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AUTHOR Mahone, Alicia
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ABSTRACT

The report describes a federally funded project to develop a program process and model through which urban educators can be trained to develop locally appropriate bilingual education instructional materials. The first chapter summarizes the procedures used in the project, from needs assessment and literature review through formation, efforts, and conclusions of a technical team. The second section describes the resulting process by which an urban school district can develop bilingual curriculum and teacher training materials. Broadly, the steps in this process include: assessing needs and reviewing past efforts; determining a structure and procedure for deliberation and decision-making; identifying key process issues and their interaction; and developing materials. An outline for this process defines, in 19 distinct steps, the school district's responsibility, materials development group's responsibility, and resulting product desired. The third section discusses a number of major issues likely to arise, including adoption and internalization of the process, adoption of appropriate implementation strategies and policy, and expansion of successful material development to other language groups, grade levels, and subjects. Appended materials include suggestions and forms designed to facilitate the material development process. (MSE)

TRAINING MANUAL FOR THE IMPLEMENTATION OF A BILINGUAL EDUCATION INSTRUCTIONAL AND TRAINING MATERIALS DEVELOPMENT PROCESS/MODEL

Produced by

Naomi Gray Associates, Inc.
1726 Fillmore Street
San Francisco, California 94115

For

U.S. Department of Education
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and Minority Language Affairs

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NGA

naomi gray associates, inc.

1726 fillmore st. • san francisco 94115 • (415) 922-4633

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TO: U.S. DEPARTMENT OF EDUCTION
AMPS/BEOA BRANCH
ROOM 3, 7th and "D" Street, S.W.
Washington, D.C. 20202
Attn: Jean Milazzo

FROM: Alicia Mahone, Project Director
June 30, 1984

Enclosed are three(3) copies of the Training Manual as required by Contract # 300 82 0322 for distribution to the appropriate personnel in the U.S. Department of Education, Office of Bilingual Education and Language Minority Affairs.

NGA

naomi gray associates, inc.

1726 fillmore st. • san francisco 94115 • (415) 922-4633

U.S. DEPARTMENT OF EDUCATION
OFFICE OF BILINGUAL EDUCATION
AND MINORITY LANGUAGE AFFAIRS

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BILINGUAL EDUCATIONAL INSTRUCTIONAL AND TRAINING MATERIALS

Deliverable Item 10 — **Training Manual**

Submitted: **June 30, 1984**

By: **Alicia Mahone, Project Director**

TRAINING MANUAL FOR BILINGUAL EDUCATORS

TRAINING MANUAL FOR THE IMPLEMENTATION OF A BILINGUAL EDUCATION INSTRUCTIONAL AND TRAINING MATERIALS DEVELOPMENT PROCESS/MODEL

Background

This Training Manual is designed to assist urban school districts in developing bilingual curriculum materials. The focus of the Manual is a "process/model" designed and developed by Naomi Gray Associates (NGA) in consultation with a Technical Team composed of bilingual educators from the San Francisco Unified School District (SFUSD).

The creation of this "process/model" was the direct result of a U.S. Department of Education contract which called for locally responsive approaches to bilingual curriculum materials development. Among the factors leading to the search for locally responsive approaches was the continuing lack of viable materials to meet the diverse needs of "actual" bilingual classrooms. Most bilingual education materials created for great varieties of classroom across the country lacked specificity. Significant differences in the linguistic and idiomatic traditions (in Spanish, for example) were overlooked when attempting to produce and market materials for "all" (Spanish) bilingual classrooms. The great variability in first and second language acquisition, among students in a single typical "bilingual" classroom often meant that generalized, mass produced materials fell far short of what teachers needed.

In order to examine the possibilities of increasing locally developed bilingual curriculum materials, four Department of

Education contracts were implemented to examine some of the materials development problems -and solutions- in settings serving urban, rural, American Indian and Caribbean immigrant populations. This Training Manual focusses on the experience of an urban school district.

Use of This Manual

The basic approach of the Training Manual is as a major case study. EAch step in the development and implementation of the process/model is described as it happened. Suggestions are made for alternative approaches which may be necessary in response to local conditions. Considerable attention is paid to areas and issues which may cause difficulty or delay implementation. It is highly unlikely that this process/model could be followed precisely; in fact, it is suggested that each district assess for itself the key elements of a process which work in its own unique conditions and organizational subculture.

WHAT WAS DONE

Step 1: Needs Assessment

An extensive study was conducted of the needs for bilingual curriculum and instructional materials in the San Francisco Unified School District (SFUSD). It turned out that limited English Proficient (LEP) students in the middle school grades (6-7-8) had very little in the way of adequate curriculum materials in the social studies subject area. Since Spanish speaking LEP students represented a substantial population in SFUSD's middle schools, it was decided to focus on this group while defining the step in the process/model.

A second factor in selecting the Spanish speaking LEP student as a focus was that many types of Spanish bilingual instructional materials have been developed, although the materials developed in the past for these students have been inadequate on many levels. This factor was attractive in that it would allow project staff to review and critique existing material before beginning development of a process/model for bilingual instructional material.

It was essential to have had the complete cooperation of the SFUSD, the Mayor's office and local language minority community groups and associations. Naomi Gray Associates conducted extensive interviews with administrative personnel of the SFUSD

in planning our initial activities. These meetings and subsequent discussions with teachers, counselors, bilingual education resource staff and community association representatives produced a focus, a plan of action and sound relationships needed to enhance both the bilingual education efforts of the San Francisco Unified School district and the design and implementation of the process/model.

Step 2: Review of Literature/Materials

A search of the literature was made to identify all relevant instructional material already in existence for the subject and grade levels being considered, as well as materials development processes designed to produce bilingual/ESL instructional materials. This search was conducted to include information relevant to the creation of both a Process/Model and subsequent instructional materials.

The literature search was limited to:

a. Social studies materials designed for use by Limited English Proficient (LEP) students, whose first language is Spanish, at grade levels six, seven, and eight (middle school),
b. Any descriptions of procedures for developing bilingual materials, particularly for (a), and
c. Any feedback on the implementation of these materials or procedures

Methodology. The literature search was conducted as follows: A telephone survey was made of all resources in the Title VII bilingual education support system - universities, evaluation, dissemination and assessment centers, materials development centers, and bilingual education support centers. Follow up contact was made with those identified school districts developing Spanish bilingual social studies materials

A computer search was initiated at both the National Clearinghouse for Bilingual Education and the ERIC Clearinghouse for Social Studies/Social Science Education.

Relevant materials were ordered from publishers. Site visits were made to curriculum libraries at local school districts, universities, and private educational consulting firms. All local bilingual program coordinators were interviewed about the history of materials development in their district and knowledge of relevant materials.

Results of Search.

- Most bilingual materials being used are developed by individual teachers and a select few are disseminated through professional journals, newsletters, and conferences (such as TESOL Quarterly and Bilingual Journal).

- Materials developed by school districts via federal grants tend to be designed to meet the needs of their

specific population and are often supplemental, not basal curriculum.

- Materials from the Title VII materials development center are the most generally used and widely disseminated.

- Most teachers supplement their social studies teaching with materials developed by other government agencies (police), private industry (the phone company), or private educational groups (World Affairs Council).

- Most publishing companies have not developed Spanish bilingual social studies materials for middle school grades.

- There is a wide variety of instructional material available and many resources to draw from, but, for the most part, materials:
  - are only supplementary and not basal
  - are basal but need supplemental materials
  - are not widely disseminated
  - may be appropriate only for those students in the region where materials were developed and not necessarily for urban LEP populations
  - are appropriate only for LEP students learning Spanish as a second language
  - are out of print

- o are in Spanish only and in a format not conducive to bilingual or ESL teaching strategies in the content area, or
- o emphasize content area concepts and skills but not second language acquisition
- o may not accommodate the immediate survival needs of newcomer students

While the literature search surfaced some very good materials that are available and are presently being used, most are lacking in one or more of the above areas. There were no instructional materials that specifically appropriate for a Spanish-speaking LEP student in an urban middle school bilingual social studies class.

