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BILINGUAL/BICULTURAL EDUCATION FOR THE SPANISH-SPEAKING
STUDENTS IN MASSACHUSETTS: AN ANALYSIS OF PERCEIVED
DIMENSIONS OF AN IDEAL BICULTURAL TEACHER

A Dissertation Presented

By

LINDA V. McCROSSAN

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION

June 1975

Bilingual/Bicultural Education

BILINGUAL/BICULTURAL EDUCATION FOR THE SPANISH-SPEAKING
STUDENTS IN MASSACHUSETTS: AN ANALYSIS OF PERCEIVED
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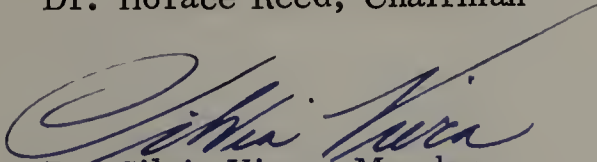
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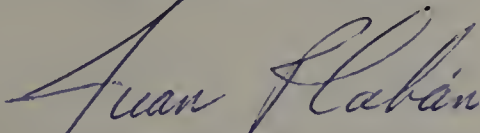
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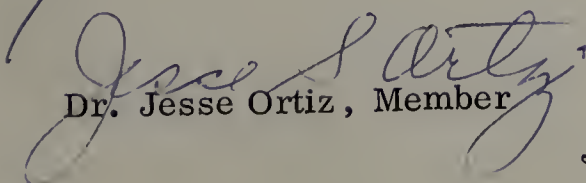
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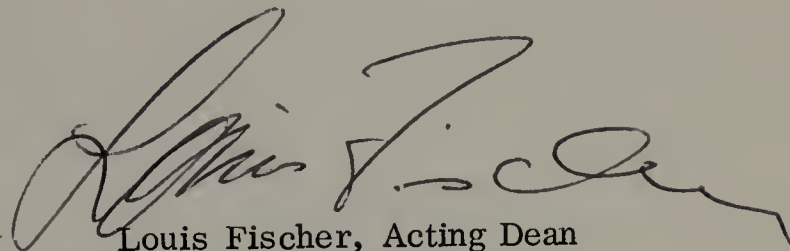
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June 1975

DEDICATION

To my mother

Lillian B. McCrossan

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BILINGUAL/BICULTURAL EDUCATION FOR THE SPANISH-SPEAKING
STUDENTS IN MASSACHUSETTS: AN ANALYSIS OF PERCEIVED
DIMENSIONS OF AN IDEAL BICULTURAL TEACHER
(June 1975)

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Directed by: Dr. Horace B. Reed

ABSTRACT

This study focused on the generation and analysis of the operationalization of the goal "ideal bicultural elementary teacher" by selected Hispanic and Anglo American teachers and by some professionals in bilingual/bicultural education.

The perceptions of the respondents in the study were generated by the Operationalization of Fuzzy Concepts Strategy (OFC), a systematic set of procedures designed to simplify vague, general goals. These perceptions (dimensions) were then analyzed to determine whether or not a set of commonalities existed within the data.

In line with the four objectives of the study: (1) Four hundred seventy two dimensions were elicited from the teacher respondents and seventy dimensions were elicited from the professional respondents; (2) it was determined that broad, general themes, denoted as categories, existed and that differences in the perceptions of the Hispanic and Anglo American teachers existed within these categories; (3) it was also determined that with modifications,

the OFC Strategy be considered a viable technique for use with bilingual/bicultural populations; (4) recommendations were posited to more fully investigate the issue of Hispanic and Anglo American teacher competencies in relation to the maintenance and transitional approach to bilingual/bicultural education. Additional research was suggested in the definition of biculturalism in an educational setting and in the cognitive styles of Spanish-speaking children in Massachusetts. Five generative themes and sub-themes were delineated for use as guidelines in the creation of teacher education programs, state certification and program guidelines.

The six categories used with the teacher data were:

- Language and Culture of the Child
- Instructional Processes and Methodology
- Interpersonal Relationship Between Teacher/
Students Including Student Goals
- General Professional and Personality Characteristics
- Interpersonal Relationship Between Teacher/Others
- School/Class as an Institution/Environment

Apparent disagreement exists between the Hispanic and Anglo American teachers in the study about the importance of several clusters of dimensions:

The Hispanic teachers in this study stress "knowledge/understanding of the language and culture of the child" more frequently than do the Anglo American teachers in this study (Category I).

The Hispanic teachers in this study stress the "maintenance of the culture of the child," a cluster which the Anglo American teachers in this study barely mention (Category I).

The Anglo American teachers in this study are relatively concerned about discipline, a feature never mentioned by the Hispanic teachers in this study (Category II).

The Hispanic teachers in this study place their greatest emphasis on "sensitivity to students" while the Anglo American teachers appear to be only slightly concerned about this cluster of dimensions (Category III).

CHAPTER ONE

INTRODUCTION

Until recently, educational institutions in the United States have consistently failed to respond to the needs of the linguistically and culturally different child who has not been allowed to begin formal schooling in his/her* native tongue nor to learn within the cultural framework s/he brings to school. Most reading programs, innovative instructional techniques and developmental psychology have bypassed these children in their need to cope with an alien environment.

Because of the prevailing attitudes of the public schools of the dominant culture, linguistically and culturally different school children have been considered problems rather than assets, handicaps rather than resources. With the rise of ethnic pride in the late sixties and the increased awareness among members of the dominant society that the United States is a multi-lingual, multicultural society also came the realization that the escalating

*Since approximately one half of the world's population is female, the terms s/he, him/her, his/her and humankind are used generically throughout this study.

numbers of school children from backgrounds other than English were not being provided with equal educational opportunities. National legislation was enacted to provide a legal and financial base for the establishment of bilingual/bicultural education, i.e., education utilizing the native language of the child, both as language instruction and as a means for cognition as well as providing instruction in English. For the purpose of this study, the term bilingual/bicultural education, is used in its most general sense to refer to programs designed to meet the needs of the linguistically and culturally different child by the inclusion of his/her native language and culture in the curriculum, instruction, and school classroom.

The first such legislation, the Bilingual Education Act (BEA), under Title VII of the Elementary and Secondary Education Act of 1965, as amended in 1967, was signed into law by Lyndon B. Johnson in 1968. Recognizing the magnitude of the need for equalizing educational opportunities for the linguistically and culturally different student, Congress in the opening portion of the BEA states that:

One of the most acute educational problems in the United States is that which involves millions of children of limited English-speaking ability because they come from environments where the dominant language is other than English.

In the Fall of 1971, the Commonwealth of Massachusetts passed the Transitional Bilingual Education Act (TBE) mandating bilingual/bicultural

education as a regular part of the school program in selected school districts and appropriating state funds for the implementation of such programs, thus becoming the first State in the Nation to do so. Pennsylvania followed in May 1972, with guidelines contained in the School Administrator's Memorandum 515 (Pittinger). In September 1973, Illinois passed an amendatory act to its school code establishing a Department of Transitional Bilingual Education and mandating bilingual/bicultural education programs similar to those in Massachusetts. Other states, Alaska, California, Colorado, Louisiana, Michigan, New Mexico and New York, have allocated state funds for the implementation of bilingual/bicultural education (National Advisory Council on the Education of Disadvantaged Children).

Recent federal court decisions strengthen the national and state legislation by holding a district (San Francisco) in violation of Title VI of the Civil Rights Acts of 1964, for failure to provide educational services for its non-English speaking Chinese students (*Lau v Nichols*); by calling for the institution of bilingual/bicultural programs in Denver (*Keyes v School District*); and by decreeing that the New York City Board of Education work with Puerto Rican community groups in the implementation of bilingual education (*Aspira of N.Y., Inc. v Board of Education of the City of New York, et al.*).

While bilingual/bicultural schooling in the United States is not new-- public schools using German, French and Spanish as the medium of instruction existed from Pre-Civil War days to the early 20th century (Anderson 1970, I, p. 17)--these schools disappeared with the Americanization movement and the increased antipathies against "foreigners" heightened by the first World War. Not until the creation of the Coral Way Elementary School in Miami in 1963, to serve the needs of the increasing number of Spanish-speaking Cuban refugees, and the enactment of state and national legislation has bilingual/bicultural education been conceived of recently as a viable alternative for the education of the linguistically and culturally diverse populations in the United States.

The largest linguistic and cultural minority in the United States is Spanish-speaking. While census figures are conflicting and are oft times held to be short of the total number of Spanish-speaking individuals, estimates by the U.S. Bureau of the Census are informative. In March 1974, the Census estimated that there were over 10 million Spanish speakers in the United States, 14 percent or 1.5 million of which are Puerto Rican located primarily in the Northeast (U.S. Bureau of the Census).

In Massachusetts, the Puerto Rican population is estimated to be from 24,000 to 70,000 (J. Rodriguez, 1975). The 1970 report by the Task Force on Children Out of School reported that between 2,690 and 7,800 Spanish-

speaking children in Boston were not enrolled in school and that in 1969, of the 3,000 enrolled Spanish-speaking children only seven graduated from high school (Task Force, 1970, pp. 18-22).

To begin to meet the need of these children among others, bilingual/bicultural education programs, under the auspices of the Transitional Bilingual Education Act (TBE) were established. During the academic year 1972-1973, thirty such programs were established in Massachusetts.

Statement of the Problem

Although legislation on both the state and the national levels have provided a basis for the creation of bilingual/bicultural educational programs, to date there has been no clear description and, therefore, no agreement as to the kinds of strategies needed for the implementation of bilingual/bicultural programs. Particularly lacking is a systematic investigation into the teacher competencies needed for the Spanish-speaking student population in the Commonwealth of Massachusetts.

The existence of bilingual/bicultural classrooms in the State indicates that teachers have been hired to staff such positions and that local school committees, principals and/or supervisors of bilingual/bicultural education programs have had to estimate the characteristics and competencies needed by bilingual/bicultural teachers for their programs. The enormity of the task of implementing bilingual/bicultural education on a state-wide basis with limited

trained personnel and funding has meant that school districts who have implemented the TBE law have had to do so "to the best of their ability" with little consistent definitions of goals and objectives and well-defined programmatic frameworks. Thus, one finds a variety of programs staffed by teachers with varying competencies and with diverse professional backgrounds many of which are not relevant to instructing linguistically and culturally diverse children.

In an attempt to alleviate the variance in the linguistic and cultural competencies of bilingual/bicultural teachers, the Bureau of Transitional Bilingual Education in Boston is establishing five examination boards which will operationalize--to state into behavioral terms--the Criteria to Determine Bilingual Teacher Competence in Language Skills and Culture (Appendix A). Teacher training programs and inservice workshops are being designed to train teachers who will meet the newly developed state certification requirements as well as the competencies on language and culture.

The problem of the definition, on a systematic basis, of the desired competencies remains. Important sources of information about teacher competencies are teachers presently in bilingual/bicultural classrooms in the Commonwealth. These teachers or practitioners like other teachers, engage in a daily evaluation of the learning environment in their classrooms by exploring the "limiting and facilitating aspects of the immediate situation"

(Harnack, 1968, p. 18). In order to make the continuous decisions needed, teachers in bilingual/bicultural classrooms have had to define their roles and functions. These judgements are an important source of information.

Another source is the judgement and perception of "professionals" or theoreticians in bilingual/bicultural education who are presently in positions of decision making within bilingual/bicultural education. These individuals do not directly effect classroom learning but, since they are developing teacher training and research programs as well as state certification guidelines, will ultimately influence teacher competencies in bilingual/bicultural classrooms.

These two sources, the perceptions and judgements of the teachers or practitioners and the professionals or theoreticians in bilingual/bicultural education, form the focus of this study.

Purpose of the Study

The purpose of this study is composed of four objectives.

Objective One: To systematically elicit the operationalization of the goal "ideal bicultural elementary teacher" from Hispanic and Anglo American bilingual teachers and from professionals in bilingual education, and to determine whether a common set of competencies can be identified.

Objective Two: To determine the commonalities and/or differences of foci in the data generated; by indicating what agreement and/or disagreement exists among the responses of the Hispanic and Anglo American teachers and professionals in the sample population; by determining whether or not there is agreement among the rank orderings of the teacher responses by selected bilingual/bicultural professionals; by determining whether or not a standard set of criteria exists in the rank orderings.

Objective Three: To explore and critically comment on the application of the Goals Analysis Process of the Fortune/Hutchinson Methodology to a complex educational problem involving dual cultural and linguistic frames of reference.

Objective Four: To make methodological and substantive recommendations in the form of strategies for adapting the Goals Analysis Process of the Fortune/Hutchinson Methodology for future use with bilingual/bicultural populations by generating possible socio-political, educational or philosophical interpretations of any differences encountered in the responses of the Hispanic and Anglo American bilingual teachers and from professionals in bilingual/bicultural education; by generating questions that are suggested from the analysis of the responses which can serve as guidelines for State Departments of Bilingual/Bicultural Education and for bilingual/bicultural teacher education programs.

Overview of the Dissertation

Chapter one provides the description of the problem, the purpose of the study, and its significance, the general design of the study, definitions of terms and the limitations of the study.

Chapter two discusses the definitions of culture and biculturalism and the educational response to bilingual/bicultural education by describing two current models of bilingual/bicultural education and two typologies of teacher competencies for the bilingual/bicultural classroom.

Chapter three describes the design and implementation features of this study and is composed of three parts: Part I details the decision-oriented approach to educational evaluation and the Fortune/Hutchinson Methodology; Part II presents a description of the Operationalization of Fuzzy Concepts Strategy (OFC) and its implementation, and Part III describes the sample population.

The Goals Analysis Process as applied to this study is described in Chapter four.

Chapter five presents the findings and conclusions of the study.

In Chapter six, the author presents (1) a discussion of the results (2) generative themes for the development of guidelines for the implementation of teacher training in bilingual education and (3) recommendations for further research.

Definition of Terms

The following terms are defined as they are used in this study.

Anglo American--Used to refer to English dominant individuals who are not of known Hispanic descent.

Bilingual--Used to refer to knowledge/understanding and/or ability to function in two languages and so broadly defined that the meaning varies with the individual speaker. For the purpose of this study, bilingual refers to the equal command and daily use of two languages--interchangeably.

Bicultural--Used to refer to a broad spectrum of competencies and the knowledges of two cultural systems and of two cultural traditions. For the purpose of this study, bicultural refers to the ability of an individual to appropriately use the cues of two cultural systems as demanded by the situation without creating conflict in the representatives of each group.

Bilingual/bicultural education--Used in its most general sense to refer to programs designed to meet the needs of the linguistically and culturally different child by the inclusion of his/her native language and culture in the curriculum, instruction, and school classroom.

Bilingual Programs--Those programs approved by the Bureau of Transitional Bilingual Education in Boston, Massachusetts, and designed for the cultural and linguistically different child, and for the purpose of this study, limited to

those programs in Massachusetts for the Spanish-speaking child.

Bilingual Elementary Teachers--Those teachers so designated by the local school districts and approved by the Bureau of Transitional Bilingual Education, Boston, Massachusetts, and, for the purpose of this study, those who are employed in programs for the Spanish-speaking child to provide instruction in his/her language. The term does not connote equal competence in both languages.

Categorization--Refers to the process of developing broad, general frameworks from the commonalities in the data with which to group the responses initially.

Clinical Approach--The incorporation of strategies and procedures involving real problems of actual people and programs in real-life educational situations for the purpose of description, evaluation, and teacher education.

Clustering--Refers to the process of systematically creating finer differentiations within the categories of responses in order to group the responses according to the specific intent of each item.

Dimension--Used interchangeably with the term "item" to refer to single goal statements or to statements of single intent.

Evaluation--The collection and use of information to make decisions about an educational purpose (Cronbach, 1963, p. 672).

Hispanic--Used to refer to all those teachers who indicate "Hispanic," Latin (Latino), Spanish-speaking, Spanish American identification and/or to those individuals who refer to specific national identities, i.e., Puerto Rican, Mexican....

Methodology--A systematic, standardized operationalized set of rules and procedures designed to accomplish a defined purpose (Thomann, 1973).

Operationalization--Used to refer to the statement of goals and concepts in behavioral terms.

Professionals in Bilingual/Bicultural Education--Directors of teacher preparation programs and present and/or former decision makers in bilingual/bicultural teacher training and curriculum.

Transitional Bilingual Education Act (TBE)--Chapter 71 of the Acts of 1971 mandates that any school district with twenty or more children of limited English-speaking ability from one language group offer a full time program of instruction in all subject matter required by law using both the native language of the child and English. The purpose of such instruction is to develop skills in reading, speaking and writing of the two languages, and in the history and culture of the country or territory which is the native land of the child's parents.

Design of the Study

The author of this study adapted the Operationalization of Fuzzy Concepts (OFC) Strategy (Hutchinson, 1970) to generate the operationalization of the goal of an ideal bicultural elementary teacher for Spanish-speaking students of Puerto Rican origin. The instrument (Appendix B) was

administered in two stages to a percentage of bilingual elementary teachers in bilingual/bicultural programs in selected school districts within the Commonwealth of Massachusetts and in one stage to selected professionals in the field of bilingual/bicultural education. The data generated formed the basis for the systematic exploration of possible agreements concerning teacher competencies.

In order to obtain data on selected characteristics of the sample population, a questionnaire to be used with the teacher respondents was developed. The selected variables for the teachers were: cultural and linguistic identification, number of years teaching, number of years in bilingual teacher, extent of cross-cultural experience, and educational and professional background. A similar questionnaire was developed and used with the professionals.

In order to refine and to clarify the instrument and questionnaire and procedures for implementation of the Operationalization of Fuzzy Concepts Strategy, a pilot study was conducted with graduate students and faculty members in bilingual education at the University of Massachusetts, Amherst.

The objectivity of the analysis of the data during the preliminary analysis process was strengthened by the use of independent researchers who were asked to evaluate the analysis of the responses to the OFC at four planned intervals. Recommendations from these researchers were incorporated into the analysis process after consultation between the author and the independent researcher.

Sample Population

The sample population is divided into two parts: fulltime bilingual elementary teachers in state approved programs and professionals in bilingual/bicultural education.

Professionals are composed of former and/or present directors of bilingual teacher education programs, members of state and national bilingual advisory boards, curriculum specialists and teacher trainers.

Teachers are selected from the two districts, Holyoke and Springfield, with the largest number of enrolled Spanish-speaking children in bilingual/bicultural programs in Western Massachusetts. A total of sixty-five percent of the teachers in the two districts participated in the study. Thirty-five percent of the sample are Hispanic teachers and sixty-five percent are Anglo American teachers. Because of the parameters of the instrument and because of time constraints on the part of the writer, only those bilingual elementary teachers in schools having more than two bilingual teachers were used in the study.

Analysis of the Data

The exploratory nature of the study and the lack of hypotheses to be tested necessitated a data-analysis plan which could be partly determined by

the data itself. The Goals Analysis Process of the Fortune/Hutchinson Methodology was adapted for use in the study by eliminating certain steps in the process and by augmenting others.

The data is presented in the tabular and graphic form which best illustrate it at the different stages of analysis. When quantitative analysis is employed, the author applies mathematical means, percentages and the appropriate statistical measures of relationship.

Limitations

The findings of the present study are qualified by the following:

1. The study did not secure data from school districts with less than four hundred Spanish-speaking students in their bilingual/bicultural programs.
2. The study relied entirely on the expressed verbal intents of the respondents and no attempt was made to determine whether or not participants' behavior mirrored their expressed intent.
3. The instrument was originally conceived of in English for use with individuals from an English-speaking cultural background. While adapted for use in the study and while participants were encouraged to respond in their dominant language, the instrument was not adapted to the linguistic and cultural framework of the

Spanish dominant Hispanic individual.

4. Since the study was designed to provide data for decision makers in real situations, the results are specific and can not be generalized beyond the study.
5. The goal which was operationalized was determined by the author and may not have been the highest prioritized goal of the participants.
6. The participants did not review the data after analysis and, therefore, their agreement and/or disagreement of the findings is not known.
7. The analysis process in part was subjective, however, the author attempts to delineate the assumptions inherent in the subjective processes used.

Significance of the Study

This study constitutes the first attempt at using the OFC strategy in a dual language and dual cultural situation involving Hispanic and Anglo American respondents. From this study the strengths and weaknesses of the OFC strategy can be investigated. Recommendations for the adaptation of the strategy for wider use among linguistic and culturally diverse populations are made.

Substantively, this study analyzes the expressed goals of Hispanic and Anglo American teachers and of bilingual/bicultural professionals and provides comparative analysis of these goals. This analysis is of particular use in the developing field of bilingual/bicultural education since it systematically develops comparative data from practitioners and from theoreticians in the field. This comparative analysis also provides data on the views of two groups of teachers--Hispanic and Anglo American--who are supposedly fulfilling identical roles and functions in classrooms and on the view of professionals whose decisions will effect those same teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND RESEARCH

Chapter two is divided into three parts. In Part I, the author describes two approaches to the definition of culture and provides an anthropological perspective on the issue of biculturalism.

In Part II, the educational response to bilingual/bicultural education is discussed by detailing (1) current models of bilingual/bicultural education programs; and (2) culture in the classroom.

Two typologies of teacher competencies for the bilingual/bicultural classroom are discussed in Part III.

PART I: CULTURE, BICULTURALISM

Culture

Although it is beyond the scope of this study to provide a complete review of the extensive literature on the definition of culture, two differing views of the concept provide a framework with which to investigate the competencies of a teacher in a bicultural classroom.

K. S. Sitaram (1972, p. 18) states that "scholars have tried to define the term culture from the Vedic days in about 1500 B. C." In 1871, E. B. Tylor presented a definition of culture which became widely disseminated and accepted. In so doing, he became the first of many social scientists to define and detail the various aspects of culture.

Tylor's definitions in 1871 stated that:

[Culture is] that complex whole which includes knowledge, belief, art, law, custom and any other capabilities and habits acquired by man as a member of society. (Tylor, 1924)

In 1952, Kroeber and Kluckhohn developed a typology of definition order to classify over one hundred and sixty definitions which had been expounded since Tylor. These authors summarized these definitions with the following synthesis:

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i. e. historically derived and selected), ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further elements. (Kroeber and Kluckhohn, 1952, p. 357)

J. Gonzalez (1974, p. 45) in his review of Kroeber and Kluckhohn's study indicates that this synthesis features: "normativeness, learning, habit,

pattern(s), ideas, artifacts and symbols." Gonzalez also infers that this definition places too little an emphasis on psychological anthropology or the study of culture and its influence on personality (p. 46).

Kroeber and Kluckhohn's definition, or any one of the others reviewed by these authors, leads to a caractereologic or culture trait approach to the definition of culture. Culture, consequently, is viewed as if caught in a snapshot, as a static, synchronic phenomena. Within this approach, individuals act as "passive containers and retainers of culture" (Romano, 1973, p. 26).

These earlier definitions grew out of the anthropological investigation of so-called "primitive" or isolable cultures in the world. However, since the publication of Kroeber and Kluckhohn's work in the early fifties, anthropologists and other social scientists have been turning their attention more and more to the investigation of cultures in contact with, or as a part of, technological Western society. The study of culture in this context is complex because of the intertwining of the cultures in question. When the contact has lasted many years, as with the Chicanos and White Ethnics and Black populations in the United States of America, it is difficult, if not impossible, to develop typologies of culture traits as static phenomena.

The redirection of the interests of American social scientists, coupled with the increased need for an understanding of communication in multicultural contexts (the 50's and 60's saw the growth of the American Foreign Service, International Exchange Programs and the Peace Corps), created an emphasis

on defining culture as dynamic (changing), transactional, and diachronic (extending through time and space). These "new directions" also focussed on the impact of culture on the personality.

Culture, in this "new" sense, shapes the minds, perceptions, behaviors and expectations of humankind. Cohen refers to the "cultural patterning of behavior. . . as a complex set of adaptive mechanisms. . . in which adaptation refers to the relationship maintained by a group to its environment" (Cohen, 1971, p. 20).

In relating culture to perception, Hallowell (1972, p. 52) points out that humankind

Always builds up a meaningful world with reference to the accumulated and socially transmitted experience of past generations of his kind. . . [and does so] in terms of an organized schema (author's emphasis) for living in which. . . a provincial world of articulated objects becomes defined, characteristic values and goals are represented and institutionalized means of reaching them are emphasized. The human being in every society is motivated from the start to make full and constant use of the provincial and traditional cultural instrumentalities. . . .

Culture, therefore, becomes a major constituent in the formation of perceptions and in humankind's psychological level of adjustment.

Hoopes and Althen (n.d., p. 26) drawing heavily on the ideas of Marshall Singer (1969, pp. 13-22) define culture as "a pattern of behavior by which a group of people who share significant perceptions of the world reinforce through communication the sense of identity they feel with one another and

organize their collective existence to assure their security in a seemingly hostile environment." (emphasis added) In this sense, a group creates and strengthens its own reality as do human beings (Berger and Luckmann, 1966).

