A PROGRAMMATIC REVIEW OF BILINGUAL
BICULTURAL TEACHER EDUCATION
AT SELECTED UNIVERSITIES
AND COLLEGES IN THE
STATE OF TEXAS

DISSERTATION

Presented to the Graduate Council of the
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By

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The purpose of this study was to review Bilingual Bicultural teacher education in Texas and to collect opinions about present certification requirements and institutional guidelines.

Narrative descriptions of the history and present status of programs at thirty-seven institutions were compiled. A questionnaire was completed with program directors and members of the Texas Association for Bilingual Education.

Data from the questionnaires were reported in frequencies and percentages and cross-tabulations were completed to assess differences in opinions on general issues, TEA requirements, and nationally-set standards.

There are different opinions about the purposes of BBE and importance of specific standards; however, a common opinion about certification requirements and institutional implementation.
Consistent patterns of course content, organization, and philosophy were discerned. Performance criteria for specific competencies is well developed and bilingual methods of instruction are most predominant.

A well-established structure with adequate criteria is present. Concerns are raised about the adequacy of the endorsement program, recruitment of prospective teachers, and number of college faculty. Adaptability of the programs in various regions is seen as a positive contribution. Language proficiency, public attitudes, and commonly enunciated purposes were also specific concerns.

Re-evaluation of the inservice endorsement program is strongly recommended as well as the convening of a problem-solving collegium of BBE program directors.
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CHAPTER I

INTRODUCTION

Bilingual education is not a new phenomenon in the American educational experience. Its history, however, has always been marked by controversy. A strange but persistent insecurity about foreign language has troubled the United States from the beginning and it is still the source of much opposition. The conflict has to do with the profound significance of language and culture to the human experience. As Gaarder notes, "Language is not simply a matter of words; it penetrates the deepest aspects of a person's life: religious, social, cultural, and political" (2, p.2). Thus, bilingual programs touch the populations at the deepest level of their experience.

Bilingual education as we know it today was a political phenomenon occasioned by the heightened civil rights awareness of the 1950's and the early 1960's and not an educational advancement (5). Complaints to the federal government of violations of Title VII of the Civil Rights Act stimulated congressional hearings sponsored by Senator Ralph Yarborough of Texas and held in various parts
of the country. These hearings disclosed the profound educational disadvantage and ethnic discrimination experienced by language minority children.

In 1968, the United States established a national policy for providing equal educational opportunity to language minority children through the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. Early experience with the programs revealed the complexity of establishing working models with the conflicting goals, untrained personnel, and inadequate instructional materials then available. The 1974 Bilingual Education Act, and later 1978 Amendments to the Act, moved toward clarifying ambiguities and providing more assistance for research in methods, materials development, staff preparation, and assessment procedures. The education amendments of 1978 revealed the depth of the continuing controversy over the purpose of federally-funded bilingual education programs revolving around the questions of programs of transition versus maintenance, demonstration project funding versus a fully-funded entitlement service, and the difficulties in evaluating and analyzing the educational effectiveness of bilingual education in the schools (9). The present national administration has de-emphasized bilingual education and proposed cutbacks of funding as well as a relaxation of federal guidelines.
The controversies over conflicting interests and theories in bilingual education practice have found their way into the courts and a sizeable body of law is developing around the issue (17, p. 109). The pivotal Lau v. Nichols Supreme Court decision of 1975 has shifted the character of bilingual education from voluntary to compulsory programs mandated by court order.

In the state of Texas, another critical decision has been rendered in the case of United States v. Texas (1981), a civil action that has been in the courts since 1970. In January, 1981, Judge William Wayne Justice ruled that the complaint charging the State of Texas and its agents, the Texas Education Agency, had systematically discriminated against the language minority children of the state was valid. The opinion characterized the crippling educational deficiencies for Mexican American children as "an on-going ethnic tragedy, catastrophic in degree and disturbing in its latency for civil unrest and economic dislocation" for the nearly one million members of this ethnic schoolage population (13, p. 16).

The final outcome of the court decision and appeals to that decision that have been entered by the state is yet unknown but the indications are that the course of bilingual instruction in Texas will undergo a significant change in the future. Institutions of higher education which are
charged with developing and implementing the teacher education programs will have the responsibility for developing and offering appropriate, relevant, and culturally sensitive programs.

Hearings in Austin about a new state Bilingual Education Act being sponsored by State Senator Carlos Truan reflect the depth of the funding controversy surrounding bilingual education. Lawmakers in Texas and those in the entire nation seem to be experiencing a mood of conservatism. They are more and more shifting resources away from educational and social programs. The harshest critics of bilingualism not only wish to reduce spending but also call the concept un-American. Senator S. I. Hayakawa of California, in reaction to the growing numbers of Hispanics in that state, has suggested a constitutional amendment proclaiming English the official language of the nation. Some authors worry about conflicting issues of constitutional rights and others have characterized bilingual education as a "hoax" and as a "menace" (7, 8). Within these currents of controversy over funding, purpose, scope, and duration of dual language instruction, the fact of diversity as a way of life and the ebbing of the tide of standardization that has marked the industrial era point to a future that must deal with the promise and possibility of equal educational opportunity for all citizens (11).
The major concern of this work is that of the role the institutions of higher learning are playing in preparing the educational specialists that are needed for bilingual bicultural education. Internal evaluations of their bilingual teacher certification programs have been conducted within the several institutions as a matter of course in their development (4, 15); but no statewide study has been made to date of the programs. This work is an initial effort to review the accumulated experience of these programs over the last decade and an assessment of the opinions about the present requirements for certification and endorsement of teachers as directed by Texas statutes.

Statement of the Problem

The problem of this study was a review of the programmatic scope and contents of Bilingual Bicultural Teacher Education programs that lead to certification or endorsement at selected universities and colleges in the state of Texas.

Purposes of the Study

The purposes of this study were to

1. prepare an historical documentation of
Bilingual Bicultural Teacher Education in the state of Texas,

2. prepare a current status report of the Bilingual Bicultural Teacher Education programs at the thirty-seven institutions in Texas which are currently offering programs approved by the Texas Education Agency,

3. identify and categorize the common characteristics of the programs,

4. discern and synthesize the opinions about the components, standards, requirements, strengths, and weaknesses of the programs, and

5. provide a report of the recommendations that emerge from this study for future program development at the several institutions and suggestions for administrative policies concerning statewide coordination.

Research Questions

Although there were no specific hypotheses to be tested in such a descriptive study, several open-ended questions were used to guide the course of this work. There were as follows.

1. Is there a common and discernible opinion on the appropriate approach to bilingual
education reflected in the orientation of the programs?

2. Are there qualities of individual programs that can be discerned and, thereby, made available for replication in other programs?

3. Without regard to specific political imperatives, are there common educational principles in the preparation of bilingual specialists that can be articulated?

4. Are the present programs providing preparation that is relevant to the practical needs of the classroom teacher and to concerns of the minority community members?

5. Can a descriptive profile be developed of a meritorious program for Bilingual Bicultural teacher preparation?

Limitations

This study was delimited to the review of programmatic design and curricula content of the certification programs at the thirty-seven institutions which offer programs approved by the Texas Education Agency. Specific cost effectiveness analysis and individual faculty and/or student performance analysis were not included in this study.
The focus of the study was directed toward the qualitative review of the program requirements and components without regard to the political implications of cost or the assessment of competencies of individuals. These tasks are left to the individual institutions and to the state agency.

Data collected by interview and questionnaire in this study were also limited to the subjective nature of the reflections and opinions of those who responded. As the predominant language minority in the state of Texas (over ninety-five percent of limited English proficiency students) are of Mexican American descent, the principal focus of the report was limited to Spanish-English bilingualism.

**Definition of Terms**

For the purpose of this study, the following definitions were utilized (commonly used acronyms for these descriptions are included in parentheses).

1. **Bilingual Education (BE)** is defined as an educational method which uses two languages as the medium of instruction.

2. **Bilingual Bicultural Education (BBE)** is a broader term than bilingual education in which the incorporation of the history and culture associated with a student's dominant
language into the instructional process is an integral part of the educational program.

3. **Limited English Speaking Ability** (LESA) is the term used to describe students who are eligible for bilingual education in the state of Texas and for whom oral communication skills in the English language are limited.

4. **Limited English Proficiency** (LEP) is a term employed by the federal Bilingual Education Act to describe students whose reading, writing, and understanding of English, in addition to speech, is limited.

5. **English as a Second Language** (ESL) is defined as a particular methodology used with language minority students in which they receive subject matter instruction (i.e., Mathematics, Science) in English within the regular curriculum and are taken out of the classroom during the school day for special instruction in the English language.

6. **English Language Development** (ELD) describes a program that is essentially a special English class added to the standard school program particularly for upper elementary and secondary students who continue to need language skill development.
Background and Significance

Experience in the state of Texas with bilingual Spanish/English instruction in the twentieth century has been divided into three distinct periods by Ernesto Zamora (83). The first period from 1909 to 1963 was characterized by the English-only policy in public schools with Spanish/English instruction conducted only in private "parlor" schools or "escuelitas" in the border towns and by parochial schools. The second period from 1964 to 1968 saw the start of pilot programs by a few school districts and the first modern day program in the Laredo United Consolidated School District. The third period, which began in 1969, was occasioned by the passage of the Title VII, Elementary and Secondary Education Act (ESEA), and marked the establishment of mandatory BBE in specific areas around the state.

Some of the earliest development at the college level in programs for BBE was done in Texas by Marie A. Walsh at St. Edward's University in Austin, Texas. She received a Distinguished Achievement Award from the American Association of Colleges of Teacher Education in 1975 for the development of the first four-year program of its kind in the United States (80). The program was given a five-year experimental program approval by the Texas Education Agency (TEA) in July, 1971. The program
pre-dates by two years the Texas law for implementing bilingual education in the schools. The remarkable similarity existing between the competencies defined by the program and those promulgated by the BBE certification code, June, 1974, is no mere coincidence (80, p. 5). The program has been seriously examined by other educational agencies throughout the country for possible replication. St. Edward's has continued to be a contributor to the development of BBE teacher education through evaluation reports in local school districts of teacher competencies and the development of rationales for preparation of teachers of BBE (81).

Programs in the state of Texas paralleled the development of the national patterns with intensive training institutes and temporary measures first employed to meet the demand for qualified bilingual teachers and later authorizations of sole responsibility for training to colleges and universities.

Bilingual teachers began to be in great demand in Texas after the 1973 mandate and rules and regulations for certification of teachers in this area were developed. The state of Texas provided an emergency measure through a 30-hour (and later a 100-hour) institute that was designed for teachers who already spoke Spanish to receive special pedagogical training. Although the institutes allowed a
significant number of teachers to be endorsed, their success in terms of producing qualified teachers has been seriously doubted.

Experience with institute training led to two conclusions. First, short-term, intensive training programs probably will not produce well-qualified teachers. Second, bilingual teacher education should be the function of the colleges and universities. This position was supported by senior colleges and universities around the state in a Position Paper presented to the Commissioner of Higher Education in February, 1979, entitled "The Preparation of Bilingual Education Teachers" (69).

The court mandate presently awaiting final disposition in the state of Texas directs that bilingual education be provided for all Mexican American children of limited English proficiency over a six year period and that a suitable plan to train and recruit sufficient bilingual teachers be devised. Even the most modest projections estimate the need for a total of 13,400 bilingual teachers to meet these criteria. The state of Texas presently has 5,010 certified bilingual teachers. The magnitude of the task is clear for institutions of higher education.

The possibility of adequately serving the needs of the language minority children in Texas depends on the availability of committed, well-prepared, and culturally
sensitive teachers. The quality of available teachers depends, in turn, on the quality of bilingual teacher preparation programs within Texas colleges and universities. This study is significant in its comprehensive review of the existing programs as well as in the assessment of the opinions on components and requirements of the programs. Specifically, the report can serve as a starting point for program evaluation at individual institutions for cost analysis, staff development, assessment of goals and objectives, and program implementation. It will also be made available to state agencies and boards and can be a valuable asset in assessment of the requirements for certification and coordination of programs in the area of bilingual bicultural educational personnel development.
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CHAPTER II
REVIEW OF RELATED LITERATURE

The issues in the development of BBE teacher certification and endorsement programs at institutions of higher education in Texas are considered in view of historical and current writings on the general issues of bilingualism, specific records of the research and development of bilingual bicultural teacher preparation programs in the state and nation, and reports of evaluation and assessment endeavors as they relate to bilingual teacher education. Resources available on these subjects include periodicals, journals of learned organizations, United States government reports, court records, state agency recommendations, and books and articles from outstanding educators in the field.

General Issues in Bilingual Education

Historical Framework

The historical framework for bilingual education in the United States including records of the nineteenth and early twentieth century efforts in bilingual education, the experience of immigrant children in American schools, de-ethnicization, Americanization, enforced assimilation, and the history of immigrant language maintenance is comprehensively covered by Andersson and Boyer (2). The schema introduced by these authors divides the history of bilingual
education in the United States into two segments, each with two discernible historical periods. The two segments relate to the public school experience and the non-public (chiefly parochial) elementary schools, and the two phases in this schema divide the periods before 1880 and after 1880. Before 1880, the period of the great migrations to the United States (circa 1880 - 1920), German-English, French-English in Louisiana, and Spanish-English in New Mexico schools flourished. Francesco Cordasco called this period before the Civil War the "heyday of the public bilingual school" (23, p. 2).

Joshua Fishman's classic work, *Language Loyalty in the United States* (1976), explored the inhospitable climate the children of immigrants found in American schools and portrayed the efforts of immigrants to maintain their linguistic identity against overwhelming odds. The schools during this second period were committed to Americanize (and to Anglicize) their charges. "Assimilation, as a national policy, ostensibly meant the repudiation of the native languages that the children of immigrants brought to American schools" (30, pp. 48-49).

The period between World War I and World War II in the United States was perhaps the most repressive of any period for bilingual schooling. A number of English-only laws were enacted by state legislatures. As Leibowitz (45) states,
"These requirements developed over a period of years, most of them arising in the period of World War I and immediately after, when, in a combined fit of patriotism and xenophobia, some nineteen states enacted this kind of legislation" (p. 3). In the state of Texas, the "English-only" law was enacted in 1909 and amended again in 1918. In 1918, as reported in court transcripts of *U.S. v. Texas* in the 1981 opinion:

> Every teacher, principal and superintendent... shall use the English language exclusively in the conduct of the work of the schools...[any] teacher, principal, superintendent, trustee or other school official...failing to comply with this provision shall be deemed guilty of a misdemeanor, subject to fine, cancellation of certificate, removal from office or both (77, P. 36).

The so-called "no Spanish rule" was strictly adhered to and took the form of forbidding Mexican American children from speaking their native tongue in the classroom or on school grounds. Violators were corporally punished, shamed, fined, or expelled.

The rebirth of bilingual schooling occurred in the efforts of Dade County, Florida, schools in meeting the educational needs of the Cubans who poured into Miami at a rate of three thousand per month (23) in 1963. One year later, in 1964, two noteworthy programs were launched in Texas; one in Webb County, outside of Laredo, and the other in the San Antonio Independent School District.
These local efforts were originally directed at reading readiness programs in English for Spanish-speaking children. These and other initial efforts, combined with the wave of ethnic nationalism which accompanied the Civil Rights movement and the social change in the 1960's, led the federal and state governments to respond to the increasing Hispanic constituency. Liebowitz (45) stated that the 1960 census counted the Spanish-surnamed population in the five Southwestern states of Arizona, California, Colorado, New Mexico, and Texas and found that the total Hispanic population had increased more than fifty percent over 1950 figures to a total of 3,464,999 persons. Moreover, the educational statistics collected in this 1960 census showed the alarmingly high drop-out rate of the Mexican American children in which these children had completed an average of 8.12 years as compared to the Anglo American average of more than 14.0 years of schooling (45).

These concerns, together with the increased interest in educational activities assisted by the National Defense Education Act of 1958 and the Foreign Language in Elementary Schools program (FLES), led to hearings around the nation and finally to passage of the Bilingual Education Act of 1968.
Legislation and Court Decisions

The Elementary and Secondary Education Act of 1965 was amended in 1968 by Public Law 90-247 to create Title VII, the Bilingual Education Act. The initial purpose of the Act was to provide financial assistance to carry out new and imaginative elementary and secondary school programs designed to meet the special educational needs of children of limited English-speaking ability and to strengthen Bilingual Education (64, p. 4).

In 1974, the Congress greatly expanded the scope of BE through amendments (Public Law 93-380) and increased emphasis on inservice and pre-service training and enabled the development of a network of training resources and materials. In 1976 funds were allocated that led to the development of the National Clearinghouse for Bilingual Education. Other provisions created the Office of Bilingual Education and the National Advisory Council on Bilingual Education. The Act called for new initiatives in research, assessment of BE directions and needs, sharpening the definition of acceptable local education agency (LEA) programs, and attention to the cultural heritage components of these programs.

Under the 1978 amendments (Public Law 95-561), Congress clarified its intent that the primary purpose of BE programs was to help children become proficient in understanding,
speaking, reading, and writing the English language. The new 1978 Act called for entry and exit criteria development as well as other significant changes. During this period of legislation, Congressional appropriations for BE increased from 7.5 million dollars in FY 1969 to 158.6 million dollars in FY 1979 (64).

A number of important state and federal court decisions during this period influenced the development of bilingual education in the United States, but none more so than the 1974 Supreme Court decision in *Lau v. Nichols*. "The Lau decision focused on placing the basic education responsibility of providing effective educational programs to these children upon the state and local educational agencies" (49, p. 18). The impact of the decision upon BE was significant. While the court did not impose any specific educational approach, bilingual education was given prime consideration by a task force appointed by the Department of Health, Education, and Welfare to develop suggested remedies. The decision also impacted the course of the 1974 Bilingual Education act in terms of more clearly defining the participants and goals of bilingual education and by increasing the active expansion of bilingual education programs and the development of bilingual resources. Although the landmark decision led to a proliferation of bilingual programs in the 1970's, the "Lau remedies" are
still under development and debate (67) and the final outcome of mandatory BE classes for twenty or more LESA students in a given school district is still debatable.

The Condition of Education For Hispanics

Although the development of bilingual education programs increased throughout the nation during this period of the late 1970's, much discussion ensued as to the appropriate philosophy of bilingual education, the evaluation of the programs, and the actual situation of education for Hispanic Americans. The National Center for Education Statistics released figures on the condition of education for Hispanic Americans in 1978. Studies showed that about twelve million Americans of Hispanic origin, (comprising about 5.6 percent of the total population), were living in the United States. Seventy-five percent of all Hispanic Americans lived in five states: Texas, California, New York, Florida, and New Mexico. In these states, they were highly concentrated in the central cities. In 1977, one-fifth of all Hispanic families had incomes below the poverty level as compared with nine percent of non-Hispanic families. The statistics relative to the educational experience of Hispanic peoples were also detailed (14).
Figure 1 shows the disparity between Hispanic students' educational experience and that of non-Hispanics. The noncompletion rate disparity becomes dramatically more noticeable after age eighteen. In 1976 there were approximately three million Hispanic children enrolled in elementary and secondary schools, representing six percent of the total public school enrollment; however, Hispanics aged fourteen to
nineteen were twice as likely as "whites" not to have completed high school (14).

The rate of enrollment in college among Hispanics eighteen to thirty-four years old increased from 1972 to 1977, but never reached the same rate as that for whites (see Figure 2).

![Graph showing college enrollment as a percent of 18- to 34-year-old population for Hispanics and Whites.](image)

**Fig. 2**--College Enrollment as a Percent of 18- to 34-year-old Population for Hispanics and Whites. Source: National Center for Education Statistics, 1976.

Junior colleges played a major role in higher education for Hispanics. In 1978 more than half of all Hispanic full-
time freshmen and sophomores were attending two year colleges. California accounted for over a third of these Hispanic students. Attrition also took a high toll on Hispanic college enrollment. Over half of the Hispanic students who entered college did not finish their course of study (14).

The National Center for Education Statistics study also showed that where the need was most urgent, states were serving the needs of only one-third to two-thirds of the limited-English speaking students in their states. Figure 3 shows the percent of students enrolled in English as a second language or bilingual education programs of LESA students in those states with at least five thousand Hispanic students.

A report from the Texas Department of Community Affairs in October, 1978, entitled Still the Darker Side of Childhood, (65) revealed that the illiteracy rate in Texas was nearly double that of the entire nation and that Texas ranked fortieth among the fifty states in the proportion of twenty-five year-olds who have not graduated from high school. The United States Office of Education also reported that of the 3,600,000 LESA students in the United States ages four to eighteen, sixty-nine percent were of Spanish language background (68).
Fig. 3--Meeting the Needs of Hispanic Children with Limited English-speaking Ability. Source: National Center for Education Statistics, 1976.
Bilingual Program Models

Bilingual education program models have taken a variety of forms over the last decade. Of the three most common models, the English as a Second Language Model is designed for a class primarily of target students (LESA). All instruction is in English and the ESL component deals with the language acquisition skills. The plan does not require a bilingual teacher. A second model, called the transitional model, is one in which the subject matter and English language arts are taught in the native language to a class composed primarily of target students. After English language proficiency is attained the students exit the program. In the third model, a maintenance model for bilingual education, the class is composed of primarily target students. Subject matter and English language arts are taught in the native language. Students remain in the program after English language proficiency has been attained. Blanco (13) notes that, although English is a necessary component of bilingual education, the teaching of English as a second language (ESL) alone does not constitute a bilingual program.

Teachers of English to Speakers of Other Languages (TESOL) identifies three education approaches utilized to
teach U.S. students of limited English speaking ability (12, p. 33): (a) bilingual instruction including an English as a Second Language component; (b) monolingual instruction including an English as a Second Language component; and (c) monolingual instruction without an English as a Second Language component. Of the three approaches, TESOL recommends the first as the preferred model. The second model may be necessary in some cases, but "under no circumstances does the third, monolingual instruction without an English as a second language component, provide equal educational opportunities to students of limited English proficiency, and it is categorically rejected as an alternative instructional model for their education" (p. 34). This third model was used almost exclusively prior to the passage of the Bilingual Education Act in 1968.

