon the concept of "role model:"

> The children have as a teacher a person who is bilingual, who can communicate with them in two languages...someone

Table 3.16

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher B)

(n=10: 1980-81)
(n=13: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	1	(10)	7	(70)	2	(20)
1981-82	6	(44)	6	(48)	1	(8)

Table 3.17

Frequency Distribution for Person or Persons to Whom
the Instructor's First Statement After a Language Change
Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher B)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	4	(40)	1	(10)	5	(50)
1981-82	6	(44)	2	(16)	5	(40)

> who they can use as a role model, who can provide them with the incentive to continue with their education. Little girls may say, "I want to be like her." You might convince them and somehow they will just believe in you...For instance, I might give them one of my sermons about why they should continue their education...Many of them might just need me because I am bilingual, because I have come up the same way they have come up...I am just a role model.

During Part II data collection, Teacher B was observed to use three culturally related strategies: (1) She incorporated into her instruction external aspects of Hispanic culture (foods, fruits); (2) used folk-tales from Puerto Rico to illustrate the concept of "folk-tale" and (3) used cultural norms for assessing student behavior and providing feedback.

Curriculum intent. Teacher B was responsible for teaching her class Spanish and English reading and language arts, mathematics, social studies, and science. According to her, English was the only language she used for instruction in English reading/language arts, while Spanish reading and language arts was attempted in Spanish exclusively. Mathematics, social studies and science were taught bilingually, although the last two subjects were often presented in Spanish only. A summary of this instructor's curriculum intent for the basic skills areas follows.

During the curriculum interview for the first year of the SBIF study, Teacher B specified two basic objectives for her English reading program. These were (1) development of "higher level comprehension skills," and (2) that students be able "to express their thoughts in a clear and precise manner, both verbally and in writing." In her own words:

> ...The most important thing that I try to get them to do is to think. Many times the students rattle off answers without going back to the story--or without ever thinking ...Many of them lack this type of comprehension skills...Another of my objectives is to get the students to use the vocabulary they already know...they have the vocabulary, but most of the time they don't use it...to express themselves in a clear and precise manner both verbally and in writing.

Teacher B was more detailed about the content of her English reading/language development curriculum for the 1981-82 school year. She identified the following skills: use of the dictionary, use of vocabulary in context, comprehension skills (e.g., sequence, inference, main idea, details, drawing conclusions, predicting outcomes, justifying answers with the text, similes, metaphors, figurative language and writing skills (e.g. business letters, friendly letters, compositions).

Teacher B described her instructional method as including three sequential steps for developing lessons--skills development, vocabulary/story development, and writing skills developpment. The first step, included pre-assessment, teaching a targeted skill, post-assessment, and when needed, re-teaching and reassessing. The second step was geared to developing vocabulary relevant to the story for the day. Students were required to use the dictionary and to write a sentence with each word. The story was then developed by building background (relating the story to the students' experience and eliciting ideas regarding its title); silent reading, and retelling the plot. The third major step in developing the lesson was dedicated to writing skills. According to Teacher B, these three steps comprise the teaching aproach of the Houghton-Mifflin reading series that was used in all bilingual classes at the district during both years of the SBIF study.

Objectives for Spanish reading and language development were similar for both years of the SBIF study and were generally expressed in the following statement by Teacher B:

> The main thing that I hope to accomplish is to have children like the language. What I have found is that by fifth and sixth grade, they don't really want to deal with Spanish. So basically what I try to do is make Spanish just kind of nice for them so that they will like it and see its value--that it's good to have two languages...I just want them to like Spanish and not be ashamed of being Hispanic and of speaking Spanish.

This objective, in contrast to those specified for English reading/language development, appears vague, less academically focused, and more directed toward bringing about changes in students' attitudes toward the Spanish language and toward themselves as Hispanics.

According to Teacher B, she approached the teaching of Spanish with constant encouragement for students as a way of overcoming their resistance to the language. Additionally, she attempted to involve students in activities rather than to "lecture" them, and to "demand their best." The teacher felt that at the core of her teaching method was her attempt at developing "good relationships with students."

To overcome her students' resistance to learning Spanish, Teacher B opted for comparing Spanish instruction to English instruction. She described this strategy as follows:

> What I am trying to do with Spanish is relate it to what they learn in English. For instance, if we are discussing the indirect articles (articulos) in Spanish, I will try to explain what they are in English, just so that they can see the connection...that I am not picking this out of the air and that Spanish is not something strange and weird, something that has nothing to do with anything else in their lives...that it is connected to that skill they might have learned in English...that it's basically the same thing, but in a different language.

Additionally, she integrated Spanish with social studies and science, in order to make the language more academically meaningful for her students:

> ...we do not go through the (text) book in order. I pick out stories that have to do with the social studies or science units we are studying at the time. In this way the stories are more meaningful for them.

Teacher B specified four mathematics objectives for the 1980-81 school year. These were the following: (1) to teach the students the logic behind mathematical operations, which they usually perform mechanically; (2) to do basic computational operations (addition, subtraction, multiplication, division) with whole numbers, fractions, and decimals; (3) to have students see the relevance of mathematics for their lives; (4) to have students imporve their skills in solving word problems.

The content of Teacher B's mathematics curriculum for Part II of the study was described by her as follows:

> I started with numerals, numeration and standard notation. We also went through measurements, and addition, subtraction, multiplication, and division of fractions. We studied equivalent fractions, improper fractions. More recently, we studied decimals.

Teacher B approached mathematics instruction during Part I by initially assessing the students' readiness to understand the logic behind computational skills that were performed mechanically. She also insisted in maintaining high expectations for each student. This she did because "they just kind of give up even before they try (math)." Teacher B also noted that students experienced tremendous difficulties with word problems. Their difficulties are based, according to her, on their reading problems, not primarily on their skills in mathematics.

During the curriculum interview (Part II), Teacher B specified that she taught mathematics using a "whole class approach." However, she individualized instruction in order to meet students' particular needs, particularly for those pupils who were below the class level. Teacher B explained that she presented the material "several times to them and from different points of view." For those less advanced students, the concepts were "presented at a slower pace and developed through a rote method (simply discussing how to do an operation)."

Thus, it appears that whereas the content of instruction varied little from year to year, the teacher's method of instruction was less stable with more individualization based on assessed needs for the second year of the SBIF study. The emphasis on individualization of instruction expressed by Teacher B for the 1981-82 school year may be related to a feature in the composition of the class for that year--namely, the combination of grades five and six.

Teacher's sense of efficacy. Teacher B's response regarding her sense of efficacy appeared more enthusiastic during Part I than in Part II. Direct quotations from the teacher interview follow in order to illustrate this point. In the first interview (Part I), the teacher made this statement in an assured manner:

> The program is working...The reason it works is the rapport that I develop with the students. There are some kids in my class that could do almost anything for me, not because I am the teacher, but because we have an understanding. I try not to let them get away with too much, although I overlook many things. I think what makes for a successful classroom is the kind of environment that the teacher sets up for the children...They will do almost

> anything for the teacher if they feel at ease and at home in the classroom ...That is what I try to do.

In the second interview (Part II), the teacher spoke in a less self-assured manner:

> All I can say is that I do the best I can...That is why I expect the children to do their best...But we are working toward goals that are very hard to define at times...it's going as well as can be expected... If I as a teacher am doing my best, and they (students) are doing their best, then somehow something has to go right. But, a lot of time you do not see that.

Summary - Teacher B

Teacher B was consistent during the two years of the SBIF study in terms of the following: (1) the extent of her oral use of English and Spanish; (2) active teaching behaviors; (3) frequency of code switches; (4) curricular intent; and (5) use of Hispanic culture during instruction.

Inconsistency was detected for: (1) organization of instruction; (2) allocation of instructional time to basic skills content; (3) distribution of time to materials in Spanish and English; and (4) sense of efficacy.

In terms of the organization of instruction, Part I students were instructed predominantly as a single group, but on occasion, they were taught while in two or three groups. When grouping occurred, it was done primarily on the basis of language proficiency. In contrast, Part II students were almost always taught as a whole class with no particular factor to distinguish among them. Whereas Teacher B was assisted by an aide for a portion of the Part I day, she was observed during the second year always working alone. Consistency was detected for the manner in which the instructor handled task assignments. More than two-thirds of the students during both parts of the study were instructed directly by the teacher for at least 75 percent of the typical day.

Teacher B was inconsistent in her allocation of instructional time to reading/language arts. The data show that Part II students, in comparison to their Part I counterparts, received half an hour less instruction in reading/language arts during the typical school

day. A plausible explanation for this dramatic decrease is found in the curriculum interview. According to the teacher, during the 1981-82 school year, she frequently combined Spanish language development with other content areas. This was done to overcome the pupils' resistance to learning Spanish by showing them the academic relevance of that language. Given the use of this strategy, it may be that portions of the time coded for other categories were covertly focused on Spanish language development.

Inconsistency was also detected in terms of Teacher B's use of English language materials. The data show that the extent of their use decreased during the second year to a third of the time these were in use during Part I. This inconsistency must be interpreted within the context of changes in the linguistic composition of the two classes. On the average, Part II students were rated by Teacher B to be at a lower level of oral English proficiency than their Part I counterparts. Thus, the extent to which English-language materials were used appear to be related to the linguistic composition of the class.

Consistency was found in the overall observer ratings of Instructor B's active teaching behaviors. Only two types of behavior varied sufficiently to merit mention. There appeared to be an increase regarding Teacher B's focus on academic subject matter, and a lowering of her expectations for pupils' achievement.

Teacher B was fairly consistent with regard to the extent of her oral use of Spanish and English. During both years, she used at least four times as much English as she did Spanish. Additionally, few code switches (an average of less than 15 per day) were recorded during either year. The data thus indicate considerable stability for the instructor's use of language.

Finally, a decline in Teacher B's sense of efficacy was evident during Part II. Given several comments made by the instructor during the Part II interview, it appears that the following factors partially account for this decline in her sense of efficacy: (1) greater heterogeneity of students in the class (grade level, academic skills and language proficiency); (2) decline in students' oral English proficiency; and (3) absence of a teacher's aide. These three factors combined during the 1981-82 school year to make the teaching experience for Instructor B more difficult than it had been during the previous year.

Three general findings emerge from the analysis of these data. First, it seems that the presence or absence of a teacher's aide had a direct impact on the organization of instruction, particularly on

the extent of grouping. Second, the extent of the instructor's use of English-language materials appeared to be related to the oral proficiency of students in the class. The more proficient the students were in English, the greater the use of English language materials. Third, the teacher's sense of efficacy seemed to be affected by the heterogeneity of students in the class. The more diverse the class was in terms of grade level, academic skills, and language proficiency, the lower the instructor's sense of efficacy.

CHAPTER FOUR

INSTRUCTIONAL STABILITY: SITE 2

The two teachers who participated in the instructional stability study at Site 2 were bilingual in Spanish/English and of Cuban background. One instructor had several years of teaching experience as a volunteer at the elementary school level and one year of teaching ESL to adults. This person taught a combined second and third-grade class for the 1980-81 school year, and during the following year instructed first and second-grade students in English as a second language. The other teacher had 19 years of teaching experience, and 13 of these were in bilingual classes. During both years she taught a self-contained class of first and second-grade students.

Both instructors taught in the same urban school district, but at different schools. The district had a large bilingual program and included a variety of bilingual education models. Minimally, LEP students were offered intensive ESL instruction in order to facilitate their transition to monolingual English classes. However, at the point of transition, students had the option of continuing to receive instruction in their native language, which given the district's large Cuban population, most frequently was Spanish. In its most expansive form, the bilingual program also offered monolingual English-speaking pupils the opportunity to receive instruction in Spanish as a second language (SSL). Although this last enrichment component was most frequently in operation at the secondary school level, it was nonetheless visible in many elementary schools.

This chapter is organized in the following manner. First, the district and school context influencing the two teachers and their instructional system and process is described. Second, quantitative and qualitative data collected in Teacher C's classroom are compared across years in determining the stability of her instructional system and process. Third, data collected in Teacher D's classroom are analyzed in the same manner, and the results are described in Case Study C.

Ecological Context

The following section describes the Dade County School System in which Teacher C and Teacher D instructed.

District Level

The Dade County School System, the fifth largest school system in the country, is a county unit. Its management is totally independent of metropolitan and city governments. Although the metropolitan government collects the tax for the school system, it exercises no direct control over the use of these revenues.

A seven-member school board, the decision making body of the system, is elected by countywide vote to serve overlapping four-year terms. Responsibility for the administration of the school is delegated to the district superintendent, who is appointed by the board. The school district is divided into four centralized subareas with an administrative staff located in each. Although they remain responsible to the district superintendent, the area superintendents have considerable freedom in decision making.

In the 1980-81 school year, the system was composed of 246 schools and had a total enrollment of approximately 226,000. Hispanics, predominantly of Cuban background, accounted for 36 percent of the total student population. These figures remained stable for the 1981-82 academic year, in which the total enrollment dropped slightly to 224,580 and the Hispanic population increased to 38 percent.

The Dade School System has a Bilingual Education/Foreign Language Program that includes four components at the elementary school level. These are as follows: (1) English for Speakers of Other Languages (ESOL); (2) Spanish for Spanish Speakers (Spanish-S); (3) Spanish as a Second Language (Spanish-SL); and (4) Bilingual Curriculum Content (BCC). A description of each component is provided below.

ESOL (English for Speakers of Other Languages)

English for Speakers of Other Languages is a program for students whose native language is other than English and who are classified as less than independent in English. It is a full language arts and culture program, which includes listening comprehension, oral expression, pronunciation, reading, and writing, as it supports the skills and concepts presented in the regular English curriculum, in accordance with the Early Childhood and Basic Skills Plan, and State and local minimum standards. When feasible, English for Speakers of Other Languages is based on a contrastive linguistic and cultural analysis of English and the students' home language systems, and of the culture(s) each language reflects.

The goal of the ESOL program is to enable students who speak languages other than English and who are limited in English proficiency to acquire, within three years, language skills and cross-cultural understanding necessary to participate fully and with equal opportunities in the regular school program being offered in English, as well as in all areas of the local, state, and national community in accordance with their age, interest level, and ability.

All students who are of limited English proficiency are required to participate in an ESOL program. All schools with students who are of limited English proficiency must provide special instruction in English to meet the specific requirements of such students in language learning and cultural integration, in a manner consistent with and supportive of goals established by Board policy.

Placement of students who required ESOL instruction involves assignment to the appropriate grade level, the appropriate class in accordance with the level of English procifiency (Non-independent, Low, Mid, High Intermediate) and to regular and special classes where they can profit most.

The initial screening for possible assignment to the ESOL program is determined by an oral interview to be conducted in the school. The interviewer probes for information regarding students' use of L1 and L2 for out-of-school contexts. Those students identified as potential ESOL program participants are then tested and classified in accordance with the five levels established by Dade County: Level I, Non-independent; Level II, Low Intermediate; Level III, Mid-Intermediate; Level IV, High Intermediate; and Level V, Independent. Students who are classified as belonging in Levels I-IV (Non-independent or Intermediate) are assigned to ESOL classes, while students classified as belonging in Level V (Independent) are assigned to regular classes but are given the option of receiving instruction that allows them to acquire and preserve literacy skills in Spanish.

Spanish for Spanish Speakers (Spanish-S, Voluntary)

Spanish for Spanish Speakers (Spanish-S) is a language and culture program designed to teach Spanish language arts skills to Spanish language origin students and to other students whose proficiency in Spanish allows them to profit from the program. The program is comparable to the English language arts program designed to enable English language origin students to acquire, clarify, or reinforce in Spanish certain basic concepts related to the content areas taught in English.

The goal of the Spanish-S Program is to enable participants to become functionally literate in Spanish, to facilitate the participants' acquisition and reinforcement of skills, abilities, and concepts which are part of the regular curriculum offered in English, and to develop an awareness of and appreciation for Hispanic cultures.

Elem ary Spanish as a Second Language (Spanish SL)

Elementary Spanish as a Second Language is a language and culture program designed to provide instruction in Spanish to English language origin and other students not of Hispanic origin. A student in elementary Spanish as a Second Language not only studies the Spanish language and culture, but also reinforces through the medium of Spanish, the skills, abilities, concepts, insights, and understandings which he or she has acquired in the study of other subject areas of the regular curriculum.

Elementary Spanish as a Second Language emphasizes the oral use of the language in everyday childhood experiences. At all levels, learners develop skills within contexts which build understanding of Hispanic cultures and which reinforce development of cognitive, affective, and psychomotor skills. Reading and writing are introduced as students gain mastery over the sounds, structures, and vocabulary in the instructional program. Reading and writing serve not only to reinforce control over the oral language, but also to develop literacy skills.

The goal of the elementary Spanish as a Second Language program is to enable participants to communicate and interact in Spanish with Spanish-speaking students and others of the community at various levels of proficiency, as determined by the length of time and achievement in the program.

In order to enable English language origin and other non-Spanish language origin students to communicate effectively in Spanish and to interact successfully on the cultural and conceptual levels with their Spanish language origin peer group, the program includes at all levels, concepts and skills emphasized in the program of Spanish for Spanish Speakers of comparable age and grade level, within the learner's linguistic limitations.

Bilingual Curriculum Content

Bilingual Curriculum Content is a program designed to provide in a language other than English, selected basic skills and concepts which are generally offered only in English. The program implements in each curriculum area, for example, social studies, science, or mathematics, the same instructional objectives as are implemented in the regular curriculum in English. The program is offered where there are limited-English speaking students and in bilingual school organizations.

For students whose home language is not English, the program goal is to provide a means of maintaining the students' academic standing in relation to the regular English curriculum while learning English, to further develop skills in the native language, and to

develop further insights into their home culture. The languages involved vary, depending on such factors as requirements of the Office for Civil Righs and parent interest.

For students who are of English language origin, the program goal is to develop further, the students' skills in the second language, and to develop further insights into the culture(s) represented by that language. The fact that such participation is currently limited to programs in Spanish and English does not preclude the possibility of participation in programs involving other languages, should the need and interest arise.

The four components of the Elementary level Bilingual Education/ Foreign Language Program, are part of the regular academic offerings in schools throughout the system. The mandatory ESOL program exists in all schools that have sufficient numbers of students categorized in levels I-IV. The other components are offered where parents request such services. In areas with predominantly Hispanic populations have full bilingual schools. Six such schools exist in Dade County.

School Level

Teacher C instructed in Southern Elementary School (a pseudonym) during the 1980-81 and 1981-82 academic years. The school building is situated in a rapidly changing section of Miami, near the downtown area. This section of the city was once dominated by single-family homes, but the area has recently experienced great change due to expanding high-rise construction. Most of the residents who remained are Hispanic and of low socio-economic status. Southern Elementary School is totally bilingual and spans grades K-6. It had a total enrollment of approximately 385 students during both years of the SBIF study. The ethnic composition of the school also remained constant, with 92 percent Hispanic, 7 percent White, and 1 percent Black.

Teacher D taught in Shannon Elementary School (a pseudonym) during both years in question. Shannon Elementary was opened in 1976 and is located in a predominantly Hispanic section of Miami. The original structure of the school was built in the 1920s, but it had been demolished to make way for the new school building. During the 1980-81 and 1981-82 academic years, there were approximately 900 students enrolled at Shannon, and 97 percent were Hispanic. In both study years, the school had all components of the Bilingual Education/ Foreign Language Program--English for Speakers of Other Languages, Spanish for Spanish Speakers, Spanish as a Second Language, and Bilingual Curriculum Content.

A Case Study of Instructional Stability: Teacher C

This case study of instructional stability includes five sections. First, a description of Teacher C's professional background is presented. Second, the instructor's 1980-81 and 1981-82 classes are compared on selected variables. Third, the instructional system, including information on the organization of instruction and allocation of time, is described for each year and consistency/inconsistency across the two time intervals is identified. Then, the instructional process is analyzed. The process is defined by Teacher C's active teaching behavior, use of language and culture, curriculum intent and sense of efficacy. Data on each component of the process are compared across years while describing aspects of stability or the lack thereof. Finally, the results of the analysis are summarized.

Teacher's Background

Teacher C was born in Cuba, where she lived until the age of nine and received the earlier portion of her formal elementary school training in Spanish, the official language of that country. At that age, she immigrated into the United States with her family and since then has received most of her formal schooling in English. Spanish, however, was the sole language spoken at home during her upbringing, initially in Cuba and then in this country.

Teacher C's postsecondary training at the University of Miami consisted of a bachelor of science degree in Education with a focus on early childhood instruction. Subsequently, she obtained training in bilingual education, which led to a certificate in that field of study from the Dade County School District. Between her undergraduate work and specific bilingual training, Teacher C became the assistant director of a program in a private adult career school. Upon completion of the bilingual training, however, she took a teaching position in bilingual education with the Dade County School System.

Teacher C rated herself as being able to teach Spanish as a foreign language to native English-speaking students. She also considers herself capable of teaching English as a foreign language to native speakers of Spanish. Additionally, she reported herself equally capable of using Spanish or English as the medium of instruction for language arts and content area courses.

During the 1980-81 academic year, Teacher C was in her first year of teaching in the Dade County Schools, although she had completed several years of volunteer work in a bilingual classroom prior to this experience and had directed a program in the adult career program as mentioned above.

Teacher C believes that pupils in a bilingual program should be given the opportunity to interact and receive instruction in both English and Spanish. She considers the ultimate goal of bilingual education to be that of functional bilingualism for its recipients.

Description of the Class for the 1980-81 and 1981-82 School Years

Table 4.0 highlights dramatic differences for Teacher C's class across school years. During Part I of the SBIF study, this instructor had a combined 2nd/3rd grade, self-contained class with a register of 22 students. In contrast, during the second part of the study, Instructor C was responsible for teaching ESL exclusively. She instructed LEP students from grades one and two in a pull-out situation, therefore, her register nearly tripled in size to a total of 65 students. The pull-out approach permitted her to bring together students of comparable levels of English language proficiency into small instructional groups. This major change in teaching assignment had a profound impact on the instructor's allocation of instructional time as well as on her organization of instruction. Differences on these aspects of the instructional system are described in the following section.

Instructional System

This section presents a description of data on the organization of instruction and allocation of time in Teacher C's classroom for the 1980-81 and 1981-82 school years. Data sources are compared across years and inconsistency in the instructional system is identified. Differences between years are discussed within the context of changes in teaching responsibilities for Instructor C.

Organization of bilingual instruction. The data presented in Table 4.1 indicate inconsistency in Teacher C's organization of instruction when it is compared across years. Differences are noted for three activity structure components--number of instructional groups, group membership, and task assignment.

Data on the number of instructional groups are shown in Table 4.1a. The average Part I instructional day involved organizational arrangements of one group (35% of the school day), two groups (27%), and three groups (33%). Students were placed in configurations of more than three groups about 5 percent of the day. During the following year, however, students were organized as either one group or two groups; they were never observed at work in three or more groups.

Table 4.0

Characteristics of Teacher C's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	2/3	Yes	22	0	4	7	8	3
1981-82	1/2	Yes	65	36	23	4	1	1

Table 4.1

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher C's Classroom

Table 4.1a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	81	35	152	57
two groups	63	27	114	43
three groups	78	33	0	0
more than three groups	12	5	0	0
other	0	0	0	0

Table 4.1b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	129	55	139	52
acdm skills	45	19	0	0
grade level	9	4	0	0
std 'choice/ interest	0	0	0	0
combination	0	0	0	0
no division	51	22	128	48
other	0	0	0	0

Table 4.1 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher C's Classroom

Table 4.1c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	195	83	152	57
> 2/3 same task	0	0	31	12
each group diff task	39	17	83	31
other	0	0	0	0

Table 4.1d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	129	55	184	69
teacher + 1	93	40	82	31
teacher + 2	0	0	0	0
other	12	5	0	0

When students were grouped during Part I, it was most frequently done on the basis of language proficiency (55 percent of the school day) or academic skills (19 percent of the school day). Part II students continued to be grouped on the basis of language proficiency (52 percent of the instructional day), but grouping of pupils according to academic skills was not recorded in that year (see Table 4.1b).

One procedure for task assignment predominated during Part I. On the average, 83 percent of the school day involved the teacher working directly with more than two-thirds of the students. When students were not working with the teacher, they were grouped, and each group worked at different tasks. In contrast, the distribution of instructional time by task assignment procedure revealed more variation for Part II. The teacher worked with students for 57 percent of the time. While not working with the instructor, pupils were grouped and each group carried out a different task (31 percent of the school day), or more than two-thirds of the class worked on the same assignment (12 percent of the day). This last procedure had been absent from the organization of instruction during the initial year (see Table 4.1c).

Teacher C was assisted by an aide for 40 percent of the school day during Part I of the SBIF study, and for a comparable 31 percent of the instructional day during the following year. Students were instructed by the teacher only for 55 percent of the day in the initial year and for 69 percent of the day during the following year. Although the teacher worked alone for a slightly longer portion of the Part II school day, the difference across years appears to be minimal (see Table 4.1d).

In comparing data across the two years, it can be noted that during Part II, Teacher C reduced the number of instructional groups and intensified the single-group mode; eliminated grouping on the basis of academic skills while focusing exclusively on their organization by language proficiency; and diversified procedures for assigning tasks by allowing students more time to work on their own. These changes are consistent with Teacher C's teaching responsibilities for the 1981-82 school year. Being assigned the position of ESL teacher exclusively, in a pull-out situation, enabled the instructor to reduce the number of groups for any single instructional period by grouping the students according to English language proficiency. Additionally, while instructing groups that were smaller in size, the teacher was able to individualize instruction as reflected in the expansion of task assignment procedures.

Table 4.2 lists for each year those substructures that accounted for a minimum of 10 percent of the average school day for the respective years. That is, most students in a given year spent at least 10 percent of the school day in each of these substructures.

Table 4.2

Frequently Occurring Instructional Activity Substructures
by School Year in Teacher C's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	E	Two	Lang prof	>2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
	F	Three	Lang prof	>2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
1981-82	D	One	No div	>2/3 with teacher	Teacher only	Rdg (L2)
	G	Two	Lang prof	Each group diff task	Teacher only	Rdg (L2)
	B	Two	Lang prof	Each group diff task	Teacher + 1	Rdg (L2)

The substructures were defined by unique combinations of the four structural components described previously. For ease in referring to commonly occurring activity substructures, a letter designation was given to each specific combination.

Examination of Table 4.2 will confirm the inconsistency in the organization of instruction that was detected between Parts I and II and described above for each individual activity structure component. Two similar substructures (E and F) were noted during the 1980-81 school year. Both substructures can be described as having students grouped according to language proficiency, with two-thirds of the class working directly with the teacher, who is the only adult instructor in the room. The difference between them is that substructure E contains two groups and substructure F has three.

During the 1981-82 school year, there were three distinct substructures (D, G, B), none of which was detected as frequently occurring during Part I. In substructure D, instruction was delivered by the teacher to the whole group (more than two-thirds of the students are working with the teacher). Substructure G is very different in that the students are divided into two groups on the basis of language proficiency, each group having a different task, and the teacher is the only adult instructor present. Finally, substructure B, which is quite similar to G, is also noted. The difference between the last two substructures is that in B, the teacher is accompanied by an aide.

The data presented in Table 4.2 make evident the flexibility and diversity in Teacher C's organization of instruction during both years of the SBIF study.

Allocation of time. As could be expected given Teacher C's assignment to an ESL position for the 1981-82 school year, there were dramatic differences in the instructor's allocation of time for Parts I and II of the SBIF study.

