A process model of in-service education for teachers of Mexican American students.

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A PROCESS MODEL OF IN-SERVICE EDUCATION
FOR TEACHERS OF MEXICAN AMERICAN STUDENTS

A Dissertation Presented

By

BERTHA PEREZ

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

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A PROCESS MODEL OF IN-SERVICE EDUCATION
FOR TEACHERS OF MEXICAN AMERICAN STUDENTS

A Dissertation

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MAY 1974
Para mis padres
Maclovía y Margarito Perez
mis primeros maestros
Grateful appreciation is extended to the many people without whose assistance and support this study would not have been possible. Appreciation is expressed to the members of my doctoral committee, Dr. Robert Sinclair, Chairman, Dr. Emma Cappelluzzo, and Dr. Sylvia Viera for their support and guidance throughout the doctoral program. Also, a note of gratitude is extended to Dr. Robert Gonzales and Dr. Merino for their counsel during my first floundering months in Massachusetts. Special appreciation is expressed to Dr. Jose A. Cardenas, not only for his assistance with this study, but for his continuous interest and help in my professional growth.

The work and commitment of the Edgewood community is appreciated, especially the cooperative efforts of the staff involved in in-service education.

A special thanks to Blandina Cardenas for her belief in my abilities and constant encouragement, and to Sylvia Gonzales for her sustained understanding, patience and affection during the writing of this dissertation.
A Process Model of In-Service Education for Teachers of Mexican American Students
(May 1974)

Bertha Perez  B.S.  Our Lady of the Lake College
M.Ed.  Our Lady of the Lake College

Directed by:  Dr. Robert Sinclair

ABSTRACT

This study developed a process model of in-service education for teachers of Mexican American children. The process model emanated from a review of selected literature and from an analysis of five teacher in-service programs conducted over a five-year period in the Edgewood Independent School District in San Antonio, Texas. This analysis yielded recommendations for the development of the components of the model.

The model was based on a rationale that cites the crucial need for retraining teachers of Mexican American students. It outlines strategies for designing and implementing in-service programs based on a parity relationship among teachers, community, administrative staff, and institutions of higher learning.

The curricula section of the model delineated six areas that included: (a) analysis of teacher behavior, (b) socio-cultural foundations, (c) language development, (d) curriculum adaptation and development, (e) staff differentiation, and (f) Spanish for teachers which
would help teachers develop teaching skills and behavior congruent with student characteristics.

Suggestions for evaluating in-service programs formed the fourth part of the model. In addition, some suggestions on natural and planned variations of the model were presented.

The model was presented to assist in the conceptualization, development and implementation of in-service training programs for teachers of Chicanos in the Southwest.
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CHAPTER I

INTRODUCTION

Statement of the Problem

In spite of the criticisms levied at the American system of public schooling, it is apparent that though the school may be failing the child, the typical Anglo child is not necessarily failing the school. The bulk of graduates at our colleges and universities continue to be middle class Anglo students. The dropout rate for Mexican Americans at the twelve grade level is 39.6 percent as compared with twenty percent for the Anglo student population of the five southwestern states. The college completion of Anglos is 23.8 percent as compared to 5.4 percent for the Mexican Americans.¹

The American school system is inadequate for minorities, especially for the child from a linguistically and culturally different background. This is especially true of the schools in the Southwest which have rejected the Chicano child's language, minimized his culture and ignored his identity. It is the schools and teachers of the Southwest, not the children, who are failing. They are failing in meeting their most basic responsibility— that of providing each child the opportunity to gain the maximum benefit of education and develop his capabilities to the fullest extent.

As a group, the Mexican American students differ from Anglo students in language, culture, and economic background. Mexican American students who come from homes where Spanish is the predominant language, often speak very little English when they enter the English-speaking school environment. In addition, the culture, values, perceptions and familiar experiences of Chicano students differ substantially from those of Anglo students and those on which the school program is based. The discrepancies between the background characteristics of Chicano students and the language and culture of the schools are major obstacles to the educational progress of Chicano pupils. The incongruity between the school and the home is one of the main causes of lack of participation and achievement of Chicanos in school.

It is the responsibility of the school and teacher to accept the child as he comes to school and to orient the program to his cultural and linguistic needs. The failure of many schools in the Southwest to create settings conducive to the education of Mexican Americans invariably makes the teacher's job more difficult. However, there is still much that the teacher can do to bridge the gap between the incongruity of the instructional program and the characteristics of the learner. The heart of the instructional program is in the interaction between teacher and student. Teacher competencies and attitudes, and the resultant teacher behavior, may motivate or alienate the student.

Teachers are seldom trained to incorporate the atypical students' characteristics into the instructional program. In fact, many teachers in the Southwest do not incorporate the interest and experience
of Chicano children into classroom discussions. Changes are needed in the way teachers of all children, and in particular teachers of atypical children, are trained.

Purpose of the Study

The purpose of this study was to develop a model of in-service education for teachers of Mexican American children. The investigator identified, from selected literature, incompatibilities between American schooling and the characteristics and needs of the Chicano student population. Also, a review of selected literature of in-service education programs was conducted to identify in-service components that develop teacher skills in matching educational practices with the cognitive and affective needs of Mexican American children. Further, an analysis of an existing in-service training program designed to improve teaching of Chicano children was conducted. The data resulting from this practical analysis was joined with findings from a review of the literature to create a model of in-service education.

Finally, recommendations for implementing the model are made and implications for further research are advanced.

Definition of Terms

The following terms are defined operationally as they are used in the study:

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Mexican American -- This term was used to refer to persons who were born in Mexico and now reside in the United States or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage of Hispanic or Indo-Hispanic forebears who reside within Spanish or Mexican territory that is now part of the Southwestern United States. Approximately ninety-five percent of all Spanish surnamed persons in the Southwest are Mexican American.

Chicano -- For this study, the term Mexican American and Chicano were used interchangeably.

Anglo -- Is commonly used in the Southwest United States to refer to all white persons except those with Spanish surnames.

In-Service Training -- Training which takes place during the school year or summer after teachers are in full-time employment.

Staff -- This term was used in its most general sense, to include all professional and para-professional employees of a school system. This would include classroom teachers, teacher aides, administrative, supervisory and resource personnel.

Significance of the Study

The total society, including formal educational institutions, created and perpetuated the disadvantaged status of the minority. As the total community created the problem, it must cooperate to resolve it.

Although all agree that teachers must be better equipped in the skill area and must better understand minority children, it is not
true that this alone will radically improve the school performance of the Chicano. As is the case in general society, numerous forces are at play within the school. To improve the teacher without modifying other institutional elements is of little avail. However, the way the teacher interacts with the student is a major determinant of the quality of instruction the child receives. Quality teachers plus other institutional changes can create the quality of schooling essential to the positive identity of the Mexican American through his intellectual success. Regardless of the complexity of the situation, programs to improve the teachers are at least steps in the right direction.

This study presents one training model which summarized and extended the efforts of one school district. There are a number of teacher training programs associated with improving the education of the Mexican American, but few of these programs have been studied, and the information has not been made available to other educators for their use in designing similar training programs.

Design of the Study

This study utilized data from literature on in-service education designed to improve teaching of Mexican American children to develop a model for in-service teacher training. A case study of Edgewood Independent School District, San Antonio, Texas, was presented to demonstrate the characteristics of a particular group of students and the type of training their teachers received in order to provide an instructional program compatible with the students' characteristics.

3 Thomas Carter, op. cit., p. 160.
Edgewood Independent School District was chosen because (a) the student population is approximately ninety percent Chicano, (b) the school board, superintendent, and other administrative staff are Chicanos, and (c) most importantly, it has probably conducted more staff training programs than any other district with a high percentage of Chicano students.

The model emanated from the existing literature and research dealing with (a) selected characteristics of Mexican American students, (b) selected teacher skills, behavior and knowledge necessary for implementing a compatible instructional program, and (c) programs and problems of in-service education for teachers of Mexican American students. This information and information from an analysis of the data available from Edgewood's in-service education programs were combined for the design of the model.

Program reports and evaluations of the following were the main source of data from Edgewoods' in-service programs.

1. Early Childhood Education Program
   b. EPDA Summer Institutes 1971 and 1972

2. Bilingual Education Program
   b. EPDA Summer Institutes 1971 and 1972

3. ESEA/Title I Staff Training 1972-1973

5. Experimental Schools Staff Development 1972-1973

Two instruments used in most of the above evaluations are (a) the Guba/Stufflebeam CIPP Model for Program Development (context, input, process and product) and (b) the Teacher-Pupil Learning Situations Opinionnaire.

A practical analysis of the implementation of the in-service programs at Edgewood identified problems and yielded recommendations for the implementation of the in-service training model.

Since models serve as patterns for program development, this model of in-service education emphasized process. Thus, assuring the flexibility and adaptability inherent in the concept of a model. Natural variations, as well as planned variations, were considered and discussed in the design of the model.

Sample Population

Edgewood Independent School District is a core-city district in San Antonio, Texas, the poorest of the nation's sixteen largest cities. Edgewood is the fourth poorest school district in the state and serves a minority student population of twenty-three thousand—ninety-two percent Mexican American, five percent Black, and three percent Anglo.

Edgewood is a fourteen-square-mile area in the far west side of the city; approximately one-third of the district is within the Model Cities area of San Antonio.

A 1972 survey of the parents of the children in the district's twenty-seven schools revealed that only one-half of one percent (.05%) are in professional occupations, ten percent are in skilled labor occupations, and eighty percent in unskilled labor occupations, ten
percent of which are migrant agricultural workers. Over fifty percent of the school population comes from homes with annual incomes of less than three thousand dollars a year. Unemployment, substandard housing and a scarcity of health, sanitation and other public services typify the area.

An analysis of the performance of Edgewood students in school prior to 1970 showed that eighty percent of the students repeated the first grade. Estimates of the percentage of students who do not receive diplomas before withdrawing from school approximate sixty percent. Language dominance tests indicate that eighty percent of the Mexican American population uses Spanish as a dominant language.

The ethnic breakdown of the Edgewood teachers is approximately forty-five percent Mexican American, forty percent Anglo, and fifteen percent Black. There are about one thousand teachers in the district, most of whom participated in in-service training other than the ten days per year mandated by the state.

This particular study gathered data from a group of approximately two hundred teachers who participated in intensive training over a period of three years. About ten percent of this group were administrative, supervisory or supportive staff not directly involved in classroom teaching. About eighty percent of the teachers were elementary or early childhood education teachers. Other demographic information such as sex, age, educational background, ethnic background, etc., is described in the study.

**Delimitation**

Evaluation data from the in-service training at Edgewood was collected for purposes of program development and reporting to funding agency.
Therefore, some variables ordinarily controlled in a research design might not have been controlled or taken into consideration. The researcher attempted to point this out wherever possible.

**Treatment of the Data**

Since a combination of data-gathering methods were used, the data was presented in such narrative, tabular, and graphic form as was dictated by the data encountered. This was done in order to most appropriately depict the findings.

Whenever quantitative analysis of the data were made, the investigator utilized mathematical means, standard deviations, and percentages.

**Organization of Dissertation**

In Chapter I of the dissertation a description of the problem, the purpose and significance of the study, the general design of the study and the delimitations were set forth. Chapter II presents a review of the research and literature related to (a) the characteristics of the Mexican American students, (b) the role of educational systems in the education of Mexican Americans, and (c) the skills, attitudes and education of teachers of Chicano students. Chapter III presents background information on the students and teachers of Edgewood as well as a description and analysis of the in-service training activities.

Chapter IV presents the researcher's model of in-service training for teachers of Chicano students. Chapter V summarizes the study and makes recommendations for implementation of the model and implications for further research.
CHAPTER II

REVIEW OF RELATED RESEARCH AND RELATED LITERATURE

Education has often been seen as the key to success in American society. Our system of public education has been a forceful element in enabling children of various ethnic backgrounds to grow and develop into full participants in American life. During the great waves of immigration to the United States in the late Nineteenth and Twentieth Centuries, society turned to the schools as the principle instrument to assimilate the millions of children of diverse nationalities and cultures into the American mainstream.  