A number of writers have proposed many models of bilingual education programs related to such factors as the treatment of the language, time allotments, school subjects, pupil characteristics, goals, and staffing patterns. MacKay suggests the following basic types of curriculum patterns (47).

1. Type SAT (single-medium accultural transfer). In this model the school may transfer the language of learning from that of the home to that of the school. It could be completely accultural by taking no account of the language of the home.
2. Type SAM (single-medium accultural maintenance). The home language or dominant home language is taught as a subject without being used as a medium for other subjects of the curriculum.

3. Type SIT (single-medium irredental transfer). The home language or dominant home language is used as a medium of instruction.

4. Type SIM (single-medium irredental maintenance). The dominant or formerly dominant language is maintained as a school subject.

5. Type DAT (dual-medium accultural transfer). For political or prestige reasons, this type prepares pupils to receive the rest of their education in a language which is not dominant in the home, usually a language of wider communication.

6. Type DIT (dual-medium irredental transfer). In areas long dominated by a foreign language, the medium of instruction may revert to the language of the home and the foreign language is kept as a subject.

7. Type DDM (dual-medium differential maintenance). This type maintains two languages for different purposes and the difference may be established by subject matter.

8. Type DEM (dual-medium equal maintenance). For political reasons, both languages are given equal treatment. This may be done by alternating days, weeks, months, or even years from one language to the other (p. 38).

In contrast to Mackey, Saville and Troike (61) propose three basic types classified by language treatment. The first type recommends instruction in the basic subjects in the child's first language while learning English as a second language. The amount of English is increased in grades K-two, and becomes the language of
instruction for certain subjects once the child has gained adequate control. In grades three through eight, equal treatment is given both for the first language and English. The second type begins like the first: In grades three through eight, English becomes the language of instruction for the majority of courses and the first language is maintained in some subject areas. For communities wishing rapid acculturation, a third type is presented which is similar to the first type for grades K-two. The first language, however, is phased out altogether in grades three through eight.

Fishman and Lovas (32) classify bilingual programs into four categories.

Type I  
**Transitional Bilingualism:** The native language is used only until the children adjust to school and are able to participate in academic subjects in the second language.

Type II  
**Monoliterate Bilingualism:** Programs of this nature have as a goal the development of oral language in the native language and the second language, but reading is taught only in the second language. Programs of this type of orientation represent an intermediate step between language shift and language maintenance.

Type III  
**Partial Bilingualism:** These programs have as an objective fluency and literacy in both languages, but literacy in the national language is limited to some content areas, preferably those that have direct relation to the culture of the linguistic group.
Type IV  Full Bilingualism: In programs where full bilingualism is the main goal, students are taught all skills in both languages in all domains.

Josue Gonzalez documented existing ideological differences in 1978 research that attempted to ascertain the nature of emerging public ideology and policy reflected in legislation, court decisions, and mandates of enforcement agencies and the other discernible ideologies in the lay and professional sectors (36). From this research, he concluded that the governmental policies and federal and state foci were oriented towards assimilation, compensation, and remediation with the resulting model of a short term special program for atypical populations who are expected to enter a more typical (English-language) instructional program as soon as this is feasible (p. 28). Other perspectives he discerned ranged from an aesthetic enrichment orientation and a cultural assertiveness orientation, to a pragmatic/work-related orientation. Civil liberties, minority rights, pedagogical/human development orientations also yielded differing models of bilingual education as to scope, duration, and views of linguistic diversity.

Evaluation of Bilingual Programs

The evaluation and assessment of the effectiveness of bilingual programs has been a particularly difficult and controversial issue throughout its history. Gary Orfield
(55) has described a "discouraging cycle in educational policymaking" which he finds common to many such programs which rely on governmental support for their being:

It usually has begun when Congress, administrators or the courts have adopted a new policy which they assume will have a powerful impact in repairing severe inequalities in the schools. The new policy generates a cadre of professionals concerned with implementing it and inclined to believe that any problems can be cured by more funds and better training. This process tends toward early reporting of favorable experiences and escalating expectations. Eventually, the evaluation researchers get into the process with their complex instruments and obtruse statistical presentations which purport to measure the real impact of the program. Almost inevitably this research shows that the expectations have not been realized, stimulating critics to attack the program. Too often the change is from uncritical support to unthinking attacks (p. 85).

In hearings held for the 1978 bilingual education act amendments, both the House and the Senate were sharply critical of a perceived failure to carry out research to evaluate federal bilingual education programs. They underscored the inadequacy of local program evaluations as well as previous efforts at national evaluation (62, p. 78).

One federally funded national evaluation effort, the American Institutes for Research (AIR) study, raised serious questions as to the viability of the bilingual approach. In Overview of Study and Findings (1978) the researchers reported that the achievement gains in English and in
mathematics computation for Title VII program participants "were neither significantly nor substantially different from what would have been expected without Title VII treatment" (4). Nickel (53) and others charged that the American Institutes for Research efforts were themselves defective and that its findings were incorrectly reported. Both this report and others showing gains for Title VII participants were included in the House and Senate committee reports for the 1978 amendment hearings. Both the House and Senate called for new research and the final legislation spells out a requirement for a national program coordinated by the Assistant Secretary for Education in the Department of Education.

Egan and Goldsmith (27) report the findings of a carefully designed evaluation project for the Colorado bilingual students. Their study showed strong positive gains in the 1979 and 1980 school years, indicating the success of the bilingual programs in Colorado for linguistically different and nonlinguistically different students. The authors note, "The results in Colorado provide a clear and emphatic response to the persistent question about the effectiveness of bilingual education. For Colorado at least the answer is a resounding 'yes'" (27, p. 14).
In writing about the state of the art of bilingual education, Troike and Perez (73) state that although ten years have undoubtedly produced some progress in bilingual education, the development of the field generally has not been cumulative, and the state of the art remains distressingly primitive (p. 68). Several reasons these authors cite are the absence of any agreed-upon evaluation standards and criteria, the lack of comparability between formats, and the fact that most evaluations which are carried out in standard educational evaluation design are irrelevant to the content of bilingual education and accordingly have contributed little to improving the quality of programs.

Conflicting Philosophies

The one area of bilingual education that is perhaps the most controversial is that of the philosophy and approach to bilingual education. The comments cited below from key educators both in the Chicano and Anglo communities are characteristic of the wide spectrum of opinion on the purpose and role of bilingual education. Gonzalez, in a deposition given before the Education Subcommittee of the United States House of Representatives during hearings for the 1974 Bilingual Education Act, suggested that the philosophy which had characterized Title VII of ESEA to date was that of a compensatory remedial
program and therein lay one of the biggest reasons why
Title VII has had only limited acceptance and success
among national origin communities and the broader education
community as well. Gonzalez stated his position in the
following paragraphs (76):

I suggest that bilingual/bicultural education
offers some very definite personal, societal,
national and human advantages...From the minority
child's personal perspective, BE is good because
it helps that child acquire a more positive concept
of himself...My own research indicates that from a
developmental point of view the child must have a
solid knowledge, respect and acceptance of his own
language and culture in the schools---these are the
main referents with which he measures reality and
the bases on which all of his learnings and his
development occurs...From a national point of view,
we need only to look at the increasing numbers and
percentages of peoples in this country who speak a
language other than English...Already this country
is the fifth largest Spanish-speaking country in
the Western Hemisphere...Our society would benefit
from an increased ability to talk to and under-
stand our rapidly changing constituencies.

With this as background and point of reference
we can then proceed to define a quality bilingual/
bicultural education program as a comprehensive
instructional program which utilizes the primary
language systems and cultures of the various
student groups served as the primary mediums of
and bases for instruction in the various subject
matter areas while a sufficiently rich cultural
and linguistic environment is provided to enable
each student to acquire full competency in one or
more language systems and cultures (pp. 235-237).

Laurence Egan, writing in a recent National Association
for Bilingual Education newsletter, also calls for a bilin-
gual program broader in its philosophical base. He poses
these questions for the future:
Can educators, legislators and businesspeople unite to sponsor and foster a bilingual program which combines the best of various approaches? Can we promote a program which allows both groups of students--LEPS and monolingual English children--to learn in two languages so that at the end of the process both groups of students are bilingual and achieving academically? Can we create a learning environment in which the languages and cultures of all the students are treated with equal respect? Can we develop a new operational myth of national identification which glories in the richness of cultural diversity instead of still clinging to the melting pot myth which sees sameness as the badge of national unity (26, p. 16)?

All voices, however, are not in favor of extending the concepts of bilingualism. Catto and Ter Horst both have written of the divisiveness of bilingual education. Ter Horst says, "But the best argument against bilingualism is that it is a divisive scheme that enhances separatism, preserves ghettos and barrios and delays the integration of children into the mainstream of American society" (70, p. 27). Catto is more apocalyptic in his comments.

By the end of the next decade it is entirely possible that the United States will once again confront the fateful choice it forced in 1860: schism or civil war. The cause this time will have resulted in no small measure from government policy. Two recent events, coming with dramatic simultaneity, foreshadow this bleak future. The separatist election in Quebec showed the grim danger of two competing languages within one nation. And the Spanish armada of Cubans fleeing their wretched homeland is a clear reminder that it is happening to us (20, p. 12).

Many educators involved in bilingual education would counter these arguments quickly with contrary examples or
conclusions, but the popular spirit of these notions and underlying fears are present throughout the nation.

Max Rafferty of the California schools in an article for the American Legion wrote a scathing condemnation of bilingual education. He states that in a nation of immigrants, it was "education alone that made Americans out of aliens." In response to the Lau v. Nichols decision calling for bilingual instruction for all of the LESA children, he suggests that such students be put into "cluster centers in which these students would be provided intensive instruction in English language skills until they've learned English well enough to go into the regular school program" (58). Rafferty's attack is directed at federal governmental interference in the following comments:

Would you willingly supply through a hefty increase in your taxes the umpteen thousands of dollars which this act of utter idiocy would entail? How is this federally mandated addiction successfully treated? By total withdrawal and refusal to pay for it. I strongly recommend both treatments (58, p. 38).

Rafferty also notes that a foremost educational association, The National School Board Association, is opposing the Department of Education and is unanimously against the Lau regulations and particularly the directive requiring one method only (bilingual education). Others listed as opposing the issues of bilingualism include the American Legion and the National Americanism Commission.
On February 2 of this year, Secretary of Education Terrel Bell announced the withdrawing of the proposed bilingual education policies previously set forth by the Department of Education (9, p. 3). In response to requests of nationally recognized educators of bilingual pupils for clarification, Bell released the following statement:

I am committed to civil rights and to all the responsibilities that go with the job in this Department. No school administrator should read anything to the contrary in this action today, and no school administrator should misread this action as an invitation to discriminate against children who face language barriers. The responsibility of schools to provide equal educational opportunity for all children is recognized and will be honored by this Department (9, p. 3).

Bell emphasized that the cancelling of the proposed regulations does not indicate the end of bilingual education, but consistent with the President's philosophy of transferring more responsibility to the states, the Department will nonetheless take an active role in the enforcement of sound educational programs for the nation's non-English speaking children. Barron (9) also noted that while the Secretary indicated that the administration intended to cut budgets substantially for all departments, he himself would oppose any cuts in bilingual education funding.
Research Developments in Bilingual Teacher Education

**General Issues and Historical Background**

Much of the early work in teacher preparation for bilingual education was done by local school districts and the teachers engaged in the pilot programs such as the Dade County Florida project (1963) and the reading readiness program in the San Antonio Independent School District (1964). The ESL approach came into popular usage in the late 1950's and early 1960's as a direct consequence of the much publicized successes of the Army Language Schools. Gonzalez in 1979 stated,"The National Defense Education Act (NDEA) legitimized the active study of languages other than English. It not only provided financial assistance to many minority groups to attend college and specialize in foreign languages but also, through its intensive summer training institutes for language teachers, it contributed to the development of 'language education' as a specialized teaching field" (74, p. 5).

Zintz, Ulibarri, and Cooper wrote *What Teachers Should Know About Bilingual Education* in 1969, setting forth objectives, principles, and cautions from their experiences in teaching students of Latin American countries. For them, the six principles that should guide the bilingual teacher are as follows.
1. Instruction in the first years of school should begin in the mother tongue.

2. Bilingualism need not adversely affect school achievement.

3. The emotional feelings about one's language are very important.

4. To preserve a language, it needs to be used as a medium of instruction in the schools.

5. While the members of a minor language group must learn the major language in order to function in the basic institutions of that society, the reverse of this is not true.

6. Native languages of minority groups are apt to be lost if: they serve no purpose in economics and commerce, radio and TV programs are not presented in that language, they are not used in the schools, there is no printed literature of importance in that language, and if progress in school places no reward on knowing the language (84, pp. 41-43).

The ESL educational approach and the investment of many dollars in training teachers in this method came under question as the bilingual teacher education programs began to develop. The ESL approach is an example of a strict language program without the cultural components.

Challenges to the effectiveness of ESL were brought in both the ASPIRA of New York v. Board of Education (1973) and Keyes v. Denver City Schools (1974) lawsuits. The plan submitted to the court in the Denver City Schools case was designed by Cardenas and Cardenas based on their Theory of Incompatibilities in which the effect of the monolingual school system upon the Mexican American student
was characterized as a "cumulative deficit" or "progressive
decline" phenomenon. Cardenas focused the apparent failure
away from the home situation and verbal deficiencies to
the very instructional programs of the school systems
(16).

Most conferences and hearings on BBE and among
Hispanics from that point focused on the five basic areas of
incompatibilities that Cardenas and Cardenas (16) identified:
poverty, culture, language, mobility, and negative societal
perceptions. Insights from these hearings and conferences
held around the nation that led to the national legislation
on BBE began to impress educators with the scope of
concerns that would be necessary in staff development (83).

The Aspen Institute in 1974 convened a number of
educators to assess the state of the art in undergraduate
teacher training programs in BBE. The institute was
cosponsored by the Bilingual Leadership Training Institute
at California State University and the National Education
Task Force de la Raza (19, p. 49). Recommendations
developed by the participants were in the form of
competencies and requirements in both the cognitive and
affective domains, including dual language fluency, dialec-
tal understanding, positive cultural attitudes, and
linguistics (19, pp. 49-50).
Institutes for staff development were characteristic of early efforts in training bilingual educators as reported by Cordasco in 1972 (24). The majority of these institutes received funding through Title VII grant monies of the ESEA. They were the initial efforts of the federal government in support of the 1968 Bilingual Education Act.

Other authors during this early period of BBE training programs focused on specific issues of early childhood training, the specific methodologies that were being experimented with, and the critical importance of cultural understanding in bilingual programs. Mir de Cid (1978), in writing about bilingual teacher preparation, stressed the importance of a "competency-based, field-centered program for the preparation of teachers, performing from the beginning of their undergraduate education in the local community schools" (52, p. 362).

Andersson (1974) concluded from his research that "the teacher in a bilingual bicultural community needs to understand the extraordinary learning potential of the preschool child, especially before the age of three" (2, p. 350). Mackey in 1972, in an excellent description of the program at the John F. Kennedy School in Berlin, *Bilingual Education in a Binational School*, called the process "free alternation" in which the bilingual teacher switched between two languages for oral instruction (47).
Gaarder (34) described the team teaching method as exemplified by the Dade County Program.

Other research in teacher training and competencies was concluded during the late 1970's. Baecher's research (7) formulated five basic assumptions in the preparation of BBE teachers at Fordham University. The list included the uniquenesses of each bilingual person, the universality of cognitive skills in all peoples, the view that bilingualism was an asset, the need for a multicultural context, and the definition of bilingualism as demonstrated ability in two languages.

The emphasis on broadened perspectives for programs in teacher education was called for in 1967 by the American Association of Colleges of Teacher Education (AACTE) in published reports on multi-cultural perspectives, *The World and the American Teacher* (1968) and *Report on the Conference on World Education* (1967). In 1976, the standards of the National Council for Accreditation of Teacher Education (NCATE) were revised to include a single standard on multicultural education (8).

The committee hearings held prior to the enactment of the second Bilingual Education legislation of 1974 showed the concern over the area of educational personnel development. The bill earmarked fifteen percent of each bilingual education grant for inservice and preparation of teachers and
up to sixty million dollars for the development of graduate and undergraduate education programs. In discussing these items, Pate notes:

The Committee viewed the lack of adequately trained bilingual education professional personnel—including teachers, counselors, administrators, teacher aides and other paraprofessionals—and the virtual non-existence of programs to produce those personnel, as a major obstacle to the immediate development of fully bilingual programs where they are needed (57, p. 103).

Hayward (40), in a report compiled for the California State Legislature, analyzed the role of the California Community Colleges in meeting the need for bilingual teachers in California. The projected need for a forty-five to fifty percent increase in the number of BBE teachers was proposed to be met by a series of state supported programs including a Bilingual Teachers Corps, Bilingual Crosscultural Teacher Development Programs, and a central Bilingual Teacher Grant Program.

Evaluation reports of various school bilingual programs (21, 25, 43) conducted in several states during 1978 and 1979 all pointed to the need for more bilingual teacher training of both professionals and paraprofessionals as critical aspects of the implementation of BBE. Reifle and Goldsmith (59), in a survey of needs of teachers and project directors conducted through the National Network of Centers for Bilingual Education, indicated a nationwide need for
"bilingual teaching strategies, teaching reading in the bilingual programs, and teaching content areas, and all areas concerned with teaching methodologies specific to bilingual settings" (p. 87).

A report of a study conducted in Mexico City by the Unidad de Inercambio Cultural in November of 1978 listed teacher education as a major concern. "The deficiencies in the preparation of teachers are the most serious obstacles in reaching the goal of the fundamental element of all BBE, to inculcate in the children of minority groups a positive concept and a true pride in their cultural heritage" [translated by author] (18, p. 2).

The issue of teacher training was cited in the 1978 amendments to the Bilingual Education Act. Schneider (62) states that

As a result of provisions introduced in the House, the final legislation contained new provisions requiring the local school districts to specify what constitutes adequate teacher training. The final law also required that personnel be proficient in English as well as the language of the program, and that fellowships for bilingual teacher training be repaid or matched by subsequent work in the bilingual field (p. 72).

An extensive study in 1979 by Sherry Migdail analyzed selected teacher training programs in BBE and sought to develop new teacher training designs. Three important aspects of the findings in this study were: (1) in many
university programs all bilingual education courses were taught in English, (2) the university training often does not meet the needs of the community of its own students, and (3) there was a great need for the joining of university training with inservice training (51, p. 151).

Professional literature in BBE has continued to increase in recent years in quantity, quality, and scope. Three recent works on bilingual teacher education include: *Educating Personnel for Bilingual Settings: Present and Future* (1979) by Sutman, Sandstrom and Shoemaker; *Competencies for University Programs in Bilingual Education* by George Blanco and Robert Acosta (1978); *Education in Two Languages: A Guide for Bilingual Teachers* (1979) by Judith Walker.

Other recent research reports include: Miguel Encinas, "Hispanic Bilingual-Bicultural Education in New Mexico: A Study of Teacher Preparation," (1977); Bertha Perez, "A Process Model of Inservice Education for Teachers of Mexican American Students" (1974); and Thomas Lopez, "Preparations and Expectations of Bilingual-Bicultural Educational Program Directors, Their Staff and Superordinates Regarding Leader Behavior of Directors of Bilingual-Bicultural Programs" (1974).
Developments in BBE Teacher Certification in the United States and in the State of Texas

In 1974, the Center for Applied Linguistics convened a conference of educational specialists with a considerable range of experience in bilingual education to develop a set of guidelines to assist teacher certification agencies and educational institutions in the establishment of certification standards for BBE teachers. The Guidelines set forth a description of the personal qualities and the minimal professional competencies necessary for the successful teacher and the essentials in designing a teacher training program. The personal qualities as listed in the Guidelines are as follows.

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 (38, p. 3).

The Guidelines did not attempt to work out a set curriculum or to recommend a specific series of course titles, but did list specific competencies and objectives under each of eight major headings:

I. Language Proficiency
II. Linguistic Development
III. Cultural Understanding
IV. Instructional Methods
V. Curriculum Utilization
VI. Diagnosis and Assessment
VII. School-Community Relations
VIII. Supervised Teaching Experiences

In 1976, the National Association of State Directors of Teacher Education and Certification (NASDTEC) adopted a similar set of common standards appropriate for all college programs preparing teachers in BBE. The list is included in the Appendix.

Eleven states had certification requirements for teachers of BBE by 1976. Waggoner (78) reporting for the National Center for Education Statistics, noted that all states required proficiency in the target language and some competence in the culture and heritage of the minority groups. Other components that appeared in varying degree
were in bilingual methods, methods of ESL, and field experience in bilingual settings (p. 2). The table in Figure 4 summarizes and categorizes the components of requirements for BE teacher certification that had been instituted by 1976.

<table>
<thead>
<tr>
<th>Type of Certification</th>
<th>Language proficiency</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language other than English</td>
<td>Knowledge of cultural heritage</td>
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<tr>
<td>Arizona</td>
<td>x</td>
<td>x</td>
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<tr>
<td>California</td>
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<tr>
<td>Texas</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

Fig. 4—Type of certification and requirements for teachers for bilingual education programs, by State, June 1976. Source: National Center for Education Statistics, 1976.

Reporting on the recent developments in ESL and Bilingual Teacher Certification for public school teachers, community colleges, and adult education instructors around the nation, Cantoni-Harvey (15) stated there are two patterns for certification present in the nation's institutions of higher education: "The most frequent is a
supplementary endorsement for teachers in other areas. The other is specialization in ESL or BE in a college certification program, sometimes as a minor associated with a major certifiable area”(p. 7). The categories of licensure were named "add-on" and "free-standing" respectively, and a national survey of state education agencies revealed the following information for the school year 1980 (15, p. 8):

**ESL Endorsement:**

Colorado, Idaho, Louisiana, Nevada, New Jersey, New Mexico, Ohio, Rhode Island, Vermont, Wisconsin.