Table 4.3 shows that during the first year, the average instructional day was divided in the following manner: reading and language arts (55 percent of the day); mathematics instruction (20 percent of the school day); art, music and physical education (15 percent of the day); social studies (5 percent of the day); and a category of other, including free time, sharing time, and play time (5 percent of the day). In contrast, all of the day was spent in English reading and language arts during the second year.

Table 4.3

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher C's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	123 (55)	48 (20)	15 (5)	33 (15)	15 (5)
1981-82	266 (100)	0 (0)	0 (0)	0 (0)	0 (0)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Teacher C's oral use of English increased to 91 percent of the Part II day from 73 percent during the previous year. The instructor's use of Spanish decreased from 23 percent of the day during Part I to only five minutes, or 2 percent, for Part II (see Table 4.4). The increase in the teacher's use of English during the Part II year is congruent with the change in her teaching assignment.

Teacher C eliminated the use of instructional Spanish-language materials during Part II of the SBIF study. Additionally, the use of English language materials was also reduced. However, the category of no language, which included no materials or materials with no language associated with them revealed a sizable increase (see Table 4.5). It may be that since Teacher C worked with several groups of students who were of very limited proficiency, she used materials having no language connected to them more frequently in order to provide visual aids.

Instructional Process

This section of Case Study C presents quantitative and qualitative data on four aspects of the instructional process--active teaching, teacher's use of language and culture during instruction, and instructor's curriculum intent and sense of efficacy.

Active teaching. Teacher C was rated by trained observers on four major categories of active teaching behaviors. These included: (1) clarity of focus on academic content; (2) elements of direct instruction; (3) classroom management; and (4) expectations for students and for self. A five-point rating scale was used, with one indicating that the behavior in focus was infrequently observed and five signalling that it was almost always observed.

Table 4.6 reveals information on the ratings for Teacher C. It can be seen that the instructor received ratings in the range of 3.7 to 5.0 during the 1980-81 school year. The average for the 12 items was, 4.6 which represents an overall picture of high levels of activity. During the following year, this instructor was rated as somewhat less active, with an average rating of 4.4 for all 12 items.

A closer examination of the ratings for individual items reveals that Teacher C was less focused on academic goals during the second school year (item 1). It also shows fluctuation in the ratings for elements of instruction (items 3 through 7). More specifically, the instructor received higher ratings during the second year for monitoring students' progress (item 6), and providing academic feedback (item 7). However, she received lower ratings during the same year for elements associated with

Table 4.4

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher C)

School Year	Instructor's oral language use			
	English	Spanish	Mixed[1]	Silence[2]
1980-81	170 (73)	53 (23)	6 (3)	5 (2)
1981-82	221 (91)	5 (2)	- (-)	18 (7)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 4.5

Language of Materials Used by Instructor by School Year
Teacher C's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Spanish	Bilingual[1]	No Language[2]
1980-81	188 (80)	25 (11)	- (-)	21 (9)
1981-82	161 (66)	0 (0)	- (-)	83 (34)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Table 4.6

Observer Ratings of Teacher Behaviors by School Year
Teacher C

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	5.0	4.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	5.0	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	4.3	3.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	5.0	4.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	5.0	5.0
6	Teacher monitors student progress toward achieving instructional goals.	4.3	5.0
7	Teacher provides immediate and academically oriented feedback to students.	4.3	5.0
8	Teacher manages classroom well.	4.3	3.0
9	Teacher has lack of discipline problems.	3.7	4.0
10	Teacher expresses high expectations for student achievement.	5.0	5.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	5.0	5.0

the promotion of Academic Learning Time (items 3 and 4). A decline was also detected for item 8 (teacher manages classroom well) during the 1981-82 school year. Finally, the ratings for the last three items (10-12) show Teacher C as having very high expectations for her pupils and for herself during both years.

In summary, there was a one-point decrease in the ratings for at least one item in each of the first three sets of active teaching behaviors--focus on academic goals and subject matter, elements of direct instruction, and classroom management. However, a cross-year comparison of the average rating for all 12 items indicates a fairly consistent pattern of active teaching.

Teacher's use of language and culture. The information presented in Table 4.4 showed that Teacher C intensified her oral use of English during the 1981-82 school year, in comparison to the extent of her use of that language during the previous year. On the average, the teacher spoke English for 170 minutes, or 73 percent of the time, during a typical Part I day, and for 221 minutes, or 91 percent of the time, during the Part II day. Conversely, while Spanish was spoken by the instructor for 53 minutes, or 23 percent of the average school day, during the first year of the study, its oral use decreased to 5 minutes, or 2 percent of the day, during the second year. This shift in oral language patterns was in line with Instructor C's change in teaching assignment. As previously described, she was a bilingual teacher during the first year of the study and an ESOL teacher during the second year.

The emphasis on the English language detected in the instructor's oral use of language is also manifested in her instructional goals. During the initial year of the SBIF study, Teacher C emphasized the importance of language development in both Spanish and English:

> I think students must learn to express themselves and communicate well in both Spanish and English, be it in written or oral form. This is especially needed in a bilingual county such as the one we live in (Part I Curriculum Interview).

The instructor's position as a bilingual classroom teacher enabled her to act on this concern. For example, at least two and a half hours were scheduled specifically for Spanish/English reading and language arts each day; thus, a major portion of classroom time was dedicated to the pursuit of this goal.

In contrast, during the 1981-82 school year, the instructor's overriding goal was "to have the children acquire proficiency in English, within the limited time (three years) they have in the ESOL program." As an ESOL teacher, she focused exclusively

on English language development while emphasizing pronunciation and comprehension. Among the strategies the instructor used in attaining the goal she set for her students were: insistence on complete sentences and appropriate grammatical expression, and weekly tests.

Quantitative data on the instructor's language switching behavior are presented on Tables 4.7 and 4.8. It can be noted that this instructor's language switching dropped from 48 recorded instances during the initial year to only 8 for the second year. In the first year, the behavioral feedback function accounted for 40 percent of the switches. The remainder was almost equally distributed between the categories of procedure/directions and that of instructional development (see Table 4.7). In that same year, 46 percent of the switches were directed to a subgroup of the class, while 30 percent were aimed at the whole class and 24 percent to individuals. Given the low frequency of recorded language changes for Part II of the SBIF study, no clear language alternation pattern is evident for the second year.

Statements made by Teacher C during the curriculum interviews (Parts I and II) provide additional insights into her use of language during instruction.

According to Teacher C, during the 1980-81 school year, she provided English reading/language arts instruction mostly in that language, although she occassionally used Spanish to direct student behavior. A comparable approach was used for Spanish language instruction. That is, while Spanish was the language of instruction, English was used only for specifying procedures to students.

The teacher further explained that during instruction in the content areas, she incorporated a concurrent translation strategy by which she presented a concept in one language and then translated the information into the second language. According to the teacher, this was done to assure understanding on the part of the students by instructing them in Spanish, their dominant language, while at the same time, introducing or reinforcing the English language.

During the second year of the SBIF study, the instructor reported that she used Spanish sparingly. She explained the change as follows:

> We can't alternate languages. The only time I use Spanish is at the end of a class when students are leaving, or maybe after school. Sometimes I use Spanish to clarify a point that students haven't understood in the lesson. But it's a school and district policy that ESOL

Table 4.7

Frequency Distribution for Content of Instructor's First Statement After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher C)

(n=48: 1980-81)
(n= 8: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	14	(29)	15	(31)	19	(40)
1981-82	3	(31)	4	(54)	1	(15)

Table 4.8

Frequency Distribution for Person or Persons to Whom
the Instructor's First Statement After a Language Change
Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher C)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	10	(30)	16	(46)	8	(24)
1981-82	0	(0)	3	(46)	4	(54)

> teachers are not to speak Spanish in the classroom. Their objective is for the child to learn English as soon as possible.

Teacher C explained her strategy for handling students' misunderstanding during ESOL instruction. According to her, when a student failed to understand a concept taught in English, she had another student explain it in Spanish. This strategy enabled her to assure understanding on the part of students without her speaking in Spanish.

During the 1980-81 school year, Teacher C used Spanish while instructing her students and, in so doing, identified herself as being Hispanic, like them. Another manifestation of her Hispanic roots was the instructor's emphasis on "respeto." Students were expected to respect the teacher, themselves and their peers. The teacher considered "respeto" to be at the core of any smooth-functioning classroom system. While this is a prevalent theme in the value system of most cultures, it is of particular importance in traditional Hispanic culture.

During the second year of the study, Teacher C did not resort to her knowledge of Spanish for cultural communication; however, her cultural background provided an additional dimension to the communication system in the class. An excerpt from a protocol illustrates this point:

> When the students were discussing a current event issue regarding the alignment of planets in the solar system and their fears that the world would come to an end as a consequence, one of the pupils said in Spanish, "teacher, I wore my rosary." The teacher looked at her and smiled, though she did not comment. It appeared that they both understood the meaning of the rosary (a protection from evil and assurance that all is well).

Curriculum intent. During the 1980-81 school year, Teacher C reported to have followed the objectives for the first and second grades, as specified in the Instruction and Curriculum Objectives Guidelines provided by the Dade County School Board. Her responsibilities included the teaching of reading/language arts in Spanish and English, mathematics, science, social studies, and health education. During the 1981-82 school year, Teacher C was responsible solely for the ESOL program in the first and second grades. As in the previous year, she again followed the ESOL objectives specified by the School Board. The second year assignment narrowed her scope of instruction to the area of English reading and language arts, therefore limiting to this area, the comparison of

curriculum for the two study years.

On a daily basis, Teacher C typically provided one hour of English reading/language arts instruction to most of the students in her class. During this class period, those students who had severe difficulties with English were pulled out to the ESOL classroom for special instruction. Those who remained were grouped by grade level (2nd and 3rd grades) and by ability within each grade (more/less advanced). Thus, a total of four groups existed. The teacher worked directly with a maximum of two groups per day, and while she taught one group, the students in the other three were given an assignment for the day. Said assignment usually took the form of a workbook activity, teacher-prepared ditto sheets, board work, or a combination of these. The teacher emphasized the importance of using instructional games as enrichment. She considered enrichment activities to be central to the leanring process, particularly for second-language learners.

Among the objectives included in the English reading/language arts curriculum were phonics skills, comprehension skills, structural analysis skills, and oral language development. A typical lesson was developed in five steps: (1) introduction of the story to be read; (2) silent reading with guided questions; (3) review story for comprehension; (4) development of a specific skill; and (5) reinforcement of skill with practice.

During Part II of the SBIF study, Teacher C instructed four groups of ESOL students from the first and second grades. The groups were formed on the basis of English language proficiency. Four instructional levels were described by the teacher. Levels one and two included students with severe difficulties in the English language and considered to be "non-independent" for instruction in that language. The third level was considered "intermediate," and the fourth was labelled "high intermediate." Teacher C instructed two groups of combined 3rd/4th levels, and two other groups of combined 1st/2nd levels.

Non-independent students were drilled in oral language development, simple writing skills, and spelling; however, the emphasis of their ESOL program was on reading with a phonetic approach. Intermediate students were given instruction that emphasized oral and written communication skills. For both groups, the instructor pointed out that she deemed it necessary to prepare teacher-made materials to meet individual needs and to make learning an enriching experience.

Sense of efficacy. Teacher C expressed a high sense of efficacy during Parts I and II of the SBIF study. In the initial year, the instructor considered that the bilingual program was working very well, and its students were making great progress. This, she

felt was a consequence of the "individualized attention that students get in the classroom." In assessing her own instruction, the teacher said:

> I can honestly say that I work very hard in trying to get these kids to learn. My main concern is getting them out of here speaking in both languages. Getting them to learn, getting them to learn self-respect, getting along with others and being in a classroom in which they enjoy doing the activities. Having a good learning environment (Part I Curriculum Interview).

The teacher also stated that the energies required to make the program work for the students left her "quite exhausted, but it is a rewarding experience." She added, "I feel good because I have accomplished my objectives for the class."

Teacher C repeated similar views in the second year curriculum interview. She assessed her students as "coming along very well." The teacher accounted for this progress in the following manner:

> I put a lot of devotion into it. I am constantly on top of my students making sure that they get what they are supposed to get in a particular level and I'm concerned for them... I try to do my best in all areas. I devote a lot of time to my planning, the planning of my lessons, to checking the students' work, and to giving every child as much individualized attention as possible.

Summary - Teacher C

There was much inconsistency across the two school years in focus regarding Teacher C's instructional system and process. Unstable patterns were detected for the following: (1) organization of instruction; (2) allocation of instructional time to subject matter; (3) the use of materials in Spanish and English; (4) instructor's oral language use; and (5) curriculum intent. Consistency, however, was noticed for these areas: (1) active teaching behavior; and (2) sense of efficacy. This teacher's areas of inconsistency could possibly be accounted for by a change in her job responsibility from bilingual to ESOL teacher.

In terms of the organization of instruction, students were instructed for fairly equal amounts of time (35%, 27% and 33% respectively) during the typical Part I day as a single group, as two groups, or as three groups. When students were grouped, this was done on the basis of language proficiency or academic skills. In contrast, Part II students were taught predominantly as a single group, or as two groups; they were never observed being taught in more than two groups. While students were grouped, the sole group membership factor was language proficiency. Whereas the teacher relied primarily on one type of task assignment during Part I, she frequently used three types during the following year. That is, more than two thirds of the students were instructed directly by her during the first year of the SBIF study. During the following year, the teacher worked directly with most of her students; or had most of her class doing the same seatwork; if students were grouped, each group was assigned a different task. Despite these differences, the number of adult instructors present in the classroom remained fairly consistent. During both years, Teacher C taught alone for more than half of the school day (55% of the day for year 1, 69% of the day for year 2), and had the assistance of one aide for the remainder of the day.

Teacher C was inconsistent in her allocation of instructional time to subject matter. While devoting time to a variety of subject matter content during the 1980-81 school year, she narrowed her focus of instruction to English reading/language arts during the following year. Additionally, this instructor completely eliminated the use of Spanish-language materials and increased her use of materials with no language associated with them.

Teacher C's pattern of oral language use was also unstable over time. She spoke approximately three times as much English as she did Spanish during the initial year of the study. In contrast, she spoke almost exclusively in English during the following year. Whereas an average of 48 language switches were recorded during the first year, only eight were noted during the following year.

Considerable stability was noted in the overall observer ratings of Instructor C's active teaching behaviors. A decline, however, was discerned in the ratings for clarity of focus on academic goals, for promoting student involvement; for adjusting instruction to maximize pupils' accuracy rate; and for managing the classroom well. Finally, a high sense of efficacy was ascertained during both years.

The lack of stability found in Teacher C's instructional system and process is understandable within the context of her change in teaching assignment from bilingual teacher to ESOL instructor. Thus, it is evident that a factor such as teaching assignment has a profound impact on what occurs in the classroom.

A Case Study of Instructional Stability: Teacher D

This case study includes a description of Teacher D's personal and professional background, and compares her class for the 1980-81 and 1981-82 school years on key variables. It also describes, in a comparative manner, data collected in this instructor's classroom during the two academic years mentioned above.

Teacher's Background

Teacher D was born in Cuba where she lived through part of her college education, at which time she immigrated to the United States. She has a bachelor's degree with specialization in Spanish as a foreign language. Her formal undergraduate work was begun at the University of Havana and completed at the University of Miami. She also has received training in the teaching of English as a second language from the Dade County School System.

As of the beginning of her participation in the SBIF study during the 1980-81 school year, Teacher D had 19 years of teaching experience, and all of these years except for one had been in bilingual classrooms.

Description of the Class for the 1980-81 and 1981-82 School Years

Teacher D's class for the 1980-81 school year was remarkably similar to the class she taught during the following year, as can be seen from the data presented in Table 4.9. During both years, this instructor taught a combined first and second-grade ESOL class with registers of 26 (1980-81) and 23 (1981-82) respectively. All students in both classes were of limited English proficiency. Their distribution by level of proficiency in English clustered around ratings one and two, representing minimal speaking skills in that language. In neither year was Teacher D assisted by a paraprofessional.

Instructional System

A comparison of data on the organization of instruction revealed considerable stability across years on this aspect of the instructional system. Inconsistency, however, was noted in the extent to which Teacher D used Spanish and English during instruction. These findings are detailed in the next two subsections of the report.

Table 4.9

Characteristics of Teacher D's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	1/2 ESOL	No	26	0	5	21	0	0
1981-82	1/2 ESOL	No	23	0	12	10	1	0

Organization of bilingual instruction. None of the four components of activity structure varied sufficiently one year to the next to appear unstable. During both years of the SBIF study, students in Teacher D's class were instructed for over three - fourths of the time as a whole group (see Table 4.10a). When Part I students were grouped, this was done according to language proficiency (for 27 percent of the school day) and academic skills (for 24 percent of the time). Part II students were also grouped on the basis of language proficiency (10 percent of the school day) and academic skills (11 percent of the day). Although the same factors played a role in the organization of instructional groups in the two years of the SBIF study, they did so with less frequency during the second year (see Table 4.10b).

Two types of task assignment accounted for 95 percent of the school day during Part I of the SBIF study. More than two-thirds of the class was instructed directly by the teacher for 82 percent of the day, and each instructional group worked on a different task for 13 percent of the school day. The same pattern of task assignment was noted during Part II. The teacher worked directly with more than two-thirds of the class for 72 percent of the day and, if students were grouped, each group had a different task for 18 percent of the time (see Table 4.10c).

During the initial year of the study, Teacher D was the sole instructor in her classroom. This was the case for 87 percent of the school day during Part II; and for the remaining 13 percent of the time she was accompanied by two or more adults (see Table 4.10d).

Table 4.11 presents information on frequently occurring activity substructures. These are distinct combinations of the four structural components accounting for at least 10 percent of the average instructional day. It can be seen that there was greater variation of substructures for the 1980-81 school year, during which three types of organization were frequently in operation (H, D, I) compared to only one commonly occurring structure (D) for the following year. Also noted is the repetition of substructure D, which can be described as one in which the teacher instructs a single group (with more than two-thirds of the students included). Accounting for the differences across the two years was the slight emphasis on language proficiency and academic skills as group membership factors during the 1980-81 academic year.

Table 4.10

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher D's Classroom

Table 4.10a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	183	77	157	73
two groups	12	5	35	16
three groups	42	18	24	11
more than three groups	0	0	0	0
other	0	0	0	0

Table 4.10b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	63	27	22	10
acdm skills	57	24	24	11
grade level	0	0	0	0
std choice/ interest	0	0	0	0
combination	0	0	13	6
no division	117	49	148	69
other	0	0	8	4

Table 4.10 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher D's Classroom

Table 4.10c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	195	82	148	72
> 2/3 same task	0	0	21	10
each group diff task	30	13	38	18
other	12	5	0	0

Table 4.10d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	237	100	188	87
teacher + 1	0	0	0	0
teacher + 2	0	0	13	6
other	0	0	14	7

Table 4.11

Frequently Occurring Instructional Activity Substructures by School Year in Teacher D's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	H	One	Lang prof	>2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
	D	One	No div	>2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
	I	Three	Acdm skills	Each group diff task	Teacher only	Mathematics
1981-82	D	One	No div	>2/3 with teacher	Teacher only	Rdg (L2)

Allocation of time. The information presented in Table 4.12 shows stability in terms of Teacher D's allocation of time to subject matter. The distribution of time by subject area for the typical Part I day was as follows: reading and language arts (60 percent of the day); mathematics (29 percent of the day), social studies (3 percent of the day); and art, music and physical education (8 percent of the day). A similar distribution of time was detected during the second year. It was noted that reading and language arts accounted for 52 percent of the day; mathematics, 18 percent; social studies and science, 7 percent; art, music, and physical education, 16 percent; and other activities such as sharing or free time accounted for 7 percent of the day. Thus, no major differences were apparent.

Table 4.13 shows the extent of Teacher D's use of Spanish and English. As can be seen, although the figures reveal an increase in the percentage of time during the average day for which this instructor used English, a closer look at the actual time (reported in minutes) shows minimal differences. However, a noticeable change is detected in Teacher D's use of Spanish. A substantial decrease of 64 minutes per day is evident in the teacher's use of this language. In addition, a pattern revealing less use of instructional materials printed in Spanish is also evident in Table 4.14. Thus, it seems from the data presented in these two tables that the instructional importance of Spanish declined during the 1981-82 school year.

Instructional Process

This section of Case Study D presents quantitative and qualitative data on four aspects of the instructional process--active teaching behaviors considered important for student learning, the instructor's use of language and culture, her curriculum intent and sense of efficacy.

Active teaching. Table 4.15 shows the observers' overall ratings for Teacher D regarding the frequency with which they witnessed 12 types of teaching behaviors reported in recent research as associated with students' learning gains. It can be seen that ratings ranged from 1.0 to 5.0, with an average of 3.5 during the initial year. In contrast, ratings for the second year ranged from 3.0 to 5.0, and averaged 4.2 From these figures, it appears that Instructor D was observed to manifest active teaching behaviors with greater frequency during the second year, in comparison to the first. This was specifically the case for items 3, 6, and 7, which exemplify forms of direct teaching. In addition, the ratings for item 10 suggest that Teacher D had greater expectations for her pupils during the 1981-82 school year.

Table 4.12

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher D's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	141 (60)	69 (29)	6 (3)	18 (8)	0 (0)
1981-82	138 (52)	49 (18)	20 (7)	41 (16)	17 (7)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 4.13

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher D)

School Year	Instructor's oral language use			
	English	Spanish	Mixed[1]	Silence[2]
1980-81	138 (58)	99 (42)	- (-)	- (-)
1981-82	122 (71)	35 (20)	- (-)	15 (9)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 4.14

Language of Materials Used by Instructor by School Year
Teacher D's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Spanish	Bilingual[1]	No Language[2]
1980-81	114 (48)	83 (35)	34 (14)	8 (3)
1981-82	111 (64)	13 (8)	- (-)	48 (28)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Table 4.15

Observer Ratings of Teacher Behaviors by School Year
Teacher D

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	4.0	4.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	5.0	4.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	1.0	4.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.0	3.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	5.0	4.5
6	Teacher monitors student progress toward achieving instructional goals.	2.0	4.0
7	Teacher provides immediate and academically oriented feedback to students.	3.0	4.0
8	Teacher manages classroom well.	5.0	5.0
9	Teacher has lack of discipline problems.	-	5.0
10	Teacher expresses high expectations for student achievement.	3.0	4.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	5.0	5.0

Teacher's use of language and culture. Qualitative and quantitative data revealed similar views for Teacher D's oral use of Spanish and English during the two years in question. In Table 4.13, it is shown that the instructor's use of Spanish decreased considerably during the 1981-82 school year. That is, Teacher D used Spanish for an average of 99 minutes per school day, or 42 percent of the instructional time in Part I of the SBIF study, but she used that language for only 35 minutes, or 20 percent of the Part II school day. Furthermore, the use of materials printed in Spanish also decreased (see Table 4.14). These data suggest that Spanish was given less instructional importance during the 1981-82 school year.

Teacher D's description of her use of Spanish and English also indicates the emphasis placed on English. According to her, English was the predominant language of instruction during the initial year, and Spanish was used:

> ...only when the students don't understand me. Then, I will given them an explanation in Spanish, but I try to avoid that as much as I can (Part I Curriculum Interview).

This method of instructing LEP students was in keeping with the ESOL goal of learning as much English within a three year span. The teacher also described the most important experience that her students could have as follows:

> ...that they be able to speak to, and understand what somebody else is asking them in English. That's most important for them (Part I Curriculum Interview).

The emphasis on English language development was also stressed by Teacher D during the second year of the SBIF study:

> Basically, (the students) have to learn English. That is the main thing we expect them to do in an ESOL class (Part II, Curriculum Interview).

Data presented in Tables 4.16 and 4.17 show a pattern of minimal language alternation on the part of Teacher D for both school years. In Part I of the SBIF study, only six switches per day were recorded. Switches were most frequently noted for purposes of instructional development and these were predominantly directed to the whole group. During the following year, 13 switches per day were recorded and, as in the first year, these were primarily for instructional development. Most switches were directed to individuals, although some were also intended for the whole group.

Table 4.16

Frequency Distribution for Content of Instructor's First Statement After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher D)

(n= 6: 1980-81)
(n=13: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	4	(67)	1	(17)	1	(17)
1981-82	7	(52)	3	(20)	4	(28)

Table 4.17

Frequency Distribution for Person or Persons to Whom the Instructor's First Statement After a Language Change Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher D)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	4	(67)	2	(31)	1	(8)
1981-82	5	(36)	0	(0)	8	(64)

Curriculum intent. Teacher D taught an ESOL class during both years of the SBIF study, and according to her, the goal of such a program was the acquisition of English language skills. This instructor was responsible for teaching English reading/language arts, and mathematics during both years of the study. A description of her curriculum intent for these basic skills areas follows.

Most of the students in Teacher D's 1980-81 class were newly arrived to this country and of very limited English proficiency. The focus of the English language curriculum for her first and second-graders was that of developing aural/oral language skills; therefore, reading was of secondary importance. The instructional approach, in line with the philosophy of the ESOL program emphasized oral drills with the use of varied visual aids.

A noticeable change in the English language development curriculum appeared to take place during the 1981-82 school year. According to the instructor, during the second year, more attention was devoted to reading in English than had been given to this skill in the initial year of the SBIF study. Teacher D had three reading groups, and each used a different level of the same reading series. Although inconsistency was discerned in the curriculum intent, there appeared to be continuity of instructional technique. This was explained by Teacher D as follows:

> We use textbooks, but we also use flash-cards, pictures, and other visual aids because this is an ESOL class, and I have to use ESOL techniques to teach them reading.

Thus, it appears that the ESOL program dictated instructional content and teaching technique.

Teacher D mentioned in the Part I Curriculum Interview that there were two different mathematics curricula in her class: one for the first grade students and another for the second graders. Such distinction was in accordance with the Curriculum and Instruction Objectives Guidelines for Dade County Schools. Among the skills taught to the first grade students were addition and subtraction without regrouping, telling time, and money value. Second grade skills included addition and subtraction with regrouping, and fractions. While the mathematics skills were basically the same in the 1981-82 school year, the teacher's instructional approach appeared less influenced by differences of grade level and more concerned with student needs, as reflected in the multiple group arrangement. In describing how she managed three groups, Teacher D said:

> While I instruct one group, the others do independent work. This is possible because I have taught them to follow directions... I specify what it is that they are to work on until I'm free to work with them.

In summary, a shift was detected in the instructor's English language curriculum intent, from a focus on oral language development to a Part II stress of reading skills. The teacher's objectives for mathematics instruction, however, remained basically unchanged.

Teacher's sense of efficacy. During Part I of the study, Teacher D considered that the bilingual program at her school was going very well. She attributed its success to a supportive principal who responded to teachers' needs, to the location of the school in a "nice neighborhood," and to the "cooperation of parents." According to the teacher, these three factors contributed to the students' progress. The instructor found her work to be tiring but rewarding. She said, "I feel a little tired, but I still love it." Her advice for new teachers was to be "firm and loving" with the students.

The enthusiasm conveyed during the first year interview was not as noticeable during the second year. Nevertheless, Teacher D still conveyed a fairly strong sense of efficacy. According to her, the bilingual program was going "okay, pretty well." To her, an indicator of success was the children's eagerness to learn. She felt that LEP students "are doing fine," and that she liked teaching them even though the work was tiring. Her advice to new teachers was "to be patient."