Individuals, consequently, are creative. . . selecting, evaluating and organizing the stimuli of the external world in what Freire calls "reflective action" or praxis (1968, 1970).

Hoopes and Althen (p. 27) conclude that individuals carry with them not only a personal reality but a "cultural reality which is shared with other members of their specific human group."

In 1971, Stewart (p. 24) developed a typology of the five components of this cultural reality. The components are not discrete but overlapping and interrelated. Each of the components stresses individuals in relationships to the environment, to oneself and to others.

The five components, are briefly outlined:

1. Perception of the Self. What are the assumptions about the relationship of individuals to the surrounding environment?
Is the individual a collective, collaborative being who exists within a symbiotic relationship to other persons? Is the individual rather a distinct separate entity who is autonomous, self-directed and self-responsive?

2. Perception of the World. What assumptions do individuals within the same cultural reality share about the relationship of humankind to nature/space/time/movement?*
3. Motivation. What are the cultural assumptions which form the basis of an individual's behavior? These assumptions form the preferred set of goals and incentives within a cultural reality and focus on the question does humankind respond because of competition, cooperation or ascription?
4. Form of Relations with Others. What are the proper patterns of relationship among people--equitable, hierarchical, long or short-lived, and what are the "definers" of these relationships--role, age, sex?
5. Forms of Activities. What are the assumptions as to how individuals should function within the environment? Are human beings action-oriented, decision-makers constantly "doing" something or does the cultural reality value personal characteristics--wisdom, contemplation, generosity.

These components are reflected in the work of Ramirez and Castenada (1974) to be discussed in the section on the matching of teaching and learning

*The reader is referred to the works of Hall and Birdwhistell for a full discussion of these concepts.

styles for the bilingual/bicultural classroom.

In 1973, Bohannan reviews the culture trait approach of Kroeber and Kluckhohn and the definitions of culture as a transactional communication code and stresses the importance of "situational variables" (p. 363) in the definitions. As Bohannan suggests, individuals from any one culture have available a substantial repertoire of cultural responses. The choice of the appropriate response in relation to the situational variants adds to the complexity of the definition of culture.

The two views of culture introduce the reader to the concept of culture and provide a basis for the discussion of biculturalism which follows.

Biculturalism

In attempting to discuss the concept of biculturalism, one is immediately confronted with the recency of the term, the paucity of research and literature related to the concept and the similarities present in the existing literature.

A survey of selected reference books* reveals no listing for the terms 'bicultural', 'biculturalism'. However entries do appear by Spicer (1968, p. 23) in the International Encyclopedia of Social Sciences and in the Oxford English Dictionary (Burchfield, 1973). The Oxford Dictionary defines bicultural

*Dictionary of Anthropology (Winick, 1956); Webster's New International Dictionary (Gove, 1966); A Dictionary of the Social Sciences (Gould, 1964) Dictionary of Educational Terms (Good, 1973).

as "having or combining two cultures" (p. 253). In the Encyclopedia (p. 24), 'biculturism', 'biculturalism', 'biculturation', are used synonymously under the definition of acculturation. These terms are not defined but are referred to as individual responses in the acceptance of new cultural patterns in the process of acculturation.

In 1954, the Social Science Research Council (SSRC) defined acculturation as

Culture change that is initiated by the conjunction of two or more autonomous cultural systems.
(p. 974).

While it is individuals who change their habits of doing and believing under the influence of alien forms, it is the body of custom of the society to which they belong that is said to be acculturated.
(p. 975)

This study by the SSRC synthesized the empirical data and conceptual framework begun in 1935 (SSRC) and developed the linear model of acculturation. While it is beyond the scope of the study to summarize the research which SSRC reviewed, the final conclusions are of interest because of their importance to the formulation of the concept of biculturalism.

SRCC (pp. 984-989) concludes that acculturation results in two types of "progressive adjustment, fusion and assimilation; and one type of arrested fusion or incomplete assimilation, stabilized pluralism." Stabilized pluralism is defined negatively as "the failure of two cultures to contact completely to

lose their autonomy (p. 988)" (emphasis added). In this model, biculturalism is the result of the failure to fuse or to assimilate and is considered undesirable and precarious.*

Fusion and assimilation are synonymous with the concepts of the Melting Pot (Crevecoeur, 1782; Zangwill 1909) and Anglo Conformity (Cubberly, 1909; Gordon, 1964; Greeley, 1971) theories of culture contact in the United States of America. These two concepts have been the keystone of the national response to its linguistically and culturally different populations throughout the 19th and 20th centuries (Castaneda, 1975). The concepts stem from Kroeber and Kluckhohn's caractereologic definition of culture. From this perspective, humankind has a finite capacity for the retention of culture traits and, consequently, culture contact results in the replacement of the first culture by the second.

The linear model of acculturation has come under criticism from social scientists who have been concerned with the experience of the Native Americans, Chicanos, Blacks and the Japanese in the United States. The following discussion focuses on studies based on Native American communities and a review of acculturation in the Japanese American communities.**

*The reader is referred to the works of Spicer (1962) and Tax (1949) for a more detailed discussion of forces in the linear acculturation process.

**The reader is referred to the review by Gonzalez, 1974, of acculturation from a Chicano perspective.

Polgar (1960, p. 217) criticizes the linear model of acculturation and suggests the SSRC was "still under the influence. . . of the dictum of inevitable assimilation" when it formulated its study. In referring to the linear model, Polgar suggests the presence of "concurrent socialization in which children undergo socialization into two or more cultures whenever a situation of stabilized pluralism obtains." He refers to the process of dual socialization as "biculturation" and to the end results as "biculturalism."*

Although Polgar criticizes the linear model, he suggests as more appropriate a multi-linear model of acculturation which suggests two features of biculturalism:

1. When a condition of stabilized pluralism exists "a mosaic of biculturative patterns are transmitted from generation to generation." (p. 231) Inferred from this statement is the assumption that biculturalism is a transitory stage, if the appropriate socio-political conditions do not exist.
2. Concurrent socialization (biculturation) can provide a stable, unified base for the child learning the patterns of two cultures as long as biculturation is a group process.

*Compare Valentine, 1971; 1972a; 1972b.

Goldberg (1941, p. 54) states this second position in the following quote:

Although the [bicultural individual] . . . may be aware of the immediate existence of one or more cultures other than his own to which he will be forced to react, if his own reaction patterns to these cultures are provided or defined by his own group, if he is not forced to define the situation by himself, moreover, if these definitions have been instilled in him from birth onward so that he knows no others, than he is likely to be a stable and normal person participating in an integrated manner in the world (emphasis added).

Tax (1949, p. 56) concurs in the anthology, Acculturation in the Americas, as does Valentine (1971, 1972a, 1972b).

Several authors, Bruner (1956, p. 610); Hickman (1971, p. 364); McFee (1968, p. 1096); Mager (1962, p. 579), stress the importance of what Bruner refers to as "situational role specificity"(p. 612)--the ability to select from two distinct cultures, the appropriate cultural and linguistic code for each situation. This situational selection and the concomitant ability to switch back and forth between codes is the essence of biculturalism for these social scientists.

McFee (1968) and Lebra (1972) propose non-linear models of acculturation. The matrix model (McFee) refutes the concept of humankind as a limited container of culture and assumes that an individual can be a member of two cultures simultaneously and, in effect, be a "150% Man."

Lebra (1972) in relating the assumptions of acculturation to the Issei (first generation) and Nissei (second generation) Japanese Americans contrasts the features of the linear and non linear models of acculturation.

<u>Non Linear</u>	<u>Linear</u>
Biculturalism	Replacement
Selectivity	Conflict
Social Contingency	Cultural Embrace

Lebra states that "biculturalism is the addition of a new culture to the old one [not the replacement of the old by the new and that] biculturalism gives freedom of choice or bicultural repertoire in action."*

Specific research on the effects of biculturalism is practically non-existent. Gonzalez (1974, p. 94) cites the work of Goodman and Berman who seem to indicate the positive effect of biculturalism on barrio children in Houston as positive. The reader is referred to the works of Fishman (1967, p. 26), Ulibarri (1972) and Soffietti (1955) for additional perspectives outside of the discipline of anthropology.

For biculturalism to exist as a viable option in the non linear model of acculturation, cultural pluralism must replace the prevailing assimilationist theories of culture contact in the United States of America. While it is beyond

*Compare this concept with the concept of cultural democracy in the section on language and culture in the classroom.

the scope of this study to trace the historical development of this concept and its present day ramifications, it is appropriate to mention sources for the interested reader. Kallen (1915); Berkson (1920); and Drachsler (1920) formulated the original assumptions of cultural pluralism. Reviews and adaptations of these seminal works can be found in Epps (1974); Gordon (1964); Greeley (1971); Novak (1972) and Ramirez and Castaneda (1974). The work of Ramirez and Castaneda are discussed more fully in the following section.

This author has found in the available literature an existence of two opposing models of biculturalism (transitional or stable) but insufficient evidence to conclusively defend or deny the positive aspects of biculturalism for the individual.

PART II: THE EDUCATIONAL RESPONSE

In Part II, the author describes two current approaches to bilingual/bicultural education, matching of teaching and learning styles and communication strategies.

The Goals of Bilingual/Bicultural Education

The Goals of bilingual/bicultural programs have been given different emphasis by different authors. However, two recently published works, Gonzalez (1975) and Reyes (1975), define bilingual/bicultural education in relation to its goals and organizing structure. Both authors place bilingual/bicultural education programs under one of the two major categories of transitional or maintenance.

As applied to bilingual/bicultural programs, transitional and maintenance parallel the concepts of transitional and stable when applied to biculturalism. As can be expected, the goal of transitional programs is "to enable the Spanish-dominant students to enter the linguistic and cultural mainstream as quickly as possible" (Reyes, p. 1) while the purpose of a maintenance program is to enable Spanish-dominant students to use both languages as tools for learning to become an educated bilingual/bicultural citizen (Reyes, p. 2).

Reyes surveyed the sixty-four Spanish-English bilingual/bicultural programs operating in Chicago during the academic year, 1973-1974, and found significant differences in the following features of the transitional and maintenance programs:

1. Transitional programs develop English language skills to the eventual exclusion of Spanish language skills. Maintenance programs gradually decrease the use of Spanish until a balance occurs and both languages can be maintained. (pp. 19-20)*
2. Students spend a half-day or less in transitional programs and the remainder of the day in regular classrooms. In maintenance programs, full day instruction in the bilingual/bicultural program is more common. (p. 20)
3. Transitional programs show a definite pattern of staffing as self-contained units. Maintenance programs show a variety of programs. (p. 22)
4. Transitional programs group students only according to their English language ability. Maintenance programs group according to Spanish and English proficiency. (p. 23)

*Since the following references are from the same source, Reyes, 1975, a modified citation indicating the page numbers will be used.

Bernal (1972, VI-44), in speaking about the goals of bicultural programs for the Chicano population, proposes seven alternative goals. Where Bernal refers to Mexican American or Chicano, this author has broadened the reference to indicate other Spanish-speaking groups.

1. An intermediate step in the acculturational process; ultimately a melting-pot philosophy.
2. A return to traditional Mexican, Mexican American or Puerto Rican values.
3. The establishment of a third culture, which synthesizes aspects of both parent cultures into a modern and truly different way of living.
4. Cultural compoundedness: Anglo American-like in certain settings (usually job-related), Chicano or Puerto Rican in other settings.
5. Cultural coordinatedness: Competence in both cultures in a great range of overlapping settings, certain compoundedness options possible.
6. A legitimization of cultural diversity and pluralism possibly several ethnic groups being integrated into each setting; crossing cultures not encouraged and strong ethnic pride instilled.
7. Cultural openness: Every individual learns about the experiments with aspects of life of the other ethnic groups present: can select his own combination of traits and practices.

Bernal indicates that the third and seventh alternatives are still untried. He feels that it is "interpersonally maladaptive for children to grow up without having to make some cognitive as well as affective adjustments to others. . . .

In a general way, good mental health presupposes sufficient learning flexibility to cope with changing environments." (VI-45)

Culture in the Classroom

Several authors have pointed to the need to match the educational environment to the cultural and linguistic framework of the students. Burger (1973, p. 111) feels that this matching of the educational variable to the cultural variable is "the key to successful teaching and learning in cross-cultural environments" and suggests that "the matching occur in (1) the sociological environment of the school; (2) teaching methods; (3) curricular subjects; and (4) subject matter."

In referring specifically to the Mexican American child, Ramirez and Castaneda (1974) have proposed a theory of "Culture Matching Teaching Strategies (CMTS)." Inherent to this theory, is a diagnosis of the cognitive styles of the students and the matching of these styles by complementary behaviors on the part of the teacher.

Ramirez states that the appropriate learning environment for linguistically and culturally different students is "culturally democratic". . . The educational goal of such an environment "is the ability to function effectively in and the responsibility to contribute to the developments of both cultural worlds." (p. 29)

In specifying this ability to function, Ramirez and his colleagues refer to "the cognitive style component of such an environment."

While it is beyond the scope of this study to present a full discussion on cognitive styles, the delineation of two differing styles, field independent and field sensitive (dependent) as applied to classrooms is in order.*

Field independent and field sensitive emerged in the study by Witkin, et al (1962) on perception. In a field independent mode of perception, "the person is able to perceive items as discrete from the organized field. In the field sensitive (dependent) mode of perception, the organization of the field as a whole dominates perception of its parts; an item within a field is experienced as fused with the organized ground." (Ramirez, p. 65)

In applying these terms for the classroom, Ramirez and his colleagues refer to four components of cognitive style:

1. Learning style. Field independent children do best on material of an impersonal nature and seem to be impervious to the opinions of others. To the contrary, field sensitive children respond better to material which incorporates human and social content and fantasy. These children perform better on verbal tests of intelligence than do field independent children.

*For a more complete discussion related to culture and cognition the reader is referred to Cole, 1971, 1972, 1974.

2. Incentive-Motivational Style. This is defined as a "preference for a set of goals and rewards (incentives)" (Ramirez, 1974, p. 71). As translated into classroom interaction field sensitive children seek approval from the teacher and seem to be motivated by those forms of reward that "offer personalized support, recognition or acceptance" p. 72).
3. Human-Relational Style. This refers to preferred modes of relating to others and indicates that field sensitive and field independent children respond to different types of relationships with their peers and with the teacher (p. 62).
4. Communication Styles. This component encompasses the language or language variety used by the learner and the context in which the language behavior is found (p. 65). This concept is expanded in the discussion of participant structures which follows.*

Ramirez and Castandeda (p. 30) suggest that one of the goals of a cultural democratic learning environment is the "matching and extending" of

*Note the similarities in these components to Stewart's typology of a cultural reality. .

the cognitive styles of the students. Matching and extending refers to the development of patterns of

Cognitive switching. . . the ability to draw upon both field sensitive and field independent styles at any given time. The cognitive style. . . seems to be dictated by the characteristics of the activity, task or particular social atmosphere [situational selection]. This behavioral versatility. . . implies bicognitive development.

Using Witkin's research (1967) and that of others (Dershowitz, 1971; Ramirez and Price-Williams, 1974 and Canavan, 1969), Ramirez concludes that "Mexican American children are relatively more field sensitive and Anglo American children more field independent in cognitive styles" (p. 79).*

Juxtaposing these results with those of Cohen (1969) which indicate that most school environments reflect the field independent style, Ramirez and Castaneda suggest that "teachers learn to teach bicognitively. . . in two cognitive styles" (p. 139). This teaching in the cognitive styles which matches the learner is what Ramirez refers to as Culture Matching Teaching Strategies (CMTS).

Adapted to the Mexican American student, the field sensitive teaching style highlights ten features:

1. Nonverbal indications of acceptance
2. Personalizing
3. Encouraging Cooperation

*The references to Ramirez are from the same source, Ramirez and Castaneda, 1975 and, consequently, a modified citation indicating only the page numbers is used.

4. Achievement for the Family
5. Accepting Children's Feelings and Ideas
6. Showing Sensitivity to Appropriate Sex Roles
7. Eliciting Modeling
8. Cultural Highlighting
9. Using Spanish
10. Encouraging Fantasy

Ramirez and Castaneda's work is one of the few which refer to specific teacher behaviors in culturally democratic bilingual/bicultural learning environments. For this reason, the work is quoted extensively. However, this author cautions the reader to remember that Ramirez and Castaneda always refer to preferred cognitive styles indicating that predominantly field sensitive or field independent individuals do function in contrasting styles when the occasion demands. Cole's work (1971, 1972, 1974) provides a global perspective on this point and stresses the importance of the cultural context of cognitive styles.

Complementing the work of Ramirez are sociolinguists* who have studied the communicative strategies in the classroom of culturally and linguistically different children. These studies stress teacher competencies in the implementation of culturally appropriate "participant structures-- patterns of interaction between teacher and students" (Philips 1972, p. 377).

*Sociolinguistics is a developing field combining the disciplines of anthropology, sociology and linguistics to study languages as social behavior within their social contexts. Sociolinguists view language as intricately linked with the culturally defined appropriateness of social situations.

Hymes comments (1972, pp. xx-xxi) that linguistically and culturally different children might appropriately be defined as

Repressed. . . if the contexts that elicit or permit use of their natural language of competence are absent from school; if the purpose to which they put languages and the way in which they do so are absent or prohibited in the school.

Boggs (1972), Dumont (1972), John (1972) and Philips (1972) concur in their findings with Hymes' basic conclusion. Each author, in studying the communicative strategies in the cultural communities of Hawaiian, Native American (Sioux, Cherokee, Navajo and the residents of Warm Springs) indicates that the interaction patterns, participant structures, established by the teacher within the classroom context must reflect the communicative strategies of the student's community. To do otherwise is disastrous, causing students to select those behaviors (silence as an example) which give control of culturally repugnant classroom behaviors to the students.*

*Hunt and Sullivan (1974) in an excellent work delineating the interface between psychology and education, propose a metatheory of interaction between the educational environment (E), the students (P) and the anticipated behaviors (B). The metatheory serves as a broad framework in which to place the concepts of both sociolinguists and Cultural-Matching Teaching Strategies.

PART III: TYPOLOGIES OF TEACHER COMPETENCIES

Two comprehensive typologies of teacher competencies (CHCALT and CAL) are reviewed in this section. Each set of typologies is described after which their similarities and differences are noted.

I: Community, Home, Cultural Awareness, and Language Training (CHCALT)

Developed by Reyes Mazon at the School of Education in San Diego, CHCALT forms the basis for the California Specialist Credential in Bilingual/Cross Cultural Education. It is being used for specialization in Mexican American, Afro-American, Asian American and Native American cultures.

CHCALT is divided into four interrelated components:

Philosophy of Education for the Culturally and Linguistically Different

Composed of a multi-disciplinary perspective on culture, anthropologic sociologic, psychologic, aesthetic and spiritual, linguistic and historical, this phase seeks to provide a broad theoretical framework in understanding need of matching the educational environment with the culture/language of the learner.

Sociocultural Awareness

This second phase is entirely community based. The candidate is expected to develop a strong sense of self-worth within his/her own culture as well as understanding and effectively participating in the culture of the student from both a present day and historical frame. Sociocultural awareness is divided into (1) home-family, (2) community culture, (3) cultural heritage/contemporary lifestyle and (4) personal awareness and self-development.

Oral Language and Assessment Techniques

This phase is sociolinguistically oriented and designed to provide an awareness of the cultural and community context of the pupil's language, the role of language as a means of communication, transmittal of culture and sociocultural identification. The candidate is expected to be knowledgeable about the linguistic characteristics of the target language and of English, be able to communicate in the language of the community, and be able to evaluate oral language performance.

Diagnostic and Perscriptive Strategies

This component serves as a basis for integrating the knowledge and skills with the development of specific classroom strategies. The competencies delineated for this phase are based on individualized instruction: individualization of instruction, small group and peer teaching, performance criteria, relevant diagnosis, teaching and selection of relevant material and planning and program strategies. Each of these factors must be adapted to the language and culture of the child in the classroom.

Figure 1 presents an overview of the CHCALT Model in which the four areas of the model are viewed as an expanding circle of understanding (Mazon, 1974, p. 3).*

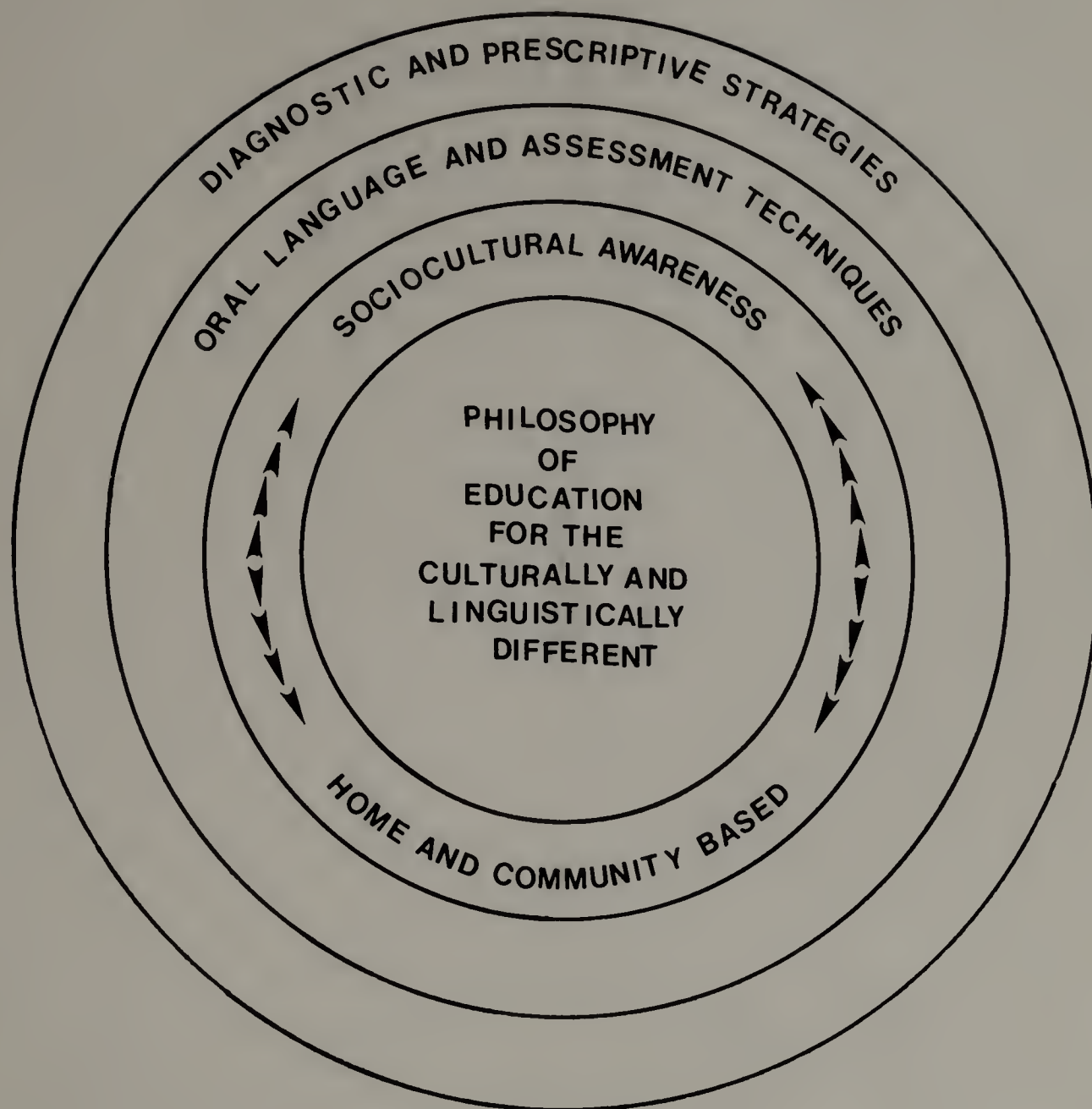
II: Center for Applied Linguistics (CAL) Guidelines for the Preparation and Certification of Bilingual/Bicultural Education Teachers

The guidelines were developed in the summer of 1974, by a group of professionals involved in bilingual/bicultural education throughout the country. With the support of a grant through the U. S. Office of Education (Title V, EPDA), the professionals were asked to provide guidelines to assist state certification agencies and institutions of higher education in their preparation of bilingual/bicultural teachers.

*The description of the components of the CHCALT model are described fully in Mazon, 1974, pp. 166-172 for which this author is indebted.

FIGURE 1

CHCALT MODEL



The guidelines assert one overriding principle "that the teacher of bilingual/bicultural education should have the same quality academic preparation as teachers in other subjects at comparable levels." (A copy of the guidelines can be found in Appendix C).

CAL guidelines indicate five major qualifications for a bilingual/bicultural teacher.

1. Philosophy and theoretical background of bilingual/bicultural education and its application .
2. Genuine and sincere interest in the education of culturally and linguistically different students.
3. Knowledge and proficiency in the child's home language as a positive teaching tool.
4. Cultural awareness and sensitivity to the cultures of the students.
5. Proper professional and academic preparation through a well defined teacher preparation program for bilingual/bicultural education.