**ESL Free-Standing Certification:**

Alaska, Delaware, Hawaii, Massachusetts, Nebraska, New Hampshire, New Jersey, Utah, Wisconsin.

**Bilingual Endorsement:**

Arizona, California, Colorado, Idaho, Indiana, Louisiana, Maine, Massachusetts, Michigan, New Jersey, New Mexico, Rhode Island, Texas, Utah, Vermont, Washington, Wisconsin.

**Bilingual Certification:**


George Blanco of The University of Texas at Austin, reporting at a second conference of Bilingual Education Project Directors in 1975 organized by the Center for Applied Linguistics to discuss the Guidelines that were
developed by the Center the previous year, told of the significant problem of language proficiency as the primary competency needed for bilingual teacher preparation. He stressed the need for language development in the training programs for native speakers of the language as well as for monolingual English teacher candidates. Blanco said,

The situation seems to be paradoxical: On the one hand, Spanish is spoken throughout the Southwest and other parts of the U.S. and on the other, teachers who are native speakers of this language complain that teaching in Spanish is burdensome and difficult (12, p. 8).

The paradox is not too difficult to understand knowing that even persons who have learned two languages since childhood rarely perform all language activities in both and that some specialization takes place. Blanco suggested to the conference that, in the preparation of bilingual education teachers, both the departments of foreign languages and the departments of education on the college campuses should work together to increase the exposure to the written and oral language and provide theoretical and applied course work taught in the non-English language (12, p. 11).

Recommendations were also developed for the evaluation of teacher competencies at this conference held in Albuquerque, New Mexico. These included that each state should require the institution responsible for recommending certification to have on file a plan of evaluation describing
the procedures to be employed, including the involvement of
the university, the profession, the local education
organization, and the community. It was assumed that this
collaborative model of evaluation would be the most
productive design (34, p. 121).

Certification programs in the state of Texas paralleled
the development of the national patterns with intensive
training institutes and temporary measures first employed
to meet the demand for qualified bilingual teachers and
later authorizations of sole responsibility for training
to colleges and universities. Testimony from the civil
action 5281 (U.S. v. Texas, 1981) rehearsed the situation
in Texas in this passage:

The need for large numbers of teachers with
certification in bilingual education was
created by the legislative mandate of 1973.
Previously, the bilingual education programs
were optional; they were funded either under
Title VII ESEA, or from local funds or both.
Since no special certification was required
of the teachers, the districts chose people
who were fluent at the social level, if not also
at the technical level, of Spanish. The
bilingual education program provided staff
development for the teachers. And the teachers
often created and produced their own
instructional materials. Thus, the development
of bilingual education programs of children of
limited English-speaking ability paralleled the
development of expertise among the teaching
staff (77, p. 99).

Bilingual teachers began to be in great demand after
the 1973 mandate and rules and regulations for certification
of teachers in this area were developed. The initial rules
provided these alternatives for being certified or for completing endorsements in BE:

1. Baccalaureate degree with an area of specialization in bilingual education;

2. Prior service provision based on public school experience and language proficiency in English and the language of the target population;

3. An Emergency Teaching Permit for those who do not meet all requirements for an endorsement or certificate in BE;

4. Teachers in Bilingual Programs approved on a pilot basis prior to the effective date of these regulations will receive an endorsement in Bilingual Education. OFFICIAL AGENDA, State Board of Education (54, p. 6).

The first provision is basically that which is now in the college and university programs in Texas. The second, although modified several times, has now been terminated. The last two provided for emergency permits and for those teachers who had been engaged in the early pilot programs.

The state of Texas provided an emergency measure through a 30-hour (and later a 100-hour) institute that was designed for teachers who already spoke Spanish to receive special pedagogical training. Although the institutes allowed a significant number of teachers to be endorsed, their success in terms of producing qualified teachers has been seriously doubted. John MacFarland of Texas Woman's University in Denton testified in the U. S. v. Texas proceedings to the following:
I would have to characterize this program as a kind of an emergency stopgap measure, and...all were aware that the preparation being given to these teachers was not adequate and was not sufficient, not comparable to that of the teachers who earned the Master's degree with concentration in bilingual education... We would send professors to various places and they would meet teachers after school and teach them Spanish... and these were certainly not the equivalent of our regular courses taught through the Foreign Languages Department (77, p. 102).

Additionally, the Deans of Colleges of Education throughout the State and The Texas Association of Colleges for Teacher Education protested the institute training programs, and in 1979 the emergency certificate program was abandoned in Texas. The report stated,

The training of a bilingual education teacher is a careful, methodical process. Massive doses of instant training will not produce desirable results. Colleges and universities in Texas believe that a teaching certificate is meaningless unless it stands for achievement of minimum teaching competencies... A teacher training program in bilingual education should be of no less breadth and intensity than what is required in other fields of specialization. It is recognized that such training should be made interdisciplinary because by its very nature bilingual education is interdisciplinary, making it imperative to draw from several academic areas (69, p. 4).

In March, 1979, additional recommendations from colleges and universities and independent school districts were made to the Texas System Coordination Board and the Texas Education Agency requesting that funding formerly used for bilingual institutes be made available to colleges and
universities for tuition support for public school teachers and for continued language training and professional preparation of college faculty as well (22). In the late 1970's, Regional Bilingual Education Faculty Development Institutes were proposed to help meet the need of college faculty development in the state. Sponsorships of the institutes were under a ESEA Title VII grant to the Federation Bilingual Training Resource Center in Denton, Texas.

Effective January 1, 1979, new certification and endorsement requirements were enacted for teachers in the state of Texas. These reflected the increase of requirements out of the experience with the bilingual institute training programs. The certification requirements are reproduced below:

Effective January 1, 1979, an applicant for a bilingual education endorsement must have:

1. a baccalaureate degree,
2. a valid Texas teacher certificate,
3. a professional level oral and written proficiency in the language of the target population as measured by an examination approved by the Texas Education Agency,
4. credit for twelve semester hours at the graduate or undergraduate level earned after the baccalaureate degree in the following:
   a. language acquisition and development,
   b. teaching language arts and reading in the language of the target population,
   c. teaching English as a second language including reading and oral communications,
d. teaching mathematics, science, and social studies in the language of the target population, including accessory vocabulary in the language of the target population,

5. one year of successful classroom teaching experience in a bilingual program approved by the Texas Education Agency,

6. and, recommendation of a college or university with an approved bilingual education program (71, p. 78-79).

Gutierrez (39) reports that since the enactment of state bilingual legislation mandating the issuance of teaching certificates with bilingual endorsements (Section 21.459a of Texas Education Code, 1973) and the subsequent issuance of bilingual certification provisions by the State Board of Education, Texas "has had phenomenal growth in the number of institutions of higher education that have implemented approved programs for the preparation of BE teachers" (p. 26). He summarized the standards issued by the Board for the fulfillment of the certificate program requirements for bilingual education. The elementary teaching certificate or the teaching field on the high school and junior high school certifications both require twenty-four semester hours which include studies in the following six components:

1. Foundation Component -

   Studies emphasizing:
   a. The rationale for bilingual education; and
   b. An orientation to the statewide program of bilingual education
2. Linguistics Component -

Studies in Linguistics which include Descriptive Linguistics, Applied Linguistics, Psycho-linguistics, and Contrastive Linguistics in English and the language of the target population for the Bilingual Certification.

3. Methodology Component -

Methodology studies designed to develop skills and techniques in teaching:
  a. English as a second language;
  b. The language of the target population as a first and second language;
  c. Reading in English, and in the language of the target population; and
  d. Appropriate subject matter in the language of the target population for the Bilingual Certification (subject matter to be taught in the language of the target population).

4. Psychological Component -

Studies of the principles of Educational Psychology (including testing) as applied to children or youth in a Bilingual Educational Program.

5. Cultural Component -

Studies emphasizing the:
  a. Concepts of the culture and cultural patterns of the target population, and
  b. Cultural contributions of the target population to the region.

6. Language Component -

Studies of the standardized dialect of the target population which will serve to expand the teacher's existing command of that language. A demonstrated proficiency at the teaching level in the language of the target population, and in English must be achieved prior to the college recommendation. Basic language study as such is not to be included as a component of the Bilingual Program. Advanced language study shall not consist of more than six of the twenty-four semester hours (39, pp. 23-24).
In addition to the above, there are certain requirements which apply to both program staff and the institutional setting. The college or university approved to prepare bilingual teachers in Texas must have the following:

1. At least one full-time specialist in charge, who has:
   a. A doctor's degree with a concentration in bilingual studies (a minimum of twelve graduate hours)
   b. Three years teaching experience in a bilingual context
   c. An awareness of the multi-ethnic composition of the region
   d. Proficiency on the college teaching level in both English and the language of the target population.

2. Sufficient supporting staff members who have:
   a. A minimum of a master's degree with a concentration in bilingual studies
   b. Three years teaching experience in a bilingual context
   c. An awareness of the multi-ethnic composition of the region
   d. Proficiency on the college teaching level in both English and the language of the target population.

The total faculty of an institution's Bilingual Studies Program must reflect comprehensive preparation and experience in all program components.

The college or university preparing bilingual teachers must provide:

1. An environment conducive to a Bilingual Teacher Education Program
2. Facilities containing media, books, periodicals, and material appropriate for Bilingual Education, to afford the student the opportunity for research and study
3. Opportunity for the student to engage in guided observation and student teaching in established Bilingual Education Programs as well as other quality programs.
The student teaching component is a part of the area of professional education. The student teaching experience must be designed to include experience in a bilingual classroom at the appropriate level of the certificate program and must provide for student teaching through both English and the language of the target population (39, p. 25).

Model Programs in BBE Teacher Education

In 1975 institutions of higher education were preparing programs for Master's degrees in Bilingual Education as reported by Cordasco (23) for the Montclair State College in New Jersey. The program included courses in linguistics, sociology, multicultural foundations, and subject matter content taught bilingually.

A model program for the School of Education at the University of Wisconsin in Milwaukee was developed in 1976-77. The program featured an urban-oriented fieldwork and in-circuit television instructional component and sought to engage certified teachers in BBE presently teaching to take an active part in the preparation of teacher aides and future teaching colleagues (56).

A group of graduate students at the University of Illinois worked to develop a rationale for core courses in any program of bilingual teacher education, as well as to identify the content and orientation of the courses. The eight core courses they identified were divided into three groups including the courses in foundations in BBE,
courses in cultural, historical, and socioeconomic aspects of BBE, and courses in teaching methods of BBE (35).

The design of the **Elementary Bilingual/Bicultural Teacher Education Program** at Northern Illinois University is reported as an integrated block model which incorporates the BBE program into an already existing, well-established elementary training program. The 1978 report of the programs includes admission criteria, including a diagnostic language procedure used in initial screening of students, the school/community/university cluster, and provisions of student teaching and practicum. The curricula for the undergraduate program is displayed in Figure 5.

Unique features of the undergraduate program are the continuing interaction between field experiences in public school classrooms and university courses and the cooperative program of out-of-the-country field experience for senior students. The program is arranged "in cooperation with the Coordinator of the Bilingual Program in Elgin and NIU's Office of International Programs to provide a three week experience at the Instituto de Filologia Hispanica in Saltillo, Mexico" (p. 22). Other programs, primarily through the influence of the Teachers Corps Programs (1978), have shown interest in developing summer programs for teacher candidates out of the country. Claudia Sittig (63), at
### PROGRAM OF STUDY

* B.S. in Elementary Education with an emphasis in Bilingual/ Bicultural Education

#### Bilingual/Bicultural Core

These courses are approved to satisfy departmental requirements and are recommended to satisfy state requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 324</td>
<td>Curriculum for the Elementary Bilingual/ Bicultural Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 407</td>
<td>Issues in Bilingual/Bicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 435</td>
<td>Teaching Reading to the Elementary Bilingual/Bicultural Child (Target Language)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 496B</td>
<td>Bilingual/Bicultural Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

**Further courses in the Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 327</td>
<td>Individualized Competency Based Units: Educational Assessment of Latino Students</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>Workshop in Education: Methods in Bilingual/Bicultural Education</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 433</td>
<td>Theory of Language in Bilingual/ Bicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 434</td>
<td>Educational Practice in Bilingual/ Bicultural Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL**

**Elementary Education: Other State and Departmental Requirements**

(Appendix M, p. 106)

23

**University and State Requirements for General Education**

(Appendix M, p. 106)

53

**Area of Concentration**

*15

With program advisor's approval to be selected from courses in languages, linguistics, Spanish, and those which provide a background knowledge of culture.

(Appendix E, p. 80)

**Electives**

6

**Total Credits for Graduation**

124

---

Fig. 5—Sample Program. Elementary Bilingual/ Bicultural Teacher Education at Northern Illinois University.
Texas Woman's University in Denton, Texas, developed a model for early childhood bilingual teacher training which involved a component of study and field experiences in a foreign country.

Migdail (51) developed a model of a Bilingual Teacher Education Center which could function on both a regional as well as a well-coordinated national scale. "The model is multi-level and multidimensional thereby including the education of the very young and the education of adults in the community and in university centers" (51, p. 152). The model suggests an exchange of ideas, materials, and personnel and incorporates all of the aspects suggested by the Bilingual Act of 1974.

Most programs stress the use of an interdisciplinary training approach for bilingual teacher training including education, history, anthropology, sociology, and psychology (5, 48). Casso notes that there is general agreement on this interdisciplinary, interdepartmental collaboration in the training of the the BBE teacher; however, the literature is very weak in the description of how this training is to be done.

A BBE Teacher Education Program at St. Edward's University in Austin, Texas, merited a distinguished achievement award in 1975 from the American Association of Colleges of Teacher Education. The program was the first
four-year program of its kind in the United States. The program is competency-based, comprising four major components: Spanish language, linguistics, behavioral and social sciences, and professional education. Graduates from the program complete an interdisciplinary major in Cross-Cultural Studies and receive a B. S. Degree in Elementary Education along with Elementary Provisional Certification in Texas with endorsement to teach in bilingual elementary schools (80). An extensive rationale for the program competencies in the linguistic, cultural, and professional components was developed by Marie A. Walsh. A sample of these competencies for the cultural component is reproduced in Figure 6.

Competency Based Teacher Education is an educational system based on objectives specified as desired learner achievements derived from systematic analysis of the performance desired as outcomes and stated in advance of instruction. In addition to the model at St. Edward's University reported above, a number of BBE teacher preparation programs have been developed that utilize the concept of competency-based education. Walker (79) described a competency-based bilingual teacher training program developed by the Departments of Education and Spanish at Dominican College. Loosa (46) suggested a series of models toward multicultural competency-based
### Competencies - Cultural Component

<table>
<thead>
<tr>
<th>Areas of Understanding</th>
<th>Specific Learning Outcomes to be Realized</th>
<th>Application in Teaching Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nature of culture and its impact on personality, world view, and behavior of the child.</td>
<td>Identifies the basic patterns of culture. Recognizes the special characteristics of those patterns as they are expressed in dominant American culture and in Mexican American culture.</td>
<td>Plans learning activities that develop the child's awareness of himself, of his neighbor, and of his community. Plans learning activities that will lead the child to a sense of responsible citizenship.</td>
</tr>
<tr>
<td>2. Nature of the socialization process in the dominant American culture and in Mexican American culture.</td>
<td>Relates learning behaviors and social behaviors to the cultures that have influenced them. Identifies areas of interference. Analyses the nature of the interference.</td>
<td>Creates ways to assist the child in the acculturation process. Creates learning activities that will help to develop a positive self-image in the child.</td>
</tr>
<tr>
<td>3. Nature of interference when the dominant American culture and Mexican American culture are in contact.</td>
<td>Interprets present-day attitudes of Anglos and of Mexican Americans in the light of the historical and geographical circumstances. Recognizes and describes the unique qualities of the cultural heritage of both the dominant American and Mexican American culture. Uses vocabulary, gestures, and behavior appropriate to English and Spanish speaking situations. Recognizes subtleties in language and language usage that result from cultural conditioning in both English and Spanish.</td>
<td>Creates learning activities that will help the child to develop an appreciation for the dominant American cultural heritage as well as for the Mexican American cultural heritage. Integrates language and culture in teaching the language arts. Develops learning activities that will assist the child to live comfortably and meaningfully in a multilingual and multicultural society.</td>
</tr>
<tr>
<td>4. Historical and geographical circumstances that have shaped Mexican American culture in the Southwest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Relation between language and culture.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 6--Cultural Component Competencies, for Bilingual/Bicultural Teacher Education, St. Edward's University.
teacher education in *Multicultural Education Through Competency-Based Teacher Education* edited by W. A. Hunter in 1977. Wynn (82) and Carrillo (17) also suggest rationales for the development of teacher competencies for cultural diversity and bilingual bicultural teacher education.

The Texas Education Agency suggests the following set of Bilingual Education Teacher Competencies for Staff Development for Grades K-5. The language, linguistics, and content components are listed below (other competencies are detailed for the culture, testing methods, instructional methods, and materials use components):

Bilingual Education Teacher Competencies for Staff Development, Grades K-5

A. Language, Linguistics and Content
1. Demonstrates proficiency in linguistic structures of the native and target languages;
2. Demonstrates knowledge of English language dialects;
3. Demonstrates knowledge of the function of language in the classroom;
4. Demonstrates knowledge of the formal structure of language: phonology, morphology, lexicon, etc.;
5. Demonstrates the ability to identify the similarities and differences between the two language systems (English and Spanish);
6. Demonstrates skill in designing and implementing instructional strategies that demonstrate knowledge of first and second language acquisition;
7. Demonstrates skill in identifying probable interferences and possible reinforcements in the acquisition of two language systems;
8. Demonstrates skill in assessing language development of students;
9. Demonstrates oral and written proficiency in the native and second languages;
10. Demonstrates aural proficiency in the native and second languages;
11. Demonstrates reading proficiency in the native and second languages;
12. Demonstrates an appreciation for the student's vernacular and communicates in a manner designed to lead toward universal forms of first and second languages;
13. Demonstrates skill in teaching the language arts in the universally accepted form of the native language;
14. Demonstrates the ability to design and implement instructional strategies to develop the student's communication skills: listening, speaking, reading, writing;
15. Demonstrates knowledge of the relationship among the communication skills in the language arts process;
16. Demonstrates knowledge of language assessment as related to specific methodologies;
17. Demonstrates an ability to identify and expand basic concepts in the native language;
18. Demonstrates knowledge and skill in communicating concepts from science;
19. Demonstrates knowledge and skill in communicating concepts from mathematics;
20. Demonstrates knowledge and skill in communicating concepts from social studies;

Other important contributions to the BBE teacher preparation have been in the form of materials developed for inservice education. One such program from the Arizona Bilingual Materials Development Center at the College of Education in University of Arizona is the Santa Cruz Bilingual Education Design: A Teacher Training System. The system offers a cost-effective and easy means of providing bilingual inservice training for teachers with motivating and challenging training sessions based on a
series of pre-printed materials and instructions. The schema for this teacher inservice program design is presented in Figure 7 below (60).

Santa Cruz Bilingual Education Design: A Teacher Training System

Fig. 7—Santa Cruz Bilingual Education Design: A Teacher Training System.
CHAPTER BIBLIOGRAPHY


3. Andersson, T. and M. Boyer, editors, Bilingual Schooling in the United States, Austin, Texas, Southwest Educational Development Laboratory, 1970.


10. **Bilingual/Bicultural Teacher Education Standards**  
Adopted by the National Association of State Directors of Teacher Education and Certification, Washington, D. C., 1976.


54. OFFICIAL AGENDA, State Board of Education, April 6, 1974, p. 6.


65. Still The Darker Side of Childhood, Texas Department of Community Affairs, October 1, 1978.


CHAPTER III

METHODS AND PROCEDURES

The research for this study was conducted in two arenas: (1) the survey of literature, materials, and artifacts and (2) the collection of responses from personal interviews and mailed questionnaires. This chapter outlines the methods and procedures used in the collection of data and the design of the research. Procedures for the reporting and analysis of the data are briefly covered and developed in more detail in the following chapter.

The Population

The population for this study consisted of the thirty-seven institutions of higher education (See Appendix), both public and private, in the state of Texas which currently offer programs leading toward bilingual education certification and/or endorsements. Specifically, the directors (or their faculty or administrative representatives) constituted the principal population of this study. Additionally, the membership of the Texas Association for Bilingual Education (TABE), composed of students, teachers,
local and state administrators, and other citizen advocates, was the population from which a sample was drawn for a statewide opinion survey.

Data Collection

The data for this study were collected from three principal sources:

(1) the literature of the field, including historical documents from the state of Texas,

(2) status reports collected through the published documents, enrollment reports, catalogs, recruitment brochures, and interviews of directors of the various institutions, and

(3) a statewide opinion survey of persons engaged and interested in bilingual bicultural education.

The search of the literature reviewed United States court records, state and local education agency literature, periodicals, research reports, and journals of learned organizations. An ERIC search was conducted of general issues in bilingual education, specific reports of certification and teacher education programs, and issues in the evaluation of such programs. Letters of correspondence
to the directors of Bilingual Education in the United States Office of Education, Networks of Bilingual Dissemination Centers, national accrediting bodies, and centers for applied linguistics, and state officials in the Bilingual Division of the Texas Education Agency, the Texas College Coordinating Board, and the State Board of Education provided additional data and current policy or position statements on bilingual education teacher certification.

Status reports of the thirty-seven institutions in Texas were developed through the solicitation of brochures, catalogs, recruitment publications, and evaluation reports from the several institutions. A preliminary letter was sent to solicit the printed documents and information, followed by a second letter asking specific information about the programs (see Appendix) and requesting a personal interview. The self-assessment of the program uniquenesses, strengths, and weaknesses by the program directors or their representatives was conducted by telephone interview and on-site visitations. Validity of data collected through telephone interviews has been established by the research of Robert Kahn and Robert Groves in 1977. Their research findings showed no significant difference between data collected via personal interview and data collected via telephone interview (3). Statistical information of a
statewide nature was collected from the State Board of Education, the Texas Education Agency, and Texas Teacher Certification Office, and intensive review of the expert testimony given in the court case, U.S. v. Texas to provide information on enrollment figures, numbers of certified personnel, projections of need, and state certification standards and requirements.