The results of the literature search indicated that it is important to keep the following factors in mind while developing bilingual instructional materials. Each of these factors was found to be lacking in one or more of the instructional materials found:

1. Statement of learning objectives, instructional strategies and teacher's guide.
2. Student activities and student achievement measurement.
3. Continuous process of dissemination.
4. Appropriateness for urban LEP Hispanic students.
5. Consideration of first language fluency.
6. Design for second language learning.
7. Design for bilingual teaching strategies in the content area.
8. Emphasis on content area concepts and skills.
9. Ability to meet the immediate needs of newly-arrived immigrant students.

Of the materials development systems found, all are from within the Title VII network. In order to be applied in a step-by-step fashion at the urban local educational agency (LEA) level, all of these systems would have to be modified. In most LEAs, school personnel may lack knowledge in the areas of field-testing, evaluation and content area translation which are necessary to the development of bilingual ESL materials. Steps would need to be added to facilitate feedback from students, community and administration. Consideration must also be given to (a) the past history of materials development at the LEA level, (b) personnel available, (c) training of personnel prior to the development process, (d) a need to standardize translation, (e) the individual goals of a single LEA bilingual program, and (f) setting up a network of teacher-training after the field-test. All of the systems have potential and can serve as models for a school district's creation or implementationof an appropriate Process/Model.

Step 3: Formation of a Technical Team

As a vehicle for conceptualizing the process for developing bilingual curriculum materials, we envisioned an "ideal" technical team representing a variety of educational perspectives. The actual formation of the Technical Team involved a number of preparatory steps. It turned out to be a fairly direct chain of events beginning with contact with the Superintendent of the San Francisco Unified School District (SFUSD) and ending with the formation of a working team (the Technical Team) composed of four

bilingual middle school teachers and two administrative personnel from the Department of Bilingual Education.

After talking with the Superintendent of the San Francisco Unified School District, who gave his support and direction, we were sent to the Coordinator of the Department of Bilingual Education who was enthusiastic about the project and saw it as an opportunity for immediate enrichment and further development of effective bilingual instructional materials. The Coordinator agreed to serve in a resource and facilitation role, but because of his many responsibilities for running the entire department (there are over 30 different language groups in the SFUSD), directed us to two key people in the department for closer involvement.

A.) Recruitment

These resource people, both former bilingual teachers were invaluable in the process of identifying members for the Technical Team, in facilitating arrangements and resources within the district and in ongoing work with the Technical Team. It was particularly valuable to have the help of persons knowledgeable about the district's workings, sensitive to the needs of immigrant students, and strong and eager in their committment to developing needed materials. All those involved were anxious to involve others, and develop as an on-going process within the district.

A strategy was developed for recruiting qualified individuals for the Technical Team and for identifying how many and which schools would be included.

Four schools were identified as the only middle schools having substantial Spanish bilingual programs. Names of several teachers were proposed for the Technical Team from each of the four schools. A bilingual counselor and an involved parent from different schools were also suggested as possible participants.

An initial orientation meeting was called to which these teachers the counselor and the parent were invited, along with other interested teachers involved in bilingual education. As originally envisioned the Technical Team was to be composed of two teachers from each school, a parent and a counselor, and other SFUSD personnel serving as consultants. This did not turn out to be feasible and the process of establishing a Technical Team depended upon a voluntary commitment.

At this first meeting several people appeared who were not on the "prescribed list." In addition, a number of people who were expected did not appear. Two Filipino teachers attended who were eager to find a way toward better curriculum materials for their classes. Both the identified parent and counselor were unable to attend and were both invited to the next meeting. They eventually formally declined from participating because of conflicts in their schedules.

B.) Membership

Four of the teachers who appeared at the first orientation meeting, volunteered for Technical Team service (one from each school). An

even distribution was seen as extremely important in order to achieve a fair representation and balanced participation.

It had been hoped that the Technical Team would have a larger membership. However, the Technical Team process was already well underway when it became clear that neither the parent nor counselor would be able to join, and it was decided that Team members would be asked to recommend further membership. Several ideas were proposed: a linguistics expert; another counselor; a bilingual teacher trainer from San Francisco State University. For one reason or another, each of these was unable to join the Technical Team.

Thus, the Technical Team was comprised of its "original starters": One teacher from each of our four target schools, and one representative each from the Bilingual Curriculum Resources Department and the Bilingual Education Department Administration. Each member of the Technical Team is described below:

- Teacher 1 was a new appointee to Everett Middle School, having just completed her Master's degree at Stanford University. Like the rest of the Spanish bilingual teachers, she has had no specialized training in social studies per se, but has good generalized training having taught social studies with other core subjects. She devotes herself 100% to her work and goes far beyond her basic duties as a teacher by becoming involved in many after school projects and special task forces.

- Teacher 2 was also a newcomer to both his school, Horace Mann Middle School, and to the subject of social studies. He had been a high school science teacher, but was given this new assignment because of Horace Mann School's need for bilingual instructors. He was adjusting to three new variables: new school, new subject matter and younger students.

- Teacher 3 at Potrero Hill Middle School was a veteran teacher of many different grade levels, with expertise in a number of different subjects and the experience of having to adapt to different types of class compositions and seeking the best means of impacting upon his students.

- Teacher 4 of James Lick Middle School was also a teacher of experience. She works within a mixed grade format with social studies being secondary to her bilingualism as a qualification.

- The representative from the Bilingual Curriculum Resource Department has had years of service as a bilingual teacher, and is proficient in English, Chinese, Korean, and Trukese. He has been involved in curriculum development for the past several years, generating relatively small informational units for classroom use and one major work which is being translated into several languages (Chinese, Spanish, Vietnamese, Laotian, Cambodian, and Burmese). He is strongly identified with the classroom teacher and thus he

does not set himself apart or above the rest of the team, but functions as an equal. Committment to improving conditions for the immigrant student is clearly his overriding concern.

- The representative from the Bilingual Education Department had been a Spanish bilingual teacher at Potrero Hill Middle School. Thus, although he is now an administrative aide to the Coordinator of the Bilingual Education Department, he is still close to the needs of teachers and aware of the tremendous gaps in materials for the bilingual student.

We felt in many ways "lucky" to have happened upon such committed and knowledgeable individuals for the Technical Team. Each of the team members exhibited tremendous energy and concern for this innovative project. It would be impossible to single out an individual who contributed more than another; there was really a remarkable equality in the amount of work contributed at the meetings.

When we tried to analyze why this Team worked so well, we came up with three possibilities, none of which are mutually exclusive: 1) Recruitment was conducted on a voluntary basis; those who participated wanted to be there. 2) Our Team was heavily comprised of teachers; this is the role which most often feels the impact of inadequate materials and is most immediately moved by the plight of the "lost-in-transition" student. Yet the Team was also aware of district regulations and the administrative concerns expressed by

the two administrative representatives. 3) The third possiblity, as already mentioned, is that we were lucky to have found people of such high caliber and dedication. The Team composition demonstrated a balance of experience and openness to new ideas, as well as a commitment to the needs of students.

The size of the Team turned out to be ideal. There were sufficient numbers to allow diverse opinions and contrasting ideological input (some members wanted practical unit planning; others wanted the primary concentration to be on adolescent development; still others were concerned about utilizing student energy through group activities). Yet the group was small enough to provide a sense of cohesion and the development of personal relationships. We had almost no absenteeism which, we believe, was a result of the relatively small size of the Team, one in which each person felt needed and responsible.

C.) Orientation and Training

The first two meetings were orientation meetings. At both of these meetings, the focus and scope of the project were described in detail, from the Department of Education's concept of a new process for developing bilingual curriculum materials to our proposed plan of action for the San Francisco Unified School District.

We exhibited a flow chart diagramming the relationships between the Department of Education, the San Francisco Unified School District and the contractors and their personnel. All personnel were named, with explanations of their roles and functions. The concept of the

Technical Team as the working, policy-making body of the project was described.