Following is a short description of each of the components of a recommended teacher training program.

Language Proficiency.

This component stresses effective communication in the languages of the home and school, the ability to use a standard variety of both languages as well as an ability to use the language variety spoken in the community.

Linguistics

The competencies in this component focus on the sociolinguistic aspects of languages (languages in situ); the psycholinguistic aspects (the theories of first and second language learning), the linguistic aspects of how languages is organized and the development of curricular areas to deal with these aspects.

Culture

This component compares with the sociocultural components of the CHCALT model and focuses on the value of cultural diversity, on instruction in cross-cultural situations, patterns of child development within and between cultures; maintenance of, identification with, and pride in the mother culture, recognition of the differences in social structure (familial organization and patterns of authority).

Instructional Methods

CAL guidelines parallel those of general education programs which hope to develop awareness on the part of perspective teachers of the instructional components. The guidelines, however, are placed within the framework of the goal of "full academic potential in the home language and culture as well as in English" by assisting the children to maintain and extend command of the mother tongue and of the second language in listening, speaking, reading and writing. It is recommended that teaching strategies be appropriate to the

culturally defined learning modes and developmental levels of the children.

Curriculum Utilization and Adaptation

This component focuses on the teacher's ability to review existing curriculum in relation to its suitability to the student's language proficiencies and cultural experiences; its provisions for respect for linguistic and cultural diversity; its objectives, scope and content of the materials; and the student reactions to the curriculum.

Assessment

The component is divided into three sub categories: general, language, content. In the general features, the teacher should be able to recognize potential linguistic and cultural biases of assessment instruments and have the skills in the use of continuous assessment of the learning process.

The language assessment refers to the determination of language dominance, oral and written, in the learner's first and second languages. Content refers to the ability to evaluate growth in cognitive skills and knowledges of the content areas through the language of the home.

School and Community Relations

CAL guidelines respond to the recent trend in education which indicates the importance of integrating the needs and goals of the community into the school program. CAL sees the teacher at a pivotal point in creating the

necessary dialogue between the school and the community. Consequently, the guidelines center on teacher competencies which will further this dialogue. . . skills in facilitating the dialogue, demonstrated leadership in establishing the dialogue, knowledge of the patterns of child rearing present in the community, skills in planning for and providing direct community participation in the classroom.

Supervised Student Teaching

Through a supervised student teaching component, the prospective teacher should be able to demonstrate relevant competencies in the classroom context.

Comparison of CAL and CHCALT Models

Both models are competency based and place equal emphasis on several general teacher skills:

1. Knowledge of culturally relevant instructional methodology and process as evidenced by teacher strategies which are appropriate to culturally determined learning modes and developmental levels.
2. Maintenance of language and cultural framework of the child.

3. Knowledge of an interdisciplinary focus to the study of culture and language.
4. The teacher's ability to effectively teach in the language of the child (or language of the child's community).
5. Knowledge of the sociolinguistic aspects of language.
6. Evaluation and assessment strategies of language dominance in both English and the child's native language.
7. Knowledge of the cultural context of the community, familial structures and of contemporary life styles.

Several contrasting emphasis are also evident:

1. CHCALT stresses the humanistic and interpersonal components with an emphasis on the knowledge of the self in relation to one's own culture and to the second culture. No such emphasis is apparent in the CAL guidelines.
2. The sociocultural component of CHCALT is completely field-based and requires the candidate to be able to effectively communicate and participate in the target community. Although CAL guidelines have a strong section on the School/Community, the guidelines refer

more to the integration of the community in the educational process than to the participation of the prospective teacher in the community.

3. CAL differentiates the linguistic competencies more specifically than does CHCALT.
4. CAL emphasizes the oral and written domains of language while CHCALT refers only to the oral domain.

CHAPTER THREE

DESIGN/IMPLEMENTATION AND INITIAL ANALYSIS

Chapter three is concerned with the design and implementation features of this study and is composed of three parts.

Part I details the approach to educational evaluation employed in this study by delineating (1) three of the major characteristics of decision-oriented research; and (2) the major stages of the Fortune/Hutchinson Evaluation Methodology.

In Part II, the author discusses the Operationalization of Fuzzy Concepts Strategy and its use in this study.

Part III describes the sample population by means of selected variables.

PART ONE: DECISION-ORIENTED EDUCATIONAL EVALUATION

The Operationalization of Fuzzy Concepts (OFC) Strategy used as the instrument in this study is one of the major conceptual elements in the larger Fortune/Hutchinson Evaluation Methodology, which is a methodology designed to provide information to decision makers. Although only the OFC Strategy was employed in this study, it is appropriate to summarize the larger con-

ceptual framework (decision-oriented educational evaluation) and the Fortune/Hutchinson Methodology in order to provide the reader with the background in educational evaluation on which to juxtapose the rationale for the selection and the adaptation of the OFC Strategy. The reader is cautioned, however, that the discussions of educational evaluation and of the Fortune/Hutchinson Methodology are summaries rather than complete reviews of the field. Where appropriate, the reader is advised of references which present in-depth analysis of the concepts discussed.

Cronbach (1963, p. 672) introduced this view of evaluation: "the collection and use of information to make decisions about an educational program." This definition provided a new, broadly based approach to the question of educational evaluation--Decision Maker Orientation to Educational Evaluation--which was expanded by other research theorists.*

In a later article, Cronbach and others developed and contrasted the goals, assumptions and patterns of implementation of "decision-oriented research" with that of the more traditional "conclusion-oriented research" (Cronbach and Suppes, 1969, p. 19-27).

Unlike conclusion-oriented research, decision-oriented educational evaluation is specific rather than general, formative rather than summative, and combines the subjective with the objective. These three major assumptions

*Reviewed in Benedict, 1973, pp. 3-5.

are discussed below.

SPECIFICITY VERSUS GENERALIZABILITY

Decision-oriented evaluation is designed to provide answers to questions as to how educational programs function in actual situations and is oriented to evaluating the results of certain educational programs and their clients. The educational evaluator is "usually working with a specified problem in a specified setting with specified subjects" (Benedict, 1973, p. 7).

Clinical in approach, decision-oriented educational evaluation provides factual data to real people in order to test practical solution to operating problems. Only "as a bonus, . . . may decision-oriented research offer generalizations" (Stake, 1967, p. 5).

In contrast the conclusion-oriented researcher tries to create experimental conditions through various means so that the widest generalizable base is obtained. These generalizations, thus, are applicable to idealized laboratory situations but not to the dynamic interactive situation of educational programs. Stake summarizes the differences between the kinds of research when he states:

There are two approaches. We have a fundamental choice: to be scientific, to generalize. . . to find out why [conclusion-oriented research]; or to be descriptive, to be delimited. . . to find out what [decision-oriented evaluation].
(Benedict, 1973, p. 7)

FORMATIVE VERSUS SUMMATIVE EVALUATION:

Scriven's delineation of the function of educational evaluation into "goals" on the methodological level and "roles" in the sociological or pedagogical context is important to an understanding of the difference between formative and summative evaluation as it relates to decision-oriented research.

The goals of educational evaluation are "the types of questions" posed about certain "entities." The process for defining the types of questions is similar regardless of the entity being evaluated (a car, the U.S. mails, or an in-service program) and varies little.

In opposition to the singularity of the goals of educational evaluation, the roles which evaluation plays in particular contexts are varied. Evaluation can be used in the "development" of an educational program, as part of the process of the program as it is operating or it can be used to evaluate the final product of the process by collecting post hoc data. Scriven defines the first as formative research and the latter as summative (1967, pp. 40-43).

Conclusion-oriented research is summative and is often used, as its name implies, to draw conclusions about the worth of a program after the program has terminated. In contrast, decision-oriented research is formative, and is used to provide data on a continuous, on-going basis to staffs of educational programs as they make decisions about the strategies, procedures and rationales employed in their programs.

QUALITATIVE VERSUS QUANTITATIVE VALIDATION:

One of the canons of conclusion-oriented research is the search for objectivity, for the cold, hard scientific fact. It is this fact which the conclusion-oriented researcher seeks through the creation of the controlled laboratory conditions of his/her experimental research.

Reed designates this approach "quantitative validation" in which the proof of the accuracy of the fact in question is thought to be external from the given researcher and respondents. Another researcher following the detailed procedures and using the same controlled situations should be able to replicate and, thereby, prove the existence of this objective fact (n.d., p. 3).

An alternative view of research is posited by those theorists who incorporate the subjective into educational evaluation. Stake states that a full evaluation ". . . reveals perceptions and judgements that different groups and individuals hold" (1967, p. 5). Glass (1969, p. 1) also supports this view as does Scriven (cited in Glass). Reed terms this approach "qualitative validation" in which the judgements and opinions of one person, can be communicated and shared with others. The process used in eliciting and communicating these judgements to others can be translated objectively and replicated (n.d., p. 3).

Individuals and groups of individuals make judgements continually from the mundane (the selection of food to be bought) to the momentous (the

decision to enter a war and to kill). Decisions such as these are subjective and are seldom based on quantifiable data yet they affect the lives of all involved. As Glass indicates, if the expressed judgements predict future behavior, the criticism that judgements and perceptions should not be included in evaluation is academic and useless (1969, p. 3).

To reiterate, decision-oriented research is a clinical approach to educational evaluation. It is formative in nature and is designed to integrate the subjective with the objective providing data for specific people in specific programs.

FORTUNE/HUTCHINSON EVALUATION METHODOLOGY:

An example of decision-oriented research is the Fortune/Hutchinson Evaluation Methodology which was designed expressly to provide data for decision makers. The following discussion is an overview of the methodology and its basic tenets.*

Methodology is defined as a "systematic, objective and standardized set of rules and procedures to accomplish a defined purpose" (emphasis added), (Hutchinson as cited in Gordon, 1972, p. 15). A decision maker is defined "as the person for whose decision making needs evaluative data are to be gathered" (Benedict, 1973, p. 14).

Benedict delineates three criteria of the Fortune/Hutchinson

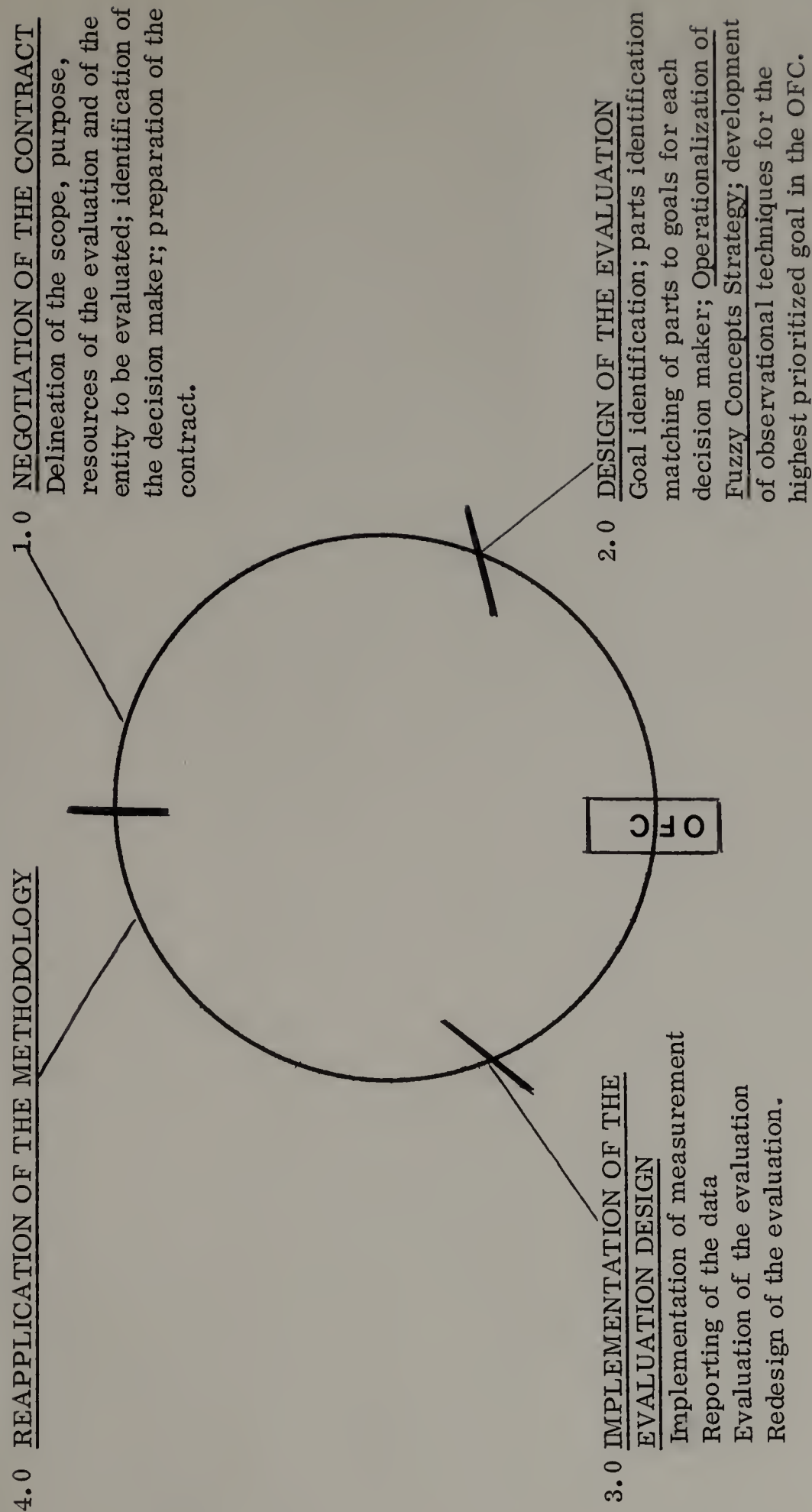
*A complete review of the Fortune/Hutchinson Methodology and the field of evaluation can be found in Gordon, 1972.

Methodology: efficiency, completeness and focus. Efficiency entails a continuing interaction between the decision maker and the evaluator. The methodology attains completeness by continuously testing for a thorough expression of the decision makers' needs. Focus requires that the decision makers' priorities are used at every stage in the methodology (1973, p. 10). Figure 2 illustrates the Fortune/Hutchinson Methodology as a cycle and delineates the major stages of the methodology.

Negotiation of the Contract: During the first stage, the evaluator defines the scope, purpose and resources of the entity to be evaluated. It is in this stage that the decision maker(s) are identified and made aware of the definition and ramifications of the Fortune/Hutchinson Methodology. The final agreement between the decision maker(s) and the evaluator is written in the form of a contract.

Design of the Evaluation: The second stage, the Design of the Evaluation, contains the elements of the methodology which most concern the reader of this study. The evaluator first systematically elicits the verbalized intents or goals of the decision maker(s). Using a system analysis, s/he identifies the parts of the enterprise to be evaluated and matches the verbalized intents to the parts in which the goals should be found. The goals of the decision maker are then operationalized (broken down into its directly observable and measurable components) with the Operationalization of Fuzzy Concepts Strategy. Next these components are prioritized. Existing observational techniques are

FIGURE 2: FORTUNE/HUTCHINSON EVALUATION METHODOLOGY



adapted or unique procedures designed to evaluate the highest prioritized goal of the decision maker(s).

Implementation of the Evaluation Design: Stage Three implements the design developed in the second stage. Appropriate recording devices are initiated to implement the recommended observational techniques. The data are reported and the evaluation, itself, is evaluated. The evaluator and the decision maker(s) determine whether or not the evaluation should be redesigned and recycled to be implemented a second time.

The Fortune/Hutchinson Evaluation Methodology, thus, is cyclical and provides for continuous and constant feedback to the decision maker(s) and to the educator in terms of: (1) an understanding and interaction between the decision maker(s) and the evaluator; (2) the identification and operationalization of the goals of the decision maker(s); and (3) the development and implementation of the appropriate observational procedures.

PART TWO: OPERATIONALIZATION OF FUZZY CONCEPTS STRATEGY

The OFC Strategy is one of the major components in the second stage of the Fortune/Hutchinson Evaluation Methodology. It is "a systematic operationalized set of rules and procedures designed to break down vague or fuzzy concepts. . . into measurable and observable elements" (Benedict, Goals, 1972, p. 5). Benedict also calls the strategy "the most important element in the Methodology. . . and the first substantive step in the evaluation" (1972, p. 7). As part of the Fortune/Hutchinson methodology, OFC is a systematic means used in the transformation of goals (fuzzy concepts) into behavioral objectives.

Fuzzy concepts, goals or intents, are general, nebulous, overlapping and do not convey readily observable specifics. They are non-behavioral. However, fuzzy concepts are the substance of communication. In the field of education, "individualization," "learning," "teaching" and "evaluation," are but a few.

Behavioral, instructional objectives, on the other hand, are specific, discreet and operationalized. They are differentiated in terms of behavior, and once defined, are easily observed.*

*The author is indebted to Hutchinson and Benedict, 1970, for the concepts in the above two paragraphs.

For the purpose of this study, OFC was used to elicit, hopefully in behavioral terms, the perceptions of practitioners and theoreticians of the goal "ideal bicultural elementary teacher."

The concept dimension, defined as statements which still require a considerable amount of inference on the part of an observer, (Rosenshine and Furst, 1971), is used in this study to refer to an intermediate step between goals and behavioral objectives. Dimensions are single items elicited in response to the OFC Strategy.

OFC has been formally field tested (Jones, 1970) and has been disseminated through the use of the "Self Instructional Module For Learning the Hutchinson Method of Operationalizing A Goal or Intent" (Coffing, et al, 1971). The Strategy has also been previously employed in a variety of situations from a study of students' participatory behavior (Grant, 1972) to an evaluation of a teacher education program (Blackman, 1974).*

SELECTION OF THE INSTRUMENT:

In selecting the OFC Strategy for use in this study, the author considered three criteria: (1) the applicability of the instrument to the definition of the study problem by the sample population; (2) the delimitations of the instrument in its design which might condition the responses of the participants; (3) the author's familiarity with the instrument. The following discussion focusses on

*Other uses can be found in Hutchinson, (n.d., 1970), and Reed (n.d.).

these points.

The OFC Strategy was employed in a methodology which, in essence must be adapted to each and every problem. Modification of the OFC Strategy, thus, is an integral part of the design of the Strategy. In the Fortune/Hutchinson Methodology the Strategy serves as a procedure to clarify goals.

For the purpose of this study, OFC is used to define the goal "ideal bicultural elementary teacher" in the developing field of bilingual/bicultural education.

Because of the nature of the study, the instrument had to also be adapted for use with teachers and professionals of two differing linguistic and cultural backgrounds. Previous successful use of the instrument in the Ivory Coast with French speaking students indicated that such a use was possible (Grant, 1972). With the use of this strategy in mind, the author was free to encourage the participants to respond in the language (English/Spanish) in which they were the most fluent.

Since the intent of this study was to elicit and clarify the verbalizations by others of the desired competencies of the "ideal bicultural elementary teacher," an essential feature of the desired instrument was the need for a minimum of external stimuli which would condition and limit the responses of the participants. This feature is one of the unique aspects of the Operationalization of Fuzzy Concepts which as a process is closed-ended and in its approach to content is open-ended.

Since the Strategy is composed of a set of rules and procedures, there is a beginning, middle and end to the process in each application. However, the strategy and its implementation encourage the respondents to reply with few limitations as to the content. Because the Strategy generates participant responses with a minimum of input from the author, the respondents can choose to include those items which are of intrinsic value to them rather than select criteria chosen from an external source.

MODIFICATION AND CONSTRUCTION:

The author modified the general OFC Strategy for use in this study by choosing the initial goal to be operationalized and by creating two forms of the Strategy for use with the participants.

Since one of the purposes of this study was to examine the possible occurrence of agreement in the perceptions of the characteristics of an "ideal bicultural elementary teacher," the author chose the initial goal to operationalize.

It was assumed that teachers (practitioners) and professionals (theoreticians) functioning in their respective roles as classroom teachers and decision makers in bilingual/bicultural education would be knowledgeable about the teaching competencies for the bilingual/bicultural elementary classroom. Secondly, it was assumed that the participants could verbalize their perceptions through the use of the Operationalization of Fuzzy Concepts.

The term "bicultural" rather than bilingual or bilingual/bicultural was chosen advisedly. Bicultural is a broad term and, as indicated in Chapter two, subject to varying definitions. The use of this term provides the opportunity to determine whether or not the participants could operationalize the concept of a bicultural person or a bicultural environment and allows the participants to include or exclude the relationship between the use of two linguistic and cultural frames.

The two forms, Form A, consisting of six steps, and Form B, consisting of three steps, were subject to pilot test procedures prior to implementation. The reader is referred to Appendix B for sample of these two forms.

Selected graduate students and faculty at the School of Education, University of Massachusetts, participated in the pilot study over a period of a month. Five of the six participants in the pilot test defined their background as Hispanic and two of these five are Spanish dominant. Several recommendations were suggested by the pilot study and were incorporated into the final version of the instrument. See Appendix D for these recommendations.

In the final form, Form A was designed for the initial use of the OFC with the respondents. Steps I and II serve to elicit responses. Step III and IV are "Tests of Completeness" and Steps V and VI request prioritization of the previously generated goals. These six steps are detailed below.

Step I asks the participant to respond to a hypothetical situation in which a teacher is interacting with the students, the community, the classroom,

and the school environment. Step I requests that the participant indicate how an "ideal elementary teacher" would react in such a situation.

In Step II, the participant is asked to respond to the same hypothetical situation but is requested to indicate the actions of the "ideal bicultural elementary teacher."

Steps III and IV, as "Tests of Competeness," serve to stimulate the respondent into a different pattern of thinking than s/he used in the previous step so that a different perspective can be applied to the same problem.

The participant in Step III responds to the same hypothetical situation created in Step I. However, s/he is asked to react to the situation with the presence of a "completely inadequate bicultural elementary teacher." Step III is, therefore, an "internal test of completeness," asking the participant to interact with more of his/her own ideas generated from a different perspective.

Step IV, is an "external test of completeness," requesting the respondent to interact with the ideas of others. Since the teacher participants were administered the instrument in groups, the teachers were asked to share their responses to Step II and, then, to augment their own list of goals with any additional goals that Step IV occasioned.

Steps V and VI ask the respondent to prioritize his/her goal list by selecting the five most important goals from their list of goals created in Steps I and II. No instruction or orientation in prioritization was given since

it was assumed that each individual participant could winnow through the goals s/he created and then choose those which were the most important. In effect, Steps V and VI ask each participant to establish their own individual priority scheme.

Form B is a personalized adaption of the OFC method. Step I creates the same hypothetical situation as did Form A. However, the participant is asked to respond to the situation in which an "ideal bicultural elementary teacher" exhibits the participant's highest prioritized characteristic from Step VI, Form A.

Step II is an internal test of completeness recreating the hypothetical situation and asking the respondent to reply when "a completely inadequate bicultural elementary teacher" with a lack of the participant's highest priority response is interacting in the situation.

Step III is a prioritization step. The participant is asked to select the five most important characteristics from his/her previous responses. As in Form A, no instruction in prioritization is given other than the establishment of the criteria of importance.

IMPLEMENTATION:

Since the implementation procedures for each part of the sample population differed, the procedures are discussed as they relate to teachers and to the bilingual/bicultural professionals.

Teachers: The two forms of the OFC Strategy were designed in English to be administered to the teachers in approximately one hour in two separate group meetings in two selected school districts in Western Massachusetts. All teachers were asked to meet with the author in their own buildings. The sample teachers were administered Form A and B within three days of each other in order to provide as much continuity to the process as possible.

In administering the Strategy, the author stressed the importance of the teachers' input into the content of state certification requirements and also the need for such input for the design and implementation of effective bilingual/bicultural teacher education programs.

The author also emphasized the idea that there were no right answers to the study. Throughout the implementation, the author was careful to be non-committal and non-directive about her ideas of bilingual/bicultural education so that the participants received as few stimuli as possible about the author's belief.

District A: In District A, permission was granted for released time at the end of the school day. Fifteen or 100 percent of the bilingual elementary teachers participated in this study. One teacher because of illness, did not complete Form B. No teacher completed the OFC by herself/himself and, thus, all teachers had the opportunity to share their ideas with one another as a Test of Competeness in Step Four.

In the one school with a Spanish dominant teacher, the discussions of the OFC Strategy and the sharing of responses were in Spanish and English.

District B: The teachers in District B were asked to remain after school voluntarily to meet with the author. As in District A, the instrument was administered to the teachers after a full day of teaching.

In District B, 50 percent or twelve of the bilingual elementary teachers participated in the study.

Because of the volunteer nature of the participation, it was impossible to ask the teachers to remain after school for two meetings. Consequently, District B teachers complete Form A of the OFC Strategy with the author in one meeting after school. The teachers were requested to complete Form B at home which the author collected three days later. Seven of the twelve teachers who completed Form A, returned Form B.

