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ABSTRACT

The practicum reported here was designed for elementary school mainstream teachers experiencing difficulty with the instruction of limited English proficient pupils. It presented teaching strategies intended to involve the LEP pupil as an active and successful participant in the mainstream classroom. The training address the following seven topics: styles of classroom arrangement and management; theories of second language acquisition; strategies for keeping LEP students involved; cultural sensitivity and recognition of differences; minority parent involvement; content area comprehension for second language learners; and the potential for LEP students to be at risk of failure. Training was given by consultants experienced in bilingual and English-as-a-Second-Language education, and focused on practical strategies for classroom use. A survey following the training indicates that participants did acquire new skills for working with the LEP student and family and felt increased confidence in their abilities to improve the education of this population, involve parents, and recognize and appreciate cultural differences. Appended materials include the teacher questionnaire, evaluation of the seven component sessions, forms, a press release, a 20-item bibliography, and an outline of the training sessions. (MSE)

An In-Service Training Course Designed to Increase Teachers' Strategies For Working Effectively With Second Language Learners in the Elementary School Mainstream Classroom

by

Barbara Christina

Cluster XLI

A Practicum I Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

LIST OF FIGURES

ABSTRACT

An In-Service Training Course Designed to Increase Teachers' Strategies For Working Effectively With Second Language Learners in the Elementary School Mainstream Classroom: Christina, Barbara A. 1992: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. In-Service Training/Elementary Education/Limited English Speaking/English (Second Language)/Instructional Effectiveness/Instructional Materials/Teacher Student Relationship/Academic Achievement/Teaching Methods/Social Integration/Multicultural Education.

This practicum was designed for mainstream teachers of limited English proficient pupils who were experiencing difficulties in the education of these language minority students. An in-service course was designed and implemented for such educators. The enrollees were presented with strategies to fully involve the limited English proficient student as an active and successful member in the mainstream classroom. Participants received the training at no cost.

The writer developed seven components that were a requisite of the training. Course participants took part in the following activities: ways to arrange the classroom for the comfort and success of newly arrived LEP students, theories of second language acquisition, strategies to keep LEP students involved, such as whole language and cooperative learning, cultural sensitivity and recognition of such differences, minority parental involvement, content area subject matter for second language learners, and the potential of LEP students to become at risk learners. The in-service training was delivered by consultants highly trained in the field of bilingual/ESL education and participants were presented with practical, not ideal, strategies that could be implemented with little or no cost on the part of the teacher. Teachers were made aware of professional organizations to continue their growth, and federal and state funding sources were explained as ways to access monies for materials to create and to develop curricula.

Analysis of the data revealed that the practicum participants acquired new and practical strategies to work with the LEP student and family. The 19 participants who completed the training felt more confident to implement strategies to improve the education of LEP students, to involve parents in this education, and to recognize and appreciate cultural differences. These results were revealed to the writer in answers to questionnaires completed at the end of the training. Teachers now feel a

little more empowered to deal with the complex issue of providing a rich educational experience to limited English proficient students.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting for the writer is a Bilingual/English as a Second Language Technical Assistance Center (BETAC) of which she is the coordinator. The Center is funded by a grant from the State Education Department (SED) and is housed in a Board of Cooperative Educational Services (BOCES) regional unit. The writer's BOCES and BETAC office serve 27 rural school districts. The goal of the service is to provide technical assistance to those school districts serving limited English proficient (LEP) students and their families.

Of the 27 school districts, 18 have an LEP population serviced by appropriately certified English as a Second Language (ESL) teachers. The majority of the school districts are isolated from each other in rural settings. Public transportation is not adequate to serve community needs. To further complicate the problem, the writer's catchment area is split into a North Fork and a South Fork with a bay separating the two forks. Also, two of the

districts are situated on islands accessible by ferry service. The writer spends much time in her car traveling to various districts.

The school districts range from one room buildings to larger, more complex districts with several school buildings. The total population of LEP students is approximately 350. Most students and their families are from Central and South America, and the predominant native language is Spanish. A small minority (approximately 17%) of those families seem to enjoy a middle class standard of living, whereas the majority (approximately 83%) are living at the level of upper lower class and lower lower class.

Writer's Work Setting and Role

Since the writer's task, as mandated by the SED, is to work with schools having an LEP population, her focus was the mainstream teacher of LEP students. These teachers, as will be presented in the following chapters, were genuinely interested in the LEP student but appeared to be uneasy when LEP students were enrolled in their classes.

This was evidenced by the number of telephone calls the writer's office received from mainstream and ESL teachers requesting advice per telephone or through on-site visitation from the writer. The writer's past training and current position have placed her in the unique role as the expert or problem solver for these teachers.

The writer has taught foreign languages and has lived in Europe. Therefore, she has experienced the frustration of not being understood in a second language. This made her more sensitive to the children and families she works with, and her experiences living in another country enable her to portray to teachers the strangeness the newly arrived student feels in this country.

Since she uses Spanish with many of her families, she is aware of the difficulties of communication, especially over the telephone. Due to experiences in the university setting in Grenoble, France, as a second language learner, the writer can understand why LEP students are reluctant to speak in the mainstream setting!

After teaching foreign languages for a number of years, this writer had the opportunity to teach ESL even before it became a separate certification area in her state. Again, drawing on her experiences with learning a foreign language, she was quite sensitive to the estrangement of newly arrived students and families to the U.S.A.

Having taught ESL and assumed leadership roles in professional organizations relating to bilingual education, the writer returned to school for training in school management and leadership. Therefore, she is fully qualified to assume the administrative position as coordinator of a Bilingual/English As A Second Language Technical Assistance Center (BETAC).

A resource library can be found in the BETAC office. The writer maintains a resource library as part of SED requirements for teachers, parents, and administrators working with LEP students. The writer also maintains a current list of translators and interpreters to assist parents and teachers. During the 1990-1991 school year, 15 languages were spoken by LEP students and families residing in the writer's catchment area. Spanish was the majority language among these minority languages.

Assessment instruments geared to give a sense of direction in program design for LEP students are also available through the writer's resource center. As per the 1989-1990 grant evaluation, approximately 300 resources were borrowed by about 30 professionals.

In June 1991 there were 27 ESL teachers serving a LEP population of approximately 350 students, and the number of these students was expected to grow by the beginning of the 1991-1992 school year. There are ten BETACs throughout the writer's state who meet monthly in the state capital for networking purposes and directions from the SED Division of Bilingual Education.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem, as discerned by the writer, was that the mainstream teachers of LEP students in the elementary grades were experiencing difficulties in the establishment of rapport with these students. Evidence presented to the writer by mainstream teachers, ESL teachers, and administrators clearly indicated that the mainstream teacher did not employ sufficient methodologies and/or strategies to demonstrate adequate empathy/sensitivity to the needs of these students. Hence these students can become at risk of academic failure accompanied by an internalized belief that they will never succeed. Academic failure and negative self-esteem lead to withdrawal from social activities with other students. Hence the student is caught in a web of a self-fulfilling prophecy of failure upon failure.

To sum up the problem, the LEP student did not feel comfortable and accepted in the mainstream classroom, and the mainstream teacher did not fully involve the LEP student as a class member.

Problem Documentation

Evidence of the previously stated problem was gathered by the writer through questionnaires, requests for and evaluation of workshops, seminars, and requests for technical assistance. All requests for technical assistance from school district personnel were noted in a log by the writer. The SED requires grant funded programs to maintain a log of almost all transactions whether by telephone, written communication, or through on-site assistance.

During the fall of 1990 and the winter of 1991, the writer logged more than 25 telephone calls from ESL teachers of LEP students requesting information as to how they could assist the mainstream teacher to work more effectively with LEP students. The mainstream teachers seemed to be frustrated in their approaches to successfully integrate LEP students.

In several interviews of which the writer was a part, she learned that LEP kindergarten children were being ignored in the mainstream class in one elementary school, and in another meeting with school administrators, she was informed that the faculty of this elementary building needed to become cognizant of practical ways to work with LEP students, especially at the commencement of the school year. The writer also learned that the prejudice of a community and Board of Education was disabling to the ESL program, students, and mainstream teachers of LEP students.

Minority parents verbally indicated their dissatisfaction with the schooling of their children at a parental seminar (February 1991) conducted by the writer's office. The seminar was led by a bilingual professional who is sensitive to the needs of bilingual minority parents.

The following figure indicates teacher dissatisfaction with the knowledge level and skills for working with LEP children and families during the 1990-1991 school year.

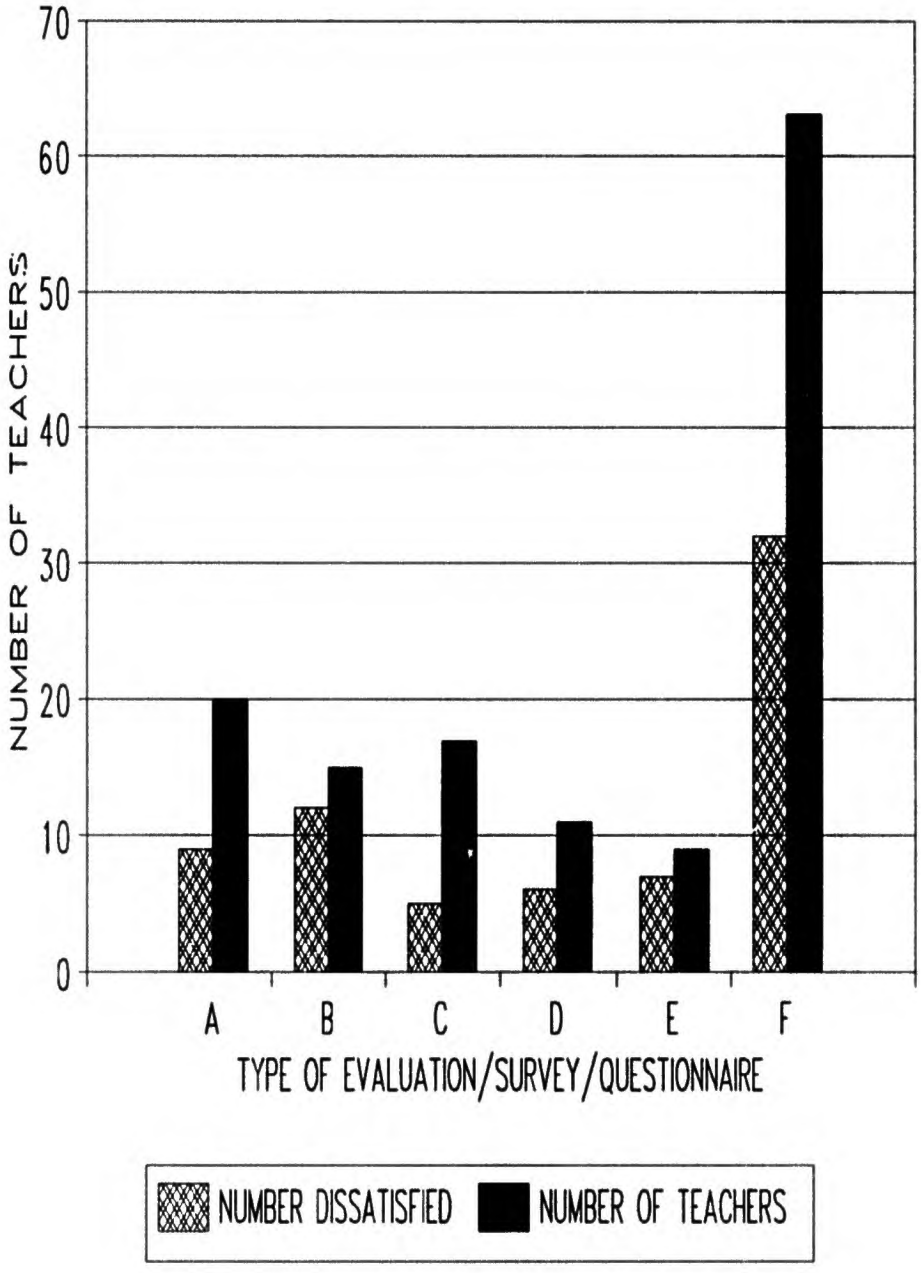

Figure 1

Teacher Dissatisfaction With Knowledge and Skills for Working With LEP Children and Families: Academic School Year 1990-1991.

Explanation of Type of Evaluation/Survey/Questionnaire:

A. Evidence of teacher dissatisfaction of one workshop to teach effective strategies: In an evaluation of a workshop presented by the writer, 9 teachers out of 20 indicated that more than just one workshop was needed to teach/present realistic, not idealistic, strategies for the mainstream teacher working with LEP students.