Summary - Teacher D

Teacher D was consistent during the two years of the SBIF study in terms of the following: (1) organizaiton of instruction; (2) allocation of instructional time; (3) frequency of language alternation; (4) curriculum intent for mathematics; and (5) sense of efficacy.

Inconsistency was detected for these areas: (1) instructor's oral use of Spanish; (2) use of instructional materials in Spanish; (3) active teaching behaviors; and (4) curriculum intent for English language development.

In terms of the organization of instruction, students in Parts I and II of the study were predominantly instructed by the teacher while in a single group (with more than two-thirds of the students included). During both years, when students were

grouped, this was accomplished on the basis of language proficiency or academic skills. These two group membership factors, however, were used with greater frequency during the initial year of the study.

Teacher C was consistent in her allocation of instructional time to basic skills areas. During the 1980-81 school year, she spent approximately three hours and fifteen minutes per school day teaching mathematics and English language development, compared to three and a half hours of basic skills instruction in Part II.

Inconsistency was detected for Teacher D's oral use of Spanish. This instructor spoke Spanish on the average of one and a half hours a day during Part I, but only about half an hour a day during Part II. A considerable decline in Teacher D's use of Spanish language materials was also noticed. However, this teacher's use of materials classified as "No language" sharply increased.

Observer ratings of Instructor D's active teaching behaviors were higher for Part II of the study as compared to the ratings for Part I. This suggests that the teacher instructed in a more active manner during the second year of the study.

While instructing, Teacher D infrequently alternated languages (averaging approximately six switches for the Part I day, and 13 for Part II).

Although consistency was noted regarding Teacher D's objectives for mathematics instruction, a shift way from oral language development to reading skills was detected for the English language curriculum.

In summary, two general patterns emerge from the analysis of data reported in Case Study D. First, it appears that similarity in Teacher D's 1980-81 and 1981-82 classes, particularly in terms of register, and the absence of an aide, fostered stability in the organization of instruction. Second, the infrequency of this teacher's language switching behavior seems related to her assignment as an ESOL teacher during Part II of the study.

CHAPTER FIVE

INSTRUCTIONAL STABILITY: SITE 3

Participating teachers in the stability study at Site 3 were bilingual in Spanish and English and were of Mexican-American background. One highly experienced teacher had eighteen years of service, fifteen of which were in a bilingual classroom setting. This individual taught a self-contained first grade class during the two years of this study. The second teacher, with two years of experience, both in a bilingual classroom, taught a self-contained second-grade class from 1980-1982.

The two instructors at this site taught in the same urban school in a district with a large, comprehensive bilingual program. The philosophy of bilingual education districtwide was one of enrichment, whereby LEP students received content area instruction in the native language concurrently with intensive ESL instruction. Placement in the bilingual program was determined by one's score on a district-constructed language assessment instrument.

This chapter contains the following elements: (1) the district and school context in relation to the teachers and their instructional strategies; (2) quantitative and qualitative data collected in Teacher E and F's classroom across the two years. These will be utilized to assess the extent of stability within the instructional system/process for the two target teachers at this site.

Ecological Context

Teacher E and Teacher F instructed in El Paso Independent School District. El Paso is located in the westernmost corner of Texas and is bordered by New Mexico on the west and the Republic of Mexico to the south. The area around El Paso is very arid and, to the east, sparsely populated. The city is isolated from other major Texas cities; Dallas and San Antonio are the closest urban centers to El Paso and are, respectively, 500 and 600 miles away.

El Paso is presently the 32nd largest city in the United States and has been recently judged by national economic authorities to be the 6th fastest growing economic area in the country. The major private industries of the city include garment manufacturing, mining, and agriculture.

The city is a predominantly Hispanic one with 58 percent of its total population Spanish surnamed; thus, a great portion of mass communication is available to El Pasoans in Spanish. Additionally, much private and government business within the city is conducted in Spanish and English.

District Level

In the 1980-81 school year, El Paso Independent School District (EPISD) had a total enrollment of 60,648 in its 63 schools. Mexicans or Mexican-Americans constituted 67 percent of the total enrollment. Participating in the district's bilingual education program for grades K-6 were 10,441 students (17 percent of the total student population). The total district enrollment increased slightly to 60,724 for the 1981-82 academic year and the percentage of Hispanic students increased by two points. The number of students receiving bilingual education remained stable as did the number of schools in the district.

A program of bilingual education has been in effect at EPISD since 1972. According to Perez and Apodaca (1980):

> The basic tenet of the program was that children were to begin language arts instruction in their native language and continue to improve their skills in their native language throughout the curriculum and simultaneously they were to begin to study a second language (English and Spanish), eventually achieving adequate performance in both.

The bilingual education program at EPISD includes three district instructional models, which are designed in accordance with students' special language needs as follows: (1) Spanish-dominant students follow a curriculum of mathematics, science, and social studies with concepts explained in Spanish and reinforced in English. A bilingual teacher provides the above instruction. Additionally, the students receive ESL instruction until such time as they score a level 5 on the Oral Language Dominance Measure and are literate in Spanish. Literacy is determined by the Reading in Spanish teacher. Literacy is achieved when the students master specific skills coded in green on the Reading in Spanish checklist known as the Inventario de destrezas. The Inventario is kept by the Spanish reading teacher until the end of the school year, when it is placed in the student's Cumulative Record Card. Once the Spanish dominant students reach a level 5 in English and are literate in Spanish, they are classified as Bilingual Transfer Students. The second model for the bilingual student consists of an instructional program of mathematics, science, social studies, reading and language arts. These subjects are taught in English. A period of Spanish for Spanish-speakers (SSS) is provided for these students. Lastly, the English-dominant

students follow a curriculum in English of mathematics, science, social studies, reading and language arts. A period of Spanish as a Second Language (SSL) is also provided.

Perez and Apodaca (1980) describe the language assessment procedure as follows:

> Instructional placement must be made on the basis of the student's scores on the district's language assessment instruments. All students entering the school district are given the Oral Language Dominance Measure in Grades K-3 and the Oral Language Proficiency Measure in Grades 4-6. Principals are in charge of the language assessment in their schools. The assessment of new students should take place within two weeks of fall registration or within one week of admission during the year. The testing of students is done by trained faculty members assigned by the principal.
>
> The measures indicate five levels of proficiency in either Spanish and English.
>
> Level 5 Student communicates well in the language
>
> Level 4 Student communicates in the language but still needs oral language development
>
> Level 3 Student has limited communication in the language
>
> Level 2 Student has very limited communication in the language
>
> Level 1 Student is a non-speaker of the language
>
> Students who score a level 5 in both English and Spanish are considered to be bilingual. Students who score a level 5 in English and below a level 5 in Spanish are considered to be English dominant. Students who score a level 5 in Spanish and below a level 5 in English are considered to be Spanish dominant. If students score less than a level 5 in both languages, other factors such as home language and the grammatical correctness of their answers are taken into consideration. The results of the language assessment are kept in the student's Cumulative Record Cards (p. 7).

School Level

The two teachers who participated in the stability study at the El Paso site taught in the Hinojosa school (pseudonym). Rodriguez and Huerta-Macias (1981) described the school and its surrounding area as follows:

> The area around Hinojosa School is one of the poorest areas in the city and is in very close to the Mexican border. The community is somewhat mobile. Many of the immigrants from Mexico first settle there upon crossing the border; however, they leave the area as they find better jobs in another part of the city or in another city. Only 10 percent of its students stay in school through grade 6.
>
> The community is composed of people who are of Mexican origin; some are newly arrived immigrants and others have been there for several years. Spanish is heard everywhere, in homes as well as public places, and from older people as well as from very young children. Signs and menus at the local corner restaurants are in Spanish and most of the songs in the jukeboxes in the area, for example, are also Mexican and in Spanish.
>
> The physical appearance of the area is that of a poor and old neighborhood where most family dwellings consist of city housing projects and other multi-family housing units, the latter are badly in need of repair. Some of these buildings have been condemned by the city. The only attractive family dwellings in the area are approximately 30 homes with small fenced-in yards, which were recently constructed as part of a city project.
>
> Children are commonly seen playing in the street, as there are no yards or parks available in the area. There is a walkway which was built in the neighborhood and which is attractive. This walkway, named "El Paseo de los Niños Heroes," runs for several blocks from east to west. It is cemented and has patches of grass with swings, slides and other play areas for children. There are benches and a few trees which were also planted in the walkway. Grandmothers and/or mothers often take the children there during the day for an hour or two. This walkway, which was colorfully painted, is a major attraction in the neighborhood.

> The school building, which was built in 1958, is made of brick and is in very good condition. The building has very wide hallways with tile floors, and all the classrooms have large windows across one wall. These windows, furthermore, can be opened for ventilation. The school is not air-conditioned, but there are large fans in the classrooms.
>
> Hinojosa School contains approximately 50 classrooms, a library, a cafeteria, and a gym. It is a community school, which, as discussed above, is in a very low income area. There is no busing here. Most of the heads of families being served by the school are unskilled laborers. A large number of these families are also single parent families. Thus, the children are often taken care of by a grandparent while the mother, and the father, if he is present, work. The general level of education among parents of students at the school, as shown by a survey, is two or three years...
>
> A unique situation which faces this school is that it receives many recent immigrants from Mexico, some of whom have never had any formal schooling in their country. There are some children, for example, who at ten years of age have never been in a school and do not know even the basics, such as holding a pencil correctly. Some of these children, then, are put in a class where they receive intensive instruction designed to meet their needs (pp. 31-32).

Hinojosa had approximately 730 students during both years of the SBIF study, and pupils of Mexican origin accounted for more than 99 percent of the total school enrollment. This school is among those given first priority when the bilingual program was implemented in the district, due to its almost exclusively Hispanic composition.

A Case Study of Instructional Stability: Teacher E

This case study of instructional stability includes five sections. First, a description of Teacher E's professional background is presented. Second, the instructor's 1980-81 and 1981-82 classes are compared on key variables. Third, the instructional system, including information on the organization of instruction and allocation of time, is described for each year, and inconsistencies across the two time intervals are identified. Then, the instructional process is analyzed. The process is defined by Teacher E's active teaching behavior, use of language and culture in the classroom, and her curriculum intent and sense of efficacy. Data on each component of the process are compared across years while describing aspects of stability or the lack thereof. Finally, the results of the analysis are summarized.

Teacher's Background

Teacher E was born in the United States and is of Mexican-American ancestry. Spanish was the language spoken at home during her upbringing, and it was primarily this home experience that led to her retention of her family's native language.

The teacher described her experience with English in terms of its having been the medium of instruction for all of her formal schooling from the elementary through the university levels. She also claimed to have learned much of it informally. In contrast, Spanish was learned informally and through instruction in it as a foreign language.

Educational background for Teacher E consists of a bachelor of arts degree in elementary education and an endorsement certificate for teaching bilingual education. In addition, she participated in numerous in-service training activities conducted on an ongoing basis by the El Paso Public School system.

Teacher E's assessment of her capacity to teach in English and/or Spanish indicated that she felt equally comfortable with both languages for purposes of instruction in native language arts to speakers of either language, and in the content areas such as math, science, etc. Moreover, she attested to her ability to teach Spanish as a foreign language to English speaking students.

At the onset of the 1980-81 academic year, Teacher E had 18 years of teaching experience, and for 15 of those years, she had served in a bilingual classroom.

Description of Class for the 1980-81 and 1981-82 School Years

During both years of the SBIF study, Teacher E instructed a first grade class. The class size varied across years as it included 27 pupils during Part I and only 20 during Part II. In neither year was the instructor assisted by an aide. It is difficult to describe the linguistic makeup of these classes, given that teacher ratings of their English language proficiency are available only for ten Part I students and twelve Part II pupils. However, information found in the setting protocols suggests that students in the second year class were slightly more proficient in English than their counterparts from the first year.

Instructional System

The analysis of data on the organization of instruction showed differences across years with regard to the number of instructional groups and the types of tasks assigned to students. While allocation of time to subject matter areas was stable, the instructor appeared to intensify her use of English during the second year and reduced the amount of time during which Spanish language materials were used.

Organization of instruction. As shown on Table 5.1a, students in Teacher E's 1980-81 class were instructed for 84 percent of the time while in two or three groups, but the following year, students in her class spent 83 percent of the time being instructed as a single group or while in two groups. Thus, the three-group configuration which was predominant during the first year gave way during the following year to greater emphasis on a single-group instructional approach.

During both years, students were grouped primarily on the basis of language proficiency, which accounted for 53 percent of Part I days and 56 percent of Part II days. Academic skill also accounted for 11 percent of the instructional day during both years (see Table 5.1b). Thus the basis for group organization was stable over time.

Task assignment was handled in one of three ways during the typical 1980-81 school day. For half of the day, students in each group worked at a different task. More than two-thirds of the students worked at the same task for another quarter of the day, and they were instructed directly by the teacher for the remainder of the time (see Table 5.1c). While the same three task assignment procedures were used during the following year, there were noticeable changes in the relative order of their use. Part II students most often worked at the same task, for 43 percent of the time. Second in terms of its use was the procedure by which students were taught directly by the instructor, accounted for 23 percent of the day. Lastly, each group of pupils

Table 5.0

Characteristics of Teacher E's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition[1]				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	1	No	27	0	0	2	0	8
1981-82	1	No	20	3	0	2	7	0

1 Data on oral English language proficiency were available for only 10 Part I students, and 12 Part II students, although class size was larger than these figures indicate.

Table 5.1

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher E's Classroom

Table 5.1a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	38	13	99	29
two groups	98	33	184	54
three groups	154	51	23	7
more than three groups	4	1	0	0
other	8	2	33	10

Table 5.1b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	158	53	189	56
acdm skills	34	11	37	11
grade level	0	0	0	0
std choice/ interest	0	0	0	0
combination	34	11	5	1
no division	41	14	75	22
other	34	11	33	10

Table 5.1 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher E's Classroom

Table 5.1c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	68	23	107	32
> 2/3 same task	79	26	145	43
each group diff task	150	50	53	15
other	4	1	33	10

Table 5.1d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	300	100	296	87
teacher + 1	0	0	0	0
teacher + 2	0	0	0	0
other	0	0	43	13

worked at different tasks for 15 percent of the day.

Information on the number of adult instructors present in the classroom appears on Table 5.1d. It can be seen that Teacher E worked alone for all the observed time during Part I of the SBIF study, and for 87 percent of the average school day during the following year.

Table 5.2 shows that two activity substructures were detected in Teacher E's classroom for at least 10 percent of the day during each year. Substructure S is described as one in which the teacher works with three groups of students (organized on the basis of language proficiency),and each group has a different task.

The latter substructure (E) occurred again frequently during the second year. In addition, substructure G was also observed. Substructure G is identical to substructure E, with the exception that each group works at its own task.

These data show considerable structural similarity across years. Accounting for this commonality are the structural variables of group membership (language proficiency) and numbers of adult instructors (teacher only).

Allocation of time. The information presented in Table 5.3 shows stability for Teacher E's allocation of time to subject areas. During both years, more than 80 percent of the school day was spent on basic skills. Reading/language arts accounted for 60 percent of the Part I day and 65 percent of the Part II day. Mathematics instruction extended over 19 percent of the day during the first year, and 17 percent for the second year. The remainder of the time was distributed fairly evenly among the categories of social studies/science and art/music/physical education.

Whereas Teacher E used Spanish and English for almost equal amounts of time during Part I of the study, her use of English was more than double that of Spanish during Part II (see Table 5.4).

During the 1980-81 school year, Teacher E used Spanish-language materials more extensively than she did English language materials. However, the reverse pattern was noted during the following year, when her use of Spanish language materials dropped below half an hour of instruction per day, in contrast to average use for an hour and a half during the previous year (see Table 5.5).

Table 5.2

Frequently Occurring Instructional Activity Substructures
by School Year in Teacher E's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	S	Three	Lang prof	Each group diff task	Teacher only	Rdg/L.A. (L1+L2)
	E	Two	Lang prof	>2/3 same task	Teacher only	Rdg/L.A. (L1+L2)
	E	Two	Lang prof	>2/3 same task	Teacher only	Rdg/L.A. (L2)
	G	Two	Lang prof	Each group diff task	Teacher only	Rdg/L.A. (L2)

Table 5.3

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher E's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	208 (69)	58 (19)	11 (4)	11 (4)	11 (4)
1981-82	219 (65)	57 (17)	18 (5)	32 (9)	14 (4)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 5.4

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher E)

School Year	Instructor's oral language use			
	English	Spanish	Mixed[1]	Silence[2]
1980-81	141 (49)	119 (41)	7 (2)	22 (8)
1981-82	198 (67)	93 (31)	- (-)	7 (2)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 5.5

Language of Materials Used by Instructor by School Year
Teacher E's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Spanish	Bilingual[1]	No Language[2]
1980-81	57 (20)	94 (33)	- (-)	138 (47)
1981-82	61 (20)	26 (9)	- (-)	211 (71)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Instructional Process

This section of Case Study E presents quantitative and qualitative data on four aspects of the instructional process--active teaching behaviors, and the instructor's use of language and culture in the classroom, her curriculum intent and sense of efficacy. Dramatic differences were found in the ratings of Instructor E's active teaching behavior and for patterns of code-switching. Other aspects of the instructional process appeared to be stable.

Active teaching. Table 5.6 presents data on observer ratings of Teacher E's active teaching behavior. The instructor was rated on twelve items encompassing four sets of active teaching behaviors--focus on academic concerns (items 1 and 2), elements of direct instruction (items 3-7), classroom management (items 8 and 9), and teacher expectations (items 10-12).

It can be noted from Table 5.6 that Teacher E received ratings in the range of 2.0 to 5.0 during the initial year, and the average for all 12 items was a moderate 3.6. In contrast, ratings for the following year averaged a high 4.8 and were in the range of 4.0 to 5.0. Thus, according to observer ratings, Teacher E manifested active teaching behaviors more often during the second year than she did during the first.

A more thorough examination of ratings for items in each set or cluster of behaviors reveals the greatest improvement to be a sharper focus on academic goals and subject matter, (items 1 and 2), and in elements of direct instruction, particularly for items 3, 4, 5, and 7. A sharp increase in ratings was also detected for item 8 (teacher manages classroom well), and item 10 (teacher expresses high expectations for student achievement).

Teacher's use of language and culture during instruction. As was presented in Table 5.4, Teacher E used Spanish and English for approximately equal portions of time during Part I, yet she used English twice as much as Spanish during the following year. The data thus show greater emphasis on English during Part II of the SBIF study.

During both the 1980-81 and 1981-82 school years, Teacher E considered that emphasis was placed on Spanish language development at the expense of more exposure to English for the students. She felt this was a problem that needed to be addressed by staff of the bilingual program. While acknowledging the importance of Spanish, Teacher E still made the following comment during the Curriculum Interview for Part I of the SBIF study:

Table 5.6

Observer Ratings of Teacher Behaviors by School Year
Teacher E

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	3.5	5.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.0	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	2.5	5.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.0	5.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining explaining, summarizing, and promoting extensive content coverage.	3.0	5.0
6	Teacher monitors student progress toward achieving instructional goals.	4.5	4.0
7	Teacher provides immediate and academically oriented feedback to students.	2.0	4.0
8	Teacher manages classroom well.	3.0	5.0
9	Teacher has lack of discipline problems.	4.5	5.0
10	Teacher expresses high expectations for student achievement.	2.5	5.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	5.0	5.0

> I would prefer an equal balance of Spanish and English...ESL would be emphasized a little more...we don't have enough time for English.

This teacher expressed some of the same concerns during her Part II curriculum interview. She felt that the ESL component of the program had not been emphasized enough and that they needed to spend more time on ESL so that the students would be able to transfer from reading in Spanish to reading in English sooner:

> ...ESL has been neglected in the program... to try to get ESL across with a little more force and try to transfer the majority of the children that have been in first grade into reading in English in the second grade, and make that a goal...The program is at fault, I think, because a lot of these classes only have reading in Spanish...we as teachers should try to work a little harder with these children so they can learn English at a faster pace.

She felt, however, that this situation was improving and that the district was taking steps to provide more ESL instruction to students of limited English proficiency. The quantitative data on the extent to which this instructor used both languages support this observation.

Differences across years were found for Teacher E's code-switching behavior. While 165 language changes were recorded during the 1980-81 academic year, only 30 were noted in the following year (see Table 5.7). During both years, the predominant pedagogical function of the switches was specifying procedures. However, switches for behavioral feedback purposes decreased in relative frequency during the second year. During both parts of the study, Teacher E most frequently directed the switches to individual students (see Table 5.8).

Analysis of narrative protocols (Part I) describing instances of language alternation by Teacher E, show that the switches functioned to control student behavior. An example taken from the protocol of an English reading lesson is presented below:

> While at the reading circle with a group of students, the teacher looked up from her book and glanced in the direction of a few students who were doing seatwork. As she did so, one of the pupils in the reading circle started

Table 5.7

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher E)
(n=165:1980-81)
(n= 30:1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	12	(7)	83	(50)	70	(42)
1981-82	12	(39)	13	(44)	5	(20)

Table 5.8

Frequency Distribution for Person or Persons to Whom
the Instructor's First Statement After a Language Change
Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher E)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	10	(6)	68	(41)	89	(54)
1981-82	2	(7)	9	(30)	19	(63)

> looking through his book, appearing not to pay attention to a classmate who was reading aloud. The teacher, who had conducted the whole lesson in English until that moment, looked directly at the student and told him in Spanish (close your book, put it away, and you're staying with me after school). After that, instructional exchange continued in Spanish.

Several examples similar to this one were noted throughout the protocols. Thus, it seems that, at least during reading instruction in English, that Teacher E switched to Spanish to repair breaches by individual students, in the expected form of interaction.

According to Teacher E, language use during mathematics instruction varied according to the group being taught, and their language dominance. The teacher explained this as follows:

> My first group is done mostly in English because most of the children in that group are either bilingual or English dominant. And the other children are pretty intelligent children also, and their knowledge of English has really come a long way. So they are able to operate in the English language. My second group is a combination of both English and Spanish speaking children. I conduct my lessons in both English and Spanish because I need to know that the other children understand in either language. So I do use both language in explaining.

A shift in her use of language for instruction in mathematics was noted during the 1981-82 school year. In general, the teacher considered that English should be progressively used more in the content areas as the school year goes by--that is, as the children learn more and more English. She taught mathematics in both English and Spanish at the beginning of the year, for example, but by the end of the year, mathematics instruction was mostly in English:

> Now towards Christmas and after Christmas I try to do most of it in English. It is conducted in English because at this time I think the whole class understands English well enough to understand what is being taught and to follow the lesson. If not, I ask them if they have any questions and if I see anybody having

> problems then I go to the individual student and I work with him and I try to explain to him in Spanish what we're doing...

In the reading/language arts/language development areas, however, Teacher E felt that language use should be dictated by the content being taught. If she was teaching reading in English, or ESL, for example, she used English and expected her students to use English. If she was teaching reading in Spanish, she used Spanish and expected the children to respond in Spanish. The exception to this was when a student did not understand something; then she would switch to the other language in order to provide the student with a clear explanation.

Other comments by this teacher on language use in the classroom had to do with code-switching. She stated during the Part II interview, that she did not like for the children to switch within an utterance:

> ...a lot of times they will start a sentence in Spanish and finish it in English...so we try to discourage that ...if they're going to say something in Spanish, try to say it in Spanish. If they're going to use English, to use only English-to avoid confusion.

The teacher, however, had no firm position on whether code-switching between utterances should be allowed and to what extent. She seemed to feel that whether it was acceptable or not depended in part on the content being taught (e.g., mathematics vs. ESL) and on the frequency of change (e.g. every other sentence or every fifteen sentences).

No information was available for Teacher E regarding her use of Hispanic culture during instruction. Therefore, determination of stability for this aspect of instruction is not possible.

Curriculum intent. The qualitative data sources for Part I of the SBIF study contained detailed information on mathematics instruction but lacked specificity for other basic curricular areas implemented by Teacher E during the initial year of the study. Ample information was available on the curriculum for all basic skills areas taught by the same teacher during the following year. The disparity in data across years limits the comparative analysis to the area of mathematics, and the section that follows presents these results. A description of other

basic skills curriculum for Part II is also included in order to provide a more thorough view of the instructional system for the 1981-82 school year.

Teacher E described her mathematics curriculum for the 1980-81 school year as including the following skills: identification of numbers 1 to 100, addition, subtraction, and counting by groups of two, five and ten. One of her major concerns was that although students could count by rote, they still could not identify numbers. This teacher grouped for instruction on the basis of ability. She had three instructional groups and described each as follows:

> My first group...they are the children that you teach a concept to and they grasp it very quickly. They are independent workers...My second group is slower and needs more time and individual attention...The third group includes children who have had very little training or learning in math...they need a lot of individual help and teacher-made material in order to understand the concept of addition and subtraction.

Teacher E described her math curriculum for the 1981-82 academic year as including the following:

> ...working with sets, addition, subtraction, working with the concept of less and more, and things that they're going to use later in working with addition and subtraction...the main objective for the first grade in this school is to have the students be able to count, add and subtract.

The teacher also grouped for mathematics instruction during the second year of the SBIF study and reported to have had two groups which were formed on the basis of ability.

The Spanish reading/language arts curriculum implemented by Teacher E during the 1981-82 school year emphasized vocabulary development, decoding skills, and comprehension skills. The teacher stressed that she approaches Spanish by building on the students' ideas and experiences, thus making the textbook stories come alive for them. She cited the following example:

> For instance, we have different stories happening in different countries, and one of my goals is to teach the student

> that children are children everywhere;
> that they all share similar experiences
> even if they live many miles away...
> that they all have much in common.

Teacher E also attempted to have students develop a "more active approach to reading" by having them interpret the content of their reading and devise different endings for the stories. In this way, they are required to do "more than just saying those words." The instructor also grouped students according to ability and had two groups in that school year. According to the teacher, each group worked on the same skill, but the pace varied.

> It's also much like Spanish. It's being able to read orally, being able to use sounds in order to make out new words, reading comprehension, and also oral language, a lot or oral language development, providing a lot of ideas, their own ideas, doing a lot of individual thinking and these are the main skills that are covered.

Two groups, formed on the basis of the teacher's assessment of students' ability in English were established during that year.

Sense of efficacy. Teacher E conveyed a high sense of efficacy during both years of her participation in the SBIF study. Her satisfaction with teaching and her sense of accomplishment during the study's initial year are revealed in the following comment:

> I feel that teaching is a very rewarding profession. I wouldn't trade it for anything. I feel that it is a good profession and especially in the first grade. I have taught for eighteen years, and they have all been in the first grade. I feel that I have helped a lot of children. There are times when you feel you are not doing very much. Then in April and May, you can really see the progress. You can really see that you have helped these children in their learning.

In discussing the rewards of teaching during the second year interview, this instructor said:

> At the end of the year, you reflect and you see how the beginning was and how frustrating it was at times. You felt the children were not grasping the skills or concepts

taught, and you look at them now and they can read; they can write; they can add and subtract; they can do many, many things they were not capable of doing at the beginning of the year. It's very rewarding, and of course, you must find time during the day to provide adequate instruction; providing individual help which is so needed in first grade.

Summary - Teacher E

Teacher E was consistent during the two years of the SBIF study in terms of the following: (1) allocation of instructional time; (2) curriculum intent for mathematics instruction; (3) sense of efficacy.

Inconsistency was detected for these areas: (1) organization of instruction; (2) active teaching behaviors; (3) instructor's oral use of English; (4) frequency of code-switching; (5) pedagogical function of code-switching; and (6) use of Spanish-language materials.