Accordingly, "equal educational opportunities" are guaranteed, to some extent, by law. As is becoming increasingly apparent, however, requiring a child's presence in school in no way assures that he or she will (1) become educated or (2) be able to rise economically in accordance with his abilities and training.

The issues raised in attempts to explain the disturbingly poor educational performance of minority and lower socioeconomic status students have included "nature vs. nurture" speculations (Is environment or heredity most responsible? Does racial superiority in fact exist?), "personality" and "culture" explanations, teacher expectancy effects.

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(the self-fulfilling prophecy phenomenon), and the effects of prejudice and oppression.  

This current study concerns itself with developing an in-service training model for teachers of Mexican American students which responds to the characteristics of these students. Thus, the review of the literature and research is divided into three parts. The first deals with general characteristics, of which many apply to a majority of Mexican Americans in most instances, and of which particular characteristics apply to all Chicanos in some instances. The second part deals with the failure of the educational systems and their instructional programs to respond to the needs of the Mexican American student. The third part focuses on the role of the teacher in the education of the Mexican American.

Demographic Characteristics of Mexican Americans

The majority of Mexican Americans, that is, perhaps eighty percent of the five to six million, live in the five Southwestern states of Texas, New Mexico, Colorado, Arizona, and California. Educational opportunities have been so restricted that this ethnic group is some three to four years or more behind the educational attainment of the general society. The average Mexican American over age thirty-five can be described as having an educational level of less than eight years. While the younger generation has improved, the situation remains at an

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appalling level with twenty-five percent of the population between the ages of twenty-five and thirty-four having an average of eighth grade education, with the median school years completed for this group being 10.8.  

Jose Cardenas and Bambi Cardenas, in working in a predominately Chicano, urban district, developed a Theory of Incompatibilities. Cardenas-Cardenas state that there are certain incompatibilities between the characteristics of that district's Mexican American population and the typical instructional program offered by the public schools. These characteristics of Mexican Americans which Cardenas-Cardenas group into poverty, culture, language, mobility, and societal perceptions; and their incompatibilities with traditional education seem to be true for a large percentage of the Chicano students throughout the Southwest.  

Poverty  

One-third to one-half of the Mexican Americans in the Southwest live below the official level of poverty or immediately above it. Between thirty and forty percent of the families earn less than 3,500 dollars per year and thus are seen to be living in the culture of poverty.  

Casavantes in "Pride and Prejudice: A Mexican American Dilemma" describes attributes of poverty that are often attributed to Mexican Americans:  


8U.S. Bureau of the Census, op. cit.
In general, Mexican Americans spend a large proportion of their socialization time with relatives and with other people living nearby than do individuals from the middle class.

Mexican Americans are said not to generally join voluntary associations, which include educational, fraternal, church, and political associations.

Mexican Americans are said to prefer the old and the familiar. They are reluctant to engage in new situations or to form new social relationships.

The male of the species is said to demonstrate manliness, "machismo". Men who show "machismo" are alleged to brag a great deal about their male conquests, and to regularly refuse to do womanly things such as dishwashing, cooking, diaper-changing, or minding the children.

Mexican Americans are often said to use physical force to settle arguments or to punish disobedient children.

Mexican Americans have been described as being unable to postpone gratification. Most are said to live on a day-to-day basis and few make plans or provisions for long-range activities.

Lastly, the Mexican American is said to be very fatalistic in his view of the world, feeling that he has very little control over nature, over institutions, over people, or over events.

Casavantes goes on to state that these attributes are "potentially irrelevant" and have little to do with ethnicity or national origin. However, it should not be forgotten that a large percent of Chicanos do fall within the culture of poverty, and that this poverty and its concomitants form the bulk of the Chicanos' problems.

About three-fifths of the Mexican American population are in the labor force; this is about the same proportion as for the nation as a whole.

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10 Ibid., pp. 46-51.

11 U.S. Bureau of the Census, op. cit., Table 22.
The Mexican American has continuously been moving from unskilled jobs, such as farm laborer, to semi-skilled or skilled jobs in factories, mines and construction trades. Over fourteen percent of all employed Mexican American men worked as general (non-farm) laborers, approximately eighteen to twenty percent worked as farm laborers, and seventeen percent employed in professional and clerical capacities with the remaining working in factories, mines and construction. Between twenty-five and thirty percent of the Mexican American women are employed.\textsuperscript{12} But both the male and female workers were concentrated in the lower-paying occupations.\textsuperscript{13}

Unemployment for the Mexican American, according to the Census Survey of 1969, was 5.1 percent in contrast to 2.7 percent of non-Spanish speaking, non-institutionalized males.\textsuperscript{14}

The Mexican Americans continue to provide, what Hawkins calls, "an excellent example of the plight that befalls the non-native speaker in our present culture. 'These (Spanish-speaking) groups... are groups who have suffered all the problems of deprived minority groups in our society--the problems of poverty, the problems of prejudice, the problems of economic exploitation...'. We find poverty far more prevalent among Mexican Americans than among Anglos."\textsuperscript{15}


\textsuperscript{13}U.S. Bureau of the Census, \textit{op. cit.}, Table 21.

\textsuperscript{14}\textit{Ibid.}, Table 22.

Urban vs. Rural

The Mexican American population of the Southwest is a predominantly urban one. About eighty percent of them live in urban areas and have a higher urban concentration than Anglos. Racial discrimination and economic segregation restricts them in large numbers to identifiable neighborhoods, frequently referred to as "barrios," within the cities.

The majority of the Mexican American pupils in the Southwest attend school in urban districts. Nearly sixty-nine percent are in the districts that have total enrollments of ten thousand pupils or more and forty percent are located in the forty-seven districts which enroll twenty-five thousand and more. Moreover, several of the largest urban districts in the Southwest account for a significant proportion of this enrollment. With the exception of the Houston School District in Texas and the Denver School District in Colorado, these large districts are located in that region of each state respectively in which Mexican Americans are concentrated.

Although the migratory families have decreased and in effect, make up only about twenty percent of the Mexican American population, these families too, have roots in the cities. Salazar points out that


"for these Mexican Americans... poverty is often experienced part of the time in the city and the rest of the year in the country."^{19}

Mobility for the Mexican American is proportionate to their socioeconomic level. The migrant will follow the crops and the urban population will move because of evictions, moving to public housing, work lay-off, and living among different relatives.^{20}

Culture

The student internalizes much of his way of behaving by the demands placed upon him by his culture. The culture instills group goals, mores, taboos, values and levels of aspiration.^{21}

The Mexican American retains, in modified character, some of the old Mexican culture traits. Also, they accept and use, either directly or in modified character, some of the Anglo culture traits. The result is a mixture, a reasonably fluid one, of the parent cultures, a mixture which is distinctly Mexican American, with traits and characteristics which stem from both cultures, but whose configuration is unique, and whose amalgamation certainly is different from either of the parent cultures.^{22}


^{20} Jose Cardenas, *op. cit.*, p. 50.


The culture . . . of the Spanish-American (Mexican American) . . . is the culture of an enclave. The Spanish-Americans constituted the population of the Southwest when this was annexed by the United States. In the face of a differing, dominant culture, of rapid technological change around them, they maintained the values and concepts, the attitudes of their fathers, not through ignorance of another way of life, but by choice. They accepted a few traits from the "Anglo" culture, plucked them out of context and gave them their own background. . . .

Madsen states that the most important role of the individual is his familial role and that the family is the most valued institution in Mexican American society. It is the main focus of the social identification in all classes of Mexican American society, and to violate one's obligations to one's parents or siblings is a very serious offense. Authority within the family is vested upon the father. The father provides for his family, defends them, and wields authority by virtue of his position as husband and father.

Nathan Murillo's excellent essay highlights some of the attitudinal differences between Anglos and Chicanos, which have caused misunderstanding and vague criticism of the Mexican family. Murillo outlines some of the problems and assets of the Chicano family today, particularly with respect to the changing role of women and the conflict between certain Anglo and Mexican modes of interaction. He points out that "much of our Anglo society's psychotherapy is aimed at developing or rekindling" this same sort of "here and now orientation in the client as a means to

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improved mental health." Critics of the Chicano value orientation would do well to take note of its benefits in terms of mental health.  

"Mexican American... children are culturally different children who are deprived because they are poor; cultural differences becomes cultural deprivation only after culturally biased institutions succeed in damaging the fabric of culture through consistent attack."  

Language  

The interdependence of language and culture has been a subject of considerable concern. Culture is the accumulated experience of a social group through time. The only way accumulated experience can be recreated or interpreted is through language. Without language there would be no way of reviewing past experiences and communicating them to others.  

Ability to communicate is essential to attain an education, to participate in and conduct the social, economic and political institutions.  

Spanish was the dominant language in the territory that now comprises the Southwestern part of the United States. As the population in this area changed from one that was predominantly Mexican American to one  

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primarily Anglo, English replaced Spanish as the language of education, government and commerce. Forbes describes how at the same time, the Spanish language continued to be used by the Mexican American population and acted as a viable carrier of culture. Spanish language radio and television stations, newspapers and magazines help to carry on this process as well as to bring in new cultural influences from all parts of the Southwest and Mexico.

In many rural areas of the Southwest, as well as in some wholly Mexican American urban districts, Spanish is universally favored over English and the bilateral extended family provides a satisfying and strong social background for the individual. In other urban districts, as well as in suburban regions and on the fringes of Mexican American neighborhoods in rural areas, one finds numerous Mexican Americans who are completely bilingual, or who in some cases favor English over Spanish.  

In the spring of 1969, the United States Commission on Civil Rights conducted a survey of the proportion of Mexican American children who spoke only Spanish or who spoke some English but for whom Spanish remained the first language. They found that nearly fifty percent of the Mexican American first graders in the five Southwestern states do not speak English as well as the average Anglo first grader.


Societal Perceptions

A characteristic that has been attributed to Chicanos, which has had the self-fulfilling prophecy effect, is the negative feelings about self. The social scientists, schools, and other American institutions such as advertising and media have perpetuated the stereotypes, prejudices, and injustice against the Mexican American.

Perceptual psychologists, such as Combs and Snygg, view behavior as based largely on an individual's perception of the situation and of himself. The individual develops a self-concept through his interaction with significant other persons in his environment and through their evaluation of him and their responses to him. He then responds to his environment and to other persons with whom he has relationships in terms of their self-concept. 31

A study of Werner and Evans demonstrates the effect of the negative estimation of Chicanos by the dominant Anglo group on the self-image of Chicanos. The study was conducted with forty Mexican American children aged four to five years old, to explore where and when skin-color discrimination and the evaluation of color differences occur. The study showed the children's evaluation on the basis of skin color occurred at the same time the discrimination was made, "good" dolls being white and "bad" dolls dark. After exposure to school, the doll with which the child identified, was white.