B. Depiction of teacher awareness of lack of strategies to work with LEP students: In a survey conducted by the writer, 12 out of 15 mainstream teachers indicated that they lack strategies and time to address the educational needs of LEP students.

C. Demonstration of the lack of cultural sensitivity by teachers questioned: In evaluations (form used was designed by SED) required for a workshop on the problem stated earlier in this chapter, 5 out of 17 mainstream teachers in the fall of 1990 indicated their lack of cultural awareness/sensitivity in working with LEP students and their parents.

D. Indication that more than half the teachers surveyed did not use sufficient strategies with LEP students: In an in-service course sponsored by the writer's office in the spring of 1991, 6 participants out of 11 indicated they did not employ appropriate strategies in their daily work with LEP students. Their concerns were described in the course evaluation form required by SED.

E. Comparison of teachers who initiated and/or did not initiate parental contact and were aware of cultural differences: In questionnaires completed at the end of the above course, 7 participants out of 9 indicated there was little parent contact and/or time to understand the culture of the LEP student.

F. Conclusion of presented evidence depicting that a majority of teachers needed strategies to work with LEP students: In summary, all data presented indicated that 32 teachers out of 63 working with LEP students were in need of strategies to help these students effectively in the classroom.

Causative Analysis

It is the writer's belief that there were four causes for the problem presented. These causes are fully described in this section.

A prime concern of the writer was that the mainstream teacher was not being shown realistic and practical strategies for building rapport and an effective learning environment for the LEP student in his/her class. The lack of strategies for building rapport lowers the self-esteem of the potential English learner. These students come to feel that they cannot learn. They internalize the problem as coming from inside themselves. Hence they are held back a year or referred to the Committee on Special Education,

thereby crystallizing the students' belief system that there is something wrong with them. The data presented in the previous section indicated that a majority of mainstream teachers were in need of strategies to work effectively with LEP students.

Besides establishing rapport with LEP students, classroom teachers have to build an understanding of the culture of minority students enrolled in their classes. Teachers were most anxious for this information, as was indicated in a workshop presented by the writer's office in the fall of 1990. The writer spent two hours working with the faculty in this school, and the area of prime concern, beside teaching strategies, was cultural sensitivity. Teachers felt that if they understood more about the diversity of student behavior as it relates to their culture, they could more easily bridge the communication gap between them and the LEP student.

Parents must be involved in the education of their children. The writer believed this to be another cause of the mainstream teacher's inability to work effectively with LEP students. The mainstream teacher did not know how to effectively involve LEP parents in the education of their students. Since mainstream teachers did not initiate contact with LEP parents, the LEP parents began to feel disempowered in the educational system. Parents voiced their concern at a parental seminar in February 1991. They

told the writer and consultant hired for the seminar that they felt unwelcome in school and did not understand the educational system.

A final cause for mainstream teachers' difficulties in working with and establishing rapport with LEP students is the existence of prejudice within local communities and school districts which isolates minority students and families. School district personnel who espoused the belief that minority families and students did not deserve equity and access to all school programs placed the burden of carrying out the prejudice on the classroom teachers, thereby disempowering the teacher.

Relationship of the Problem to the Literature

Review of the literature provided evidence of the problem concerning mainstream teachers and LEP students. A preliminary literature review conducted by the writer deals with the works of Cummins (1986), Edwards, Beasley, and Thompson (1991), and Canfield (1990). The work of these authors focused on the self-esteem of students and how the lack of positive self-esteem can lead to failure in the school setting.

Cummins (1986) suggests that minority students' educational success and self-acceptance have suffered due to inadequacies in society and an educational system that fails to see why this is a recurring problem. He presents a

theoretical framework as to why minority children are subjugated by the dominant culture. This subjugation of one group by another more powerful in politics, law, and education has led to the disabling of minority groups who speak a language other than that of the mainstream society. The characteristics of Cummins' theory for success should be an educational system where the foreign languages and cultures of the minorities are fused into the curriculum, a system that includes dialogue, i.e., active communication and participation between minority multilingual/multiethnic families and educators, a system which permits teaching strategies that involve the active participation of all learners, and most importantly, a system of assessment that does not centralize the problem within the learner, rather than with the societal structure at large.

Edwards (1991) designed, and Beasley and Thompson (1991) implemented a program to fully involve minority, culturally diverse students in classroom activities. The two teachers involved, Beasley and Thompson, prompted by a changing population which was predominantly non white, made innovative changes in classroom and instructional materials. In their lessons, they involved all students in discussion of students' physical attributes, including skin color. Pictures were drawn of people of different colors, and books on friendship were presented in class. The friendship books were carefully chosen to reflect the cultural and

socioeconomic diversity in the classroom. The friendship unit eventually led to willing involvement of the racially diverse parent community. The teachers learned not simply to hear what parents and children wish to say, but to actively listen to them. According to these three authors, the necessity of understanding the changing demographics of a community and the cultural differences that surface due to change must be accepted and incorporated into curriculum by school personnel if minority children and families are to view school as a place of acceptance and academic success.

Canfield (1990) presents a ten-step model for students and teachers to employ, thereby increasing the self-esteem of both with the result of increased student success. While Canfield's model does not focus on the bilingual student, he does focus on teachers and students in general. His approach is different in that the onus for change lies with the student, with the skilled educator facilitating the process. Canfield believes that teachers must be role models. Though Canfield seems to focus on the upper grades and secondary schools, the intuitive educator can design these steps to be used with younger children and the multilingual/multicultural children who are so sensitive to the rejection of mainstream society.

The writer's preliminary literature review shows how one researcher presents theory, how educators demonstrate practical adaptations of theory, and how issues emanating

from theory, such as self-esteem, can be taught by caring educators. The educators of LEP students need to be cognizant of this research in order to fully involve the multilingual/multicultural learner in class, school, and community activities. Positive recognition and acknowledgement of who one is has been shown by the research presented in this chapter to be vital to the success of that individual.

Ladestro (1991), Schmidt (1991), and Cummins (1984) provide evidence of problems encountered by LEP students in instructional programs in mainstream settings. Ladestro (1991) delivers a motivating article on why cooperative learning should be initiated in order to eradicate existing prejudices and establish true friendships among minority students and other students. Besides having the secondary but noteworthy effect of eradicating or decreasing racial tendencies, groups of students placed on teams for learning fare better academically. Most notably, the minority students' acceptance, self-esteem, and academic achievement have a positive correlation in a cooperative learning setting.

Schmidt (1991) points out that the choice of instructional programs for LEP students must be considered carefully or these students will not succeed in the mainstream. Schmidt reported the results of a study of immersion programs, transitional bilingual education

programs, i.e., "early exit programs" (p. 23), and developmental bilingual programs, i.e., "late exit programs" (p. 23). Each program, according to Acting Secretary of Education, Ted Saunders, can have its positive impact on students before entering mainstream classes, and the choice of which program to use should be based on the particular needs and diversity of linguistic backgrounds of each district and/or school. If students are to succeed once exited from various programs, the onus for making a wise decision as to whether it be immersion, early exit, or late exit lies within the hands of school administrators. Bilingual teachers and/or ESL teachers must be well prepared and appropriately certified if they are the deliverers of instructional service to these students and the bridge to their success in the mainstream setting.

The most important piece of evidence from the Schmidt (1991) article is <u>choice</u> of program. Children of multilingual, multicultural backgrounds will fail to become part of the mainstream if entered/enrolled in programs not tailored to their needs. All three programs have merit, and district personnel must decide which program and which teachers are best suited for their populations. Cummins (1984) demonstrates that educators do not understand the nature of second language acquisition, and failure to do so limits their preparation of adequate instructional programs for LEP students. Cummins (1984), like the Acting Secretary

of Education in the Schmidt (1991) article, is not an advocate of one particular instructional methodology, but believes districts must choose what is going to work for them.

Cummins (1984), however, is adamant that Hispanic, Native American, and Black students do experience far less success than their Anglo counterparts. He believes that teacher perceptions of minority students affect their academic performance. If teachers expect minority students to fail, they will. Many teachers, furthermore, discourage the use of the native language at home, thereby creating a chasm between parent and child with the child's eventual rejection of who he is. Cummins attacks teaching methodologies with minority students. The erroneous assumption that these students are less capable allows educators to justify teaching discrete skills rather than using a reciprocal approach in their lesson construction. They worry more about decoding than comprehension, thereby creating an anxious dependent learner.

Besides choice of methodology, Cummins (1984) admonishes teachers who are unaware that cultural diversity creates a complexity of behavior patterns that skilled educators must take into account in working with minority students. This writer has worked with many Hispanic students and can attest to the fact that many Hispanic students do not retell facts or stories once they have been

taught by the teacher. Hence their reluctance to summarize the main points of a story might well be misconstrued as misunderstanding, shyness, or lack of ability. There are many variables that enter into the education of the language minority child. A lack of awareness of variables from home life, community life, school life in the native country, and school life in America forces educators to create instructional programs that disable minority learners rather than empowering them (Cummins, 1984).

Lucas, Henze, and Donato (1990) can no longer excuse schools for poor planning of educational programs for minority and culturally diverse students. They describe an effective schools program for Latino youth in six high schools situated in the Southwest. The six high schools experienced success in lieu of failure because their educational programs for Latinos placed importance on the language and culture of the minority student, placed minority staff in the position of role models with high expectations for success on the part of the student, included staff development which helped teachers to learn new strategies and to understand different cultures and theories of second language acquisition. Students attending these schools were offered a variety of coursework, not placed in one program due to linguistic difference. Bilingual multicultural counselors were employed and parental involvement was highly emphasized. These schools

made a commitment to language minority students. These six schools were described as "successful" (p. 315) by the authors since school personnel espoused the above mentioned innovations which led to empowerment and not failure. Lucas, Henze, and Donato modeled their program on the effective schools strategies, but tailored their program to the Latino youth in the six high schools used in their study.

Hamayan and Damico (1991) found that LEP students are incorrectly referred for special testing and/or placement without consideration for their linguistic and/or cultural diversity. Teacher attitudes, skewed negatively toward the bilingual student, or their naivete in working with the bilingual students have caused unnecessary referrals and inappropriate placements.

Review of the literature connected with parents reveals that isolation of parents from social institutions, such as schools, leads to failure to succeed for the LEP child in school and for the parents in the community. Cummins (1986) presents compelling research as to why minority students and families abandon mainstream society. Minority groups, such as Puerto Ricans and Mexican Americans, have internalized rejection of their cultural identity by the dominant culture and have passed this disjointed identity onto their children so that the children are doomed to failure before passing through the school doors.

In contrast to Cummins (1986), Harding and Riley (1986) found that parents' anxiety to become members of the new world/community causes them to reject their native culture. Though Harding and Riley's focus is in paradox to Cummins', educators must still be made aware of societal rejection and/or family rejection of the minority culture and work with families and students to keep their identity intact. When children understand who they are, what they value and aspire to, then educators can see the birth of a healthy personality.

The writer is keenly aware of existing prejudices. Interviews with black adolescent students and Hispanic students prove the point. These students were part of an Alternative High School that school districts can access. The black students were forced out of their home schools. The black females told stories of prejudices by white administrators and teachers. The two Hispanics interviewed said that they had no friends, and no teachers took the time to help them understand content area subject matter in English. Erikson's (1963) studies of minorities, although done 40 years ago, still aptly apply to the way the influential majority treats the minority. The writer's paper on interviews with minority adolescents demonstrates that the better way of life sought after in rural communities is only a dream (Christina, 1991). As long as the dominant society successfully reigns, the dominated

minorities will continue to fail (Cummins, 1986; Erikson, 1963). Shanker (1991) is aware of the lack of the proper inclusion of the role of minorities in our nation's history books and admonishes society for allowing this to be.

Besides presenting evidence as to why LEP students are not successful in the mainstream, the research of the literature reveals several causes. Cummins (1984) proposes that local educational agencies must be willing to change policies, teaching strategies, and assessment procedures that find learning difficulties in the LEP student and not in the broader community. As long as educators continue to deposit the learning problem solely within the child, they need search no further for solutions. As soon as a label is placed on LEP children, whether it be justifiable or not, these children are now disempowered. Children will live up to what is expected of them. Thus, we have a self-fulfilling prophecy which can "actually create the learning disability it was intended to offset" (Cummins, p. 80).

Two years ago, just before the writer left teaching for administration, she had a second grade student in one of her English as a Second Language classes. Stanley was born in Haiti, spoke Haitian Creole and English, and had just come from a bilingual school to the public school system in the writer's state.