In terms of the organization of instruction, Part I students were mostly instructed while in two or three groups. In contrast, Part II students were usually taught as a whole class or while in two groups. Whereas Teacher E handled task assignments predominantly by having each instructional group work at a different task during Part I, she most frequently assigned the same task to more than two-thirds of the class in Part II.

During both study years, when students were grouped, it was done primarily on the basis of language proficiency. The teacher was also observed to work alone in the classroom for the full Part I day and for nearly 90 percent of the typical day during the following year. Thus, while differences across years were detected for the number of instructional groups and for task assignment procedures, stability was noted for group membership factors and number of adult instructors.

Teacher E was consistent in her allocation of time to subject matter content. During both years, Teacher E devoted nearly 90 percent of the school day to basic skills instruction. One-third of the time was typically used for reading/language arts (L1 and L2), and nearly one-fifth of the day was dedicated to mathematics instruction. The remainder of the time was fairly evenly distributed among social studies/science, art/music/physical education, and other content such as sharing time. However, inconsistency

was noted in the extent to which Teacher E used Spanish-language materials. On the average, these were used for one-third of the Part I day, but they were used for less than one-tenth of the typical Part II day.

Inconsistency was found in the overall observer ratings of Instructor E's active teaching behaviors. The teacher was given higher ratings for active teaching during Part II of the study. The changes were particularly noticeable with regard to her focus on academic goals and subject matter, and for elements of direct instruction. Thus, during the second year of the study, Teacher E appeared more focused on academic matters and more direct in her delivery of instruction.

Inconsistency was also detected for Teacher E's oral use of language. The instructor was observed to increase her use of English from approximately half of the Part I day to more than two-thirds of the day during the following year. The frequency of recorded code-switches for Teacher E dropped from an average of 165 during the Part I day to 30 for the Part II day. The decrease in the frequency of language changes is particularly noticeable for the behavioral feedback category.

Changes in Teacher E's oral use of language must be interpreted within the context of a district wide shift toward greater emphasis on English. According to Teacher E, the school district attributed more importance to ESL instruction during the 1981-82 school year than it did in the preceding year. Given this change in the ecological context, it is logical that the instructor's oral use of Spanish would decline during that year, as would her use of Spanish-language materials.

Differences across years in the teacher's pattern of code-switching, at least in this classroom, appear linked to her skills in classroom management and to the linguistic composition of the class. As was described previously, Teacher E's decline in code-switching during Part II of the study was particularly noticeable in the behavioral feedback category.

It is interesting to note that during the second year, the instructor received higher observer ratings for items 8 and 9 in the Active Teaching Behavior Form. These two items center on classroom management, and the latter focuses particularly on discipline problems. The information presented in Table 5.6 revealed that Teacher E had fewer discipline difficulties during Part II of the study. The evidence suggests that as the teacher exerted greater control over the class and prevented disciplinary difficulties, her code-switching behavior, particularly for the behavioral feedback function also decreased.

Finally, Teacher E was consistent in conveying a high sense of efficacy. This instructor considered that what she did in the classroom had a profound impact on her students. She explained that being a first grade teacher allowed her to witness many changes, both intellectual and social, on the part of her students.

Three general patterns emerge from the analysis of these data. First, it seems that the district wide shift toward greater emphasis on ESL instruction is related to the decrease in the instructor's oral use of Spanish, and to her use of Spanish-language materials. Second, the decline in the teacher's code-switching behavior appears to be related to her classroom management skills, particularly in preventing disciplinary problems. Third, the instructor's high sense of efficacy seemed to be associated with her ability to trace social and cognitive growth on the part of students who were in the initial stage on their schooling.

A Case Study of Instructional Stability: Teacher F

This case study addresses issues of instructional stability for Teacher F. Data are presented in four steps. First, information on the instructor's background is given. Second, characteristics of Teacher F's 1980-81 and 1981-82 classes are compared. Third, quantitative data on the instructional system are presented. Finally, quantitative and qualitative data on the instructional process are combined, and their analysis entails a comparative approach.

Teacher's Background

Teacher F is a native of El Paso, of Mexican-American origin, and Spanish was the language spoken in his home during his upbringing. He is bilingual in Spanish and English, and reported to have had formal and informal training in both languages while growing up in the southwest.

This teacher's educational background consists of a bachelor of science degree in elementary education from one of the local branches of the University of Texas system and a bilingual endorsement certificate. His practice-teaching experience led him directly into a teaching assignment in the same school where he has been teaching ever since, for a total of three and a half years. He has worked with both an intensive English language development program and a regular self-contained classroom in this school.

Teacher F expressed confidence about teaching language arts to native speakers of either language and content area subjects such as,mathematics, science, etc. in either language. Regarding his philosophy of bilingual education, this teacher supports a maintenance approach to bilingual instruction, so that the child can progress in the native language while acquiring and learning through a second language.

Description of the Class for the 1980-81 and 1981-82 School Years

During both years of the SBIF study, Teacher F instructed a second grade class of almost identical register (22 students during Part I and 23 during Part II). In neither year was he assigned a full-time aide. Information on students' English language proficiency is available for only 10 students each year, thus precluding a thorough description of the linguistic composition of the classes. However, the available data show that all ten students in each year's class were rated as very limited (category 2) in English oral proficiency (see Table 5.9).

Instructional System

Data on the organization of instruction and the allocation of time are described in this section of Case Study F. The analysis revealed instability in the instructor's use of task assignment procedures. In addition, during the second year, Teacher F allocated a greater portion of the school day for the use of materials written in English than was customary during the initial year.

Organization of instruction. Tables 5.10a and 5.10b provide data on the extent to which students were grouped for instruction, and the criteria used to establish group membership. It can be seen that during Part I of the study, a major portion of the school day (86 percent of the time) was divided equally between whole-group instruction and instruction in two groups. When students were grouped, language proficiency was the predominant criterion for group membership. The same grouping patterns were detected in Part II data.

The most favored task assignment use during Part I was that of having two-thirds of the class work directly with the teacher (for 41 percent of the time). In contrast, the salient type of task assignment in operation during Part II was that in which students in each instructional group worked at different tasks, accounting for 44 percent of the day (see Table 5.10c).

Table 5.9

Characteristics of Teacher F's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition[1]				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	2	No	22	-	-	10	-	-
1981-82	2	No	23	-	-	10	-	-

1 Data on oral English language proficiency were available for only 10 Part I students, and 12 Part II students, although class size was larger than these figures indicate.

Table 5.10

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher F's Classroom

Table 5.10a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	120	43	124	38
two groups	120	43	168	52
three groups	41	14	0	0
more than three groups	0	0	0	0
other	0	0	32	10

Table 5.10b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	128	45	292	90
acdm skills	0	0	0	0
grade level	0	0	0	0
std choice/ interest	0	0	0	0
combination	8	3	0	0
no division	101	36	0	0
other	45	16	32	10

Table 5.10 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher F's Classroom

Table 5.10c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	116	41	91	28
> 2/3 same task	60	22	59	8
each group diff task	49	17	142	44
other	56	20	32	10

Table 5.10d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	281	100	292	90
teacher + 1	0	0	0	0
teacher + 2	0	0	0	0
other	0	0	32	10

143

143

As shown in Table 5.10d, Teacher F worked alone with his students during the entire Part I day and for 90 percent of the typical Part II day.

The four activity structure components previously described combined in two unique, frequently occurring patterns (each accounting for a minimum of 10 percent of the school day) during each year (see Table 5.11). Substructures D and E were detected for the initial year. Substructure D had Teacher F instructing the class as a single group. Substructure D involved the teacher working directly with one group of students which included more than two-thirds of the class, while a second group worked independently. Groups were based on language proficiency.

Substructures H and G occurred with frequency during the second year. Substructure H is identical to E, with the exception that instruction was delivered to the class as a whole. Substructure G included the teacher working with two groups of students organized according to language proficiency, and each group working at a different task. This last substructure highlights the emphasis placed on differentiated instruction for different groups of students during the second year (see Table 5.10c).

Allocation of time. The amount of time per day and percentage of the school day for categories of subject matter content are presented on Table 5.12. The figures show that more than 90 percent of the day was spent on basic skills instruction (reading/language arts, and mathematics) during each academic year in focus. During Part I of the study, reading/language arts consumed 75 percent of the school time, and mathematics accounted for another 19 percent of the day. In the second year, 73 percent of the day was dedicated to reading/language arts, and another 17 percent of the day centered on mathematics instruction. Thus, during both years, Teacher F spent an overwhelming amount of time on basic skills instruction.

Information presented in Table 5.13 shows that during the 1980-81 academic year, Instructor F used English for a slightly longer portion of the average school year, while he spoke English and Spanish with equal frequency during the typical Part II school day.

Table 5.14 presents descriptive information on the language of materials used by Teacher F during both years of the SBIF study. In all cases, materials had to be in use in order to be coded. From Table 5.14, it can be seen that English-language materials were observed with greater frequency during the second year. These were in use for 27 minutes, or 8 percent of the

Table 5.11

Frequently Occurring Instructional Activity Substructures by School Year in Teacher F's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	D	One	No div	>2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
	E	Two	Lang prof	>2/3 with teacher	Teacher only	Rdg/L.A. (L1+L2)
1981-82	H	One	Lang prof	>2/3 with teacher	Teacher only	Rdg (L2)
	G	Two	Lang prof	Each group diff task	Teacher only	Rdg (L2)

Table 5.12

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher F's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	211 (75)	53 (19)	0 (0)	6 (2)	11 (4)
1981-82	236 (73)	57 (17)	0 (0)	32 (10)	0 (0)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 5.13

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher F)

School Year	Instructor's oral language use			
	English	Spanish	Mixed[1]	Silence[2]
1980-81	133 (41)	112 (35)	7 (2)	70 (22)
1981-82	141 (47)	145 (48)	- (-)	15 (5)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds. (This definition also applies to the next table.)

2 Silence includes time during which the instructor did not speak at least thirty seconds. (This definition also applies to the next table.)

Table 5.14

Language of Materials Used by Instructor by School Year
Teacher F's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Spanish	Bilingual[1]	No Language[2]
1980-81	27 (8)	103 (32)	- (-)	191 (59)
1981-82	103 (34)	118 (39)	- (-)	80 (27)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

time, during Part I, and for 103 minutes, or 35 percent of the time observed, during Part II. The use of Spanish-language materials remained consistent, accounting for approximately one-third of the school day each year.

Instructional Process

This section presents descriptive data on Teacher F's active instructional behavior, his classroom use of language and culture, and his curriculum intent and sense of efficacy.

Active teaching behavior. Table 5.15 shows observer ratings of Teacher F on four sets of active teaching behaviors--academic focus (items 1 and 2); elements of direct instruction (items 3 through 7); classroom management (items 8 and 9); and teacher expectations (items 10 through 12). Substantial differences are evident across years. During the 1980-81 school year, Teacher F received ratings in the range of 2.1 to 5.0 (with an average of 3.3). Ratings for the following year were in the range of 3.0 to 5.0 (with an average of 4.7). These data indicate that according to observers, teacher F appeared more active in his teaching during the second year than he did during the first.

Examination of individual items shows considerably higher ratings on six items, or half of the total. Particularly striking is the change toward more direct instruction detected in items 5, 6, and 7.

Use of language and culture during instruction. During the 1980-81 school year, Teacher F used both Spanish and English while instructing his second grade class. He used mostly English for reading/language arts in that language. Likewise, he used mostly Spanish, for instruction in the students' native language. In contrast to this conscious attempt at keeping language related areas of instruction free from code-switching, this instructor frequently alternated languages during mathematics lessons. He believed that code-switching "is normal for us since we're bilingual."

The same language use patterns were noted for the 1981-82 school year; however, the teacher clarified his position on code-switching. He stated that while he discouraged switching, or mixing English and Spanish within a sentence, switching between sentences was acceptable if it occurred in content areas and in the reading/language development area where responses should be either all in English or all in Spanish. Teacher F also specified

Table 5.15

Observer Ratings of Teacher Behaviors by School Year
Teacher F

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	2.1	5.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.6	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	3.6	3.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.3	5.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	2.1	4.8
6	Teacher monitors student progress toward achieving instructional goals.	2.7	5.0
7	Teacher provides immediate and academically oriented feedback to students.	2.7	5.0
8	Teacher manages classroom well.	2.1	4.0
9	Teacher has lack of discipline problems.	4.0	4.0
10	Teacher expresses high expectations for student achievement.	2.2	5.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	4.6	5.0

that he praised and/or reprimanded children in the language which they understood best; thus, either English or Spanish could be used for this purpose. This was observed to be the case in both parts of the study.

Quantitative data on Teacher F's code-switching behavior are presented on Tables 5.16 and 5.17. That information complements Teacher F's description of his language alternation. It can be seen that the instructor changed languages with less frequency during the second year. While 128 changes were recorded in Part I of the study, only half of that number, or 64, were coded during Part II. In the initial year, language switches were predominantly for specification of procedures (accounting for one-third of the 1980-81 total), they were mostly for instructional development purposes during the following year (one-half of the 1981-82 total). During both years, the language changes were directed primarily to individual students.

Teacher F was critical of the bilingual program for its emphasis on Spanish at the expense of precluding valuable instructional time that could be devoted to ESL. As he stated during the Part I Curriculum Interview:

> ...the child is left behind in the second language. I think there should be more emphasis on ESL.

This concern, however, did not surface during the second year. However, as was shown in Table 5.14, there was more use of English-language materials during the 1981-82 school year than was commonly noted for the preceding year. Thus, a shift to instruction in English appears evident.

Teacher F placed great emphasis on vocabulary development and pronunciation in both Spanish and English. He also used a comparative/contrastive linguistic approach for teaching ESL. These three strategies were commonly used by this instructor during both years of the SBIF study.

Hispanic culture was treated as a content area during both years of Teacher F's participation in the SBIF study. Approximately two periods per week were dedicated to it.

An interesting situation of culture-conflict emerged in Teacher F's classroom during the 1981-82 school year, as a consequence of changes in the Spanish reading textbooks, which appeared to be geared to students of Puerto Rican backgrounds. The teacher explained the problem as follows:

Table 5.16

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher F)
(n=128: 1980-81)
(n= 64: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	13	(10)	85	(66)	30	(23)
1981-82	31	(49)	17	(26)	16	(25)

Table 5.17

Frequency Distribution for Person or Persons to Whom the Instructor's First Statement After a Language Change Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher F)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	24	(19)	15	(12)	89	(70)
1981-82	10	(16)	10	(16)	43	(68)

> ...the students are doing pretty well considering that (the new textbook) is in a different language...dialect. They probably go home and talk about things that their parents don't understand...There are a lot of funny words in that book.

This is an example of linguistic/culture conflict within members of the Hispanic culture but of different countries and groups.

Curriculum intent. This section of the report compares the curriculum in the basic skills areas implemented by Teacher F during the 1980-81 and 1981-82 academic years.

In the 1980-81 school year, several of Teacher F's students had been classified as "bilingual transfer students" indicating that they had mastered sufficient English oral language skills to communicate well in that language, and that they possessed the required Spanish reading skills for their grade level. In accordance with the Bilingual program's guidelines, these students were considered prepared to transfer their native language reading skills to English.

The English reading/language arts curriculum offered to bilingual transfer students in grade two called for a comparative/contrastive linguistic approach whereby similarities/differences in the phonological, morphological and syntactical systems of Spanish and English were to be highlighted. According to Teacher F, among the skills covered were the following: short and long vowels; consonants in initial and final positions; vocabulary; nouns and adjectives; and verbs in the present, past, and future tenses. Two instructional groups were in operation and while the teacher worked with one group of students, the other was assigned seatwork. Both groups received daily instruction. The teacher also attested that he used a variety of materials, including games and flash-cards of different types.

In the following school year, Teacher F again had a class that included bilingual transfer students. The English reading and language arts curriculum for that year was described by the teacher as including skills similar to those reported in the initial year of the SBIF study. Among the skills were these: consonants in different positions, short vowels, simple grammar, writing sentences and recalling the sequence of a story. Small group instruction was utilized, and while the teacher worked with one group, students in the other group were assigned seatwork.

Spanish reading/language arts. Teacher F designed his Spanish reading program to follow the scope and sequence suggested in a commercial Spanish reading series for both years during which

he participated in the SBIF study. Among the skills covered were the following: plurals, augmentatives, diminutives, compound words, verb endings for the present, preterite and future tenses; recognizing antonyms and synonyms; learning the different parts of a book; using a dictionary; vocabulary development; punctuation and accents; expository and narrative writing and, of course, reading comprehension. The instructor also had three instructional groups arranged according to reading ability during both Part I and Part II of the study and followed the same procedure in managing his instructional system. Teacher F took turns working with each group. While students awaited their turn at being instructed by the teacher, they were required to follow "seatwork procedures."

> All seatwork groups during the day function in the following manner. They first completed any and all unfinished tasks which were assigned on the previous day. This could be, for example, a page from the math workbook that they were unable to complete during math time the day before. The students next worked on the newly assigned tasks from that morning. When all required tasks were completed, the students were free to choose a different activity, such as reading a book or using the Listening Center.

The materials, however, were changed during the second year and according to the teacher, this change had a strong impact on his teaching in the 1981-82 school year. Teacher E commented during the interview that he was still familiarizing himself with the series. One problem he found with the series was that some of the vocabulary was in Puerto Rican variations of Spanish, and so it was unfamiliar to him as well as to the children. As a consequence, he had not been able to accomplish with the students, as much as he had in the previous year.

While the mathematics textbook and content were constant from one year to the next, the instructional method changed drastically. The teacher switched from whole class to individualized instruction. Thus, during Part II he never presented a concept to the class as a whole as was customary during Part I, rather he explained the concepts and seatwork to individuals and in whatever language they understood best (usually Spanish). The skills taught in this class during both years included addition and subtraction with two-digit numbers, multiplication, graphing, solving word problems, and measurements in both the British and the metric systems including the ones, tens and hundreds.

Teacher's Sense of Efficacy. Teacher F conveyed a moderate sense of efficacy during both years of the SBIF study. He felt that students were doing fairly well and that he worked very hard

to assist them to grow. However, according to this teacher, students' academic development was highly dependent on their willingness to learn, and on parental support for learning. These two obstacles to learning were difficult to overcome in the classroom according to the teacher.

Teacher F also said that, although he enjoyed teaching, he was considering a change of profession because of the low salary.

Summary - Teacher F

Teacher F was consistent during the two years of the SBIF study in terms of the following: (1) allocation of time to basic skills area; (2) extent of oral use of Spanish and English; (3) curriculum intent; and (4) sense of efficacy.

Inconsistency was detected for these areas: (1) organization of instruction; (2) use of English-language materials; (3) patterns of code-switching; and (4) active teaching behaviors.

In terms of the organization of instruction, Part I students were mostly instructed while in one or two groups, but on occasion they were also taught while in three groups. Part II students, although frequently receiving instruction while in one or two groups, were never observed in three groups. When students in both classes were grouped, this was accomplished predominantly on the basis of language proficiency; however, this group membership factor was more marked during Part II of the study. During the initial year, Teacher F dealt with task assignment primarily by working directly with at least two-thirds of the class. In contrast, during the following year, the instructor predominantly assigned a different task to each instructional group. Despite the aforementioned differences in organization of instruction, consistency was detected regarding the number of instructing adults in the classroom. During both years, Teacher F was the sole instructor for at least 90 percent of the typical day.

Teacher F was consistent in his allocation of time to basic skills areas. During both years, he devoted approximately three-fourths of the day to reading/language arts (L1 and L2) and one-fifth of the time was consumed by mathematics instruction. Thus, approximately 90 percent of the day was consistently dedicated to basic skills. Inconsistency, however, was noted in terms of Teacher F's use of English-language materials, which increased in use from less than one-fifth of the customary Part I day to more than one-third of the time during the following year.

Inconsistency was found in the overall observer ratings of Instructor F's active teaching behaviors. The teacher was given higher ratings for active teaching during Part II of the study. The change was particularly noticeable with regard to elements of direct instruction. Thus, during the second year, Teacher F appeared more direct in his delivery of instruction.

Teacher F was consistent in his oral use of Spanish and English. During each year, he used both languages for almost equal portions of time. However, an unstable code-switching pattern is discerned. The frequency of code-switching dropped from an average of 128 changes during the typical Part I day to 64 for the following year. Whereas switches predominantly performed the pedagogical function of directing students during Part I, their primary function was that of instructional development in Part II.

It appears that the reduction in the teacher's language alternation, particularly for the purpose of directing students' behavior, is related inversely to active classroom management. That is, as Teacher F improved his management of the classroom (see Table 5.15, item 8) and procedures were more clearly established, code-switching for purposes of directing students' behavior was minimized.

Finally, stable patterns were noted for Teacher F's curriculum intent for basic skills areas, and for his sense of efficacy. In reference to the latter, Teacher F explained that students' academic growth was so highly dependent on parental support for learning. In his opinion, teachers can do little for their pupils if parental support is lacking.

CHAPTER SIX

INSTRUCTIONAL STABILITY: SITE 4

Two Native American teachers participated in the instructional stability study at Site 4. Both were bilingual in Navajo and English. At the start of the 1980-81 school year, both instructors had six years of teaching experience. One of the teachers had acquired all of her experience in bilingual classrooms, the other had taught in a monolingual English setting for two of her six years. One had a masters degree in education, the other had accumulated graduate level hours.

The two instructors taught at the same school on the Navajo reservation in northeastern Arizona during both academic years in focus. One was responsible for a first grade, the other a second grade. The district in which the school was located adhered to a transitional philosophy of bilingual education. According to district policy, students with limited or no English-language proficiency were expected to exit from the bilingual program by the end of the second grade and receive instruction exclusively in English from then on. Attempts were made, however, to exit LEP students to third grade classrooms with Native American teachers.

This chapter contains three major sections. First, the ecological context within which the target teachers instructed is described. Then, data on the stability of Teacher G's instructional system and process are presented in case and study fashion. Finally, the case study procedure is repeated for Teacher H, while describing instructional stability over a two-year space in this instructor's classroom.

Ecological Context

The Navajo Reservation constituted the broadest context for the two case studies reported in this chapter. An overview of the reservation and aspects of its school system follows:

Goodman, Martin and Tsosie (1981) in describing the Navajo Nation, provided the following information:

> The Navajo Nation is the largest Tribe of Indians in the United States whose people speak their native language. In fact, they are one of the few tribes

> whose population of indigenous language speakers is on the increase. According to the adjusted U. S. Office of Revenue Sharing estimate, the Navajo population was 148,832 as of mid-May, 1980. The Bureau presently estimates the average Navajo family size to be 5.6; 50.5 percent of the Navajo population are female, and 49.5 percent are male. The Navajo Reservation consists of approximately 16 million acres, or 23,574 square miles, extending over three states: Arizona, New Mexico, and Utah, in respective order of land area. This land mass is approximately the same size as the combined areas of the states of Maine, Vermont and New Hampshire. The population density is approximately six persons per square mile, in contrast to the national average of 55 persons per square mile. (Navajo Educational Facilities Planning Study, 1980:3).

The Navajo Nation is divided into five major settlements, each of which is subdivided into districts. Among these is Slanted Rock District, where Teachers G and H taught. The remainder of the macro-level context description focuses on these specific districts.

District Level

Slanted Rock School District serves approximately 2,900 Indian students and 150 pupils of non-Indian background. They are located in the northeastern portion of Arizona, 24 miles from Gallup, New Mexico, a border town of approximately 20,000 people.

The district is surrounded by the combined areas of two towns with a total population of approximately 9,000. At the western extremity of the area is the public health service hospital, Bureau of Indian Affairs offices, General Dynamics, and a post office. To the far southeast is a shopping center with a Fed Mart, movie theater, motel, arts and crafts center, post office, and miscellaneous other stores and services. Slanted Rock also houses the Navajo Nation Tribal headquarters, Bureau offices and a library. There are several public housing (HUD) projects in the two communities and several more rural chapters (communities) send their children to these two schools. This is a public school district (Arizona) accredited by North Central, and all students attend on a daily basis. Approximately two thirds of each school's students come to school by bus from distances ranging from one to 20 miles.

The combined district is composed of two elementary schools, one middle school, and a high school. The elementary schools are seven miles apart. One is located in Slanted Rock. In 1975, the school district was cited for non-compliance with the Lau mandates of the Office of Civil Rights. In that same year, a bilingual program was initiated at both elementary schools.

Goodman et al. describe the organization of the bilingual program as follows:

> Both principal and teachers at Fort Defiance Elementary School observed that when the monolingual and dominant Navajo-speaking children were grouped in one classroom, they were inadvertently isolated from the other classrooms at their grade level due to their lack of English language skills. So, to speed up this process and make in an integral part of every school day, heterogeneous (based on language) homeroom assignments were made and team teaching classrooms organized. Hence, each first and second grade has a team teacher: Navajo-dominant students receive instruction in basic skills and reading in Navajo while students who are proficient in English go to a team teacher for English instruction. The team teacher sends her Navajo-dominant students to the classroom of the bilingual teacher. Three days a week, homerooms are together. They also go on trips together and interact quite a bit socially. This program has satisfactorily alleviated the isolation of the Navajo-dominant students from their peers. All persons involved in the program are satisfied with the present organization (p. 15).

The pluralistic educational philosophy of Window Rock School District is noted in the following excerpt from an official document:

> Slanted Rock School District recognizes the worth of the individual student, his/her language, culture and value system, and promotes an educational program that not only attends to the needs of the individual student but also encourages the student to revere (sic) his/her own tradition and the traditions of others, so that he/she can be proud of his/her origin and the origin of others. With the strength derived from knowing who he/she is, each person will be able to meet the obligations placed upon him/her by family, tribe, community, state and country.

Although the Arizona Education Laws K-12 (S15-202B) specify that public schools in that state are to use the English language, provisions are also made for the use of other languages in the educational process. The bilingual amendment states:

> In the first eight grades of any common school district where there are pupils who have difficulty in writing, speaking or understanding the English language because

they are from an environment wherein another language is spoken primarily or exclusively, the district may provide special programs of bilingual instruction.

School Level

Teachers G and H both taught in Slanted Rock Elementary School throughout their two year participation in the SBIF study. Goodman et al. described the school as follows:

> Slanted Rock Elementary School is the more elite of the two groups. Three housing projects, two self-help (FHA and Chapter) and one belonging to the Navajo Tribe, teacher housing, and Bureau of Indian Affairs housing surround the school. One low-rent (HUD) project also feeds into the school, as do two trailer courts. The school population is considered elite because of the large proportion of children coming from college-educated families. An impressive percentage of teachers (Native American as well as Anglo) have master's degrees, and both absenteeism and teacher turnover are minimal. The area has a suburban rather than rural atmosphere. It is 25 miles from Gallup, considered right around the corner for the Southwest. Children are bused in from more rural communities--distances of approximately 7 to 15 miles one way. Summer programs (Festival of the Arts, sponsored by Mrs. Peter MacDonald) are available to all area children at the elementary school. There is also a library sponsoring several programs for area residents...
>
> Slanted Rock Elementary School has two instructional buildings and several others used for specialty classes. Directly outside of classrooms (G) and (H) is a playground, but this is used by the Kindergarten only. The classes must go to the main playground about 100 yards from their building. In this playground, all the grades play. There are several wooden structures for climbing, as well as basic playground equipment. There is a basketball court but nothing is paved...
>
> There are several bilingual (meaning having a bilingual curriculum) classrooms at Slanted Rock Elementary School, and they are all in a building to the north (40 yards) of the main building. The teachers are comfortable with this arrangement and feel their classes are not segregated in any way (pp. 100-102).