The concept of developing a Process/Model required a good deal of explanation in these first meetings. We explained our understanding that the Department of Education, in looking for more effective ways to service the bilingual students in this country, saw the need to involve persons from school districts in looking at how to best do this. It had to be stressed repeatedly that the project was not about simply developing instructional materials, but to develop a new mechanism, better than what has existed, to determine the best ways to serve the ever-increasing population of immigrant students. By including, and actually centering upon, classroom teachers as the people who have the most direct experience with these students, the Department of Education looked to creating more effective materials, materials which would actually "work" with the students (rather than the sometimes "ideologically pure" materials which are created away from the classroom experience and have inefficient or impractical pedagogical use).

It was explained that identifying a new Process/Model for the development of curriculum and instructional materials was the first (and in many ways the most important) phase of the project. Time-lines for project objectives were shared with the orientation group in order to illustrate as concretely as possible the different phases of the contract, beginning with the development of the Process/Model.

We held an open forum section during each of the two orientation meetings, at which time the teachers expressed the myriad of difficulties they face in implementing a bilingual methodology in their classrooms. Many expressed the difficulty of teaching in a class composed of so many different levels of language (both native language and English literacy). Others talked about being assigned students of different ages and developmental stages to be contained in one classroom. Virtually everyone spoke of the lack of bilingual curriculum materials for the middle school child. What became immediately clear was (a) the bilingual classroom varies in its student composition from school to school, (b) there is no standardized instructional format throughout the district and (c) aside from a few district-generated units, most teachers have to gather whatever materials they can, or make their own materials and generally improvise.

After a full question and answer period, we discussed the amount and kind of time required for participating in the Technical Team and we explained that this project would require after-school and occasionally full day involvement. Compensation, in terms of an honorarium for after school meetings and substitutes for full day meetings as well as possible university credit, was also discussed.

The concept of developing a Process/Model was not easy to deliver. These teachers and administrators expressed such an urgent need for better materials that it was sometimes difficult to keep them focused on developing the "process" first. Throughout this first phase there was a definite pull between the Team's wanting to start

on materials development and the project staff directing the Team to work on the "process" prior to working on the product. Although the Team's anxiety was understandable, we had to keep reminding them that we needed to study many issues and invent a new and different approach so as to avoid many of the limitations of a "publishing house approach" to materials development.

After the orientation sesions, the Technical Team met every month, usually two to three times. Occasionally we would experience a break in understanding, necessitating our having to to reiterate some of the information given during orientation. Gradually, with facilitation, the Team became more comfortable and focused on the Process/Model, yet the undercurrent of impatience to get to material development never disappeared entirely.

D.) Project Staff Roles

The staff decided early on to limit itself primarily to facilitation and general guidance in the Technical Team deliberations. We saw this project as one which was designed to utilize and capitalize on the experience of the classroom teacher and allied personnel. We did not see it as our role to determine what the ultimate materials development process would be and then impose it on the Technical Team. We tried to be as clear as possible that (a) the central premise of this program is the development of a process, and (b) while the process cannot be defined in detail beforehand, it can be described in general terms.

The Project Staff suggested topics that the Team could explore, brought in consultants to help the team consider certain issues in more depth, recorded their progress, and always tried to keep the team focused on their primary task of developing the Process/Model.

In an effort to allow the Technical Team greater autonomy, we began to encourage a different Team member to chair each meeting. The Project Staff would design a tentative agenda with objectives for each meeting, yet these agendas were subject to alteration given what the team felt to be the greatest priority at that time. Sometimes compromises were made. The Team expressed a sense of self-consciousness about "observing itself in the process of creating a process" (one team member described it as "how can you swim, having to watch and describe yourself swimming?"). When that occurred, staff left the Team to talk about some concrete issues concerning curriculum development while we observed and recorded their "process." We did not set ourselves apart and contributed freely to all discussions and planning, yet we tried not to lead too directly.

The project staff met weekly to plan for the Team's next meetings, to consider training techniques, to analyze the progress made at the previous meetings and to record significant steps and findings of the Technical Team.

E.) Deliberations of the Technical Team

The Technical Team meetings were not easy to schedule. In addition to the crowded nature of the regular calendar, consideration had to

be given to several members' various administrative duties and the fact that three members of the Team were going to school after work hours. We were, however, able to schedule fairly frequent meetings, and once the meetings were scheduled, there was never any change and little absenteeism. We held the majority of the meetings at the various participating schools on a rotating basis. The two all-day meetings were held at (a) a church facility and (b) at the office of the Department of Bilingual Education (because of a predetermined plan to look at the district's collection of textbooks and supplements). We also held two half-day Saturday sessions at the contractor's office, which provided a pleasant respite for the Team from conditions at the school sites.

During early project staff planning sessions and during several of the longer Technical Team meetings, we employed the services of a graphic recorder with excellent facilitation skills.. With his help, we were able to plan the key time factors for the project which he illustrated in charts which we exhibited to the Technical Team. He was also most helpful in isolating pertinent issues for discussion, since the Technical Team meetings were usually complex and not always organized into specific topics for specific sessions.

The following is a list of what were determined by the project staff and the Technical Team as necessary topics for the process/Model discussions.

Established Curriculum Policy

Student Needs

Teacher Needs

Resources

Decision Making On Curriculum Materials

Production Processes

Training and Dissemination

Utilization/Evaluation/Modification

After the initial meetings to orient the Technical Team to the project focus, the Team began to anlayze the problems that they face in the school district and in their classroom experiences. These considerations often led to very moving discussions of the plight of the immigrant student. It was readily acknowledged that there is not enough material for this student. But there are major problems with what does exist. Sometimes existing materials use such elementary language that it is next to impossible to convey anything of real interest to the student. The students are also sensitive to the appearance and level of their texts; they want "real" books for their sense of self-esteem. Some materials are really nothing more than straight translations of English texts which do little to relate to this student's life experience. The Technical Team was unanimous almost all of the instructional material for this age student (regardless of language ability) fails to take into account the developmental stage and needs of early adolescence.

The Technical Team decided after the first course of its deliberations to make this project an opportunity to do something special and unique. They saw this as an opportunity to have an

impact on this student in a more personal way, tapping the student's experiences and designing material appropriate for the early adolescent. To this end, the Team had many in-depth discussions of the complex issues of immigration and adolescent development. A mental health consultant was brought in to discuss adolescent development from a psychosocial perspective and to share some of his experiences in working with recently arrived Hispanic children and their families.

Other issues the Team discussed were the problems the child faces in the clash between the new, often more permissive environment, and the traditional, Latin home environment and how schools can increase parent involvement. Different teaching methodologies and formats were explored; a constant issue was what and how much should be taught in the native language and how much in English. Techncial Team members attended a lecture given by Dr. Stephen Krashen, a linguist from the University of Southern California, on first and second language acquisition. This was extremely pertinent for the Team's deliberations. Also considered were the practical questions of what is feasible in terms of district resources and guidelines.

F.) Conclusions of the Technical Team

It was decided by the Technical Team that the following priorities must be considered for any bilingual instructional materials development. The kinds of materials needed are:

(1) Materials that students can relate to in terms of their life experiences and stages of development;

(2) Materials that would stress content acquisition (rather than being a replication of E.S.L. instruction);

(3) Materials that could be used with various class compositions (e.g., some classes have students who are pre-literate in Spanish as well as English; most classes have a combination of both variables);

(4) Materials which can be used by the skilled teacher as well as the less experienced teacher (because of a shortage of bilingualinstructors some teachers are assigned to teach content areas for which they are not formally trained);

(5) Materials which are interesting and impart real information to the student.

The following sections contains the Process/Model identified by the Technical Team and Project staff.

THE PROCESS/MODEL

This section is organized chronologically. In other words, the process is described is a series of steps to be undertaken by an urban school district in developing bilingual curriculum and training materials. These steps, described below, are:

A. Assess Needs and Review Past Efforts

B. Determine a Structure and Procedure for Deliberation and Decision-Making

C. Identify Key Process Issues and Their Interaction

Once these steps have been taken the district can implement the process (i.e., develop material using the process) and then evaluate both the process and materials thus developed.