Fortunately, she was talking to his classroom teacher at the end of the first school day. The classroom teacher

told her about this child whom she thought was retarded because he could not follow class directions. The writer asked for the name and remarked that it could be a French or Haitian Creole family name and that she would check his permanent records to be sure. The classroom teacher, i.e., Stanley's mainstream teacher, immediately verbally attacked her stating, "Honey, I've been teaching twenty years, and I know a retarded student when I see one." The writer retreated, but as soon as she looked at the permanent records, she knew her hunch was correct.

Stanley was bilingual. He spoke Haitian Creole and English and had absolutely no conception of American school culture. Textbooks, notebooks, scheduling, class procedures, etc. were all new to him. No wonder he couldn't follow simple directions!

If Stanley had been referred, he would have been a classic example of what Cummins calls that "early identification process" that becomes "self fulfilling" (Cummins, p. 80). This teacher was ready to refer Stanley the first day of school, before even reading his portfolio.

Teachers must learn that permanent records of LEP children do contain information that can be of enormous help, especially if one wants to be sure of the student's previous schooling, country of origin, cultural background and/or language. Unfortunately, this information is not always readily available.

In several position papers, members of the New York State Teachers of English to Speakers of Other Languages (NYSTESOL) (1991) have emphatically stated that English as a Second Language (ESL) programs many times are not supervised by appropriately certified administrators, i.e., administrators with educational preparation in teaching English as a Second Language. NYSTESOL also maintains that all teachers of ESL are not appropriately trained and certified. Many do not even have adequate preparation time to work with other faculty members, LEP parents, and communities.

Drew (1991) is aptly concerned that too much academics are fostered in the classroom and not enough hands-on activities are conducted. Roser, Hoffman, and Forest (1990) advocate a "language to literacy" (p.554) program for the success of LEP students. They posit the cause for lack of success among LEP learners with mainstream teachers who are devoid of the requisite skills to develop a literate ambiance in the classroom. The insensitivity of educators to the affective domain is the subject of research done by Hamayan and Pfleger (1987). They state that teachers fail to recognize the affective domain in their strategies as they plan to work with LEP students.

School personnel involved with LEP students do have enormous responsibilities. Teachers must come adequately prepared to work with this population, as well as having the

support of administrators. Educators must be cognizant of approaches that will avoid failure, such as cooperative learning, whole language, and the writing process. They must be ready to reach out to parents and respect their cultural differences. Educators have to stay well informed of the latest research on second language learning, knowing how to interpret, use, or discard that research if they are to become good teachers and advocates for language minority children and their families.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The following goals and expected outcomes were projected for this project.

Goals

The goal of the practicum for the writer is that the limited English proficient student will feel comfortable, accepted, and successful in the mainstream class, and the mainstream teacher will fully involve the student as a class member.

Expected Outcomes

1. The writer intends to involve ESL teachers and mainstream teachers to achieve her goal. At least five ESL teachers and ten mainstream teachers will know how to work effectively with LEP students to enable a smooth commencement of the school year through a networking system that will be part of an in-service course and maintained in the writer's log, and by written narratives of changes implemented.

2. As a result of the in-service course previously mentioned, mainstream and ESL teachers will have developed effective strategies for involving LEP students in the mainstream class, and the success of these strategies will be shared with course participants. Participants in the in-service course will prepare an oral and written evaluation for the writer's edification. In this narrative, the writer of this report wants to know what is working and what is not and what the teachers are prepared to try that they haven't.

3. As a result of the in-service training and/or a cultural event, the writer expects prejudice against LEP students to begin to decline as documented by district personnel.

4. One of the writer's outcomes as a result of in-service training is to encourage the teachers to initiate a parental seminar with the help of the writer's office and resources. The writer wants teachers to involve parents as partners in their children's education.

Measurement of Outcomes

1. The success of ESL teachers and mainstream teachers who would be able to claim that the beginning months of school went smoothly for the LEP student was planned to be measured by answers to questionnaires. These questionnaires list strategies the writer hoped teachers would feel confident to implement due to in-service training. The

questionnaires were developed by the writer based on her previous experience and training. The questionnaires are located in Appendices B-H.

The writer hoped that approximately 12 out of the projected enrollment of 15 participants in the in-service training would feel confident enough to realize 50 strategies.

2. As a result of this in-service course, the writer planned that the teachers involved would have a repertoire of strategies for involving the LEP student in the mainstream class.

Again, with a projected enrollment of 15 participants, the writer hoped that 12 out of the 15 participants would implement 50 of the strategies listed in the questionnaires in Appendices B-H. These strategies would, naturally, be taught and demonstrated in the in-service training. They were the writer's tool for formally assessing the project and professional growth of the course participants.

3. A questionnaire (Appendix E) was created to demonstrate to the writer that educators would be more sensitive to the cultural diversity presented by LEP students. Again, she expected that 12 out of 15 course participants would be able to attest to becoming more sensitized to the LEP students in their mainstream classes.

4. The parental seminar that was planned to be conducted by the teachers and the writer's office and other

local efforts to involve parents would be specifically measured by the questionnaire in Appendix F. The writer again expected to see that 12 out of the projected 15 educators in the training were working actively with language minority parents.

CHAPTER IV

SOLUTION STRATEGY

Discussions and Evaluation of Solutions

The problem in this practicum was that the mainstream teachers of LEP students were experiencing difficulties in the establishing of rapport with these students. The educators did not employ sufficient methodologies/strategies and demonstrate adequate empathy/sensitivity to the needs of LEP students. Therefore, the LEP student did not feel comfortable and accepted in the mainstream classroom, and the mainstream teacher did not fully involve the language minority student as a class member.

The literature reviewed by the writer did present solution strategies that could be implemented by mainstream teachers of LEP students. Johnson, Johnson, Holubee, and Roy (1984) suggest cooperative learning techniques, some of which could be implemented at the inception of the school year. Cooperative learning enables students to work together interdependently allowing students to develop their cognitive abilities and social skills in a more relaxed atmosphere. The teacher becomes the facilitator in the

process, not the transmitter of discrete bits of information. Students learn from one another and pose questions for clarification to each other with the teacher guiding the process. Johnson, Johnson, Holubee, and Roy present a well defined structure and guidelines for successful implementation of cooperative learning.

Millet's (1986) presentation of the writing process can easily be incorporated into the cooperative learning classroom. Students create their own work, edit, revise, and publish with the facilitation of the teacher. Students have the option to edit their own work with a peer (cooperative learning/peer tutoring) and to share or not to share the final version with a small group or with the entire class. This writer has referred to Millet's work quite often in her teaching career.

In conjunction with cooperative learning and writing as a process activity, educators cannot ignore whole language as a tool for learning that is an integral part of the cooperative classroom setting. Taylor (1989) recommends whole language strategies to develop literacy skills for LEP children as well as non LEP children. Taylor, in the opening pages of his book, tells his readers that children learn language best when language is acquired naturally, i.e., without the focus on language itself, but on significant activities that create opportunities to use language meaningfully. His book is written for the educator

of LEP students, and extremely practical strategies are presented which encompass use of charts for children to tell or recount stories and for teachers to record stories; employment of big books which, if used properly, present language with rhymes and musicality with the aim of learning syntax in a creative and fun way; and application of "process writing" (p. 46) activities in which Taylor demonstrates concrete steps and examples of children's writings that skilled educators can use in their own settings. In summary, Millet (1986), Johnson, Johnson, Holubee, and Roy (1984), and Taylor (1989) present strategies for the classroom teacher of LEP students that can be woven together to enable the teacher to become a facilitator of knowledge with the student assuming the role of an active and creative partner in the learning process.

Cummins' (1989) theoretical framework for change allows the teacher to become a facilitator, gives the teacher ways to incorporate students' culture and parents in the learning process, the school, and the community. Cummins does not stop at the classroom door. He appeals to support personnel and addresses the assessment methods used in many schools. With students from multilingual, multicultural environments, Cummins makes known to educators, policy makers, and other powers that be, that schools must never assess LEP students to locate learning problems within the student, family and community. Rather he encourages Boards of Education, school

leaders, and teachers to look at the language minority child and community holistically and to appreciate and become fully cognizant of differences, talents, and special abilities of multilingual, multicultural children. To constantly seek the problem in these culturally diverse families leads to stagnation and not growth for families, schools, communities, and nations. Cummins' work includes pedagogical strategies not too different from previously mentioned authors.

Provenzano (1985), Hayman and Perlman (1990) present classroom management, teaching procedures, and assessment strategies mainstream teachers can employ with LEP students. Hayman and Perlman realize that as LEP children become mainstreamed and approach the middle grades, they need to have mastered the cognitive language skills necessary to succeed in content area subject matter. Their work can be used for teacher training, with emphasis placed on helping the mainstream teacher work more effectively with LEP students. The work presented by these authors demonstrates practical strategies, doable strategies, and shows the authors' cognition of what really happens in the class. Provenzano also presents step by step instructions for mainstream ESL and bilingual teachers. The book is a recipe for success if used wisely.

In full accord with the practicality of Provenzano (1985) and Hamayan and Perlman (1990), the works of

Underwood (1987), Law and Eckes (1990), Maculaitis-Cooke and Scheraga (1988), Sion (ed.) (1991), and Simpson and Meister (1991) present doable strategies. These authors offer day to day activities, instructional strategies, sample lesson plans, context embedded language activities, and parental activities that can be initiated by ESL and mainstream teachers. Communication techniques for use by mainstream teachers and how to's for setting up the classroom to achieve maximum instructional effectiveness for the LEP student in the mainstream environment are explained.

The works of professionals presented in this chapter were in full accord with ideas generated by the writer and presented in the next section.

The writer, having taught language minority students, having maintained active membership in professional organizations of ESL and bilingual educators, and assuming the role of an administrator to provide technical assistance to educators with LEP enrollment, gave careful thought to the solution of the problem presented earlier. Ideas generated by the writer were validated by the research of professionals in the field.

The writer's office sponsored an in-service course in the fall of 1990. The professional teaching the course briefly touched on the importance of understanding the experiential and cultural backgrounds of LEP students and incorporating this information into classroom activities.

Cummins (1989, 1986, 1984) is an advocate of multicultural sensitivity.

The writer has also learned strategies for teachers to use when talking with or conducting lessons for LEP students. The writer has urged teachers to use computers with LEP students in writing activities. Does this not reflect the ideas of Millet (1986) and Taylor (1989) in the whole language and writing process approach to educating students?

The writer has always believed that cultural heritage celebrations are effective means to breaking down cultural barriers. Her office sponsored an International Fiesta where many diverse cultures were represented. The largest minority groups in the performance were the Polish and Hispanic students. That year there had been some resentment of the Hispanic community by the Polish community. Some members felt that efforts to help students and families by interested educators were mainly aimed at Hispanics.

However, that evening the writer had the overwhelming sensation that the two groups were slowly reaching out to each other. When the Polish children sang their national anthem, not only did the Polish community stand with pride, other minorities slowly arose, as did the large Hispanic audience. The writer was quite moved by this show of respect by minority groups for other minority groups. A large population from the Anglo community attended and

stayed afterwards to speak with the other guests and enjoy the international foods.

The writer has always felt that international fiestas in a small way contribute to the creation of bonds among the different minority groups and between the minority groups and the dominant culture. Again Cummins (1989, 1986, 1984) is the proponent for recognition and acceptance of the subjugated minorities by the existing dominant society. The works of Hamayan and Pfleger (1987), Hamayan and Perlman (1990) also underscore the need for cultural identity of language minority students.

Other strategies, such as a monthly calendar designed for parents and children to do homework together, the use of translators and interpreters to help parents feel welcome, the use of computers for various instructional activities, tours of the school for LEP students and families, and the commitment by educators and others to visit parents at home were and will continue to be ideas the writer employs in her position as the provider of technical assistance to bilingual and/or ESL programs. Her ideas were validated in the practical mélange of strategies suggested by Underwood (1987), Law and Eckes (1990), Maculaitis-Cooke and Scheraga (1988), Sion (ed.) (1991), and Simpson and Meister (1991). Their works abound in techniques, lesson plans, strategies, etc. to help teachers working with LEP students. They certainly can be the foundation for teacher training

courses!

Description of Selected Solution

Due to careful study of the bibliographic research introduced earlier in this chapter, the writer planned to develop and implement specialized training for mainstream teachers of limited English proficient students. This course was different from most other types of courses or workshops offered through the writer's office. Most workshops were designed for ESL teachers. This course was significant because it was designed for the mainstream teacher, i.e., the teacher who spends the majority of instructional time with the LEP student.