Finally, a statewide opinion survey was conducted of students in bilingual certification programs, teachers, local education agency personnel, college and university program directors and faculty, state education officials, minority community members, and other citizen advocates of bilingual education. The survey was in the form of a self-administered opinion questionnaire.

Selection of the Survey Sample

The population from which the sample was drawn, the membership of the Texas Association for Bilingual Education, was selected because of the representativeness of its membership of persons involved and concerned about BBE. A random sample, drawn by the computer facilities of the Intercultural Development Research Association (IDRA) in San Antonio, Texas, consisted of 134 names from the membership list representing approximately ten percent of the total membership. Randomness of selection assured that
the categorical descriptors of the sample were representative of the entire population. The purpose of the survey of this group was to gather additional opinions on the present certification requirements for bilingual teacher preparation from an interested body of constituents. The identical survey instrument was used to gather opinions from the directors of the various institutions offering such programs.

The Opinion Questionnaire

The opinion questionnaire was field-tested with a panel of experts in bilingual education and refined before distribution. Validation of the contents of the questions was established by the panel consisting of bilingual program directors at area colleges, regional service center directors responsible for bilingual programs, and classroom teachers of bilingual education.

The three basic sections of the instrument were composed of elements of previous research. The first section was composed of questions that were synthesized from the typologies of ideologies in bilingual education (2) developed by the extensive national research of Josue Gonzalez in 1978. The second section contained the list of components that are defined by the Texas Education Agency for institutional approval to conduct programs leading to
bilingual endorsement and certification (4) as included in the 1978 TEA Memorandum. Additional items were included in the section which are consistent with the administration of any program of higher education. These were indicated by an asterisk on the questionnaire. The components adopted by the State Board of Education 1978 were the product of statewide research and development by a panel of experts in the field. The final section of the questionnaire included a list of ten standards for BBE certification as adopted by the National Association of State Directors of Teacher Education and Certification (NASDTEC) in 1976. These standards represent the work of a professional organization in a national project to develop standards for all subject areas of specialization in teaching and were the product of extensive review (5).

Reliability for the instrument was established by a field-test administered to a panel of seven bilingual educators and students during a ten-day interval. The results of the two administrations of the survey instrument were compared by simple observation of each item to determine the percentage of items identically marked in each paired set. It was found that over ninety-five percent of the responses were identical from first to second administration. Additionally, a coefficient of stability was found by converting the responses to ordinal variables and
comparison of ranks by finding a composite Spearman rho coefficient for the results. A coefficient of 0.741 was determined. From E.G. Olds' table, "Critical values of rho, the Spearman rank correlation coefficient" (1, p. 495), it was determined that the coefficient was significant at the .05 level for the small group administration. Reliability of the instrument was thus accepted.

The questionnaire was mailed with an accompanying self-addressed envelope for convenience of the respondents. A cover letter soliciting the cooperation of the respondents included an offer to receive a complimentary summary of the research report when completed as well as a guarantee of confidentiality (see Appendix). Follow-up solicitations were conducted first by postcard and again by letter until a minimum of seventy percent of the questionnaires were completed and returned by a predetermined date. The identical questionnaire was administered to the program directors of the thirty-seven institutions. Follow-up procedures for this survey of program directors were also conducted by postcard, letter, and by telephone reminders. The return envelopes included in the mailings were coded to allow for verifying the responses and targeting the follow-up procedures.

Twenty-two of the institutions in the population account for ninety-five percent of the number of persons
receiving bilingual certification in the last two years; therefore it was determined that a follow-up schedule of interviews and questionnaires would be conducted with the thirty-seven institutions until a minimum of seventy percent of the institutional responses were completed. This number, it was decided, would insure that a representative number of the responses from institutions were reported.

Reporting of the Data

In the following chapter, the data collected by these procedures are reported. A chronology of events in the history of BBE in the state of Texas is included in the opening section of the chapter. Data collected for the status reports of the thirty-seven institutions are reported for each in a common format including a narrative description and summary charts. Statewide compilations of enrollments, certified personnel, and other statistical data are developed. Reports of the data gathered from the opinion survey are displayed in summary charts of the opinions of bilingual orientation, profiles of opinions of components of the state of Texas certification program requirements, and an opinion profile of the NASDTEC standards. Responses to open-ended questions are summarized and tabulated separately. Items on the questionnaire are
evaluated, not individual respondents or institutions. No ranking of the institutions, participants, or faculties is included.

Treatment of the Data

Data collected from the status reports and document search were analyzed for common characteristics and recommendations were synthesized in the final chapter of this work. Results from the opinion surveys were cross-tabulated by categories of position (classroom related or non-classroom related positions) and by length of experience in bilingual education (less than five years, and five years or more). Modal responses for each item were recorded on the five point scale used throughout the questionnaire. A "no opinion" category valued at zero was also included. Statistical tests of independence were applied to compare the results from each category as well as the results of the opinion poll of program directors with the TABE membership poll. Details of the procedure used in this analysis and the chi-square coefficients of the proportions are reported in the following chapter. Data from the survey instruments were coded for computer analysis to expedite these procedures.

Composite profiles of the orientations, characteristics, and standards that received the highest value on the scale
are the concluding tabulations. Other conclusions in Chapter V of this work are drawn in narrative form. Recommendations were gestalted from the insights of the participants in the study and from the analysis of the researcher.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

REPORTING AND ANALYSIS OF DATA

The purpose of this chapter is to report and analyze data that were secured for the study concerning the history, present status, and common characteristics of BBE teacher education programs in the state of Texas. Data secured from the opinion polls of program directors and the TABE membership sampling are also reported and analyzed. The chapter is divided into several subdivisions, including a chronology of events affecting the course of bilingual teacher preparation in this century, capsule narrative descriptions of the programs offered at the thirty-seven institutions, tabulations of the responses from the program directors' opinion questionnaire, and tabulations of the opinion poll of the TABE membership. An analysis of the data is in the concluding paragraphs of each of the subdivisions.

A Chronology of Events in Bilingual Bicultural Teacher Education in the State of Texas

The chronology of events listed below is a brief summary of the signal events in the history of bilingual teacher education in this century. Events from the national
scene that effected the course of BE teacher preparation are also included in the listing. The chronology was compiled and synthesized from a number of sources previously cited including that of Zamora, Gonzalez, Fishman, and Casso as well as the historical records of the Texas Education Agency and the State Board of Education.

**Bilingual Bicultural Teacher Education in Texas**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1909</td>
<td>English-only statute passed.</td>
</tr>
<tr>
<td>1918</td>
<td>English-only statute amended - fines and penalties assessed.</td>
</tr>
<tr>
<td>1920</td>
<td>&quot;Escuelitas&quot; and other non-public instruction conducted in private homes and parochial schools.</td>
</tr>
<tr>
<td>1926</td>
<td>English-only statute again amended permitting optional use of Spanish instruction and textbooks in border communities.</td>
</tr>
<tr>
<td>1938</td>
<td>FLES program permits foreign language instruction in elementary schools above second grade.</td>
</tr>
<tr>
<td>1940</td>
<td>&quot;Little School of the 400,&quot; instruction of preschool children in first 100 English words sponsored by LULAC.</td>
</tr>
<tr>
<td>1958</td>
<td>National Defense Education Act provides summer training institutes for teachers in sciences and languages.</td>
</tr>
<tr>
<td>1960</td>
<td>Army Language Schools - ESL methodology for teachers developed.</td>
</tr>
<tr>
<td>1964</td>
<td>Civil Rights Act passed.</td>
</tr>
</tbody>
</table>
Laredo United Consolidated School District conducts first pilot project in Bilingual Education.

San Antonio Independent School District conducts pilot project in reading readiness in Bilingual Education.

Research Project begun at U. T. Austin in language skill development for Spanish-speaking students.

1965  **Elementary and Secondary Education Act** passed.

Pilot projects in BE in Edinburg, Harlandale, Del Rio and other school districts experiment in staff development for bilingual instruction.


**Title VII, ESEA, Bilingual Education Act** passed.

First program of Bilingual Teacher Certification approved by TEA, at Our Lady of the Lake College, San Antonio, Texas.

1969  State of Texas repeals English-only statute.

House Bill #103 permits optional Bilingual Education.


Teacher competencies for bilingual education developed, Pilot Program in Cross Cultural Studies at St. Edward's University, Austin, Texas.
1973 Senate Bill 121 State Bilingual Education Act, mandates implementation of BE in grades one through three.

Bilingual Training Institutes (30-hours and 100-hours pedagogy and language development) sponsored by TEA.

State of Texas has 239 certified Bilingual Education teachers.


Bilingual Education Act – federal funding for teacher training made available.

Ten college programs offer teacher training in BE.

TEA establishes criteria for BE certification.

1975 House Bill #1126 lowers point of entry into bilingual programs to kindergarten level.

Bilingual Summer Training Institutes continue, sponsored by TEA.

1978 Texas State Plan for Bilingual Education developed.

Position Paper presented on BE Teacher Training, Texas Senior Colleges and Universities.

1979 7,027 bilingual education classrooms are in the state.

Conference on New Alternatives to Bilingual Teacher Training held in Denton, Texas.

1981 National budget cuts proposed for all educational programs.

1981 Senate Bill #477, Bilingual Education Act increases spending to $50 per student, mandates programs from kindergarten through sixth grade.

37 colleges offer BE teacher training.

Analysis of the data reveals that development has occurred around several interrelated themes: societal, legal, pedagogical, organizational, and financial.

Societal forces of overt discrimination and institutional racism early in the century have given way to new perspectives of a pluralistic society through the efforts of the Civil Rights Movements and increased ethnic minority awareness. External forces of world wars, sustained international tensions, and civil unrest have also challenged educational structures of the state and nation. These events have effected the course of teacher preparation by increasing the content and scope of preparatory courses in the cultural heritage of diverse groups and in methods, techniques, and pedagogy for specialized groups.

Analysis of the legal statutes of the state shows that for over half of the century teacher preparation in bilingual education was essentially forbidden. Legislation in the state moved from this repressive beginning to permissive and finally mandatory action in bilingual education. The present circumstances indicate a continued trend in the litigious nature of events surrounding BE relative to
claims and counterclaims of discrimination, segregation, and equal educational opportunity. The most recent state legislation is an attempt to satisfy the court mandate for increased BE programs in Texas.

Pedagogical developments have moved in this century from extra-institutional experimentation of teachers in classrooms with limited-English speaking students through programs for rapid language development, such as the immersion methods and ESL, to a comprehensive set of linguistic, cultural, and methodological components. Research in institutions of higher education has come from the faculties of modern languages and the colleges of education. Instructional technology and competency based teacher education have also effected the scope of preparation with more specificity and precision. Bilingual education, or instruction in two languages, has become accepted as the appropriate method for both the cognitive and affective development of students. Development of a cadre of bilingual specialists at the college level has been imperative.

The organizational patterns for bilingual teacher education have paralleled the development of bilingual instruction in the schools with teachers in the early pilot programs developing instructional procedures as well as classroom materials. To meet the needs of the increased numbers of bilingual classrooms mandated in 1973, short
term institutes for pedagogical training were offered. While they filled the immediate need, the quality of the programs was doubtful. The institutions of higher education then organized to prepare teachers for bilingual classrooms in their schools and colleges of education. Preparation of curricula and program requirements has developed over the past five years to an extensive set of theoretical and practical experiences. Bachelor's, master's, and some doctoral level degrees organized on an interdisciplinary basis are now available at thirty-seven institutions. Post-graduate specialization for teachers is also offered at these institutions.

The financial and economic developments in BE in this century have moved from no financial support through a period of heavy federal spending for individual projects and teacher training support to a period of reliance on state and local support. These events have occurred in a climate of spiraling inflation, high unemployment, and demands for accountability and effectiveness of public spending.

Finally, analysis of the historical data on bilingual teacher education points to the crucial need for resolution in the legal and financial areas, and for developing a balance between the practical and theoretical components
of teacher education. Although BE has a long history in other nations, it is a relatively new phenomenon in the unique universal education system of the United States. Research and development in the pedagogy of bilingualism holds the promise of implications for education of all students in language development, learning theory, and instructional methods.

Status Reports of Bilingual Teacher Education in Texas Colleges and Universities

The following section includes a brief narrative description of the current BE teacher preparation programs in the institutions of higher education in Texas. The descriptions list the type of program offered, approximate enrollment, date of approval, name of director and number of staff engaged, a sampling of the courses offered, and exposition of recruitment procedures, evaluation efforts, or organizational features unique to a particular program. The number of certified personnel produced by each program is also listed in the descriptions. Sources of information for this compendium included the catalogs and other publications of the schools, personal and telephone interviews with directors, reports from the Texas Certification Officer of the State Board of Education, and two publications, Guide to Title VII ESEA Bilingual Bicultural Programs (1979) and Directory of Teacher Preparation
Programs in TESOL and Bilingual Education (1979). The descriptions are listed alphabetically and analysis of the information follows in summaries and tabulations.

**Abilene Christian University**

Abilene Christian University in Abilene offers a Bachelor of Science in Elementary Education (Plan II) with a Specialization in Bilingual Education. The program’s directors are Harold Wilkinson, Elementary Education Department, and Dan Coker, Bilingual Program. Four faculty members provide the instruction in various departments of Spanish, English, History, Sociology, and Education. There are presently eight students enrolled in the program which was approved by the TEA in March, 1978. To date, only one teacher has received certification through the program. Abilene Christian University works closely with the two other institutions in Abilene, McMurray College and Hardin-Simmons University, in organizing field experiences and cultural exchange programs out of the country.

**Angelo State University**

Angelo State University, San Angelo, received approval for an undergraduate BE teacher certification program in May, 1975. Fifteen graduates of the program have received certification with thirteen certificates awarded in the last two years. The program is under the direction of James Hademenos and engages five other staff members from various academic disciplines of the program components. Angelo State University offers a Bachelor of Science in Elementary Education degree with a specialization in Bilingual Education and a twelve hour post baccalaureate endorsement program for teachers. There are presently eight to ten students enrolled in the undergraduate program and thirty to forty in summer institutes for endorsement where the primary emphasis has been on the ESL methodology. Good discussions and crossviews with community, staff, and students are experienced in the interdisciplinary program.
Baylor University

Baylor University in Waco offers two programs in Bilingual specialization. A Plan II Elementary Education and a Secondary Education Major were approved June, 1976. The twelve-hour postbaccalaureate endorsement program was approved by the TEA in June, 1979. Eleven graduates of the program have received certification to teach bilingually. Enrollment estimates in these programs total seventy students. T. W. Bob Rigby is program director and Delores Coker serves as assistant program director. In addition to these full time staff members, five other faculty members provide instructional support for the program. The program is organized as an interdisciplinary effort and receives strong support from the Central Texas region it serves with a wide variety of ethnic backgrounds and a culturally sensitive population.

Corpus Christi State University

Corpus Christi State University offers a Bachelor of Science in Elementary Education degree with a specialization in bilingual education approved by the TEA in July, 1974. A postbaccalaureate endorsement program was approved in June, 1979. The two programs currently enroll twenty students and sixteen persons have received certification since 1974. The program is directed by David Berlanga and staff from the English, Spanish, and Psychology departments at the university assist in the instructional components. A sampling of course titles in the program includes "Language and the Mexican American," "Cross-Cultural Psychology," and "Teaching English as a Second Language." In support of the majority of native-speakers of Spanish who enroll in the Corpus Christi based school, the emphasis in the language component of the program is on developing academic Spanish competency for the classroom.

East Texas State University

East Texas State University in Commerce offers programs at the undergraduate and graduate levels with specialization in BE. The undergraduate program for Elementary Education majors was approved in May, 1975 and the endorsement and
graduate programs approved in 1979. The university also offers a Master of Education degree with a specialization in bilingual education and a Doctor of Education degree with bilingual specialization. Director, Alonzo Soza, reports a present combined enrollment of approximately 170 students. Six staff members from various departments contribute to the programs' instructional staff. To date only two certificates have been awarded to teachers from the university's undergraduate program, indicating that the strength of the program is in its graduate and postbaccalaureate efforts. East Texas State University also works cooperatively with Texas Woman's University and North Texas State University in Denton in the Federation of North Texas Area Universities in student and course exchange and program development.

Hardin-Simmons University

Hardin-Simmons University located in Abilene offers a Bachelor of Science in Elementary Education with a bilingual specialization jointly through the Division of Education and the Department of Foreign Languages. The twenty-four hour program was approved by the TEA in May, 1975. The director is Joe H. Alcorta who reports that there are presently twelve students enrolled and a staff of eight faculty members from various departments provide instruction. Twelve bilingual education certificates have been awarded to graduates of the Hardin-Simmons program. A unique course offering of the program is the "Workshop in Bilingual Communications." A recruitment brochure has been developed by the program staff which supports the philosophy and objectives of the program that "a bilingual program becomes a positive force to enhance public education (see Appendix)."

Houston Baptist University

Houston Baptist University in Houston offers a Bachelor of Science in Elementary Education degree with a specialization in bilingual education that was approved for certification in May, 1975. The postbaccalaureate endorsement program was also approved in June, 1979. The program is directed by Sally Wilton and is organized under the College of Humanities at the university. Fifteen persons
have received certification through the Houston program. There are approximately twenty students currently enrolled in the program and an interdepartmental staff serves as the faculty. The university catalog lists the preparation of teachers for bilingual classrooms as one of three of its major purposes in the Department of Education.

**Laredo State University**

The undergraduate bilingual program at Laredo State University was approved by the TEA in February, 1975. A postbaccalaureate endorsement program was also given approval in March, 1979. The program at Laredo State University offers a Bachelor of Science in Elementary Education degree to a current enrollment of 450 students. The university has graduated 106 certified bilingual teachers since its inception. Ramon Alaniz is program director and works with a staff of sixteen full time bilingual faculty. Laredo State University serves the region along the Texas-Mexico border with a majority Spanish-speaking population. Graduates of the program are hired for positions in the area schools before graduation and the entire university faculty is bilingual English-Spanish and therefore all courses in the program are taught bilingually. A sampling of course titles from the catalog list courses in "Bilingual Oral Language Assessment and Development," and "Bilingual/Multicultural Teaching Strategies."

**McMurray College**

McMurray College in Abilene received approval from the TEA to offer courses leading to the BE endorsement and certification in May, 1975. The degree offered is an Elementary Education (Plan II) major with a specialization in bilingual studies. The program is designated the Interdepartmental Bilingual Education Program and is under the present directorship of Jose Humberto Mireles, Chairman of the Department of Modern Foreign Languages. The program functions as a cooperative venture of the Departments of Education and Modern Languages and the Teacher Education Committee of the college. The current
enrollment is approximately eight students. Four persons have received certification since 1975. One full time staff member is engaged in the program with support from three other professors in Education and Languages. A sampling of the courses under the bilingual academic specialization include: "Language Skills for the Culturally Different Learner," "Methods of Teaching in Foreign Languages," and "Chicano Literature and its Cultural Background."

North Texas State University

The bilingual program at North Texas State University in Denton is offered at three levels. The undergraduate degree program for a Bachelor of Science in Elementary Education with a specialization in Bilingual Education was approved by the TEA May, 1975. An endorsement program for post-baccalaureate instruction was approved in June, 1979. The Interdisciplinary Masters Degree with a concentration in Bilingual-Bicultural Education is designed to include the twelve semester-hour components required by the TEA for bilingual teacher endorsement. The degree also provides flexibility for a wide range of interests and competencies. A third degree is available to doctoral candidates in higher education or college teaching with a specialization in BE (see Appendix for program description). The program at North Texas is directed by B. E. Martin and engages the resources of seven other faculty members from various departments for its instructional components. Present enrollment in the programs is approximately twenty-four students. The university has produced thirty-two certified bilingual teachers since 1975. The program features an active recruitment process and has developed special summer workshops and seminars for professional and para-professional inservice training funded by the TEA and the Bilingual Resource Training Center for tuitions and materials. North Texas State University is an active member of the Federation of North Texas Area Universities and works cooperatively in bilingual education with Texas Woman's University in Denton and East Texas State University in Commerce to serve two regional service areas.
Our Lady of the Lake University

Our Lady of the Lake University is located in San Antonio and was the first Texas college to receive approval to offer a bilingual teacher education program in October, 1968. The university offers a Bachelor of Science in Elementary Education degree and a Master of Education degree with a specialization in bilingual studies. The endorsement program for inservice development was approved in June, 1979. Two full-time staff members work in the department of education and staff from other departments contribute to the instructional needs of the interdisciplinary program. The program is presently directed by Rowena Lopez and current enrollments include ten graduate level students and thirty undergraduate students. One hundred eighteen teachers have been certified since 1975 with seventy-six certificates awarded in the last two years. Among courses available at Our Lady of the Lake are "Minority Concerns and Counseling," "Linguistic Applications in BBE," and "Methodology of English as a Second Language." The university conducted a highly successful, nationally funded project in 1967 through 1971 entitled "Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans." The project offered a specialized teacher education program for low-income Americans of Mexican origin. Teachers prepared in this program were committed to return as teachers in schools in the low-income areas of the region.

Pan American University

Pan American University in Edinburg offers a full contingent of BBE programs through its Department of School Services in the School of Education. Its twenty-four hour undergraduate program was approved by TEA in July, 1971 and the twelve-hour program in July, 1979. Two hundred eight-four teachers have received BE certification through Pan American University, with ninety-one awarded in 1979-80. The program director, Ricardo J. Perez, reports that another 132 degree candidates have been nominated for May/August 1981 graduation. There are presently 450 students enrolled in the programs for the Bachelor of Science in Elementary Education, Masters of Education with a specialization in BBE,
and the postbaccalaureate endorsement program. Seven full-time staff members are engaged with the support of a number of others from academic departments. Pan American serves a four county area with a large Mexican American ethnic majority. Recruitment efforts in this area include distribution of program brochures, Title VII study stipend announcements and a video-tape presentation of the BE program for use in the public schools. The BBE teacher candidate is required to possess language skills in Spanish and English prior to entry into the professional school and the majority of the courses are taught bilingually. A close interaction and cooperation with the community and the public schools is emphasized. A carefully developed interdisciplinary teacher training approach (see Appendix) is a major contribution of the program. In addition to the regular student course evaluations of instructors, internal interim reports for institutional grant assistance for Title VII grant continuance are conducted. The university has consistently provided the largest percentage of certified BE teachers in the State and its leadership is reflected in the regional, state, and national representation of the staff at conferences and on task forces.