As in District A, the presence of Spanish dominant teachers determined the language(s) used to discuss the OFC Strategy and to share the responses in Step IV. In four of the five District B schools, Spanish and English were used in the administration.

Professionals: The five professionals were each administered Form A of the OFC and Questionnaire B, an adaptation of the teacher questionnaire (Appendix E).

Because of the professionals' varied schedules, the OFC was administered to each professional individually. Consequently, the professionals did not complete Step IV, the External Test of Completeness, in which the responses are shared among the participants.

Although four of the five professionals indicate Spanish dominance, the OFC was administered in English.

Ramifications of the Implementation Procedures: Several ramifications stem from the implementation procedures which the reader needs to be aware of. These concerns are discussed in further depth in Chapter six.

Although the author tried to be neutral in her attitudes about bilingual/bicultural education, at the time of the implementation of the OFC, she was a staff member of a program which is firmly and vocally committed to the preservation of the native language and culture of the child. Knowledge of this association by both the teachers and the professionals is, consequently, a variable to be considered.

Since the OFC Strategy was administered at the end of the teaching day, the energy of the teacher respondents should be considered a factor in the responses. Another consideration concerns the teachers' ability to distance themselves from the practical real life situations. This appeared to be particularly difficult in District A where the teachers came directly from the classroom with its attendant problems and where they had to return to the classroom after completing the instrument.

Teachers in District B were asked to complete Form B of the OFC Study at home in about an hour in one setting. However, there was no control on this aspect of the implementation procedures and, thus, different amounts of time could have been spent.

Another factor to be considered in the implementation of the OFC Strategy in District B, is the volunteer nature of the teachers who completed the two forms.

As indicated, Spanish and English were used in the discussion and explanation when Spanish dominant teachers were present. However, the instrument was constructed in English and, therefore, the primary input for the Spanish-speaking teachers was English, a second language.

Since the professionals did not have the opportunity to share their responses with one another, the possibility that the list of dimensions which was elicited is not complete must also be taken into account.

The administration of the Strategy in English to Spanish dominant professionals may also have conditioned the responses.

PART THREE: THE SAMPLE POPULATION

The Sample population is divided into two parts: fulltime bilingual elementary teachers and professionals in bilingual/bicultural education.

TEACHERS:

The teachers were selected from the two school districts with the largest number of enrolled Spanish -speaking students in bilingual education programs in Western Massachusetts. Each district had more than four hundred such students enrolled during the academic year, 1973-1974 (Rodriquez, 1974, n.p.).

Included in the sample population are permanent, full time and long term substitute teachers staffing bilingual elementary classrooms in state approved programs in each district. Only those substitute teachers who had been employed in the particular school district since the beginning of the year, a period of four months prior to the study, were included. All teachers were employed to teach in the native language of the child. Because of the parameters of the Operationalization of Fuzzy Concepts, only those schools with more than one bilingual elementary teacher were considered for inclusion in the study.

The teachers were asked to respond to Questionnaire A (Appendix F) which investigated six clusters of variables: cultural identification; language

dominance; extent of cross cultural experience;* educational background; professional experience; and present status.

Since there appears to be a relationship between the generated data and only three clusters of variables, these variables are delineated in the following discussion. Appendix G contains a complete profile of the teachers.

Cultural Identification: As used in this study, cultural identification refers to a sense of group identity held by an individual. The author employs two categories, Hispanic and Anglo American, to delineate cultural identification.

Hispanic refers to all those teachers who indicate "Hispanic," "Latin (Latino)," "Spanish-speaking," "Spanish American" identification and all references to specific national identities, i.e., "Puerto Rican," "Mexican."

Anglo American includes English dominant, non-Hispanic teachers. Those teachers who indicate membership in American immigrant groups, Italo-American, Greek, Polish, Cape Verdean and whose first language was English are considered as Anglo American.

Language Dominance: For the purposes of this study, language dominance is determined by the perceptions of the participants of their language skill since

*Although all of the Anglo American teachers who participated in cross-cultural experience did so in Latin America and/or in Spain, no Anglo American teacher specifies an experience in Puerto Rico or in the Carribean which, as indicated in Chapter I, is the geographical, cultural, linguistic and historical locus of the majority of the children in the bilingual programs in the sample districts.

no formal assessment of language dominance is included in the study.

Comparison of Cultural Identification and Language Dominance:

Figure 3 illustrates the relationship between language dominance and cultural identification. Eight of the nine Hispanic teachers are Spanish dominant and all seventeen Anglo American teachers are English dominant. One teacher does not indicate cultural identification and specifically refused to respond to this query. Consequently, the responses of only twenty-six teachers are included.

As Figure 3 illustrates, for the purpose of this study, language dominance and cultural identification are synonymous.

Figure 3

Language Dominance and Cultural Identification

CULTURAL IDENTIFICATION	LANGUAGE DOMINANCE		
	Spanish	English	Spanish/English
Hispanic	8	0	1
Anglo American	0	17	0

Teaching Experience: Responses for Questionnaire A indicate that the teacher respondents are relatively experienced classroom teachers with more than three years of classroom teaching but are new to the field of bilingual/bicultural education from an experiential basis. An investigation of the teachers' academic background (Appendix G) indicates that the teachers have had little theoretical work in bilingual/bicultural education. Because of the relative lack of university programs and the newness of the field, this was anticipated.

For the purposes of this study, the teacher respondents are considered novices in the field of bilingual/bicultural education.

PROFESSIONALS:

The second part of the sample population is composed of professionals who are defined as individuals who are presently in the decision-making positions in bilingual/bicultural education or who have had such experience. All of the five professionals are Hispanic; two indicate dominance in Spanish two in Spanish/English and one in English.

The professionals either possess doctoral degrees in the mentioned areas or are presently pursuing graduate study in order to obtain one.

CHAPTER FOUR

THE GOALS ANALYSIS PROCESS

In this Chapter, the author describes the analytical scheme which was developed from the responses. This scheme is an adaptation of the Goals Analysis Process developed and field tested by Benedict (1973; Self, 1973).

Reduction of Multiple Dimensions to Single Dimensions

Since the OFC Strategy does not limit the form of participants' responses, and in effect, encourages a free flowing response, the participants tend to reply with statements of multiple intent which are lacking in uniformity. Because of the diversity present in these responses, it is difficult to apply a consistent analysis process to the original data. Thus, the first phase of the analysis process is one of simplification.

Benedict states that the purpose of the first phase is to:

Break down multiple. . . statements into simple. . . statements resulting in a list with one [statement] per line. A multiple [statement] is one containing more than a single intent, aspiration or purpose (Benedict, 1973, p. 2).

For the purposes of this study, multiple statements and single statements are designated as multiple dimensions and dimensions respectively and as the reader will recall from Chapter three, dimensions are items elicited

in response to the OFC Strategy and are considered an intermediate step between goals and behavioral objectives. An example of the application of this phase from the data is:

Multiple Dimension:

Ability to make learning enjoyable and interesting--
thinks of varied activities--(knowledge of curriculum)

Dimensions:

ability to make learning enjoyable
ability to make learning interesting
thinks of varied activities
knowledge of curriculum

Elimination of Redundancy

The purpose of this step is to eliminate identical dimensions elicited from the same respondent. The elimination of such redundancy prevents the placing of undue emphasis on certain dimensions which are mentioned more than once by the same individual.

Before proceeding to the next phase of the analysis, it is appropriate to mention a step in the Goals Analysis Process recommended by Benedict (1973; Self, 1973) which is not included in this study.

Benedict suggests a step to identify dimensions which are considered to be prerequisites to elicited dimensions or ones which are a direct result of a stated dimension. As Benedict stipulates, this step is a "task of creativity and imagination" and its importance lies in its attempt to include all the intents of the respondents.

Since the legitimacy of this step is assured only when the original respondents have the opportunity to accept or reject each dimension on the final list, the step is not included in this study.

Categorization of Dimensions

The purpose of this component of the analysis is to identify broad commonalities in the participants' conceptualization of an "ideal bicultural elementary teacher" and to categorize the data should such commonalities exist.

Such commonalities are present in the responses of both the teachers and the professionals and these commonalities are used to develop seven categories with which to group the dimensions. These categories are broad differentiations of the responses. Although five of the categories are adaptations of the categories used by Hutchinson (n.d.), it is important to note that, at no time, were the data forced into pre-existing categories. The adaptations were, in effect, "after the fact" i.e., the categories were developed before it became apparent that they could also be considered adaptations of existing categories.

The commonalities and the groupings of the data are subjective and another researcher reviewing the data in this study might create a different categorization scheme. An independent researcher, using the same scheme described here was used in this study in the objectification of this process.

Each category represents groups of teacher characteristics which focus on a central theme. For the purpose of this study, each of the categories is mutually exclusive since each category represents general themes found within the data.

Following is an explanation of the categories.

I. Expectations of Teacher's Behavior and Attitude Regarding Language and Culture of the Child

The dimensions in this category denote the inclusion of the native language and culture of the child in the educational process. This category contains items indicating the teacher's knowledge of and proficiency within the linguistic and cultural framework of the children as well as student goals with this framework.

II. Expectations of the Teacher's Behavior and Attitude Regarding Instructional Processes and Methodology

The items in this category focus on educational methodology, teaching ability, the use, selection and creation of materials, the presentation of subject matter, and knowledge of the curriculum.

III. Expectations of the Interpersonal Relationship Between the Teacher and the Student Including Student Goals

This category incorporates those dimensions related to the teacher's cognitive and affective goals and perceived objectives for the students. Items referring to teacher empathy, to satisfying the student's needs and to the types

of relationships between teacher and student are included.

IV. Expectations of the Teacher's General Professional/Personal Characteristics

This category subsumes items which concentrate on the professional orientation and commitment of the teacher. It includes those dimensions which delineate the teacher's view of self and of other persons in addition to others which pervade the teacher's life.

V. Expectations of the Interpersonal Relationship Between the Teacher and Other Persons

Items which focus on the interaction of the teacher with school personnel (administrators and other teachers) and with parents and members of the community comprise this category.

VI. Expectations about the School/Class as an Institution/Environment

The dimensions in this category center on the support services available in the school and on the physical and psychological environment of the school and of the classroom.

VII. Expectations about the Teacher's Role

Included in this category are dimensions which define a function or a position by its title, i.e., curriculum developer.

Because of the nature of the data, the placement of some dimensions is based on assumptions made by the author as to the intended subject matter of the dimensions. These assumptions are discussed below.

The author assumed that any mention of heritage, culture, tradition and/or language referred to the linguistic and cultural framework of the child and not to that of the mainstream Anglo American society. These dimensions are placed in Category I as are those dimensions referring to a linguistic and cultural knowledge of a particular region, i.e., Puerto Rico, and those which refer to both languages and both cultures.

Those items which indicate a student goal within the linguistic and cultural framework of the student are tabulated in Category I.

Dimensions indicating the teacher's view of others, i.e., parents, are included in Category V.

The comparison between the categorization of the dimensions by the author and by the independent researcher, using the above assumptions, yields a 92 percent rate of agreement.

After categorization, the responses of the Hispanic and Anglo American teachers and of the professionals are compared across the categories to determine the differential emphasis placed by each group on each category. Chi Square is computed for the teachers' responses to determine the randomness of the categorization by cultural identification.

Ranking the Teacher Data According to Their Categorical Responses

The last two components of analysis focus on the apparent internal emphasis placed on the data in the study. Ranking addresses itself to an alternative mode of analysis, the evaluation of the data against an external,

objective standard. Ranking is created and designed specifically for use in this study.

Two existent factors are considered in the development of this component. As detailed in Chapter Two, the desired competencies of elementary bicultural teachers are not yet completely delineated. Secondly, although independent researchers have been included in this study in order to objectify the processes used, the data generated has been reviewed only by the author and by the participants themselves.

Ranking consequently, creates an objective, external process of evaluation of the sets of responses from the teachers. Individuals with a wide background, academically and experientially in bilingual/bicultural education, are asked to serve as "raters" of the data.

Four raters plus this author prioritized the data. The raters are chosen from individuals within the Commonwealth of Massachusetts who met certain predetermined criteria. All raters are experienced in bilingual education with a minimum of three years bilingual/bicultural education and all were available to work with the author for a designated period of time.

The raters completed the same questionnaire as did the professionals (Appendix B). The results of the questionnaire are summarized in Appendix H.

The raters were primarily Hispanic, Spanish dominant individuals with extensive academic and experiential background in the field of bilingual/

bicultural education. All had more than three years of cross-cultural experience.

The raters were asked to rank order the response of the teachers in relation to an external context established by the author. Each context delineates a situation in which the raters are placed in a position of decision making in relation to the responses.

The author told the raters that the responses were part of a larger study and they were asked to read a statement detailing the author's assumptions in relation to the data (Appendix I).

No other information was provided to the raters except for that which was given in the contextual cues.

Since each teacher respondent replied to the OFC Strategy in his/her own style and because each one was free to emphasize whatever characteristics s/he chose, the individual sets of data ranked by the raters were different from one another as to quantity and operationalization. However, each rater prioritized the same sets of responses.

The raters prioritized the teacher responses in Category I, Language and Culture of the Child, and in Category II, Instructional Processes and Methodology.

For Category I, the raters prioritized the responses of twenty-seven teachers since all teachers responded with dimensions in Category I. The raters were asked to prioritize the sets of responses with a scale of 1 to 27

using the number 1 to indicate the set of responses with the highest priority.

Since only twenty teachers responded with dimensions in Category II, the raters were asked to rank order the twenty sets of responses using a scale of 1 to 20. Again, one was used to indicate the set of responses with the highest priority.

The responses for Category I were prioritized against the following context:

You are a supervisor of bilingual education and have asked the teachers in your district to enumerate the ways in which language and culture intersect in the bilingual/bicultural elementary classroom. All of the respondents are presently teaching in bilingual classrooms for the Spanish-speaking child. On the basis of their answers, please rank order the teachers as to their understanding of the field of bilingual education.

For Category II, the responses were ranked against this context:

You are hiring teachers for bilingual elementary classrooms and have asked the prospective teachers to discuss their views of the teaching process and of teaching "techniques." Their responses are on the enclosed cards. On the basis of their answers, please rank order the responses as to the priorities you would establish in adding to your staff.

In order to ascertain whether or not there is a general degree of association among the rank orderings of the five raters, the Kendall Coefficient of Concordance:W is computed for each category. If the correlation coefficient is significant, it can be interpreted that the raters employed essentially the same criteria in prioritizing the data and that they concur in their interpretation of the data.

Siegel (1956) cautions that this consensual ordering is not necessarily objective since it is possible for the raters to have used the same or similar criteria for the ranking and that the criteria used are incorrect in relation to an external, empirically tested reality. However, Siegel cites Kendall in suggesting "that the best estimate of the 'true' ranking of the N objects is provided, when W is significant by the order of the various sums of the ranks" (1956, p. 238). Consequently, the mean value of the various sums of the ranks is computed and, for the purpose of this study, this mean value serves as the "true" ranking of the individual sets of responses. Since W is significant, the dimensions in the sets of responses with the two highest priorities in each category as indicated by their true rankings, are delineated. In Chapter Five the sets of responses are compared with the model competencies established in Chapter Two.

The one samples runs test is applied to the true rankings in each category in order to determine whether or not the order of Hispanic and Anglo American respondents in the prioritized list is random.

Clustering

Clustering is the grouping of similar dimensions within categories. It attempts to answer the question, What dimensions were mentioned most frequently? Unlike the Elimination of Redundancy, which involves only those items with identical wording, clustering is concerned with dimensions with similar wording and similar intent.

The author systematically analyzed each dimension within each category to determine whether or not the dimensions could be combined into more general and more encompassing statements. "This step is, in fact, an abstracting, generalizing process as opposed to an operationalization procedure (Benedict, 1973, p. 127)." For the purpose of this study, the resultant general classes of dimensions are called "clusters" and are similar to Benedict's "collapsed goals list" (1973, p. 120).

It is appropriate here to differentiate more carefully between Categorization and Clustering. Each component is based on the commonalities inherent to the data. However, the components delineate the commonalities at different levels of abstraction. In Categorization, the dimensions are placed within general, global frameworks. No effort is made to analyze the specific intents of the dimensions beyond the general subject which is indicated in each dimension. It is as if an artist classifies all the world's colors into light, medium, and dark. Thus, Categorization provides general frameworks and, like the artist, does not differentiate the data specifically. Categorization is a horizontal process "brushing" through the responses to create major classifications.

Clustering, on the other hand, is a vertical process which attempts to differentiate the dimensions according to their referent subject matter and to the specific intent of each of the dimensions. It is as if the artist defines which colors are light, which are medium, and which are dark.

Similar to Categorization, the clusters are not established "a priori" but are generated by the dimensions themselves. Those dimensions which do not combine to form clusters remain as single items.

Once clustered the dimensions are tabulated in order to determine the total number of times the clusters were elicited from the respondents. The average number of times each cluster was mentioned by individual Hispanic and Anglo American teachers in the study is calculated. The resultant value is referred to as the mean value of each cluster and is employed to compare the relative emphasis placed on the clusters by the different groups.

The conclusions drawn from this component are based on the assumption that the multiple frequency counts indicate the relative importance of the clusters to the respondents.

As with Categorization, the clustering of the dimensions is subjective. Another researcher combining the dimensions might well group them differently. In order to increase the objectification of this step, an independent researcher is asked to combine the dimensions and the percentage of agreement between the author and the outside researcher is computed.

CHAPTER FIVE

FINDINGS AND CONCLUSIONS

Chapter five describes the results of the Goals Analysis Process.

As the reader will recall, the distinction between the process and the product as they pertain to this study is arbitrary. For the purpose of this study, results or findings refer to the differentiation of the data which results from the application of the analytical process delineated in Chapter four.

Since in Chapter four this writer defined each of the components of the process, in this Chapter the author refers to these components only as a framework. The reader is referred to Chapter four for a detailed description of each component. The analysis process is applied to the data generated in the prioritization steps of Forms A and B of the Operationalization of Fuzzy Concepts Strategy (OFC) and, consequently, the dimensions are defined by the participants as being the "most important characteristics of an ideal bicultural elementary teacher." Except for the Rank Ordering of the Data, all of the analytical components apply identically to the responses of the teachers and to those of the professionals. Only the teacher responses are subjected to the rank ordering component.

As indicated in Chapter three, one teacher did not indicate cultural

identification and her responses are omitted from the study. Therefore, the results are generated by twenty-six teachers and five professionals. No differentiation is employed to distinguish between the responses generated by Forms A and B of the OFC Strategy.

Reduction of Multiple Dimensions to Single Dimensions

Teachers: The original, multiple dimensions yielded four hundred eighty-one dimensions when subjected to this component. There was much variability in the number of dimensions generated by the respondents. The Hispanic teachers generated from six to fifty-one dimensions with an average of twenty dimensions per respondent. The responses of the Anglo American teachers ranged from seven to fifty-eight with an average of seventeen dimensions per respondent.

Professionals: When subjected to this component, the original fifty multiple dimensions generated by the professionals yielded seventy dimensions. With a range of between six and thirty dimensions, the average number of dimensions for the professionals is fourteen.

Elimination of Redundancy

Teachers: Nine redundant dimensions were eliminated from the four-hundred eighty-one dimensions in the teacher data. The resultant four hundred and seventy-two dimensions form the bulk of the data for the study.

Professionals: When applied to the professional responses, the component yielded two redundant dimensions. Consequently, the seventy resultant dimensions are used in the study.

Categorization of the Dimensions

In this component, the author grouped the dimensions into seven categories using the commonalities inherent to the data. Six of the categories are employed with the teachers' responses. A seventh is added for the analysis of the dimensions generated by the professionals. The reader is referred to Chapter four for a description of each category.

Responses of the Teachers: Table 1 illustrates the number and percentage of dimensions for the teacher responses. About half of the responses are equally divided between Category I, Languages and Culture of the Child, and Category II, Instructional Processes and Methodology. Forty-one percent of the remaining characteristics are distributed approximately equally among Categories III, IV and V. Category VI, School/Class as an Institution/Environment accounts for seven percent of the teacher responses.

The initial analysis of the data seems to indicate that the teacher respondents place equal emphasis on the inclusion of the linguistic and cultural framework of the child in the classroom as on the understanding of educational methodology and curriculum.

TABLE 1

Teacher Categorization of Dimensions

Teachers' Response in the Following Categories*	Number of Dimensions	Percentage**
I. Language and Culture of the Child	126	27
II. Instructional Processes & Methodology	116	25
III. Interpersonal Relationship Between Teacher/Students Including Student Goals	74	16
IV. General Professional and Personality Characteristics	66	14
V. Interpersonal Relationship Between Teacher/Others	58	11
VI. School/Class as an Institution/Environment	32	7
Total	472	100

*A description of each category can be found in Chapter four.

**Rounded to the nearest percent.

Responses of the Professionals: In Table 2 the author delineates the responses of the professionals. Unlike the teacher data, the responses are distributed among seven rather than six categories.

As with the teacher data, it appears that the professionals place approximately equal emphasis on the language and culture of the child and on the process of teaching. Fifty-six percent of the responses were distributed in these two categories.

Comparison of Teacher and Professional Responses: A Chi Square test was completed to test the hypothesis of independence between the professional status of the respondents and their categorization of the dimensions. Table presents the observed and expected frequencies of placement. The Chi Square value of 40.10 was observed and found to be significant beyond the .001 level ($df=6$). Therefore, the null hypothesis (H_0 : no difference) was rejected in favor of the alternative that the proportion of responses placed in each category is dependent on the professional position of the respondents.

Graph A illustrates the proportions for each category. Graph A reveals that there is general agreement between the teachers and the professionals in the emphasis placed except in Categories V and VII.

TABLE 2

Professional Categorization of Dimensions

Professionals' Responses in the Following Categories*	Number of Dimensions	Percentage**
I. Language and Culture of the Child	18	26
II. Instructional Processes & Methodology	21	30
III. Interpersonal Relationship Between Teacher/Students Including Student Goals	14	20
IV. General Professional and Personality Personality Characteristics	7	10
V. Interpersonal Relationship Between Teacher/Others	2	3
VI. School/Class as an Institution/ Environment	3	4
VII. Teacher's Role	5	7
Total	70	100

*A description of each category can be found in Chapter four.

**Rounded to the nearest percent.

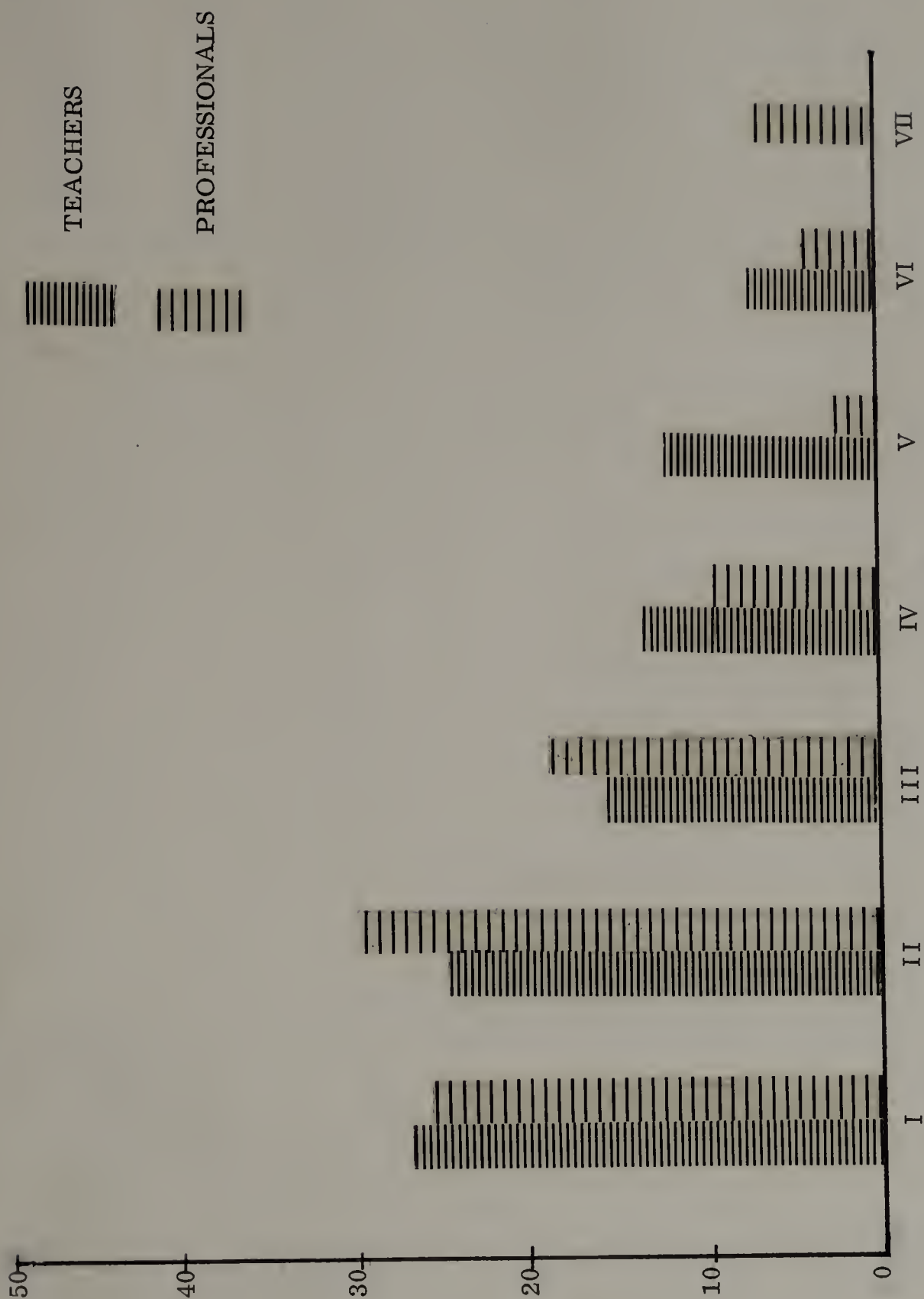
TABLE 3

Professional Status of Respondents and Categorization of
Dimensions: Observed and Expected** Frequencies

Categories* of Dimensions	Professional Status of Respondents		Total Number of Dimensions
	Professional	Teacher	
I	<u>18.60</u> 18	<u>125.40</u> 126	144
II	<u>17.69</u> 21	<u>119.31</u> 116	137
III	<u>11.36</u> 14	<u>75.63</u> 74	88
IV	<u>9.43</u> 7	<u>63.57</u> 66	73
V	<u>7.75</u> 2	<u>52.25</u> 58	60
VI	<u>4.52</u> 3	<u>30.48</u> 32	35
VII	<u>0.65</u> 5	<u>4.35</u> 0	5
Total	70	472	542

*A description of each category can be found in Chapter four.