A. ASSESS NEEDS AND REVIEW PAST EFFORTS

The initial step in the process requires the planning and accomplishment of two tasks: (1) Needs Assessment and (2) Review of Past Efforts.

1. Needs Assessment

Actually, several needs assessments must be undertaken. Given the complexity of conditions under which urban schools function and the bureaucratic nature of school district organization, participants in the system -and their needs- are constantly changing. Of paramount importance is the assessment of student and teacher needs for bilingual curriculum materials.

Students: The needs of bilingual students will be a definitive factor in the design of instructional materials. To be assessed are the students educational background, general language proficiency, cultural experience, and socioeconomic background. Are most of the students from a rural area or urban area in their home country? Are they from an upper middle class background with some exposure to Western culture? Or are they from a lower class background that has been culturally insulated? By answering questions like these it will be possible to determine the kinds of cultural conflicts the students are experiencing with school peers, at home and in the community.

Have they attended school in their country of origin? If so, what kind? What grade level? In what subject areas do students excell or favor? From these questions one can assess the extent of the student's grasp of basic academic and life skills/experiences.

What has been the student's life experience? Is he or she an immigrant by choice or a refugee by circumstance? What is his/her family and living situation? In this way, the emotional and psychological needs of the students can be profiled.

Are students literate in their first language? What is their level of first language proficiency, both oral and written? Answers to these questions can help to determine the way in which the first language will be used in materials to be

developed as well as the types of learning activities to be planned.

These are basic questions that can define the student audience for these materials. Many of these questions can not be answered by statistical data alone but only by observant and sensitive school-site staff over three or four months of intensive teaching.

Teachers: Of similar importance is the assessment of teacher needs. Many teachers know what materials are available for classroom use and the extent to which these materials are adequate, adaptable, durable, and timely. However, many teachers have little knowledge of available bilingual materials, especially if the teachers have been moved around frequently or found themselves teaching in a subject area or grade level with which they are unfamiliar. Moreover, teachers use materials in diverse ways. For some, the lesson is guided by the text or supplemental material. For others, an experiential approach may relegate curriculum material to a minor role in the instructional process.

Others: In addition to asuring student and teacher needs, it is valuable to gather data from parents and from educators at the level of schooling the students will enter next. It is rare that school districts conduct needs assessments among parents, community organizations or businesses to determine their needs

from the educational system. Such an effort is often seen as peripheral to the focus of education even though valuable insights can be gained from these "external" perspectives. However, it would be quite feasible for a school district to obtain an assessment of needs from educators at the high school level regarding their expectations of students in middle schools.

The benefit of all these perspectives is the development of a broader picture of educational goals, the resources which may be available outside the school or classroom, and how school-based learning may be better integrated with the values, conditions and images found in the student's home and community. This picture, in turn, will lead to more accurate and relevant bilingual curriculum materials.

2. Review of Past Efforts

One of the major problems of an urban school district is the difficulty of documenting the great variety of problem solving activities already taking place. This problem is partly attributable to the often inconsistent ways in which the bureaucracy is organized to address and resolve issues. A frequent example is the overlap of units concerned with special functions (e.g., staff development, bilingual education, curriculum development), units focussed on different student age levels (e.g elementary, secondary) and, in most large urban districts, geographical area units. For example, efforts to develop science bilingual curriculum materials in Tagalog may involve the district's bilingual education department (though

not the curriculum department), elementary division (though not the secondary division), and Central City Area (though not the Northwest Area). Many parallel efforts may be taking place within an urban school district and remain unknown to educators who function within other subdivisions.

In recent years, it has become clear that important curriculum development activities are taking place at school sites unknown to other interested parties within the same school district. These local activities are a result of the relationship between curriculum development and externally funded programs. When school districts receive program funds, federal and state agencies require the establishment of discrete projects to implement each program. While it is often possible to operate such a project under the umbrella of a larger unit within a school district (such as the Curriculum Department or Bilingual Education Unit), the implementation of the project usually remains isolated within that unit and little diffusion takes place through other interested divisions of the school district. Given the short duration that these projects are expected to exist, coordinating and institutionalizing efforts receive low priority from district administrators. The uncertainty of project funding makes prior planning a potential waste of time; and once a project is funded, the pressure for accountability is to the funding agency rather than within the school district.

What all of this means is that there is often more curriculum development experience in a school district than meets the eye. A critical antecedant for bilingual curriculum materials development in an urban school district, therefore, is a careful survey of existing activities within the district's many subdivisions. While it is possible that direct evidence of prior effort may be lacking, a survey should gain important data of another kind, mainly staff perceptions of prior efforts and their consequences.

Staff perceptions of efforts at educational development and innovation have an important impact on the amount of energy and committment educators will invest in such efforts. Urban school districts, not unlike other large bureaucracies, generate their own folklore about what works, what's important, whether an activity is trivial and nonessential, or whether it will bring about change. In the process of developing bilingual curriculum materials, a review of past efforts is needed to uncover information about the context of prior attempts at educational innovation if present efforts are to have a chance to succeed.

B. DETERMINE A STRUCTURE AND PROCEDURE FOR DELIBERATION AND DECISION-MAKING

The complexity of urban school districts requires a well thought out structure for discussing and deciding upon the process for bilingual curriculum material development. Major issues include the nature of the deliberative unit, its authority, scope, and composition. While each school district must determine the resolution of these issues, several suggestions are possible based on the experience of this project.

The deliberative unit should be small (no larger than ten members) and receive its authority to function from the Superintendent. It would be preferable for this authority also to extend through the appropriate subdivisions of the school district (curriculum division, bilingual department, etc.).

The scope of this body should be clearly limited. It may not be as important what these limits are as much as it is necessary for the deliberative unit's members to know how they are to focus their efforts. For example, a determination must be made about language(s), subject area(s), and grade level(s). Furthermore, the deliberative body must be clear on whether its role is limited to raising issues, making recommendations, issuing reports, implementing recommendations, etc.

Composition of this body can vary tremendously but we recommend that half be classroom teachers of the subject, grade level and language in focus. Other members could include personnel from bilingual

education, curriculum development, staff development, and counseling, and parent or community representation, if possible.

A vital need of this body will be time. The time needed includes several kinds: preliminary time to develop a working relationship and consensus on procedures and priorities; meeting time which recognizes prevailing pressures; and extended time to deliberate, review and make decisions.

C. IDENTIFICATION OF KEY PROCESS ISSUES AND THEIR INTERACTION

There are two ways in which "process" information is being presented. The first is an attempt to identify key issues or variables which are to be treated sequencially. The second is a process/model flow chart identifying "process," "task," and "product."

1. Key Issues/Variables

The many process issues are reduced to eight:

a) Existing Curricula Guidelines
b) Student Needs
c) Teacher Needs
d) Existing Resources and Materials
e) Instructional Materials Needed
f) Production Capabilities
g) Implementation
h) Adaptation and Evaluation/Modification

a) Existing Curriculum Guidelines

Even though student needs were determined to be the issue of first priority, it was recognized that there were legal and administrative requirements which had to be viewed as a foundation to all succeeding efforts. Hence, the first processvariable to be examined are those curriculum guidelines established by federal, state or district policy and, if applicable, by court actions.

At the state and local level, if specific bilingual/ESL subject area guidelines do not already exist, then the subject area guidelines for the fluent English students should be modified and adapted to meet the needs, and use the existing knowledge, of bilingual students.

This does not necessarily mean limiting the areas of learning, but adding specific language arts skills that can be used as learning tools in the subject area. It can also mean adding cultural components to the subject area that will give meaning, relevance, and familiarity to difficult and abstract concepts.

If there are guidelines for the subject area written for bilingual students, they should also articulate with local and state curriculum frameworks so that bilingual students will be able to meet the regular district and state requirements.

Curriculum guidelines serve as a menu from which to choose topics for bilingual curriculum development.

b) Students Needs

The needs of students may be the most critical variable in the process of developing bilingual curriculum materials. In fact, we found that the diversity of the L.E.P. student population was the single most important reason for the urgent need for more effective materials. This was especially true for the middle school population, though it is our belief that similar variability exists among students at other grade levels. Even a brief discussion of the needs of middle school, Spanish speaking, social studies students in San Francisco can be overwhelming.