The writer designed a course which had seven components. The following topics were to be covered:

a. Mainstream teachers would be presented with styles of classroom management as Provenzano (1985) and Hamayan and Perlman (1990) recommend, and styles based on previous experiences of the instructor.

b. Teachers would be shown how children acquire language naturally and the impact this could have on classroom teachers' work with these students. References to Taylor's (1989) and Cummins' (1989) works would be brought to the attention of participants.

c. Strategies would be presented for keeping LEP students involved, i.e., cooperative learning as presented

by Johnson, Johnson, Holubee, and Roy (1984), whole language, and the writing process (Millet, 1986).

d. Cultural sensitivity to language minority students and recognition that this diversity can affect learning styles would be taught as another topic the writer felt teachers must learn. The works of Erikson (1963) and Cummins (1986) would show teachers that prejudice has a long history, and that it was up to them, the educators, to begin empowering language minority students and families rather than repeating the cycle of failure and subjugation.

e. Parents as their children's first partners and the valuable role they can play in their child's education would be emphasized in a session that held promise of being extremely important. Ways to involve parents are skillfully outlined by Maculaitis-Cooke and Scheraga (1988). Their resource book should be in every teacher's library. The writer's office has five copies and she planned to order more.

f. Mainstream classroom teachers would be shown ways to help LEP students comprehend content subject areas. Mainstream teachers would come to understand the necessity of established planning time with ESL teachers as recommended in the position papers presented by NYSTESOL members (April 1991).

g. A final session indicating how easily language minority students can become at risk of failing and simple

affective techniques to avoid this as recommended by Hamayan and Pfleger (1987) would be used as closure to the formal training the writer's office would initiate.

The seven session in-service course was the heart of the writer's practicum. However, there were many other ways in which the writer could assist mainstream teachers. Through the technical assistance that is part of her job, the writer would attempt to visit districts with LEP enrollment to do on-site staff development.

One district was most anxious to work closely with the writer. This district has a growing number of LEP students, a newly hired ESL teacher, and a faculty advocating that these students be given equity in their educational pursuits. The writer planned to be of assistance to this district which also suffers from rural isolation, lack of affordable housing for minorities, lack of Hispanic professionals/role models, and a severe lack of public transportation.

The writer also hoped to work with her state professional organization, the New York State Teachers of English to Speakers of Other Languages (NYSTESOL), to deliver workshops based on her practicum. The writer felt that if she experienced success with this project, why not spread the news.

The writer expected this project to be successful because of the following factors:

a. Administrators and teachers, both ESL and mainstream, had indicated there was a need to improve the quality of instruction in the mainstream classes where LEP students are enrolled. The figure presented in Chapter II gave testimony to teachers' insufficient knowledge of strategies to work with these students, families, and communities.

b. The BETAC, Bilingual/English as a Second Language Technical Assistance Center, in which the writer works, was created by SED to provide technical assistance to school districts with LEP students.

c. Teachers were anxious about working with LEP parents, as indicated in Chapter II of this report. Most school personnel would welcome the assistance of the writer's office.

d. Teachers have always wanted more cultural information about diverse ethnic groups and have expressed concern about prejudice against minorities, as shown in Chapter II. Most administrators, social workers, and teachers would rather have students working together, as suggested by Beasley, Thompson, and Edwards (1991) and Ladestro (1991).

Besides the in-service course previously outlined, the writer planned, upon proposal approval, to begin to work with the one rural district to which reference was already made.

Frequent visits to this district would be made to address faculty, offer workshops and other on-site technical assistance. The number of interested teachers would be determined after the writer had addressed the entire faculty. The ESL teacher was most anxious to begin work with the writer.

The in-service course would be offered for one credit through the locally funded Teachers' Center and was the heart of this practicum. The writer's office staff, as well as the Teachers' Center, would widely disseminate the course announcement/flyers over the geographical area covered by the BETAC office in order to insure, at a minimum, an enrollment of 15. This task would be time consuming, but necessary. The writer would present/distribute course flyers at all meetings she attended. The course would also be published in local newspapers through the BOCES public relations department.

The writer had read all material cited in her references to insure adequate presentations by her. These references are in the writer's possession; thus they were planned to be shared with others.

Plans for a parental seminar and a cultural fiesta were already on the BETAC calendar. One parental seminar would be held at the beginning of the school year to encourage parents to become active in their children's education. A cultural fiesta, underscoring diversity, not indifference to

diversity, would be held before the completion of the project.

The writer planned to implement any new strategies that might become noteworthy as the practicum implementation phase progressed, and/or the writer intended, if necessary, to make any changes in the original plan in order to insure success of this project.

A daily log would be maintained by the writer. This log would be a separate one than the one required by SED, although many items might be the same.

At the close of the implementation phase, the course participants would evaluate the project as outlined in Chapter III. It was hoped that the one school directly served by the writer would be able to continue to work well with LEP students, their families, and communities. Of course, the technical assistance provided by the writer would not end with the end of the practicum. The writer hoped to have empowered educators with the needed knowledge to ward off failure and promote success for limited English proficient students.

Report of Action Taken

The writer fully intended to follow an action plan with an established time line. The writer planned to begin implementation of the plan by the beginning of September, especially since the local Teachers' Center had to publish

the in-service course and dates. The goal of helping the mainstream teachers of LEP students at the beginning of the school year when help is most needed had prompted the writer to plan for September. The calendar plan the writer followed for implementation can be read in the paragraphs that follow. All plans were maintained in a daily log.

Weeks 1 and 2: September 8-14; September 15-21, 1991

The writer contacted the interested rural school district and made an appointment to address the faculty on the aims of the project and to draw together an interested group of teachers. The nature of the in-service training was discussed with the elementary teachers of LEP students. The superintendent and teachers were interested in setting up an in-service course at their own school, similar to the one being planned at the Teachers' Center. The course, entitled "Strategies for the Mainstream Teachers of LEP Students," would now take place at two locations and all participants would receive credit. This was a change in plans for the writer, but she was able to successfully follow through. The teachers chose three Saturdays, October 26, November 16, and December 14, 1991. These Saturdays would be all day sessions with 5 hours of instructor time to fulfill the minimum of 15 hours of class time for local credit.

The writer also met with teachers at two neighboring districts within this time period. She spoke of the in-

service training and disseminated flyers to the faculty. The five ESL teachers employed by the two districts promised to make the course known to their colleagues. The writer used these meetings to maintain and continue networking with the teachers in the field.

The BETAC office secretary mailed 150 course announcements to professionals in the BOCES I catchment area and other interested parties who maintain contact with the BETAC office. Seventeen announcements were also sent to the non public schools in the writer's catchment area, since a small minority of LEP parents send their children to these schools.

A training meeting was held for consultants already hired by the writer to teach the in-service courses. The consultants were given a full explanation of the course as outlined earlier in Chapter IV. The outcomes and strategies to be measured (Appendices B-H) were distributed and questions were answered on any concerns of the consultants. The writer's bibliography was given to consultants with the promise that all books were available for their use. The writer's references are the bibliography that was provided to interested consultants. Fictitious names have been assigned to the consultants for the purpose of this report.

Plans were undertaken with two of the writer's larger districts to send Hispanic youth to a local conference in October 1991. The conference was important for these

students in order to empower them with the knowledge that they can be or become whatever they choose to be. Prominent local Hispanic leaders would address the students as a body and in small group workshops. The writer saw this as an opportunity for students to realize that minorities can succeed in the predominant Anglo culture and that recognition of who one is and where one comes from is valuable to the preservation of one's cultural heritage.

The writer was not able to initiate plans for a parental seminar. The beginning weeks of the academic school year put many demands on the BETAC office and thus no plans were established for a parental seminar at the commencement of the project.

The cultural heritage fiesta was also not planned due to the hectic schedule just mentioned. The cultural heritage fiesta and parental seminar, however, were able to be planned at a later date. The writer will present these details as they actually fell into her calendar plan.

The writer did begin her plans to present at her professional statewide conference, NYSTESOL.

The writer also began to receive calls for mini-versions of her in-service training, i.e., a two hour presentation to faculties of various schools in the catchment area of BOCES I BETAC. Several dates have already been set for the spring of 1992.

A neighboring BETAC office also expressed an interest

in the writer's training and a date was set for a resource specialist from that office to meet with the writer.

The writer also continued to contact, appoint, and train consultants to fully cover both in-service course sections.

Weeks 3 and 4: September 22-28; September 29-October 5, 1991

Since the one district chosen by the writer wished to offer the in-service course at their own site on the three Saturdays previously chosen, there was no need for the writer to hold a workshop on the practicum project at that school.

The writer, however, maintained contact with the ESL teacher to begin plans for a parental seminar and cultural fiesta. No date had been set at this point.

The writer met with two other consultants to train them to teach the in-service course. The training meeting was brief. The writer, as previously stated, reviewed parts of the course outlined earlier in this chapter, presented her outcomes and strategies (Appendices B-H), and made her bibliography available to the consultants. The writer, while she wanted the course to flow as planned, also did not wish to manipulate the style or the professional expertise of the hired consultants.

The Teachers' Center would offer seven sessions (2 hours 10 minutes) on Mondays, and the writer contracted with

four consultants to deliver these sessions. The one school district whose members chose the three Saturdays would be served by two consultants.

Of the consultants hired, one was an experienced ESL teacher and she was going to teach four sessions of the course for 2 hours 10 minutes per session. Two were bilingual counselors and another was a bilingual teacher and a well known consultant in the writer's state. These four consultants would teach at the Teachers' Center.

The three Saturdays at the rural district would be covered by two teacher trainers from a large city school district. The writer was fortunate enough to receive additional funding, besides the BETAC grant, from a federally funded project operating at a university in the city.

The writer has learned that maintaining professional networks is essential in providing the best service available to her component districts. The writer now has a file of consultants with expertise in bilingual education and has established connections of funding sources for future projects.

The writer's office secretary mailed out invitations from the County Executive's office to the writer's districts. These invitations were for celebrations countywide of Hispanic Heritage Month. The writer felt these performances by Hispanic artists were important to

Hispanic families in order for them to maintain and/or teach their children the origin of their roots.

The one school district housing the Saturday sessions of the in-service course did have an Open House for parents, and the ESL teacher, with an Hispanic teacher's assistant, made an effort to reach out to the Hispanic parents and urge them to come to their children's school. According to the ESL teacher, parental attendance was low.

During this time frame, NYSTESOL replied to the writer's request of providing a two hour mini-version of her practicum at the upcoming state conference. The response was affirmative.

An ESL networking meeting was held at the writer's office on Monday, September 30. The upcoming in-service training was outlined, as were the Hispanic Youth Conference and the County Executive's office plans for Spanish Heritage Month. The writer also spoke to the teachers about the necessity of involving LEP parents early in the school year and the importance of cultural sensitivity in the ESL and mainstream classroom. Teachers and administrators attending the meeting promised to disseminate course announcements to mainstream teachers.

Contact was made with the Teachers' Center on October 4, 1991. Enrollment in the writer's in-service course was moving along smoothly. Five teachers had already enrolled.

By the end of September and the beginning of October,

the writer had all plans in place with consultants. Times, dates, meeting places, etc. were established. Board appointments were in progress and outside federal funding sources for the project were committed. The writer would have taught the courses herself, but the demands of other BETAC functions precluded this. However, she did train the consultants to enable them to have course enrollees experience success with the course outcomes. Her consultants all have a significant measure of expertise in bilingual education.

Weeks 5 and 6: October 6-12; October 13-19, 1991

The networking meeting scheduled in the writer's proposal was not held in this time frame but had already taken place on September 30, 1991 as already noted by the writer.

A parental seminar was not held as planned. However, most school districts, as reported to the writer at a secondary principal's luncheon, were successful in getting more LEP parents to visit the schools.

One district even planned their own cultural fiesta with technical assistance from the writer. This festival would be held in November.

Due to the 12 weeks in which the practicum project took place and the fact that a second section of the in-service course was created, time did not permit the writer to schedule a parental seminar from her office or a cultural

fiesta. However, a parental seminar with a cultural fiesta was planned for the first week in January 1992. The Hispanic parents would celebrate Little Christmas with their children, and the writer would take this opportunity to talk with the parents on the necessity of staying involved with their child's teacher. Plans were all set and the writer even received donations of toys from the U. S. Marines' Toys For Tots program.

Since districts did indicate some success with parents and since one of these districts already had plans for a cultural celebration to take place in November, the writer felt that her practicum was still on its way to fulfilling stated objectives in Chapter III. The writer's office did provide technical assistance for this cultural celebration.

A small Teachers' Center, unknown to the writer, contacted her during this time frame, and the coordinator of this center wished to help by mailing flyers for the in-service training scheduled to begin at the end of the month.

Final arrangements for the Hispanic Youth Conference mentioned earlier were made by the writer. Twenty-five secondary students from two districts would attend.