**Expected frequencies are underlined.



Relative Placement of Categorization* of Dimensions by Teachers and Professionals from Table 1 and 2.

*A description of the categories can be found in Chapter four page

Categorization of Dimensions by Hispanic and Anglo American Teachers:

A Chi Square test was employed to test the hypothesis of independence between the cultural origin of the teachers and the categorization of dimensions (Table 4). The Chi Square value of 81.19 was observed and found to be significant beyond the .001 level ($df=5$). Therefore, the null hypothesis (H_0 : no difference) was rejected in favor of the alternative that the proportion of responses placed in each category is dependent on the cultural origin of the respondents.

The particular proportions for each category are illustrated in Graph

B. Inspection of Graph B reveals that

- Hispanic teachers in this study appear to be more concerned about the inclusion in the classroom of the cultural and linguistic framework of the child (Category I) and about the relationship between the teacher and the student (Category III) than are the Anglo American teachers in this study.
- Anglo American teachers in this study appear to emphasize the teaching process and techniques (Category II) more than any other characteristics and appear to do so to a greater extent than do the Hispanic teachers in this study.
- Hispanic teachers in this study appear to stress the relationship between teacher/student (Category III) to a greater extent than do Anglo American teachers in this study.
- Anglo American teachers in this study appear to stress the importance of the professional and personality characteristics of the teachers (Category IV) to a greater extent than do Hispanic teachers in this study.

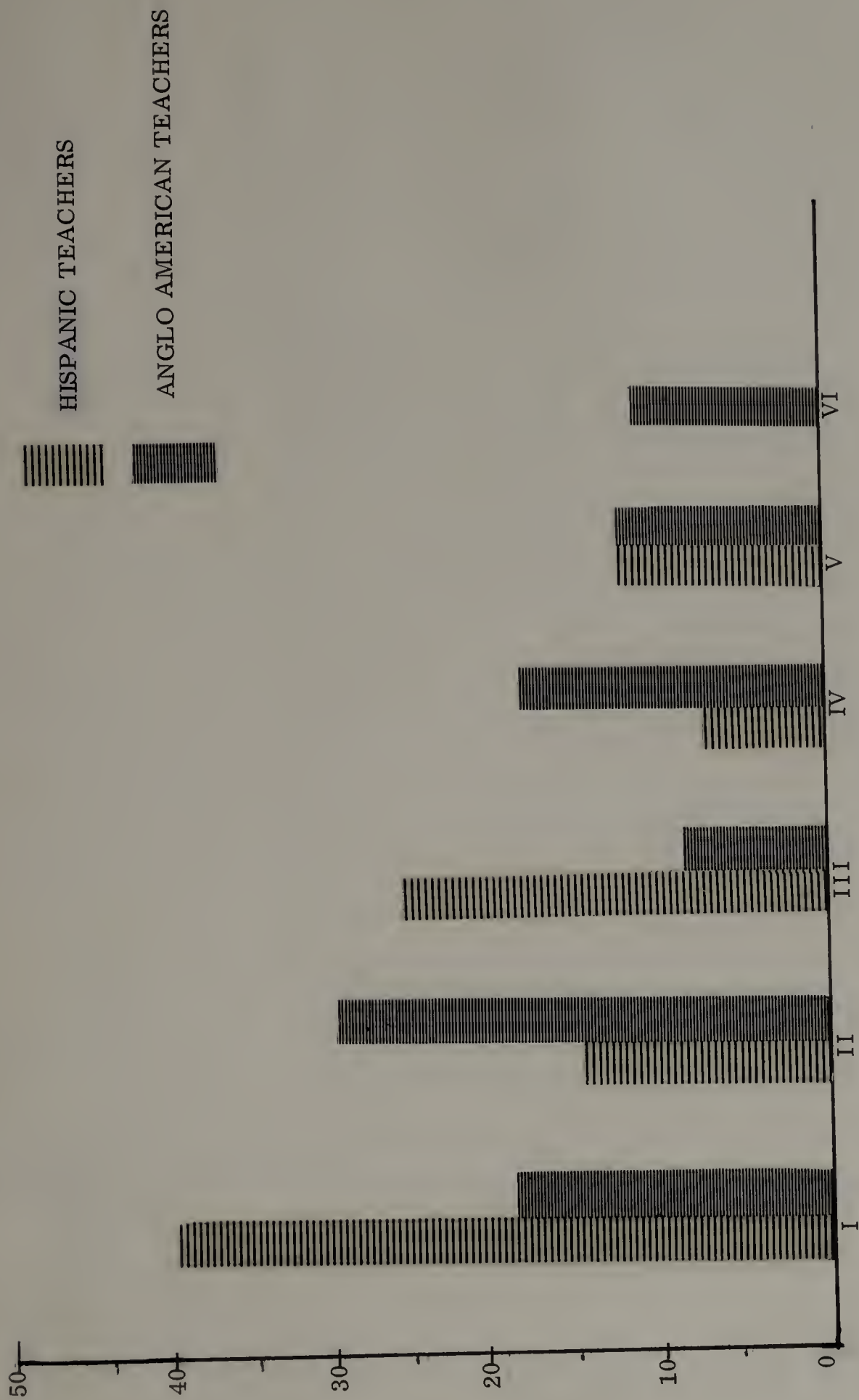
TABLE 4

Cultural Origin of Teachers and Categorization of Dimensions:
Observed and Expected** Frequencies

Categories * of Dimensions	Cultural Origin of Teachers		Total Number of Dimensions
	Hispanic	Anglo American	
I	<u>48.05</u> 70	<u>77.90</u> 54	126
II	<u>44.24</u> 27	<u>71.76</u> 89	116
III	<u>28.22</u> 47	<u>45.77</u> 27	74
IV	<u>25.17</u> 12	<u>40.83</u> 54	66
V	<u>22.11</u> 22	<u>35.88</u> 36	58
VI	<u>12.20</u> 0	<u>19.80</u> 32	32
Total	180	292	472

*A description of each category can be found in Chapter four.

**Expected frequencies are underlined.



GRAPH B

Relative Placement of Teacher Categorization* of Dimensions by Hispanic and Anglo American Teachers 96

*A description of the categories can be found in Chapter four.

- Hispanic and Anglo American teachers in this study seem to indicate an equal emphasis on the relationship between the teacher/others (Category V).
- Hispanic teachers in this study do not seem concerned with the School/Classroom as an environment or institution.

These inferences will be discussed in detail in Chapter six.

Comparison of Teacher Responses and Selected Teacher Characteristics:

As indicated, there is a statistical relationship between the cultural origin and language dominance of the teachers and the teacher responses. Since the size of the sample population was small (N=26), the relationship between the other demographic variables (number of years in regular classroom teaching; number of years of bilingual teaching; and the extent of cross-cultural experience) and the teacher response was not tested for statistical significance.

Ranking of the Teachers' Data in Category I, Language and Culture of the Child, and in Category II, Instructional Processes and Methodology:

The purpose of the previous phase was to analyze the commonalities which exist in the data by grouping the dimensions into categories.

As indicated in Chapter four, the purposes of this ranking are to further differentiate the responses in their respective categories and to evaluate the data by an external, objective standard. This phase is employed only with the

teacher responses and is applied only to the responses in Category I, Language and Culture, and in Category II, Instructional Processes and Methodology.

For ranking, each teacher's response in each category was grouped to create sets of responses. Five individuals, raters, were then asked to prioritize these sets of responses for each category. The raters were given no instruction in prioritization but were asked to rank order the sets of responses against a situational context created by the author (Chapter four).

The ranking endeavors to answer the following questions:

1. Do the raters appear to share criteria in their prioritization of the teacher responses?
2. What is the relative prioritization of the Hispanic and Anglo American teacher responses?
3. Do the raters appear to evaluate the responses of the teachers qualitatively rather than quantitatively?
4. What patterns of responses appear to be the most highly valued?

To answer the first question of the existence of a shared criteria, Kendall's Coefficient of Concordance: W was employed to test the hypothesis of agreement among the raters. For Category I, Language and Culture of the Child, the W value of .78 was observed and found to be significant beyond the .001 level (df=26). For Category II, the Instructional Processes and Methodology, the W value of .67 was observed and found to be significant beyond the .001

level ($df=19$). Consequently, for both categories, the null hypothesis (H_0 : no difference) was rejected in favor of the alternative that the five sets of rankings are related to one another. Tables 5 and 6 present the rank order scores for Category I, Language and Culture, and Category II, Instructional Processes and Methodology.

As indicated in Chapter four, since W is significant, the sum of the five ranks assigned to each teacher's set of responses serves as the best indicator of the teacher's position in the prioritized list. The positions of the Hispanic and Anglo American teachers on the prioritized lists can, therefore, be used to determine the relative prioritized position of the Hispanic and Anglo American teacher responses. For the purposes of this study, the average rank order score was obtained by dividing the sum of the ranks by the number of raters. This score, then, is used to determine the average number of times each cluster was mentioned by the individual Hispanic and Anglo American teachers. A list of the teachers in prioritized positions in Category I, Language and Culture of the Child, appears in Table 7.

A one samples runs test r was computed to test the hypothesis that Hispanic and Anglo American teachers were randomly placed on the list. For Category I, Language and Culture of the Child, the r value of 8 was observed and found not to be significant. Therefore, the null hypothesis (H_0 : no difference) of random placement was not rejected.

TABLE 5
Rank Order Scores of Teacher Responses for Category I

Rank Order Scores*						
Teacher Code No.	Rater					Average Rank Order Score
	A	B	C	D	E	
202	1.0	2.0	1.0	9.0	4.0	3.4
206	5.0	3.0	6.0	3.0	1.0	3.6
102	6.0	1.0	2.0	1.0	10.0	4.0
212	3.0	4.0	3.0	13.0	2.0	5.0
121	4.0	8.0	4.0	4.0	8.0	5.6
111	9.0	10.0	5.0	2.0	7.0	6.6
104	2.0	11.0	8.0	11.0	6.0	7.6
204	8.0	5.0	9.0	14.0	3.0	7.8
103	10.0	6.0	13.0	7.0	5.0	8.2
109	7.0	16.0	11.0	6.0	13.0	9.2
107	20.0	13.0	7.0	10.0	9.0	11.8
209	18.0	9.0	10.0	15.0	12.0	12.8
210	17.0	7.0	12.0	21.0	11.0	13.6
214	13.0	15.0	15.0	5.0	13.0	15.0
113	16.0	17.0	19.0	12.0	16.0	16.0
205	21.0	12.0	14.0	16.0	19.0	16.4
115	23.0	21.0	21.0	8.0	14.0	17.4
105	24.0	14.0	17.0	17.0	21.0	18.6
201	14.0	19.0	16.0	24.0	20.0	18.6
203	22.0	22.0	18.0	18.0	15.0	19.0
101	25.0	18.0	20.0	20.0	17.0	20.0
208	15.0	20.0	23.0	25.0	18.0	20.2
123	11.0	23.0	24.0	23.0	26.0	21.4
117	19.0	24.0	25.0	19.0	22.0	21.8
207	26.0	26.0	26.0	27.0	24.0	25.8
119	27.0	27.0	27.0	26.0	23.0	26.0

*The rank order scores for teacher 100 are eliminated because she did not indicate cultural origin.

TABLE 6

Rank Order Scores of Teacher Responses Category II

Rank Order Scores *						
Teacher Code No.	Rater					Average Rank Order Score
	A	B	C	D	E	
102	1.0	1.0	1.0	9.0	1.0	2.6
205	2.0	2.0	3.0	6.0	6.0	3.8
212	7.0	4.0	4.0	4.0	4.0	4.6
121	5.0	3.0	2.0	10.0	10.0	6.0
113	6.0	5.0	10.0	12.0	7.0	7.8
109	13.0	11.0	5.0	2.0	8.0	8.0
203	3.0	14.0	16.0	7.0	5.0	9.0
103	9.0	8.0	8.0	13.0	9.0	9.4
201	4.0	15.0	15.0	1.0	12.0	9.4
119	8.0	13.0	6.0	3.0	18.0	9.6
208	12.0	7.0	13.0	17.0	3.0	10.4
105	15.0	10.0	11.0	11.0	13.0	12.0
107	10.0	9.0	9.0	15.0	17.0	12.0
123	14.0	12.0	14.0	14.0	11.0	13.0
207	19.0	17.0	12.0	5.0	15.0	13.6
115	20.0	16.0	17.0	16.0	14.0	16.6
111	16.0	18.0	18.0	20.0	20.0	18.4
117	17.0	19.0	19.0	18.0	19.0	18.4
101	18.0	20.0	20.0	19.0	16.0	18.6
104	-	-	-	-	-	20.0**
202	-	-	-	-	-	20.0**
204	-	-	-	-	-	20.0**
206	-	-	-	-	-	20.0**
209	-	-	-	-	-	20.0**
210	-	-	-	-	-	20.0**
214	-	-	-	-	-	20.0**

*The rank order scores for teacher 100 are eliminated because she did not indicate cultural origin.

**Assigned value

TABLE 7
Average Rank Order Score of the Teacher Respondents and
Cultural Origin of the Teachers for Category I

Teacher Code No.	Average Rank Order Score	Cultural Origin of Teachers
202	3.4	Hispanic
206	3.6	Hispanic
102	4.0	Hispanic
212	5.0	Hispanic
121	5.6	Anglo American
111	6.6	Anglo American
104	7.6	Hispanic
204	7.8	Hispanic
103	8.2	Anglo American
109	9.2	Anglo American
107	11.8	Anglo American
209	12.8	Anglo American
210	13.6	Hispanic
214	15.0	Hispanic
113	16.0	Anglo American
205	16.4	Anglo American
115	17.4	Anglo American
105	18.6	Anglo American
201	18.6	Anglo American
203	19.0	Anglo American
101	20.0	Anglo American
208	20.2	Hispanic
123	21.4	Anglo American
117	21.8	Anglo American
207	25.8	Anglo American
119	26.0	Anglo American

For Category II, only twenty of the twenty-six teachers responded with dimensions. As with the first category, the average rank order score was obtained by dividing the sum of the ranks by the number of raters. An average rank order score of twenty was assigned to the six teachers who did not respond with dimensions. The list of teachers in prioritized positions appears in Table 8.

A one sample runs test r was computed to test the hypothesis that Hispanic teachers and Anglo American teachers were randomly placed in the rank ordering. For the second category, Instructional Processes and Methodology, the r value of 9 was observed and found not to be significant. Therefore, the null hypothesis (H_0 : no difference) was not rejected.

Although the one sample runs tests for Category I and II were not found to be significant, it is important to note that Hispanic teachers were rated highest in the responses. Although it was not possible to reject the hypothesis of randomness using statistical analysis, nevertheless, the Hispanic teachers were rated higher than were the Anglo American teachers.

In order to answer the third question of qualitative or quantitative evaluation by the raters, the Pearson product moment correlation coefficient, denoted by r_{xy} , was employed to investigate the relationship between the average rank order score of a teacher and the number of dimensions generated by the teacher. For Category I, Language and Culture of the Child, the r_{xy} value of $-.96$ was observed. For Category II, Instructional Processes and

TABLE 8
Average Rank Order Score of the Teacher Respondents and
Cultural Origin of the Teachers for Category II

Teacher Code No.	Average Rank Order Score	Cultural Origin of Teachers
102	2.6	Hispanic
205	3.8	Anglo American
212	4.6	Hispanic
121	6.0	Anglo American
113	7.8	Anglo American
109	8.0	Anglo American
203	9.0	Anglo American
103	9.4	Anglo American
201	9.4	Anglo American
119	9.6	Anglo American
208	10.4	Hispanic
105	12.0	Anglo American
107	12.0	Anglo American
123	13.0	Anglo American
207	13.6	Anglo American
115	16.6	Anglo American
111	18.4	Anglo American
117	18.4	Anglo American
101	18.6	Anglo American
104	20.0 **	Hispanic
202	20.0 **	Hispanic
204	20.0 **	Hispanic
206	20.0 **	Hispanic
209	20.0 **	Anglo American
210	20.0 **	Hispanic
214	20.0 **	Hispanic

*Assigned value

Methodology, the r_{xy} value of $-.80$ was observed. Thus for both categories, there is a relatively high relationship between the average rank order scores of the teachers and the number of dimensions per teachers.

Tables 9 and 10 illustrate the average rank order score and the number of dimensions per teacher.

The responses of the two teachers in each category in the highest prioritized positions are analyzed for each category to investigate the dimensions which appear. (These responses can be found in Appendix K.)

Category I: Expectations about the Language and Culture of the Child:

A profile drawn from the teacher responses to Questionnaire A (Appendix F) indicates that teacher 202, with the highest prioritized responses, is a Spanish dominant, Hispanic individual with more than three years of cross-cultural experiences.

She is an experienced classroom teacher with three to five years of experience in both bilingual and regular classroom teaching. The respondent stipulates having had course work in bilingual education.

Teacher 206 is Hispanic, Spanish dominant with less than six months of cross-cultural experience and more than five years of regular teaching. The academic year, 1973-1974, however, was his first year of bilingual teaching. Participant 206 indicates having participated only in workshops in bilingual education and not in university course work.

TABLE 9

Average Rank Order Score of the Teacher Respondents and Average
Number of Dimensions per Teacher for Category I

Teacher Code No.	Average Rank Order Score	Number of Dimensions Per Teacher
202	3.4	10.0
206	3.6	24.0
102	4.0	10.0
212	5.0	11.0
121	5.6	10.0
111	6.6	9.0
104	7.6	6.0
204	7.8	4.0
103	8.2	3.0
109	9.2	4.0
107	11.8	5.0
209	12.8	4.0
210	13.6	6.0
214	15.0	2.0
113	16.0	4.0
205	16.4	2.0
115	17.4	2.0
105	18.6	2.0
201	18.6	2.0
203	19.0	2.0
101	20.0	2.0
208	20.2	2.0
123	21.4	1.0
117	21.8	1.0
207	25.8	1.0
119	26.0	1.0

TABLE 10

Average Rank Order Score of the Teacher Respondents and Average
Number of Dimensions per Teacher for Category II

Teacher Code No.	Average Rank Order Score	Number of Dimensions Per Teacher
102	2.6	17.0
205	3.8	6.0
212	4.6	10.0
121	6.0	16.0
113	7.8	10.0
109	8.0	6.0
203	9.0	3.0
103	9.4	5.0
201	9.4	4.0
119	9.6	10.0
208	10.4	11.0
105	12.0	4.0
107	12.0	6.0
123	13.0	4.0
207	13.6	16.0
115	16.6	3.0
111	18.4	1.0
117	18.4	1.0
101	18.6	4.0
104	20.0*	0.0
202	20.0*	0.0
204	20.0*	0.0
206	20.0*	0.0
209	20.0*	0.0
210	20.0*	0.0
214	20.0*	0.0

*Assigned value

The responses of both participants indicate certain patterns. Teacher 202 in Category I responded with ten dimensions and Teacher 206 responded with twenty-four responses.

The responses of teacher 202 (Appendix K) indicate the need to develop student pride in their language/culture and the need to use the native language for language arts. The other seven dimensions relate to knowledge/understanding of both languages/culture; display of materials representing both languages, cultures and the use of activities involving both cultures.

Respondent 206 (Appendix K) indicates an interaction of language and culture in the classroom. Of the twenty-four dimensions, sixteen dimensions relate to an understanding and differentiation of the cultural differences and characteristics of the students.

Six of the dimensions relate to the use of two cultures in achieving student goals.

Teacher 206 does not mention the use of the language of the students referring instead to the inclusion of culture in the educational process. This study does not provide sufficient data to indicate the relationship between language and culture in the perceptions of the respondents.

Category II: . Expectations About the Teachers' Attitude and Behavior

Regarding Instructional Processes and Methodology:

A review of the selected clusters of variables for teacher respondents 102 and 205, the two teachers with the highest prioritized sets of responses for Category II, evince the following profile for each teacher.

Teacher 102 is Hispanic, Spanish dominant, with extensive cross-cultural experience (more than three years) and between three to five years of teaching in a regular classroom and in a bilingual situation.

Respondent 205 is English dominant, Anglo American with no cross-cultural experience. This teacher is an experienced classroom teacher with more than five years of teaching and more than three years of bilingual teaching. Seventeen dimensions were elicited from Respondents 102 in Category II and six were elicited from Respondent 205.

Of the eighteen dimensions for teacher 102, eight appear to focus on three general themes: provision of remedial/additional work for the students; selection of relevant material, motivation of the students. The other nine dimensions indicate controlled conceptual and academic growth of students, ability grouping and the use of meaningful seat activities.

The six dimensions elicited from Respondent 205 center on the selection and use of relevant material; individualization of instruction/perscription of needs; the teaching techniques and skills.

Generalizations: In answer to the previously stated questions, the following generalizations can be inferred:

- The raters in this study apparently used a shared criteria to evaluate the responses in both categories.
- Although the hypothesis of random placement could not be rejected statistically, the responses of the Hispanic teachers in the study appear to be ranked higher than the responses of the Anglo American teachers in both categories.

- The responses of the Hispanic teachers in this study were ranked higher than the responses of the Anglo American teachers in this study in both categories.
- The raters in this study appear to evaluate the responses qualitatively rather than quantitatively.
- In Category I, the raters in this study appear to value those characteristics which focus on developing pride in the students language/culture; use of the native language for language arts; knowledge/understanding of both languages/cultures which are reflected in the materials and activities.
- In Category II, the raters in this study appear to value those sets of responses which refer to individualization of instruction and the prescription of individual needs.

These generalizations will be discussed in Chapter six.

Clustering

Clustering concerns itself with the emphasis placed on specific dimensions within each of the categories. Unlike ranking, this phase is applied to the responses of the teachers and professionals.

As the reader will recall from Chapter four, the dimensions are grouped within each category into clusters and the frequency counts are tabulated to determine the resultant strength of each cluster. A mean value indicating the average number of times each cluster was mentioned by individual Hispanic and Anglo American teachers is calculated. Appendix J contains a description of the clusters and their concomitant dimensions. An independent researcher

evaluated the clustering of the dimensions and a ninety-five percent rate of agreement exists between this author and the researcher.

This component attempts to answer the following questions:

1. Do the Hispanic and the Anglo American teachers concur on the emphasis placed in each of the categories?
2. Do some clusters appear to be more emphasized than others?
3. What clusters appear to be emphasized differentially by the Hispanic teachers and by the Anglo American teachers and by the professionals?

Teacher Responses: Two hundred and eleven, 45 percent, of the dimensions were grouped to form thirty-seven clusters in five of the six categories for the teacher responses. These clusters with their total frequency counts and mean values differentiated as to Hispanic and Anglo American teachers are illustrated in Tables 11 - 15 in their respective categories.

The mean value of the responses made in each cluster is indicated for the nine Hispanic and seventeen Anglo American teachers. Also indicated is the total mean value of responses clustered for the Hispanic and Anglo American teachers and the percentage of the categorical responses which clustered. The 55 percent of the dimensions which did not cluster can be found in Appendix J.