A Case Study of Instructional Stability: Teacher G

This case study of instructional stability includes five sections. First, a description of Teacher G's professional background is presented. Second, the instructor's 1980-81 and 1981-82 classes are compared on key variables. Third, the instructional system, including information on the organization of instruction and allocation of time, is described for each year, and inconsistency across the two time intervals is identified. Then the instructional process is analyzed. The process is defined by Teacher G's classroom behavior, use of language and culture during instruction, curriculum intent, and sense of efficacy. Data on each component of the process are compared across years while describing aspects of stability or lack of it. Finally, the results of the analysis are summarized.

Teacher's Background

Teacher G is a Native-American of Navajo descent. While she considers her first language to be Navajo, she grew up in a bilingual setting where one parent was bilingual but used English and the other was monolingual Navajo-speaking.

Regarding experience with the target languages, this teacher received formal and informal training in both Navajo and English from the elementary through the university levels. She considers herself a balanced bilingual because of her continuous use of both languages in various settings (i.e. school, home).

Teacher G holds a bachelor of science degree in elementary education with a minor in special education, focusing on learning disabilities. She is certified in both areas for the State of Arizona and is presently studying for her master of science degree. Additional training has been in the form of in-service workshops in the school district as well as bilingual courses at the University of New Mexico.

In terms of perceived ability to teach in and through both English and Navajo, Teacher G considered herself comparably prepared to teach language arts to native speakers and content area instruction such as mathematics, science, etc.

At the onset of the 1980-81 academic year, this teacher had accumulated six and a half years of teaching experience, four of which were in a bilingual classroom setting.

The philosophy of bilingual education professed by Teacher G is one of maintaining the native language and recognizing its value as part of the cultural heritage of the Navajo child, as well as that of facilitating the cognitive process. In addition, English language skills and content should also be introduced and proficiency in that language achieved.

Description of the Class for the 1980-81 and 1981-82 School Years

The two classes that Teacher G taught while in the SBIF study approximated each other on four key variables--grade level, presence of an aide, register and distribution of students by degree of oral English proficiency.

As can be seen from the data presented in Table 6.0, Teacher G instructed a first grade class with a register of 17 students during the initial year, and of 15 pupils the following year. She had an aide assigned to assist her with both classes. The entire class was of limited English proficiency during both years, although there appeared to be slightly greater heterogeneity in the students' levels of proficiency during the second year. Therefore, while there were more students rated by the teacher at level three during Part II of the SBIF study, by comparison there were also more rated at the lowest level.

Instructional System

This section presents data on the organization of instruction in Teacher G's classroom, and on the allocation of time to different areas of the curriculum. The analysis reveals substantial changes in all four components of activity structure and in the resulting substructures most frequently observed in this instructor's classroom. Additionally, dramatic differences were noted in terms of Teacher G's allocation of time to basic skills instruction. More moderate differences were also detected for her oral use of English and for her use of materials in the Navajo language.

Organization of bilingual instruction. Two components of activity structure deal with specific elements of classroom grouping practices. Information on these components is presented on Tables 6.1a and 6.1b. During Part I of the SBIF study, students in Teacher G's classroom spent 46 percent of the school day being instructed as one group. During this time, students had job sheets and went about their work with considerable autonomy. At this site, this configuration was coded as whole group instruction. Students spent another 40 percent of the day being instructed in two groups (16%), three groups (12%) and more than three groups (12%). Individualized instruction occupied 14 percent of the time. When grouping did occur, groups were based on a combination of factors for 35 percent of the school day; on academic skills (14% of the time), and on student choice (6% of the day).

In contrast, during the 1981-82 school year, the students were instructed in more than three groups for two-thirds of the day and as a single group for more than one-fourth of the time.

Table 6.0

Characteristics of Teacher G's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	1	Yes	17	0	0	14	3	0
1981-82	1	Yes	16	0	5	6	5	0

Table 6.1

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher G's Classroom

Table 6.1a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	110	46	71	28
two groups	40	16	0	0
three groups	30	12	9	4
more than three groups	30	12	167	67
other	35	14	4	1

Table 6.1b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	0	0	0	0
acdm skills	35	14	0	0
grade level	0	0	0	0
std choice/ interest	15	6	0	0
combination	85	35	181	72
no division	105	43	71	28
other	5	2	0	0

Table 6.1 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher G's Classroom

Table 6.1c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	90	37	64	25
> 2/3 same task	20	8	0	0
each group diff task	125	51	30	12
other	10	4	157	63

Table 6.1d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	25	10	28	11
teacher + 1	190	78	108	43
teacher + 2	20	8	116	46
other	10	4	0	0

Occasionally they were taught in three groups. When the pupils were divided into groups, assignment was always made on the basis of a combination of factors, such as language proficiency, academic skills, and student interest.

Within the grouping structure for the initial year, task assignment was handled most often in one of two ways. For half of the day, each instructional group worked at different tasks. For more that one third of the time, the majority of the students were directly instructed by the teacher.

The two most salient task assignment procedures observed during Part II were as follows: total individualization of activities, accounting for nearly two thirds of the school day, and the students being instructed directly by the teacher for another quarter of the day. These data, which are presented in Table 6.1c, reveal a change during the second year toward greater intensification of individualized instruction than that which was observed in the previous year. However, this change may not be as great as it appears since relatively individualized instruction was included in the coding for one-group instruction during year 1.

Information on the number of adult instructors present in the classroom is shown in Table 6.1d. It can be noted that while the teacher was most often accompanied by only her aide (78 percent of the time) during the initial year, she was most frequently accompanied by the aide and another instructor (an ESL teacher) during the second year. The presence of the ESL teacher appears related to the grouping patterns detected during the 1981-82 academic year, as well as to the shift toward greater use of individualized instruction for that year. The interrelationship of these factors is described in the section on curriculum intent that appears later in this case study.

The changes in individual structural components are also reflected in the most commonly occurring activity substructures for the two years in question, and this informaiton appears in Table 6.2. Two substructures (L and P) are shown for the 1980-81 academic yar. Substructure L involved students working in one group, with more than two thirds of the pupils working directly with the teacher and the aide being available for individual assistance. Substructure P had students working in two groups of different levels in academic skills, and both teacher and aide were present.

During the following year, three substructures were observed with frequency (Q, R, and D). Substructures Q and R included more than three instructional groups formed on the basis of a combination of factors, and with more than half of the students working at individualized tasks. While substructure Q included the teacher and her aide, substructure R had the teacher, the aide, and the ESL instructor. Lastly, substructure D was observed during art and music. It revealed a more traditional organization of students being instructed directly by a pull-out teacher as a single group.

Table 6.2

Frequently Occurring Instructional Activity Substructures
by School Year in Teacher G's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	L	One	No div	>2/3 with teacher	Teacher + 1	Rdg/L.A. (L1+L2)
	P	Two	Acdm skills	Each group diff task	Teacher + 1	Rdg/L.A. & Math
1981-82	Q	More than three	Comb	>1/2 sts ind task	Teacher + 1	Rdg (L2)
	R	More than three	Comb	>1/2 sts ind task	Teacher + 2	Rdg (L2)
	D	One	Nodiv	>2/3 with teacher	Teacher only	Art/music/ P.E.

Allocation of Time. The data shown in Table 6.3 reveals inconsistency across years in Teacher G's allocation of instructional time for reading/language arts and mathematics. The comparison of data makes evident the increase of time allocated to the reading/language arts category, from 130 minutes or 53 percent of the Part I school day to 215 minutes or 86 percent of the Part II day. The category of mathematics also reveals differences. Whereas, on the average, 65 minutes or 27 percent of the time observed during the initial year was dedicated to mathematics, none of the observed time was used for this subject area during the following year. Thus, language-related instruction occupied a much greater portion of the school day during Part II. This finding is further discussed in the description of Teacher G's instructional intent in a subsequent section of the case study.

An increase in Teacher G's oral use of English is revealed in Table 6.4. While the teacher used English for 98 minutes or 40 percent of the typical school day, she spoke in that language an average of 123 minutes or 58 percent of the Part II day.

Examination of the information shown in Table 6.5 reveals that Teacher G used materials in Navajo less frequently during the second year of the SBIF study. Forty-eight minutes or 20 percent of the average Part I school day was allocated for the use of materials in Navajo, compared to only 11 minutes or 5 percent of the typical Part II day.

Instructional Process

This section of Case Study G presents quantitative and qualitative data on four aspects of the instructional process--active teaching behaviors, the instructor's use of language and culture, and her curriculum intent and sense of efficacy.

Active Teaching. Table 6.6 contains information for twelve elements of active teaching on which Teacher G was rated. Potential ratings could range between 1.0 and 5.0 with the higher ratings indicating greater overall frequency of observation. It can be seen that Teacher G received ratings in the range of 4.2 to 5.0 during the 1980-81 school year. The average for the twelve items was 4.7, which conveys an overall impression of high levels of activity. During the following year, this instructor was rated as somewhat less active, with an average of 4.4 for all twelve items.

A closer look at the ratings, by item, reveals the greatest decline in the area of providing pupils with immediate and academically-oriented feedback (item 7).

Table 6.3

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher G's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	130 (53)	65 (27)	0 (0)	20 (8)	30 (12)
1981-82	215 (86)	0 (0)	7 (3)	28 (11)	0 (0)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 6.4

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher G)

School Year	Instructor's oral language use			
	English	Navajo	Mixed[1]	Silence[2]
1980-81	98 (40)	87 (36)	39 (16)	18 (8)
1981-82	123 (58)	84 (40)	- (-)	4 (2)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 6.5

Language of Materials Used by Instructor by School Year
Teacher G's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Navajo	Bilingual[1]	No Language[2]
1980-81	96 (40)	48 (20)	5 (2)	94 (39)
1981-82	106 (50)	11 (5)	32 (15)	62 (30)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Table 6.6

Observer Ratings of Teacher Behaviors by School Year
Teacher G

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	4.5	5.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.2	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	4.3	4.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.8	4.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	4.4	4.1
6	Teacher monitors student progress toward achieving instructional goals.	5.0	5.0
7	Teacher provides immediate and academically oriented feedback to students.	4.8	3.0
8	Teacher manages classroom well.	4.8	4.0
9	Teacher has lack of discipline problems.	4.6	4.0
10	Teacher expresses high expectations for student achievement.	4.5	5.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	4.9	5.0

Teacher's use of language and culture during instruction. Teacher G intensified her oral use of English during the 1981-82 school year in comparison to the oral language use pattern observed for the previous year (see Table 6.4). However, her approach to English and Navajo language development was similar during both years.

Reading was initially taught in Navajo exclusively. When students became more competent in native language skills and improved their oral command of English, then they made the transition to English reading. According to Teacher G, instruction in ESL at the pre-reading level "should be conducted in English only." However, when students began with English reading, the instructor encouraged them to use Navajo if they could not express their thoughts in English. In this way, she could assess their comprehension. She expressed this concern as follows:

> I will read a sentence in English, and I don't mind if students talk in Navajo. That way I can tell whether or not they got the meaning (Part II Curriculum Interview).

According to Teacher G, social studies, science and mathematics were taught primarily in Navajo, although she also incorporated some English. The individualized instruction approach used in all subjects allowed her to use both languages interchangeably depending on which student she was working with at the moment.

In referring to her language use for instruction in content areas, Teacher G commented:

> If I say something in English to a student and he doesn't understand me, he'll let me know in Navajo... I'll then back up and repeat it for him in his own language...Sometimes the students are dependent on me for explanations in Navajo (Part II Curriculum Interview).

Quantitative data bring to light marked differences in Teacher G's language switching behavior. It can be seen from Table 6.7 that while a daily average of 148 language changes were recorded during the first year, the figure more than doubled in the following year to 310 switches per day. During Part I, the instructor switched languages with almost equal frequency for the purposes of instructional development or to specify procedures/direction. However, the instructional development pedagogical function became more pronounced during the second year, when it accounted for more than three-fourths of the total switches. Finally, during both years, Teacher G directed approximately two-thirds of the switches to individual students (see Table 6.8).

Table 6.7

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher G)

(n=148: 1980-81)
(n=318: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	76	(52)	61	(41)	11	(7)
1981-82	236	(76)	70	(22)	4	(1)

Table 6.8

Frequency Distribution for Person or Persons to Whom the Instructor's First Statement After a Language Change Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher G)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	47	(32)	7	(4)	95	(64)
1981-82	53	(17)	65	(21)	192	(62)

Teacher G considered her Navajo upbringing as facilitating communication with students in the class. She commented:

> I've been raised very Navajo. By that I mean traditionally...we didn't have a bed for everybody. You get used to sleeping on sheepskin and you know how it feels to herd sheep, and you know how it feels to sit in a sing and you know what people mean about Blessing Way. It's a lot, just being raised traditionally. You can expand o your experience with the children. Sometimes they don't understand some of these things. I didn't at their age...

This instructor's Navajo background informed her instructional program in one very important way--organization of instruction. In referring to her individualized system, Teacher G commented:

> The child, especially the Navajo child is less threatened; he doesn't like to be embarrassed or put on the spot. I never do, unless, uh...let me put it another way. If I were using the traditional method, everybody would be learning the same thing, everybody would be at the same pace. Some children are very fast, and some are very slow. To the advantage of both, I've got these centers set up so that there's no pressure; they don't feel threatened. Whether the child's in Book 1 or Book 3, the child is still reading and he's moving right along just like everyone else (Part II Curriculum Interview).

Curriculum intent. Teacher G taught the first grade bilingual class at Window Rock Elementary School during the 1980-81 school year and then again in 1981-82. She describes the first grade bilingual curriculum as follows:

> The kids first are taught in Navajo...They learn to read in that language, while getting controlled exposure to oral English. When they complete the first three levels of the Navajo literacy program and they know their sounds in that language, then they begin the transition into English reading...Mathematics, social studies and science are done primarily in Navajo, but they also receive some of that instruction in English...I also read stories to them in English (Part I Curriculum Interview).

This instructional program was also in effect during the 1981-82 school year.

There was also noticeable consistency in the instructional approach used by Teacher G during both years whereby she had

an individualized instructional program with an open-classroom system. The system included several learning centers--listening, ESL, mathematics, writing, reading, art, phonics. She used a "job sheet" to guide students through their individualized assignments. The job sheet specified the activities that each student was responsible for completing on any given day. The teacher felt strongly about her individualized approach. She commented:

> I have never taught differently. I've always done an open classroom type of teaching. The kids learn a whole lot more on their own instead of instructing the entire class for the whole day. Each person is at a different level...This keeps the kids progressing at their own rate. I don't know how I could do that in a traditional setting. (Part I Curriculum Interview)

This instructional organization was also observed during the 1981-82 school year.

Teacher G used a commercially-prepared Navajo reading program that had been adapted at her school to meet the particular needs of the students. The program emphasized phonics, although comprehension skills such as recalling detail and sequence were also included. Teacher G described her primary objective and approach as follows:

> ...when the children come in here, we go right into the letters, from beginning to end...we cover books one through three...everybody starts at the same time... we cover the vowels and go to the consonants. We do that for half a year with different worksheets and approaches...We go one (Navajo) letter at a time... I individualize a lot, and while the kids start out together, they progress at their own rate...I don't hold them back (Part I Curriculum Interview).

Instructor G used the same Navajo reading program during the 1981-82 school year, thus providing consistency in the content of instruction. Again, there was an emphasis on phonics and and individualized approach. The only difference noted across the two years was in the pace with which students completed their Navajo literacy program (levels 1-3). In the initial year, students in the class finished between April and June. However, most of the students had finished by January during the second year.

Some inconsistencies were detected in the English reading/ language arts curriculum from one year to the next. Students received ESL instruction focusing on oral language development

for nearly three-quarters of the academic year, at which point many of them made the transition into English reading. In contrast, the transition into English reading was made by more than half of the students in the class after only four months of oral ESL. Teacher G provided insight into this change:

> There's so much emphasis on reading itself, where the child is in reading, where he is in reading. Not so much in mathematics, more so in the reading area; this year we worked so hard. The reading area--maybe that's why the children got into English in January--three-fourths of them have and I feel real good about that. Usually that doesn't happen until March, February at least (Part II Curriculum Interview).

The presence of an ESL teacher who pulled out students for oral English instruction may have also accounted for the accelerated pace of the pre-reading program. According to Teacher G, the ESL program focuses on oral language development prior to the transition into reading and on phonics skills once students began to work with written materials. This aspect remained constant across the two years.

The instructional aide was predominantly responsible for mathematics. Teacher G stated that the instruction followed the "regular mathematics program used in the school," and covered "mostly everything a first grader should know." There was no further information regarding the mathematics curriculum. As with reading, the approach was that of individualized instruction.

Teacher's Sense of Efficacy. Teacher G conveyed great satisfaction with the instructional program in her classroom during both years of the SBIF study. However, a decline in her enthusiasm for the bilingual program was noted in the 1981-82 school year.

The teacher considered the students in her class to be doing well, and she attributed part of their success to her instruction:

> ...I like to think that my program is better each year. No matter what kind of child I should get, I can gear up to their learning style...I feel good about it... I think I'm very effective with the kids. I get feedback from the second-grade teachers, and they tell me that the kids are advanced. I put a lot of hard work and effort into individualizing instruction but I have to stay with it. I see the feeling of accomplishment in the kids, and that makes me feel good... I know I have a lot to do with the (bilingual) program's success (Part I Curriculum Interview).

A similar sense of accomplishment was expressed by Teacher G the following year:

> The individualized approach to instruction is excellent, and I get good results. Children move along and they do it at their own pace. They don't waste time and are not frustrated...Their pace is fascinating... They just go, go...I think it works really well. (Part II Curriculum Interview).

During both years of the SBIF study, Instructor G perceived the bilingual program at her school to be functioning well. However, during the 1981-82 school year she was somewhat critical of the program policy that required students to be mainstreamed by the end of the second grade. Her criticism was expressed as follows:

> We feel it's too early the way we're set up. We need another room in the third grade before we mainstream our children, and it hasnt been done. I don't know if it's going to happen but to mainstream them from the second grade is too soon (Part II Curriculum Interview).

This concern was not discussed during the Part I Curriculum Interview.

Summary - Teacher G

Teacher G was consistent during the two years of the SBIF study in terms of the following: (1) active teaching behaviors; (2) use of Navajo culture during instruction; (3) curriculum intent; and (4) sense of efficacy.

Inconsistency was detected in these areas: (1) organization of instruction; (2) allocation of time to basic skills instruction; (3) teacher's use of oral English; (4) frequency of language alternation; (5) use of Navajo language materials.

In terms of the organization of instruction, Part I students were mostly supervised as a single group although at times they were also instructed while in two, three, or more than three groups. When pupils were grouped, it was usually accomplished according to a combination of factors, but at other times group membership was based on academic skills or student choice. In contrast, Part II students were primarily taught while in more than three groups. Grouping was always based on a combination of factors, and never were they grouped exclusively on the basis of academic skills or student choice, as was the case during the previous year. During Part I, Teacher G handled task assignments

predominantly by giving each instructional group a different task. In the following year, the teacher mostly assigned students individual tasks. While Teacher G was usually assisted by an aide during Part I of the study, she was most frequently teamed with an aide and an ESL teacher during the following year.

It seems that the presence of the ESL teacher during Part II transformed the organization of instruction for that year to include more instructional groups and greater individualization of tasks.

Teacher G was inconsistent in her allocation of time to instruction in basic skills. Instructional time for reading/language arts (L_1 and L_2) nearly doubled during the second year, from what it had been in the initial year. Additionally, although mathematics accounted for over an hour of the typical Part I day, it was not observed during the second year.

The expansion of instructional time for reading/language arts seems to be related to greater emphasis on English reading at the school level. According to Teacher G, during Part II there was more pressure to have the students make an earlier transition into English reading. To this end, the school administrators assigned an ESL teacher to spend two hours per day in this first-grade classroom. This may partially explain why the students made an earlier transition into English reading (four months after the beginning of the school year) during the second year of observation. Within this context, it is logical that the instructor's oral use of English would increase (see Table 6.4), and her use of Navajo-language materials would decrease (see Table 6.5).

Teacher G was inconsistent in the frequency of her language changes, which more than doubled during the second year of the study. The increase in the frequency of language changes was almost exclusively for instructional development purposes. A plausible explanation for this change in Teacher G's language alternation patterns is that her increase in oral use of English during Part II of the SBIF study and her emphasis on instruction in the students' non-native language, demanded more switches into Navajo for reasons of instructional development. The information contained in the curriculum interview and narrative protocols support this intrepretation. The wider range of language proficiency displayed by year 2 students may also have influenced the frequency of language changes.

A stable pattern of active teaching was detected for Instructor G, although observer ratings revealed a decline for the item concerned with providing pupils immediately and academically oriented feedback.

Teacher G was consistent in her appliation of Navajo cluture to instruction. During both years she organized instruction so that students advanced at their own pace without feeling pressured to participate. According to Teacher G, a Navajo student would feel very threatened if forced to participate publicly in whole group instruction.

There was also consistency in the instructor's curriculum intent, although the pace of instruction in reading/language arts was quickened during the second year of the study. The teacher did not purposefully accelerate instruction so that the students could make an earlier transition to English, but felt that the year 2 students simply were ready sooner.

Finally, Teacher G consistently conveyed a strong sense of efficacy. Dissatisfaction, however, was expressed regarding the pressure on teachers in the bilingual program to have students transfer to English reading within a few months time.

A Case Study of Instructional Stability: Teacher H

Like the previous case studies, this one probes issues of instrcutional stability. Data that were collected in Teacher H's classroom during the 1980-81 and 1981-82 academic years are compared. The analysis allows for the description of the instructional system and process operating in Teacher H's classroom during two consecutive yuears. The constructs of concern are as follows: (1) the organization of instruction; (2) the allocation of instructional time; (3) active teaching behaviors; (4) teacher's curriculum intent; (5) teacher's use of language and culture during instruction; and (6) instructor's sense of efficacy.

This case study is structured in the following manner. First, Teacher H's professional background is described. Second, the instructor's classes during two years of observation are compared on key variables. Then data on Teacher H's instructional system and process are analyzed. Lastly, the fundings on instructional consistency and inconsistency are summarized.

Teacher's Background

Teacher H is a Native American of Navajo descent from the southwestern region of the United States. Her native language is Navajo, but she began learning English at the age of five through schooling and is presently bilingual.

In terms of her experience with English and Navajo, Teacher H indicated that English was the language to which she was exposed in both informal and formal contexts from the elemertary level through her university studies.

The educational background for this teacher consists of a bachelor of science degree in elementary education and a master of arts degree in early childhood education. She is a certified teacher in Arizona.

Teacher H described herself as capable of teaching Navajo as a foreign language to English speaking students, as language arts to native speakers, and as a medium of instruction for content subjects such as mathematics, science, etc. She assessed her ability to teach English as well in all of these categories except insofar as teaching it as a foreigh language.

At the onset of the 1980-81 academic year, this teacher had completed six years of teaching bilingually, and three of those years were in the bilingual program that she helped develop.

Description of the Class for the 1980-81 and 1981-82 School Years

During the 1980-81 school year, Teacher H had a second grade class of 17 students, all of whom were of limited English proficiency. Eleven students or approximately two thirds of the class, were rated by the instructor to be in levels one and two. The other six students or nearly one third were considered to be somewhat proficient in English, as they were rated at levels three and four. The teacher was assisted by a bilingual aide during the initial year of the SBIF study (see Table 6.9).

Teacher H's class for the 1981-82 school year was similar to the class she had instructed the previous year. This was also a second grade class of fairly low register (14 students). All students were classified as being limited English proficient. However, in contrast to the previous class, the distribution of students by levels of oral English proficiency appeared slightly skewed in the direction of less proficiency. Four fifths of the students were rated as very limited in English (categories 1 and 2) and the other one fifth as somewhat limited (category 3). The instructor was assisted by an aide as had been the case during the first year.

Instructional System

The analysis of data revealed cross-year differences in the way teacher H organized instruction, particularly for her grouping practices. Additionally, a considerably larger portion of the typical Part II school day was allocated to instruction in reading/

Table 6.9

Characteristics of Teacher H's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	2	Yes	17	0	6	5	3	3
1981-82	2	Yes	14	0	2	9	3	0

language arts during the second year. Moreover, the teacher increased the extent of her oral use of English during Part II of the SBIF study.

Organization of instruction. Information on two components of activity structure that deal with specific aspects of classroom grouping practices is present on Tables 6.10a and 6.10b. Students in Teacher H's 1980-81 class were instructed for nearly three-fourths of the day in a single group or while in two groups. This time included rapid, small group rotation. Sometimes all students worked on reading tasks, while on other occasions pairs or subgroups of students worked on separate tasks. In contrast, Part II students were most often taught while in three or more groups for 56 percent of the typical school day. Thus, there was greater structural diversity during the second year as more grouping occurred.

Data presented on Table 6.10b show that while language proficiency played a significant role in the organization of groups during the first year of the SBIF study, this factor alone was never observed to influence grouping patterns during the second year. It can be seen that grouping during the 1981-82 school year was mostly based on a combination of factors.

Within the observed grouping structure during Part I, task assignment was dealt with in two ways for 90 percent of the time. Each group worked at a different task for 52 percent of the time, and more than two-thirds of the class was instructed by the teacher for another 38 percent of the time. The same pattern of task assignment procedures was observed during the following year (see Table 6.10c).

During both years of the study, Teacher H was most often assisted by the aide (for 60 percent of the Part I day and 48 percent of the Part II day). For approximately a quarter of the day, the teacher worked alone in both years. However, the time during which the instructor worked with two other adults in the classroom increased from 15 minutes, or 6 percent of the day, for the initial year, to 63 minutes, or 23 percent of the time during the following year (see Table 6.10d). In the second year, the third adult instructor was an ESL teacher.

Table 6.11 shows information on the most frequently occurring substructures (those accounting for a minimum of 10 percent of the school day). These are defined by the combinations of the four structural components previously described. It can be seen that no single structural combination accounted for a minimum of 10 percent of the time during the initial year and that one commonly occurring substructure (D) was detected during the following year. These data reveal that the organization in Teacher H's classroom was constantly in flux and that while many activity structures were in operation during the typical day, only one persisted for at least half an hour. When this happened, the students typically received instruction in art and music from the teacher, who worked with them as a single group.

Table 6.10

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher H's Classroom

Table 6.10a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	120	45	84	31
two groups	70	27	35	13
three groups	30	11	96	36
more than three groups	35	13	55	20
other	10	4	0	0

Table 6.10b

Group membership	Part I		Part II	
	mins./ day	% of day	ins./ day	% of day
lang prof	90	34	0	0
acdm skills	60	23	67	25
grade level	0	0	0	0
std choice/ interest	25	9	0	0
combination	10	4	125	47
no division	75	28	77	28
other	5	2	0	0

Table 6.10 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher H's Classroom

Table 6.10c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	100	38	74	28
> 2/3 same task	20	8	11	4
each group diff task	140	52	154	57
other	5	2	29	11

Table 6.10d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	60	23	77	29
teacher + 1	160	60	129	48
teacher + 2	15	6	63	23
other	30	11	0	0

Table 6.11

Frequently Occurring Instructional Activity Substructures by School Year in Teacher H's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81		(No single activity structure accounted for 10 percent or more of the school day.)				
1981-82	D	One	No div	>2/3 with teacher	Teacher only	Art/music

Allocation of time. The amount of time per day and percentage of the school day for categories of subject matter content are presented in Table 6.12. It is noted that, on the average 130 minutes per day, or less than half of the typical Part I day, was dedicated to instruction in reading/language arts. During Part II, however, this category accounted for 186 minutes or more than two thirds of the observed time. Thus, much greater emphasis was placed on reading/language arts during the second year. The allocation of time to the other areas of instruction remained stable.