Prairie View A & M University

Prairie View A & M University in Prairie View offers an undergraduate program in Elementary Education with a specialization in Bilingual Studies. The program was approved in November, 1976 by the TEA. Under the directorship of Jean Carter of the Modern Foreign Languages Department, there are three part-time staff members involved in the instructional program. The personnel from the department of Modern Foreign Languages work closely with the College of Education in this interdisciplinary effort. Courses offered include those from each of the foundational, linguistics, cultural, and methodological components directed by the TEA. The Prairie View program has a small enrollment with only three students in the current semester. As yet, the program at Prairie View has produced no certified teachers.

Sam Houston State University

A modified Elementary Education Bachelor of Science degree is offered at Sam Houston State
University in Huntsville. The program, approved in June, 1975, is directed by Alberto Sandoval of the College of Education and Samuel Slick of the Foreign Languages Department. The unique feature of this undergraduate program is the requirement of a Spanish minor which qualifies those completing the program to teach in any regular elementary classroom, any elementary bilingual classroom, and to teach Spanish as a foreign language in the Middle School or Junior High School. There are presently forty students enrolled and a total of twenty-eight have been certified through the program since 1975. Four faculty members work in the program from the education and languages department. The degree offered is a Bachelor of Arts in Teaching with a major in elementary education and a minor in Spanish. Recruitment brochures stress the opportunities for employment.

Southern Methodist University

Southern Methodist University in Dallas received approval for a twenty-four hour undergraduate program in Bilingual Studies in 1975 and approval for the twelve-hour program of endorsement in 1979. Although seventy elementary education majors have been certified through SMU's Elementary Education Bachelor of Arts program, no BE certificates have been awarded in the last two years and only one has been recorded since 1975. The BE program also offers a Master's Degree in BE. Sixteen students are presently enrolled in the Master's program and approximately twelve in the undergraduate program. An additional group of eighteen teachers are working toward the postbaccalaureate endorsement in BE. The Masters Degree program has recently been evaluated for the academic year 1979-80 (Liberty and Nussbaum, 1980). The summative and formative evaluation included comparisons of two groups of students in the 1979 and 1980 school terms with students rating the programs in terms of utility and opportunity for professional development. Director, William Pulte, is assisted by Andres Principle and other staff including a program assistant and members of the instructional staff from various academic departments. The program is a comprehensive competency-based program of instruction and has a strong commitment to the development of an adequate Spanish proficiency in both oral and written expression. One course, "Spanish Practicum," provides students with direct opportunities for developing their Spanish abilities in a field setting.
Southwest Texas State University

Southwest Texas State, a major contributor to teacher education in Texas with 557 elementary education certificates in the last two years, has graduated forty-two BE teachers in the period from 1978 through 1980 and a total of 106 teachers since its program for elementary education majors was approved in February, 1979. A twelve-hour endorsement program was also approved in 1979. The director of the BE program at SWTSU is Carlos G. Rodriquez who employs three full-time staff members and instructional support from various academic departments. An active recruitment program for students is employed by the BE office including letters and brochures mailed and the solicitation of extensive financial aid for BE majors. One hundred twenty-eight semester hours are required for the Bachelor of Science in Elementary Education with academic concentration in BBE. There are presently 107 undergraduates enrolled in the program and forty-four students working toward endorsements.

Southwestern University

The Bilingual Education program at Southwestern University is directed by Elaine Graybill of the College of Education and Regine Reynolds of the Department of Foreign Languages. The Bachelor of Science in Elementary Education degree with a specialization in BE was approved in July, 1974, and a twelve hour endorsement program in June, 1979. The program has a small enrollment of no more than three or four students. Six teachers have received certification through the university program. A staff of three part-time faculty members contribute to the instruction of the program. Only persons who possess Spanish-speaking proficiency are accepted in the program and its basic emphasis is on practical applications in the bilingual classroom. A unique feature of the program where small enrollments are expected is the directed study or tutorial contract basis for student completion of the required work.

St. Edward's University

One of the earliest programs in bilingual teacher training in Texas was begun at St. Edward's University in Austin. The program is competency-based, consisting of four major components: Spanish
language, linguistics, behavioral and social sciences, and professional education. A Bachelor of Science degree in Elementary Education is awarded in the cross-cultural studies interdisciplinary program. Approval for the program was given in 1971 and approval for an endorsement program of twelve hours was granted in March, 1979. The program is directed by Marie Walsh and is staffed by two full time faculty members with several additional part-time faculty. Approximately fifty students are currently enrolled and a total of sixty-eight certificates have been awarded through the program since 1975. St. Edward's University BE program is presently participating in a four-year study with the Austin Independent School District evaluating the effectiveness of its trainees. The program's strengths come from the three years field experience built into the program and from the detailed competencies and structured sequences that have been developed.

Stephen F. Austin State University

Stephen F. Austin State University in Nacogdoches offers a Bachelor of Science in Elementary Education and in Secondary Education with a concentration in bilingual studies. The programs were approved by the TEA in November, 1976. An endorsement program is also offered and was approved in March, 1979. Current enrollment in the programs is approximately twenty students. J. A. Rodriguez and Elvia Ann Rodriguez act as program directors in the School of Education. Additional support for instruction comes from fifteen different part-time faculty. The interdisciplinary program has prepared eight teachers for BE certification with six certificates awarded in the last two years. The 1980-81 college bulletin lists the courses available in the program (see Appendix).

Sul Ross State University

Sul Ross State University, located in Alpine, is one of the institutions to be granted approval most recently. The program began in March, 1979 and, as yet, has no graduates who have been certified. The program director, Warren Lujan, works with one other faculty member in the program. A Bachelor of Science in Elementary Education with a concentration in bilingual education is offered and a postbaccalaureate endorsement program approved in June, 1980, is also being developed. Approximately fifteen
persons are enrolled presently in the summer program which is being offered in cooperation with Region 20 and Region 18 Education Service Centers in Del Rio and in Uvalde.

**Texas A & I University**

The bilingual teacher education program at Texas A & I University in Kingsville was granted approval in May, 1972 at the undergraduate level and in March, 1979 for the postgraduate endorsement program. The program is directed by Manuel T. Pacheco who reports a current enrollment of approximately 200 students. A total of seventy-six teachers have been certified through the program since 1975. Including the program director, a staff of eight to ten faculty serves the interdisciplinary program. A Bachelor of Science in Elementary Education with a specialization in Bilingual-Bicultural Education is offered. The program brochure lists the special requirements for entry of the ability to perform in Spanish in the four areas of listening, speaking, reading, and writing. The professional development courses in the program are taught in both Spanish and English. Students are also exposed to laboratory experiences in a bilingual classroom. The program is presently being revised to delete a Spanish literature course and add two courses in education.

**Texas Christian University**

Texas Christian University in Fort Worth offers a Bachelor of Science in Elementary Education with a specialization in Bilingual Education. No endorsement program or graduate level program is available. Alicia Travelle is program director and works with an interdisciplinary staff of four or five faculty members from other departments. The undergraduate program was approved by the TEA in November, 1975 and fifteen teachers have been certified through the program since that date. Approximately twenty-five students are presently enrolled in the program which offers the basic components directed by the TEA guidelines.

**Texas Southern University**

Texas Southern University, located in Houston, received approval for its bilingual education program
in March, 1979, both at the undergraduate and postgraduate levels. To date no certificates have been awarded to graduates of the program. The university is presently operating a Title VII Cross-Cultural Training Studies Grant for a Bachelor of Science in Elementary Education degree and a Master of Education degree offered with a specialization in BE. Juan Gonzalez acts as program director at Texas Southern and Evangelina Cuellar is project director for the Title VII grant project. A full-time staff of two faculty members is engaged in the programs and five part-time faculty in the interdisciplinary program. The funded training grant project also includes training for paraprofessional teacher aides. Approximately 80 students are currently enrolled.

Texas Tech University

The BE program at Texas Tech University in Lubbock was approved in November, 1976. A Bachelor of Science in Elementary Education (Plan II) and in Secondary Education with a specialization in BE as well as an undifferentiated master's degree with an area of concentration in BE are offered by the university. A twelve-hour endorsement program is also in operation. Enrollments are approximately thirty in the undergraduate program, fifteen in the graduate program, and thirty in the endorsement program which is offered as a summer institute and workshop for presently employed teachers. Faculty members are from the College of Education and other academic disciplines including one instructor from the Physical Education Department who teaches a course in dance for diverse cultures. The staff of five to seven was formerly led by Lorum Stratton, program director from the Department of Classical and Romance Languages. Under a present Dean's grant, the university is seeking a new director from the field of education. Fifteen bilingual certificates have been awarded to program graduates to date. A unique feature of the program is its close cooperation with the international students program at the university. Representatives from fifty different countries are students at Texas Tech and a number of these students participate and contribute to the BE program. An exchange program with teachers in Mexico and student teacher field trips are also offered as part of the program.
Texas Wesleyan College

The Bilingual program at Texas Wesleyan College in Fort worth is directed by Noe Flores. The program received approval in May, 1979 for the undergraduate level and in June, 1979 for the endorsement program. Approximately twenty students are presently enrolled in the program which offers a Bachelor of Science in Elementary Education degree. Twenty-one graduates of the program have received certification since 1975. Five staff members are involved in the program, all of whom have Spanish proficiency except one. Unique features of the program include a counseling and advising system, extensive participant field experiences, and a course in Chicano literature.

Texas Woman's University

Texas Woman's University Bilingual Education program was one of the earliest to receive TEA approval in July, 1969. Rudolfo Rodriguez is the Title VII Program Director for Bilingual-Bicultural Education and Don Whitmore of the College of Education also acts as program coordinator. The Denton-based university has five full-time faculty members engaged in the program and a current enrollment of fifty students. A large number of graduates have received certification through the program with a total of seventy-four certificates since 1975. Texas Women's University offers a Bachelor of Science Elementary and Secondary Education with a specialization in BE. Graduate programs lead to a Master of Arts or Master of Education and a Doctor of Education degree with a concentration in bilingual studies. Two full semesters of classroom experiences are required in the undergraduate program and the university experiences excellent interdisciplinary efforts. Two unique features include a Master's degree with a specialization in ESL and a federally-funded undergraduate program emphasizing field experience, Bilingual Education Centro de Accion (see Appendix).

Trinity University

Trinity University in San Antonio offers an undergraduate Bilingual Education endorsement and a postgraduate twelve-hour endorsement program of instruction. The program for the Bachelor of Science
in Elementary Education was approved in July, 1975. The postgraduate endorsement has been submitted this year to the TEA for final approval. Trinity has a small enrollment of bilingual education students, eleven undergraduates and one postgraduate student. Twenty-six graduates of the program since 1975 have received certification. Margaret Stovall of the Department of Foreign Languages is the program director and an interdisciplinary staff provide the instructional support for the program components. The courses include the basic components as directed by the TEA and specific course titles include a course in "Contemporary Minorities," and "Teaching Language Arts and Reading in the Home Language."

**University of Houston at Clear Lake**

The University of Houston at Clear Lake received approval for a program of bilingual teacher education in January, 1974. The program director is Andrea Bermudez and a total of ten teachers has been certified through the program since 1975. The university offers a Bachelor of Science in Elementary Education or in Secondary Education with a specialization in bilingual studies. A twelve-hour endorsement to a provisional certificate is offered to teachers who have one year of full-time teaching experience in an approved bilingual classroom and hold a bachelor’s degree from an accredited university. In addition to the program director, an interdisciplinary staff from education and other academic areas serves the program. Current enrollments of approximately twenty students are reported. Among the special features of the course selections at the university are two courses with variable credit, from one to six semester hours.

Students may take with approval of the program director "Projects in Bilingual Education," or "Practicum in Bilingual Teaching," in which individual projects, planned readings, or directed field experiences are assigned.

**University of Houston at Houston**

The University of Houston, Central Campus in Houston, conducts an extensive BE program for prospective teachers. Sylvia Pena is coordinator of the undergraduate and doctoral program offered at the university and Judith Walker is coordinator of the master's level program. The university offers a Bachelor of Science in Elementary Education, a Master of Science degree leading to endorsement or
with an emphasis in BE, and an undifferentiated Doctor of Education degree with an emphasis in bilingual studies. Approximate enrollments in each of these programs are ninety students in the undergraduate program, ninety in the master's program, and fifteen to twenty in the doctoral studies. Two full-time faculty work in the program from the College of Education and ten other faculty members provide instruction from academic departments. A unique feature of this program in a major metropolitan area is the additional requirement of a course in multicultural emphasis to prepare teachers for the complexities of the urban setting. The bilingual specialists at the University of Houston are actively engaged in Title VII teacher training grant development and in publications of research. The program was approved in July, 1975 and thirty teaching certificates have been awarded to its graduates.

**University of Houston at Victoria**

The University of Houston at Victoria was granted approval for a bilingual education undergraduate and graduate endorsement program in June, 1976 and July, 1979 respectively. The university has now discontinued the program because of no enrollment.

**University of St. Thomas**

The University of St. Thomas is located in Houston and received approval to conduct a bilingual teacher education program for undergraduates in July, 1975 and for the endorsement program in June, 1979. Ellen DeKanter is now responsible for the program's direction and works with a staff in the Elementary Education Department and other academic disciplines throughout the university. A Bachelor of Arts degree is offered in Elementary Education with a Bilingual Education Area of Specialization. The program requires 129-135 semester hours for completion. A total of six BE certificates have been awarded since 1975 and present enrollment in the program is approximately ten to fifteen students. Among the courses listed in the BE specialization are "Phonetics," "Spanish Syntaxis and Morphology," and "Teaching in Multi-Cultural Populations." The endorsement program may also apply towards a Master of Education. A colorful brochure has been developed (see Appendix).
The bilingual education program at the University of Texas at Austin was among the first to be approved in the state in January, 1969. The University offers a Bachelor of Science in Elementary Education, with the concentration in BE. A Master of Education in Curriculum and Instruction, with the concentration in Bilingual Education and a Doctor of Philosophy in Curriculum and Instruction, with a BE concentration are also offered through the College of Education. The Foreign Language Education Center also offers a Master of Arts and a PhD. in Foreign Language with a concentration in BE. The program is directed by George Blanco who reports a present enrollment of forty-five students in the various programs. Six staff members are engaged in the program from the College of Education and a number of eminent educators in linguistics, sociology, and foreign language are also engaged in course instruction. The University has graduated a total of eighty-nine bilingual specialists since 1975. The director and other staff members have provided leadership in research publications and national conferences in Bilingual issues.

University of Texas at El Paso

The University of Texas at El Paso began its BBE program in January, 1975 and has as its goal the professional development of teachers, teacher-trainers, researchers, and administrators in BBE. The university offers an undergraduate Bachelor of Science in Elementary Education degree with a specialization in BBE, a Master of Education in Curriculum and Instruction with a specialization in BBE, and a graduate Instructional Leadership Program. The Instructional Leadership Program is offered to educators possessing or pursuing a Master's degree with an emphasis in BE for mid-management, supervision, or superintendent credentials with its primary goal to develop administrative and supervisory competencies in individuals targeted for leadership positions in BE programs and processes. This program is federally funded through a Title VII grant, Project BETO, and is unique in the state of Texas. A present enrollment of seventy to eighty undergraduates, seventy endorsement candidates, and fifteen in the graduate leadership training program is reported. The university has graduated a total eighty-three bilingual
specialists since 1975. Students and staff come from multicultural and professional backgrounds. A full-time staff of ten from the College of Education is complemented by a contingent of instructional support from various academic disciplines. During the 1979-80 academic year, the BE College of Education underwent an NCATE accreditation evaluation and has annual evaluation reports of the Title VII operations in which objectives have always been met or surpassed.

**University of Texas of the Permian Basin**

The University of Texas of the Permian Basin is located in Odessa and received approval for an undergraduate BE teacher program in November, 1976 and for a postgraduate endorsement program in June, 1979. Only one bilingual education teacher has received certification through the program since 1975. Patricio Jaramillo is the present program director and works with three part-time faculty from Spanish, Counseling, and Educational Administration departments. Present enrollment in the university program is ten in the undergraduate program and thirty in the postgraduate endorsement program. A Bachelor of Science in Elementary Education is offered through the Pedagogical Studies Department and the Spanish Department. Course offerings from the Spanish Department for bilingual educators include "Review Spanish for Native Speakers," "Hispanic Civilization," and "Mexican/American Literature." Present assessment of the program seeks to integrate the program to be more of the total teacher education program at the university.

**University of Texas at San Antonio**

The bilingual education program at the University of Texas at San Antonio is organized under the College of Multidisciplinary Studies and the present director is Mario A. Benitez. The program which was approved for the undergraduate level in April, 1975 and the postgraduate level in March, 1979 has graduated a total of eighty-two certified bilingual teachers. A staff of seven full and part-time educators participate in the program instruction. A Bachelor of Science in Elementary Education degree is offered with a concentration in BE and a twelve-hour endorsement
program for postbaccalaureate students is also offered. The program at the University of Texas at San Antonio offers a good balance between bilingual education skills and ESL methodologies. Approximately fifty percent of the endorsement program is taught in Spanish.

Wayland Baptist College

Wayland Baptist College, located in Plainview, received approval to offer a bilingual education specialization in March, 1978. To date the program has graduated no teachers for bilingual certification. The Bachelor of Science in Elementary Education degree provides for an academic specialization in bilingual education. The program is organized in the College of Education and works cooperatively with the Modern Languages Department. The present director is Cecil Golden. The curriculum offered consists of the basic components of the TEA guidelines for bilingual specialization. One full-time staff member works in the program and the present enrollment is less than five students.

West Texas State University

West Texas State University in Canyon offers a Bachelor of Science in Elementary Education degree with a subject concentration in BE. An endorsement program for experienced teachers is also offered. These programs were approved by the TEA in November, 1975 and March, 1979, respectively. The program director, Mary Gill, is a member of the Modern Languages department. The program is an interdisciplinary effort of the Languages and Education Departments. Approximately four staff members participate in the program instruction and student enrollments for the current year include five in the endorsement program and ten in the undergraduate program. Since 1975, the university has graduated a total of fourteen teachers for BE certification. No degree in BE is offered at the Master's level.

Analysis of the program offerings point to several common characteristics. In addition to common elements of the TEA guidelines for course components, the majority of programs are organized as interdisciplinary efforts.
Recruitment efforts made by the majority of programs were minimal. Evaluations of the programs, aside from regular internal student evaluations of instructors, have occurred where training programs are externally funded. Full scale evaluations have been undertaken in only a few of the institutions. The orientation, thrust, or emphasis of the various programs depends upon the regional location, ethnic makeup, and special needs of the program participants.

Many of the smaller institutions around the state offer the minimum basic specialization in bilingual education as one among several areas of academic concentrations. At the major research institutions of higher learning, master's level and doctoral level programs are offered. No Doctor of Education or Doctor of Philosophy degree is offered in bilingual education as such. The doctoral programs offer only a sub-category of an emphasis in BE from departments of Higher Education or Curriculum and Instruction. Staff engaged in teaching the courses varies from institution to institution and from semester to semester. An estimate of the total number of persons engaged in directing or teaching BE in the state is 215 personnel. Enrollment figures are also only approximations reported by program directors or representatives from the colleges and were not verified by registration officers. The numbers vary because in many programs
students are not actually enrolled in the bilingual courses until their junior years and because endorsement programs are often determined by available tuition support in summer workshops. A conservative estimate of the number of persons presently undertaking bilingual education programs leading to certification or endorsement in the state is 2600.

There are thirteen institutions operating or have recently completed federally financed grant projects in the state. Other special funding sources for teacher training include support from the Regional Service Centers of the TEA, the Bilingual Resource and Training Center in Austin, and various Dean's grants at the institutions. Summaries of the production of certified personnel, the types of degrees offered, and the schedule of funded training grant projects are displayed in Table I through Table III, respectively.

In Table I the institutions are listed in order of the date of program approval and the numbers of certified personnel are tabulated from 1975 to 1980. Data were collected from the Texas Teacher Certification Office in Austin.
### Table I

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<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Southwestern University</td>
<td>1974</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>U. of Texas at El Paso</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Southwest Texas State U.</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Laredo State University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>U. of Texas at San Antonio</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Angelo State University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>East Texas State University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Hardin-Simmons University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Houston Baptist</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>McMurry College</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>North Texas State University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Texas Wesleyan College</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Trinity University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>University of Houston</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>University of St. Thomas</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>West Texas State University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Baylor University</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>U. of Houston, Victoria</td>
<td>1975</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Prairie View A &amp; M</td>
<td>1976</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Stephen F. Austin State U.</td>
<td>1976</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Texas Tech. University</td>
<td>1976</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>U. of Texas of the Permian Basin</td>
<td>1977</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Abilene Christian University</td>
<td>1978</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Wayland Baptist College</td>
<td>1978</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Sul Ross State University</td>
<td>1979</td>
<td>19-76</td>
<td>76-77</td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>1979</td>
<td>19-76</td>
<td>76-77</td>
</tr>
</tbody>
</table>

* Source: Division of Teacher Certification, Texas Education Agency

Table II reports the types of degrees (and programs) available by listing the number of institutions awarding the bachelors, masters, and doctoral degrees with a concentration in BE by the type of institution (public or private).
TABLE II
NUMBER OF DEGREES AND PROGRAMS OFFERED IN BILINGUAL TEACHER EDUCATION AT TEXAS COLLEGES AND UNIVERSITIES

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Bachelors</th>
<th>Postbaccalaureate</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public (22)</td>
<td>22</td>
<td>19</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Private (15)</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total Numbers</td>
<td>37</td>
<td>30</td>
<td>13</td>
<td>5</td>
</tr>
</tbody>
</table>

Data for Table III were summarized from the latest information available about federally funded training projects. The amounts of grant awards for the years 1978-79 are listed.