TABLE 11
CLUSTERING OF TEACHER RESPONSES

I. Expectations of Teacher's Behavior and Attitude Regarding Language and Culture of the Child

Total	Cluster *	Mean Value	
		Hispanic N=9	Anglo American N=17
(18)	Teacher's knowledge/understanding of the culture of the child	1.11	.47
(15)	Teacher's knowledge/understanding of the language of the child	.78	.47
(9)	Maintenance of the culture of the child	.89	.06
(6)	Teacher's fluency in two languages	.22	.24
(5)	Teacher's knowledge/understanding of <u>both</u> cultures	.33	.12
(4)	Student Goal: Both cultures are <u>good</u>	.11	.17
(3)	Teacher being comfortable in the culture of the child	.00	.18
(2)	Student Goal: Both cultures are <u>equal</u>	.11	.06
(2)	Student Goal: Pride in their culture	.22	.00
(2)	Use of materials representing two cultures in the classroom	.22	.00
66	Cluster Total	Cluster Mean 3.97	1.77

52 percent of the dimensions clustered.

* Respondents' wording.

CLUSTERING OF TEACHER RESPONSES

II. Expectations of the Teacher's Behavior and Attitude Regarding Instructional Processes and Methodology

Total	Cluster*	Mean Value	
		Hispanic N=9	Anglo American N=17
(13)	Selection/use of relevant material i.e., books, films	.56	.48
(8)	Discipline	.00	.47
(8)	Presentation/knowledge of subject matter	.11	.41
(5)	Use of new methods and varied activities, i.e., creativity of methods	.00	.29
(5)	Motivation of children	.33	.22
(4)	Individualization of instruction and individual perscription of needs	.00	.24
(4)	Self determination/expression on the part of the student	.00	.24
(4)	Provision of remedial/additional work	.44	.00
(3)	Teaching techniques and skills	.00	.18
(2)	Classroom management	.00	.12
56	Cluster Total	1.44	2.65
	Cluster Mean		

48 percent of the dimensions clustered.

*Respondents' wording

CLUSTERING OF TEACHER RESPONSES

III. Expectations of the Interpersonal Relationship Between the Teacher and the Student Including Student Goals

Total	Cluster*	Mean Value	
		Hispanic N=9	Anglo American N=17
(15)	Sensitivity to students, i.e., meeting of needs	1.33	.18
(8)	Establishing a good relationship with the students	.22	.35
(6)	Understanding the students, i.e., understanding the differences of the students	.11	.30
(4)	Teacher loves/cares for the students	.44	.00
(3)	Empathy with students	.00	.18
(2)	Development of self-concept	.11	.06
38	Cluster Total	2.21	1.07
	Cluster Mean		

51 percent of the dimensions clustered.

*Respondents' wording

TABLE 14
CLUSTERING OF TEACHER RESPONSES

IV. Expectations of the Teacher's General Professional/Personal Characteristics

Total	Cluster*	Hispanic N=9	<u>Mean Value</u>	
			Anglo American N=17	
(3)	Flexibility	.11	.12	
(3)	Creativity	.00	.18	
(2)	Fairness to children	.00	.12	
(2)	Acceptance and respect for all ideas	.22	.00	
(2)	Enjoying the work	.00	.18	
(2)	Enthusiasm	.00	.18	
(2)	Teacher is of the same background as the students	.22	.00	
(2)	Patience	.00	.18	
18	Cluster Total	Cluster Mean	.55	.96

17 percent of the dimensions clustered.

*Respondents' wording

CLUSTERING OF TEACHER RESPONSES

V. Expectations of the Interpersonal Relationship Between the Teacher and Other Persons

Total	Cluster*	<u>Mean Value</u>	
		Hispanic N=9	Anglo American N=17
(24)	Interest in contact/communication with the parents/community of the child	1.11	.82
(5)	Cooperation with other school personnel	.00	.30
(4)	Visits the home/family in the community	.33	.06
33	Cluster Total	1.44	1.18
Cluster Mean			
57 percent of Category V clustered.			

*Respondents' wording

Professional Responses: For the professional data, six dimensions or eight percent, were grouped to form three clusters in three categories. These clusters, the mean number of responses and the percentage of responses in each category which clustered are presented in Table 16.

TABLE 16

CLUSTERING OF PROFESSIONAL RESPONSES

I. Expectations of Teacher's Behavior and Attitude Regarding Language and Culture of the Child

Total	Cluster*	Mean Value
(2)	Teacher's knowledge/understanding of the language of the child	.03
11 percent of the dimensions clustered.		

II. Expectations of the Teacher's Behavior and Attitude Regarding the Instructional Processes and Methodology

Total	Cluster*	Mean Value
(2)	Motivation of the Children	.03
10 percent of the dimensions clustered.		

III. Expectations About the Teacher's Role

Total	Cluster*	Mean Value
(2)	Curriculum Developer	.03
7 percent of the dimensions clustered.		

*Respondents' wording

From the clustering of the professional data, it appears that the professional responses were more diverse than the responses of the teachers.

For each category, Chi Square was employed to test the hypothesis of independence between the cultural origin of the teachers and the clustering of the dimensions in each category. For Categories II, Instructional Processes and Methodology, and III, Interrelationship Between Teacher/Student, the Chi Square value of 27.08 (df=9) and 17.44 (df=5) were observed respectively and found to be significant beyond the .01 level. Therefore, the null hypothesis (H_0 : no difference) was rejected for each category in favor of the alternative that the number of responses in the clusters is dependent on the cultural origin of the respondents.

When applied to Category IV, Professional/Personality Characteristics, the Chi Square value of 14.60 (df=7) was observed and found to be significant beyond the .05 level rejecting the null hypothesis (H_0 : no difference) of independence.

For Categories I, Language and Culture and V, Interrelationship between the Teacher and Other Persons, the Chi Square values of 14.16 (df=9) and 5.44 (df=2) were observed respectively and found not to be significant. Therefore, the null hypothesis (H_0 : no difference) that the number of responses in each cluster is independent of the cultural origin of the respondents cannot be rejected.

Tables 17- 21 present the observed and expected frequencies and the cultural origin of the teachers for each category.

TABLE 17

Cultural Origin of the Teachers and Clustering of Dimensions:
Category I: Observed and Expected** Frequencies

Clusters* of Dimensions	Cultural Origin of Teachers		Total Number of Dimensions
	Hispanic	Anglo American	
1	<u>9.81</u> 10	<u>8.18</u> 8	18
2	<u>8.18</u> 7	<u>6.82</u> 8	15
3	<u>4.90</u> 8	<u>4.09</u> 1	9
4	<u>3.27</u> 2	<u>2.73</u> 4	6
5	<u>2.72</u> 3	<u>2.27</u> 2	5
6	<u>2.18</u> 1	<u>1.82</u> 3	4
7	<u>1.63</u> 0	<u>1.36</u> 3	3
8	<u>1.09</u> 1	<u>0.91</u> 1	2
9	<u>1.09</u> 0	<u>0.91</u> 0	2
10	<u>1.09</u> 2	<u>0.91</u> 0	2
Total	36	30	66

*A list of the clusters can be found in Chapter five.
A description of the clusters can be found in Appendix J.

*Expected frequencies are underlined.

TABLE 18

Cultural Origin of the Teachers and Clustering of Dimensions:
Category II: Observed and Expected** Frequencies

Clusters* of Dimensions	Cultural Origin of Teachers		Total Number of Dimensions	
	Hispanic	Anglo American		
1	<u>3.02</u> 5	<u>9.98</u> 8		13
2	<u>1.86</u> 0	<u>6.14</u> 8		8
3	<u>1.86</u> 1	<u>6.14</u> 7		8
4	<u>1.16</u> 0	<u>3.84</u> 5		5
5	<u>1.16</u> 3	<u>3.84</u> 2		5
6	<u>0.93</u> 0	<u>3.07</u> 4		4
7	<u>0.93</u> 0	<u>3.07</u> 4		4
8	<u>0.93</u> 4	<u>3.07</u> 0		4
9	<u>0.70</u> 0	<u>2.30</u> 3		3
10	<u>0.47</u> 0	<u>1.54</u> 2		2
Total	13	43		56

*A list of the clusters can be found in this chapter.
A description of the clusters can be found in Appendix J.

**Expected frequencies are underlined.

Cultural Origin of the Teachers and Clustering of Dimensions:
Category III: Observed and Expected** Frequencies

Clusters* of Dimensions	Cultural Origin of Teachers		Total Number of Dimensions
	Hispanic	Anglo American	
1	<u>7.89</u> 12	<u>7.11</u> 3	15
2	<u>4.21</u> 22	<u>3.79</u> 6	8
3	<u>3.15</u> 1	<u>2.84</u> 5	6
4	<u>2.11</u> 4	<u>1.89</u> 0	5
5	<u>1.57</u> 0	<u>1.42</u> 3	3
6	<u>1.05</u> 1	<u>0.94</u> 1	2
Total	20	18	38

*A list of the clusters can be found in this chapter.
A description of the clusters can be found in Appendix J.

**Expected frequencies are underlined.

Cultural Origin of the Teachers and Clustering of Dimensions:
Category IV: Observed and Expected** Frequencies

Clusters* of Dimensions	Cultural Origin of Teachers		Total Number of Dimensions
	Hispanic	Anglo American	
1	<u>0.83</u> 1	<u>2.17</u> 2	3
2	<u>0.83</u> 0	<u>2.17</u> 3	3
3	<u>0.56</u> 0	<u>1.44</u> 2	2
4	<u>0.56</u> 2	<u>1.44</u> 0	2
5	<u>0.56</u> 0	<u>1.44</u> 2	2
6	<u>0.56</u> 0	<u>1.44</u> 2	2
7	<u>0.56</u> 2	<u>1.44</u> 0	2
8	<u>0.56</u> 0	<u>1.44</u> 2	2
Total	5	13	18

*A list of the clusters can be found in this chapter.
A description of the clusters can be found in Appendix J.

**Expected frequencies are underlined.

Cultural Origin of the Teachers and Clustering of Dimensions:
Category V: Observed and Expected** Frequencies

Clusters* of Dimensions	Cultural Origin of Teachers		Total Number of Dimensions
	Hispanic	Anglo American	
1	<u>9.45</u> 10	<u>14.56</u> 14	24
2	<u>1.97</u> 0	<u>3.03</u> 5	5
3	<u>1.57</u> 3	<u>3.42</u> 1	4
Total	13	20	33

*A list of the clusters can be found in this chapter.
A description of the clusters can be found in Appendix J.

**Expected frequencies are underlined.

In answer to the questions stated in the beginning of this section, the following generalizations can be inferred:

- The Hispanic teachers in this study appear to concur more than do the Anglo American teachers on the emphasis placed on the dimensions in Category I, Language and Culture, and in Category III, Inter-relationship between the Student/Other.
- The Anglo American teachers in this study appear to concur more than do the Hispanic teachers on the emphasized dimensions in Category II, Instructional Processes and Methodology.
- The greatest diversity in the categorical responses of the teachers exists in Category IV, Professional/Personality Characteristics.
- The Hispanic and the Anglo American teachers in this study place an equal amount of emphasis on the "selection/use of relevant materials" (Category II).
- The Hispanic and the Anglo American teachers in this study indicate "interest in the contact/communication with the parents/community of the child" as the most important cluster of dimensions (Category V).
- The Hispanic teachers in this study stress "knowledge/understanding of the language and culture of the child" more frequently than do the Anglo American teachers in this study (Category I).
- The Anglo American teachers in this study place equal emphasis, less than .5, on "knowledge/understanding of the language and culture of the child" (Category I).
- The Hispanic teachers in this study place their greatest emphasis on "sensitivity to students" while the Anglo American teachers appear to be only slightly concerned about this cluster of dimensions (Category III).

- The Hispanic teachers in this study stress the "maintenance of the culture of the child," a cluster which the Anglo American teachers in this study barely mention (Category I).
- The Anglo American teachers in this study are relatively concerned about discipline, a feature never mentioned by the Hispanic teachers in this study (Category II).

These generalizations are discussed in depth in Chapter six.

CHAPTER SIX

SUMMARY AND RECOMMENDATIONS

In Chapter six, the author presents a summary of the findings which were reported in Chapters four and five and makes recommendations for further research in bilingual/bicultural education.

Summary

This section summarizes the findings in terms of the four objectives which form the purpose of this study.

Objective One: To systematically elicit the operationalization of the goal "ideal bicultural elementary teacher" from Hispanic and Anglo American bilingual teachers and from professionals in bilingual/bicultural education, and to determine whether a common set of competencies can be identified.

This study systematically generated four hundred seventy-two items in the form of dimensions from the teacher responses to the "ideal bicultural elementary teacher." Seventy dimensions were generated by the bilingual/bicultural professionals in the study. The study did not, however, generate operationalized statements or behavioral objectives; rather it generated more global statements or dimensions which still require a considerable amount of

inference on the part of an observer. Consequently, no common set of readily observable competencies for the "ideal elementary bicultural teacher" emerges from this study.

Nevertheless, common thematic concerns, defined as categories in this study, are present in the responses of both the teachers and the bilingual/bicultural professionals. Six such themes are shared by both the professionals and the teacher respondents. One theme is found only in the responses of the professionals.

Although the Chi Square tests were significant indicating that the categorization of the responses by the teachers and bilingual/bicultural professionals in this study was dependent on the professional status of the respondents, inspection of Table 1 reveals that the differences between the teacher and professional categorization of responses exist in Category V, Interpersonal Relationships Between Teacher and Other Persons, and Category VII, Teacher's Role. Therefore, it is appropriate to look at the commonalities. Graph A presents the pattern of categorization. The teachers and professionals appear to agree on the relative emphasis placed on Category I, Language and Culture of the Child; Category II, Instructional Processes and Methodology; Category IV, General Professional/Personal Characteristics; and Category VI, School/Class as an Institution/Environment.

An additional commonality is present within the professional data. Seven percent of the responses of the professionals form a seventh category, Teacher's Role.

Objective Two: To determine the commonalities and/or differences of foci in the data generated: by indicating what agreement and/or disagreement exists among the responses of the Hispanic and Anglo American teachers and professionals in the sample population; by determining whether or not there is agreement among the rank orderings of the teacher responses by selected bilingual/bicultural professionals; by determining whether or not a standard set of criteria exists in the rank orderings.

COMMONALITIES

The presence of six categories used to group the responses of the Hispanic and Anglo American teachers in this study and in those of the bilingual/bicultural professionals indicates general commonalities in the data. These categories are listed below. For a description of each category, the reader is referred to Chapter four, page

- I. Expectations of Teacher's Behavior and Attitude Regarding Language and Culture of the Child.
- II. Expectations of the Teacher's Behavior and Attitude Regarding the Instructional Processes and Methodology.
- III. Expectations of the Interpersonal Relationship Between the Teacher and the Student Including Student Goals.
- IV. Expectations of the Teacher's General Professional/Personal Characteristics.
- V. Expectations of the Interpersonal Relationship Between the Teacher and Other Persons.
- VI. Expectations about the School/Class as an Institution/Environment.

The clustering of the responses indicate additional commonalities in the data. The clusters with a frequency of at least ten, which are listed below with their total frequency counts, occur in all categories except for the fourth, General Professional/Personality Characteristics of the Teacher.

<u>Cluster</u>	<u>Total Frequency Count</u>
Interest in contact/communication with the parents/community of the child.	(24)
Teacher's knowledge/understanding of the culture of the child.	(18)
Teacher's knowledge/understanding of the language of the child.	(15)
Sensitivity to students, i.e., meeting of needs.	(15)
Selection/use of relevant material, i.e., books, films.	(13)

Of these five cluster, the teachers in this study placed the greatest emphasis on "interest in contact/communication with the parents/community of the child," as evidenced by the greatest frequency count.

An interesting comparison can be made with the apparent intent of the cluster "interest in contact/communication with the parents/community of the child and the cluster "visits the home/family in the community." In clustering the dimensions, these two clusters were differentiated because of the intent of the third one to indicate the participation of the teacher in the

community. The intent of the first cluster is not clear but does infer the participation of the community in the learning process rather than the opposite.

This distinction is important and is one of the differences observed between the CHCALT model and CAL Guidelines. The author assumes that the participation of the teachers in the life of the community is essential for the teacher to understand the cultural context of the community. This type of experience also leads to growth and awareness on the part of the individual teacher.

The introduction of the community into the classroom is vital to a bilingual/bicultural classroom. However, for the teacher to fully understand the culturally and linguistically different child, s/he must also participate in the community.

DIFFERENCES

The Chi Square test which was used to determine whether or not the categorization of the responses by the Hispanic and Anglo American teachers in this study was dependent on the cultural origin of the teachers was found to be significant. Therefore, it is important to note the differences in the placement of these responses.

Graph D presents the patterns of categorization of the responses of the Hispanic and Anglo American teachers in this study. The Hispanic teacher

respondents appear to place a great emphasis on Category I, Language and Culture of the Child, and on Category III, the Interpersonal Relationship Between the Teacher and the Student. In contrast the American teachers in this study appear to emphasize Category II, Instructional Processes and Methodology more so than do the Hispanic teacher respondents.

Additional differences appear to exist between the emphasis placed on several of the clusters of dimensions. There is apparent disagreement about the relative importance of these clusters between the Hispanic teachers in this study and the Anglo American teachers in this study. This apparent disagreement is evident in the mean value of each of the following clusters.*

knowledge/understanding of the language of the child

knowledge/understanding of the culture of the child

maintenance of the culture of the child

discipline

sensitivity to students

Although it is impossible to substantiate reasons for these differences, it is appropriate to speculate about several issues which can form the basis for further research.

*Only those clusters with a mean value of more than .45 for either the Hispanic or Anglo American teachers are discussed since the other clusters with smaller mean values form only a small percentage of the total number of teacher responses.

Language and Culture of the Child

The Hispanic teachers in this study appear to emphasize the inclusion of the linguistic and cultural framework of the child in the educational system more so than do the Anglo American teachers in this study. Of particular importance is the Hispanic teacher respondents apparent emphasis on maintenance of the child's culture, a cluster which the Anglo American teachers in this study barely mention.

This difference raises the issue of the ultimate goal of bilingual/bicultural education. As the discussion in Chapter two indicates, bilingual/bicultural education has been implemented from both the transitional and maintenance perspectives. If the goal of bilingual/bicultural education is the assimilation of the Hispanic child into the mainstream, then the maintenance of the child's culture is antithetical to such an approach. If, on the other hand, the goal of bilingual/bicultural programs is maintenance, the issue of the role and competencies of the Anglo American teacher in such programs is of paramount importance.

The difference in the perceptions of the teachers in this study suggests that in some classrooms bilingual/bicultural education is implemented as a maintenance program and in others as a sophisticated assimilationist approach.

Instructional Processes and Methodology

Several apparent differential patterns exist between the Hispanic and Anglo American teachers in this study in relation to those characteristics concerned with the Instructional Processes and Methodology.

An interesting emphasis is placed by the Anglo American teachers on discipline which the Hispanic teachers do not mention.

The question of discipline is enlightening when one refers to Good's definition and to the discussion of culture and of biculturalism in Chapter two.

Good defines discipline as:

direct authoritative control of pupil behavior through
punishment and/or reward (emphasis added).

and as

disciplinary principles and practices deliberately
selected and applied as teaching devices or methods
. . . usually based on a comprehensive insight into
normal human frailties and the causes of behavior
(emphasis added). (1973, pp. 185-186)

As indicated in Chapter two, definitions of normative behavior, accepted rewards and punishments, are part of the shared, perceptual cues of a culture and, consequently, discipline can only be effectively applied within the cultural framework of the learners.

This study does not indicate the reason why the Anglo American teachers stress the importance of discipline and the conclusion can only be speculative. However, for the Anglo American teacher who is unaware of

the cultural background of the students, the author assumes that "proper behavior and conduct" is both a major priority and a major problem. The expression of the need for "discipline" in this study is an indicator of this concern by the Anglo American teachers.

For the Hispanic individual, teaching children from the same cultural background, the question of discipline is not as conscious a concern. This does not mean to imply that the Hispanic individual is not concerned with the behavior of the bilingual child. However, the Hispanic individual, no doubt, can successfully apply the rewards and punishment from Good's definition to the Hispanic child without the conscious effort of the Anglo American because of a shared, perceptual, cultural background.

Interpersonal Relationship Between the Teacher and the Student

A striking pattern exists in the clustering of the responses in this category. The Hispanic teachers apparently emphasize "sensitivity, i.e., meeting of the needs" to a greater extent than do the Anglo American teachers who barely mention this cluster.

Again this study provides no information as to why this pattern exists. However, there are several possibilities. In contrast to the Anglo American teachers, the Hispanic teachers made no reference to "individualization of instruction," "empathy with students" and few references to "understanding student differences." Consequently, for the Hispanic teachers "sensitivity to

the students" may include the other clusters.

Another perspective is the cultural and linguistic background of the teachers. Culturally and linguistically, Hispanic teachers may begin with the individual as reference points in structuring the world more so than do the Anglo American teachers. The Anglo American teachers who, because of their cultural background and its concomitant scientific and technological basis, may refer to the individual through systems and objectivity. In actuality for the teachers in the sample, both sets of clusters may refer to the same competencies. If so, then the linguistic differences are indicative of differing world view as expressed through language. The author assumes that these differences are indicative of the latter.

RANKING

Since Kendall's Coefficient of Concordance: W was found to be significant for the rank order scores of the teacher responses in Category I, Language and Culture, and in Category II, Instructional Processes and Methodology, the raters apparently employed similar criteria in prioritizing the responses. However, because the raters prioritized sets of responses rather than the individual dimensions, it is not possible to determine the set of criteria used by the raters.

Objective Three: To explore and critically comment on the application of the Goals Analysis Process and of the Fortune/Hutchinson Methodology to a complex educational problem involving dual cultural and linguistic frames of references.

Four major methodological considerations are apparent in the use of OFC with this study.

First, the OFC was designed for use with educated native speakers of English and has not yet been adapted for use with individuals of differing cultural and linguistic backgrounds. Prior use across cultures and languages was in French, the second language of the citizens of the Ivory Coast (Grant, 1972, p. 5).

In this present study, the instrument was adapted for use with the problem but only partially adapted for use with the linguistically and culturally different features of the population. The instrument was written in English and partially administered in Spanish. Consequently, the Spanish dominant teachers received their primary language input in English, their second language rather than in Spanish. The respondents were encouraged to reply in Spanish and procedures were instituted to translate their responses as carefully as possible for use within the study.

Secondly, no adaption was made as to the cultural content of the instrument. OFC is an open ended methodology which as a process is culturally determined. The second cultural content of the methodology is the

intent "to express in operationalized terms." Operationalization, and behavioral objectives are products of a technological and scientific society. Consequently, the instrumentation of the study was both culturally and linguistically based on the values and norms of the English-speaking United States.

A third consideration in the methodology is the degree of conceptualization which the teacher obtained. The instrument was applied in physical and emotional settings which were very close to the teachers' classrooms. Consequently, the teachers received continuous stimuli from the actual situation which might have hindered their ability to extract the conceptualization. Thus, it is conceivable that the dimensions generated are those needed by the individual teachers in their particular settings and not for idealized situations.

The fourth major consideration is directly related to the responses of the participants to the description of the problem. Hispanic and Anglo American teachers were asked to generate the characteristics of the ideal bicultural teacher. However, it is not known if the Hispanic teachers in generating responses defined the ideal teacher as Hispanic or Anglo American and conversely for the Anglo American teachers. Thus, one does not know whether or not Hispanic teachers believe it is possible for Anglo American teachers to maintain the culture of the linguistically and culturally different children.

Despite these considerations, the OFC Strategy successfully elicited dimensions from both the teachers and the bilingual/bicultural professionals who participated in this study. Although these dimensions were not operationalized, the data does represent broad, general themes which can be used to further investigate teacher competencies for the bilingual/bicultural classroom.

Objective Four: To make methodological and substantive recommendations in the form of strategies for adapting the Goals Analysis Process of the Fortune/Hutchinson Methodology for future use with bilingual/bicultural populations by generating possible socio-political, educational or philosophical interpretations of any differences encountered in the responses of the Hispanic and Anglo American bilingual teachers and from professionals in bilingual education; by prescribing modifications of policy guidelines for State Departments of Bilingual Education and for bilingual/bicultural teacher education programs that are suggested from the analysis of the responses.

It is recommended that the OFC be considered a viable technique for evaluation in bilingual/bicultural settings and that the instrument be field tested after further adaptation to the linguistic and cultural variables of the Spanish-speaking population. The field test should take place both in the United States with mainland Puerto Ricans and in Puerto Rico. Careful consideration should be given to the levels of education of the participants, language of their higher education and residence in the United States.

It is also recommended that in order to encourage the participants to idealize the situation rather than respond to the reality, that prior to the implementation of the OFC, the administrator encourage conceptualization through techniques such as brain storming, and that, if possible, administration of the OFC occur away from the site of the actual situation.

For the investigation of teacher competencies with the OFC, it is suggested that a typology of skills with weighted values be developed which can be used to differentiate the responses of the participants.