Apparently the evaluation and discrimination of color differences includes the family. . . . This brings a whole new series of implications to our attention, particularly with regard to the child-parent relationship. For example, the Mexican American family home

life is characterized by affection for the children. This is a child-centered culture. Perhaps this centeredness is not expressed in the same dimensions of ambition and achievement as it is in the larger Anglo culture. However, the care and welfare of the child is a dominant interest of the family. Moreover, family relationships are characterized by affection and love. In characterizing the parents as less desirable on the basis of skin color, the child must do some violence to his feelings for his parents. Precisely what this means in the child's psychological economy has not been explored. 32

Subjected as Chicanos are, to Anglo prejudice and discrimination, Dworkin's findings show that increasing bitterness toward the Anglo and loss of self-esteem by the Chicano correlate with length of residence in the United States. Both his original and his follow-up study lucidly illustrate the differences in attitude toward self and Anglo between native-born Mexican Americans and both recent and long-term immigrants from Mexico. 33

An essay by Romano clearly indicates the majority of social scientists have concurred, in finding Mexican Americans to be lacking in history, neurotically passive and fatalistic, lazy and oversexed (a strange combination of traits!), criminally prone, superstitious and down-right un-American--being stubbornly unwilling to give up their vaguely defined "Traditional Culture," forget Spanish, Anglicize their foreign-sounding names, become Protestants, capitalists and unquestioning believers in the American Dream. Of course, all of these traits


are described in impressive social science jargon which makes them seem non-prejudiced. 34

The Educational Response

The American school system is, generally, a set of conforming middle-class administrators and teachers professing middle-class values interacting with middle-class students who possess the same value orientation or are in the process of acquiring it. The lower-class and the minority are much more likely to become dropout statistics. 35

As a group, Chicano pupils do differ from Anglo pupils in language, culture, and economic and perceptual background. A large proportion of Chicano pupils enter school speaking very little English or with serious difficulties in using the language. In addition, the culture, values, and familiar experiences of Chicano students often differ substantially from those of Anglo students and those on which the school program is based. The differences between the background characteristics of Chicano students and the language and culture of the schools are major obstacles to the educational progress of Chicano pupils. 36

Cardenas states that the characteristics of the Mexican American child form such a web of interrelatedness and interdependence that render them incompatible to the instructional program of the public schools.


35 Mari Luci Ulibarri, op. cit., p. 12.

Examples are given to show that one characteristic alone is not disabling and in some cases, may even be an asset. It is the "combinations of two, three or even four of the incompatibilities which produce the disastrous educational results so characteristic of Mexican American children."\(^{37}\)

Spindler states, "education can never be freed from the obligation to support, if not produce, the features of personality and social character deemed desirable in society."\(^{38}\)

Since schools reflect the norms and values of the society, it is equally true that they also reflect its prejudices both overtly and covertly. "Cultural compression"--refers to any period of time in the life cycle of the individual (or group) when he encounters a culturally patterned reduction of alternatives for behavior... the norms of... society bear in upon him with greatest intensity and where, as a consequence, he undergoes a change in social identity.\(^{39}\)

Ramirez expresses clearly the results of denying the child his language and culture:

Since his (Chicano) culture is not permitted expression in the classroom, his parents are not able to become active participants in the educational process. This results in a separation of the two worlds in which, as a bicultural person, he must participate: the world of his parents, which is usually very much identified with the Mexican or Mexican American values, and the world of school which is usually representative of the value system of the Anglo middle class. These two worlds vie for the child's loyalty. At school, he is told in essence: "If you do not reject the Mexican American culture you cannot succeed." At home and in the barrios, the appeal is different: "If you become Anglicized, you are a traitor; you come to feel you are too good for your people."

Thus the Chicano child feels forced to choose between his teachers and his parents, between his Anglo peers and his Chicano peers. The choice causes great turmoil and tension. And so it is not difficult

\(^{37}\)Cardenas and Cardenas, \textit{op. cit.}, p. 51.


\(^{39}\)\textit{Ibid.}, p. 165.
to explain why Mexican Americans have higher dropout and absenteeism rates. They experience what the personality psychologist calls an approach-avoidance conflict with respect to education. They want to be educated; they realize its importance. But in order to achieve it they must reject themselves—an understandably painful process for any human being.40

A great number of Mexican Americans have refused or have been unable to undergo this change in social identity as evidenced by the studies conducted by the U.S. Commission on Civil Rights, on the schooling, or lack of schooling of Mexican Americans.

In Report II, the Commission sought to examine the degree to which schools in the Southwest are succeeding in educating their students, particularly minority students. This report focuses on five measures of school-controlled educational outcomes: school holding power, reading skills, grade repetition, overageness, and participation in extra-curricular activities.

The results indicate that minority students in the Southwest—Mexican Americans, Blacks, American Indians—do not obtain the benefits of public education at a rate equal to that of their Anglo classmates. This is true regardless of the measure of school achievement used.

Without exception, minority students achieve at a lower rate than Anglos: their school holding power is lower; their reading achievement is poorer; their repetition of grades is more frequent; their overageness is more prevalent; and they participate in extracurricular activities to a lesser degree than their Anglo counterparts.41


The basic finding of the Commission's third report is the school systems of the Southwest have not recognized the rich culture and tradition of the Mexican American students and have not adopted policies and programs which would enable those students to participate fully in the benefits of the educational process. Instead, the schools use a variety of exclusionary practices which deny the Chicano student the use of his language, a pride in his heritage, and the support of his community.

The suppression of the Spanish language is the most overt area of cultural exclusion. Because the use of a language other than English has been cited as an educational handicap as well as a deterrent to Americanization, schools have resorted to strict repressive measures. In spite of the fact that nearly fifty percent of the Mexican American first graders do not speak English as well as the average Anglo first grader, they are often compelled to learn a new language and course material in that language simultaneously during the first years of their educational experience.

There are various programs which may be used by schools as a means of meeting the English language difficulty encountered so frequently among Mexican Americans. ESL and Remedial Reading do not significantly modify the school; they are intended to adjust the child to the expectations of the school. These programs focus on academic achievement which is not the problem itself, but rather a symptom of the broader problem of language exclusion. Bilingual Education has the greatest potential for Anglo and non-English speaking students as well, but it requires a great deal of curricular change and, consequently, is used only infrequently.

Furthermore, none of these programs reach a substantial number of Mexican American students. Even Remedial Reading, which is offered
in the largest number of schools, is reaching only one of five Chicano students who, by school measurements, need it.

Suppression of use of the Spanish language in schools is the area of cultural exclusion most easily identified and documented. A second exclusionary practice is the omission of Mexican American history, heritage, and folklore from the classrooms of the Southwest. Exclusion of heritage is generally manifested in two ways—through the textbooks and through the omission of course material and school activities relevant to Mexican Americans.

In addition to course content, exclusion of heritage is also manifested in the cultural selectivity of schools. School and classroom activities, to the extent that they deal with Mexican American culture, tend to stress only the superficial and exotic elements—the "fantasy heritage" of the Southwest. This results in the reinforcement of existing stereotypes and denies the Mexican American student a full awareness and pride in his cultural heritage.

The exclusion of the Mexican American community is another area of cultural exclusion examined in the Commission's Report. To determine the extent of community involvement or exclusion, the study examined four specific areas: contacts with parents, community advisory boards, community relations specialists, and Mexican American Educational consultants.

Cultural exclusion is a reality in public schools of the Southwest. Until practices and policies conducive to full participation of Mexican Americans in the educational process are adopted, equal opportunity in education is likely to remain more myth than reality for Mexican American students.42

Cabrera, in his discussion of the Mexican American people, documents the school failure and dropout problems of that minority group. Numbers of high school graduates and numbers of students continuing in higher education are far too limiting when compared to their percentage of the total population in any state.

A selected showing of 1968 enrollment data in the Southwest suffices to illustrate the underenrollment. The University of New Mexico clearly exceeds the efforts of other institutions. Mexican American enrollment was as follows: University of California, Berkeley, 496 (1.9 percent); University of Texas at Austin, 838 (3.4 percent); University of Arizona, Tucson, 1,116 (4.9 percent); University of Colorado, 249 (1.3 percent); and the University of New Mexico, Albuquerque, 1,711 (11.7 percent).^3

Coleman, in his study "Equality of Educational Opportunity," found that differences in student achievement from one school to another were not strongly related to those characteristics of schools and school personnel which were measured. Of all the factors assessed in the study, the differences in achievement were most strongly related to the student's own social and economic background. Some educators and laymen have interpreted these findings to mean that there is not much the schools can do to improve the educational achievement of minority students. However, the conclusion that schools can have little influence on student achievement is not supported by the findings of this study because only existing conditions of the schools were assessed. Changes in the schools conditions and characteristics have a high potential impact on minority student achievement. ^44

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As a necessary precursor to the provision of equal educational opportunities, however, there must exist an awareness of what Riessman calls, the "hidden dissuaders" that operate covertly and insidiously within the schools to the detriment of all but the white middle class student. In addition, there must be an appreciation of the influence that a child's and his parents' perceptions of his ability and opportunities have on his behavior. Without such an awareness by the public, as well as by educators charged with the responsibility for designing and carrying out the educational program, racial and ethnic inferiority in ability and motivation are blamed for the failure of minority children rather than the inadequacies in the school's programs that subtly and covertly discourage and discriminate against children from these groups.  

Educators have argued that the school reflects the Anglo middle class culture. Anderson and Safar studied the perceptions of the adequacy of school programs and found that school administrators and teachers in this study perceived considerable variance in the adequacy of the school program for students from different backgrounds. For the most part, they perceive the educational program to be most adequate for Anglo pupils, less adequate for Spanish-speaking pupils and least adequate for Indian pupils.

The Spanish-speaking community, on the whole, felt that the school program was designed for the Anglo student, while the Anglo community saw little difference in the adequacy of the school program for the three groups of children. The lack of ability of the minority groups was perceived by Anglo members of the communities studied as a lack of innate

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ability and family support rather than as the fault of an inadequate school program that provides few opportunities for the educational needs of the Spanish-speaking.46

Ramirez takes the unsupported assertions of a number of social scientists concerning value and attitude differences, assesses them in terms of the school situation by standard psychological techniques, and relates those found to be significant to potential for school success. His conclusion seems of paramount importance: that most of those very characteristics which commonly hinder the adjustment of Chicano children can, if acknowledged and utilized by the educational system, prove to be assets. He notes, in particular, the need for parental approval and participation, and the encouragement of bilingualism by helping children to become proficient in their native tongue as well as English.

The results of this study should not be taken to imply criticism of either the M-A* culture or the schools. They do imply, however, that in order to increase the chances for academic success of the M-A child, changes must be made in the educational system. By altering the structure of the educational system and by helping school personnel to become aware of the unique needs, perceptions, and attitudes of M-A students, most of the characteristics engendered by the M-A culture in children can become an asset rather than a liability in the classroom. For example, reinforcing the Spanish language and helping the child to


*Ramirez, in his studies, uses M-A to abbreviate Mexican American.
become more proficient in the use of it while he learns English concurrently will make the child truly bilingual. In addition, reinforcing the child's achievement for the family will encourage M-A parents to become involved in the educational process.\textsuperscript{47}

For far too long educational programs developed for Chicanos had been based on the culture-is-damaging model, according to Ramirez. It was this culture-is-damaging belief that led the educational system to adopt a culture exclusion approach to the education of Chicanos, and led to their interpretation of the melting pot philosophy as a mandate for irradication of the Chicano child's identity with his ethnic group. The fact is that the rationale of most of these programs ignore the importance of the struggle to replace the melting pot cultural exclusion philosophy of education with that of cultural democracy, the right of the child to be educated in the learning style which he brings with him to school and his right to develop a bicultural identity.

Ramirez further believes that bilingual programs presently being implemented are not making significant changes in the basic approach of the educational system to Chicano children. The current programs are overly concerned with the superficialities of bilingual education, whether English and Spanish ought to be taught concurrently; whether it is best to teach Spanish by repetition of prescribed sentence patterns or by free verbal expression; whether Pancho Villa and Joaquin Murrieta ought to be included in the heritage curriculum. Very few bilingual programs actually concern themselves with teaching strategies. This is a serious oversight, particularly since recent studies have shown that

inappropriate teaching methods are the prime cause of the depressed performance of Mexican American children in the schools.