Some of the variables applicable to student needs are:

1) Education

(a) amount of formal schooling

(b) educational experience

(c) conceptual development

(d) L_1 competency

- verbal expression
- written expression
- aural comprehension
- reading comprehension

~~(e)~~ L_2 competency

- verbal expression
- written expression
- aural comprehension
- reading comprehension

2) Adaptation

(a) length of time in current school

(b) length of time in the city

(c) length of time in U.S.

3) Social Context

(a) Parents in this city/country

(b) Economic support

(c) Language support

4) Physical and Psychological Development

As an index of student needs, each variable is significant in its implications for how the student may learn and what materials will assist the learning process. In combination, a fuller picture of the individual student emerges. Several examples from San Francisco's middle schools are indicative of the variation of students and their needs.

> Juan has been in the U.S. for two months. He is 12 years old and was doing high school equivalent work in his "gifted" seventh grade classroom in Guatemala. His parents sent him to San Francisco to live with a cousin because of turmoil in their own country. Juan neither speaks nor reads English. He is very unsure of himself, misses his parents and feels completely uprooted by all the events of the past several months.

> Maria also twelve years old, has been in the U.S. for a little over one year. She arrived here with her mother and three younger children after her father disappeared from his farm during a nearby battle between government soldiers and rebels. Prior to last year, Maria had never been to a school. She attended the

Newcomer Center for a year and was able to pick up conversational English fairly well. Despite the fact that she can read neither English nor Spanish she has been placed in a middle school seventh grade classroom.

Jorge is thirteen years old and has been in the U.S. for four years. His English speaking ability is good but he has difficulty understanding written and spoken English. He has a great deal of difficulty writing English or Spanish and often mixes words from both languages. His eyesight is poor and he appears to be quite small for his age.

These three students, occupying the same classroom, present a profound dilemma to the teacher who has been provided with a single "bilingual text."

c) Teacher Needs

The kinds of teacher needs to be examined in the process of developing bilingual curriculum and training materials include (1) professional knowledge, (2) experience with and understanding of the cultural foundations of the students, and (3) conditions under which teaching is to take place

1) Professional knowledge

There are four areas of knowledge which have direct bearing on the teacher's need for and use of bilingual curriculum and training materials:

- ability to understand and, where necessary, work in the language of the students
- knowledge of the subject area for which materials are being developed

- knowledge of developmental issues affecting students at their present age
- knowledge of bilingual education theories and teaching strategies.

2) Experience with and understanding of the cultural foundations of the students
   - recognition of students' cultural values and areas of potential conflict with North American values
   - ability to use analogies, anecdotes and imagery relevant to students' experiences

3) Conditions under which teaching is to take place
   - student groupings: age, L_1 or L_2 ability, previous knowlege of subject matter
   - turnover of students because of late entrance or early exit during the school year,
   - stability of school-site bilingual program and staff,
   - size of school-site bilingual program,
   - appropriateness of facilities for class size and subject matter to be taught,
   - availability of funds to supply special equipment or to fund field trips to supplement the materials being developed.

d) Existing Resources and Materials

A key variable in the process of developing bilingual curriculum materials is the identification of existing

bilingual resources and materials. Most urban school districts have had a hard time keeping up with academically or commercially produced materials either to catalog or to purchase.

Though many urban school districts have libraries of bilingual/ESl materials, sometimes these same curriculum libraries will only have one set or sample available for borrowing or reference. In our literature search, some of the most useful materials for the middle school were not available in class sets, rendering them useless. Accordingly, bilingual students and teachers are shortchanged because they are forced to use ditto material or nothing at all.

The bilingual material that presently exists in the school library may need adaptation or supplementation. For example, the use of the first language may be too difficult or too easy. Appropriate bilingual materials are also needed for newcomer populations, the gifted, handicapped, as well as for bilingual parents.

Another potentially rich resource is the array of material produced in individual schools for and by individual teachers. Hence, a valuable process element is the eliciting of teacher made materials to be assessed and organized for immediate use or adaptation.

Additional sources of bilingual curriculum materials can be found through organizations directed at tourists, foreign business, discussions of international affairs, etc.

e) Instructional Materials Needed

At this point in the process it should be possible to identify gaps which need to be filled by developing new bilingual curriculum materials.

Sometimes the need will only be supplementary or an extension of existing curriculum to other grade levels. Materials may need to be adapted to other language/minority groups. Or a school district may want to develop a basal type of bilingual curriculum. The recommended process/model for developing bilingual/ESL materials should be applicable to whatever material needs have been identified.

f) Production Capabilities

The accessibility, cost and comprehensiveness of production capability represents a sixth key issue. Among the factors involved here are the systems available in: (1) the school district, (2) universities, (3) commercial printing establishments, and (4) through private benefactors for translation, graphics, printing, duplication, binding and distribution.

Access to production processes in a school district will be governed by policies and procedures regarding approval,

time-frames, style, quality, authorship and copyright and, of course, cost. Production facilities outside of the school district may offer some promise though issues of control, time and cost must be addressed and resolved.

g) Implementation

Once bilingual curriculum materials are at the point of being produced, it is important to clarify a series of implementation issues. These include: (1) approval; (2) inservice training (3) dissemination and (4) support.

1) Approval

During the materials development process all district procedures should have been followed concerning the review and approval of curriculum for adoption and use in the school district. In the absence of a clear policy or procedure for approval of bilingual curriculum material, the deliberating body (Technical Team, Task Force, etc.) should be certain to keep appropriate administrative personnel informed and, where necessary, seek final approval for steps and decisions along the way.

2) Inservice Training

The issue of planning inservice training for the use of bilingual materials in the classroom is a difficult one. Most of the time, neither the funds nor the personnel are available to provide training. Yet, even if these resources were available, the problem of fitting the training into an

inservice schedule would remain since many school districts develop their inservice calendars a semester in advance. However, if the bilingual curriculum materials development process were to anticipate the need for training, there would be a better chance of its actually taking place.

Training that is scheduled should seek to be classroom-based and to make use of the material developers as resources. If possible, training materials should be developed simultaneously with the curriculum materials. If this is not possible, then a field test period would be the time for designing the inservice activities and requisite materials.

If regular classroom teachers are assigned bilingual children and asked to work with the developed material, they will need specific inservice on the target language, cross-cultural communication, and second language learning/ teaching strategies. They will need to know about the "silent period" of language learning that occurs with newcomer students and about intercultural learning in the classroom.

3) Dissemination

A concern raised by teachers in urban school districts is the failure of new materials to "get out to the schools." A plan for dissemination must be included in the process to insure the broadest possible use of the curriculum materials. This is easier said than done since proper

channels need to be identified and used; otherwise, extensive efforts will need to be taken through informal channels to assure dissemination.

4) Support

The extent to which curriculum material moves from abstraction to application depends upon more than the efficacy of the product in helping bilingual students to learn. The product must have support from a variety of sources. First of all, it needs testing and affirmation by teachers in the classroom. Secondly, it needs visability and a clear description in terms of (a) the problem it istrying to solve or the goal it is trying to achieve, (b) the function it is performing (e.g., text, general supplement, thematic supplement, supplement directed at a specific kind of student), and (c) valuable features such as pictures, activities, cross references.

If the materials are to be used by bilingual teachers who are not teachers in that subject area, the materials may need to be designed as a "how to manual" for those teachers who will be more dependent on specific direction and background information.

Thirdly, newly developed curriculum materials should establish a basis for flexible utilization. At the same time that materials require clear description of purpose and

approach, they should be amenable to the practioner's ability to use them creatively and in varying conditions.

h) Adaptation and Evaluation/Modification

This final item in the list of key issues is a difficult one to put in practice. Additional detail is provided in the section on SELECTED MAJOR ISSUES (after the Process/Model flow chart).