A second BETAC in the writer's state asked for details of the in-service training. Since this training involved mainstream teachers and not specifically ESL teachers, the writer's proposal and course were of interest to other BETACs. BETACs usually train bilingual personnel, so this

course was unique.

The writer sent letters out to the Teachers' Center and the one school district also hosting the course finalizing all details as to room location, opening and/or closing the facility, attendance records for participants, equipment, and custodial help.

The BETAC secretary continued to mail out course flyers.

Weeks 7-8: October 20-26; October 27-November 2, 1991

These two weeks were extremely busy. One session (2 hours 10 minutes) of the in-service course was held at the Teachers' Center, and a one day session (5 hours) was held at the rural school district.

The first session, October 28, 1991, for 2 hours 10 minutes at the Teachers' Center focused on strategies the mainstream teacher could use during the beginning weeks of school. Pam, the consultant, taught about BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive/Academic Language Proficiency) and the necessity of mainstream teachers becoming aware of when and how students acquire BICS and CALP (Cummins, 1984, 1986, 1989).

Pam also presented a simple list of steps/ideas mainstream teachers could use when teaching the entire class including LEP students. Some of these ideas are found in the strategies in Appendices B-H of this paper.

Pam also presented her version of a buddy contract in

which the LEP student is assigned a buddy and this buddy/partner agrees to learn something in the language and culture of the newly arrived LEP student. This was a novel idea any teacher can model.

In the 5 hour course held on Saturday, October 26, 1991 at the rural school district, Joyce, the consultant, also spoke of the work of Cummins (1984, 1986, 1989) and how children acquire language naturally and not through structured drills. She spent much time explaining to participants the difference between acquiring language vs. learning a language. Joyce suggested that the classroom should be rich in realia. Strategies for involving LEP students, such as Total Physical Response (TPR) (Krashen, 1982), were demonstrated. The importance of nursery rhymes and Big Books for their musicality and repetition of language structures was demonstrated to participants.

Joyce ended the 5 hour session with references to cultural sensitivity and how to make LEP children more aware of American culture. She modeled a lesson on carving a pumpkin using class participants as LEP students and showed participants all that can be taught from such a simple yet motivating activity.

Both in-service courses were off to a great start. The Teachers' Center enrollment was up to 16, and the rural school district had an enrollment of 9. All were mainstream teachers except two, who were teachers of English as a

Second Language. The writer was glad the project was progressing well.

One of the districts with a large percentage of teachers enrolled at the Teachers' Center course was still working with the BETAC office for a cultural celebration, previously spoken of, to be held on Election Day, November 5, 1991. The writer made some contacts and presented the district with a list of quality Hispanic performers.

On Friday, October 25, 1991, the writer accompanied youth from two districts to the Hispanic Youth Conference. These two districts had a large percentage of teachers enrolled in the course at the Teachers' Center. The districts had also decided to work together on the cultural event for Election Day. The principal of one of the high schools in these districts commended the BETAC office for the assistance the writer had always provided. He was happy to say that his staff was working well with minority language parents.

The Hispanic Youth Conference, attended by 25 secondary students, was fruitful for the students. They met with local Hispanics in various leadership roles and were encouraged to be proud of who they are and to let no obstacle step in their path on the way to success. The writer has included the press release in Appendix L. One newspaper in her region has published the article.

The parental seminar was not held during this time, as

originally planned, but was planned for Friday, January 10, 1992 after the close of the project. The parental seminar, as explained earlier, would be accompanied by a celebration of Little Christmas according to Hispanic traditions. The writer was able to contact Toys for Tots to obtain toys for the children for that evening. The teachers and parents of the rural district which hosted the in-service course were planning the activities. The writer would address the parents in Spanish on the importance of school involvement. A tour of the school may follow later in the school year.

Weeks 9-10: November 3-9; November 10-16, 1991

One more session of the in-service course took place on Monday, November 4, 1991 (2 hours 10 minutes) at the Teachers' Center. Pam spoke more on second language acquisition, i.e., acquiring a language naturally vs. learning language. The work of Virginia Collier of George Mason University was cited. Her article in the TESOL Quarterly on academic achievement for second language learners has received much recognition in the writer's professional organizations (Collier, 1989).

Pam also tried to sensitize teachers to the academic potentiality of LEP students. Her aim was to make teachers cognizant of the fact that these students are capable, even though their life styles and previous experiences may differ dramatically from the Anglo student.

Another five hour session was held on Saturday,

November 16, 1991 at the rural school district. Chris, the consultant, spent much time on cultural sensitivity. Participants were asked to compare their culture with others and note the differences. Chris presented a mélange of multicultural children's books.

Chris also spent time on how best to involve parents. Teachers were excited by this and resolved to initiate a special evening solely for LEP parents. The writer's office can provide interpreters for such an event.

On November 10, 1991, the writer presented a two hour mini-version of her practicum at the New York State Teachers of English to Speakers of Other Languages (NYSTESOL) annual convention. She addressed 40 participants who are practitioners in the field of second language education. She told them how they could work with their mainstream faculties and led the workshop as if they were the mainstream teachers. The writer was enthusiastically received by her audience. She distributed her list of references and strategies (Appendices B-H) so that educators could plan their own workshops. The second vice president even congratulated her on the success of the workshop as did several of her colleagues.

The writer did not hold a second networking meeting for the ESL teachers in her catchment area as originally planned. However, she was invited to address the faculty of one of her schools. The topic again was the LEP student in

the mainstream setting. As the population of minority language students continues to grow in the writer's school districts, more mainstream teachers are becoming concerned about LEP students enrolled in their classes. Thus, the writer knows she will have to offer this course again!

In casual conversation with teachers at both sites for the in-service course, the writer was satisfied that the needs of the teachers were being met with practical not idealistic strategies, i.e., doable activities.

During this time frame, the writer met with a resource specialist from another BETAC to share her course with him. He wanted to create a two hour mini-version he could bring to his component school districts.

The writer also met with an ESL teacher to help her deliver an effective workshop to the mainstream teachers in her building. The writer's expertise in this area was on its way to creditable recognition!

Weeks 11-12-13: November 17-23; November 24-30; December 1-7, 1991

The writer realizes she overlapped weeks in the original proposal and is therefore making the adjustment in the final report. She was not going to include the week of November 24-30, but since in-service training was held that week, the week will be included. She realizes this project will cover 14 weeks in lieu of 12, but she is happy that the project was brought to a successful closure, as will be

demonstrated in Chapter V.

Three Mondays, November 18, November 25, and December 2, 1991 were dates for three more 2 hour and 10 minute sessions of the in-service course held at the Teachers' Center.

On November 18, 1991, Pam covered cooperative learning in the mainstream classroom. Pam referred to the model of Johnson, Johnson, Holubee, and Roy (1984) cited in the writer's references.

On November 25, 1991, Pam presented a session for 2 hours and 10 minutes on cultural diversity. Members of the class entered into a lively discussion on why children have difficulty adjusting to the new American culture. The teachers were eager to learn as much as they could about other cultures so as to understand their students' diverse backgrounds. Asian and Hispanic cultures were the focus of class discussion. Cummins' (1984, 1986, 1989) research on the dominant culture vs. the dominated culture was presented, and the racism still prevalent in society was openly acknowledged by participants.

Since this was Pam's last session with this project, she distributed her bibliography which can be found in Appendix M.

On December 2, 1991, Mike spoke at the Teachers' Center of his work with multicultural families. Mike has created a unique project where Hispanic families meet once a month

after the Spanish mass at their local church. During these meetings, Mike brings in speakers, e.g. bilingual medical personnel, to address the group. His project is called La Familia Unida, a name chosen by the participating families. The writer wants to continue to work with Mike in the hope of replicating this project in her catchment area.

The writer also works with the Hispanic community which covers the school districts in which both in-service courses were held. She was responsible for helping the Hispanic community obtain materials for their float which was part of the annual town Christmas parade. The town is predominantly Anglo. Therefore, the Hispanic float as part of this parade is very dear to this minority community. The entire town comes to the parade, and as witnessed by the writer in December 1990, the Hispanic community is gradually being accepted. Last year many children were on the float, and the writer proudly marched with the community and sang Christmas songs in Spanish. Last year the float won first prize.

This year the float was very beautiful, and the Hispanic community again proudly marched in the parade. Unfortunately, the day of the parade fell on December 7, 1991, and the writer had to be at the cluster meeting in New Orleans. However, she was glad she could make a contribution, and again this minority language community proudly entered into the parade. This small event brings

recognition to this community, and the writer feels the walls of prejudice are slowly coming down.

The writer also made plans to work with this community to help them celebrate Christmas Eve at a fiesta after the Christmas Eve Mass. Again Toys for Tots was contacted, and Father José came to the writer's office to thank her and pick up toys for the Hispanic Christmas Eve celebration.

Weeks 13-14: December 8-14; December 15-21, 1991

The BETAC secretary prepared evaluation packages for each course participant. The writer decided to evaluate the training at both sites immediately after the last session. Due to two courses running simultaneously and due to the fact that she miscalculated her weeks, the writer did not wish to go into January 1992. Participants also expressed difficulty in finding a common meeting time solely for assessment, and with Christmas vacation approaching, the writer did not wish to wait for evaluations to be done privately and mailed back to her. Instead, 30 minutes were allotted at the end of the last session at both sites. Appendices B-H were the writer's tool for evaluation.

Within this 2-week time frame, the last two sessions of training were held at the Teachers' Center. Thea, a consultant, on December 9, 1991 spoke of methodologies for success in content area subject matter. She demonstrated to course participants how she simplified material in science and social studies textbooks. She used lots of pictures and

simplified the language, not the content, with questions for students to answer verbally or in writing. Thea laminated all her work for durability. The writer suggested that teachers apply for grants and begin to work with their ESL teacher on such project via grant monies. These monies are available from the SED, Division of Bilingual Education. The writer will lend her expertise in grant writing to interested parties. Thea also demonstrated how to successfully use graphic organizers.

The last session at the Teachers' Center on Monday, December 16, 1991 was led by Juan. Juan is a bilingual guidance counselor who spoke on how easily LEP students can become at risk in the mainstream setting. His most important point in his 2 hour 10 minute presentation was that mainstream teachers must show that they really <u>care</u> for their minority students. Juan told of his own struggles upon coming to this country and of his first experiences with prejudice. He encouraged teachers to be cognizant of the affective domain when working with minority youngsters. He really believes that <u>caring</u>, i.e., genuine interest shown by the teacher, can motivate students to become successful.

The last 5 hour session, held at the rural school district on December 14, 1991, was conducted by Joyce. She spent a good part of this day on graphic organizers for content area subject matter. Teachers were extremely interested in this area. Joyce demonstrated how to develop

critical thinking skills in students beginning at the kindergarten level, through the use of simple tasks such as comparing and contrasting.

The day ended with a discussion of professional organizations such as NYSTESOL and how membership in such an organization entitles one to local newsletters and regional conferences. Membership forms will be made available by the writer to interested teachers.

At both sites, teachers expressed an interest in being put on BETAC's permanent mailing list. The writer sends out many conference announcements, local and statewide workshops, fellowship applications, grant applications, and usually several newsletters. The BETAC secretary will make labels so that these professionals can receive all mailings from the BETAC office.

The writer was thanked on both sites by teachers. Teachers seemed to enjoy the different consultants, and most found the information to be practical.

Weeks 14-15: January 5-11; January 12-18

The writer returned on January 10, 1992 to the rural district to celebrate Little Christmas and to address the parents. Classroom teachers, the PTA, the ESL teacher, the bilingual assistant and Hispanic parents planned the entire evening.

The community dined on traditional Hispanic dishes and some Vietnamese specialties prepared by the multicultural

community. Traditional Italian-American foods were also introduced to the limited English speaking children and their families.

The writer was introduced to the families by the ESL teacher. The writer addressed the community in English and Spanish. She encouraged parents to become active partners in their children's education. She urged parents to attend all school functions. Use of the mother tongue by parents was advocated by the writer. She told parents to either read or tell stories to their children in the native language. Adults were encouraged not only to maintain the native language and culture in the home, but also to avail themselves of Adult Education courses in ESL and to continue their schooling in their new homeland.

The evening ended happily with the children singing, dancing and enjoying the toys donated from Toys for Tots.

During the week of January 11, 1992, the writer had to submit her interim report on BETAC activities to SED. Thus the results of her practicum were shared with her supervisors. The writer's secretary also sent letters to members of the BETAC Advisory Council for a meeting to be held at the end of the month. The writer planned to share her practicum results with the Advisory Council.