Since this study did not define the competencies of the elementary bicultural teacher, it is recommended that further research be undertaken to more closely define these competencies. The six categories used throughout this study can be used as basic areas in which these competencies are defined.

Special attention should be paid to the competencies needed by the teacher to be able to maintain the language and culture of the child and to include the linguistic and cultural framework of the child in the educational process. Also needed are answers to the question: Do different competencies exist for the Anglo American and Hispanic teacher in the bilingual/bicultural classroom?

Additional research is the need to define the cognitive styles of the Spanish-speaking children in Massachusetts. The works cited in this study are based on cultural populations (Chicanos, Native Americans) which,

although culturally and linguistically different from the dominant United States society are also culturally and in some cases, linguistically different from the Spanish-speaking students in Massachusetts. Thus the present studies can serve as guidelines to investigate the learner's characteristics as they pertain to Puerto Rican children.

This author is concerned with a further differentiation in the cognitive styles as posited by Ramirez. Although Ramirez refers to preferred cognitive styles, thus inferring that children function bicognitively, he also seems to suggest that bicognitive functioning occurs only under teacher direction. The works of others (Cole, 1971, 1972) and this author's experience with field sensitive children indicate that children function bicognitively in specific cultural contexts without the aid of the teacher.

This suggests that, although as Ramirez indicates, children can be tested using mass produced evaluation techniques, additional sensitivity and assessment measures must be developed for use by the teacher in diagnosing cognitive styles in action--cognitive styles as children function in a variety of settings.

A fourth concern revolves around the definition of roles and competencies for Anglo American and Hispanic teachers. This author does not assume, nor does this study support the particular worth of individuals from one cultural and linguistic group over that of others as bilingual/bicultural teachers. However, the role differentiation must be further defined and researched.

If the goal of a bilingual/bicultural program is that of maintenance what then are the roles of the Anglo American teacher in contrast to the Hispanic teacher? Conversely if the goal is assimilation what are the roles? These questions have yet to be addressed.

Ramirez's work also suggests that the teacher learn to function biculturally, thus creating culturally appropriate environments for the students. Consequently, the "cultural flexibility" of the teacher must also be investigated.

Research should also be attempted to differentiate "culturally appropriate discipline" within a classroom. Specifically what competencies does discipline within the appropriate cultural context entail?

Since this study was completed with a small group of teachers who are relatively unsophisticated in the field of bilingual/bicultural education, the study should be replicated with a larger population which has received substantial bilingual/bicultural training.

Further research revolving around the concept of "biculturalism" should also be undertaken. How can biculturalism be defined in relation to the Puerto Rican population in Massachusetts? What is biculturalism in an educational setting?

Generative Themes

Generative themes refer to substantive themes generated from the teacher responses. It is suggested that these themes be used as starting points in the creation of teacher education programs, state certification and program guidelines and in the design and implementation of public school bilingual/bicultural programs.

Generative Theme I: Goal of Bilingual/Bicultural Education as Transitional (assimilationist) or as Maintenance (pluralistic)

sub-theme 1: Forces which define these goals

sub-theme 2: Creation of societal reinforcement of goals

Generative Theme II: Definition of the Role of Hispanic and Anglo American teachers in Transitional/Maintenance Programs

sub-theme 1: Competencies for Anglo American teachers in a transitional program

sub-theme 2: Competencies for Hispanic teachers in a transitional program

sub-theme 3: Competencies for Anglo American teachers in a maintenance program

sub-theme 4: Competencies for Hispanic teachers in a
maintenance program

Generative Theme III: Definition of Biculturalism

sub-theme 1: Biculturalism and teacher competencies in a
bilingual/bicultural program

sub-theme 2: Biculturalism as a transitional stage between
two cultures

sub-theme 3: Biculturalism as a process of interaction
within two cultural frames

Generative Theme IV: Cultural Styles in the Classroom

sub-theme 1: Potentialities of teachers in multiple cultural
styles

sub-theme 2: Curricular models and cultural styles

sub-theme 3: Cultural styles and classroom environment

sub-theme 4: Cultural styles and assessment techniques

Generative Theme V: School and Community

sub-theme 1: Personal growth and knowledge on the part of
the teacher in relation to the community
culture content.

sub-theme 2: Integration of the community into the Learning
Environment

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APPENDICES

APPENDIX A

CRITERIA TO DETERMINE BILINGUAL TEACHER COMPETENCIES
IN LANGUAGE SKILLS AND CULTURE



The Commonwealth of Massachusetts

Board of Education

182 Tremont Street

Boston, 02111

CRITERIA TO DETERMINE BILINGUAL TEACHER COMPETENCIES IN LANGUAGE SKILLS AND CULTURE

Chapter 71A, Section 6 of the Acts of 1971, Transitional Bilingual Education, establishes requirements for the granting of certificates to teachers of transitional bilingual education who possess such qualifications as are prescribed in the Law. A school committee or an approved teacher preparatory institution, using criteria established by the Board of Education, may determine that an individual possesses a speaking and reading ability in a language other than English, communicative skills in English and an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability. A statement to this effect signed by a superintendent of schools or the appropriate administrator of the preparing institution and approved by the Director of the Bureau of Transitional Bilingual Education may be submitted as evidence that an individual meets this requirement.

The Board of Education of the Commonwealth of Massachusetts herein issues criteria to determine a bilingual teacher's competencies in language skills

and culture in accordance with Chapter 71A, Section 6, Acts of 1971.

The criteria established by the Board of Education as given below are applicable to teachers teaching content in non-English languages and to teachers teaching the language itself and to teachers teaching the culture of the language considered.

1. To determine that an individual possesses a speaking and reading ability in a language other than English he must meet the Foreign Service Institute Native or Bilingual Proficiency rating S-4 and R-4.

S-4. Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

R-4* Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material

*NOTE: Chinese: Special consideration given to languages such as Chinese and Japanese.

directed to the general reader, and all material in his special field including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.

2. To determine that an individual possesses communicative skills in English he must meet the Foreign Service Institute Minimum Professional Proficiency S-3 and R-3.

S-3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

R-3. Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderate frequent use of a dictionary

is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.

3. To determine that an individual possesses an understanding of the history and culture of the country, territory or geographical area whose spoken language is that in which the candidate possesses such speaking and reading ability he must meet the Modern Language Association Statement of Qualification for Teachers of Modern Foreign Languages as adapted below.

An understanding of the cultural and linguistically different people and their culture such as is achieved through travel and residence abroad, through study of systematic descriptions of the other culture, its geography, history, arts, social customs, and contemporary civilization.

Approval Procedures

To insure that school committees and approved teacher preparatory institutions meet the criteria established by the Board of Education, the Bureau of Transitional Bilingual Education requires that the following procedures be met:

1. Establish a Board of Examiners to assist the school committee or the approved teacher preparatory institution in verifying possession of the skills and competencies required by law and the proficiency specified in the criteria.

The following guidelines will be observed:

- a. The Board of Examiners will be composed of a minimum of three members.

1. The first member shall be an educator who possesses language competency and cultural awareness equivalent to the F S I ratings S-4 and R-4 and the M L A rating for culture awareness adopted by the Board of Education.
 2. A second member shall be an administrator, and
 3. A third shall be a member of the community of the language being examined. The community member shall be chosen by a committee made up of parents and community representatives of the language being served. Parent Advisory Councils should be utilized to implement this requirement.
- b. The Board of Examiners may require written examinations of a formal or informal nature to determine competency in reading and writing.
 - c. The Board of Examiners shall interview each candidate orally to determine speaking facility and awareness of culture and knowledge of history and customs.
 - d. Appointment to the Board of Examiners shall be by the local school committee or approved teacher preparatory institution renewable each year.
2. Submit in writing to the Bureau of Transitional Bilingual Education a plan stating the methods to be utilized to meet the criteria.

3. The Bureau of Transitional Bilingual Education shall:
 - a. approve all plans,
 - b. Reserve the right to participate in the interview and examination process,
 - c. Approve evidence attesting that an individual meets all the requirements,
 - d. Submit a statement of approval that an individual meets all the requirements to the Bureau of Teacher Certification and Placement.

APPENDIX B

FORMS A AND B OF THE OFC STRATEGY

NAME: _____

SCHOOL: _____

Form A

Step I

Imagine that you are spending a day observing an ideal elementary teacher. Imagine the situation with buildings, furniture, students, other school personnel, and community and anything else necessary for a complete environment. It might be inside or outside. The teacher is interacting with these people and things in the environment. Observe the situation carefully. Write down everything you see about the teacher, about the teacher's interaction with the students, the other school personnel and the community, about the environment, about the interaction between the students, other school personnel, the community and the environment which indicates to you that the teacher is an ideal elementary teacher. Do this now on this page.

WHEN YOU HAVE FINISHED THIS, GO ON TO THE NEXT PAGE.

Step II

Imagine that you are spending a day observing an IDEAL BICULTURAL ELEMENTARY TEACHER. Imagine the situation with buildings, furniture, students, other school personnel and community and anything else necessary for a complete environment. It might be inside or outside. The teacher is interacting with these people and things in the environment. Observe the situation carefully. Write down everything you see about the teacher, about the teacher's interaction with the students, the other school personnel and the community, about the environment, about the interaction between the students, other school personnel, the community and the environment which indicates to you that the teacher is an IDEAL BICULTURAL ELEMENTARY TEACHER. Do this now on this page.

WHEN YOU HAVE FINISHED THIS, GO ON TO THE NEXT PAGE.

Step III

Imagine that you are spending a day observing a COMPLETELY INADEQUATE BICULTURAL ELEMENTARY TEACHER. Imagine the situation with buildings, furniture, students, other school personnel and community and anything else necessary for a complete environment. It might be inside or outside. The teacher is interacting with these people and things in the environment. Observe the situation carefully. Write down everything you see about the teacher, about the teacher's interaction with the students, the other school personnel and the community, about the environment, about the interaction between the students, other school personnel, the community and the environment which indicates to you that the teacher is a COMPLETELY INADEQUATE BICULTURAL ELEMENTARY TEACHER. Use this step to identify characteristics which you did not mention in the last step. Do this now on this page.

WHEN YOU HAVE FINISHED THIS, GO ON TO THE NEXT PAGE.

Step IV

Test of Completeness: Please wait for instructions.

Step V

Go back to Step one and choose the five most important characteristics listed. Rank these items in order of importance. Use the number one (1) for the most important.

WHEN YOU HAVE FINISHED THIS, GO ON TO THE NEXT PAGE.

Step VI

Choose the five (5) most important characteristics from steps two and three. Rank these characteristics in order of importance. Use the number one (1) for the most important.

THANK YOU!

The procedure you have experienced is an adaptation of a general method for operationally defining a concept developed by Dr. Thomas E. Hutchinson, Associate Professor of Education, University of Massachusetts, Amherst, Mass.

NAME: _____

SCHOOL: _____

Step I

Imagine that you are spending a day observing an IDEAL BICULTURAL ELEMENTARY TEACHER who is

Imagine the situation with buildings, furniture, students, other school personnel and community and anything else necessary for a complete environment. It might be inside or outside. The teacher is interacting with these people and things in the environment. Observe the situation carefully.

Write down everything you see about the teacher, about the teacher's interaction with the students, the other school personnel and the community, about the environment, about the interaction between the students, other school personnel, the community and the environment which indicates to you that the teacher is an IDEAL BICULTURAL ELEMENTARY TEACHER who is

Do this now on this page.

WHEN YOU HAVE FINISHED THIS, GO ON TO THE NEXT PAGE.

Step II

Imagine that you are spending a day observing a COMPLETELY INADEQUATE BICULTURAL ELEMENTARY TEACHER who is not

Imagine the situation with buildings, furniture, students, other school personnel and community and anything else necessary for a complete environment. It might be inside or outside. The teacher is interacting with these people and things in the environment. Observe the situation carefully. Write down everything you see about the teacher, and the community, about the environment, about the interaction between the students, other school personnel, the community and the environment which indicates to you that the teacher is a COMPLETELY INADEQUATE BICULTURAL ELEMENTARY TEACHER who is not

Use this step to identify characteristics which you did not mention in the last step. Do this now on this page.

WHEN YOU HAVE FINISHED THIS, GO ON TO THE NEXT PAGE.

Step III

Choose the five (5) most important characteristics from steps one and two.
Rank these characteristics in order of importance. Use the number one (1)
for the most important.

THANK YOU!

Massachusetts is the first State in the nation which has legislated bilingual/bicultural education as part of the public schools' programmatic efforts in teaching the linguistically and culturally different child.

In the second year of the State mandated programs, school districts, universities and state offices are concerned with the increasing need for bilingual/bicultural teachers and for relevant teacher training programs.

As a doctoral candidate in bilingual/bicultural teacher education at the University of Massachusetts in Amherst, I am convinced that teachers in the field must have an input into the kinds of teachers needed in classrooms and the kinds of certification requirements in the State.

I am presently conducting a study in the Commonwealth of what teachers think is an ideal teacher in a bicultural elementary classroom. This study is an opportunity for each of you to influence university and district wide teacher training programs, certification requirements and legislation within the state.

Your ideas will be an important contribution to bilingual/bicultural education in the Commonwealth and I hope that your participation will be personally satisfying.

Thank you in advance for your cooperation.

Linda V. McCrossan

APPENDIX C

CENTER FOR APPLIED LINGUISTICS: GUIDELINES FOR
BILINGUAL/BICULTURAL TEACHER COMPETENCIES

GUIDELINES FOR THE PREPARATION AND CERTIFICATION
OF TEACHERS OF BILINGUAL-BICULTURAL EDUCATION
IN THE UNITED STATES OF AMERICA

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher education programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education.

INTRODUCTION

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

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

for teachers in this field. The following guidelines represent an attempt to meet this need.

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

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view. The development of the guidelines was made possible through a grant from the U.S. Office of Education (Title V, EPDA).

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

PERSONAL QUALITIES

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

1. -A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.
2. -A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.
3. -A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.

4. - Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.
5. - The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

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

The teacher should demonstrate the ability to:

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.
2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

II. LINGUISTICS

The teacher should demonstrate the ability to:

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

III. CULTURE

The teacher should demonstrate the ability to:

1. Respond positively to the diversity of behavior involved in cross-cultural environments.
2. Develop awareness in the learner of the value of cultural diversity.

3. Prepare and assist children to interact successfully in a cross-cultural setting.
- ✓ 4. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.
5. Assist children to maintain and extend identification with and pride in the mother culture.
6. Understand, appreciate and incorporate into activities, materials and other aspects of the instructional environment:
 - a. The culture and history of the group's ancestry.
 - b. Contributions of group to history and culture of the United States.
 - c. Contemporary life style(s) of the group.
7. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.
8. Know the effects of cultural and socio-economic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization.
9. Use current research regarding the education of children in the U.S. from diverse linguistic and cultural backgrounds.
10. Understand the effects of socio-economic and cultural factors on the learner and the educational program.
- ✓ 11. Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program.

IV. INSTRUCTIONAL METHODS

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

1. Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.
- ✓ 2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including pre-school, taking into consideration how differences in culture affect these and other learning variables.

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

V. CURRICULUM UTILIZATION AND ADAPTATION

The teacher should demonstrate the ability to:

1. Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:
 - a. Suitability to students' language proficiencies and cultural experiences.

- ✓ b. Provision and respect for linguistic and cultural diversity.
 - ✓ c. Objectives, scope, and sequence of the materials in terms of content areas.
 - ✓ d. Students' reaction to materials.
2. Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom.

VI. ASSESSMENT

General:

The teacher should demonstrate the ability to:

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

Language:

The teacher should demonstrate the ability to:

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

Content:

The teacher should demonstrate the ability to:

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

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

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

VII. SCHOOL-COMMUNITY RELATIONS

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

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

The teacher should demonstrate the following competencies:

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

7. Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.
8. To plan for and provide the direct participation of the learner's family in the regular instructional programs and activities.

VIII. SUPERVISED TEACHING

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

August 6, 1974

George Blanco, University of Texas at Austin

Ruth Bradley, Lafayette Parish (La.) Bilingual Program

Gustavo González, Center for Applied Linguistics and
University of California at Santa Barbara

Rosa Inclán, Dade County (Fla.) Public Schools

Richard Light, State University of New York at Albany

Albar Peña, University of Texas at San Antonio

Carmen Pérez, New York City Board of Education

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John Romo, University of California at Santa Barbara

Stanton Tong, San Francisco (Cal.) Unified School District

Rudolph C. Troike, Center for Applied Linguistics

Sylvia Viera, University of Massachusetts at Amherst

APPENDIX D

RECOMMENDATIONS FROM THE PILOT STUDY

The following recommendations were suggested by the pilot study:

- (1) Administration of Form A and B take place in
two separate meetings.
- (2) Step 6 of Form A be rewritten for clarification.
- (3) Administration of each form be limited to one hour.

APPENDIX E

PROFESSIONAL QUESTIONNAIRE B

Please circle your response(s) for each question.

1. Indicate the following: English dominant Spanish dominant Other: _____

2. What languages were spoken in your home as a child?

English Spanish Other: _____

3. What was the first language you spoke?

English Spanish Other: _____

4. What is your second language? _____

5. How did you learn your second language?

In school Living in another culture Other _____
Where? _____
How long? _____
In what capacity? _____

6. Indicate degrees held or in progress and the area(s) of concentration. _____

7. Number of years teaching: 0-1, 1-2, 2-3, 3-5, over 5

grade level/year
subject matter _____

8. Number of years in administration: 0-1, 1-2, 2-3, 3-5, over 5
Indicate areas: (higher education, public schools, state, and other)

9. Indicate length of involvement in the following areas:

bilingual education: 0-1; 1-2, 2-3, 3-5, over 5

ESL 0-1, 1-2, 2-3, 3-5, over 5

Foreign Language 0-1, 1-2, 2-3, 3-5, over 5

Other _____ 0-1, 1-2, 2-3, 3-5, over 5

10. Indicate present involvement in bilingual education, indicating academic areas, administrative positions, instructional duties, professional organizations and state and national advisory boards. _____

11. If you consider yourself a member of an ethnic-cultural group other than _____

APPENDIX F

TEACHER QUESTIONNAIRE A

Please circle your response(s) for each question.

1. Indicate the following: English dominant Spanish dominant
 2. Number of years teaching: 0-1, 1-2, 2-3, 3-5, over 5
 3. Number of years teaching bilingual students: 0-1, 1-2, 2-3, 3-5, over 5
 4. Academic or in-service training in bilingual education. Indicate degrees, courses or workshops. _____
-

5. Grade level or age of students you are presently teaching.

grade: 1, 2, 3, 4, 5, 6

age: 5-6, 6-7, 7-8, 8-9, 9-10, 10-11, 11-12

6. What subjects are you presently teaching, and where applicable, in what language?

Math	English	Spanish
Science	English	Spanish
Social Studies	English	Spanish
Language Arts	English	Spanish
Physical Education	English	Spanish
Music	English	Spanish
Art	English	Spanish
ESL		
SSL		

7. What language(s) were spoken in your home as a child?

English Spanish Other _____

8. What was the first language you spoke?

English Spanish Other _____

9. How did you learn your second language?

In school	Living in another culture	Other _____
	Where? _____	
	How Long? _____	
	In what capacity? _____	

10. If you consider yourself a member of an ethnic-cultural group other than Anglo-American, please indicate.
-

11. Have you ever participated in the Operation of Fuzzy Concepts before?

Yes No

12. Are you teaching in a Title VII program?

Yes No

APPENDIX G
TEACHERS' PROFILE

The following discussion focuses on a description of the teacher's profile as it relates to four clusters of variables: cross cultural experience, bilingual education backgrounds, teaching experience and present teaching assignment.

Cross cultural experience:

Seven Anglo American teachers had no cross cultural experiences while four indicated experiences of six months or less as students or tourists. Two Anglo American teachers enumerate experiences of seven to twelve months, one as a student/tourist and the other as a teacher.

Three Anglo American teachers delineated a cross cultural experience of more than three years.

In contrast to the pattern established by the Anglo American teachers, the Hispanic teachers evince longer, resident experiences in cross cultural experiences in the United States. Seven Hispanic teachers indicate experience in cross cultural situations for more than three years. Only one Hispanic teacher denotes an experience of less than six months and one of thirteen to twenty-four months.

Bilingual Educational Background

Five of the Hispanic teachers and eleven of the Anglo American teachers have had university course work in bilingual/bicultural education and six teachers, three Hispanic and three Anglo American, from District B, have participated in in-service workshops in bilingual/bicultural education. No teachers from District A have had bilingual/bicultural in-service training.

Six teachers, five Anglo American and one Hispanic, indicate no formal educational preparation which focuses on bilingual/bicultural education. No teacher possesses an undergraduate or graduate degree in bilingual/bicultural education. With the relative lack of university training programs oriented toward pre-service training for the bilingual teacher, this was not unexpected.

Two Anglo American teachers possess undergraduate degrees in Spanish. As indicated in Table , a total of fifteen Anglo American teachers have had formal educational study of Spanish. Since the information was not requested in the questionnaire, the level of this study is not indicated.

In English as a Second Language (E.S.L.), two Anglo American teachers have academic experience. As with Spanish, information was not specifically requested regarding E.S.L. training and it is impossible to conclude that only the two teachers have had such training.

No teacher indicates a formal educational background (university courses or degree) in his/her own native language.

Teaching Experience

Nine of the twenty-seven teachers participating in the study were beginning teachers with less than two years experience during the academic year, 1973-1974. For four teachers, this year was their third year of teaching. Fourteen teachers evince more than three years classroom teaching. Six of these fourteen are teachers with more than five years of classroom experience and could be considered veteran teachers.

Two teachers denote more than five years of experience in teaching in bilingual classrooms and seven teachers indicate three to five years of experience teaching bilingually. Eighteen teachers have had less than three years of bilingual teaching. The academic year, 1973-1974 is the first year of bilingual teaching for six of the teachers.

The teachers who participated in this study are relatively experienced classroom teachers but are new to the field of bilingual education both from an experiential and academic point of view. Because of the newness of the field, this latter was anticipated.

Present Teaching Status

Fifteen teachers are primary teachers (K-3) and ten are intermediate (4-6) teachers. Two teachers indicate teaching in both components of an elementary program.

Although the TBE Act, Chapter 71A, limits the age span of children assigned to a bilingual classroom to four years, two teachers indicate staffing

classrooms with larger age spans. Teacher 207 indicated to the evaluator in private communication that the different age groups of students do not attend simultaneously. This is not true with teacher 100 who teaches students with a seven year age span simultaneously.

All teachers instruct in Language Arts in Spanish, the native language of the child. Since this was one of the criteria for teacher selection, this was expected.

Math is taught in Spanish by twenty participating teachers and science and social studies by nineteen. Twelve teachers also instruct in Spanish as a Second Language (S.S.L.).

Eight of these teachers are English dominant.

Two teachers appear to serve the function of the English language teacher and the native language specialist in a bilingual classroom. Teacher 103 instructs four curricular areas in Spanish and in English and in Spanish as a Second Language. Teacher 103 is English dominant with seven to twelve months of cross-cultural experience with no formal educational background (workshops or courses in bilingual education). At the time of the study, she was in her second year of teaching, her first in a bilingual classroom.

Participant 205 instructs five curricular areas in English and Spanish and in E.S.L. This teacher is English dominant with no cross-cultural experience. She has participated in in-service workshops and in university courses in bilingual/bicultural education. In the 1973-1974 academic year, she had more than five years of teaching experience with between three to five years in bilingual classrooms.

APPENDIX H
RATERS' PROFILE

All of the raters are holders of a doctoral degree or in the process of obtaining one and all have had classroom teaching experience.

Three of the raters define themselves as Spanish dominant. One indicates dominance in both Spanish and English and one refers to English dominance. One rater spoke English as a first language while Spanish was the first language spoken by the other four raters. One rater is Anglo American and the other four are Hispanic.

All of the raters indicate extensive time periods in cultures other than their own. Only one rater, Rater A, indicates that his/her second language, English, was learned exclusively at school. The other rater learned their second language during cross cultural experiences.

The two raters who are university faculty members are involved in bilingual/bicultural education and are members of national and state professional associations and State Advisory Boards. One is the Director of a Bilingual/Bicultural Teacher Corps Program. The other two raters are/ were involved in other aspects of bilingual/bicultural education: teacher training, counseling, curriculum.

APPENDIX I

INSTRUCTIONS TO THE RATERS

Please rank order the two sets of cards--marked A and B-- against the situations described on the first card of each set. The information on each card are responses from teachers who were asked to participate in a study which I am completing. Please keep in mind several assumptions about the responses on each of the cards:

- References to language, culture, heritage and traditions should be interpreted as pertaining to the linguistic and cultural framework of the child.
- References to she/he pertain to the teacher.
- They, them, their, refer to the students.
- The responses are duplicated exactly as they were elicited.

THANK YOU!