1) Adaptation

One concern with adaptation is the imbalance between the need for effective bilingual curriculum materials and the extensive time and cost usually required to create them. Accordingly, it would be highly desirable to develop materials which could be adapted both for other language groups and for other grade levels. Obviously, there will be semantic, syntactic, phonetic, idiomatic, cultural, and cognitive factors limiting the adaptability of curriculum materials from one language group to another. There will also be major conceptual, experiential and developmental factors inhibiting adaptability from one age group to another. It is our view that, difficult as this may be, a bilingual curriculum materials development process ought to aim ~~at~~ such adaptability.

2) Evaluation/Modification

The process for developing materials should include an approach for evaluating and modifying those materials. The great need for bilingual materials often structures the

priorities so that what is produced often is limited to what will be used in the classroom. Unfortunately, mechanisms to assess, evaluate and modify bilingual materials tend to get lost in the process. One consequence of this omission is the limiting of options when the materials "fall short" of expectations. Too often, developers and practioners cannot discover precisely what is wrong because, without an assessment process, data become incidental and insufficient for knowing which kinds of corrections to make. As a result, some curriculum materials tend to have short lives.

Assessment measures should begin with teacher responses and include student reactions and achievements. Suggestions should be solicited from teachers and students and, when possible, parents and interested community members. In addition, it would be desirable to seek outside evaluation utilizing more objective measures over a longer period of use. Data resulting from both kinds of evaluation should focus on selected elements of the curriculum material as well as the whole package so that specific modifications may be undertaken. Reassessment could then focus on improvements resulting from specific changes made in the material.

2. Procedure

The Process/Model Flow Chart (see below) gives a step-by-step description of a process for implementing bilingual/ESL materials development in an urban school district. The chart depicts a

procedure for discussion and decision-making that involves the school district administration, classroom teachers, parents, and community representatives. The following narrative describes each step using numbers to correspond with the item on the chart.

Although the initiative for the needs assessment survey (1) starts with the school district, it can also start with the classroom teachers, school-site administrators, etc.

The feeling of ownership of the materials can be developed by choosing curriculum writers (2) that are representative of the target languages, subject areas, and grade levels. Most importantly, they are teachers who are respected not only at their school site but also by other district teachers in bilingual education.

Another important aspect of the process (3) (4) is to inform administrators, teachers, and parents of the progress being made. Again, this promotes ownership and also takes advantage of available resources (material as well as personnel) that are in the school district and the community. These resource people can also be asked to review the content, format, and use of languages in draft materials.

The process described is just one of many that can be implemented. This process very carefully delineates the responsibility of tasks and the development of products. Consideration has been given to

the bureaucratic steps necessary to demonstrate need for bilingual/ESL materials as well as to the personnel, funds, and time necessary for a thorough and thoughtful materials development process.

Note also that the process does not stop with the finished product or with its final review by the school district or board. In order to have these materials used in the bilingual/ESL classroom successfully by bilingual/ESL teachers, it is necessary to plan for both an internal or external (through a university) teacher-training program and an organized method of materials dissemination.

Further follow-up will be necessary. Monthly or quarterly training/feedback sessions with the targeted classroom teachers can suggest ways of improving the materials development process and modifying and adapting the materials themselves.

For example, in our experience with the San Francisco Unified School District, the Technical Team had completed process tasks through step 9, "Select topics for materials development," by meeting on a bi-weekly basis. The Team had looked at instructional materials ~~in~~ the selected area, i.e., Spanish bilingual social studies for middle school, and conducted a literature search. The Team had also talked with outside community consultants about adolescent development and second language acquisition as well as drawn upon resource people on the Technical Team and in the school district. They have initiated informal research into the area of

learning theory and reviewed both state and local curriculum guidelines. Most importantly, the Technical Team conducted in-depth discussions on the needs of both students and teachers.

THE PROCESS/MODEL FLOW CHART

Implementing Bilingual/ESL Materials Development
in an Urban School District

I. Process (School District Responsibility)	II. TASK (Materials Development Group Responsibility)	III. Product
1. Survey district needs.		o Report on instructional materials need in subject areas, target languages, grade levels.
2. Decide who will develop materials	o Form a group with this experience: a. subject matter b. grade level/ learning theory c. community background d. ESL methodology e. bilingual bicultural methodology f. Other	o Send letters to school-site principals, school board members.
3. Provide funds/resources/time	o PLAN meetings; outline tasks	o Schedule of meetings/objectives
4. Hire outside consultants to provide inservice as needed	o Discuss student needs: -academic experience -linguistic background -socio-economic history -psychological/emotional	o Send invitations to teachers/aide administrators
5. Provide statistical data on student/ teacher population as needed.	o Develop profile of the student audience or target student. o Discuss teacher needs: -knowledge of age group -subject matter content -Bilingual/ESL methodology -school-site placement -classroom heterogeneity o Develop profile of teacher audience.	

I. Process (School District Responsibility)	II. Task (Materials Development Group Responsibility	III. Product
6. Provide copies of state/ local curriculum guides	o Review curricular guidelines, both state and local.	
7. Provide funds to obtain review copies of instructional materials	o Review both available instructional materials within school district and from outside resources. o List features of those materials most appropriate to the target audience.	
8. Make available information/resources/ personnel to discuss and describe district production capabilities.	o Investigate district capabilities for materials production and reproduction.	
9. State district policy on curriculum implementation	o Find out how instructional materials are implemented in the district, especially: -process of setting up teacher-training and inservice. -process of materials dissemination	
9a. Hire community consultants as needed	o Select topic for materials development. o Brainstorm/list ideas for activities. o Choose & develop important concepts and goals. o Develop scope and sequence. o Match activity ideas to concepts/goals in scope and sequence. o Develop activity outline and learning objectives o Evaluate outline and objectives.	

I. Process (School District Responsibility	II. Task (Materials Development Group Responsibility)	III. Product
10. Provide test-site in classroom	o Draft and test in class-. room. o Evaluate pilot-test.	
11. Provide graphic artist	o Revise, illustrate, prepare teacher's manual, student materials. o Evaluate and rewrite (for field-test or final draft). o Edit	
12. Provide translators	o Translate o Proofread o Field-test (if necessary), evaluate and revise.	
13. Provide typewriters, etc.	o Format for camera-ready copy.	o camera-ready copy of materials.
14. Review materials	o Provide evaluation information from pilot-test.	o results of pilot/ field test.
15. Reproduce materials		o instructional materials.
16. Translate into other languages	o Design teacher-training program & training network. o Write suggestions for adaptation and modification.	
17. Publicize inservice		
18. Provide inservice and disseminate materials		

I. Process (School District Responsibility	II. Task (Materials Development Group Responsibility)	III. Product
19. Evaluate long-term effectiveness		o Write evaluative report on materials developed

SELECTED MAJOR ISSUES

Adoption and Internalization

There are always critical steps that must be taken prior to making any new human services effort a viable one. In change-agent demonstration programs, internalization is one such critical area. Two very important phases within these steps are adoption and implementation.

The second condition necessary in the adoption phase is that the project being considered be viewed as a means to asssists in solving local problems. When this condition exists during the initial stage, the people who will eventually be involved with the program will more likely adopt the demonstration as an important vehicle in helping them meet local needs. This establishes legitimacy for the new project.

In far too many cases, however, the opposite occurs. Many demonstration projects are adopted out of a sense of opportunism. The program is merely adopted for the external funding it will generate and not for any local problem it may help alleviate. History has shown that when new projects are adopted with this kind of opportunism, they do not prove to be as successful in terms of longevity and problem solving strategies, as when projects are viewed as an agents of change. Projects initiated out of opportunism usually are not central to the community's educational objectives and do not

receive the sufficient institutional support or encouragement necessary for success.

Adoption Phase

The initial manner in which a curriculum material development process is introduced can clearly increase the chances of the success of its successful implementation. During the primary stages of ascertaining whether a new demonstration project should be undertaken, two conditions are essential to the promotion and development of such an effort: comprehensive involvement and a belief that the program can solve problems. The more people included in the decision-making process for program adoption, the more likely the community response will be receptive, supportive and extensive.

Too often projects are adopted via a rubber stamp process. Representatives, whose signatures are imperative, sign, not really understanding the scope of the project. This can lead to disaster, especially if those same representatives are called upon at some future date. It is important that all who provide the initial input have a depth of awareness and understanding.