The critical issue in the struggle for equality of educational opportunity for Chicanos is not bilingual education alone, but cultural democracy reflected in institutional change to create educational programs which are consonant to the values and life styles Chicano children bring with them to school. 48

Sanchez states that it is his "conviction that in the schools of the Southwest... the issues lie in the area of social policy, of school organization and administration, of educational philosophy, and of pedagogical competence... we are confronted not with handicapped children but with handicapped schools." 49

The Teacher

Teacher's Role

Traditionally, the role of the American school teacher has been one of transmitter of cultural values, orientations and perceptions of the society. Spindler states that "teachers are a special group. They are not selected at random as official culture transmitters; they are trained and accredited to that status and role. They are the agents of


their culture."\textsuperscript{50} Henry further develops this idea in comparing classroom aggression with what he calls the "witch-hunt syndrome" in American culture. He states that "the teacher is a powerful agent in reinforcing competition. . . the failure of one child is repeatedly the occasion for the success of another; and destructive criticism is the preferred mode of attack in most classrooms."\textsuperscript{51}

The failure of teachers to grasp this role and function and of the American schools in general society, or recognize its influence on the ethnically different child, has been detrimental to the achievement of Mexican American students. After conducting interviews with teachers and doing classroom observations, Carter found that the "most severe weakness of teachers was their failure to understand a number of concepts concerning culture, society, personality, and behavior."\textsuperscript{52} He found that teachers have very little understanding of the effects of the first two or the latter two, or of interrelationships among the four concepts. Consequently, very few teachers had the comprehensive insights necessary to cope with culturally diverse students. He cites the following common teacher behaviors which lead him to this conclusion. "Teachers regularly are pessimistic concerning the minorities' ability to learn; they equate race (national origin) and intelligence, prohibit the speaking of Spanish, act negatively toward ethnic peer groups, misinterpret Mexican American behavior in school, stereotype the group, maintain extreme social distance

\textsuperscript{50}George Spindler, \textit{op. cit.}, p. 156.

\textsuperscript{51}Jules Henry as cited in Spindler, \textit{op. cit.}, pp. 199-201.

\textsuperscript{52}Thomas Carter, \textit{op. cit.}, p. 198.
with minority members, and take absolute ethical and moral stances. They obviously fail to recognize how all these affect the child who is growing up in two cultures."

Murillo looks at the role of the teacher from the cultural perspective of a Chicano child.

The matter of identification is also important here. In our society most teachers are female. The Chicano male child frequently finds it hard to relate to a woman who behaves so differently from what he has learned to expect. His teacher is just the opposite from what a woman should be according to his cultural standards. For example, she is authoritarian instead of nurturing, and is business-like instead of warm. To him she sometimes appears to be parodying a man, and he may find it hard to take her seriously.

Lack of teacher awareness and sensitivity regarding the socioculture of the culturally different child has been isolated as a main factor in the educational retardation of Mexican American and Indian American children. Studies attribute that, because the teachers and administrators are unaware of sociocultural differences, the school curriculum tends to be middle-class, white, Anglo-Saxon, Protestant (WASP) oriented. Because of this lack of awareness and because of the schools' middle-class orientation, the bilingual child tends to feel out of place in the school socioculture. These negative attitudes lead to isolation, defensiveness, and anxiety on the part of the bilingual child and in turn bear on his academic achievement. The teachers, unaware of the chasm between the socioculture of the school and the sociocultural


54 Nathan Murillo, op. cit., p. 106.
background of the children, inflict further wounds by causing culture conflict through their teaching approaches and techniques.\textsuperscript{55}

**Teacher Expectations**

A study was done by Cordova to determine what relationships exist between acculturation, achievement, teacher expectations, and the alienation of Spanish-speaking students. He found relationships between teacher expectations and the alienation of Spanish-American students revealed grave implications for educators. A positive relationship was found between teacher expectations and feelings of powerlessness, self-estrangement, and isolation for the total sample. A negative relationship was found between teacher expectations and powerlessness for the rural group. This would seem to indicate that Spanish-American students feel powerless in school and that the lower the acculturation the more intense the feeling. This feeling of powerlessness can be attributed to their lack of familiarity with the system and lack of commitment to the values and goals stressed in the situation. Upon entering the system, these students need a definition of the situation and a structuring of activities. Therefore, the students who are less familiar and less committed need more guidance to calm their fears and insecurities.

This study revealed that teachers make expectations and demands without reference to the acculturation level and the achievement level of the students. It seems that teachers have set expectations of their

pupils regardless of their students' values, beliefs, needs, and capabilities. It was further observed that the less acculturated and the less predisposed students are of fulfilling these expectations, the stronger these expectations are. This serves to create more insecurity, conflict and indignation in students.  

Teacher expectations of students are likely to influence their reactions to student behavior. The relationship of expectations to teacher's praise of students was demonstrated by one study which found that at least some teachers praised a higher percent of the correct responses of students they perceived as high achievers than they did the equally correct responses of students they perceived as low achievers.

Rosenshine reviews a series of studies conducted over a decade, of classroom interaction research, that more objectively evaluated the behavior of teachers. He found that some forms of teaching behavior appear to have a positive affect on pupil attitudes and achievement. They are behaviors which involve the acceptance and use of student ideas, some forms of praise or expression of appreciation of a student's contribution, and behaviors which involve questioning of students. These forms of behavior do not invariably increase student achievement or

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favorably affect attitudes, but the evidence suggests that they generally do.\textsuperscript{58}

The Commission designed a study to investigate possible disparities in the way teachers treat Mexican Americans and Anglos within the same classroom.

The ability of the teacher to involve and encourage students is important to the educational achievement of all students, but is particularly crucial to the education of minority students. As the Commission has previously pointed out, schools in the Southwest have generally failed to adapt their curricula and programs to the interest, skills, and language with which Mexican American students enter school. This failure is a serious barrier to the educational opportunity of Chicano pupils. Despite this barrier, there is much that teachers can do to facilitate the learning of Chicano students. Teachers can demonstrate respect by inviting the students to share their culture, personal feelings, and values. They can encourage Chicano participation by accepting and building upon their contributions. Teachers can also provide Mexican American students with the necessary assistance to help them overcome difficulties. These forms of behavior are likely to improve motivation and raise the level of academic performance of Mexican American students.

For each type of behavior, the interaction of teachers with Mexican American students is compared with Anglo students by a measure

of disparity. The six categories in which the disparities are statistically significant are:

1. Praising or Encouraging
2. Acceptance or Use of Student Ideas
3. Questioning
4. Positive Teacher Response
5. All Noncriticizing Teacher Talk
6. All Student Speaking

Teachers speak less often, and less favorably, to Mexican Americans than to Anglos. At the same time, Chicano pupils generally speak out less in class than do Anglo pupils. In view of the central importance of interaction to learning, it is evident that Chicano pupils are not receiving the same quality of education in the classroom as are Anglo pupils. 59

Praising and encouraging pupils is one of the important ways for a teacher to build confidence and lead students to participate more in classroom activities. Although it is possible to overuse praise and it may not always be beneficial, 60 it is usually a positive type of teaching technique by which the teacher expresses confidence in, and approval of, a student. This substantial disparity in praise very likely has adverse effects on the motivation and academic performance of Chicano pupils. The direct consequence of the disparity is that Mexican


Americans receive less of the educational benefits of praise and encouragement than do Anglos. In addition, the disparity may damage the academic self-esteem and motivation of Chicano pupils because students tend to evaluate themselves on the basis of the teacher's treatment of them in comparison to other students.61

Further, teacher discourse using student contributions generally reflects the extent to which the teacher is drawing upon the interests and experiences of the child to interest him in the content material. One of the most important tasks in teaching is to help the student see the relevance of what he is learning. As one educator has pointed out, the key to motivating the child lies in bridging the gap between those things he should learn and those things he wants to learn.62

When the teacher treats one group of students more favorably than another, the damage done to the child of the second group is two-fold. If the teacher seldom praises and encourages the Chicano student, for example, this is likely to lower his motivation and hinder his academic performance. If, at the same time, the Chicano student is aware that the teacher expresses much more praise and encouragement toward Anglo students, he or she will come to feel that the teacher does not like him or does not consider his education to be important. This will further impair his motivation and achievement. Consequently, whenever teachers relate more favorably toward Anglo students than to Mexican American students in the classroom, the differential treatment can be extremely harmful to the education of the Chicano student.

61 Thomas Good, op. cit., p. 7.
Teacher Education

Manuel believes that one of the important specifics in the training of teachers of Spanish-speaking children is the problem of policy and philosophy. Trained teachers should have a clear concept of the goals toward which Mexican Americans are striving. He states that while teachers may agree that the main objective is the development to the maximum of the capacities of every child; most are ill-prepared to follow this objective through. "To do so requires the transfer of attention from groups to individual children. It means teachers must be prepared for an individualization of teaching which schools in general have never mastered."

Educators must realize the students' special talents and their special attributes and learn to capitalize on these. Instead of being made to feel foreign, different, or inferior, educators must realize that to function adequately in an Anglo society, Mexican American students do not have to be turned into "little Anglos." Cordova believes that educators must realize and act on the assumption that there are good aspects in the Mexican American culture and that these students can function adequately, if not better, if they can retain these as part of their heritage. Biculturalism would mean an increase in self-respect, self-confidence, and the feeling of self-worth. However, the achievement of biculturalism demands the development of new approaches to

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teaching, reorganization of the existing curriculum, and the training and retraining of personnel with a new orientation.64

Ramirez points out that the most valuable contributions which the behavioral sciences can make to the development of effective preparation programs are research findings which have identified the value orientation of the Mexican American culture. More specifically, the most important data is that which relates elements of the value orientation to perceptions, needs, behaviors, and beliefs of Mexican American students which clash with the value system of the schools. A familiarity with this information will make it possible for teachers and school administrators to identify and remove those barriers which are presently hindering the performance of these students.65

Carter reinforces this by stating, "these teachers must be able to comprehend and grapple with the often intangible, but multitudinous, aspects of their own and others' society, culture, language, learning styles, personality, and behavior. Additionally, such teachers must understand the role and function of the school as a social institution, especially as it relates to ethnic minorities. The problems created by cross-cultural schooling and the possible remedies must be understood."66

Two aggregates of teacher inadequacies are evident. One is the lack of technical skill in the "science of teaching" area; the other is

64 Ignacio Cordova, op. cit., pp. 178-179.


66 Thomas Carter, op. cit., p. 198.
a severe personal limitation in understanding culture, personality, and behavior. According to Carter, teachers must acquire both skill and knowledge. As no one can really know what someone else knows, changed teacher behavior must be the principle criterion of success or failure of programs. The existence of concepts and theories in the mind of the teacher can only be demonstrated by action. The teacher well-prepared to teach minority children must be able constructively to synthesize skills and knowledge into appropriate school practices and curricula.

The teacher's knowledge of local cultural variations is essential to the ability to incorporate cultural items into the curriculum, and to the teacher's skill in coping with children's difficulties in "learning two sets of norms."\(^{67}\)

Teacher-preparation institutions have done, and continue to do, little to aid their students in coping with the problems associated with cross-cultural schooling and the teaching of the ethnically different Mexican American. Public schools are attempting much more. Colleges and universities are not only failing to lead the way toward improved school opportunity for the minority, but they also are failing to follow the lead of lower-level institutions.

Carter believes that the minimal preparation of teachers to mesh with the overwhelming majority of existing school programs entails little more than technique acquisition; colleges and universities could, with relative ease, provide this training. In spite of this, observations in the field support the notion that very few teachers of Mexican

\(^{67}\)Ibid., pp. 201-207.
Americans in regular, compensatory, or remedial classes have acquired even minimal quantities of the essential skills. Either the colleges have not provided the training, or the teachers have not learned what was taught. 68

One program which has shown some success in making teachers aware of cultural differences is the Claremont Project. The project in Anthropology and Education was designed to train teachers in culture concepts and methods affecting public education. Ruth Landes, an anthropologist, directed the project at the Claremont Graduate School. For two years, Landes presented data, theories, and skills of cultural anthropology to graduate classes of public school teachers, counselors, and administrators who were employed in schools having large enrollments of disadvantaged students.