Teacher H used more English during the second year than she did during the first (see Table 6.13). While she spoke in English for approximately half of the Part I school day, she did so for nearly three quarters of the Part II day. Although during both years Teacher H spoke more English than Navajo, mixed language use consistently characterized her style.

The language of materials used by Teacher H remained stable for the two years. For approximately 85 percent of the school day in both years, English language materials were used (see Table 6.14). No Navajo language materials were observed in use in either year.

Table 6.12

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher H's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	130 (49)	75 (28)	0 (0)	40 (15)	20 (8)
1981-82	186 (68)	46 (17)	0 (0)	41 (15)	0 (0)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 6.13

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher H)

School Year	Instructor's oral language use			
	English	Navajo	Mixed[1]	Silence[2]
1980-81	125 (51)	43 (17)	69 (28)	10 (4)
1981-82	148 (74)	49 (24)	- (-)	5 (2)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 6.14

Language of Materials Used by Instructor by School Year
Teacher H's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Navajo	Bilingual[1]	No Language[2]
1980-81	210 (85)	- (-)	- (-)	36 (15)
1981-82	176 (87)	- (-)	- (-)	26 (13)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Instructional Process

This section of Case Study H describes quantitative and qualitative data on the instructor's active teaching behaviors, use of language and culture in the classroom, and curriculum intent and sense of efficacy. Inconsistency was detected in Teacher H's language use; however, other aspects of the instructional process revealed stability over time.

Active teaching. Observer ratings for 12 elements of active teaching are shown in Table 6.15. Items 1 and 2 form a set of behaviors that are concerned with clarity of focus on academic goals and subject matter. Items 3 through 7 make up the set of elements of direct instruction. The next two items (8 and 9) deal with classroom management. The last three (10-12) center on teacher expectations.

Remarkable stability is detected for all four sets of active teaching behaviors. The ratings for Part I range between 4.6 and 5.0 with a very high average of 4.8. During the following year, the ratings were in the range of 4.0 and 5.0, with an equally high average of 4.8. Thus, Teacher H was considered by the raters to be very active most of the time while instructing her students.

Teacher's use of language and culture during instruction. The information presented on Table 6.13 showed that Teacher H used three times as much English as Navajo during both years of the SBIF study, thus demonstrating the emphasis on English that permeates instruction in a transitional bilingual program. During both years, the instructor questioned the wisdom of this approach and described the pressure to have her students learn English as quickly as possible:

> When the students came to my classroom, I wanted to continue instructing them in Navajo, and yet at the same time I was being pressured to get them ready for the regular classroom...and since I didn't want them to do poorly in the (English monolingual) classroom, I felt an obligation to teach more English... But sometimes when I spend so much time teaching them English and their Navajo is going downhill (and their English is not all that great), I tend to feel guilty (Part I Curriculum Interview).

Teacher H considered two years of schooling insufficient to enable students to make a smooth transition to English, and felt that they require at least one more year of bilingual instruction. This concern was also expressed during the second year's interview.

Table 6.15

Observer Ratings of Teacher Behaviors by School Year
Teacher H

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	4.6	5.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	5.0	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	4.6	5.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	4.6	5.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	5.0	5.0
6	Teacher monitors student progress toward achieving instructional goals.	5.0	5.0
7	Teacher provides immediate and academically oriented feedback to students.	4.6	4.0
8	Teacher manages classroom well.	5.0	5.0
9	Teacher has lack of discipline problems.	4.6	4.0
10	Teacher expresses high expectations for student achievement.	5.0	5.0
11	Teacher perceives students as capable of learning.	5.0	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	5.0	5.0

Thus, in both years of the SBIF study, Teacher H appeared frustrated by the pressure she felt as the instructor responsible for having her second grade students make a complete transition to English by the end of the year.

Although English was the primary focus of instruction in Teacher H's classroom, Navajo was nevertheless used on occasion. During the curriculum interview for the 1980-81 school year, this instructor identified one major function for her use of Navajo--clarifying concepts that were presented in English and not understood by her students. The teacher commented:

> ...whenever I'm teaching something (in English), I can sense by looking at the students and their expressions whether they understood me or not. And rather than going on, I will use Navajo to explain.

Teacher H also used Navajo for clarification purposes during the 1981-82 school year. She explained:

> When I come across a word that the kids don't understand, I switch to Navajo to explain its meaning.

Tables 6.16 and 6.17 reveal inconsistency across years in Teacher H's language alternation behavior. Although the average number of language alternations per day were almost equal for both years (199 for Part I and 198 for Part II), the predominant pedogogical functions the language changes performed each year were different, as was the audience to whom they were directed. During the 1980-81 academic year, most switches (113 or 57%) were for specification of procedures/directions, and these were directed with greater frequency to individual students. In contrast, during the following year, the predominant function of language changes was that of instructional development, accounting for 162 switches or 81 percent of the total. These were directed with equal frequency to a subgroup of the class and to individual students.

According to the teacher, her use of Navajo in non-instructional situations enabled her to establish greater rapport with her students. This was best expressed by the teacher during the second year curriculum interview at which time she made the following statement:

> I feel that since they can relate to me in their own language, they can express when they're really hurting, or when they're happy about something...During free time, they talk to me in Navajo...and I think that really builds rapport. The fact that they can communicate with you in their own tongue and they talk about things that are happening at home, and they do so without any shame be cause they know that I'm one of them. They know I understand (Part II Curriculum Interview).

Table 6.16

Frequency Distribution for Content of Instructor's First Statement After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher H)
(n=199: 1980-81)
(n=198: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	79	(40)	113	(57)	7	(4)
1981-82	162	(81)	35	(18)	2	(1)

Table 6.17

Frequency Distribution for Person or Persons to Whom the Instructor's First Statement After a Language Change Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher H)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	17	(9)	38	(19)	145	(73)
1981-82	10	(5)	95	(48)	94	(47)

Thus, for instructor H, language and culture overlap, and through her use of Navajo, she narrowed the cultural gap that exists between home and school.

Teacher H considers that since Navajo has been admitted to the school as a legitimate language of instruction, students have gained in self-esteem. She noted that:

> ...Beautiful things happen because we use Navajo... Not only is it helping them with their thinking process, but it's also improving their self-esteem...they are becoming very proud to be Navajo...before they would be shy, withdrawn, embarrassed, and ashamed of their culture ...I encourage these kids to be proud of being Navajo... and they now have a lot of pride...and part of it is that we teach in their own tongue (Part I Curriculum Interview).

Teacher H discussed how sharing the same home background enables her to participate more fully with her class in all activities:

> They know I'm Navajo. They know where I come from. I do a lot of cultural things that lets them know I'm like them. For example, I get involved in the shoe game (a traditional Navajo game played during the winter months)...I don't just stand back; I laugh with the kids...I'm with them. A non-Indian teacher wouldn't know what the game is about...but I do, and I use this knowledge to relate to my students....They see me as one of them, not just another teacher...(Part II, Curriculum Interview).

According to Teacher H, it is this type of cultural rapport that inspires trust among the students, and thus enables her to make great demands of them.

Curriculum intent. During both the 1980-81 and 1981-82 school years, Teacher H was responsible for instructing her second grade pupils in English reading/language arts, mathematics, social studies, and science. This section of the report, however, focuses exclusively on the basic skills curriculum.

The bilingual program at Slanted Rock Elementary School is organized so that Navajo students receive instruction in their native language in first grade and then prepare to make the transition into the mainstream in the second grade. By the third grade, students are expected to be mainstreamed into an all-English program of instruction.

Teacher H taught second grade in this school during her participation in the two years of the SBIF study. Given the

organization of the bilingual program, she felt great pressure to focus her instruction on developing English language skills among her students. The instructional focus on English remained stable over the two years. In the 1980-81 school year, Teacher H expressed her primary instructional objective as follows:

> ...hopefully (at the end of the year) the students will pick up a story book and be able to read on their own without any help. As long as they can read some of the books that they will be using next year, I will be happy.

The emphasis on English reading was again expressed by the instructor in the following year. She commented:

> ...in here,I'm expected to have these 'ids reading because they're going back into the regular (English monolingual) classroom next year...so I really concentrate on reading.

The English reading/language arts curriculum for the first study year incorporated skills in vocabulary development, phonics, and listening comprehension. These were replicated the following school year. At both times, Teacher H assessed the major reading problem to be the students' limited vocabulary in English and the disparity between the English and the Navajo sound systems, which occasionally interferred with the students' learning. These concerns were expressed by Teacher H in the Part I curriculum interview as follows:

> ...Although students are learning, the language barrier is a major problem, especially vocabulary...it makes the learning process go very slowly...The inconsistencies in the English sound system drive the kids crazy...When they encounter one of those vowel clusters, they question why it is that sometimes you say it one way and other times you say it differently. In Navajo, once a letter is given a sound, it always stays the same.

The problems emerging from the structural differences in the English and Navajo languages was again brought up by Teacher H during the curriculum interview for the following year. She stated:

> ...just the difference in the structure, English and Navajo are just so different. And then a lot of things we don't have, like the I-N-G's we don't have and therefore they leave...like, the cow is run, or you know, those kinds of things...like when you first begin putting things together, sometimes it seems like it doesn't make any sense, why am I saying this when it's like this in Navajo! I think that's what they think,

> you know. And yet their Navajo is...they can tell you anything in Navajo...so it's just their... it's just the English that's so hard for them to say things correctly and that affects them later on. You drill them and drill them but like I said the only time they hear it is here and once they leave, the horses run anywhere.

In the 1980-81 school year, English reading instruction took the form of either small group activity or individualized work. During individualized instruction time, students frequently had choices of which book to read, or were asked to write sentences from their own experiences. Two groups were formed, based on students' English language proficiency, with one group for reading, the other for language arts. Usually the teacher instructed one group while her aide worked with the other. The aide was responsible for mathematics instruction. The teacher indicated that the same organizational arrangement was in use during the 1981-82 school year.

A change was noted in the materials used by Teacher H during the second year of the SBIF study. The basal readers used during the first year gave way to a system that emphasized phonics skills, spelling, and writing sentences. According to the instructor, as the year progressed, the sentences became longer and longer until they formed a little story. The change from the basal reading approach to a more phonics-oriented language experience instructional system was sparked by a recommendation from the reading specialist teacher. Instructor H was pleased with the change, although she still retained the basal reader as a way of complementing the new system.

Teacher H frequently integrated English reading and mathematics instruction, and this integration of curriculum was facilitated by the instructor's grouping arrangement. During both years of the SBIF study, Teacher H grouped for reading and mathematics on the basis of students' skills for reading English, hence, identical grouping arrangements occurred.

During the Part II Curriculum Interview, Teacher H expressed her rationale for the integrated curriculum approach as follows:

> ...I really feel that not being able to read is horrible, and so they have to learn...It doesn't matter what subject matter it is...my main goal is to get kids reading so that they can do things on their own, and they can enjoy reading materials in all subject areas.

The same second grade level materials were used by Teacher G during the two years of the SBIF study, thus maintaining consistency in the content of mathematics instruction. Emphasis was placed on addition and subtraction.

Sense of Efficacy. Teacher H considered that her instructional program had been very successful in both the 1980-81 and 1981-82 school years. She attributed success to her knowledge of Navajo culture and language. Being able to speak Navajo, she could communicate with the students in the language they knew best. Knowing the Navajo culture, she was able to relate to her students in ways that were culturally-appropriate. By being Navajo herself, she gained the respect of parents and students. These factors earned Teacher H the trust of parents and students, and from this position of strength, she was able to make demands that culminated in success. Her straightforward relationship with parents is illustrated in the following statement:

> I once had a student who was missing school from the beginning of the year...I let one month go by and then I had a long talk with the mother. I told her the facts. I said, "Look; you are the mother, and I am the teacher. It is your child not mine. I have to teach her, but she is never in school--she isn't learning. Is it my fault? Is it your fault? Is it her fault?... I want to know...Do you know that since that day, she has not missed school...I think it's that since I'm Navajo (the mother) doesn't resent me (Part II Curriculum Interview).

Teacher H attested to have dealt with students also in a very straightforward manner that was permitted by her cultural identification with the pupils. She expressed it in the following way:

> Sometimes, I drive the students in ways that appear mean...I'm a lot meaner than Anglo teachers, and yet, the kids are real close to me...They know I love them because I can communicate with them in special ways...I know their culture (Part II Curriculum Interview).

Summary - Teacher H

Teacher H was consistent during the two years of the SBIF study in terms of the following: (1) active teaching behavior; (2) use of English-language materials; (3) curriculum intent; (4) use of Navajo culture during instruction; and (5) sense of efficacy.

Inconsistency was detected in these areas; (1) organization of instruction; (2) allocation of time to English reading/language arts; (3) instructor's oral use of English; (4) frequency of language alternation; and (5) pedagogical function of language alteration.

In terms of the organization of instruction, Part I students were predominantly supervised as a single group or while in two or more groups. When grouping occurred, it was done mainly on the basis of language proficiency, although academic skills also accounted for portions of the time spent in groups. Part II students were mostly taught while in three groups or as a whole class. Grouping was primarily determined by a combination of factors, or on the basis of academic skills, but never solely according to language proficiency. While Teacher H was usually assisted by an aide during Part I of the study, she was most frequently with an aide plus an ESL teacher (80 minutes per day) during the second year. Despite these structural differences in the organization of instruction, this teacher consistently handled task assignment in two basic ways. When students were grouped, the instructor usually assigned each group a different task. Frequently, however, more than two thirds of the class, during both years, worked directly with the teacher. This does not necessarily indicate the traditional frontal style. In this case, students worked on the same subject matter but sat where they wanted and progressed at their own speed. The whole class may have been doing reading, but each student was either reading a book of his choice with a peer, working on subgroup tasks, or called with a subgroup to work with the teacher.

It seems that the presence of the ESL teacher, during Part II, influenced Teacher H's organization of instruction so as to accentuate the three group structure with multiple membership factors.

Teacher H was consistent in her allocation of time to instruction in English reading/language arts, which increased from approximately one half of the customary Part I day to more than two thirds of the typical Part II day. During both study years, Navajo language materials were not observed in use.

Teacher H was inconsistent in her use of language. She increased her use of oral English from approximately one half of the day during Part I to nearly three fourths of the typical Part II day. Although she changed language approximately 200 times during the school day each year, she did so with greater frequency for instructional development purposes during Part II of the study. A plausible explanation for this change in Teacher H's language alternation patterns is that her increase in oral use of English, coupled with a decrease in the students' oral English proficiency (during the second year), required more language switches into Navajo for reasons of instructional development, primarily to clarify concepts that had been taught in English.

A stable pattern of very high observer ratings for active teaching was discerned for Instructor H. Stability was also detected for curriculum intent and use of Navajo culture during instruction. In refererce to the latter, Teacher H emphasized that her use of the Navajo language and culture gained her the

respect and trust of students and parents, which in turn enabled her to place great demands on studetns in the classroom.

Finally, Teacher H consistently conveyed a strong sense of efficacy. According to the instructor, associated with her sense of accomplishment as a bilingual teacher was her culturally sensitive manner of interacting with Navajo students and parents, which made pupils more receptive to learning and parents more supportive of school activities.

247

CHAPTER SEVEN

INSTRUCTIONAL STABILITY: SITE 5

Two teachers of Chinese background participated in the study of instructional stability at Site 5. At the initial phase of the SBIF study, Teacher I had eight years of teaching experience, five of which were in bilingual classrooms. She taught a fifth grade class during both years of observation. Teacher J had six years of classroom experience, and throughout it all had been in a bilingual education program. She instructed a fifth grade class during the 1980-81 school year and a fourth grade class the following year.

While both instructors taught in the same urban school district that included a large Chinese student population, they had teaching assignments in different schools. The bilingual program in which Teacher J instructed aimed to enable its students of limited English proficiency in gaining proficiency in English concurrently with maintaining the Chinese language. Teacher I taught in a program that was particularly concerned with subject matter upkeep for its students, in addition to focusing on the development of language skills in English and Chinese.

Ecological Context

Teachers I and J instructed in the San Francisco Unified School District during the 1980-81 and 1981-82 school years. An overview of the Chinese community, the district, and schools that formed the context for both case studies included in this chapter follows.

District Level

The Bay Area has long been a focal point for Chinese immigration into the United States. Chinese immigrants have struggled and continue to do so while seeking to become established in this country. An overview of their experience in the Bay Area is provided by Guthrie & Lum (1981):

> The first Chinese to arrive in the San Francisco/Oakland area were brought by

Americans in 1845. During the 1850s, their numbers began to increase, as many came to work on such projects as the transcontinental railroad.

At first, the hardworking Chinese were regarded with favor, but as more moved to the city, increasing the supply of cheap labor, public opinion turned to racial hatred. The Chinese banded together, forming their own social organizations and churches. Anti-Chinese sentiment increased during the 1870's and 1890's, driving more and more Chinese to the enclaves of San Francisco Chinatown. Conditions got so bad that on July 24, 1877, hundreds of men ran through the streets of San Francisco, attacking Chinese at will (Burtle, et al, 1979).

Discriminatory legislation was common as well, and made life for the Chinese more difficult. Most of these laws have subsequently been ruled unconstitutional. Perhaps the most extreme was the Chinese Exclusion Act of 1882, which disallowed Chinese immigration and naturalization. Another was the restrictive housing law of San Francisco, which prohibited Chinese from buying homes outside of Chinatown.

After World War II, San Francisco Chinatown became a tourist center, drawing visitors from all over the world and catering to their wishes rather than the needs of the local residents. Conditions did not improve. The population of Chinatown saw a decline in the 1950's as many Chinese began to move away to the North Beach and Richmond districts, but the old people and tourists remained. Once the immigration laws of the mid-1960's were passed, relaxing the restrictions on Asian entry, Chinatown began to grow again. The social makeup of the neighborhood changed, however, as the affluent moved away, leaving the transient hotels and tenements.

Currently, a reported 26 percent of the residents of San Francisco Chinatown are unskilled workers, employed in sewing factories and sweatshops. Thirty-eight percent have less than a high

school education. These figures do not reflect the recent influx of immigrants and refugees, however, many of whom have no education at all. Those who do, the skilled and educated, do not usually settle in Chinatown; or if they do, they move out very quickly. The situation in Oakland is at least as bad, if not worse (p. 2).

Guthrie (1981) provides the following information on the larger metropolitan context for the school district in focus:

> The school district is located in the San Francisco-Oakland Standard Metropolitan Statistical Area (SMSA), and can best be described as urban. With a total area of nearly 22,700 acres and a population of about 665,000, there is an average of nearly 30 persons per acre, making this district one of the most densely populated areas in the United States.
>
> There is a large amount of ethnic diversity in this district. The politics of ethnicity play an integral part in the workings of both the district and the city that this district is in. Forty-five percent of the city's populating is either foreign-born or children of foreign-born parents.
>
> It is estimated that 38 percent of the city's population has less than a high school education, 45 percent has graduated from high school, and 17 percent are college graduates. Of employed workers over the age of 16, twenty-five percent are in professional or managerial capacities, 55 percent are in skilled occupations, and 20 percent are in semi- and unskilled areas. A 1976 California Employment Development Department survey revealed that 15,116 families in this city were below poverty level and that 44,113 persons in the labor force were unemployed.
>
> The school district in focus is a unified school district with, at present, 15 high schools, 16 middle schools, and 76 elementary schools. Because of severe fiscal

> cutbacks, the district has had to terminate the employment of over 1,000 teachers since the 1978-79 school year. Additionally, the after-school recreational program and the summer school programs have been severely curtailed.

The San Francisco Unified School District, where the two target schools were located, had a total enrollment of 57,433 students for the 1980-81 school year, and Asians accounted for 28.6 percent of this figure. During the 1981-82 academic year, while the total enrollment dropped slightly to 57,377 students, the percentage of Asians increased slightly to 30. These figures thus indicate considerable stability for total district enrollment as well as for enrollment of pupils from Asian backgrounds.

The diversity of points of view on bilingual education in this district is described by Guthrie and Lum (1981):

> The rationale, philosophical base, and bilingual education models that can be found in the San Francisco Unified School District can best be explained by the word "mixed." Words, policies, and models abound. In the real world of bilingual classrooms, however, the models that emerge can best be explained by saying that two languages are indeed utilized. The amount and the manner in which these two languages are used are so varied it is the very purpose of this SBIF study to uncover such variations (p. 11).

School Level

Teacher I taught in Chinatown Elementary School and Teacher J in Harper Valley School predominantly. A description of these two schools is presented below as described by Guthrie (1981):

> Chinatown Elementary School (a pseudonym) was established in 1885 and has been known by three different names. From 1885-1904, it was called the Chinese School; from 1905-1924, it was the Chinese/Oriental Elementary School; from 1924 on, it has been called Chinatown Elementary School.
>
> The school is located in the heart of San Francisco's Chinatown, half a block above one of the busiest streets, Kowloon Avenue. This street is so busy, in fact, that there

has been quite a controversy in the newspapers recently concerning the dense traffic and how to deal with it. The traffic consists mainly of delivery trucks, buses, and shoppers; and the situation gets so bad sometimes that a bus may sit for half an hour without moving. Most of the shops on this street are grocery stores, with a few restaurants, coffee shops, banks, and jewelry stores. It is generally believed that things are somewhat cheaper on this street than on the other streets of Chinatown.

Above the school is Bay Street, along which one of the chief cable car lines runs. It is less congested, and the shops there are supposed to be even cheaper. There are also a few parking garages and apartment houses, as well as a Chinatown Branch of the Public Library on this street. The school itself is situated between these two streets, in the middle of the block, on an incline of about 20 degrees.

There are two buildings at the Chinatown Elementary School, the main building and the new building. The main building was constructed in the 1920's; the new building was completed about 15 years ago. Each is four stories tall. There are two asphalt playgrounds at the school, one with basketball goals; neither is very large.

There were 517 students enrolled in Chinatown Elementary School during the initial year of the SBIF study, and of these, 336 (or 65 percent) were Chinese-speaking. While the total school enrollment of 609 students for the 1981-82 school year revealed a significant increase over the figure for the previous year, the number of Chinese-speaking students increased slightly to 389 and accounted for 65.4 percent of the total school population.

Guthrie and Lum (1981) described the mission and goals of the bilingual program as follows: (1) acquisition of English; (2) maintenance of Chinese; and (3) subject matter upkeep. No change in goals was evident in the second year of the SBIF study.

The bilingual program at Harper Valley School was also described by Lum as follows:

> The bilingual program fits the maintenance category more than it does the transitional one. Besides receiving instruction in Chinese for subject matter upkeep, there was also instruction in the Chinese language itself. The bilingual program was initiated under Title VII bilingual funds which had since expired. So, in effect, the remaining bilingual program could be considered as district and school supported. The placement of students in this bilingual classroom was by automatic acceptance of those students who were previously in bilingual classes and by accepting new students who were NES/LES (p. 2).

During the 1980-81 academic year, there were 383 students enrolled in Harper Valley, and of these, 264 (68.9 percent) were of Asian background. While the enrollment increased to 416 students for the 1981-82 school year, the number of Chinese-speaking pupils was 270 (65 percent of the total school population). These figures make evident the stability with regard to enrollment, particularly for Chinese students.

A Case Study of Instructional Stability: Teacher I

This case study describes the results of data analysis for selected aspects of instruction observed in Teacher I's classroom during Part I and Part II of the SBIF study. It aims to identify stable and unstable elements in the organization of instruction, allocation of time, teaching behaviors, and in the instructor's curriculum intent, use of language and culture during instruction, and sense of efficacy. Preceding the analysis of data on instruction, however, is a description of Teacher I's background and of the class she taught for each year in focus.

Teacher's Background

Teacher I is a second-generation Chinese woman whose native language is Cantonese. She grew up in the Chinatown area of San Francisco and began learning English at the age of six upon entering school. Presently, this teacher is bilingual and bidialectical (Seiyap and Samyap). She considered herself to have native fluency in Cantonese, but felt her literacy skills were somewhat limited.

Teacher I's experience with Cantonese was basically informal from contact with the family and community, although she reported some formal education in the language. On the other hand, her exposure to English was as a medium of instruction throughout her schooling--elementary level through university studies.

In terms of educational background, this teacher holds a bachelor's degree from the University of California at Berkeley. In addition to the degree, she has a Standard Elementary credential, a certificate for Adult ESL, and a Bilingual Competence certificate in English and Chinese. Teacher I reported herself as capable of offering instruction in both English and Cantonese.

At the onset of the 1980-82 school year, Teacher I was an eight year veteran teacher within the San Francisco Unified School District. Her bilingual teaching experience dates from 1975 when she started teaching ESL to adults. In 1978, she instructed in a Chinese bilingual program with a combination 4th, 5th, 6th grade class. She is tenured and continues to work in the San Francisco schools.

This teacher is cognizant of school district policies concerning bilingual education and has developed her own views on this topic over the course of her teaching experience. She considers bilingual education to be more than the teaching in and through two languages. While she perceived this aspect to be important, Teacher I stressed that self-concept was the area from which children obtained the greatest benefits through bilingual education. She alluded to the importance of bilingual education for all children. While the Chinese children are learning English as a second language, the English-speaking children can learn Chinese as a second langauge.

It is interesting to note that Teacher I initially felt that the Chinese children would learn better in a self-contained monolingual English classroom; it was through her experience in a bilingual setting that she came to alter this perception, having seen the importance of an improved self-concept resulting from bilingual instruction.

Description of the Class for the 1980-81 and 1981-82 School Years

Teacher I taught classes with similar characteristics during Parts I and II of the SBIF study. During both years, she instructed a fifth grade class of identical register (31 students), and was assisted by a bilingual aide. Differences in the linguistic characteristics of the students, however, can be detected (see Table 7.0). The distribution of students by English language proficiency for the initial year shows nine pupils, or 29 percent of the class, rated as very limited (categories 1 and 2); 18 pupils, or 58 percent

Table 7.0

Characteristics of Teacher I's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	5	Yes	31	4	0	9	2	16
1981-82	5	Yes	31	6	0	4	7	14

of the class, were considered somewhat limited (categories 3 and 4); and 4 pupils or 13 percent, were classified as proficient in English. By comparison, the distribution of Part II students according to Teacher I's rating of their English language proficiency appeared slightly skewed in the direction of greater proficiency in that language. It can be noted that only 4 students or 13 percent of the class were estimated to be very limited (categories 1 and 2); 29 students or 68 percent of the class were considered somewhat limited (categories 3 and 4); and 6 students or 13 percent of the class were judged to be proficient in English.

Instructional System

This section of Case Study I presents a description of data on the organization of instruction and allocation of time. A comparison of these data across years shows that while the same grouping patterns were in effect during both parts of the SBIF study, their internal structure varied across years. Additionally, dramatic differences regarding the allocation of instructional time to subject areas were evident.