A BETAC management meeting was held in the SED on January 16, 1992. The ten BETAC directors met in the State Capitol to begin plans for a statewide Hispanic Youth

Leadership Training Conference. The writer's State Education Department's Division of Bilingual Education is unique in that the director really cares about the needs and aspirations of minority youth. The writer is proud to be associated with that division.

CHAPTER V

The goal of the practicum was for the writer to provide specialized training to mainstream teachers of limited English proficient students. These teachers did not fully involve the LEP student as a class member, and the LEP student did not always feel comfortable and accepted in the mainstream classroom. The writer's aim was that this specialized in-service training would provide strategies to mainstream teachers that would allow them to work comfortably with newly acquired practical methods/knowledge with the LEP students from the first day the student entered the classroom.

Results

The results of the practicum were drawn from questionnaires in Appendices B-H. The questionnaires closely followed the in-service training and were the outcomes the writer projected for her project. The questionnaires were designed by the writer. It was hoped that 12 out of a projected enrollment of 15 teachers would realize 50% of the strategies in their work with LEP students. Appendix K illustrates the histogram the writer

planned to use to plot respondents' answers to strategies taught.

The writer intended to involve ESL teachers and mainstream teachers to achieve her goal. At least 5 ESL teachers and 10 mainstream teachers would know how to work effectively with LEP students to enable a smooth commencement of the school year through a networking system that was part of the writer's in-service course and other provided technical assistance that would be maintained in the writer's log.

The success of the first outcome was measured by answers to questionnaires. These questionnaires listed strategies the writer hoped the teacher would feel confident to implement. If the teachers answered YES to a strategy, that meant the teacher felt confident enough to implement the strategy or was already implementing it. A NO indicated the teacher would not implement the strategy. The N/A indicated that this strategy was not applicable to the nature of this teacher's work with LEP students. The questionnaires are located in Appendices B-H.

The enrollment in the in-service course exceeded the writer's expectations. Two sections were created, and the project began with 25 participants of whom only 2 were ESL teachers with the remainder being mainstream classroom teachers. The project did experience a mortality rate. The project concluded with 19 teachers having attended all

sessions of the in-service training at one of two sites. Therefore, the writer wished to have three quarters of these teachers, i.e., 14 out of the 19 enrolled, feel confident enough to realize 50 out of 80 of the strategies/outcomes taught in the course to enable newly arrived LEP students experience a smooth entry into American school life.

The histogram shown in Figure 2 presents evidence that 15 out of 19 participants do feel confident enough to realize more than 50 out of 80 strategies/outcomes learned as a result of in-service training.

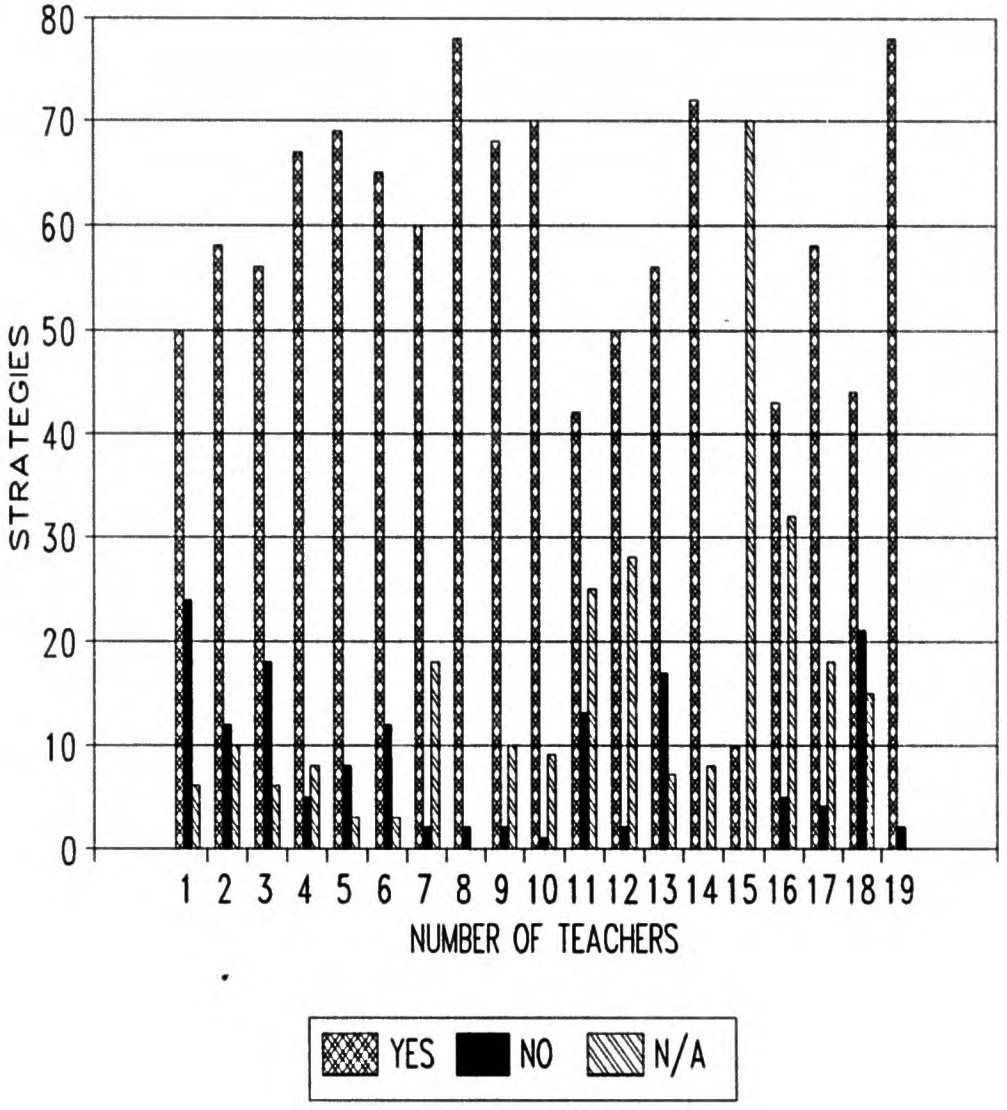

Figure 2

Depiction of the Results of In-Service Training: Strategy Response vs. Number of Teachers.

Numbers: 1 through 8 represent the number of in-service participants from the rural school district which met for three Saturdays for a total of 15 hours.

9 through 19 represent the number of in-service participants from the Teachers' Center who met seven Mondays for a total of 15 hours.

The second outcome was for the enrolled course participants to develop strategies for involving LEP students in the mainstream class throughout the academic year.

The result of the in-service training is presented again in Figure 2. The writer had hoped that 12 out of 15 participants would implement 50 of the strategies in Appendices B-H. Twelve out of 15 represents about three quarters of the projected attendance. Instead of 15 teachers completing the course, the writer had 19 out of 25 enrollees complete the training at one of two sites. Fifteen out of 19, i.e., more than the projected three quarters, did show promise of implementing 50 out of 80 strategies. The writer chose the number 50 since it represented almost two thirds of the strategies/outcomes. These outcomes were taught by various consultants employed by the writer's office through state and federal monies. The writer is cognizant of the fact that since 15 out of 19 participants responded YES to 50 or more of the outcomes in Appendices B-H, the in-service training did succeed according to the writer's project requirements.

The third outcome hoped for by the writer was the decline of prejudice against LEP students. The writer's aim was that the in-service training and/or cultural events would have such an effect. There was one cultural event/parental seminar which took place on January 10, 1992

and was planned by teachers in the project and other interested parties. The writer, however, did provide technical assistance to two other districts involved in the course and helped them to host a cultural dance festival in November. The writer also was responsible for disseminating literature on Spanish Heritage Month and for helping youth to attend a Hispanic Youth Conference (Appendix L).

Answers to the questionnaire in Appendix E demonstrate that 13 out of 19 participants in the training are more sensitive to the cultural diversity presented by LEP students.

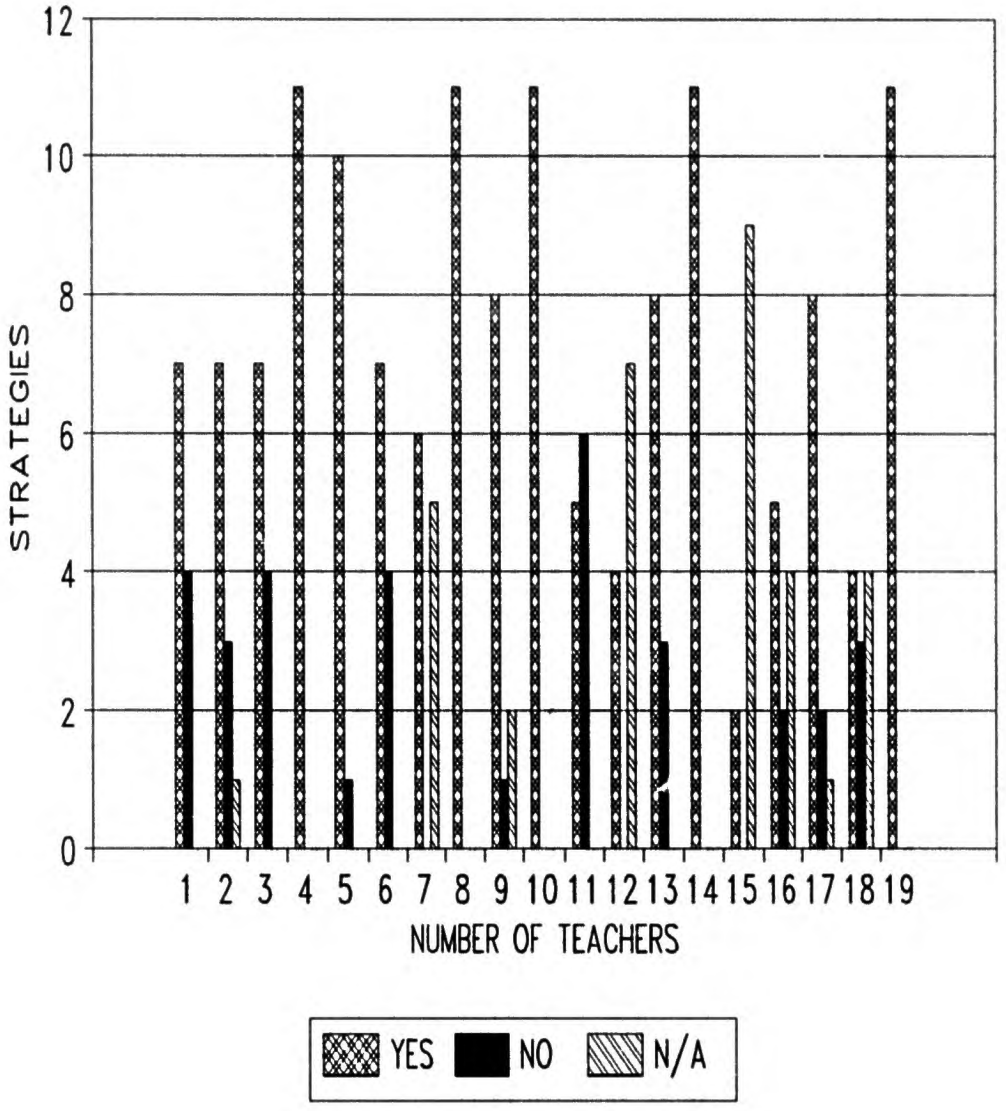

Figure 3

Depiction of Sensitivity to Cultural Diversity: Strategy Response vs. Number of Teachers.

Thirteen out of 19 teachers feel confident enough to realize 7 out of the 11 strategies of Appendix E. Again the writer chose to see if about three quarters of the teachers, i.e., 14 out of 19, would be able to implement about two thirds of the strategies, i.e., 6 out of 11 taught strategies. Instead the results fell short by one teacher. Only 13 out of 19 participants feel that they are able to implement 6 out of 11 strategies taught/presented.

The writer's fourth and last outcome was that as a result of in-service training, teachers would initiate a parental seminar with the help of the writer's office and resources. Such a seminar was planned for and took place on January 10, 1992 after the close of the project period. However, at a secondary principal's meeting, the writer was praised by one of the district principals whose school had teachers enrolled in the writer's course. He attributed his success with bringing minority parents to school to the writer's BETAC office.

The success of the planned parental seminar (January 10, 1992) and other local efforts to work with and involve minority parents was measured by answers to the questionnaire in Appendix F.