The most unique aspect of the training program was the assignment of work projects designed to introduce teachers to practical uses of anthropological methods. These projects carried teachers into the homes and streets where pupils lived. Research procedures employed by students were direct observations of individuals and groups as well as interviews of the open-ended type. The first project dealt with aspects of the fact that man carries the culture taught him and functions according to its directions. Through this work, teachers became aware of the varied cultural forces acting in them and the effect these had on their pupils. They were also able to see these same forces operating in their pupils. This made them more sensitive to conflicts which occur

68 Ibid., p. 197.
as a result of different expectations reinforced by culture. Another one of the projects concerned itself with the topic that man's behavior was learned from older generations and contemporaries. Still another assignment asked participants in the program to reconstruct the cultural ways of their own families in the three immediate generations of parents, children, and grandparents on both sides. The student was required to specify details about such things as the family's home, education, work, marriages, obligations, and crisis. At the same time, students were trained to chart lines or channels of authority and responsibility in the family, and the direction of flow, as mirrored in pupils' opinions. This was done to find out who in each pupil's family made decisions, about what, when, where, how, and why; who punished, who rewarded, and in what forms, and under what circumstances; how the punished individual responded; to whom authority was delegated, and under what conditions. These findings were contrasted with the features of middle-class life. At the conclusion of their projects, students were asked to answer certain questions based on their findings in the field projects. Some of these were: How can a minority assimilate and advance in American life and retain its traditions? Must all cultural groups in America assimilate? Should we impose middle-class standards on children of all backgrounds?

The Claremont Project is undoubtedly a step in the right direction with respect to development of good preparation programs. The idea of involving the participants by having them research problems arising from ethnic differences is in particular a significant contribution. 69

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Ulibarri designed the Esperanza Model, a program of in-service education in a small New Mexico school community in which Indian, Spanish-American and Anglo students were enrolled. Her primary goal was to help teachers move from the inflexible monolithic curriculum to one in which all three cultures would make genuine contributions. The success of such a plan would develop an educational pluralism to match the cultural diversity of the community.  

Cordova's study points to the need for teachers to be trained in the psychological, sociological, and anthropological relationships between culture and behavior. Furthermore, it points to the grave need to have teachers that have the technical skills to develop and adapt materials and curriculum programs to fit the needs and capabilities of these students. While many teachers fail to recognize the differences and special problems of these students, there are many who do but lack the technical skills to solve them.  

Manuel also believes that somewhere in the training of teachers for schools in the Southwest, attention must be given to the characteristics of disadvantaged people in general and to the cultural traits of the Mexican American population. "Again, however, individual differences must be emphasized. It would be a grave error to substitute for the study of the child himself a study of his group, but a knowledge of the


71Ignacio Cordova, op. cit., p. 181.
conditions that are frequently found helps the teacher and counselor to discover the traits and the difficulties of individual children."  

Carter would arrange the "knowledge," theory, and skills into three cores: (1) the sociocultural, (2) the psycho-personal, and (3) the professional-technical. The psycho-personal core should stress psycho-linguistics, the effect of cultural marginality and value conflict on personality, and areas related to adolescent ethnic behavior. The professional-technical core includes those skills usually taught in methods courses; the how to teach, how to organize, and how to test areas of instruction. The sociocultural content core is the most crucial for teachers of Mexican Americans and is also the area that is most slighted in regular teacher-preparation sequences. This core must bear the burden of providing an objective understanding of: (1) the concept of culture and society; (2) cultural evolution, social change, and the individual problems in coping with them; (3) the profound and perhaps all pervading influence of culture in determining human personality and behavior; (4) the concepts of caste and subculture as they exist in the modern world, especially in the Southwest; (5) the nature and history of the diverse Mexican American groups and their cultures; (6) the role played by the school in transmitting the "general national culture"; and (7) the theoretical and practical aspects of problems related to cross-cultural schooling, especially vis-a-vis language difference and normative conflict. "The objective presentation of theories and concepts relative to the preceding may well induce a sense of shock in many, especially since the concurrent field experience forces the

72Herschel Manuel, _op. cit._, p. 189.
student to confront social reality. This real world so different from, yet so similar to, the one in which he lives may produce 'culture shock'; it is intended to. No teacher can succeed with the culturally different and/or poverty community unless some rather personal things occur."

Since teacher preparation institutions have failed to change, Manuel and Carter would promote programs in which school systems cooperate with colleges and universities in the training and retraining of teachers who will have both the general qualifications of good teachers and the special qualifications required for effective teaching of Mexican American children. 

Ramirez recommends the use of parents in teacher in-service training. He bases his recommendations on the successful implementation of such a program through the Bicultural-Bilingual Follow Through Model at the University of California, Riverside. He states, "they are the representatives of the language and culture which should be implemented through instructional programs; more importantly, they represent the teaching styles which are compatible with the learning, communication and relational styles of Chicano children. Chicano parents, then, should be involved as teacher trainers and instructors."

73 Thomas Carter, op. cit., pp. 204-205.

74 Herschel Manuel, op. cit., p. 190; and Thomas Carter, op. cit., p. 200.

CHAPTER III

ANALYSIS OF EDGEWOOD IN-SERVICE PROGRAMS

Chapter one of this study stated the need for improvement in the education of Mexican American students and outlined the procedures of the study in developing a model of in-service education as a vehicle for achieving needed educational change. Chapter two provided an overview of educational needs of Chicanos and the responses of schools and teachers to these needs. Chapter three examines the extensive in-service processes that were utilized in a selected school district in the Southwest in order to bring about desired changes in instructional programs for Chicanos. This school district was chosen for analysis for two major reasons. First, the predominate Chicano pupil and community population in the system insured a point of view that is commensurate with the purpose of the study. Second, the selected system had a successful program of in-service education that when analyzed could generate a comprehensive model for in-service training of teachers of Mexican American children.

This chapter will include a brief description of demographic data of the selected school district and a description of the school district's in-service programs' rationale, curriculum, implementation, and evaluation.
Description of Demographic Data

Edgewood Independent School District was selected based on the following criteria: (1) the student and community population of the district reflect many of the characteristics of the Mexican American population of the Southwest, (2) the amount of time, money and staff involved in in-service education was perhaps the highest in the country, see Appendix A, (3) the administrative staff was eighty percent Chicano and school board members were all Chicanos, (4) the community, school board and the administrative staff voiced a commitment in in-service education as a vehicle for developing alternative instructional programs for the education of Mexican American students.

The Edgewood Independent School District is a core-city district in San Antonio, Texas. It is a fourteen-square-mile area in the west side of the city of which approximately one-third of the district is within the Model Cities area. Edgewood is the poorest school district of the nation's sixteen largest cities and serves a minority student population of twenty-three thousand—ninety-two percent Mexican American, five percent Black, and three percent Anglo.

A 1972 survey of the parents of children in the districts' twenty-seven schools revealed that only one-half of one percent (.05%) are in professional occupations, ten percent are in skilled labor, and eighty percent in unskilled labor occupations. The people of the district suffer high unemployment rates, overwhelming patterns of substandard housing, and a scarcity of health and other public services.

A 1967 U.S. Department of Labor study, Sub-employment in the Slums of San Antonio, noted that: "... the sub-employment rate in
the area (the hard-core slums of San Antonio, including most of the Edgewood district). . . is a startling, sobering 47.4 percent."

It was also noted in this survey that: ". . . seventy percent of the unemployed did not graduate from high school, forty-eight percent of the unemployed did not go beyond the eighth grade and 6.5 percent had not gone to school at all."  

Further information about educational attainment comes from a 1971 Urban Renewal study of the Model Neighborhood area which shows:

. . . 18.8 percent of the respondents (1,260 persons) have no formal education, 41.3 percent have one to seven years of school, 9.8 percent have eight years, 15.5 percent between nine and eleven years, 11.3 percent have twelve years, and 4.3 percent have fifteen years or more.  

This study also showed that respondents with twelve years of education or less had family earnings of less than three thousand dollars per year. The survey indicated:

. . . that 45.8 percent of the respondents have a yearly income under three thousand dollars; 30.1 percent have an annual income of between $3,000 and $4,999; 15.1 percent earn between $5,000 and $7,999; 4.8 percent earn between $8,000 and $9,999; 2.1 percent earn between $10,000 and $12,499; .6 percent earn between $12,500 and $14,999; and .5 percent earn $15,000 or more.

The report continues:

An analysis of the family income by marital status revealed that while only 29.5 percent of the married respondents had family incomes under three thousand dollars per year, 49.4 percent of the single respondents, 75.9 percent of the separated respondents, 77.2 percent of the divorced respondents, and 78.4 percent of the

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widowed respondents reported family incomes of less than three thousand dollars per year.\textsuperscript{78}

A 1972 school survey conducted for determining the number of children from low-income families that would qualify for ESEA Title I services shows that the district-wide percentage of children from low-income families was 55.41 percent. The seventeen out of the twenty-seven school campuses eligible for services had 73.7 percent of its students from low-income families.

The financial status of the district reflects that of the community. The tax structure in the Edgewood School District reflects the community's willingness to tax itself. This willingness has little impact on the reality of the inadequate tax base in the district, as demonstrated by the Rodriguez v. San Antonio Independent School District\textsuperscript{79} court case.

\textsuperscript{78} Ibid.

\textsuperscript{79} Rodriguez v. San Antonio Independent School District, C.A., No. 68-175-5A, (W.D. Tex. 1971). Plaintiffs alleged that the system established by the State to support free public education denies them equal educational opportunity in that (a) it makes the quality of education received by the plaintiffs a function of wealth of their parents and neighbors as measured by the property values of the school district in which they reside; (b) it provides students, living in school districts other than Edgewood, with material advantages for education; (c) it provides plaintiffs, who are of substantially equal age, aptitude, motivation and ability with substantially inferior educational resources than children in defendant school districts other than Edgewood; (d) it perpetuates marked differences in the quality of educational services; (e) it discriminates against Mexican-American school children. In 1973, the U.S. Supreme Court declared that education did not fall within the jurisdiction of the equal protection clause of the Fourteenth Amendment to the United States Constitution, but was a function of the States; therefore, the case was dismissed. For a detailed discussion of this and other school finance cases, see Inequality in School Financing: The Role of the Law, U.S. Commission on Civil Rights, Washington, D.C., August 1972.
The Edgewood tax rate of $1.50 per one hundred dollar valuation compares favorable with that of other school districts in the area. The average for the county is $1.48 per one hundred dollar valuation. Yet, the tax base per pupil is only $5,945 compared to the counties average of over twenty thousand dollars per pupil.

Educational success in the school district, while probably competitive with other school districts serving similar population groups, is negligible in view of the geometric progression of negative socio-economic conditions. The school district's dropout rate is at least fifty-two percent. Retention rates are high and recent evaluation efforts reveal that average achievement of pupils is two years behind national norms by the time they reach the ninth grade.

One study conducted by the district indicated that the graduating class of 1970 included only forty-eight percent of the students enrolled in the second grade ten years previously (including allowances for population changes). Information available from achievement testing indicates that:

1. At the end of the third grade, the typical student is performing one full year below national norms.
2. At the end of the sixth grade, he is performing one and one-half years below national norms.
3. At the end of the seventh grade, he is performing two full years below national norms.

Conventional studies on underachievement at higher grade levels are invalid since the high dropout rate produces sample bias among the high school population.
One other significant characteristic of Edgewood students is demonstrated by language dominance tests which indicate that eighty percent of the student population uses Spanish as a dominant language.

Out of the 814 classroom teachers employed by the district in 1972, approximately forty-five percent were Mexican American, forty percent Anglo and fifteen percent Black. Until 1972, only thirteen of the seventeen elementary schools provided bilingual instruction. This was made possible through a Title VII program for grades one through four. For the 1972-1973 school year, bilingual instruction was extended to all first grade classrooms through the combined resources of Title VII and ESEA Title I. Since 1969, the district has developed and maintained a bilingual early childhood education program through Model Cities funding.