Organization of bilingual instruction. For over half of the average school day during both study years, students in Teacher I's class were instructed in more than three groups that worked concurrently. Additionally, students were instructed for approximately one-fourth of the day during each year as a single group. The remainder of the time was spent in two or three groups both years (see Table 7.1a). This similarity in grouping strategies gives way to variation when other components of activity structure are taken into account (see Tables 7.1b, 7.1c and 7.1d).

Table 7.1b reveals that when groups were formed during Part I, the basis of group membership was most often language proficiency (34 percent of the time). Grouping was also based on a combination of factors for 14 percent of the time; on academic skills for 7 percent of the time; and on student choice or interest for 4 percent of the time. In contrast, Part II groups were most frequently formed on the basis of academic skills (31 percent of the time). Language proficiency, though still important as a group membership factor during Part II, accounted for only 28 percent of the school day. Student choice increased in importance and was recorded for 18 percent of the time. Grouping based on a combination of factors was eliminated altogether. These data indicate that while language proficiency stood out as the single-most important group membership factor during Part I, academic skills and student choice, in conjunction with language proficiency, became salient features of groups during Part II.

During both years, task assignment was accomplished most typically in two ways. While students were grouped, each group worked at different tasks for 69 percent of the day (Part I),

Table 7.1

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher I's Classroom

Table 7.1a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	49	23	44	25
two groups	23	11	10	6
three groups	30	14	10	6
more than three groups	109	52	110	63
other	0	0	0	0

Table 7.1b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	71	34	53	28
acdm skills	15	7	58	31
grade level	0	0	0	0
st[illegible] choice/ interest	8	4	34	18
combination	30	14	0	0
no division	56	27	4	23
other	30	14	0	0

Table 7.1 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher I's Classroom

Table 7.1c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	56	27	89	47
> 2/3 same task	8	4	3	2
each group diff task	146	69	95	50
other	0	0	2	1

Table 7.1d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	69	32	0	0
teacher + 1	90	43	107	57
teacher + 2	23	11	82	43
other	30	14	0	0

compared to 47 percent for Part II. Although the same task assignment procedures were used during both years, their emphasis changed across time. That is, the teacher worked directly with students for a greater portion of Part II days, and each group of students working at a different task became a less favored strategy during the same year.

Teacher I was assisted by at least two adult instructors during both years of the SBIF study. On the average, there was more than one instructor for two-thirds of the Part I school day. For the remaining one-third of the time, students were instructed by the teacher only. In contrast, the teacher was assisted by one or two other adults during the entire Part II day (see Table 7.1d).

A more complete view of the organization of instruction in Teacher I's classroom is provided by the data presented in Table 7.2. Two activity substructures occupied a minimum of 10 percent of the average instructional day during Part I. In Substructure J, the teacher worked with more than three groups that had been formed on the basis of language proficiency, and each group had a different task. In substructure K, the teacher and another adult worked with more than three groups that included a combination of membership factors, and each group worked at a different task.

In the following year, three different frequently-occurring substructures were in use. Substructure L is described as one in which the teacher worked directly with one group as another instructor (in this case the aide) assisted individual students. The frequency of this substructure during Part II suggests that in that year the aide used a greater portion of the day to instruct students on an individual basis. This explains the total elimination during the 1981-82 school year of the one instructor teaching mode (see Table 7.1d, category of "teacher only").

Two other commonly occurring substructures were also noted for the 1981-82 school year. In substructure M, the teacher and other two adults worked with three groups of students although the teacher instructed more than two-thirds of the class. The groups were based on language proficiency. Substructure M existed during Chinese reading and language arts instruction and is discussed at greater length in the passage that describes the curriculum for this subject matter. Lastly, in substructure N, the teacher and the aide worked with more than three groups of students. The groups were based on academic skills, and each group worked at a different task.

These data show diversity in the organization of instruction within year and variation of activity structure across years.

Table 7.2

Frequently Occurring Instructional Activity Substructures by School Year in Teacher I's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	J	More than three grps	Lang prof	Each group diff task	Teacher only	Rdg/L.A. (L1+L2)
	K	More than three grps	Comb	Each group diff task	Teacher + 1	Rdg/L.A. & So. sts. & math
1981-82	L	One	No div	>2/3 with teacher	Teacher + 1	Rdg (L2)
	M	More than three grps	Student choice	>2/3 with teacher	Teacher + 2	Rdg (L2)
	N	More than three grps	Acdm skills	Each group diff task	Teacher + 1	Mathematics

Allocation of time. Table 7.3 presents information on Teacher I's allocation of time to content of instruction. Examination of these figures discloses wide discrepancies across years in the proportion of time used for instruction in the different content areas. Reading and language arts(including English and Chinese) accounted for 30 percent of the Part I school day, in contrast to 73 percent of the time during Part II. Mathematics instruction consumed 8 percent of the Part I school day, in contrast to 21 percent for the following year. Social studies and science extended across 30 percent of the school day during Part I, but was reduced to a mere 2 percent of the time for Part II.

It can be seen that instruction time alloted to the basic skills areas (reading/language arts and mathematics) jumped from 38 percent of the school day during Part I to 94 percent during Part II. Despite the drastic changes in the allocation of time described herein, Teacher I was constant in the extent to which she used English and Chinese (see Table 7.4). English was used for approximately 75 percent of the day during the 1980-81 school year, and 72 percent of the day during the following year. Chinese was used for 13 percent of the time (Part I) and 19 percent of the time (Part II).

The instructor's use of materials in English and those in Chinese was also stable across the two years. English-language materials were used for approximately two hours in the average day (129 minutes during Part I, and 123 minutes during Part II). Chinese materials were used for less than half an hour (24 minutes during Part I, and 14 minutes during Part II), as indicated on Table 7.5.

Instructional Process

This section presents data on specific categories of teacher behavior on the teacher's use of language and culture, on the bilingual curriculum used by the instructor and on the instructor's sense of efficacy. The analysis reveals that Teacher I was rated as more often manifesting active teaching behaviors during the 1981-82 school year. She also alternated languages with greater frequency during that same year. Stability was detected in terms of her curriculum intent, application of (Chinese) cultural knowledge to instruction, and sense of efficacy.

Table 7.3

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher I's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	64 (30)	15 (8)	64 (30)	4 (2)	64 (30)
1981-82	144 (73)	41 (21)	4 (2)	10 (4)	0 (0)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 7.4

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher I)

School Year	Instructor's oral language use			
	English	Chinese	Mixed[1]	Silence[2]
1980-81	144 (75)	26 (13)	11 (6)	12 (6)
1981-82	122 (72)	33 (19)	- (-)	15 (9)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 7.5

Language of Materials Used by Instructor by School Year
Teacher I's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Chinese	Bilingual[1]	No Language[2]
1980-81	129 (67)	24 (12)	- (-)	40 (21)
1981-82	123 (72)	14 (8)	20 (12)	13 (8)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Active teaching. Table 7.6 presents data on observer ratings of Teacher I's active teaching behaviors. This instructor was rated on twelve items encompassing four sets of active teaching behaviors--focus on academic concerns, promoting Academic Learning Time, classroom management, and expectations of students and of self.

Ratings for the 1980-81 school year ranged from 3.3 to 5.0, with an average of 4.3. Ratings for the following year ranged from 4.1 to 5.0 with an average of 4.7. The overall rater impression was that Teacher I manifested active teaching behaviors with greater frequency during the second year of the SBIF study.

A more detailed examination of ratings for items in each set or cluster of behavior shows the greatest change to be in that of expectations (items 10,11,12). Ratings on these three items averaged a moderate 4.1 during the initial year, but all items received a maximum rating of 5.0 during the second year.

Teacher's use of language and culture during instruction. As was shown from the data on Table 7.4, Teacher I used English for approximately three-fourths of the school day during both years of the SBIF study. She used Chinese for less than one-fifth of the school day in each year indicating a stable pattern regarding the extent of this instructor's use of the two languages. Data presented in Table 7.7, however, show differences across years regarding the extent of her code-switching. Whereas an average of 41 language switches per day were recorded for the initial year, this figure increased to 107 language changes during the following year. In both years, the switches predominantly performed an instructional development function, but while directed most frequently to a sub-group during the initial year, they were aimed at the whole group or at individuals during the second year (see Table 7.8).

Examination of the instructor's comments during the Part I and Part II curriculum interviews reveal little change in her description of language-use strategies. According to Teacher I, she attempted to keep the two languages separate. She described herself as using English for one portion of the day and Chinese for another. However, at times she felt the need to mix the two languages as explained below:

> ...when it's reading time, we use all English...so there is one portion of the day where all English is used. Then there's one portion of the day where all Chinese is used. I use some English direction with the Chinese as a Second Language kids, because they're learning basic Chinese reading and writing, and Chinese speaking. So I use English there. But otherwise, everything is

Table 7.6

Observer Ratings of Teacher Behaviors by School Year
Teacher I

	Item	School Year	
		1980-81	1981-82
1	Teacher plac.; a clear focus on academic goals.	4.5	5.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.3	4.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	4.1	4.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	3.3	5.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	4.3	4.1
6	Teacher monitors student progress toward achieving instructional goals.	4.7	4.0
7	Teacher provides immediate and academically oriented feedback to students.	3.9	5.0
8	Teacher manages classroom well.	4.5	5.0
9	Teacher has lack of discipline problems.	5.0	5.0
10	Teacher expresses high expectations for student achievement.	3.9	5.0
11	Teacher perceives students as capable of learning.	3.9	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	4.6	5.0

Table 7.7

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher I)

(n= 41: 1980-81)
(n=108: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	22	(54)	8	(19)	11	(28)
1981-82	62	(58)	38	(36)	8	(7)

Table 7.8

Frequency Distribution for Person or Persons to Whom
the Instructor's First Statement After a Language Change
Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher I)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	8	(16)	25	(50)	17	(34)
1981-82	43	(40)	22	(20)	43	(40)

> done in Chinese...that portion of the day is half an hour,..in math, it's English or Chinese, whatever you need, and social studies is English or Chinese (Part II Curriculum Interview).

Teacher I, however, was uncertain about the way she used L1 and L2. She continued to question her own approach and expressed this concern as follows:

> ...sometimes I feel inadequate because I don't use it (L1) equally. Then other times I don't because,..if the kids are able to understand you, I think that should be my measurement, even though there are times when I sit back and feel inadequate because I can't use it (Chinese) (Part II Curriculum Interview).

This instructor considered that the primary purpose of bilingual instruction is to support the positive self-image of students with limited English proficiency in an English-speaking environment. She felt that using Chinese in the classroom indicated to those students that their language is "honored" especially by having the teacher use it:

> ...although I'm a native speaker of Chinese, English is my stronger language. Her (instructional assistant) stronger language is Chinese. But because I'm the teacher, I find that if I use the Chinese, it gives it more status.

During the English-speaking portion of the day, Teacher I focused on the development of English.

> ...unless a child is totally lost, then we don't use Chinese...my objective at that time is that they'll get used to listening to English, and they'll get used to...following directions in English (Part II Curriculum Interview).

According to Teacher I, while she was proud of the Chinese language, she tended to use Chinese during instruction primarily for clarification purposes and for building positive attitudes. She felt it was unrealistic to expect the students to achieve

in English as well as in Chinese and specified two reasons for this. She considered that many of the students have a weak Chinese linguistic foundation so that certain aspects of their native language needs as much development as their second language.

> (For) some social studies lessons, if I teach it in Chinese, a lot of the kids are lost too, even though they're basically Chinese speakers, they may not be at that level (Curriculum Interview).

A second reason was that only thirty minutes of Chinese instruction per day was too little time to impart adequate language skills. The value of that period of Chinese instruction, in this teacher's opinion, is that it is a time for the students with limited English proficiency to be "experts" in comparison to the students who are proficient in English. However, she had devised instructional strategies to encourage the development of Chinese outside of the Chinese lesson. One such strategy was described as follows;

> ...after they finished the wall hanging for social studies, they had to choose someone in their group to write an English explanation of the wall hanging, and then a Chinese explanation of the wall hanging...that was all required to participate in the contest.

Teacher I demonstrated sensitivity to her students and their cultural background. One of her important goals in "doing plays and things" with her students was to enable them to project their voices.

> ...I've been doing this for years...and for years, it's worked, where the kids who are from...let's say, China, Hong Kong, (who are) used to thinking that a teacher would like me to sit here quietly instead of speaking out, will all of a sudden find a teacher who really wants you to speak out.

She felt that the school district's grading policy is in conflict with certain aspects of the Chinese culture. According to the district's regulations, students were to receive a D for below grade level work regardless of language ability. She felt that the Chinese parents would not understand such low grades and would be extremely disappointed with their children:

> especially with Chinese culture... you bring home a report card with D's, it doesn't matter what the comments say. It doesn't matter about anything, those parents are really going to be upset.

Consequently, she made a special effort to avoid giving grades of D. She described her way of handling this culturally-sensitive problem as follows:

> ...a child may be doing excellently, making excellent progress, but may be at a second grade level. Well, I'll put grade levels and then I'll put an asterisk, and I'll put an A in the effort column. And then in the academics, I'll put like a B or a B+ because on the report card it definitely says A is at grade level or above. So usually the highest I'll put is B+ and then may[illegible] A+ for effort. And then I'll put an asterisk and then I'll explain it in the comments. That has worked better.

Curriculum intent. Teacher I taught her fifth grade class English reading/language arts, Chinese reading/language arts, mathematics, social studies and science (latter three taught in both languages, but as the year progressed, more English was used) during both Part I and Part II of the SBIF study. Comparison of the curriculum for basic skills areas across the two school years revealed stability in instructional goals and materials used.

Teacher I hoped to have all of her students reading at grade level; however, realizing that this goal was unrealistic for many of the language minority pupils, she aimed to have students progress "toward his or her own potential."

During the 1980-81 academic year, Teacher I's class was divided into five groups for English reading/language arts instruction. Four of the groups met with the teacher, and the other received instruction from the teacher's aide. This arrangement was repeated during the 1981-82 school year. The same materials were used in both years of the study. These consisted of a reading series that had been selected by school district personnel and supplementary worksheets.

During both school years in question, Teacher I combined her class with another fifth grade class in the school for Chinese reading/language arts instruction. The combined classes were then divided according to five ability levels, and Teacher I taught those students with less proficiency in Chinese, while the other fifth grade teacher instructed the more proficient students. Two aides were frequently present as well.

Teacher I's goal for both school years was to enable her students to engage in basic conversations in Chinese, and to acquire fundamental writing skills in that language.

Five mathematics groups were in operation during both years of the SBIF study. In both years, Teacher I instructed the four more advanced groups, and the aide instructed the other group. Teacher I's goal for mathematics instruction was to have her students go beyond the minimum fifth grade level. This included topics such as fractions, decimals, percentage, and geometry. This goal remained stable for the two years studied.

Sense of Efficacy. Teacher I conveyed a moderate sense of efficacy during Parts I and II of the SBIF study. The instructor assessed her students to be making progress and supported this claim by citing improvement in reading scores. She also considered that her students had strengthened their self-concept, and she attributed this to their exposure to the Chinese language. However, Teacher I's feeling of inexperience in bilingual instruction permeated her responses to questions asked during the curriculum interview for both years:

> I think I have a lot more to go, but compared to when I started (to teach in the bilingual program) I've come quite a long way...This year I feel more comfortable using both languages...but it's difficult to teach bilingually...there's just not enough time (Part I Curriculum Interview).

The difficulties of teaching in a bilingual classroom again surged during the second year's interview:

> I think in bilingual (classrooms) I always feel inadequate...The students are supposed to gain the Chinese language, to improve self-image. Yet, at the same time, he's not supposed to miss anything else that other kids get. But the school day is not lengthened, and not enough materials are provided.

Summary - Teacher I

Teacher I was consistent during the two years of the SBIF study in terms of the following: (1) extent of her oral use of English and Chinese; (2) distribution of time to materials in Chinese and English; (3) curriculum intent; and (4) sense of efficacy.

Inconsistency was detected in the following areas: (1) organization of instruction; (2) allocation of time to basic skills instruction; (3) active teaching behaviors; and (4) frequency of code-switching. The specific aspects of consistency/inconsistency are described below.

In terms of organization of instruction, students during both years were instructed predominantly while in more than three groups or as a single group. Part I students were grouped primarily on the basis of language proficiency or with multiple factors considered concurrently, while Part II students were most frequently grouped according to academic skills, language proficiency, or student choice.

During both years, Teacher I handled task assignments in two major ways. Most of the time, the instructor assigned each group a different task, and for a more reduced portion of time, more than two-thirds of the students worked directly with her. Teacher I instructed alone for a significant portion of the Part I day, but she was always assisted by at least one other adult during the Part II day.

Teacher I was inconsistent in her allocation of time for basic skills instruction. She dedicated approximately one-third of the average Part I day to reading/language arts, and mathematics; however, during the following year, all but 15 minutes of the average day was consumed by basic skills instruction. Despite the aforementioned change in the allocation of instructional time, this teacher was fairly consistent in her more extensive use of English-language materials compared to the use of materials in Chinese. English-language materials were used with five times more frequency than native-language materials during the initial year of the study, and with eight times the frequency in the following year.

Teacher I was consistent regarding the extent of her oral use of English and Chinese. During both years, the instructor spoke in English for approximately three-quarters of the day and in Chinese for less than one-fifth of the time. For the remainder of the time, she mixed the two languages or was otherwise silent. However, whereas an average of 41 code-switches per day were recorded for Part I of the study, there were approximately 107 language changes during the typical Part II day. In both years, code-switching primarily served the function of instructional

development. It seems that the intensification of instruction in reading/language arts during the 1981-82 school year was accompanied by an increase in language alternation on the part of the teacher.

An increase in observer ratings of active teaching behaviors was noted for Part II of the SBIF study. The most noticeable differences were detected for items focusing on elements of direct instruction and teacher expectations.

There was consistency in terms of Teacher I's curriculum intent for the basic skills areas of reading/language arts and mathematics. Additionally, the instructor was consistent in conveying a moderate sense of efficacy during both study years. With reference to the latter, Teacher I considered that there are unreasonable demands on bilingual teachers who are expected to have students acquire English, retain their native language, and at the same time, not fall behind in the content areas. Yet, all this is to be accomplished without expanding the school day.

A Case Study of Instructional Stability: Teacher J

This last case study describes data collected in Teacher J's classroom during two consecutive school years. The analysis includes comparisons of data across years in terms of the organization of instruction, allocation of time, active teaching behaviors, curriculum intent, use of language and culture, and instructor's sense of efficacy. Stability and/or instability over time on the aforementioned aspects of instruction is described. Preceding the analysis of data on instruction, however, is a description of Teacher J's background and of the classes she taught during the two study years.

Teacher's Background

Teacher J is a multilingual Chinese woman. Her native language is Toisanese and a second language, Cantonese, was acquired when she moved to Hong Kong as a young child (five or six years old). While in high school and college, Teacher J learned Mandarin, which became her major. She has attained fluency in English since her arrival in the United States about 16 years ago. Teacher J rated herself as fluent in Toisanese, Cantonese and English, and limited in Mandarin.

This person has had a good deal of formal training in all of the aforementioned languages through school, with the exception of Toisanese, which was acquired at home and through contact with the community.

Regarding educational background, Teacher J holds a bachelor's degree with a specialization in Chinese language study from San Francisco State University. She also received her Standard Elementary Teaching and Bilingual Cross-Cultural credentials from the same institution of higher education. Additional training has been in the form of in-service workshops, the latest of which dealt with Chinese oral language development and testing.

Teacher J expressed comfort in teaching both in English and Chinese; however, since 1974, she has participated in a team-teaching approach in which her major responsibility is teaching language arts, social studies, mathematics, science, and health in Chinese. The other member of her team has been a monolingual English-speaking teacher who provided instruction in all of the English language components of the curriculum.

The philosophy of bilingual education manifested by Teacher J stressed variables such as motivation, flexibility, variety of materials, native language translation, inclusion of students' culture(s), and progression from the familiar to the unfamiliar in working with minority language children. She was not aware of a specific district or school policy pertaining to bilingual education but was informed about federal guidelines for bilingual education programming.

Description of the Class for the 1980-81 and 1981-82 School Years

Teacher J taught classes that differed considerably during the two years in focus. During the first year of the SBIF study, she instructed a fifth grade class with a register of 28 and was assisted by an aide. Sixteen of her students, or 58 percent of the class, were considered by the teacher to be proficient in English; six students, or 21 percent of the class, were rated as speaking very limited English (category 1 and 2), and the remaining six students were estimated to be somewhat proficient (categories 3 and 4) in that language (see Table 7.9).

In the second year of the SBIF study, Teacher J taught a fourth grade class of 31 students and was again assisted by an aide. The change in grade level was also accompanied by a difference in the linguistic composition of her class. It can be noted that only 4 students, or 13 percent of the class, were considered by the teacher to be proficient in English. The number of very limited English speakers (categories 1 and 2) totalled nine, or 29 percent of the class. The number of somewhat proficient students (categories 3 and 4) rose to 19, or 58 percent of the class. Thus, in comparison, Part I students were rated at higher levels of oral proficiency in English than their second year counterparts.

Table 7.9

Characteristics of Teacher J's Class by School Year

School Year	Grade	T.A.	Register	Linguistic Composition				
				Number of Eng prof students	No of LEPs/level			
					1	2	3	4
1980-81	5	Yes	28	16	0	6	6	0
1981-82	4	Yes	31	4	2	7	7	11

Instructional System

The comparative analysis of data on the organization of instruction revealed changes in the extent to which students were grouped, in the types of task assignments used, and in the number of adults observed to be instructing students. Differences in Teacher J's allocation of time to subject matter and to her use of Chinese language materials were also noted.

Organization of instruction. Typically, Part I students were instructed as one group. Forty-seven percent of the school day was spent with students being taught as a single group. Other portions of the school day were conducted with students grouped for instruction. Two groups were observed for 34 percent of the time; three groups were coded for 14 percent of the time; and instruction in more than three groups was noticed for the remaining 5 percent of the school day (see Table 7.10a).

During Part II of the SBIF study, students were most frequently taught in two groups and this accounted for 53 percent of the school day. The rest of the day was spent in instruction as a single group (26 percent of the time) or in three groups (21 percent of the time). Thus, while the single group mode was most typical during the first year, the two-group configuration was most common during the second year.

Language proficiency was the primary factor distinguishing instructional groups during Part I. To a lesser degree, academic skills were also used as the basis for group membership. The identical pattern was detected during Part II (see Table 7.10b).

Within the grouping patterns described for Part I, three types of task assignment predominated (see Table 7.10c). For more than half of the day, at least two-thirds of the students in the class were directly instructed by the teacher; the remaining time was nearly equally divided between working at a common task or being grouped and each group having its own task. In contrast, only two types of task assignment were recorded during Part II. Students were frequently grouped and each group worked at its own task, approximately two-thirds of the time. Students spent the remaining third of their time being instructed directly by the teacher.

Teacher J was assisted by an aide for 78 percent of the average instructional day during the 1980-81 school year. For another 12 percent of the time, she worked alone, and for the remaining 10 percent of the day, she worked in conjunction with another teacher and two aides (a more thorough description of this "team teaching" arrangement can be found in the curriculum section of this case study). During the following year, this teacher continued to teach with the assistance of the aide for 78 percent

Table 7.10

Average Daily Time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher J's Classroom

Table 10.a

Number of instuctional groups	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
one group	105	47	38	26
two groups	75	34	77	53
three groups	30	14	31	21
more than three groups	11	5	0	0
other	0	0	0	0

Table 10.b

Group membership	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
lang prof	98	44	90	62
acdm skills	19	8	20	14
grade level	0	0	0	0
std choice/ interest	0	0	0	0
combination	8	4	0	0
no division	94	42	35	24
other	4	2	0	0

Table 7.10 (Continued)

Average Daily time and Percent of School Day for Four Components of Activity Structures for Parts I and II of the SBIF Study: Teacher J's Classroom

Table 7.10c

Task assignment	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
> 2/3 with T	124	56	50	35
> 2/3 same task	41	19	0	0
each group diff task	45	20	95	65
other	11	5	0	0

Table 7.10d

Number of adult instructors	Part I		Part II	
	mins./ day	% of day	mins./ day	% of day
teacher only	26	12	0	0
teacher + 1	173	78	113	78
teacher + 2	0	0	32	22
other	23	10	0	0

of the time. She spent the other portion of the day instructing together with a fifth grade teacher in a team-teaching situation, and each teacher was accompanied by an aide (see Table 7.10d).

Table 7.11 shows how the four components of activity structure--number of groups, group membership, task assignment, and number of adults--combined to form frequently occurring substructures (accounting for at least 10 percent of the school day). It can be seen that the 1980-81 school year had greater variety in structure (A) occurred during the first year, four unique combinations were frequent in the following year (A,B,O.L). Apparently accounting for differences across years was a change to "team-teaching" for a greater portion of the Part II day.

Allocation of time. Table 7.12 presents data on Teacher J's allocation of time to subject areas. These data make it difficult to determine the extent of consistency for the categories of reading/language arts and mathematics. This is the case given the reduction of absolute time (total minutes per day) from 229 to 145 minutes. Therefore, although there appears to be a substantial increase for both basic skills areas in terms of percentage of time, there is no real difference in the actual minutes allocated to these subjects per day. However, the combined subjects of social studies and science, which accounted for 41 minutes of the Part I day, were not coded at all for Part II, thus indicating a substantial difference across years.

Consistency regarding the extent of Teacher J's use of English and Chinese is revealed in the data presented in Table 7.13. During both years, the instructor used English predominantly (65 percent of the Part I day and 72 percent of the Part II day). On the average, the teacher used Chinese for approximately one-fifth of the day during both years.

From Table 7.14 it can be seen that Teacher J used English-language materials for approximately half of the instructional day during both years of the SBIF study. However, while no Chinese materials were observed in use during the first year, these were noticed for 25 minutes or 68 percent of the Part II day. Additionally, materials that included both English and Chinese were used for 33 minutes, or 23 percent of the observed time during Part II, although they were never used during the time observed in the first year. Furthermore, use of no materials or of those with no language associated with them, decreased from 101 minutes, or 45 percent of the observed Part I time, to 21 minutes, or 15 percent during Part II.

Table 7.11

Frequently Occurring Instructional Activity Substructures by School Year in Teacher J's Classroom

School Year	ASs	Activity substructure				Subject Focus
		Number of groups	Group membership	Task assignment	Number of adults	
1980-81	A	Three	Lang prof	Each group diff task	Teacher + 1	Rdg/L.A. (L1+L2)
1981-82	A	Three	Lang prof	Each group diff task	Teacher + 1	Rdg/L.A. (L1+L2)
	B	Two	Lang prof	Each group diff task	Teacher + 1	Rdg (L2)
	O	Three	Acdm skills	Each group diff task	Teacher + 1	Rdg (L2)
	L	One	No div	>2/3 with teacher	Teacher + 1	Mathematics

Table 7.12

Allocation of Instructional Time to Subject Matter Content by School Year: Teacher J's Classroom
(Table entries are minutes per day and percent of instructional day)

School Year	Content of Instruction				
	Rdg/lang arts (L1/L2)	Mathe-matics	Soc st/sci	Art/music/ PE	Other
1980-81	105 (46)	41 (18)	41 (18)	4 (2)	38 (16)
1981-82	98 (67)	48 (33)	0 (0)	0 (0)	0 (0)

Note: Data in this table are based on four days of data collection in each year using the ASP.