Program directors were asked to comment on their bilingual programs relative to recommendations for modification or areas of concern. Twenty-seven of the program directors responded in writing and additional seven responded in telephone interviews. The comments fell into four categories: (1) addition, deletion, or modification of courses, (2) organizational or structural issues, (3) teaching staff or methods and, (4) issues and attitudes about BE. A sampling of the comments from these categories is listed following the table.
### TABLE III

**ESEA TITLE VII BILINGUAL TRAINING PROGRAM**
**GRANTS 1978-79 AT TEXAS COLLEGES AND UNIVERSITIES**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Grant No.</th>
<th>Time Period (yrs.)</th>
<th>Number of Trainees</th>
<th>Degree or Credentials</th>
<th>Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Texas State U.</td>
<td>780</td>
<td>1</td>
<td>70</td>
<td>BA</td>
<td>$105,000</td>
</tr>
<tr>
<td></td>
<td>2239</td>
<td></td>
<td>(200*)</td>
<td>M.Ed. Inservice</td>
<td></td>
</tr>
<tr>
<td>Our Lady of the Lake U.</td>
<td>780</td>
<td>1</td>
<td>50</td>
<td>MA</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>2229</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pan American University</td>
<td>780</td>
<td>3</td>
<td>25</td>
<td>BA</td>
<td>$ 95,000</td>
</tr>
<tr>
<td></td>
<td>2236</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>St. Edwards University</td>
<td>780</td>
<td>3</td>
<td>40</td>
<td>BS</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>2228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern Meth. University</td>
<td>780</td>
<td>3</td>
<td>15</td>
<td>MA</td>
<td>$ 87,000</td>
</tr>
<tr>
<td></td>
<td>2235</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas A &amp; I University</td>
<td>760</td>
<td>3</td>
<td>200</td>
<td>BA</td>
<td>$150,000</td>
</tr>
<tr>
<td>at Kingsville</td>
<td>4766</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>780</td>
<td>1</td>
<td>20</td>
<td>BS</td>
<td>$ 90,000</td>
</tr>
<tr>
<td></td>
<td>2230</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Southern University</td>
<td>780</td>
<td>1</td>
<td>15</td>
<td>BA</td>
<td>$ 95,000</td>
</tr>
<tr>
<td></td>
<td>2236</td>
<td></td>
<td></td>
<td>BS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ed.D.</td>
<td></td>
</tr>
<tr>
<td>Texas Woman's University</td>
<td>780</td>
<td>3</td>
<td>46</td>
<td>BA</td>
<td>$110,000</td>
</tr>
<tr>
<td></td>
<td>2238</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M.Ed.</td>
<td></td>
</tr>
<tr>
<td>University of Houston</td>
<td>780</td>
<td>3</td>
<td>20</td>
<td>BA</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>2231</td>
<td></td>
<td></td>
<td>MA</td>
<td></td>
</tr>
</tbody>
</table>
TABLE III—Continued

<table>
<thead>
<tr>
<th>Institution</th>
<th>Grant No.</th>
<th>Time Period (yrs.)</th>
<th>Number of Trainees</th>
<th>Degree or Credentials</th>
<th>Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Texas at Austin</td>
<td>760 4769</td>
<td>3</td>
<td>72</td>
<td>BA MA</td>
<td>$106,500</td>
</tr>
<tr>
<td>University of Texas at El Paso</td>
<td>760 4771</td>
<td>3</td>
<td>60</td>
<td>BA MA</td>
<td>$117,500</td>
</tr>
<tr>
<td>University of Texas at San Antonio</td>
<td>780 2232</td>
<td>3</td>
<td>35</td>
<td>BA</td>
<td>$116,000</td>
</tr>
<tr>
<td>Totals</td>
<td>(13)</td>
<td></td>
<td>798</td>
<td></td>
<td>$1,372,000</td>
</tr>
</tbody>
</table>

* Paraprofessionals

Source: Guide to Title VII ESEA Bilingual Bicultural Programs, 1979.
Program Directors' Comments

The 12-hour endorsement program is totally unsatisfactory.

Most universities face the problem of coordinating content for those courses taught in departments other than education.

Bilingual Education is yet to be respected as a legitimate field of endeavor in education. Research in language and cognitive structures is needed.

We have at no time undertaken any serious formal evaluation studies about the program.

Entrance/exit language testing in both languages needs to be considered.

I look forward to the time we can remove the political primacy of our work, and to the other half of BE, namely, all children being enriched.

Courses in research methodology, in law and education, and administration of BE programs should be added.

Yes, we need active IHE participation in "sausage making." Criticism of BBE is rampant, and IHE's are silent about the issue.

There is weakness in the programs because many of the teacher trainers are not specialists in academic Spanish. There is a crucial need for good models of bilingual instruction.

Part of what is missing is resolution of today's problems. We still talk about and resolve the 1954-55 problems at meetings and conferences and do nothing about the 1980's problems.

How do we provide a humanistically based program and still meet ever increasing demands from external agencies about competencies? Are we producing professional technicians who have had little exposure to the great world of ideas?

Add more courses on acquisition of Spanish language as an instructional language.
We need to strengthen our recruitment program.

More emphasis on conversational and dialectal Spanish is needed.

All courses need to be taught bilingually.

Teachers are asked to do extra work without extra pay. This presents a problem for recruitment of teachers into bilingual programs.

Some of the nine hours in linguistics could be deleted. Also the materials course.

We need to establish a 2 + 2 program with a junior college to allow students to fulfill 9-12 hours of the bilingual specialization in the junior colleges.

Finally, in analysis of the existing programs in the state of Texas, it must be noted that there are obvious differences in size, facilities, resources, and talent of the various institutions in the study. The total institutional enrollments of the colleges and universities range from several hundred students to over 40,000 students.

The financial support of these institutions ranges from minimal private endowments to access to the billion dollar Permanent University Fund. The qualifications and reputations of the various Colleges of Education also vary. Only twenty-two of the institutions are presently accredited by NCATE reports Lovejoy (5). In this study, no attempt was made to assay the quality of individual instruction or assess the competency and effectiveness of the graduates. Interviews with program directors revealed an underlying concern about the quality of instruction in
education and in the academic arena. No information was solicited relative to the completion rate of students in the program. Obvious differences in entry and exit requirements at these institutions are also apparent. Conclusions about the status of bilingual teacher education programs are drawn in the final chapter of this work.

Report and Analysis of Program Directors Opinion Poll

This section includes tabulations of the responses of program directors to the opinion questionnaire. The responses are reported in Tables IV, V, and VI. The questionnaires were mailed to the thirty-seven institutions in this study and twenty-seven of the questionnaires were returned representing seventy-three percent of the population. Additionally, the respondents represented institutions that have provided more than ninety-five percent of the certified bilingual educators in the last two years. Telephone or personal contact was completed with thirty-four of the thirty-seven institutions. One institution no longer is offering a bilingual certification program. Follow-up procedures employed were reminder letters and telephone requests.

Table IV represents the results of Section A of the questionnaire concerning the opinions of the general issues in BE. The table lists the percent of response in each of the categories.
### TABLE IV

Opinion Poll of Bilingual Education Program Directors on General Issues in Bilingual Education (N=27)

<table>
<thead>
<tr>
<th>Issue in Bilingual Education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals of Bilingual Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) equal opportunity</td>
<td>20</td>
<td>74.1 *</td>
</tr>
<tr>
<td>b) enrichment</td>
<td>14</td>
<td>51.9</td>
</tr>
<tr>
<td>c) linguistic rights</td>
<td>7</td>
<td>25.9</td>
</tr>
<tr>
<td>d) self-image/identity</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>e) linguistic democracy</td>
<td>7</td>
<td>25.9</td>
</tr>
<tr>
<td>f) occupational preparation</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td><strong>View of Non-English Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) limitation</td>
<td>26</td>
<td>96.3 *</td>
</tr>
<tr>
<td>b) untapped resource</td>
<td>14</td>
<td>51.9</td>
</tr>
<tr>
<td>c) right to be protected</td>
<td>8</td>
<td>29.6</td>
</tr>
<tr>
<td>d) useful/self-concept</td>
<td>11</td>
<td>40.7</td>
</tr>
<tr>
<td>e) socio-linguistic reality</td>
<td>17</td>
<td>63.0</td>
</tr>
<tr>
<td>f) asset in market place</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td><strong>Participants in Bilingual Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) culturally disadvantaged</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>b) all children</td>
<td>16</td>
<td>59.3 *</td>
</tr>
<tr>
<td>c) some non-English speaking</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>d) lower socio-economic</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>e) all of non-English backgrounds</td>
<td>5</td>
<td>18.5</td>
</tr>
<tr>
<td>f) non restricted language minorities</td>
<td>11</td>
<td>40.7</td>
</tr>
<tr>
<td><strong>Duration and Scope of Bilingual Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) short-term program</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>b) one hour/day/all years</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>c) through public school</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td>d) through K-12</td>
<td>8</td>
<td>29.6</td>
</tr>
<tr>
<td>e) no specific limit</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>f) until objectives reached</td>
<td>11</td>
<td>40.7 *</td>
</tr>
</tbody>
</table>

* Mode for particular section
Per cents do not total 100.
Analysis of the frequency of response to the questions on general issues of BE reveals that the program directors believe that bilingual education is to be viewed as an equal educational opportunity, that a non-English home language is a limitation to academic achievement, and that all the children in a school should be given the opportunity to engage in BE until the objectives of the program are achieved. Opportunity was given to select more than one of the categories under each item and thus a strong secondary opinion of BE as an enrichment opportunity, diverse language as an untapped resource, and that BE should not be restricted to language minorities but made available throughout public school and college years is also expressed.

The categories of response were synthesized from the work of Gonzalez (3) in isolating the ideologies in BE. Using Gonzalez typologies as a framework, the responses to the first two questions in the series would categorize the program directors as representative of the current federal/state orientation to BE. Gonzalez labels that orientation the "Assimilation/Compensation/Remediation" approach. The modal responses to the last two questions as to participation, scope, and duration of BE programs are more akin to the perspectives which Gonzalez labels "Aesthetic/Enrichment," "Civil Libertarian," and the "Cultural
Pluralism," approaches. In his work, Gonzalez did not seek to assign relative merit to any position, but rather to discern the presence and range of differences. No assignment of relative merit to a position is made by this analysis either. It should also be noted that in practice few programs of BE adhere exclusively to one or another of the orientations as defined by Gonzalez. Most practitioners utilize an eclectic approach which accommodates more than one view. That is apparently the case in this situation.

One possible implication of the lack of uniformity of the responses to one category of the taxonomy may be the changing perspective of the state and federal governments relative to the scope and duration of BE programs. The trend has been the extension of bilingual program opportunities for longer and more unspecified periods and towards a broader concept of at least an "ideal" of bilingualism as a "blessing" rather than a "problem." This trend in the last five years, the period of time since the collection of data in the Gonzalez research study, has been supported by federal, state, and court intervention.

It must also be noted that "by their nature typologies such as the one presented here are deficient in at least three unavoidable respects" (3, p. 25). It is true that a typology cannot generate all possible views or
categorizations; and, as they are stated so as to represent salient, easily observable positions, they do not account for more eclectic or subtle variances; and the entire process could be tinted by the analyst's own perceptions or preconceptions. More specifically for this research effort, since the respondents were permitted to fit themselves into one or more of the categories, no further interpretation of the results is warranted.

Program directors also were given the opportunity to answer open-ended questions on the three most pressing issues in BE today. The responses were tallied into five major areas of concern. These are listed below in order of the frequency of comments in each area.

1. Attitudes toward bilingualism and lack of understanding of concepts or purposes by educators, governmental authorities, and the general public.
3. Political and power structures forces in conflict over BE.
4. Language skills in the cognitive and affective development of students and trainees.
5. Practical issues of implementation and funding.

The data presented in Table V is from the second section of the questionnaire concerning the opinions of the program directors about components of the state
<table>
<thead>
<tr>
<th>Components and Requirements</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>excellent</td>
</tr>
<tr>
<td>1) 24-hr. - cert.</td>
<td>19</td>
</tr>
<tr>
<td>2) 12-hr. - endsm.</td>
<td>11</td>
</tr>
<tr>
<td>3) Rationale/orientation</td>
<td>11</td>
</tr>
<tr>
<td>4) Linguistics</td>
<td>44*</td>
</tr>
<tr>
<td>5) ESL, ESOL methods</td>
<td>7</td>
</tr>
<tr>
<td>6) Subject matter content</td>
<td>7</td>
</tr>
<tr>
<td>7) Psychology/testing</td>
<td>15</td>
</tr>
<tr>
<td>8) Culture/heritage</td>
<td>11</td>
</tr>
<tr>
<td>9) Regional contributions</td>
<td>4</td>
</tr>
<tr>
<td>10) Standard dialect</td>
<td>3</td>
</tr>
<tr>
<td>11) Written exam</td>
<td>4</td>
</tr>
<tr>
<td>12) Oral exam</td>
<td>11</td>
</tr>
<tr>
<td>13) Ends. exam</td>
<td>7</td>
</tr>
<tr>
<td>14) Language studies</td>
<td>19</td>
</tr>
<tr>
<td>15) Student teaching</td>
<td>30</td>
</tr>
<tr>
<td>16) Field visits</td>
<td>30</td>
</tr>
<tr>
<td>17) Materials Dev.</td>
<td>15</td>
</tr>
<tr>
<td>18) Full-time faculty</td>
<td>4</td>
</tr>
<tr>
<td>19) Faculty credentials</td>
<td>4</td>
</tr>
<tr>
<td>20) Faculty experience</td>
<td>15</td>
</tr>
<tr>
<td>Components and Requirements</td>
<td>Percent of Responses</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>excellent</td>
</tr>
<tr>
<td>21) Faculty sensitivity</td>
<td>19</td>
</tr>
<tr>
<td>22) Faculty lang. prof.</td>
<td>30*</td>
</tr>
<tr>
<td>23) Inst. competency **</td>
<td>15</td>
</tr>
<tr>
<td>24) Advisory role **</td>
<td>11</td>
</tr>
<tr>
<td>25) Recruitment efforts **</td>
<td>4</td>
</tr>
<tr>
<td>26) Preparation time **</td>
<td>4</td>
</tr>
<tr>
<td>27) Support facilities **</td>
<td>7</td>
</tr>
<tr>
<td>28) Staff development **</td>
<td>7</td>
</tr>
<tr>
<td>29) Faculty rewards **</td>
<td>4</td>
</tr>
<tr>
<td>30) Inter-dept. cooperation **</td>
<td>0</td>
</tr>
<tr>
<td>31) Commitment of college **</td>
<td>7</td>
</tr>
<tr>
<td>32) Physical facilities</td>
<td>4</td>
</tr>
<tr>
<td>33) Accessibility</td>
<td>7</td>
</tr>
<tr>
<td>34) Media/library</td>
<td>15</td>
</tr>
<tr>
<td>35) Community involvement</td>
<td>7</td>
</tr>
<tr>
<td>36) Seminars/conference **</td>
<td>19</td>
</tr>
<tr>
<td>37) LEA/SEA coordination **</td>
<td>15</td>
</tr>
<tr>
<td>38) Evaluation/Assessment **</td>
<td>11</td>
</tr>
<tr>
<td>39) Performance Criteria **</td>
<td>7</td>
</tr>
<tr>
<td>40) Overall evaluation</td>
<td>7</td>
</tr>
</tbody>
</table>

N = 27
* Mode for each item
** Institutional responsibilities not specified by TEA
bilingual certification requirements for individuals and for institutions. The relative frequency of response is given in a percentage of response for each of the possible categories from excellent to unacceptable. A "no opinion" category is also indicated. The mode for each item is marked with an asterisk. The forty items have been abbreviated for the table and the reader is referred to the questionnaire in the Appendix for the full expression of each component. Those items marked with two asterisks are items expressing institutional responsibilities or ordinary operational procedures for any program in higher education and are implied but not specifically listed among the components required for individual accomplishment of bilingual certification or institutional approval to conduct a bilingual education program.

Analysis of opinions about the state certification requirements shows that program directors believe that the majority of items are "good" or "satisfactory." Only two items were isolated as "excellent" and two that were rated as "poor." The areas of excellence were in the studies in linguistics and the requirements for faculty language proficiency. The items rated as "poor" were the methods courses in educational psychology and testing procedures and the faculty credential requirements. Overall the program directors view the BBE teacher training programs
in Texas as "satisfactory." The surface nature of the questionnaire does not allow interpretation of why any particular item did not receive a higher rating. For instance, in the item concerning the 12-hour endorsement program the rating of "satisfactory" does not indicate whether program directors believe there should be fewer or more hours required or if the specific nature of the hours is in question. The data does, however, confirm the concerns of program directors reported earlier in this chapter about the inadequacy of the endorsement program and about qualifications of teacher trainers. All of the institutional responsibility items received a rating of "satisfactory" indicating that program directors would like to see more rewards, support, and cooperation for their programs.

Table VI displays the data from the third section of the questionnaire concerning opinions of the relative importance of standards for Bilingual/Bicultural Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The table lists the mode of response with the percent of frequency for the mode for each item. An asterisk indicates the opinions of program directors about the components that are most adequately being implemented by Texas programs. The items are abbreviated on the chart
and the reader is referred to the Appendix for the full statement of each of the standards. Items were evaluated on a scale ranging from "essential" to "unnecessary."

TABLE VI

OPINIONS OF PROGRAM DIRECTORS CONCERNING IMPORTANCE OF NASDTEC STANDARDS FOR BILINGUAL BICULTURAL TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Standard Components</th>
<th>Mode (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Certificate</td>
<td>Essential (77.8)*</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>Essential (85.2)</td>
</tr>
<tr>
<td>History/Culture</td>
<td>Essential (81.5)*</td>
</tr>
<tr>
<td>Subject Matter Instruction</td>
<td>Essential (88.9)</td>
</tr>
<tr>
<td>Materials Adaptation</td>
<td>Essential (74.1)</td>
</tr>
<tr>
<td>Sociology/Linguistics</td>
<td>Essential (55.6)</td>
</tr>
<tr>
<td>Field Opportunities</td>
<td>Essential (59.3)</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Essential (81.5)</td>
</tr>
<tr>
<td>Understanding Dialects</td>
<td>Essential (59.3)</td>
</tr>
<tr>
<td>Language Structures</td>
<td>Essential (66.7)</td>
</tr>
</tbody>
</table>

N = 27
* Adequate Texas BBE implementation

Analysis of the data secured in Section C of the questionnaire indicates the unanimity of opinion about the importance of the ten components. Smaller percentages appeared for the sociology, linguistics, field opportunities, and dialect understanding components, indicating a somewhat lower priority for these areas. Responses relative to the implementation of these standards in the Texas programs were essentially negative, with only two of the areas
(standard teachers certificate and the knowledge of history and culture) being indicated by the majority of respondents. Only a few (five) respondents made additional remarks about other standards. The comments included suggestions for an additional component relative to the qualifications of supervisory teachers in the public schools (many are not bilingual or teaching bilingually), and suggestions relative to the strengthening of specific components.

Report and Analysis of TABE Membership Poll

The data secured from the poll of TABE members are reported in Tables VII, VIII, and IX. The format in reporting is identical to that of the program directors poll. The questionnaires were mailed to a random sampling of 134 members of the Texas Association for Bilingual Education composed of classroom and non-classroom related teachers or supporters of BBE. Three follow-up letters and reminders were necessary before a sufficient number of responses were received to complete the analysis. Seventy-two percent of the questionnaires were returned. No additional analysis of the non-respondents was attempted. Results for this poll are analyzed and also compared with the results from the program directors poll.

The data displayed in Table VII indicate that the TABE membership supports the belief that the goal of BE is equal educational opportunity. Their views of language
### TABLE VII

OPINION POLL OF TABE MEMBERSHIP ON GENERAL ISSUES IN BILINGUAL EDUCATION

<table>
<thead>
<tr>
<th>Issue in Bilingual Education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals of Bilingual Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) equal opportunity</td>
<td>70</td>
<td>72.9 *</td>
</tr>
<tr>
<td>b) enrichment</td>
<td>45</td>
<td>41.7</td>
</tr>
<tr>
<td>c) linguistic rights</td>
<td>24</td>
<td>25.0</td>
</tr>
<tr>
<td>d) self-image/identity</td>
<td>28</td>
<td>29.2</td>
</tr>
<tr>
<td>e) linguistic democracy</td>
<td>20</td>
<td>20.8</td>
</tr>
<tr>
<td>f) occupational preparation</td>
<td>18</td>
<td>18.8</td>
</tr>
<tr>
<td><strong>View of Non-English Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) limitation</td>
<td>16</td>
<td>16.7</td>
</tr>
<tr>
<td>b) untapped resource</td>
<td>38</td>
<td>39.6</td>
</tr>
<tr>
<td>c) right to be protected</td>
<td>14</td>
<td>14.6</td>
</tr>
<tr>
<td>d) useful/self-concept</td>
<td>22</td>
<td>22.9</td>
</tr>
<tr>
<td>e) socio-linguistic reality</td>
<td>42</td>
<td>43.8 *</td>
</tr>
<tr>
<td>f) asset in market place</td>
<td>22</td>
<td>22.9</td>
</tr>
<tr>
<td><strong>Participants in Bilingual Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) culturally disadvantaged</td>
<td>10</td>
<td>10.4</td>
</tr>
<tr>
<td>b) all children</td>
<td>24</td>
<td>25.0</td>
</tr>
<tr>
<td>c) some non-English speaking</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>d) lower socio-economic</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>e) all of non-English backgrounds</td>
<td>28</td>
<td>29.2</td>
</tr>
<tr>
<td>f) not restricted language minorities</td>
<td>38</td>
<td>39.6 *</td>
</tr>
<tr>
<td><strong>Duration and Scope of Bilingual Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) short-term program</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>b) one hour/day/all years</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>c) through public school</td>
<td>20</td>
<td>20.8</td>
</tr>
<tr>
<td>d) through K-12</td>
<td>18</td>
<td>18.8</td>
</tr>
<tr>
<td>e) no specific limit</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>f) until objectives reached</td>
<td>44</td>
<td>45.8 *</td>
</tr>
</tbody>
</table>

N = 96
* Mode for particular section

Per cents do not total 100.
diversity, participation in, and duration of bilingual programs were more varied. Language diversity or a non-English home language was seen as a socio-linguistic reality by the majority of respondents. Bilingual education should not be restricted to language minorities alone and students should remain in programs until objectives are reached, according to the TABE poll.