An Experimental School Program was begun with the 1972 school year in four elementary schools, one junior high and one high school. This program expanded bilingual instruction in the elementary schools and provided an experiential and diversified community-based curriculum for the junior and high schools. This was the district's main thrust in its attempt to change the school to fit student characteristics.

The remaining seventy percent of the student population continued with a traditional curricula consisting basically of reading, writing and arithmetic at the elementary level, and academic and vocational curriculum at the secondary level.

Traditionally, the district has had difficulties recruiting and maintaining its teaching staff. However, a district increase in teachers' salaries, the attraction of innovative educational programs and the
general increase in the teacher market have helped to reduce the turn-over-rate from almost forty percent to less than twenty percent in the last three years. But the Edgewood teaching staff continues to be under-credentialed. While between ninety-three percent to ninety-five percent of all the teachers have degrees and are certified in a teaching area, only nine percent have degrees beyond the bachelors. An analysis of the elementary teaching staff shows that 16.5 percent have temporary or emergency certificates to teach at this level in contrast to only seven percent which have obtained masters degrees.80

Edgewood In-Service Education Programs

Programs selected for analysis in this study were those in which the training of teachers involved innovative and alternative ways of teaching Mexican American students. The district's approach to teacher in-service training can best be explained by the following statements which appeared in a number of their program reports and evaluations.

Many teachers are hard-pressed to keep up with the knowledge explosion in education and educational research. Situations exist where educational theory taught to teachers in colleges and universities has not been effectively geared to the needs of minority group students. And in cases where such instruction is offered, teachers often fail to implement these theories and ideas or are incapable of implementing them without additional guidance. . .

Two main objectives for most of their in-service education programs were to train teachers who would:

... provide for the development of cognitive skills in order that the potential intellectual competencies of each child be developed.

... provide for positive reinforcement of the cultural characteristics of the child and his family in order that the child's "school self" be more congruent with his "home self."

Among the programs applying this philosophy and objectives were the Early Childhood Education Program, the Bilingual Program, the Title I Program, the Urban/Rural Staff Development Program, and the Experimental School Program. Other criteria for selection of the above programs were the number of participants involved, the amount of time spent, and availability of description of plans, objectives, implementation, and evaluation of the programs.

Some of the training activities were components of other programs and others were complete programs in themselves. The following are brief descriptions of each of the selected programs.

**Early Childhood Education**

The Edgewood Bilingual Early Childhood Education Program (ECE) focused on the development of the cognitive and affective skills of three, four and five year-old children in the district.

In-service training was an integral part of the ECE program since its inception. During the first year of the program, 1969-1970, two afternoons of working time per week were set aside for in-service education.

The main concern at the time was retraining and qualifying personnel to

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81 A number of programs, such as the Career Opportunities Program and Teacher Corps, followed the above philosophy and objectives but were not analyzed because theoretically they can be considered pre-service teacher preparation programs with a main objective of providing training for teaching certification.
teach three, four and five year-olds. In cooperation with Our Lady of the Lake College, a local college, two courses were offered: "Language Development for the Bilingual Child" and "Curriculum for Early Childhood Education." College staff and facilities were used during the fall semester. For the spring semester, the college instructors came to the ECE Center to provide the instruction. Edgewood, through Model Cities funding, provided financial support for teachers educational expenses.

While this first year arrangement provided necessary support for teachers who needed course credit for state certification, specific job-related needs and problems were not being resolved. So for the year 1970-1971, the in-service program was divided into job-related activities and certification needs. Job-related training consisted of weekly meetings conducted by either Edgewood staff or staff from the Southwest Educational Development Laboratory, developers of the curriculum being used. Topics for these sessions included such subjects as teacher expectations, incidental learning, role modeling, classroom management, teacher/assistant roles, lesson planning, and evaluation. Certification needs were met by providing release time for attendance at college classes which met state requirements.

During the summer of 1971, Edgewood conducted a Bilingual Early Childhood Education Summer Institute to provide teachers and administrators with skills and strategies for the education of the bilingual, bicultural child. This comprised the main thrust of the 1971-1972 Early Childhood Staff Development Program. The institute was designed to respond to the following:
1. the need for teacher understanding of the development of the bilingual, bicultural child,
2. the need for teacher skills to provide for the cognitive development and positive reinforcement of the cultural characteristics of the developing child,
3. the lack of administrative personnel sympathetic and informed about the district's ECE program's goals and rationale,
4. the lack of qualified, skilled personnel for the ECE program,
5. the need for teachers acquisition of techniques for child and self-behavior modification.

The Institute was cross-funded with monies from the Education Professions Development Act (EPDA), ESEA Title I, Model Cities ECE and Staff Training Program, and the Neighborhood Youth Corps Program (NYC). Title I funds were used to provide teachers' salaries, aides and ancillary services for approximately four hundred students. EPDA provided support for consultants, travel and materials. Model Cities ECE and Staff Training Program provided administrative and clerical support for the Institute and NYC provided youth-tutor stipends.

Eighty-five percent of the summer Institute participants chosen were bilingual, with preference given to teachers and administrators interested in Early Childhood Education. Thirteen of the fifty-eight participants were administrators, principals, supervisors, and program directors. They participated in the Institute with the same status as teachers. The participants had an option of contracting with Our Lady of the Lake College for credit. A minimum of six and a maximum of twelve hours credit could be earned by participating in different activities within the Institute.
The Institute focused on experience-based learning activities. Edgewood's Title I Summer Enrichment Program served as the classroom laboratory for the implementation of theories and ideas. Teachers taught three hours per day and spent another three and one-half hours (a) planning and evaluating the instructional program, (b) evaluating their performance as teachers, (c) fulfilling alternative roles (on rotation basis) as administrators, evaluators, supervisors, curriculum development coordinators, parent involvement specialists, and supervisors, and (d) interacting with expert consultants contracted to provide input in specific areas.

Self-direction was the primary focus of the Institute. Teachers sought to identify constraints and develop alternative responses. As a result of initial success and teacher gratification in the summer institute, teachers in the 1971-1972 ECE program assumed the major responsibility for planning, implementing and evaluating their on-going in-service education program. Their success was substantiated by increased teacher interest in the evolving curriculum, commitment to involving more parents in the ECE program, and improved teacher-administrator relationships. A group of teachers and parents also began meeting with architects and contractors to help design the new ECE building.

The ECE staff training for the 1971-1972 school year was designed by ECE teachers and staff. The teachers conducted a needs assessment, evaluated their previous in-service training, and consulted with their parent advisory council in developing their in-service training plan. The training was designed to meet the following objectives:
1. to provide for continued training in classroom management in utilizing time, space and personnel in highly individualized learning situations,

2. to provide continuous training in additional skills needed for the experimental, evolving curriculum used in the ECE program,

3. to develop new staffing patterns to utilize parents as a result of increased parental involvement in the instructional process,

4. to develop teacher/staff coordination and training in the use of video-taping instruments and the district's television facilities for staff development and training.

The training was conducted in day-long monthly sessions set aside specifically for in-service education. Edgewood staff and consultants selected by the ECE teachers acted as facilitators and resource personnel for the sessions.

Staff training activities were subsequently coordinated with the Urban/Rural Staff Development Program.

Bilingual Education Program

The Edgewood Bilingual program's philosophy recognized, that while a number of interrelated and interdependent factors contribute to the failure of the Chicano student, one major factor leading to this failure is that the child is so involved in learning a second language that he cannot learn skills and content. Thus, the Edgewood Bilingual Program was not merely a linguistically-oriented oral language development program, but recognized that its bilingual program must encompass much more than that. Its program, therefore, provided that content
areas such as Reading, Mathematics, Social Studies, Music, and Art be initially taught in Spanish and in the child's contextual frame of reference, while systematically teaching English. In other words, the affective, cognitive and linguistic development of the child must be provided for in the child's language and learning-style, and the teacher must be able to meet this need in Spanish and/or English.

A program or curriculum of this type places great demands upon the teacher. It requires an awareness of the child's cultural and socio-economic background, as well as a competency in Spanish and in teaching strategies that lead to successful teaching-learning situations.

Thus an important part of the bilingual program was its staff-training component. Two bilingual education institutes for teachers of Mexican American students were held in cooperation with the education departments of St. Mary's University in the summers of 1969 and 1970. The first institute had sixteen participants, and the second had thirty-two. Little evaluation information on these two institutes is available.

During the 1970-1971 school year, the in-service program consisted of activities in the area of theoretical foundations of cognitive growth and development, behavior modification, staff differentiation, and curriculum analysis and implementation. See Appendix B for a schedule of these activities. Consultants from local colleges and universities, instructional media representatives, program staff members and teachers were utilized in staff training activities. Sessions were held weekly at different schools in the district and also at Our Lady of the Lake College.

One part of the in-service training consisted of micro-teaching evaluation. Portable television cameras were set up in the individual
classrooms to assess pupil and teacher performance by means of videotapes. The micro-teaching video tapes were immediately evaluated by the teacher and supervisor. A program-devised checklist was used for performance analysis and discussion while the tape was played back. Because the teachers evaluated themselves, they considered micro-teaching a valuable aid in their professional development.

Another phase of the training was inter-bilingual classroom visitations which were scheduled for those teachers who felt it would be beneficial. This was requested and most utilized by beginning teachers.

Another Teacher Training Institute for Teachers of Mexican American Students was held in the summer of 1971 with EPDA funds. The Institute was also held in cooperation with Our Lady of the Lake College. The college granted graduate credit and provided facilities as well as some staff. The Institute was eight weeks in duration and met daily for approximately six hours. There were fifty-seven participants; and all were able to speak Spanish and were committed to teaching in a bilingual program the following year. Most of the participants were experienced teachers but had not previously attended an EPDA, NDEA or arts and humanities institutes.

A sample of the objectives for the Institute were: (a) to increase the participant's knowledge of the cognitive growth and development of children, (b) to demonstrate participants' ability to implement those teaching strategies which lead to the affective and cognitive development of children, (c) to increase participant's knowledge of Mexican American culture of the Southwest and specifically of their students'
community, (d) to learn of the "culture of poverty" as it applies to the students they will teach, (e) to develop an understanding of the principles of language learning as habit formation and to be able to demonstrate and apply these principles, (f) to develop the skills necessary for successful Spanish curriculum development, and (g) to demonstrate their increased ability to teach content through the medium of Spanish as evidenced in the analysis of video-taped micro-teaching sequences.

In order to achieve these objectives, the teachers participated in the following courses: "Theoretical and Sociological Foundations of Bilingual Education: Culture," "Cognitive Growth and Development" and "Curriculum and Production of Bilingual Teaching Materials." Information was presented in lecture/theory sessions followed by discussion in small groups. Much of the discussion centered on teacher/staff perceptions and teacher/child, teacher/parent perceptions.

As a result of the Summer Institute, the emphasis for the 1971-1972 staff training activities was on implementation and development of curriculum. Sessions were held weekly on release time, and the training was conducted mainly by Edgewood teachers and staff. The first sessions were follow-up to the Institute. They reviewed analyses of (a) the Mexican American culture of the Edgewood community in relation to Mexican culture of Mexico and Anglo culture of the United States and (b) the relation of learning styles of Chicanos to learning theory. These sessions served as continuity and reinforcement for an approach to curriculum implementation and development. The in-service meetings were utilized for brainstorming, providing feedback, evaluating, and developing curriculum and instructional materials.
program. However, there was evidence of higher achievement, using the same instrument, among students participating in Title VII Bilingual classes as opposed to those in monolingual classes. The evaluation indicated that the BRL Program in itself was not the determining factor in developing reading skills. The final program evaluation concluded that language development occurs most effectively when all factors in the learning environment were directed toward cognitive development built on the culture and dominant language of the child. Therefore, the Title I instructional program for 1972-1973 utilized the bilingual approach.