APPENDIX J

DESCRIPTION OF THE CLUSTERS

I. EXPECTATIONS OF TEACHER'S BEHAVIOR AND ATTITUDE REGARDING LANGUAGE AND CULTURE OF THE CHILD

The dimensions in this category denote the inclusion of the native language and culture of the child in the educational process. This category contains items indicating the teacher's knowledge of and proficiency within the linguistic and cultural framework of the children as well as student goals with this framework.

Teachers' Responses

a. Knowledge/understanding of the culture of the child

genuine appreciation of culture involved
 knowledge of culture involved
 responsibility in knowing culture
 knowledge of cultural aspects of students being taught
 knowledge of student's culture
 understanding of student's culture
 (knowledge of) the culture of Puerto Rico
 knowledge of the dominant culture of the student
 a true understanding of the culture of the child
 a person who has considerable knowledge of the culture
 of the students
 teacher knows the culture of the students
 the teacher understands this culture (of the students)
 should be familiar with the culture of the students
 should know the culture of the students
 understand the culture of the child
 teacher is aware of the cultural background
 endeavors to know the culture of the students
 knows his culture

b. Teacher's knowledge/understanding of the language of the child

fluency in the language
 knowledge of the language
 fluency in Spanish
 proficiency in the language
 knowledge of the language of Puerto Rico
 the ability of the teacher to communicate in the language of the child

b. Teacher's knowledge/understanding of the language of the child (continued)

the teacher knows the language of the child
 teacher speaks the same language (as that of the students)
 good command of the native language (of the children)
 understands the language of the child
 knows his language
 proficiency in the formal language
 proficiency in the informal language (dialect)

c. Maintenance of the culture of the child

inculcation of heritage
 teacher encourages development of ethnic identity
 teacher encourages development of ethnic awareness
 he endeavors that the student maintains his culture
 he endeavors that the student learns his culture
 she must try to keep their identity
 she must keep their identity
 she must try to keep their cultural background alive
 she must keep their cultural background alive

d. Teacher's fluency in two languages

being (totally) bilingual
 teacher should be completely bilingual
 knowledge of languages involved
 fluent in both languages
 language dominance in both cultures
 bilingualism

e. Teacher's knowledge/understanding of both cultures

appreciation of both cultures
 well-prepared in both cultures
 knowledge of both cultures
 understanding of both cultures

f. Student Goal: both cultures are good

attempts to instill in them (the students) that both cultures are good
 to instill in them that both cultures are good
 conveying that both cultures are good
 she emphasizes both cultures as equally good

- g. Teacher being comfortable in the culture of the child

being culturally comfortable
 teacher must be comfortable in their culture
 being comfortable in being a part of the culture

- h. Student Goal: Both cultures are equal

attempts to instill in them (the students) that both cultures are equal
 to instill in them that both cultures are equal

- i. Student Goal: Pride in their culture

the students are proud of their own culture
 endeavors that the students are proud of their culture

- h. Use of materials representing the cultures in the classroom

display in the classroom for both cultures
 display of bicultural material

The following dimensions did not cluster :

teacher switches from English to Spanish easily
 using both languages with all children
 be able to communicate effectively with students
 knowledge of the language being used
 teaches basic math skills in two languages
 teaches basic language skills in both cultures
 language is no obstacle, its all attitude
 she should have knowledge of the language not just book learning
 native language for language arts
 the students are proud of their language
 they (the students) can communicate with the teacher
 she should be very careful when she talks to the students to
 use the proper language
 she does not prohibit the students to use the native language
 gears all lessons to language
 display of bilingual materials
 teacher should not force a child to speak the English language a
 month after the child arrives in her classroom
 being comfortable speaking the language of the child

ability to help kids to share their cultural differences
 active participation in those involved cultures
 is aware of the differences the primary culture makes in student
 behavior
 has classroom tastefully arranged in accord with both cultures
 appreciation of the influences of both cultures in teaching
 teacher is aware of the cultural background and uses it to good
 advantage
 the teacher provides for ethnic diversity
 making students aware of both cultures
 teaches history of both cultures
 teaches institutions of both cultures
 pays lots of attention to popular aspects in arts of both cultures
 knowledge of the great traditions of two cultures
 appreciating the great traditions
 awareness of the existence of the "little traditions"
 respect for cultural diversity
 to better learn her children's needs at their entry level--focus
 on culture
 she should have spent time in whatever cultures she is teaching
 she emphasizes both cultures as important
 she realizes that they (persons) have feeling which could be offended
 because of cultural differences
 group activities involving both cultures
 the ideal teacher no matter what culture, is ideal
 careful observer of cultural differences for their education value
 genuine personal interest of the teacher himself in order for him/herself
 to be a bicultural entity
 the teacher does not forget that he/she is teaching students with a
 different culture and their own patterns for this culture
 the teacher is conscious of the cultural differences of his students
 the teacher is conscious of the cultural characteristics of his students
 he integrates the cultural characteristics of his students into his class
 he integrates the cultural differences of his students into his class
 he integrates the cultural differences of his students into his class
 highlighting them
 he integrates the cultural characteristics of his students into his class
 highlighting them
 he integrates the cultural differences of his students into his class
 orienting his students to them

so that the learning which results from the integration of the cultural
 characteristics is adequate
 so that the learning which results from the integration of the cultural
 difference is adequate
 so that the learning which results from the integration of the cultural
 characteristics is enjoyable
 so that the learning which results from the integration of the cultural
 differences is enjoyable
 he relates the two cultures
 he brings them to his student in such a way that the students have a clear
 view of their culture
 he brings them to his students in such a way that the students do not
 resent the other culture
 he relates the two cultures in such a way that the students have a clear
 view of their culture
 he relates the two cultures in such a way that the students do not resent
 the other culture
 she does not ignore the cultural patterns of the students themselves
 he does not ignore the tasks of initiating the student into the other
 culture
 teacher is of the same background as students
 the teacher should be familiar with the culture of the students so she
 would be able to relate to them better
 biculturalism
 teacher should be non-judgemental when it comes to culture
 to better learn her children's assets at their entry level--focus on
 culture
 evaluation of bicultural level of comprehensions

Professionals' Responses

a. Teacher's knowledge/understanding of the language of the child

speaks the language of the student
 has a linguistic knowledge of the language of the student

The following dimensions did not cluster

the teacher exemplifies a bilingual person
the teacher exemplifies a bicultural person
all languages are equally acceptable
there are no language standards which are established desiderata
teaches child in native language
the culture of the students is interwoven in all activities of the school
develops curriculum that has as its goal to develop bilingual competencies
the core of the curriculum takes into account the traditions of the students
the core of the curriculum takes into account the folklore of the students
the core of the curriculum takes into account the norms of the students
the core of the curriculum takes into account the folkways of the students
the core of the curriculum takes into account the values of the students
develops curriculum that takes into account the morphology of the
 dominant language of the students
develops curriculum that takes into account the syntax of the dominant
 language of the student
develops curriculum that takes into account the phonology of the
 dominant language of the students

II. EXPECTATIONS OF THE TEACHER'S BEHAVIOR AND ATTITUDE REGARDING INSTRUCTIONAL PROCESSES AND METHODOLOGY

The items in this category focus on educational methodology, teaching ability, the use, selection and creation of materials, the presentation of subject matter, and knowledge of the curriculum.

Teachers' Responses:

a. Selection/use of relevant material, i.e., books, films

she selects books relevant to the students
 she selects films relevant to the student
 she selects stories relevant to the students
 use material which is relevant to the children she is working with
 the ability to feel the needs of individuals in terms of materials
 ability to prescribe for the needs of individuals in terms of material
 material is relevant to the students
 must supply pertinent materials of subject matter
 must supply pertinent concepts of subject matter
 must supply pertinent materials of every day life situations
 must supply pertinent concepts of every day life situations
 equal emphasis on teaching "life related materials"
 the ability to sense the needs of individuals in terms of material

b. Discipline

she was a teacher without losing class control
 she was a learner without losing class control
 firm control of the class
 good discipline
 discipline
 teaching can't begin without a firm form of discipline
 teaching can't begin without a fair form of discipline
 discipline
 control of flow of the class
 established a firm discipline

c. Presentation/knowledge of subject matter

knowledge of subject matter
 presentation of subject matter
 ability to teach material

Presentation/knowledge of subject matter (continued)

knowledge of the subject area to be taught
 must be able to put the material across to the students in a manner
 that the students will fully comprehend
 to put the material across to the student in a manner that the
 student will fully comprehend
 knowledge of the curriculum
 knowledge of subject matter to provide varied activities

d. Individualization of instruction and prescription of individual needs

determine levels of development of each child
 you can't plan enough to meet all the individual needs
 emphasis on individual instruction
 stress put on individualization of teaching
 ability to prescribe for the needs of individuals
 when to teach entire class minimal %

e. Use of new methods and varied activities, i.e., creativity of methods

must think of different ways of presenting lessons
 must think of interesting ways of presenting lessons
 creativity of new methods
 use of new methods
 thinks of varied activities

f. Motivation of children

ability to motivate students to learn
 supply new stimuli to encourage further development
 she motivates the hesitant children
 she motivates the hesitant children by providing interesting materials
 she motivates the hesitant children by providing diverse materials

g. Self determination/expression on the part of the student

willingness to let the children experiment in self-government
 willingness to let the children experiment in self-expression
 to let the children experiment in self-government
 to let the children experiment in self-expression

h. Teaching techniques and skills

good teaching techniques
good teaching skills
good teaching methods

i. Classroom management

good classroom management
classroom management

j. Provision of remedial work

teacher provides remedial work for children encountering difficulties
teacher provides additional help for children encountering difficulties

Professionals' Responses :

Motivation of the children

motivates the children
creates the motivation for the children

The following dimensions did not cluster

there are no hierarchies of belonging (in the classroom)
all tasks are originally handled
the teacher facilitates the interaction
there is a plethora of materials
there is a plethora of inexpensive materials
there is a plethora of materials related to the children's work
there is a plethora of materials related to the children's homes
the children depending on age levels have been the organizers of the
media centers
the children depending on age levels have been the organizers of the
literary classroom centers
the children depending on age levels are responsible for suggesting
ways that the media centers can be used by the teachers
the children depending on age levels are responsible for suggesting
ways that the media centers can be used in teaching
the children depending on age levels are responsible for suggesting
ways that the media centers can be used by the students

the children depending on age levels are responsible for suggesting
ways that the media centers can be used by the visitors to take home
the children depending on age levels are responsible for suggesting
ways that the media center can be used in learning
the children depending on age levels are responsible for suggesting
ways that the library classroom centers can be used by the teacher
the children depending on age levels are responsible for suggesting
ways that the library classroom centers can be used in teaching
the children depending on age levels are responsible for suggesting
ways that the library classroom centers can be used by the students
the children depending on age levels are responsible for suggesting
ways that the library classroom centers can be used in learning
the children depending on age levels are responsible for suggesting ways
that the library classroom centers can be used by the visitors
to take home
provides problem solving skills
provides problem solving content

III. EXPECTATIONS OF THE INTERPERSONAL RELATIONSHIP BETWEEN THE TEACHER AND THE STUDENT INCLUDING STUDENT GOALS

This category incorporates those dimensions related to the teacher's cognitive and affective goals and perceived objectives for the students. Items referring to teacher empathy, to satisfying the student's needs and to the types of relationships between teacher and student are included.

Teachers' Responses:

a. Sensitivity to students, i.e., meeting of needs

individual needs are being met
 satisfy the student's physiological need
 lets him eat his breakfast
 satisfy his security needs
 assures the child he would wait for him
 satisfy his love need
 patted him on the back
 let him play
 satisfy the need for self esteem
 let him do the easy tasks first
 satisfy his need for success
 satisfy the child's needs
 ability to feel the needs of the individual students
 ability to sense the needs of the individual students
 teacher's ability to meet those needs

b. Establishing a good relationship with the students

teacher/students are comfortable with each other
 ability to establish rapport with students
 there is a feeling of mutual trust
 gaining respect of the students as an instructor
 gaining the respect of the students as a person
 gets to know the student
 good relationship with students
 ability to interact with children

c. Understanding the students, i.e., understanding the differences of the students

teacher must be understanding of the children
 teacher is capable of understanding the student's needs
 understands the needs of the children he is serving
 understands the differences of the children he is serving
 teacher is aware of the student's environment
 teacher's ability to show students that he wants to help them learn

d. Teacher loves/cares for students

students know that the teacher cares for them
 students know that the teacher loves them
 teacher loves students
 teacher cares for the students

e. Empathy with students

empathy with students
 shares a sense of empathy
 concern for students

f. Development of self-concept

contribute to development of his self concept
 ability to make child happy about himself

The following dimensions did not cluster:

teacher develops a sense of community among the students
 teacher encourages peer interaction
 ability to establish a rapport with students
 teacher is aware of the student's environment
 encourages future development
 she does not make the students aggressive
 he does not make the students aggressive against learning
 accepts the prejudices learned by the children at home
 he does not create within the students aggressive conduct inside of class
 he does not make the students aggressive against learning
 he does not create within the students aggressive conduct outside class

teacher is not trying to educate them creating problems of all kinds
they (the students) are individuals
endeavors that the students are proud of their people
endeavors that the students are proud of their family
accepted the child how he was
children should be dealt with as individuals
children should not be judged harshly
children should not be judged harshly because their learning capacity
 may not be as large as another
no two students are alike
considers the problem of the students
is interested in what the student is learning
thinks of the problem which have made the students react in
 (such) a manner
teachers' attitude should be encouraging
she was a teacher
she was a teacher without losing class respect
she was a learner
she was a learner without losing class respect
concern for the students
willingness to become involved with the students
children who are not working with a given teacher at a particular
 moment have occupied themselves in an interest center
children who are not working with a given teacher at a particular moment
 have occupied themselves in an interest center under the
 occasional supervision of an aide.
children who are not working with a given teacher at a particular moment
 have occupied themselves in an interest center under the occasional
 supervision of another adult.
develops the student's intellectual curiosity
she does not make students afraid of her

Professionals' Responses:

The following dimensions did not cluster

- ability to respond effectively to the expressed needs of the learner
- ability to respond positively to the expressed needs of the learner
- ability to respond effectively to the unexpressed needs of the learner
- ability to respond positively to the unexpressed needs of the learner
- there are frequent periods of communicating (between students and teachers)
- there are brief periods of communicating (between students and teachers)
- provides guidance to the Hispanic students
- insures child's success (scholastically)
- insures child's success (socially)
- gives opportunity for student to develop his imagination
- gives freedom for student to develop his imagination
- gives opportunity for child to make choices

IV. EXPECTATIONS OF THE TEACHER'S GENERAL PROFESSIONAL/ PERSONAL CHARACTERISTICS

This category subsumes items which concentrate on the professional orientation and commitment of the teacher. It includes those dimensions which delineate the teacher's view of self and of other persons in addition to others which pervade the teacher's life.

Teachers' Responses:

a. Flexibility

(3)

b. Creativity

(3)

c. Fairness to children

fairness to children
fairness

d. Acceptance and respect for all ideas

she shows by her mannerisms that whether she likes it she will
accept it as human
she shows by her mannerism that if she does not like a specific
concept she will accept it as human

e. Enjoying the work

(2)

f. Enthusiasm

must be enthusiastic
friendly teachers show more enthusiasm

g. Teacher is of the same background as the students

teacher is of the same background as the students
teacher is from the same community

h. Patience

(2)

The following dimensions did not cluster:

motivation to teach well
motivation to teach in an interesting manner
liking children
liking children regardless of background
being able to stand some chaos
being able to adjust to some chaos
being able to stand some chaos
being able to adapt to some frustration
being able to adjust to some frustration
being able to stand some frustration
enjoying the work
learning from the work
sense of humor
does not have to compensate for subconscious prejudices
desire to help people who are often looked down upon because
they act differently than the typical American regardless
of nationality
must be enthusiastic
must be ready to stimulate acceptance of the school
must be ready to stimulate acceptance of the school's programs
working towards improvements
positive attitude
open attitude
friendly teacher easily approached
friendly teachers show more enthusiasm
friendly teachers are received better by the students
unfriendly teachers make others tense
unfriendly teachers inhibit a student's learning experience
a teacher can not give up on these children
the personality of the teacher is important
she should be well prepared for her profession

she always has an attitude of friendliness
 she should have the personality needed to cope with children
 she must have control with herself
 she must be able to decide what she wants as her goals in teaching
 she must decide what she wants as her goals in teaching
 she shows by her mannerisms that whether she likes it she will
 accept it as human
 she shows by her mannerism that if she does not like a specific
 concept she will accept it as human
 warm human being
 sensitive human being
 good self image
 good understanding of the child development processes
 the teacher is from the same community , (of the students)
 there should be evident interest in what is being done
 true sense of commitment
 have a sense of character that rebels at injustices
 not to accept second best
 fights for things he believes are right
 fights for things he believes must be done
 fights for things he believes are right even if it is at the expense
 of his job
 fights for things that must be done even if it is at the expense of
 his job
 comprehension
 identification with the school system
 desire to help people who are often looked down upon because they
 are different than the "typical American"
 desire to help people who are often looked down upon
 helps people who are often looked down upon

Professionals' Responses :

would not even resent the students
 would not even be overtly hostile toward the students
 would not be covertly hostile toward the students
 would be able to function under adverse conditions, if necessary
 all behaviors are equally acceptable
 here are social behaviors which are all equally acceptable

V. EXPECTATIONS OF THE INTERPERSONAL RELATIONSHIP BETWEEN
THE TEACHER AND OTHER PERSONS

Items which focus on the interaction of the teacher with (school personnel administrators) and other teachers and with parents and members of the community comprise this category.

Teachers' Responses:

a. Interest in contact/communication with the parents/eommunity of the child

frequent contact with parents
frequent contact with community
eooperation with parents
is comfortable with parents
sees parent(s) often enough
sees members of the community often enough
ability to interact with parents
parents are encouraged to participate to the extent they are willing
she should be able to communieate with her community
should participate in aetivities (of the community)
interaction with the eommunity
interaetion with the parents
an individual who is concerned with the parents
an individual who is concerned with the eommunity
ability to work with all adults represented by the eommunity
interested in the community of the students
ealls the parents to eonferences
this eommunity knows the teacher
helping parents to become involved in their children's sehool life
contact with parents
must be ready to stimulate community interest
parents are eneouraged to visit the elass
keeping informed about eommunity ideas
willingness to beeome involved in their community

b. Cooperation with other school personnel

cooperation with school personnel
 cooperate (2)
 contact with other teachers
 cooperation with other teachers

c. Visits the home/family in the community

visits the families
 visits the parents at home
 visits the home in the community
 visits the home

The following dimensions did not cluster

cooperation reduces classroom tension between teachers
 cooperation reduces resistant to bicultural program
 cooperation aids students needing special attention
 cooperation reassures the significance of the program
 cooperation promotes ideas of community involvement
 must set up good grounds of communication between those
 people involved
 promotes understanding of children to pedagogical staff
 promotes understanding of children to pedagogical administration
 promotes knowledge of children to administration
 promotes understanding of children to administration
 interprets behavioral problems to non-bicultural teachers
 interprets academic problems to nonbicultural teachers
 the teacher brings good news (to the parents)
 the teacher is not always bringing bad news (to the parents)
 other personnel are more apt to approach a friendly teacher for
 whatever reason
 parents are more apt to approach a friendly teacher for whatever
 the reason
 vibrations of friendly teachers seem to rub off on others
 cooperation from others
 parents may have a mistrust of the schools
 a person who works well with his colleagues
 a person who works well with his supervisors
 ability to work with all adults represented by the school
 she treats any person with respect
 sharing responsibility with self and with others

Professionals' Responses

The following dimensions did not cluster

the teacher readily invites members of the community into the
classroom

the teacher accepts visitors to the classroom

VI. EXPECTATIONS ABOUT THE SCHOOL/CLASS AS AN INSTITUTION/ ENVIRONMENT

The dimensions in this category center on the support services available in the school and on the physical and psychological environment of the school and of the classroom.

Teacher's Responses:

The following dimensions did not cluster

organization

classroom

vibrations of friendly teachers seem to rub off on others setting up

a friendly atmosphere

the classroom environment should express the personality of the teacher

the classroom environment should contribute to whatever methods he

chooses to use in his teaching

a classroom with as few of the hallmarks of the traditional classroom

as possible

it (the classroom) should be informal

it should be decorative

it should be comfortable

the class size is limited to 24

in these groups there would be room for much personal attention

the room is staffed by two full time teachers

the room is staffed by an aide

schedule in any groups has been arranged so that all adults may work

with a given group without causing conflict with other children

who are not working with a given teacher

scheduling in any group has been arranged so that all adults may work

with a given group

scheduling in any groups is arranged so that all adults may work with

a given group without causing conflicts with other children

other professionals are constantly available to the classroom teacher

there is a full range of psychological services available

there is a full range of testing services available

there is a nurse available at all times in the building

an out reach worker is also available for other necessary matters

an out reach worker is available for home visits

the outreach worker is also available in the area of health care

other specialists are also available

other specialists are also available especially in the areas of the arts

other specialists are also available for consultation in the area of math

other specialists are also available for consultation in the area of
reading

alternative physical room planning

should everyone have a ruler ?

should everyone have a desk ?

should everyone have a book ?

small class

small class with little age span

large class

brightly lit class

colorful class

Professionals' Responses

The following dimensions did not cluster

the environment is one of healthy noise

the environment is one of healthy activity

the environment resembles a beehive

VII. EXPECTATIONS ABOUT THE TEACHER'S ROLE

Included in this category are dimensions which define a function or a position by its title, i.e., curriculum developer.

Professionals' Response:*

a. Curriculum developer

develops curriculum

curriculum developer

curriculum developer

bilingual trainer

serves as a liaison officer between the school and the community

can serve as a positive role model for students

*There are no teachers' responses for this category.

APPENDIX K

RESPONSES OF THE TWO HIGHEST PRIORITIZED TEACHERS

I. EXPECTATIONS OF TEACHER'S BEHAVIOR AND ATTITUDE REGARDING
LANGUAGE AND CULTURE OF THE CHILD

Teacher 202

Dimensions:

fluent in both languages
 native language for language arts
 knowledge of both cultures
 understanding of both cultures
 display of bilingual material
 display of bicultural material
 the students are proud of their own culture
 the student are proud of their language
 displays in the classroom of both cultures
 group activities involving both cultures

Teacher 206

Dimensions:

the ideal teacher, no matter what culture, is ideal
 careful observer of cultural differences for their educational value
 genuine personal interest of the teacher himself in order for
 him/herself to be a bicultural entity
 the teacher does not forget that he/she is teaching students with a
 different culture and their own patterns for this culture
 the teacher is conscious of the cultural differences of his students
 the teacher is conscious of the cultural characteristics of his students
 he integrates the cultural characteristics of his students into his class
 he integrates the cultural differences of his students into his class
 he integrates the cultural differences of his students into his class
 highlighting them
 he integrates the cultural characteristics of his students into his
 class highlighting them
 he integrates the cultural differences of his students into his class
 orienting his students to them

Teacher 206 (continued)

he integrates the cultural characteristics of his students into his
class orienting his students to them
so that the learning which results from the integration of the cultural
differences is adequate
so that the learning which results from the integration of the cultural
characteristics is adequate
so that the learning which results from the integration of the cultural
differences is enjoyable
so that the learning which results from the integration of the cultural
characteristics is enjoyable
he relates the two cultures
he brings them (the two cultures) to his students in such a way that
the students have a clear view of their culture
he brings them (the two cultures) to his students in such a way that
the students do not resent the other culture
he relates the two cultures in such a way that the students have a
clear view of their culture
he relates the two cultures in such a way that the students do not
resent the other culture
he does not ignore the cultural patterns of the students themselves
he does not ignore the tasks of initiating the students into the other
culture
the teacher does not forget that he/she is teaching students with a
different culture and their own patterns for this culture,
which is almost totally different from that of the other culture

II. EXPECTATIONS OF THE TEACHER'S BEHAVIOR AND ATTITUDE REGARDING INSTRUCTIONAL PROCESSES AND METHODOLOGY

Teacher 102

Dimensions:

material is relevant to students
 teacher encourages the thinking Process
 academic developmens is constant
 academic development is controlled
 the teacher is working with groups arranged according to ability
 he/she has prepared meaningful seatwork for the children who are
 working independently
 although he/she cannot see every group in every curriculum area,
 he/she maintains accurate records of academic progress
 she motivates the hesitant children
 she motivates the hesitant children by providing diverse materials
 she motivates the hesitant children by providing interesting materials
 she is careful to bring the class together for discussions
 she is careful to bring the class together for games
 teacher provides remedial work for children
 teacher provides remedial work for children encountering difficulties
 teacher provides additional help for children
 teacher provides additional help for children encountering difficulties
 she/he has prepared meaningful seatwork for the children

Teacher 205

Dimensions:

good teaching techniques
 good teaching methods
 the ability to feel the needs of individuals in terms of materials
 ability to prescribe for the needs of individuals
 the ability to prescribe for the needs of individuals in terms of material
 the ability to sense the needs of individuals in terms of material