Table 7.13

Instructor's Oral Language Use by School Year
(Table entries are minutes observed per day and percent of total observation time)
(Teacher J)

School Year	Instructor's oral language use			
	English	Chinese	Mixed[1]	Silence[2]
1980-81	146 (65)	44 (20)	11 (5)	24 (11)
1981-82	103 (72)	33 (23)	- (-)	8 (5)

1 Mixed language includes time during which the instructor changed from English to non-English or vice versa at least once every thirty seconds.

2 Silence includes time during which the instructor did not speak at least thirty seconds.

Table 7.14

Language of Materials Used by Instructor by School Year
Teacher J's Classroom
(Table entries are minutes observed per day and percentage of total observation)

School Year	Language of materials used by the teacher			
	English	Chinese	Bilingual[1]	No Language[2]
1980-81	123 (55)	- (-)	- (-)	101 (45)
1981-82	63 (45)	25 (18)	33 (23)	21 (15)

1 Bilingual denotes that the materials being used by the instructor are printed in two languages.

2 No language means either that no materials are being used or that, if material are being used, there is no printed language associated with them

Instructional Process

This section contains a description of observer ratings of Instructor's J's active teaching behavior. Additionally, it includes a comparison of data across years on the teacher's curriculum intent, her use of language and culture during instruction, and her sense of efficacy. The analysis shows that Teacher J was rated as more often manifesting active teaching behavior during the 1981-82 academic year. While being consistent on the extent of her code-switching behavior across years, she appeared to switch languages with greater frequency for instructional development purposes during the second year. She also shifted the direction of her switches from a subgroup (during Part I) to the whole group (during Part II). Each of these changes is described at greater length in the following subsections.

Active teaching. Table 7.15 presents data on observer ratings of Teacher J's active teaching behaviors. This instructor was rated on twelve items clustered around four categories--focus on academic goal and content, elements of direct instruction, classroom management, and expectations of students and self. As can be seen, ratings for the 1980-81 school year ranged from 3.8 to 5.0, while those for the following year ranged from 4.3 to 5.0. On the average, Teacher J was rated higher during the second year with a mean of 4.8 compared to that of 4.3 during the previous year. Gains of at least 1.0 over the initial year were detected for items 3 and 7, both considered to be elements of direct instruction.

Teacher's use of language and culture during instruction. Teacher J used English and Chinese for approximately the same proportion of time each year. English was the predominant language of instruction, and accounted for more than two-thirds of the teacher's oral language (see Table 7.13).

This instructor described her use of Chinese as that of "teaching Chinese conversation, reading, and writing." In addition, she explained that Chinese was also used to explain concepts not understood when presented in English, to provide directions, and to"deal with people, problems or feelings particularly when the students feel more comfortable in expressing themselves in Chinese." According to Teacher J, Chinese was also used in orienting new students to school, to class rules and procedures, and for making contact with parents. English, however, was used for most instructional matters.

Tables 7.16 and 7.17 present more information on Teacher J's language use. On the average, 79 language switches per day were recorded during the first year and 71 during the following year.

Table 7.15

Observer Ratings of Teacher Behaviors by School Year
Teacher J

	Item	School Year	
		1980-81	1981-82
1	Teacher places a clear focus on academic goals.	4.5	5.0
2	Teacher is task-focused, spending most of the instructional period on the subject matter.	4.3	5.0
3	Teacher promotes high levels of student involvement in classroom tasks, keeps student engagement rates high, and optimizes learning time.	3.8	5.0
4	Teacher selects materials and adjusts instruction to maximize student accuracy rates.	3.8	4.0
5	Teacher presents information actively and clearly, structuring instruction by reviewing, outlining, explaining, summarizing, and promoting extensive content coverage.	4.3	4.3
6	Teacher monitors student progress toward achieving instructional goals.	5.0	4.0
7	Teacher provides immediate and academically oriented feedback to students.	3.6	5.0
8	Teacher manages classroom well.	4.5	5.0
9	Teacher has lack of discipline problems.	4.8	5.0
10	Teacher expresses high expectations for student achievement.	3.8	4.0
11	Teacher perceives students as capable of learning.	4.6	5.0
12	Teacher views himself or herself as effective in teaching the curriculum.	4.5	5.0

Table 7.16

Frequency Distribution for Content of Instructor's First Statement
After Oral Language Changes by School Year
(Table entries are number of language changes observed per day and row percents)
(Teacher J)

(n=79: 1980-81)
(n=71: 1981-82)

School Year	Content of instructor's first statement after language change					
	Instructional development		Procedures/directions		Behavioral feedback	
	Frequency	(Percent)	Frequency	(percent)	Frequency	(percent)
1980-81	50	(63)	19	(24)	10	(13)
1981-82	61	(85)	6	(9)	5	(6)

Table 7.17

Frequency Distribution for Person or Persons to Whom the Instructor's First Statement After a Language Change Was Directed by School Year
(Table entries are number of language changes observed per day and row percents)

(Teacher J)

School Year	First statement after instructor's language change directed to					
	Whole Group		Subgroup		Individual	
	Frequency	(Percent)	Frequency	(Percent)	Frequency	(Percent)
1980-81	20	(27)	34	(46)	20	(27)
1981-82	42	(59)	13	(19)	16	(22)

While switches predominantly performed the function of instructional development in both years, this pattern was more accentuated for the second year. Furthermore, while the Teacher's language changes were most frequently directed to a sub-group of her 1980-81 class, these were primarily geared to a whole group during the following year.

Teacher J explained that she frequently attempted to bring the students' cultural background and experience into the classroom. This was done by comparing and contrasting the Chinese and American cultures in order to make instruction "more personal, more relevant, and more meaningful" to the students. For example, holidays such as Memorial Day were compared with Ching Minhg or Chuhng Yeuhng; the class also discussed different ways Chinese and American people celebrate New Year's Day and birthdays.

Curriculum intent. During the 1980-81 school year, Teacher J had a fifth grade class to which she taught ESL, Chinese reading/language arts, mathematics, social studies, and science. This teacher had a "flip-flop" organizational arrangement with another instructor who was responsible for teaching the students English reading and language arts.

Chinese reading and language arts lessons were taught in Chinese, although on occasion the teacher resorted to English in order to explain concepts to her English dominant students. ESL was taught mostly in English, although students were frequently given explanations in Chinese of the content being presented. Mathematics, social studies, and science were presented "bilingually."

The "flip-flop" organizational arrangement used during the initial year of the SBIF study was changed to a "team-teaching" situation in the following year. Teacher J then taught a fourth grade class the subjects of social studies, science, and mathematics. However, for portions of the day, her class was combined with a fifth grade class, and students were grouped according to language skills for English and Chinese reading/language arts. During this "team-teaching time," Teacher J gave instruction in Chinese reading/language arts and ESL to one group. As had been the case in the previous year, content area instruction was given "bilingually" and language related instruction was carried out primarily in the target language.

A more thorough analysis of the information on basic skills curriculum revealed few differences across the two years. A description of the basic skills areas follows.

During both academic years in question, Teacher J concentrated on English oral language development. The instructor's emphasis was on vocabulary building and grammatical appropriateness. Her goal was to enable students to participate successfully in "simple

conversation." The same materials were used both years, and these consisted of a language text and a variety of visual aids.

In terms of Chinese reading/language arts, Teacher J, with the assistance of an aide, instructed students from five different levels of Chinese language proficiency. Her aim was to have students "be able to read...to use vocabulary and make it part of their lives." The emphasis for the less advanced students was oral language development, but Chinese literacy was expected of the more advanced ones. This pattern remained constant over the two years of her participation in the SBIF study.

Although the instructor was responsible for teaching mathematics to fifth grade students during the initial year, and fourth grade pupils in the second year, the content of instruction was not significantly different. Emphasis was given to the basic operations (addition, subtraction. multiplication, division), fractions and metrics. In the teacher's words, the curricular difference between fourth and fifth grade mathematics is that:

> according to the district's curriculum guide, fifth graders just go into more depth for each area (Part II Curriculum Interview).

Sense of Efficacy. Teacher J considered that her students had made great progress during the 1980-81 and again in the following year. She expressed a sense of fulfillment in being a bilingual teacher. However, this instructor also communicated frustration at not having sufficient time to accomplish all that is expected of a bilingual class. This frustration was conveyed in the following statements:

> I would have done it better if I had more time for preparation...but it's really difficult...I always feel pressure because I have to cover so many different subject areas...I'm still pretty happy with the progress, but with more time I could have pushed them more (Part I Curriculum Interview).

The lack of time was also a major concern expressed in the second year interview:

> ...I always fight time..,there's just not enough time to do things ...we have so many minutes in the day and so much to teach...I just couldn't get done half of what I wanted to do.

Summary - Teacher J

Teacher J was consistent during the two years of the SBIF study in terms of the following: (1) extent of her oral use of English and Chinese; (2) frequency of code-switching; (3) curriculum intent; (4) use of Chinese culture during instruction; and (5) sense of efficacy.

Inconsistency was detected in the following areas: (1) organization of instruction; (2) use of Chinese-language materials; (3) active teaching behaviors; and (4) pedagogical functions of code-switching. The specific aspects of consistency/inconsistency are described below.

In terms of the organization of instruction, Part I students were mostly taught directly by Teacher J as a single group. When pupils were grouped, it was accomplished mostly on the basis of language proficiency. Part II students were usually instructed while in two groups, formed on the basis of language proficiency, and each group working at a different task. Teacher J was usually accompanied by an aide during both years. The changes in organizational structure across years reflect the shift from a "flip-flop" teaching arrangement during the initial year of the study, to a "team-teaching" situation for the following year.

Teacher J appeared to be inconsistent in her allocation of time to instruction. While the number of minutes per day used for instruction decreased during the second year of the study, the percent of instructional day absorbed by basic skills teaching, particularly for reading/language arts, rose during that year. Additionally, while the use of Chinese-language materials, or materials printed in both Chinese and English, was not observed during Part I of the study, these accounted for more than one-third of the typical Part II day.

A fairly stable pattern of language-use was assessed for Teacher J. During both years, this instructor spoke English with three times more frequency than Chinese. On the average, 79 language switches were recorded for the Part I day, and 71 for the Part II day. While switches were primarily for instructional development purposes during both study years, this pedagogical function was more accentuated during the second year. It appears that at least for this teacher, the frequency of language switches for instructional development was related to the percentage of time dedicated for instruction in reading/language arts. That is, the teacher switched with greater frequency for instructional development purposes when a larger portion of time was dedicated to language-related instruction.

An increase in observer ratings of active teaching behaviors was noted during Part II of the SBIF study. The most striking changes were evident in the set of items concerned with elements of direct instruction.

There was consistency in terms of Teacher J's curriculum intent for the basic skills areas of reading/language arts and mathematics. Additionally, this instructor consistently used her knowledge of Chinese culture. This was done by comparing and contrasting the Chinese and American cultures in order to make the learning experience more personal and relevant to her Chinese-speaking pupils.

Finally, Teacher J consistently conveyed a moderate sense of efficacy. She considered that while her students had made academic progress during both years, she was frustrated by not having sufficient time to accomplish the goals she set out for them.

CHAPTER EIGHT

SUMMARY

This report was intended to explore issues of stability in the instructional system and process for a sample of 10 bilingual teachers in the SBIF study. Two levels of data analyses were carried out. The first level was teacher-specific and resulted in a case study for each of the 10 teachers. The second level involved cross-case analyses yielding two types of information--identification of stable/instable instructional characteristics and factors associated with stability/instability of these characteristics across years.

The instructional system was examined from two perspectives--instructional organization and time allocation. The instructional process was studied for four key facets of teaching--active teaching, instructor's use of language and culture, curriculum intent, and sense of efficacy. A description of trends for each of these aspects of instruction follows.

Instructional System

There were many differences across years in the ways in which the teachers organized instruction of the four activity structure components examined, the most volatile was that of number of instructional groups, with eight teachers (A, B, C, E, F, G, H, J) showing inconsistencies across years. In comparison to Part I, some Part II teachers (C, E, F, J) reduced the number of instructional groups, while one (G) expanded her grouping arrangement. Still other teachers used the one group (B), two groups (A), and three groups (H) organization with greater frequency during Part II.

Group membership factors changed across years for seven teachers (A, B, C, F, G, H, I). More specificaly, there was a shift from language proficiency to grade level (A), and from language proficiency and academic skills to no division (B). During Part II there was elimination of academic skills grouping (C), and emphasis on grouping on the basis of language proficiency (F), a combination of factors (G, H), and academic skills (I).

In terms of task assignment, there were inconsistencies across years for six teachers (C, E, F, G, I, J). During Part II, students were given more time to work on their own by four teachers (C, F, G, J), while two others (E, I) emphasized teacher-directed instruction with more than two thirds of their class.

Changes were noted across time intervals for six instructors (A, B, G, H, I, J) regarding the extent of their teaching along or while assisted by other adults. The following patterns were more pronounced during Part II: the teacher working alone (B), the teacher assisted by one other adult (A) and by two other adults (G, H, I, J).

The cross-teacher analysis of the data on activity structure revealed three factors to be associated with differences over time in the teachers' organization of instruction: (a) change in district policy; (b) administrative decisions at the school level; and (c) the linguistic composition of students in the class. A change in district policy was detected primarily at one site. The shift in district policy on student testing required that all students from second grade and above take the citywide reading and mathematics test in English. (In the previous year LEP students had been excused from taking the test.) This change appeared to affect a combined first/second grade class. The teacher (A) changed whereas multiple groups were observed in operation during Part I, the two group arrangement became predominant during Part II. Thus, it seemed that there were first and second grade classes rather that a combined first/second grade class within the same classroom.

The second factor associated with the organization of instruction--administrative decisions at the school level--was noted in four classrooms. In one classroom (B), the loss of the paraprofessional during the second year was related to greater emphasis on single group instruction. The change in Teacher C's assignment from a self-contained bilingual classroom (Part I) to an ESOL pull-out program (Part II) was connected with greater emphasis on grouping by language proficiency, single-group instruction, and greater individualization of instruction during the second year. The placing of an ESL teacher for part of the day in the bilingual classroom (G, H) at Site 4 during Part II of the study was related to more grouping and greater individualization of instruction during that year.

A third factor associated with the organization of instruction is the linguistic composition of students in the class. In one classroom (E), the reduction in the heterogeneity among students in terms of their English language proficiency during the second year of the study, appeared to be related to a decrease in the number of instructional groups and an increase in teacher-directed instruction.

It is interesting to note that in the classroom for which most stability was detected, there was stability in terms of district policies regarding instruction, administrative decisions at the school level with direct implications for classroom, and the linguistic composition of students in class over the two study years.

In terms of allocation of time, a trend toward more instruction in reading/language arts was evident during the second year of the SBIF study. Four teachers were consistent in their allocation of time to this curricular area. Among those instructors who were

found inconsistent, five devoted considerably longer portions of the typical school day to reading/language arts, and only one decreased the time dedicated to this area of instruction.

The major factor related to greater emphasis of reading/language arts noted during Part II was increased pressure to improve students' reading scores on standardized English language tests. Teachers experienced these pressures by means of the following: (a) school policy that based student promotion on achievement tests given in English only; (b) having to prepare students for transition to English monolingual classrooms within a predetermined period of time, and (c) growing public concern expressed in the media regarding students' lack of literacy skills.

There was a fairly stable pattern for allocation of time to mathematics instruction, with seven teachers (A, B, D, E, F, H, J) showing consistency across years. Among the three instructors for whom inconsistency was detected, one (I) increased the time dedicated to mathematics instruction and two others (C, G) were never observed teaching mathematics during Part II of the study. In the case of Teacher C, her assignment as ESL instructor during the 1981-82 school year relieved her of teaching responsibilities for this content area. Although Teacher G was responsible for providing mathematics instruction to her students during both year, she felt greater pressure to improve their reading skills in English, particularly during the second year of the study. This was because students' transition to an English monolingual classroom depended almost exclusively on their reading test scores in English. As a consequence, she relegated responsibility for the teaching of mathematics to the paraprofessional.

A somewhat stable pattern for the use of English language materials was ascertained. Six instructors (A, D, E, G, I, J) were consistent in their use of L2 materials. Among the remaining four teachers, two (F, H) used English language materials with greater frequency during the second year, and two other (B, C) used them with less frequency.

A marked pattern of decline in the use of L1 materials was evident in the 1981-82 school year. No major differences across years in the allocation of time to the use of materials in the student's native language were noted for four teachers (A, F, H, I); however, five other teachers (B, C, D, E, G) decresed their use of L1 materials, and only one (J) incorporated them for slightly longer during the Part II day.

Instructional Process

Higher observer ratings for instructors' active teaching behaviors were recorded during Part II of the SBIF study. Five teachers (D, E, F, I, J) were rated as more active during the second year, by comparison to their performance in the preceding year. Four other teachers (B, C, G, H) revealed stable active teaching patters, and only one instructor (A) declined in overall

average rating. The largest increase in ratings during Part II was noted for the set of items concerned with clarity of academic goals and subject matter focus. Despite the aforementioned partterns of cross-year similarities and differences, all 10 teachers were rated as fairly active during both study years.

As a group, the 10 teachers spoke approximately two-thirds of the time in English and the remaining time in L1 during the first study year. During the second year, their use of English increased to nearly three-quarters of the time and the use of L1 declined to one-quarter of the time. Apparently related to the increase in their use of English was the stress on English reading noted across sites during Part II of the study. Although there was variation among the teachers, as a group they averaged 84 language switches per day during Part I, and 89 during Part II. During Part I, 66 percent of the alternations were for instructional purpose and 34 percent for behavioral feedback. The instructional function of language alternations was intensified during the second year, with 92 percent performing this function and only 8 percent being for behavioral feedback.

A teacher-by-teacher analysis shows that three instructors (A, G, I) alternated languages with greater frequency during Part II, and three others (C, E, F) did so with lesser frequency, and still four others (B, D, H, J) showed stable patterns. It is noteworthy that those teachers who increased the frequency of language changes conveyed the greatest sense of frustration regarding district pressure to intensify their instructional focus on English reading. In contrast, those instructors who decreased their language alternation behavior appeared most open to placing greater emphasis on instruction in English.

The cross-case analysis of language alternation provided insights for a more thorough understanding of this phenomenon. The following patterns were detected:

- An increase in the instructors' oral use of English was accompanied by an increase in their language alternation for instructional development (E, G, H);
- An increase in the instructors' allocation of time to reading/language arts was accompanied by an increase in their language alternation for instructional development (G, H, J);
- An increase in observer ratings for instructors' active teaching behavior, particularly for items (1 and 2) concerned with academic goals and subject matter focus, was accompanied by an increase in teachers' language alternation for instructional development (B, E, F, G, J);
- A decline in observer ratings for instructors' active teaching behavior, particularly for items (8 and 9) dealing with classroom management was accompanied by an

increase in teachers' language alternation for behavioral feedback (A, B, E).

All teachers were observed to bring the students' home culture into the instructional process in one indirect way--by using the students' home language for part of the instructional day. Several teachers expressed that in using L1 they were able to establish cultural identification with their pupils. This identification fostered trusting relationships between teachers and students. Thus, the teachers' use of L1 appeared to have a double function, that of clarification of instruction and bridging the cultural gap between the school and the home.

There was stability in terms of the instructors' sense of efficacy with only two teachers revealing a marked decline in this area. It seems that similar problems were shared by those instructors who conveyed a more moderate sense of efficacy. For example, they cited the following: (a) considerable pressure to have LEP students make a speedy transition into English (A, B, G, H); (b) paucity of L1 materials (A, B, I); (c) extreme heterogeneity of students' in the class in terms of their proficiency in L1 and L2, academic skills, and grade levels (A); (d) lack of support from parents (A, F); and (e) poor pay for teachers (f), coupled with greater demands placed on bilingual instructors in terms of students' development of L1, L2, and upkeep of content areas--and all this without expanding the school day.

The two teachers (A, B) who expressed a decline in their sense of efficacy instructed in a maintenance bilingual program. Both teachers were disturbed by the apparent inconsistencies between program philosophy and district policy. The district, while espousing a maintenance philosophy of bilingual education, had a promotion policy based on students' scores on reading achievement tests in English, with no regard for their performance in Spanish. Thus it appears that a wide gap between the professed ideology (incorporated in program philosophy) and practical reality (embodied in policy) may have an adverse effect on the teachers' sense of efficacy, and in turn, on the implementation of the instructional program for LEP students.

REFERENCES

Bossert, S. T. (1979). Task and social relationship in classrooms: A study of classroom organization and its consequences. New York: Cambridge University Press. (ASA Arnold & Caroline Rose Monograph Series)

Bossert, S. T. (1978). Activity structures and student outcomes. Paper presented at the National Institute of Education's National Invitational Conference on School Organizations, San Diego.

Brophy, J. E. (1979). Teacher behavior and its effects. Journal of Teacher Education, 71(6), 733-750.

Brophy, J. E., & Evertson, C. (1976). Learning from teaching: A developmental perspective. Boston: Allyn & Bacon.

Brophy, J. E., & Good, T. L. (1974). Teacher-student relationships: Causes and consequences. New York: Holt, Rinehart and Winston.

Burtle, M., Mountcastle, M., Jones, P., Ruibal, C., Moreno, Jr., R., Spevak, W., & Yanowitz, J. (1979). The district handbook. San Francisco: Coro Foundation.

Carroll, J. B., & Spearett, D. A. (1967). A study of models of school learning (Monograph No. 4). Cambridge: Harvard University, Center for Research and Development in Educational Differences.

Erickson, F., & Mohatt, G. (1982). Cultural organization of participation structures in two classrooms of Indian students. In G. Spindler (Ed.), Doing the ethnography of schooling. New York: Holt, Rinehart and Winston.

Fisher, C., Gee, E., with Armendariz, J., Dominguez, D., Goodman, G., Kaufman, R., Tsang, S. L., & Vazquez, J. A. (1981). Sample description and data gathering schedules: Part I of the SBIF study. (Document SBIF-81-D.3). San Francisco: Far West Laboratory for Educational Research and Development.

Fisher, C., Tikunoff, W., Ward, B., Gee, E., & Phillips, M. (1981) Bilingual instructional perspectives: Organization of bilingual instruction in the classrooms of the SBIF study. (Document SBIF-81-R.2/R.6-III.1). San Francisco: Far West Laboratory for Educational Research and Development

Fuentes, E., & Weisenbaker, J. M. (1979). The use of teacher rating of oral English proficiency as a covariate in the analysis of reading scores. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Good, T. L. (1979). Teacher effectiveness in the elementary school: What we know about it now. Journal of Teacher Education, 30, 52-34.

Goodman, G., Baldwin, E., Martin, J., & Tsosie, J. (1981). An ecological case study of bilingual instruction (English/Navajo), Grade 1 (Document SBIF-81-R.5/R.6-VI-B.5). San Francisco: Far West Laboratory for Educational Research and Development.

Goodman, G., Martin, J., & Tsosie, J. (1981). Macro-level context report (Site 4). (Document SBIF-81-R.6-I.A.4). San Francisco: Far West Laboratory for Educational Research and Development.

Guthrie, L. F. (1981). An ecological case study of bilingual instruction (English/Cantonese), Grade 5. (Document SBIF-81-R.5/R.6-VI-B.6). San Francisco: Far West Laboratory for Educational Research and Development.

Guthrie, L. F., & Lum, J. B. (1982). Macro-level context report (Site 5). (Document SBIF-81-R.6-I.A.5). San Francisco: Far West Laboratory for Educational Research and Development.

Heath, S. B. (1982). Questioning at home and at school: A comparative study. In G. Spindler (Ed.), Doing the ethnography of schooling. New York: Holt, Rinehart and Winston.

Hess, R., & Takanishi, R. (1974). The relationship of teacher behavior and school characteristics to student management (Tech. Rep. No. 42). Palo Alto: Stanford University, Center for Research and Development in Teaching.

Huerta-Macias, A. (1981). An ecological case study of bilingual instruction (English/Spanish), Grade 2. (Document SBIF-81-R.5/R.6-VI-B.4). San Francisco: Far West Laboratory for Educational Research and Development.

Lum, J. (1981). An ecological case study of bilingual instruction (English/Cantonese), Grade 5. (Document SBIF-81-R.5/R.6-VI-B.7). San Francisco: Far West Laboratory for Educational Research and Development.

McDonald, F. (1975). Research on teaching and its implications for policy making: Report on Phase II of the Beginning Teacher Evaluation Study. Paper presented at the National Invitational Conference, Research on Teacher Effects: An Examination by Policy Makers and Researchers, Austin.

McDonald, F., & Elias, P. (1976). The effects of teaching performance on pupil learning: Final report, Beginning Teacher Evaluation Study, Phase 2, 1974-1976 (Vol. 1). Princeton: Educational Testing Service.

Perez, E., & Apodaca, R. (1980, March). Bilingual education: The El Paso experience. Paper presented at the Bilingual Implementation Conference. Austin: Southwest Educational Development Laboratory.

Philips, S. (1972). Participant structures and communicative competence: Warm spring children in community and classroom. In C. Cazden, V. John, & D. Hymes (Eds.), Functions of language in the classroom. New York: Teachers College Press.

Rodriguez, T., & Huerta-Macias, A. (1981). Macro-level context report (Site 3). (Document SBIF 81-R.6-I.A.3). San Francisco: Far West Laboratory for Educational Research and Development.

Rojas, A., & Masud, M. (1981). Macro-level context report (Site 2). (Document SBIF-R.6-I-A.2). San Francisco: Far West Laboratory for Educational Research and Development.

Rojas, A., Masud, M., Fuentes, M. E., Rodriguez, B., Rodriguez, F., & Suarez, E (1981). An ecological case study of bilingual instruction (English/Spanish), in combined Grades 2 and 3. (Document SBIF-81-R.5/R.6-VI-B.3). San Francisco: Far West Laboratory for Educational Research and Development.

Rosenshine, B. (1979). Content, time, and direct instruction. In P. Peterson & H. Walberg (Eds.), Research on teaching: Concepts, findings, and implications. Berkeley: McKutchen.

Stallings, J., & Kaskowitz, D. (1974). Follow-through classroom observations evaluation, 1972-1973. (SRI Project URO-7370). Menlo Park, CA: Stanford Research Institute.

Tikunoff, W. (1983). An emergining description of successful bilingual instruction. Executive summary of Part I of the SBIF descriptive study. San Francisco: Far West Laboratory for Educational Research and Development.

Tikunoff, W., & Vazquez-Faria, J. (1982). Successful instruction for bilingual schooling. Peabody Journal of Education, 59, 234-271.

Tikunoff, W. J., Fisher, C. W., Ward, B. A., Armendariz, J. C., Gee, E., Phillips, M., Vernazza, M., Baker, C., Boothroyd, M., Vazquez, J. A., Romero, M., Villegas, A., Lum, J., Guthrie, L., & Macias, A. (1981). Preliminary analysis of the data for Part I of the SBIF study. (Document SBIF-81-R.4). San Francisco: Far West Laboratory for Educational Research and Development.

Vazquez, J., Villegas, A. M., & Romero, M. (1981). Macro-level context report (Site 1). (Document SBIF-81-R.6-I-A.1). San Francisco: Far West Laboratory for Educational Research and Development.

Villegas, A. M., & Romero, M. (1981). An ecological case study of bilingual instruction (English/Spanish), in combined Grades 1 and 2. (Document SBIF-R.5/R.6-VI-B.2). San Francisco: Far West Laboratory for Educational Research and Development.

Wiley, D. E., & Harnischfeger, A. (1974). Explosion of a myth: Quantity of schooling and exposure to instruction, major educational vehicles. Educational Researcher, 3(4), 7-12.