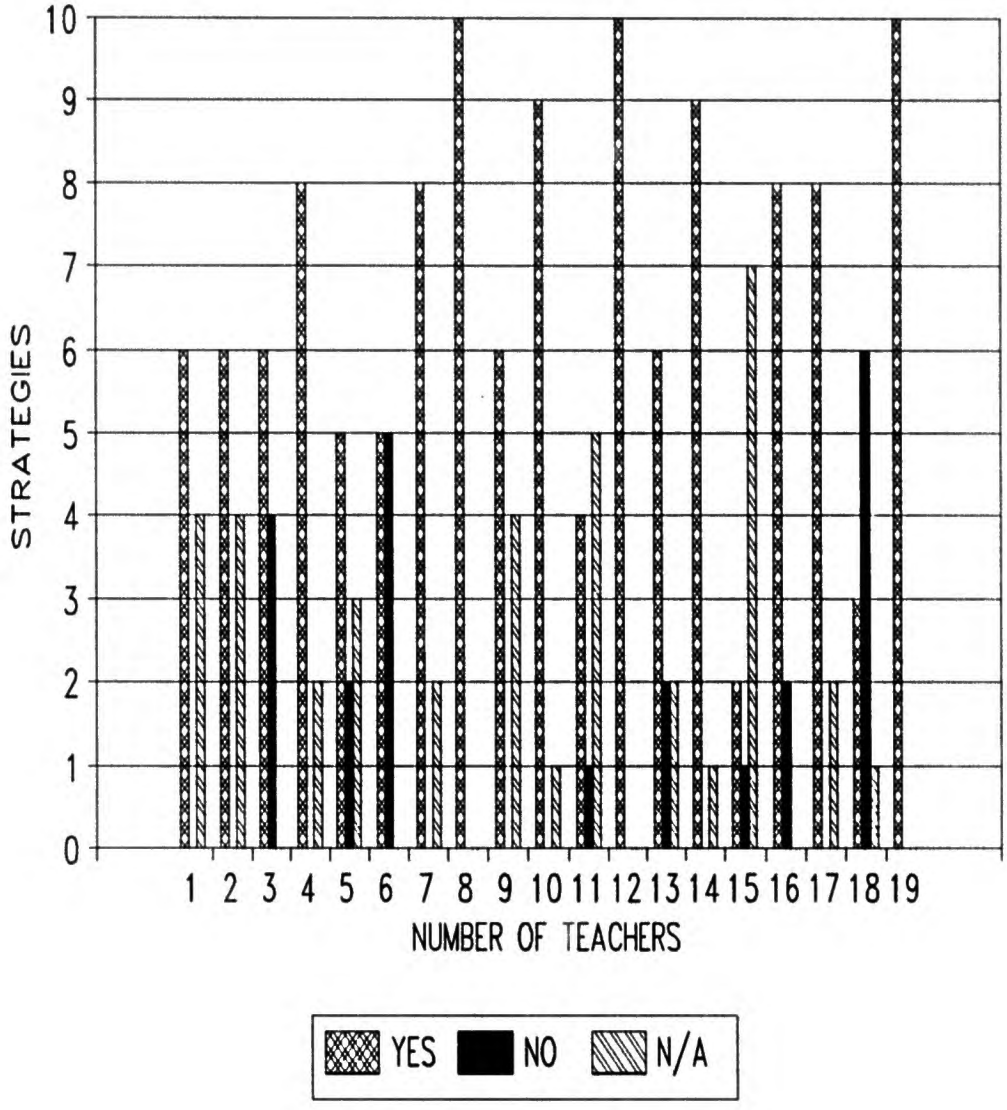

Figure 4

Depiction of Teacher Willingness to Work With Minority Parents: Strategy Response vs. Number of Teachers.

The results shown in Figure 4 do demonstrate that 14 out of 19 participants feel confident enough to work with minority parents. There were 10 items in the questionnaire. The writer kept the same criteria that around three quarters of the teachers (14 out of 19 who finished the training) would realize about two thirds of the strategies. A YES reply indicated that teachers are realizing or planning to implement the strategy. Fourteen out of 19 course participants marked YES to the questionnaire in Appendix F 6 out of 10 times.

Discussion

The writer feels that the practicum project was successful. The teachers indicated their satisfaction with the in-service training. They liked the variety of consultants. In general, 15 out of 19 enrollees feel confident enough to implement 50 out of 80 strategies taught. This was slightly above the success rate the writer had predicted.

Objective number 3 in Chapter III satisfied 13 out of 19 participants. This was one short of the writer's target for success. However, objective number 4 in Chapter III met the writer's criteria for success.

The writer had the pleasure of holding the training at two locations. The one rural school district's participants experienced more success with the project (Figure 2) than

did those enrollees at the Teachers' Center. Teachers enrolled in the course at the Teachers' Center came from four different districts, and even though almost all worked with mainstream classes, not all were mainstream classroom teachers. One was a reading specialist, and another was a writing specialist. There was also a school psychologist and a physical education teacher enrolled. One young woman had just completed her Masters program in Education in England. She has taught ESL in China but has no experience in the states. The variety of enrollees at the Teachers' Center could explain the differences in responses to answers to questionnaires, especially those who marked N/A.

However, in general, the participants seemed to enjoy the courses. On the form in Appendix J that the writer uses for grant evaluation purposes, most teachers indicated that what was learned could easily be implemented. Some would have liked sample lesson plans, but these can be found in the works of Provenzano (1985), Law and Eckes (1990), Maculaitis-Cooke and Scheraga (1988), and Simpson and Meister (1991). These authors offer day to day activities, instructional strategies, sample lesson plans, context embedded language activities, and parental activities that can be initiated by ESL and mainstream teachers. These references are available to the teachers in the writer's catchment area via the resource library.

The consultants hired for the course did use the

writer's references. Cummins' works (1984, 1986, 1989) are referred to in the classes on second language acquisition, and the writings of Johnson, Johnson, Holubee, and Roy (1984) were used in sessions on cooperative learning as one strategy to maintain student involvement. The works on Erikson (1963) on fear being the root of racism and prejudice were cited in the sessions on cultural sensitivity and parental involvement. Taylor's (1989) whole language text was used by Pam and Joyce when they spoke of acquiring language vs. learning a language. Hamayan and Pfleger's (1987) studies were the basis for the session on the at risk student. Juan stressed to the educators enrolled that loving, i.e., showing one cares, is the most important ingredient to motivating students. Hamayan and Pfleger (1987) espouse this theory.

The writer was happy that consultants used her references. She feels that her expected outcomes were met. She would like to offer this course to teachers in another area of BOCES I regional territory. Since her catchment area has a north fork and a south fork with two islands, she feels that not <u>all</u> mainstream teachers had easy access to the course.

The problem of running the course in the spring is funding. She does have some backing from a Multifunctional Resource Center attached to a university in the city. These are federal grant monies and they could cover the cost of

three consultants. With some creative planning and perhaps with local funding, the course could be duplicated. If not, the writer is content to offer workshops on significant parts of the course and/or the two hour mini-version she presented at NYSTESOL.

The writer would change little if anything in a repeat performance of the course. Since most teachers found the course to be of practical value, it's worth replicating.

However, more time should be spent on cultural sensitivity. Perhaps a number of sessions on multicultural activities and literature is needed in lieu of one. Some comments to this effect were made by teachers enrolled.

Content area subject matter for LEP students needs more than one session. The sessions presented at the two sites were excellent. Both Thea and Joyce spoke of graphic organizers and the necessity of ESL and mainstream teachers having joint planning time (NYSTESOL, 1991).

The writer realizes that not only do elementary teachers deal with this problem, but middle school and high school teachers have an inordinate amount of difficulty with LEP students enrolled in content area classes. Teachers shared this concern with the writer, and several have suggested the creation of an ESL center for all newcomers. The writer is exploring this idea with several superintendents in her area.

Since the majority of LEP students are Hispanic, the

teachers appreciated some of the insights on Hispanic culture presented by Pam and Chris. The teachers are now requesting that the writer's office develop and offer a course in survival Spanish for professionals. The writer intends to implement the course with funds to be made available for the 1992-1993 BETAC grant.

The Hispanic Youth Conference and other cultural celebrations were received well by teachers and school officials. The writer has the cooperation from two districts who participated in the course to bring international students to the Hispanic Youth Leadership Training in Albany to be held in March 1992. The writer feels that more teachers are becoming aware of the needs and culture of these students and therefore are supportive of activities for these youngsters.

Parental involvement is being taken more seriously by teachers. Mike was able to give teachers some unique ideas for working with parents when he presented his La Familia Unida. Mike will continue to work with the BETAC office as a specialist in multicultural families.

The news that the teachers, PTA, and minority parents in the rural district planned the January 10, 1992 parental seminar and cultural fiesta attests to the fact that the district is truly interested in these children. The superintendent is to be applauded for his efforts to involve the minority parents in a celebration and for making his

school building available on Saturdays for staff training.

In summary, the writer is quite pleased with the way in which the project evolved. It involved more teachers than originally anticipated; creation of a second section of the in-service course; involvement, fortunately, of another funding source; training and working with consultants who are known statewide for their expertise; and lastly, the delivery of services to a dedicated group of teachers who stayed with the project for its duration and closure.

Recommendations

The writer will encourage other Bilingual/English as a Second Language Technical Assistance Centers (BETACs) in her state to run the in-service course as described in this report. She recommends this, knowing that if duplicated, the course would be successful, and furthermore, limits on BETAC budget for staff development preclude offering the course for more than 15 hours. The writer was fortunate to have a co-sponsor from a federally funded source.

The ideal would be to create a course for mainstream teachers of LEP students, keeping the same topics the writer outlined, but running the course for 30 hours. The writer believes that teachers would gain even more of an understanding of how to work with minority language students if more time could be allotted to the seven components of her in-service training. These components, to review

quickly, were: setting up the classroom for the comfort/success of the LEP student, theories of second language acquisition, approaches such as cooperative learning to keep the LEP student involved, cultural sensitivity, parental involvement, content area subject matter for the LEP student, and the LEP student's potential to become an at risk student. The course description in Appendix N was disseminated by the BETAC secretary to BOCES I school districts.

The mainstream teacher is the one teacher who works with the language minority student for the majority of the school day. These teachers must have the necessary tools to help these students succeed. These second language learners have much to contribute to the fabric of American society, and the nation's schools owe them an equal access to all educational opportunities. Bilingualism must be recognized as an asset and not a liability if these students are going to become potential leaders and contributors to this nation's democratic philosophy.

Dissemination

The writer has already created a 2 hour mini-version of her practicum that she presented at the statewide convention of NYSTESOL in November 1991. She has already shared her course outline with a neighboring BETAC. Two school districts in her catchment area have contacted her to set up

dates in the spring of 1992 for a two hour workshop for mainstream faculty.

Since the writer's SED requires schools who receive LEP aid to provide training for mainstream teachers, the writer is going to contact schools on the north fork of her region. These schools have transportation difficulties in traveling to the Teachers' Center on the south fork. The writer plans to offer as much training as time and funding permit to these schools in the spring and fall of 1992.

She also plans to share her course outline with BETACs statewide. She will gladly provide them with the technical assistance they may need in setting up such a course.

Lastly, if time allows, the writer would like to publish a summary of her practicum report for one of the professional organizations for educators of minority language students. She feels that if this course has the potential to create more knowledgeable and culturally sensitive mainstream teachers, she owes it to her professional colleagues to make them aware of the success of this practicum project.

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APPENDICES

APPENDIX A

TEACHER QUESTIONNAIRE

Teacher Questionnaire

		YES	NO
1.	As the mainstream teacher, are you comfortable with Non-English Speaking or Limited English Proficient (LEP) students in your class?		
2A.	Does the LEP student challenge you to plan more effectively in order to reach him/her?		
2B.	Do you always have the time for such planning?		
3.	Does the presence of the LEP student give you a sense of frustration, because he/she can not understand you or the concepts being taught?		
4.	Do you actively take the time to make the LEP student feel accepted?		
5.	Do you feel that as the mainstream teacher you have adequate strategies for working well with the LEP student?		
6.	Do you actively encourage parent participation, even though no English may be spoken?		
7.	Is there time taken to understand the culture of the LEP students in your class?		
8.	Is the LEP student accepted by peers who are Non-LEP?		
9A.	Do you find ways to include the LEP student in as many activities as possible?		
9B.	Is this time consuming?		
10.	Can you build a trusting relationship between yourself and the LEP student?		

Teacher Questionnaire (Continued)

	YES	NO
11. Are there prejudices existing against minority groups in the present setting/community?		
12. Does the LEP student pose a threat to class scores and averages, thereby making you uncomfortable with LEP students in the class?		
13. Are too many LEP students referred to CSE?		
14. List some changes or strategies that could be implemented to alter the existing problems with LEP students.		