The Title I Bilingual Instruction Program expanded the Title VII Bilingual Program to include all first and second grade classes at eligible Title I campuses. Team teaching was utilized in Title I classrooms. The day was divided among a bilingual teacher, a monolingual teacher, and teacher aides.

In-service workshops were conducted jointly by the Title VII and Title I Programs for the 1972-1973 school year. The overall training goal was positive attitudinal change affecting learning situations through the application of techniques in classroom management and individualized instruction.

The participants included 179 Title VII and Kindergarten Bilingual Program teachers, monolingual Title I teachers, and 101 classroom teacher aides. Grades involved were kindergarten through fourth.

All training occurred during school release time and all workshop instructors were teachers or administrators from the district. The teachers and aides were grouped according to schools and the groups
rotated around a five-week cycle of workshops. See Figure A for a sample schedule of a five-week workshop cycle.

Other sessions dealt with implementation of bilingual social studies, math, reading, and language curricula, compilation of case studies, techniques for diagnosing and evaluating students, and theories in human development.

An overall evaluation of the training compared participants' attitudes and opinions about various learning situations before and after the in-service training. A "Learning Situation Questionnaire" was developed by the bilingual staff and in-service instructors. The questionnaire, Appendix C, contained thirty-one items. Respondents were asked to select one of five choices—strongly agree, agree, no opinion, disagree, strongly disagree.

Responses of the Bilingual Program staff were used to weigh the items as positive or negative. The responses were then scored from minus two, farthest from the response identified as most positive by the bilingual staff, to plus two, closest to the response identified by the staff as most positive. With this weight value, the responses for the questionnaire completed by the bilingual staff averaged 1.19.

Workshop participants completed the questionnaire before the first session and after the last session. The responses were matched pre and post, then categorized as monolingual teachers, bilingual teachers and teacher aides. Table I is a comparison of pre-test and post-test responses for each group of participants.

A comparison of means indicated that attitudes of aides were unaffected by in-service training. The means for teachers increased
<table>
<thead>
<tr>
<th>Date of Presentation</th>
<th>A: Joseph Guerra Cafeteria</th>
<th>B: Joseph Guerra Library</th>
<th>C: H. B. Gonzalez Cafeteria</th>
<th>D: H. B. Gonzalez Library</th>
<th>E: L. B. Johnson Cafeteria</th>
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<td>October 19, 1972</td>
<td>V: Planning and Scheduling</td>
<td>II: Creating a Classroom Environment</td>
<td>III: Self-directed Activities and Learning Centers</td>
<td>IV: Grouping and Transition of Groups</td>
<td>I: Personnel Effectiveness</td>
</tr>
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<td>October 26, 1972</td>
<td>I: Personnel Effectiveness</td>
<td>V: Planning and Scheduling</td>
<td>II: Creating a Classroom Environment</td>
<td>III: Self-directed Activities and Learning Centers</td>
<td>IV: Grouping and Transition of Groups</td>
</tr>
<tr>
<td>November 2, 1972</td>
<td>IV: Grouping and Transition of Groups</td>
<td>I: Personnel Effectiveness</td>
<td>V: Planning and Scheduling</td>
<td>II: Creating a Classroom Environment</td>
<td>III: Self-directed Activities and Learning Centers</td>
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<td>III: Self-directed Activities and Learning Centers</td>
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<td>III: Self-directed Activities and Learning Centers</td>
<td>IV: Grouping and Transition of Groups</td>
<td>I: Personnel Effectiveness</td>
<td>V: Planning and Scheduling</td>
</tr>
</tbody>
</table>
toward more positive attitudes. Using a T test, the probability that the pre and post means for monolingual teachers are a result of an actual change in attitude is 97.2 percent. For the bilingual teachers, the probability is ninety-three percent. Therefore, the conclusion is that the in-service training resulted in a more positive set of attitudes on the part of the teachers.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test Mean</th>
<th>Post-Test Mean</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
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<tr>
<td>Monolingual Teacher</td>
<td>0.92</td>
<td>1.04</td>
<td>1.94</td>
<td>0.028</td>
</tr>
<tr>
<td>Bilingual Teachers</td>
<td>0.93</td>
<td>1.01</td>
<td>1.49</td>
<td>0.070</td>
</tr>
<tr>
<td>Aides</td>
<td>0.83</td>
<td>0.82</td>
<td>0.12</td>
<td>0.450</td>
</tr>
</tbody>
</table>

The unexpected result was that the means for aides were almost identical. Obviously, what was beneficial for teachers was not for aides. Possibly the aides had not been previously exposed to educational information and techniques presented, or were not utilized in classroom roles which would relate to the situations presented in the workshops.

The in-service training was successful in bringing closer together the attitudes of the teachers to those of the Bilingual Program staff. The monolingual teachers may have scored a slightly higher attitude change because of previous limited contact with the Bilingual Program and staff. An examination of individual items showed that although on both the pre-test and post-test the majority of participating teachers agreed with the direction of the attitudes of the staff, they did so with less intensity on the pre-test than on the post-test.
The implications of the evaluation were two-fold. First, the instructors, content and activities of the workshops were valuable in reinforcing positive attitudes of teachers. Second, separate in-service workshops for teachers and aides could compensate for differences in backgrounds and classroom roles.

Urban/Rural Staff Development Program

The Urban/Rural Staff Development Program implemented at H. K. Williams Elementary School was a response to the need for a "single school model" staff training program compatible to the learning and cultural characteristics of low-income urban Mexican American children.

One outstanding aspect of this program was the systematic involvement of significantly numerous and diverse members of the parent population in formulating policy for staff training activities. A School/Community Council was formed. Parity was initiated by the involvement of ten community elected residents and ten district employees chosen by the elected community residents. The ten district employees included four Career Opportunities participants who were also community residents. The Council consisted of thirteen females and seven males, ranging in ages between twenty and forty-eight.

The School/Community Council participated in training conducted by the Office of Education Leadership Training Institute. The Council established priorities, conducted a comprehensive needs assessment, and screened applicants and made recommendations on hiring a director for the program. The community members of the Council received a small stipend and babysitting money for their services.
The Council reviewed the federal programs affecting district elementary schools and consulted with school staff and area residents concerning staff training needs. After three months of training and studying, the Council identified specific needs and problem areas needing programmatic response. From these needs they formulated the program objectives:

1. The development of school staff who will:
   a. be sensitive to the learning and cultural characteristics of the bilingual, bicultural child,
   b. be able to provide for the maximum development of the cognitive skills of students through curriculum and methodologies which emphasize self-direction,
   c. provide for the positive reinforcement of the cultural characteristics of the child and his parents in order to bring each one's perceptions of school, home and self closer together.

2. The "opening" of the school as an institution for the community in real and meaningful ways in order to:
   a. involve parents in the educational process of their children,
   b. bridge the gap between the expected role of the child (and subsequently his behavior) at school and at home.

The School/Community Council worked closely with the districts' federal program staffs in coordinating on-going programs such as the Title VII Bilingual Program, Model Cities Bilingual Early Childhood Education Program, ESEA Title I Program, Career Opportunities Program, and other EPDA sponsored activities.
The first product of that coordinated effort was the 1972 Urban/Rural Summer Institute. A committee of ECE teachers, bilingual program teachers, School/Community Council members and the Federal Programs Coordinator designed the objectives and plan for the institute to respond to the needs assessment conducted by the Council. The following guidelines were set up for the institute: (a) a workshop format would be used for presentation of information, lectures and discussion, (b) all workshops would have practicum experience which would again be coordinated with the Title I Summer Enrichment Program, (c) the total duration of the Institute would be six weeks with the workshops offered in three-week sessions, meeting every day for a minimum of three and a maximum of five hours, (d) the teachers would have no teaching responsibilities, other than practicum work, and would receive stipends, (e) all participants would have the choice of one workshop and would participate in the "Edgewood Innovative Programs and Practices Workshop" or another workshop recommended by their supervisor after having conferred with the teacher, (f) credit would be negotiated with Our Lady of the Lake College with the committee maintaining the right to select instructors and consultants.

The committee reviewed the needs assessment and solicited input from prospective participants through the use of the "Personal and Professional Profile." See Appendix D for a copy of the profile. Participants input was utilized in designing the workshops.

1. Differentiated Use of Staff, Time and Space—the maximum utilization of classroom environment for individualizing instruction. This workshop was taught by a consultant.
2. Community Awareness through the Creative Arts—using the community as the medium and/or subject of creative arts, and using creative arts for positive reinforcement of the child's perceptions of his community. This was team-taught by a teacher from Edgewood and an instructor from the college.

3. Language and Learning Difficulties—investigating approaches to diagnosing learning difficulties and developing teaching strategies for working with handicapped students. The Special Education staff and Pupil Services director from the district conducted this workshop.

4. Curriculum Development and Criterion Testing—alternatives to standardized testing were examined, and strategies for evaluating students' progress in reference to locally developed bilingual curriculum were explored. Bilingual staff and consultants were the resource persons for this workshop.

5. Language Development of the Bilingual Child—the process of language development, acquisition of a second language as compared to first, and the cultural and social influences on learning a second language were studied. This was taught by an Edgewood staff member with assistance from college and district consultants.

6. Interaction Analysis/Behavior Modification—developing systematic methods of analyzing teacher-student interactions which affect learning and acquiring techniques for changing teacher and student behavior to promote learning. This workshop was the core of the Urban/Rural Program and was reserved for the teachers of
H. K. Williams Elementary School. A college professor and staff development directors from the various federal programs were the instructors.

7. Administrative Training—a group of principals and a college professor examined current administration and leadership theories. They conducted a needs assessment and designed a plan for a district-wide administrators' training program.

8. Edgewood Innovative Programs and Practices—the rationale, philosophy, strategies, and evaluation information on the different innovative programs were presented. The purpose of disseminating this information was to demonstrate and reinforce the continuity and linkages of the different programs.

Most of the participants were teachers or administrators in one of the programs sponsoring the Institute. One-hundred seventy-five teachers, counselors, supervisors, and administrators took part in the training. Twenty-five percent of the participants had attended a previous ECE or bilingual institute, sixty-five percent had participated in in-service education programs during the school year. The participants were mostly elementary school teachers with only ten percent being secondary teachers and fifteen percent principals or other administrators. Approximately seventy-six percent of all the participants spoke Spanish.

Three types of evaluations were used for the Institute; a workshop evaluation, a teacher evaluation and an attitudinal survey labeled "Teacher-Pupil Learning Situations Opinionnaire." See Appendix E for copy of opinionnaire.
Each participant was asked to evaluate the workshop in which he/she participated by completing a nine item questionnaire describing the value and usefulness of the workshop using a rate scale of—very inadequate, inadequate, good, very good, and excellent. More than ninety-five percent of the responses checked were "good" or higher on each item for all workshops. As evidenced by the tabulations of the responses, the modules were positively perceived by the participants.

The participants also evaluated the teachers of the workshops by completing a thirteen-item questionnaire describing the teachers' knowledge, expertise and interest as demonstrated in the sessions. Using a four choice response—never, seldom, occasionally, and always—the majority of respondents checked "always" for each item for all teachers. A comparison of ratings between instructors from Edgewood and out-of-district instructors or consultants showed averages of two to three percent points higher for Edgewood instructors.

The instrument "Teacher-Pupil Learning Situations Opinionnaire" was administered as a pre and post-test to determine the amount and direction of attitudinal change. The items in the instrument were varied enough to involve attitudes, knowledge, skills, and information about education for bilingual, bicultural students.