Using the Gonzalez (3) framework again as a reference, this group would be characterized as supporting the "Assimilation/Compensation/Remediation," approach as the present legal constitution of BE mandates. They would, however, move toward longer periods of instruction and open the BE programs to more students. This is also reflective of one of the current trends of thought of bilingual supporters.

An analysis of the two groups that participated in the opinion poll was also conducted. A CROSSTABS sub-routine of the Statistical Package for Social Sciences (SPSS) program was utilized at the computer facilities of North Texas State University to conduct this analysis. Data were coded for numerical reference and a cross-tabulation of responses to each of the questions in Section A of the questionnaire was completed (TABE members versus Program Directors).
A chi-square statistic was calculated for the proportion of each item in the section. This test of statistical significance can be employed in several ways. It helps to determine whether a systematic relationship exists between two variables or groups and is an appropriate statistical test for nominal level data. In a test of independence, the observed and expected frequencies (or proportions) are compared with the expected frequencies being those expected if the two variables were independent of each other. Large values of chi-square imply that a systematic relationship exists. The CROSSTABS sub-routine calculated the chi-square value, adjusting for sample size and table size, and gave the actual probability. "By itself, chi-square helps us only to decide whether our variables are independent or related. It does not tell how strongly they are related" (6, p. 193). The chi-square statistic was determined to be a useful, although limited, index of association.

In comparing the TABE members' and the program directors' responses to Section A, a chi-square value of 7.84, significant at the 0.0005 level of probability, was determined for only one item on the questionnaire. Therefore, it was concluded that the TABE membership and the program directors represented statistically independent groups relative to their opinions on general issues in BE.
A number of interpretations are possible in assessing these differences. There was more variation and selection of more than one response for each item by the TABE members than by the program directors, indicating more clarity or conciseness on the part of the latter or more familiarity with the key phrases. These differences could also indicate that there has not been a common articulation and clarification of the underlying ideologies of BE by the teacher-training institutions. Gonzalez stressed the importance of this task stating, "The anxiety, frustration and ambivalence which develops in the absence of a clear philosophy can have detrimental effects on the morale of teachers and students alike" (3, p. 31).

An internal analysis of the TABE membership was also conducted. The respondents were asked to indicate their position in education and their length of experience. There were fifty-six classified as "classroom related" and thirty-eight as "non-classroom related." Forty-three were listed as "less experienced" and fifty as "more experienced." The "less experienced" group represented less than five years of experience in bilingual education and the "more experienced" represented those with five years or more of experience. A cross-tabulation was performed for these groups and chi-square statistics were examined. In the groups based on experience, no significant chi-square
values were found. However, in the position based group, significant values of chi-square were found for items one, three, and four. The values found and their level of significance were 9.63 (0.0081), 5.74 (0.056), 11.34 (0.0034), and 6.82 (0.0330).

These statistics indicate that the experience level categories represented statistically independent or unrelated groups of opinion while the position in bilingual education was not a factor. This difference could possibly be accounted for in the changing attitudes and circumstances that all public educators have experienced in the last five years.

Data that were collected for Section B of the questionnaire are reported in Table VIII. Responses are reported in terms of relative frequencies (percents) and the mode for each item is indicated by an asterisk.

The TABE members generally rated the state program components as "good" with thirty of the forty items receiving this rating or better. Three of the items, methods course in ESL, field experiences, and basic commitment of institutions and faculty to BE, were rated as "excellent." None of the items were rated "poor," but a larger number of respondents chose to give "no opinion" on selected items. Forty-nine percent of the poll rated the overall program as "good" or "excellent" indicating
<table>
<thead>
<tr>
<th>Components and Requirements</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>excellent</td>
</tr>
<tr>
<td>1) 24-hr. - cert.</td>
<td>35</td>
</tr>
<tr>
<td>2) 12-hr. - endsmt.</td>
<td>19</td>
</tr>
<tr>
<td>3) Rationale/orientation</td>
<td>12</td>
</tr>
<tr>
<td>4) Linguistics</td>
<td>19</td>
</tr>
<tr>
<td>5) ESL, ESOL methods</td>
<td>27*</td>
</tr>
<tr>
<td>6) Subject matter content</td>
<td>23</td>
</tr>
<tr>
<td>7) Psychology/testing</td>
<td>21</td>
</tr>
<tr>
<td>8) Culture/heritage</td>
<td>19</td>
</tr>
<tr>
<td>9) Regional contributions</td>
<td>13</td>
</tr>
<tr>
<td>10) Standard dialect</td>
<td>8</td>
</tr>
<tr>
<td>11) Written exam</td>
<td>23</td>
</tr>
<tr>
<td>12) Oral exam</td>
<td>21</td>
</tr>
<tr>
<td>13) Ends. exam</td>
<td>21</td>
</tr>
<tr>
<td>14) Language studies</td>
<td>17</td>
</tr>
<tr>
<td>15) Student teaching</td>
<td>25</td>
</tr>
<tr>
<td>16) Field visits</td>
<td>33*</td>
</tr>
<tr>
<td>17) Materials Dev.</td>
<td>17</td>
</tr>
<tr>
<td>18) Full-time faculty</td>
<td>25</td>
</tr>
<tr>
<td>19) Faculty credentials</td>
<td>21</td>
</tr>
<tr>
<td>20) Faculty experience</td>
<td>23</td>
</tr>
<tr>
<td>Components and Requirements</td>
<td>Percent of Responses</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>excellent</td>
</tr>
<tr>
<td>21) Faculty sensitivity</td>
<td>21</td>
</tr>
<tr>
<td>22) Faculty lang. prof.</td>
<td>25</td>
</tr>
<tr>
<td>23) Inst. competency **</td>
<td>21</td>
</tr>
<tr>
<td>24) Advisory role **</td>
<td>6</td>
</tr>
<tr>
<td>25) Recruitment efforts **</td>
<td>10</td>
</tr>
<tr>
<td>26) Preparation time **</td>
<td>10</td>
</tr>
<tr>
<td>27) Support facilities **</td>
<td>15</td>
</tr>
<tr>
<td>28) Staff development **</td>
<td>15</td>
</tr>
<tr>
<td>29) Faculty rewards **</td>
<td>15</td>
</tr>
<tr>
<td>30) Inter-dept. cooperation **</td>
<td>10</td>
</tr>
<tr>
<td>31) Commitment of college **</td>
<td>25*</td>
</tr>
<tr>
<td>32) Physical facilities</td>
<td>15</td>
</tr>
<tr>
<td>33) Accessibility</td>
<td>12</td>
</tr>
<tr>
<td>34) Media/library</td>
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</tr>
<tr>
<td>35) Community involvement</td>
<td>10</td>
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<td>39) Performance Criteria **</td>
<td>18</td>
</tr>
<tr>
<td>40) Overall evaluation</td>
<td>20</td>
</tr>
</tbody>
</table>

N = 96
* Mode for each item
** Institutional responsibilities not specified by TEA
a healthy opinion of the present requirements and work of the institutions of higher education.

The components of certification rated no more than "satisfactory" were the studies in linguistics, testing and standard dialect studies. Other areas so rated included some of the practical components of facilities, staff support, and the experience and effectiveness of faculty.

The TABE responses to this section were again compared to the program directors' poll. Significant values of chi-square were found for more than half (twenty-one) of the items. The values ranged from 10.02 to 21.75 with significance levels of 0.0400 to 0.0006, respectively. These statistics suggested that the groups were representative of the same body of opinion.

Differences in opinion of the two groups were noted upon inspection of the two tables, Table V and Table VIII. The profile of the program directors' responses was generally a lower opinion of the various aspects of the BBE programs. Another consideration in interpreting any rating scale is the so-called "halo effect" in which items are generally given a consistently favorable response.

Internal comparisons were also made, and these revealed greater differences in opinion of the two sub-groups that were isolated for comparison. For only twenty percent of
the items, significant chi-square values were found. The range of values was from 16.74 to 30.99, all significant at the 0.003 level or better for the "classroom" versus "non-classroom" groups. It was concluded that these two groups were statistically independent. Frequencies of the "classroom" group showed generally higher ratings than the "non-classroom" group.

Differences between the experience level groups were found for twelve of the forty items. Significant values of chi-square ranged from 16.52 to 28.98 with significance levels less than 0.05. The differences represented thirty percent of the universe of items. It was concluded, upon examination of the set of responses, that the differences were inclusive evidence that the two groups were related, but rather represented statistically independent groups. Review of the frequencies of these groups showed that the less experienced group represented a generally higher rating than the more experienced group.

Table IX displays the responses of the TABE membership to the last section of the questionnaire. The opinions represented substantial agreement with the NASDTEC standards. All items were rated by the majority as "essential" with the exception of the linguistics and field opportunities components which received a rating of "helpful." Only two significant values of chi-square were
found in comparing the TABE and program directors' polls. The statistical independence of the groups was verified in observation of the frequencies with more variation being noted among TABE members responses than among program directors' responses.

TABLE IX

OPINIONS OF TABE MEMBERSHIP CONCERNING IMPORTANCE OF NASDTEC STANDARDS FOR BILINGUAL BICULTURAL TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Standard Components</th>
<th>Mode (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Certificate</td>
<td>Essential (79.2) *</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>Essential (76.0)</td>
</tr>
<tr>
<td>History/Culture</td>
<td>Essential (41.7)</td>
</tr>
<tr>
<td>Subject Matter Instruction</td>
<td>Essential (72.9)</td>
</tr>
<tr>
<td>Materials Adaptation</td>
<td>Essential (67.5)</td>
</tr>
<tr>
<td>Sociology/Linguistics</td>
<td>Helpful (50.0)</td>
</tr>
<tr>
<td>Field Opportunities</td>
<td>Helpful (50.0)</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Essential (66.7)</td>
</tr>
<tr>
<td>Understanding Dialects</td>
<td>Essential (43.8)</td>
</tr>
<tr>
<td>Language Structures</td>
<td>Essential (40.0)</td>
</tr>
</tbody>
</table>

N = 96
* Adequate Texas BBE implementation

There were not enough responses to the question of the adequacy of implementation of these standards in Texas in this poll for analysis. This may indicate that the instrument was too long or the items were perceived as repetitious. Internal comparisons between the sub-groupings yielded insufficient information to make any conclusions about independence or relatedness of the sub-groups.
Finally, an analysis of the comments of the TABE membership revealed issues and concerns in the areas of the negative attitudes about BE, the lack of acceptance of the programs, inadequate funding, and the lack of qualified teachers. Other concerns were noted in the following quotes.

The universities are implementing the above on their students but the public schools aren't taking it seriously.

Unless renewal of "grandfather" endorsements is required all certificates will be cheapened and LESA students will suffer at the hands of endorsed incompetents.

Standards are adequate. Inconsistencies lie in the quality of instruction and level of competency in the student.

Should never have offered the school district endorsements. It's an insult to those university certification programs.

Bilingual education should be effective in the first three years. After, it serves no purpose.

There are too many requirements. This keeps good people out of the teaching field.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study was to review the programmatic scope and content of Bilingual Bicultural teacher education programs in the state of Texas. An extensive review of the literature was conducted from several perspectives: historical, philosophical, judicial, organizational, and methodological. The chronology of events in bilingual education presented in the previous chapter serves as a summary of this extensive review and fulfills the specific purpose of documenting the history of Bilingual Bicultural teacher education in Texas.

A compendium of the programs offered in thirty-six institutions in Texas has been completed. The narratives were composed to answer basic questions of what, who, why, how, and for how many. These reports have been analyzed and summarized in Chapter IV and complete the preparation of a status report as set forth in the second specific purpose of the study.

The common characteristics of these programs and reflections about them are summarized in the nine statements below.
1. **Course Content:** The courses offered consist of elements of the components required by TEA guidelines with only minor variations in titles and content emphasis.

2. **Program Organization:** The structure of the programs is an interdisciplinary organization with cooperative efforts of departments of education and language in the majority of the institutions. Primary responsibility is most frequently with colleges of education.

3. **Philosophical Approach:** The orientation of the majority of programs is transitional but an exploration of other philosophies is included in course content.

4. **Administrative Procedures:** In the collective, recruitment and evaluation efforts have been minimal.

5. **Functional Levels:** The programs are multi-level operations offering degrees in the undergraduate, postbaccalaureate, graduate, and other special areas (paraprofessionals).

6. **Performance Criteria:** Specific competencies are identified for bilingual teacher education.

7. **Instructional Methods:** Bilingual (dual language instruction) is identified as the appropriate method of instruction and approximately fifty percent of the courses are taught bilingually.

8. **Language Proficiency:** The importance of language development in teacher training is seen for native-speakers and non-native-speakers.

9. **Regional Adaptability:** Regional flexibility is present in adapting program emphases to specific needs of constituents.

An analysis of the programs through an opinion poll conducted with two distinct groups, the program directors and TABE members, was reported in the previous chapter. The data collected represent preliminary steps in the
isolation of variables for an evaluation of the Texas programs. The findings showed that there was commonality of opinion about what the standard components of a BBE program should be but a measure of dissatisfaction with the implementation of the programs and variant opinions about the appropriate purposes, clientele, and length of BE programs in the public schools. A common concern was expressed about the quality of previous and present endorsements procedures and practices. The factors of experience in BE and position in education affected opinions.

Conclusions

Based on the findings of this study, the following conclusions are reached about the data and the design of the research.

1. The structure for bilingual education teacher preparation in the state of Texas is well established with a comprehensive, accessible, and diverse group of institutions prepared to meet the increased need for bilingual specialists.

2. Adequate criteria for bilingual education teacher preparation has been established.

3. The quality of professional instruction in educational methods, bilingual role models, and academic content needs to be evaluated and up-graded.
4. The cadre of bilingual specialists at the administrative and college level needs to be increased.

5. The institutions of higher education need to enunciate their commitment to bilingual education in terms of educational principles.

6. The recruitment of prospective bilingual educators and the retention of certified teachers in bilingual classrooms is linked to the lack of additional salary support for teachers and college faculty for a program that requires additional specialization and expenditure of time.

7. No single program profile is evident, but there is a salutary effect in the regional flexibility and adaptiveness of the present programs.

8. There are apparent differences about general issues in BE and the relative importance of specific standards for teacher education between program directors' opinions and opinions of constituents of BE teacher training programs.

Conclusions relative to the design and conduct of this study must also be noted. The research design has provided breadth but very little depth. The description and analysis of the programs is only as accurate and comprehensive as the accuracy of the information received. The majority (seventy-one percent) of the interviews were conducted by telephone and, although a common format was used, the length and the quality of the interviews varied. The same can be
said for the availability and access to printed matter relative to the programs. The questionnaire also yielded responses in comprehensive areas but did not provide for any in-depth probing. The contributions of these findings to the research are general rather than specific.

The groups surveyed were cooperative and interested in the outcome of the study. There was a general strength of commitment to bilingual education present. However, it is clear that bilingual education has not demonstrated that it holds something for everybody. In the conduct of this research, opinions of opponents to BBE have been reviewed. The educators contacted in this study, all of whom have aligned themselves with BBE in some way, were cognizant of and sometimes supportive of one or another of the points of argument against bilingual education in such issues as segregation, parental responsibilities for language and culture maintenance, past experience of non-English speaking children learning without the specially funded programs, and the necessity of English proficiency to function in the American society. As Casso notes, "The teacher and the teacher educator must realize that there obviously exists a clear-cut controversy in bilingual bicultural education" (1,p. 28). It is the opinion of this researcher that the controversy is a healthy one because it has and it can continue to bring out the best thinking to
clarify where we have come from and where we are going in public education's response to the educational needs of the linguistically and culturally distinct child.

Recommendations

The following implications emerge from this work:

1. That program directors and state agencies should be provided with a summary of the findings of the study;

2. That the Texas Education Agency should consider establishing a task force to review and evaluate the current twelve-hour endorsement program;

3. That a collegium should be convened of program directors, their superordinates, and state education agency officials to produce a common enunciation of educational principles, develop plans for recruitment, create mechanisms for quality controls, and build supportive and flexible models for actualization of goals.

It is also recommended for immediate action or further exploration that a comparative evaluation study be conducted examining like institutions in each region of the state and assessing cost effectiveness, instructional effectiveness, and student competencies.
CHAPTER BIBLIOGRAPHY

APPENDIX
Dear Colleagues:

I am currently engaged in a dissertation project to review the Bilingual Teacher Training program at North Texas State University with my doctoral candidate, Letty Lynn Maloney. We are now developing the method and design of this study and would like your cooperation in gathering preliminary information.

Would you please send me any information you have readily available about your particular program - its history, objectives, a brochure of course content and requirements, and particularly the results of any evaluation studies you may have conducted about the program.

We will be soliciting your response to an opinion survey later in the course of the study, and will be happy to supply you with copies of the report when it is completed.

Thank you for your cooperation.

Nos vemos,

Bill E. Martin
Director
Bilingual Education
North Texas State University

Letty Lynn Maloney
Doctoral Student
North Texas State University

REM/sej
Dear Colleagues:

I am currently conducting research for my doctoral dissertation at North Texas State University. The topic of my study is review of the Bilingual Bicultural Teacher Certification programs at selected universities and colleges in Texas. I am mailing the enclosed opinion questionnaire to a statewide sample of bilingual educators and advocates. Will you please take a few moments of your time to complete the survey and return it to me in the next two weeks. Your response will be a crucial and valuable aspect of this research study. You need not identify yourself on the form and individual responses will be held in confidence.

A self-addressed and stamped envelope is enclosed for your convenience in returning the completed survey. If you would be interested in receiving a summary copy of this report when it is completed, please write your name and address on the post card that is also enclosed and mail it separately. I would also welcome any additional comments or suggestions that you would care to make. I can be reached by telephone at 817-268-0991 or 817-283-6267.

Thank you for your cooperation and for the contribution you have made to Bilingual Education in this state.

Yours truly,

Letty Lynn Maloney

Enclosures
POST CARD REMINDER

Dear Colleague:

Several weeks ago I sent you a letter and questionnaire about Bilingual Teacher Certification programs at Texas colleges. I have not yet received your response. Could you please take time from your busy schedule to complete the questionnaire and return it to me? Your insights are vital to this important and timely research.

Thank you,

Letty Lynn Maloney
P. O. Box 66
Euless, Texas 76039
Dear Colleague:

I have not yet received the questionnaire which I sent to you several weeks ago.

The responses to date have been good. The greatest possible return is necessary for a more accurate picture of opinions on the bilingual teacher education programs in Texas; therefore, I would appreciate receiving a response from you. Could you please take a moment from your busy schedule to complete the questionnaire and return it to me this week?

I have enclosed a second copy of my questionnaire for your convenience in answering. If you have answered the first questionnaire feel free to keep this copy for your files.

Thank you for your cooperation and valuable contribution to this research effort.

Yours truly,

Letty Lynn Maloney
NORTH TEXAS STATE UNIVERSITY

Enclosures
INTERVIEW FORMAT

BILINGUAL BICULTURAL TEACHER CERTIFICATION AND ENDORSEMENT PROGRAMS

Institution: ____________________________________________

Director: ____________________________________________

When did program begin? ________________________________

How is the program organized? __________________________

How many students currently enrolled (approximately)? ___

How many staff members (full or part-time) involved in the program? ________________________________

What degrees or programs are offered? __________________

What unique qualities or components of your program would you recommend to others? __________________

What recruitment efforts have been engaged? _______________

What evaluation and assessment results have been found? _____________________________________________

What would you change about the program (courses added or deleted, objectives modified, requirements altered, etc.)? _____________________________________________

Any additional concerns, comments or insights: ______________
SAMPLE QUESTIONNAIRE

SURVEY OF TEXAS BILINGUAL BICULTURAL TEACHER CERTIFICATION PROGRAMS

A. DEMOGRAPHIC PROFILE

Please complete this information about yourself by circling the letter corresponding to the appropriate descriptors. Underline choices in parentheses.

Experience in Bilingual Education: Position: Classroom related
a. under 5 years     a. Student
b. 5 years or more   b. Teacher (Elementary/Secondary)

Classroom related
a. Student
b. Teacher (Elementary/Secondary)
Non-Classroom related
a. Coordinator or Admin. b. College faculty
c. State or Reg. Official d. Citizen advocate

c. Coordinator or Admin. e. College faculty
d. State or Reg. Official f. Citizen advocate

c. Coordinator or Admin. e. College faculty
d. State or Reg. Official f. Citizen advocate

c. Coordinator or Admin. e. College faculty
d. State or Reg. Official f. Citizen advocate

B. GENERAL ISSUES IN BILINGUAL EDUCATION

Please circle the response that most nearly reflects your attitude or opinion. If all, none or several responses are appropriate, please specify in space provided.

1. I believe the goal of bilingual education should be to provide or maintain
   a. equal educational opportunity  e. a linguistic democracy
   b. enrichment for all students  f. vocational/occupational preparation
   c. linguistic rights of minorities g. other (please specify)
   d. healthy self-image & identity

2. I believe a non-English home language should be considered a
   a. limitation to achievement  e. socio-linguistic reality
   b. untapped natural resource  f. asset in the market place
   c. a right to be protected  g. other (please specify)
   d. a useful tool for self-concept

3. I believe the participants in bilingual programs should be
   a. the culturally disadvantaged  e. all children of non-English speaking
   b. all the children in school  f. not restricted to language minorities
   c. some non-English speaking students g. other (please specify)
   d. lower socio-economic groups

4. I believe the duration or scope of bilingual instruction should be
   a. short-term special programs  e. no specific limit
   b. one hour per day for all years  f. until objectives are reached
   c. opportunity throughout public school and college years  g. other (please specify)
   d. throughout K-12

5. I believe the three most critical issues in bilingual education in Texas are
   1. 2. 3.
C. STATE OF TEXAS BILINGUAL CERTIFICATION PROGRAM COMPONENTS

The following are a list of required components for colleges offering certification programs. The starred items are indirectly inferred by procedures common to all college programs. Please circle the number that represents your opinion of these components.