Internalization Phase

Internalization represents the adoption of demonstration program services into an existing educational services system. In the case of the Process/Model, it represents the situation in which the local school district develops ownership of the

demonstration and continues to support it without external funding. The degree of local ownership and extent of acceptance of the demonstration project, after extreme funding terminates, is largely determined by the existence and quality of the previously stipulated conditions.

Internalization occurs concurrently with implementation of the demonstration effort. The process of internalization entails interaction among all who are involved with the demonstration effort from its inception, through adoption and conclusion.

The demonstration's project director's role is critical for designing and facilitating implementation strategies. Yet this position is often only funded during the demonstration period. Prevailing local authority such as the school principal often becomes the key figure in the process of internalization, particularly at the end of the demonstration effort. A substantial body of research indicates that the principal must be able to:

- create a climate of acceptance for the demonstration project and what it represents;
- lend moral and organizational support to the demonstration effort;
- provide legitimacy to the project throughout the system; and
- help move the demonstration project from "special program" status to an integral part of the total system.

These conditions are vital to cultivating project acceptance throughout the school, community, and the district. In fact without such support mechanisms, the likelihood of internalization is greatly diminished and, the overall implementation of the program will be impaired.

Demonstration projects that experience a high degree of internalization have financial, organizational and political commitment. The political commitment is extremely important, for there is always need for school board approval of new projects. While demonstration projects tend to receive school board approval without much difficulty, with the end of external funding, the special protection of the project diminishes greatly and it becomes subject to close scrutiny by the board. For the project to survive and continue, a new legitimacy is required in the system's political arena. The project must rid itself of the "special" status and be viewed as an integral part of the total system. That level of success can be obtained when the project is looked upon as affordable, important to system priorities, and politically acceptable. projects successful in internalizing, plan their eventual internalization in advance. Broad based support must be mustered early for the project's internalization.

While communication with the board must be continuous so that board members are kept informed at all times, it is also important to keep in mind that systems of support are available through parents, staff, superintendents and other community

members. Therefore, a project must maintain open and continuous communication with these systems, particularly with regard to the parents whose support is critical to the success of a demonstration project.

Implementation Policy

When a new project passes the adoption phase and is accepted into the existing educational services system, the next phase is to apply implementation strategies developed by the project while respecting the district's established guidedlines. It is important to remember that there will be a greater chance for successful implementation and internalization when there is consonance between the values, goals, and objectives of the new project and the existing system.

With the implementation of the new project within the established school system, varying degrees of change are inevitable. Any change involving a part of the system, either directly or indirectly, affects all other aspects of the system; consequently, mutual adaptation is critical. This means that all parties involved must modify their formal and informal organizational relationships. Those functioning within the system must make the modifications and alterations required in such areas as communications, culture (climate), role relationships, and collaborative efforts.

History has shown that demonstration programs that do not experience a high degree of success in implementation have similar characteristics. They are:

- o lack of central direction;
- o lack of coordination;
- o absence of central definition;
- o low local community/agency support; and
- o no mechanism for the resolution of group conflict.

Successful implementation tends to rely on several conditions. The degree to which these conditions exist will influence the degree to which successful implementation will take place. Although not inclusive, the following represent vital conditions during the implementation phase:

1. LEADERSHIP, in the form of a strongly focused project director and a supportive school principal.
2. CLARITY OF PROJECT GOALS among all involved is imperative. Personnel will then have an informative profile of the setting and a clear grasp of what implementation and eventual internalization will be.
3. SHARED DECISION-MAKING among personnel in project directives and day-to-day operations gives birth to "ownership." This promotes the sense of belonging, of being important and of making a difference in terms of the outcome of the project.

4. OPEN COMMUNICATION NETWORKS that are free-flowing among all parties involved create awareness and understanding while alleviating the debilitating conditions of isolated maneuvering and countering.
5. POSITIVE WORKING RELATIONSHIPS among all concerned with the project adds to greater collaborative efforts and the ultimate achievement of project goals.
6. ONGOING PLANNING to meet the changing needs of the project is essential. Flexible operating behaviors through adaptive planning augment goal achievement.
7. RELEVANT STAFF TRAINING based upon practical "here and now" issues rather than theoretical concepts is conducive to successful implementation. Training activities conducted in a positive environment are even more productive if accompanied by well executed, administrative support.
8. ACTIVE PARENT INVOLVEMENT in the home, school and the community which is directed toward the goals of the project enhances the chances for successful implementation.

The successful demonstration program must occur as a result of very specific, well thought out, and timely implemented strategies. Developing these strategies means a) considering the probable long-range consequences of proposed change on all those involved; b) identifying potential sources of immediate/future resistance and support; and c) systematically implementing a planned course of action/interaction.

Thus to conduct the program in an effective manner suggests that the following ingredients should be continuously implemented:

- o a program design that clearly delineates goals, objectives and strategies;
- o in-house evaluation (ensures that the strategies being implemented are taking the project in the direction of stated goals and objectives);
- o program redesign (a demonstration program is perpetually in the process of "becoming" through revision and validation); and
- o nurturance of strong management support relationships.

Adaptation: Mechanics

After implementation of this process/Model and the evaluation of the resulting materials, a need can be anticipated for these same types of materials in other areas. How does an urban school district gain even more benefit from this materials development process so that similar materials can be developed for students and teachers in other language groups, in other grade levels, and in other subjects? How can this be done with a moderate investment of personnel and monies?

1) Other Language Groups. Adapting instructional materials for use by other language groups does not mean translation only. The rationale for the use of the first language in the basic material

to be adapted should be known and clearly stated. The cultural concepts of the other language groups that can be integrated into the basic material must also be noted.

These questions need to be asked:

(a) How was the first language used in the basic material? Was it used to introduce concepts and vocabulary words or to clarify the English? Was it used in giving directions? Was it used during class discussions? Should the other languages be used the same way?

(b) Can the vocabulary words and concepts be translated into the first language? If not, can analagous terms or experiences from the culture be used as examples?

(c) What aspects of the first culture can be integrated into the material, especially those that can help in the understanding of terms and concepts?

(d) Should the same amount of first language be translated as in the basic material? Or is only a vocabulary list necessary?

2) Other Grade Levels. Adapting bilingual/ESL materials to other grade levels suggests that an overall scope and sequence of skills and concepts for each grade level already exists or must be developed. Then these questions can be asked:

(a) What level of basic skill, conceptual, and cognitive development does the student come in with? Do certain basic skills and concepts need to be introduced and reinforced before these instructional materials can be used?

(b) How will the instructional materials themselves be adapted? How will the use of first and second language differ from its use in the basic material? Will the amount of new vocabulary, skills, and concepts decrease or increase? Will there be more or less learning activities, enrichment activities, or homework? Will the content or level of any reading material change? Will the content and format of the student handouts change?

3) In Other Subjects. This process/Model can be used to develop bilingual/ESL materials in other subject areas. Ideally, the initial deliberatiave body (e.g., technical team) should reflect a background of innovative classroom experience in the subject area. Additional consultants can be drawn from those who work in the urban community where the students live, as well as from the private sector. These resource people should also be able to provide materials and resources in addition to those already available ~~in~~ the school district.

Research should be done to discover the bilingual student's experience with the subject matter in his/her home culture. For example, instead of merely looking direct examples of, say, solar energy, look for the analogies. The construction of many homes in

different cultures demonstrates ways in which the indoor temperature is made more comfortable. This is usually achieved by the kinds of materials used and specific architectural features. The student's home culture will reflect an inherent experience with the subject matter.

Research must also cover the use of the first language in discussing the subject matter. If the bilingual students know the subject matter, it will probably not be in academic terms, but in current, contemporary terms. Look over current periodicals in the first language and interview those of similar culture who work in these subject areas to find terms familiar to the bilingual student.

ADAPTATION: CHECKLIST

Adaptation, when done with sensitivity to the needs of the bilingual/bicultural student, requires an investment of time and resources. On the following page is a brief checklist for adapting activities in the areas of learning style, subject matter, culture, and language development. This checklist can be used as a basis for adding more items of concern and interest when adapting bilingual/ESL materials.