THANK YOU

* Grade taught or subject matter _____

* Years of experience _____

* Previous grades taught or subject matter _____

  Number of years _____

APPENDIX B

EVALUATION FOR SESSION ONE

Evaluation For Session One

	YES	NO	N/A
There is lots of realia present in the classroom to help the LEP student learn English.	/		
The native language of the LEP student is used to label simple objects or in greetings.			
As the mainstream teacher, do you use gestures, body language to make meaning more significant?			
The LEP student is seated where good eye contact can be provided.			
The LEP student receives reassurances from you, the classroom teacher, with a smile, a gentle tap on the shoulder, etc.			
The classroom teacher and the ESL teacher work together for the adjustment of the LEP student in the learning environment.			
A buddy system is established at the very start of the school year or enrollment of the LEP student, so that others can help the student understand the class and school setting.			
A map of the school is drawn and used with the buddy provided.			
A world map is displayed showing the origins of the LEP student and family.			
The teacher articulates carefully when addressing the LEP student.			
A computer corner is established.			
A listening center is available.			

Evaluation For Session One (Continued)

	YES	NO	N/A
A library corner with appropriate materials is maintained.			
A play area is provided.			
Labels are used in two languages or more extensively in the classroom.			

Comments:

APPENDIX C

EVALUATION FOR SESSION TWO

Evaluation For Session Two

	YES	NO	N/A
A bilingual aid or parent is available to help the LEP student understand.			
The classroom teacher uses much repetition.			
The LEP student understands and follows through on simple commands.			
Time is taken to acquaint the LEP student with new texts/materials.			
The ESL teacher works closely with the classroom teacher and LEP student to develop a clearer understanding of content subject area language and vocabulary.			
The LEP student, by constant exposure, slowly begins to understand the academic language introduced in texts as compared to the basic conversational language used with friends.			
The LEP student acquires an understanding of the culture of the school.			
Children's literature is available in L1 and L2.			
Dictionaries are available.			
Support Services are available, bilingual if necessary.			
The ESL teacher or mainstream teachers know where (how) to find native speakers of the student's language.			

Comments:

APPENDIX D

EVALUATION FOR SESSION THREE

Evaluation For Session Three

	YES	NO	N/A
Experience charts are used frequently.			
Nursery rhymes, poetry, songs are introduced because of their structure and musicality.			
Literature in both languages is introduced in class.			
Children maintain journals.			
Correspondence with pen pals is established.			
Use of the computer to communicate with other students is provided.			
Informal networking is established and maintained with other LEP students or interested English speaking students in whatever way the teachers wish to establish this networking.			
Realia from other countries is available as motivation for writing topics.			
Computers are used for word processing.			
Teams are established for certain lessons so that students work cooperatively on projects.			
Peer tutoring continues, especially in content area subject matter.			
The ESL teacher is used as a resource due to his/her special training in methodologies, multicultural lessons, etc.			
Newspapers are used in the class.			

Comments:

APPENDIX E

EVALUATION FOR SESSION FOUR

Evaluation For Session Four

	YES	NO	N/A
The teacher(s) develop an understanding/sensitivity to the cultural background of the LEP student and respect for cultural differences.			
The teacher(s) recognize that certain cultural differences affect behavior and learning styles, e.g., communication patterns, eye contact, physical response, etc.			
The teacher helps the student to adjust to the school culture without denying his/her family culture.			
Ethnic dishes are introduced in class.			
Holidays that reflect LEP students' culture are given recognition.			
School systems where LEP students come from are described and compared to the present school setting.			
Realia from different countries is presented to the class, e.g., clothing, newspapers, magazines.			
Parents are used as cultural ambassadors.			
Units are developed by the ESL teacher and classroom teachers to expose all children to various cultures.			
A cultural corner is established where all children can contribute.			

Evaluation For Session Four (Continued)

	YES	NO	N/A
In general, teachers, children and others have a better understanding and sensitivity to LEP students' culture and sincere attempts are made to involve (rather than ignore these students) these children in activities.			

Comments:

APPENDIX F

EVALUATION FOR SESSION FIVE

Evaluation For Session Five

	YES	NO	N/A
Parents realize that they can become partners and work closely with classroom teachers to help children adjust.			
Parents are involved in homework assignments, no matter how simple.			
Children are encouraged to read to their parents in L2 even if parents' understanding is limited.			
Parents are invited to school and the invitations are in their home language.			
Teachers take the time to visit parents at home.			
Teachers know where to find interpreters/translators or have established their own local bank.			
Parents are encouraged to use the native language at home to provide oral/aural experiences or exposure to literature in L1.			
Parents are aware of Adult Education classes in ESL or Native Language Literacy.			
The PTA is working/involving language minority parents.			
The school community involves/invites LEP parents to various functions.			

Comments:

APPENDIX G

EVALUATION FOR SESSION SIX

Evaluation For Session Six

	YES	NO	N/A
The teacher has adequate materials to teach various concepts to the LEP student, e.g., abacus, flannel board with felt designs/figures, etc.			
Hands-on activities, especially in science, are provided.			
Visual aids are used in presenting various lessons.			
The blackboard is used to provide an outline of the lesson to be learned.			
An understanding of what the class is learning and why is presented.			
Key words are listed.			
Teacher checks for comprehension as he/she teaches.			
Listening, speaking, reading and writing activities are a part of all lessons.			
Bilingual dictionaries are available.			
The ESL teacher is used to help LEP students understand content area subject matter.			
The mainstream teacher and ESL teacher work together to make subject matter comprehensible to the LEP student.			
Debriefing is a part of the lesson.			

Comments:

APPENDIX H

EVALUATION FOR SESSION SEVEN

Evaluation For Session Seven

	YES	NO	N/A
Teachers are sensitive to the various learning styles students exhibit and plan adequately.			
Motivation is adequate to engage the divergent as well as the convergent thinker.			
Individual differences are acknowledged and provided for by the ESL and classroom teacher.			
The LEP students know what is expected of them.			
Teachers are aware of the LEP student's formal schooling or lack of such schooling.			
ESL and mainstream teachers work to provide experiences to insure learning, especially to LEP students with little formal education.			
ESL, mainstream teachers and other support personnel plan together so that LEP students who are suspected of being handicapped are provided pre-referral strategies to determine whether a handicapping condition exists.			
Bilingual personnel are used to assess at risk students to prevent inappropriate referrals.			
Assessment strategies are carefully planned and executed to determine the existence of a handicapping condition.			

Evaluation For Session Seven (Continued)

	YES	NO	N/A
The creative LEP student, while learning English, is sufficiently challenged by the curriculum and its teacher to insure academic growth and satisfaction with the learning environment on the part of the student.			
Assessment strategies vary with the abilities and backgrounds of students.			

Comments:

APPENDIX I

ATTENDANCE SHEET

Attendance Sheet

EVENT: _____ DATE: _____

ATTENDANCE RECORD

NAME	AFFILIATION	POSITION

TO BE USED AS NEEDED.

APPENDIX J

EVALUATION FORM

Evaluation Form

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
EDUCATIONAL PROGRAMS

BOCES I SUFFOLK
BETAC

PROGRAM TITLE: _____

PRESENTER: _____

DATE: _____

PLACE: _____

TO ALL PARTICIPANTS:

Please respond to the questions below. Your responses will be greatly appreciated, and will help us plan future programs.

1. Rate the program in terms of the:

Effectiveness of presentation	5 4 3 2 1
Information presented	5 4 3 2 1
Content applicability to the school situation	5 4 3 2 1

5-excellent 4-above average 3-average
2-satisfactory 1-unsatisfactory

2. What did you like most about the workshop?

3. What are some of the things you learned that you will try on the job?

4. What content should have received more stress?

This form is required by SED.

APPENDIX K

HISTOGRAM: FIGURE 7: STRATEGY RESPONSE VS. NUMBER OF TEACHERS

HISTOGRAM: FIGURE 7: STRATEGY RESPONSE VS. NUMBER OF TEACHERS

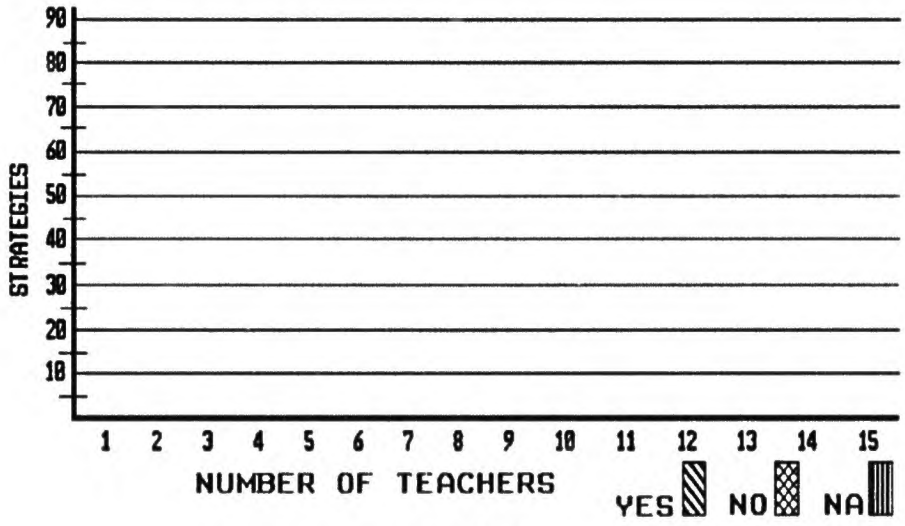

Figure 7

Strategy Response vs. Number of Teachers

Numbers: 1 through 15 represent approximate number of in-service participants.

APPENDIX L

PRESS RELEASE FOR HISPANIC YOUTH CONFERLNCE

Press Release for Hispanic Youth Conference

PRESS RELEASE
IMMEDIATE--November 1991

BOCES I SUFFOLK BETAC STUDENTS ATTEND HISPANIC YOUTH CONFERENCE

On Friday, October 25, 1991, BOCES I Suffolk Bilingual Education Technical Assistance Center (BETAC) sent twenty-eight students from East Hampton and Southampton to attend the Hispanic Youth Conference on the Long Island University campus of Brentwood. The youth were greeted by Sonia Palacio-Grottola, Conference Chairperson, and Dr. Dennis Peyette, Provost, L.I.U. Brentwood and Westchester campuses. Ann Carbonell of WABC TV Tiempo was the keynote speaker. Robert Tirado of Channel 12 News spoke at length to the students and introduced Selina Hernandez. County Executive Patrick Halpin presented an award to Ms. Hernandez for her excellence in athletics.

The youth had the opportunity to attend workshops specifically designed for them and were treated to an Hispanic luncheon. The workshops included such subjects as Youth Concerns in the 90's; Drugs, Aids and Intimate Relationships; Getting Your Point Across: Communication and

the Media; Finding Your Future "Gold;" and others. Francisco Guerrero, Southampton High School, took part in a workshop entitled "Somos Uno: Unidad Y Diversidad (We are One: Unity and Diversity)." The day ended with an open discussion led by a young man who is a victim of AIDS.

The students and chaperones enjoyed the conference and the opportunity to meet youth from other parts of Suffolk County.

APPENDIX M

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Bibliography Compiled by Pamela K.

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APPENDIX N

DESCRIPTION OF IN-SERVICE TRAINING

Description of In-Service Training

IN-SERVICE TRAINING

Strategies for Mainstream Teachers of Limited English Proficient Students

Designed for: Classroom Teachers, ESL Teachers, Program Supervisors and other support personnel.

Sessions

Session I: Strategies to arrange the classroom for the successful participation of LEP students. Participants will be given practical and cost effective techniques that are easy to implement.

Session II: Theories of second language acquisition will be briefly demonstrated. Teachers will have a clearer understanding of how students develop language naturally and how to maximize on this phenomenon in their daily lessons.

Session III: Techniques to keep student involvement high, such as cooperative learning, whole language and the writing process will be demonstrated.

Session IV: An understanding of the cultural background and experience of LEP children and their impact on their success in American schools will be the main topic of this session.

Session V: Parents and the vital role they can play to enable the success of their children in school will be explained. Teachers will be encouraged to work with parents in the classroom and/or for special events.

Session VI: Content area subject matter and the difficulty LEP students have with the acquisition of academic language skills will be taught. Ways ESL teachers and classroom teachers can work together to help LEP students understand the academic language of texts will be explained.

Session VII: How easily LEP students can become at risk will be the focus of the last session. Different learning styles and how teachers can maximize for success with various styles will be demonstrated.

Each session promises to present strategies that are practical and easy to implement. ESL teachers will be

exposed to ways to work effectively with mainstream teachers. Mainstream teachers will have numerous strategies to successfully work with students and families.

Number of hours needed: 15 hours _____One Credit