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The 24 semester hour requirement for Bilingual Certification.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. The 12 semester hour requirement for postgraduate endorsement.</td>
<td></td>
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<tr>
<td>3. Studies emphasizing rationale for BBE and state orientation.</td>
<td></td>
<td></td>
<td></td>
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<td>0</td>
</tr>
<tr>
<td>4. Studies in linguistics (descriptive, applied, psycholinguistics).</td>
<td></td>
<td></td>
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<tr>
<td>5. Methods courses in ESL, ESOL and reading in second language.</td>
<td></td>
<td></td>
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<tr>
<td>6. Methods courses in subject matter content taught in 2nd language.</td>
<td></td>
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<tr>
<td>7. Methods of educational psychology &amp; testing applied to BBE.</td>
<td></td>
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<tr>
<td>8. Studies in concepts of culture &amp; cultural patterns.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>9. Studies in contributions of target population to region.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Studies in standardized dialect of target population.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Written language proficiency exams for certification.</td>
<td></td>
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<tr>
<td>12. Oral language proficiency exams for certification.</td>
<td></td>
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<tr>
<td>13. Written and oral language proficiency exams for endorsement.</td>
<td></td>
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<tr>
<td>14. Opportunities for basic and advanced language studies.</td>
<td></td>
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<tr>
<td>15. Student teaching in the bilingual setting.</td>
<td></td>
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<tr>
<td>16. Opportunities for field visits and observation.</td>
<td></td>
<td></td>
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<tr>
<td>17. Methods and techniques of curriculum materials adaptation.</td>
<td></td>
<td></td>
<td></td>
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<td>0</td>
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<tr>
<td>18. Number of full-time faculty specialists (minimum of one).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>19. Credential requirements for faculty (PHD or Masters - BBE)</td>
<td></td>
<td></td>
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<td>0</td>
</tr>
<tr>
<td>20. Experience of faculty in bilingual context (minimum of 3 years).</td>
<td></td>
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<tr>
<td>21. Sensitivity of faculty to multi-ethnic composition of region.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22. Language proficiency requirement of staff (college level).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
*23. Competency and effectiveness of instruction & evaluation.  
   1 2 3 4 5 0
*24. Advisory role and capacity of college faculty.  
   1 2 3 4 5 0
*25. Recruitment and information dissemination efforts of staff.  
   1 2 3 4 5 0
   1 2 3 4 5 0
*27. Support facilities for staff (office help, duplication, etc.)  
   1 2 3 4 5 0
*28. Continuing participation of faculty in staff development.  
   1 2 3 4 5 0
*29. Adequate faculty salaries, rewards & recognition for BBE program.  
   1 2 3 4 5 0
*30. Cooperation between and among other departments in college.  
   1 2 3 4 5 0
*31. Basic commitment of college and faculty to bilingual education.  
   1 2 3 4 5 0
32. Physical facilities conducive to effective program.  
   1 2 3 4 5 0
33. Accessibility of on-campus or off-campus course locations.  
   1 2 3 4 5 0
34. Media resources and library holdings adequate for research/study.  
   1 2 3 4 5 0
35. Opportunities for involvement with community patrons and parents.  
   1 2 3 4 5 0
*36. Opportunities for seminar, symposia, and conference participation.  
   1 2 3 4 5 0
*37. Effective coordination with local and state education agencies.  
   1 2 3 4 5 0
*38. Continuing development of performance criteria for teachers.  
   1 2 3 4 5 0
   1 2 3 4 5 0
40. Evaluation of total overall programs of certification.  
   1 2 3 4 5 0

41. The major strengths of the TEXAS BBE CERTIFICATION program(s) are:

42. The major weaknesses of the TEXAS BBE CERTIFICATION program(s) are:

43. Other qualifications and qualities for BBE teachers that are/should be required are:

* institutional responsibilities or operational procedures
D. STANDARDS FOR BILINGUAL BICULTURAL TEACHER EDUCATION AND CERTIFICATION

The following are from standards adopted by the National Association of State Directors of Teacher Education and Certification (1977). Please circle the number which reflects your opinion of the relative importance of each statement. Use the evaluation scale below for reference.

<table>
<thead>
<tr>
<th>essential</th>
<th>helpful</th>
<th>appropriate</th>
<th>optional</th>
<th>unnecessary</th>
<th>no</th>
<th>opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>0</td>
</tr>
</tbody>
</table>

Bilingual Bicultural teacher certification programs shall:

1. require that candidates possess a standard teachers certificate.  1 2 3 4 5 0
2. develop and/or evaluate ability to function & instruct students in English and in language of the target population with fluency and accuracy, good pronunciation and intonation. 1 2 3 4 5 0
3. provide adequate knowledge of history & culture of target population. 1 2 3 4 5 0
4. develop ability to instruct subject matter in both languages. 1 2 3 4 5 0
5. prepare teacher to adapt materials to needs of bilingual students. 1 2 3 4 5 0
6. include experiences in sociology & linguistics applied to BBE. 1 2 3 4 5 0
7. offer field opportunities to relate to community & parents. 1 2 3 4 5 0
8. develop proficiency in teaching methods and competencies in BBE. 1 2 3 4 5 0
9. make teacher aware of implications of dialect differences. 1 2 3 4 5 0
10. develop understanding of differences between sound systems, forms and structures of English and the second language. 1 2 3 4 5 0

11. Please circle the item numbers (from 1 to 10) that correspond to the components that are most adequately being implemented in the Texas Bilingual Bicultural Teacher Certification programs today.

12. List any other goals/objectives/standards that you think should be included in any list of standards:

13. Additional comments: ________________________________

THANK YOU for your cooperation and contribution to this research effort. Return form to: LETTY LYNN MALONEY
P. O. Box 66
Euless, Texas 76039
The following common standards are appropriate for all college programs preparing teachers in bilingual/bicultural education:

**Standard I**
The program shall require that candidates for the bilingual/bicultural certificate possess a standard teacher's credential in another area of certification.

**Standard II**
The program shall develop and/or evaluate the ability of the prospective teacher to function and instruct students both in English and in the language of the target student population with fluency and accuracy, good pronunciation and intonation.

**Standard III**
The program shall assure that the prospective teacher has an adequate knowledge of the history and culture of the target student population in addition to being competent with respect to the history and cultural patterns of the United States.

**Standard IV**
On the elementary school level the program shall develop in the prospective teacher the ability to instruct students in both English and in their dominant language in all basic subject matter content. On the secondary level the teacher shall be able to instruct students in both English and in their dominant language in his field(s) of specialization.

**Standard V**
The program shall prepare the prospective teacher to adapt existing materials to the needs of the bilingual/bicultural program.

**Standard VI**
The program shall include learning experiences in sociology and linguistics to the end that the candidate understands the differences between the language systems and can apply this understanding to a bilingual/bicultural teaching situation.

**Standard VII**
The program shall provide field opportunities for the prospective teacher in which he must demonstrate his ability to relate successfully to students, parents, and community members with the target cultural group.

**Standard VIII**
The program shall develop proficiency in teaching methods along with concomitant competencies which are appropriate for bilingual/bicultural teaching.

**Standard IX**
The program shall make the prospective teacher fully aware of the implications of dialect differences across cultural and social levels.

**Standard X**
The program shall provide the candidate with an understanding of the differences between the sound systems, forms, structures of the second language and English along with the ability to apply this understanding to teaching in the bilingual/bicultural program.
Bilingual Education
Centro de Acción (BECA)

The undergraduate Bilingual Teacher Training Program (BECA) originated at the Texas Woman's University in 1969 with a goal of providing students with comprehensive bilingual teacher training. The BECA Program is based upon the concept that educational theory and methodology must be closely related to actual classroom experience. For this reason, BECA students spend two semesters in designated bilingual public schools during their two-year training period. In addition, program participants must meet all the requirements for elementary teaching certification with a specialization in bilingual education.

Requirements for Participation

The following criteria are used in the recruitment and selection of BECA Program participants:
- Proficiency in Spanish and English
- Completion of approximately 60 college credits appropriate for entrance into the Teacher Education and Certification requirements
- Completion of six semester hours in Spanish
- Genuine interest in working with culturally different learners and providing quality education for children of limited English proficiency
- Admission to the University

Participants are selected for two regular academic years and one interim summer session (five terms).

The BECA Program

Scheduling of the BECA Program was developed to provide continuous practical experience for participants during their junior and senior years at the University, and to support public schools in their bilingual education programs.

BECA students are placed in bilingual classrooms ranging from kindergarten through sixth grade. In addition to gaining practical experience in the classroom, BECA students participate in workshops, inservice training sessions, and field trips provided through the public schools' bilingual education programs.

The Teacher Education Program requires a Bachelor of Science degree and certification in elementary education with specialization in bilingual education.

Students who enter the program with less than 60 hours credit or who may not have completed basic education requirements when they enter the program may find it necessary to go beyond the period covered by the BECA Program. In these cases, students will be responsible for the financial arrangements necessary to complete graduation and certification requirements. Students in the BECA Program are expected to meet all requirements for graduation listed in the University's General Catalog, including requirements for elementary certification with specialization in bilingual education.

Financial Aid

Students who meet requirements for participation in the BECA Program may receive financial assistance through the Texas A & M University System. The amount awarded normally covers tuition, fees, books, and a monthly stipend.

TWU also offers scholarships, grants, loans, and part-time employment to qualified students. Students must complete the Financial Aid Application, ACT Family Financial Statement, and an undergraduate, the Basic Educational Opportunity Grant Application so that the Office of Financial Aid may determine eligibility. For more information, write or call:

Office of Financial Aid
Texas Woman's University
P.O. Box 28082
Denton, Texas 76204

Specialization Requirements

EDCI 3451 - Bilingual/Bicultural Education
EDCI 3111 - Elementary Curriculum for the Ethnically and Culturally Different Learner
EDCI 4911 - Independent Study Junior Reading Laboratory
EDCI 4913 - Independent Study Junior Bilingual Practicum
ENG 3173 - Contrastive Linguistics (Includes treatment of comparative linguistics)
SPAN 1123 - Spanish for Teachers of Bilingual Education (Includes Spanish Language Arts)
SPAN 1223 - Spanish for Teachers of Bilingual Education (Includes Spanish Language Arts)
SPAN 4113 - Bilingual/Bicultural Studies for Teachers of Spanish-Speaking Students
SPAN 4123 - Bilingual/Bicultural Studies for Teachers of Spanish-Speaking Students
PSY 2403 - Individual and Group Differences

For further information write or call BECA Coordinator Texas Woman's University Bilingual Bicultural Programs P.O. Box 2829 Denton, Texas 76204 (817) 568-1039

TWU is an equal opportunity institution.

*Contingent upon funding.
PROGRAM
CERTIFICATION
REQUIREMENTS

Hardin-Simmons University offers an area of specialization in Bilingual Education (Spanish-English) for Elementary Education majors. The area consists of twenty-four hours including:

* Foundational studies emphasizing the rationale in Bilingual Education and orientation to Texas' bilingual program.

* Linguistics studies that include applied linguistics, psycholinguistics, and contrastive linguistics in Spanish and English.

* Studies of the principals of educational psychology and testing applied to Spanish-English speaking children.

* Culture studies, with emphasis on concepts and patterns of culture of our Spanish-speaking population.

* Studies in Spanish language, leading to proficiency of teaching in both languages at elementary school level.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>CORE</th>
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<tbody>
<tr>
<td><strong>Academic Foundation</strong></td>
</tr>
<tr>
<td>Bible 1301, 1302</td>
</tr>
<tr>
<td>English 1301, 1302 &amp; sophomore year (2301, 2302, or 2305)</td>
</tr>
<tr>
<td>Humanities—from at least two of the following fields; art, humanities, foreign language, music, speech</td>
</tr>
<tr>
<td>American History 1301, 1302</td>
</tr>
<tr>
<td>Political Science 1301</td>
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<tr>
<td>Physical Education or Military Science</td>
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<tr>
<td>Mathematics 1301 (or as recommended by Math Department)</td>
</tr>
<tr>
<td>Natural Science—from at least two fields and including at least one four-hour laboratory course: biology, chemistry, geology, physics, physical science, science education</td>
</tr>
<tr>
<td>One additional course from foreign language, mathematics, or natural science</td>
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<tr>
<td><strong>Bilingual Specialization Area</strong></td>
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<tr>
<td>Education 5304—Introduction to Bilingual Education</td>
</tr>
<tr>
<td>Psychology 5315—Psychological Testing</td>
</tr>
<tr>
<td>Spanish 5311—Oral Spanish*</td>
</tr>
<tr>
<td>5314—Modern Language Methods</td>
</tr>
<tr>
<td>4312—Linguistics</td>
</tr>
<tr>
<td>4316—Workshop: Bilingual Communication</td>
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<tr>
<td>Two of the following:</td>
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<tr>
<td>History 4321—Mexico Since 1810</td>
</tr>
<tr>
<td>Sociology 4325—Latin American Societies</td>
</tr>
<tr>
<td>Sociology 4353—Racial and Ethnic Relations</td>
</tr>
</tbody>
</table>

*Prerequisite: Spanish 1401, 1402; 2301, 2302 or equivalent.

Academic Combination

| Art Education 3311—Public School |
| Art, Elementary |
| Geography 2301—Principles of Geography |
| Music Education 3325—Music in the Elementary Grades |
| Physical Education 3301—Materials and Methods of Physical Education in Elementary School |
| Physical Education 3302—Materials and Methods of Health Education in Elementary School |
| Science 2411—Natural Science for Elementary Teachers | 19 |

Professional Development

| Education 3301—Teaching Reading in the Elementary School |
| Education 3302—Teaching Social Studies in Elementary School |
| Education 5332—Psychological Foundation of Education |
| Education 3333—Studies in Psychology of Learning |
| Education 3503—Social and Philosophical Foundations |
| Education 4304—Mathematics in Elementary School |
| Education 4306—Language Arts in Elementary School |
| Education 4306—Literature for the Elementary School |
| Education 4307—Elementary Curriculum and Instruction |
| Education 4621—Student Teaching in the Elementary School | 33 |

A minimum of 126 hours is required for the degree.
WHAT IS BILINGUAL EDUCATION?
The state of Texas has mandated Bilingual Education for large groups of non-English speaking students in the elementary grades. Children are taught concepts in their primary language while receiving English Language Oral Development. Content areas are taught in the primary language until the students have acquired English.

THE PROGRAM AREA
A critical shortage of elementary teachers in bilingual education exists throughout the nation, the state of Texas, and the Houston area. The University of St. Thomas offers a 12 hour graduate bilingual endorsement for certified teachers in approved TEA bilingual programs.

The graduate bilingual endorsement program is approved by the Texas Education Agency. Teachers selecting the graduate bilingual endorsement program may apply the 12 hours toward a Master of Education at the University of St. Thomas.

GRADUATE BILINGUAL ENDORSEMENT
This program provides certification for teachers holding a bachelor's degree and a Texas teaching certificate. The candidates must be able to understand, speak, read, and write both the primary language and English. An English proficiency test is required upon completion of the course of study. To exit, the candidate must be enrolled in an approved bilingual program.

DEGREE PLAN FOR BILINGUAL ENDORSEMENT

BIED 5330 Theories of Second Language Acquisition. Survey of theory of second language acquisition. Current effective teaching materials and procedures; study of English language acquisition for the Spanish student; emphasis on problem areas which produce interference in the learning of language skills.

BIED 5332 Instructional Problems of the Bilingual Classroom. Specialized techniques, processes and materials to meet the unique needs of the bilingual student. Emphasis placed on content areas.


BIED 5364 Spanish Reading/Language Arts for the Spanish Dominant Child. Study of the processes involved in developing listening, speaking, reading, and writing skills in the dominant language.

TUITION
12 hours, $90 per credit hour.

FEES
Activity Fee. All students taking more than 6 hours (for campus activities, student government), $20 per semester.
Facilities Use Fee. 1-6 credit hours, $30 per semester. 7 or more credit hours, $60 per semester.
Student Publications, $5 per semester.
Special Application, $15. Late registration, $25.

GENERAL INFORMATION
For information as to how your school area can help with tuition cost, contact your district staff development office.

For further information, write Dr. Ellen de Kanter, Director of Bilingual Education, University of St. Thomas, 3812 Montrose Boulevard, Houston, Texas 77006. Telephone 713-522-7911, ext. 284. 263.

The University of St. Thomas provides equal educational opportunities without regard to race, color, sex, age or national or ethnic origin.
Sample Program

TEXAS WOMAN'S UNIVERSITY

MASTER OF EDUCATION IN ELEMENTARY EDUCATION
WITH SPECIALIZATION IN ENGLISH AS A SECOND LANGUAGE

ACADEMIC SPECIALIZATION
(18 Semester Hours)

EDCI 5413 - Teaching Reading and Other Language Arts to Linguistically Different Learners
EDCI 5453 - Second Language Instruction
ENG 5043 - Problems in Grammar and Syntax
ENG 5073 - Comparative Linguistics
SPAN 5903 - Special Topics: Applied Linguistics
SPAN 5953 - Seminar: Spanish for Teachers

PROFESSIONAL DEVELOPMENT
(12 Semester Hours)

EDFD 5203 - Research in Education
EDFD 5303 - Seminar in Educational Issues
EDCI 5973 - Professional Paper

Three hours, to be selected, upon approval of the advisor, from the Departments of Curriculum & Instruction and Educational Foundations

RESOURCE AREA
(6 Semester Hours)

Choice:
- EDFD 5633 - Understanding the Culturally Different Learner
- SOCI 5643 - Racial and Minority Group Relations

Choice:
- ENG 5193 - Applied Rhetoric
- SPAN 5963 - Seminar: Grammar for Teachers

For further information, write or call:

E.S.L. Coordinator
Box 23029
Texas Woman's University Station
Denton, Texas 76204
(817)566-1039

12/80
Sample Program—NTSU

DOCTORAL STUDY IN COLLEGE TEACHING
(Emphasis Bilingual Education)

Degree Requirements:

EDUC 600 - Methods of Educational Research
EDUC 601 - Statistics for Educational Research

6 hrs.

Major Requirements:

EDHE 605 - The Improvement of College Teaching
EDHE 670 - The Role of Higher Education in a Democracy
plus
one course (3 hrs.) from:
EDHE 604 - Planning the Community College
EDHE 606 - Current Practices and Problems in Teacher Education

and
three courses (9 hrs.) from:
*EDHE 520 - Teaching Mathematics and Science Bilingually
*EDHE 521 - Teaching Language Arts and Social Studies Bilingually
*EDUC 565 - Foundations of Bilingual-Bicultural Education
EDUC 558 - Teaching Young Children from Diverse Cultures
*EDUC 560 - Human Learning and Motivation
EDUC 602 - Social and Aesthetic Foundations of Education
EDHE 603 - Practicum, Field Problem or Internship
EDUC 615 - Philosophy of Education
EDHE 672 - Academic Administration in Higher Education

18 hrs.

In addition:
EDHE 695 A,B,C,D - Dissertation

12 hrs.

Requirements for Teaching Field/Minor:

A teaching field in a foreign language of at least 24 graduate semester hours is required. These hours will be selected by the candidate and the candidate's committee. A minimum 36 semester hours of graduate work in the language will be required. Twelve hours of master's work may be counted.

24 hrs.

Total 60 hrs.

*Required for Bilingual Endorsement.
INTERDISCIPLINARY TEACHER-TRAINING APPROACH

CERTIFICATION STANDARDS
Interdisciplinary Academic Committee of Bilingual Education
Teacher Educ. Council
Teacher Ctr. Advisory Bd.
Graduate Council
Texas Education Agency
Dean of Education
Academic Vice-President

CULTURAL COMPONENT
(Mexican American & American Minorities)

SOCIETY
History
Anthropology
Socio-Cultural Ed.

GENERAL PROFESSIONAL EDUCATION
Bilingual/Education Specialization
Foundation Component
Methodology Component
Psychological Component
Language Component

LINGUISTICS COMPONENT
Spanish: Advanced Courses

ED 1201
Laboratory Field Experiences
ED 2100
ED 3622
ED 3624
ED 4611
ED 6319
Public School Field Experiences

ACADEMIC CORE FOUNDATIONS
English
Mathematics
Social Sciences
Natural Sciences

BILINGUAL PROGRAM TRAINEES
450 - Undergraduate Students
100 - Graduate Students
100 - Post Graduate Endorsement Students

FIELD EXPERIENCES

TEACHER CENTERS
A. Edinburg I.S.D.
B. McAllen I.S.D.
C. PSJA I.S.D.

Sample Program—Pan American University
BIBLIOGRAPHY

Books


Chambers, Joanna, editor, Teacher Education Programs for Bilingual Education in U.S. Colleges and Universities, 1975-76, Austin, Texas, Dissemination and Assessment Center for Bilingual Education, 1976.


Articles


Reports


Bernal, Ernest M., editor, "The San Antonio Conference: Bilingual Bicultural Education - Where Do We Go From Here?," San Antonio, Texas, St. Mary's University, March, 1969.


Still The Darker Side of Childhood, Texas Department of Community Affairs, October 1, 1978.


Publications of Learned Organizations


Bilingual Education: Questions and Answers, Austin, Texas, Texas Association for Bilingual Education, 1981.

Conference on New Alternatives to Bilingual Teacher Endorsement, March 4-6, 1979, Recommendations and Suggestions, Denton, Texas, 1979.
Dissemination and Assessment Center for Bilingual Education, New Approaches to Bilingual, Bicultural Education, Austin, Texas, Dissemination and Assessment Center for Bilingual Education, 1974.


Public Documents


OFFICIAL AGENDA, State Board of Education, April 6, 1974, p. 6.


Texas Register, Vol. 3, No. 34, May 9, 1978.


Unpublished Materials


Newspapers