CHECKLIST FOR ACTIVITY ADAPTATION

Activity Model: Bilingual-ESL/Cross-Cultural

A. Learning Style

____1. Is the activity experiential?

____2. Does the activity utilize group work? pairing? individualized work?

B. Subject Matter

____1. Are skills (measuring length, writing a letter, etc.) taught or reviewed? If so, what?

____2. Does the activity have a general concept (e.g., knowing the six nutrients for a healthy diet) that can be reinforced and thematically developed in subsequent activities?

C. Culture

____1. What culturally-related knowledge, attitudes, values, and ways of learning can be generated from activity?

____2. How will these cultural aspects be developed and integrated within the activity?

D. Language Development

____1. What language skills are being developed within the context of the activity?

How can these skills be further developed?

____2. What vocabulary words are being generated from the activity?
Has the amount and use of new vocabulary words been controlled?

____3. Does the activity incorporate any ESL teaching strategies? (e.g., Total Physical Response, slot drills....)

____4. What ESL sentence structure occurs naturally within the context of the activity?
How will the students develop the use of this sentence structure?

____5. Does the activity incorporate any bilingual teaching strategies? What specific teaching strategy will you emphasize in this activity?

APPENDICES

A. Bilingual Materials Survey

B. Process Components Flow Chart

C. Teacher Needs

D. Process Observation Form

E. Process Observation Form - Example

F. Materials Development Issues

G. Technical Team Evaluation Form

TEACHER NEEDS

Questions:

1. How can the Technical Team generate ideas about teacher needs?

2. How can this process (1) be documented?

Teacher needs: what teachers need to know when utilizing bilingual materials; what information needs to be given to the bilingual teacher to facilitate the "best" teaching.

Variable previously discussed by Technical Team that determine teacher needs:

a. District/School-site issues: student placement, teacher placement, teacher inservice, school/class heterogeneity, academic requirements, state mandates, availablity of aides, funding for bilingual programs, available textbooks, etc.

b. Teacher/classroom issues: competency in ESL/bilingual teaching strategies, subject matter, adolescent development, classroom management, network of resources, evaluation, teaching load, proficiency in L_1/L_2, previous teaching experience, community knowledge, etc.

c. Student issues: preliterate, illiterate in L_1/L_2, previous life/ chool experience, culture shock/conflict, family/home disruption, peer/home values conflict, etc.

Ongoing documentation: staff notes based on process issues, rationale, further action taken....

1. How can the Technical Team generate ideas about teacher needs?

Technical Team has discussed teacher needs in small and large groups by sharing their own teaching experiences, responding to a presentations by outside speakers, in the larger context of discussing student needs and in reviewing materials currently available for their use.

2. Other ways of discussing teacher needs:

   a. View video tape of bilingual teaching situations and respond as to what the teacher knew/didn't know, did/didn't do, etc.

   b. Review a lesson plan/instructional material. Note useful components and components missing.

c. Ethnographic study:
   1) Teacher records how he/she prepares for a teaching activity, the teaching process, and the informal evaluation of teahcing.
   2) Staff observe teaching processes and review w/teacher the reasoning behind the teaching activity.

d. Survey the Technical Team and other middle school teachers on positive/negative qualities of materials currently in use.

e. Pilot-test instructional materials and modify based on teacher feedback as t ousefulness of components and elements that are missing.

ETHNOGRAPHIC STUDY

C-1 What are the basic processes underlying a single teaching activity:

	Pre-Activity	Teaching Activity	Post-Activity
1.	Review background info.	Introduce idea in native language or familiar context.	Have books in L_1 or L_2 available.
2.	Note specific concepts.	Ask leading question in L_1.	Homework: Interview a family member or friends on this topic.
3.	Sequence concepts & ideas.	Student discuss.	
4.	Relate to students' culture knowledge.	Introduce new word in L_1, then in L_2.	Write three questions you can answer to ask a classmate.
5.	Note difficult words, translations, analogous cultural concepts.		
6.	Grouping of students.		

E-2 What larger competency areas do these processes fall under? (Subject matter knowledge, ESL, classroom management, values clarification, critical thinking, etc.)

PROCESS OBSERVATION FORM

INFORMAL COMMUNICATION	FORMAL MEETING			
	Initiator	Issue	Discussion	Action Taken

Appendix D

PROCESS OBSERVATION FORM
(Example)

INFORMAL COMMUNICATION	FORMAL MEETING			
	Initiator	Issue	Discussion	Action Taken
Stated dissatisfaction with process	Technical Team	Request for more structure ture	Role and power of Technical Team clarified	1) Teachers will rotate as chairs 2) Most experience- person volunteers as chair
	Chair	Identify student audience	Grade? Skills? Newcomers or old immigrants?	Tentative decision made at end of meeting To be considered in light of "sensitivity" of next meeting.
		Identify type of teachers	Staff? Monies? Time? -based on experience with other materials	Staff/Administrative source clarifies
		Identify limits of resources materials	Pilot commercial materials? Supplement commercials	
		Define types of material		

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MATERIALS DEVELOPMENT ISSUES

Established Curriculum Policy	Student Needs	Teacher Needs	Resources To Be Identified And Used	Decision Making on Curriculum Materials	Production Process	Training and Dissemination	Utilization Evaluation Modification

Technical Team Evaluation Form

Name _____

Date _____

Thank you for taking the time to complete this evaluation form. The information you provide will assist us in telling the Department of Education what are the best methods for the development of bilingual/ESL materials in other urban school districts.

1. Was the way in which you were recruited for the Technical Team appropriate? YES NO

2. What are more appropriate methods for recruiting members of a Technical Team?

3. Was the orientation you received regarding the purpose and function of the Technical Team adequate? YES NO

4. Was the orientation clear? YES NO

5. What other information would you add to a Technical Team orientation?

6. Please rate each of the following items from your experience as a Technical Team member:

	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
a. scheduling of meetings					
b. information regarding meeting arrangements					
c. facilitation of meetings by staff					
d. usefulness of Technical Team meetings					

	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor
e. communication with staff					
f. handouts provided by staff					
g. outside resources/materials					
h. use of outside consultants					

7. How did the Technical Team discussions help you in developing bilingual materials?

8. How were the discussions not helpful in developing bilingual materials; why?

9. Did you feel the decision-making process was fair? YES NO
If not, why not?

10. Did you feel the Technical Team was qualified to make decisions about bilingual materials development? YES NO
Why/Why not?

If this process/approach were implemented in another school district...

11. Which steps in the process, would you suggest remain the same?

12. What step would you change and how?

13. Who do you recommend to be on the Technical Team? What kinds of experience shoudl Technical Team members have?

14. Should the Technical Team be autonomous? YES NO
Why/Why not?

15. Should the Technical Team work in conjunction with a school district department, such as curriculum or bilingual? YES NO
Why/Why not?

16. What resources should a school district make available to a Technical Team?

17. Who should facilitate a technical team meeting?

18. What type of support or compensation should a technical team member receive?

____ Paid Leave ____ College/Inservice Credits

____ Honorarium ____ Comp. Time. ____ Other

19. How frequently should a Technical Team meet?

____ Weekly ____ Biweekly ____ Monthly ____ Other

20. When should a Technical Team meet? Check any number)

____ during the school year ____ after school

____ vacations only ____ during school-mornings

____ Summer only ____ during school-afternoons

____ weekends ____ evenings

21. What meeting time is most effective?

____ one to two hours ____ full-day

____ four hours/half-day ____ other _____

22. Where should a Technical Team meet?

____ at a school site ____ at a community site

____ at an administrative office ____ other _____

23. Who should facilitate Technical Team meetings?

24. Based on your experience and on your participation in creating the process/approach, when did you feel the Technical Team was most productive?

25. What have been the benefits of being a Technical Team member to you as a teacher?

26. What are the most ideal (but realistic) circumstances a Technical Team can work under?

27. What suggestions or recommendations can you make to other school districts who want to develop bilingual materials?