To obtain criteria for scoring the instrument, the assumption was made that members of the Bilingual Program staff were best qualified to ascertain the numerical value of each possible item answer in the opinionnaire. The response choices were: strongly agree, agree, indifferent—no opinion, disagree, and strongly disagree. Bilingual staff responses were tabulated to determine the extent of staff consensus.
Values from plus three to minus three were established for each possible answer. There was a commendable consistency in staff answers. Eight statements were assigned zero score values because of lack of consensus in staff ratings. Only one of the bilingual staff disagreed consistently with the rest of the staff, therefore, this person's ratings were disregarded.

An algebraic mean of a sample of twenty-six participants showed that the pre-test mean was 8.84 for the group and the post-test mean for the same group was 34.11. These changes indicated improvement in attitudes, sensitivity, knowledge, information, and skills desirable for a teacher working with Mexican American children in the Edgewood School District.

For the 1972-1973 school year, the Urban/Rural Staff Development Program utilized one school, H. K. Williams, as a center in which 150 elementary teachers were trained in six-week cycles in separate groups of twenty-five. The H. K. Williams teachers were identified as Master teachers. Twenty-five teachers who were to be utilized in relieving other teachers in training, were referred to as Relief teachers.

The Master and Relief teachers had been identified the previous spring and had participated in the Summer Institute. The Master teachers had worked as a group in the workshop "Interaction Analysis/Behavior Modification" and had modified an interaction instrument to study the interactions of teachers and students in the particular training school. Students' preference in the language, culture and relating style and the teaching response to these preferences were the major foci of the instrument.
The teachers used the interaction instrument to describe their teaching behavior which was recorded on video-tape. They used those descriptions as base-line data for systematically applying behavior modification principles to improve teaching behavior and learning and relating behavior of the child. The teachers recorded pre and post video-tapes for the three week workshop. The majority of the teachers showed improvement on teaching behavior which they had self-diagnosed and prescribed for change. Six teachers reached their desired goal and three were unable to make comparisons due to equipment failure.

The Master teachers, grades kindergarten through sixth, plus a special education and a reading teacher, helped to train 150 teachers, the teachers went through training at H. K. Williams in six-week cycles of twenty-five teachers in each cycle. Figure B outlines the training activities for a cycle which was similar to the training the Master teachers had received.

The first group to go through the six-week training cycle at H. K. Williams were the Relief teachers. Then, they relieved regular teachers from the districts' other elementary schools to participate in the training.

Teachers participating in the Urban/Rural staff training defined their individual goals and evaluation criteria. This was done during the first week of the cycle with the assistance of a Master teacher. Pre and post video-tapes were the instruments of evaluation. Teachers not showing improvement towards their self-prescribed goals were rescheduled into a later training cycle.
First two days and last two days of each six weeks cycle: Teacher in training will remain in his classroom with the Relief Teacher to provide good transition and minimize disruption to the learning environment.

I. Interaction Analysis:
   Mondays 2:30-3:30 -- Group sessions or planning sessions (Master teachers and teachers in training)
   Thursday & Fridays 1:30-3:30 -- Theory sessions (teachers in training)

II. Socio-Cultural Foundations:
   Tuesdays 1:30-3:30 -- Cultural Awareness and Group Dynamics sessions

III. Reading Laboratory:
   Monday-Friday all day -- (one week of the six-week cycle)

IV. Innovative Practices:
   As scheduled by Mrs. Kee, Principal, and the teacher in training: Teachers will assist teachers in those innovative district programs identified, i.e., Bilingual, Early Childhood, Plan A, Migrant.

V. Differentiated Use of Staff, Time, Space:
   Monday-Friday 9:00-12:00 -- (two weeks of the six-week cycle)

VI. Daily Planning of the Learning Environment:
   Kindergarten - 3rd 3:00-3:45
   4th 12:55-1:40
   5th 1:45-2:30
   6th 2:40-3:25
Experimental Schools Project

The overall goal of the Edgewood Experimental Schools Project (ESP) was to provide "students with an education which focused on developing and maximizing their intellectual and social potential through educational change and cultural reinforcement." This was in response to the conflict between the traditional educational system and the characteristics of the learner as demonstrated in student problems. The program rationale maintained that the characteristics of the learner were a mixture of incompatibilities of poverty, language, culture, mobility and perceptions, and that to respond with only one specific programmatic activity, such as bilingual education, was an inadequate response to the other incompatibilities. The thrust of the program was in seven areas: curriculum, staff development, handicapped education, family services program, culture advocacy, community participation, and evaluation and pupil appraisal. The project served four elementary schools, one junior and one high school. The first year of the five-year project was 1972-1973.

Staff training activities for the project began in the summer with a number of teachers participating in the Urban/Rural Institute. The secondary school teachers' in-service program was modeled after the Urban/Rural design. A committee composed of the project staff development director, the principals and volunteer teachers met over the summer to plan the staff training. The "Personal and Professional Profile" assessed teachers' background, interests and needs. With the exception of approximately fifteen teachers which had attended the Urban Rural Summer Institute, the majority of the teachers had not
previously participated in in-service training. Thus, the main objectives of the training were to provide the teachers with skills for assessing their teaching behavior, teacher/student interactions and to provide background information on the socio-cultural characteristics of Edgewood students.

Elementary teachers from the four ESP schools participated in the Urban/Rural staff training during the fall semester. H. K. Williams was one of the four ESP schools. During the second semester, bi-weekly in-service sessions were held dealing with instruction, discussion and feedback on new curriculum materials. During April, the teachers formed a committee to design and negotiate staff training activities for the summer.

Evaluation information on the Experimental School Project Staff Development Program was not available due to administrative difficulties rising from the impoundment of previously committed federal funds.

Figure C is a profile of the implementation strategies and a curriculum outline for the five programs analyzed.

Summary

The Edgewood Independent School District in San Antonio, Texas serves a Mexican American population with characteristics similar to the Chicano population of the Southwest. Edgewood's population is urban, low-income, Spanish-speaking, and culturally different. The school dropout rate is high and student academic achievement is two or more years below national norms.

Since 1970, the Edgewood District has been attempting to provide educational programs that respond to the unique needs of their
FIGURE C

EDGECWOOD IN-SERVICE EDUCATION PROFILE

<table>
<thead>
<tr>
<th>IMPLEMENTATION STRATEGIES</th>
<th>EARLY CHILDHOOD EDUCATION</th>
<th>BILINGUAL PROGRAM</th>
<th>TITLE I</th>
<th>URBAN/RURAL</th>
<th>ESP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release Time</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Experienced based (practicum)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Lecture/Theory Sessions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Teacher Designed</td>
<td></td>
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<td></td>
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<tr>
<td>Parity Staffing</td>
<td></td>
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<tr>
<td>Community Input</td>
<td></td>
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</tr>
<tr>
<td>College Credit</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federally Funded</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| CURRICULA                                       |                           |                   |         |             |        |
| Socio-Cultural Foundations                      | x                         |                   |         |             |        |
| (awareness)                                     |                           |                   |         |             |        |
| Cognitive and Affective Development             |                           |                   |         |             |        |
| Staff Differentiation                           | x                         | x                 | x       |             |        |
| Behavior Modification                           |                           |                   |         |             |        |
| Language Development                            | x                         |                   |         |             |        |
| Curriculum Development                          | x                         |                   |         |             |        |
| Interaction Analysis                            |                           |                   |         |             |        |
| Micro-Teaching                                  |                           |                   |         |             |        |
| Classroom Management                            | x                         |                   |         |             |        |

*Summer Institute
Chicano student population. These programs focused on developing the intellectual and social potential of their students through educational change and cultural reinforcement. A major thrust of the programmatic responses was in-service education.

Teacher in-service education was one of the highest priorities of the Edgewood District as measured by the commitment of time, funds and staff. In-service training conducted by the Bilingual Early Childhood Education Program, the Title VII Bilingual Program, the Title I Program, the Urban/Rural Staff Development Program, and the Experimental School Project was based on the rationale that teachers needed different skills, behaviors and attitudes to recognize and incorporate the student characteristics in the instructional program. Teachers also needed to effectively implement instructional and curricular changes that reinforced the positive identity of the Edgewood Chicano population through intellectual success.

The analysis of the programs identified the following common elements: (a) training conducted during release time, (b) extensive long-term training (all programs were at least summer or year-long and many continued over a number of years), (c) experienced-based program learning activities, (d) teacher designed in-service programs, (e) cooperative effort with institutions of higher learning (college credit could be earned for most of the activities), (f) parity staffing among Edgewood staff, college instructors and consultants, (g) community input through consultation or actual involvement, and (h) largely federally-funded programs due to the financial status of the district.

The curricular content of the in-service education programs varied from program to program and became more sophisticated with the
evolving experiences of the district. The general trend in most programs was to being with an introduction or sensitizing of teachers to the socio-cultural characteristics of the Edgewood students, to insure teacher understanding of the cognitive and affective development of children in relation to cultural differences, to utilize differentiated staffing for individualizing instruction and community involvement, to provide teachers with skills for curriculum analysis development and implementation, and to provide teachers with skills for analyzing and changing teaching behavior and reinforcing the learning behavior of their students.

This analysis of Edgewood's in-service programs provides a realistic, practical demonstration of strategies, processes and activities that responded to the needs of teachers, students and community. This research provides the background for the model advanced in the following chapter.
A PROCESS MODEL FOR IN-SERVICE EDUCATION PROGRAMS

Chapter four focuses on the construction of a process model for developing in-service education programs for teachers of Mexican American students. The advancement of the model incorporates (a) the review of literature on Mexican American student characteristics, educational needs and teachers' role in responding to these needs, (b) the analysis of the selected school district's in-service education programs and (c) a general review of literature on in-service training.

Specifically, this chapter presents the components of this process model—rationale, design and implementation strategies, curricula, and evaluation. Finally, the chapter includes a discussion on the adaptation and variations of this model.

Rationale

During the past decade, in-service education has continued to occupy a position of growing importance in American education. While the need for in-service education has continued from its inception, its impact on educational change remains more of a potential for the future rather than a reality of today. 82 The need for in-service education for teachers of Chicano students can no longer remain solely a potential.

First, teachers play the most significant role in the schooling process. For Chicano children, teachers are the balance that makes the difference between quality and deficient schooling. Up to now, teachers have failed in this role. Chapter two of this study documents the lack of school achievement of the Mexican American population in the Southwest.

Secondly, when there was a teacher demand, school districts with a high percentage of Chicano students were unable to attract and retain the more qualified, educated and experienced teachers due to the disparity in the system of school financing. Evidence of this can be found in the Serrano and Rodriguez court cases. 83

Now that the teacher market has reached its saturation point, the number of new teachers introduced into any system will be minimal. Thus, the less qualified teachers are entrenched in predominately minority school districts due to tenure or unions.

Thirdly, a number of studies in recent years have documented the disfunctional education teachers of minority children receive. Teacher-preparation institutions fail to prepare students to cope with the incompatabilities of American schooling and the characteristics of Mexican American students. Universities and colleges offer few courses in analyzing the problems associated with cross-cultural education and teaching the ethnically different student. The failure of teachers to make a significant difference in the educational achievement of Mexican Americans

in the Southwest reflects the inadequacy of their training or the inability to incorporate their training into practice.\textsuperscript{84}

Finally, the increase of the Mexican American school population in the Southwest is progressing at a much faster rate than the adaptation of bilingual education programs. In addition, bilingual programs presently being implemented are not making significant changes in their basic approach to the educational needs of Chicano children. Very few of these programs actually concern themselves with developing teacher understanding of the cultural orientation and value system, plus the economic, political and social factors affecting the life and learning styles of their students. A minimum of these programs address themselves to developing alternative teaching strategies.

In-service education can give the teacher the necessary knowledge, skills and resultant behavior which will make a difference in the education of Chicano students. The development of teacher responsiveness should become the catalyst for accelerating educational change. For Mexican American children, whose needs are not being adequately met by present programs and teachers, the need for teacher in-service education becomes imperative, if not crucial.

Design and Implementation Process

A review of the current literature on in-service education points out the lack of cooperation among different educational institutions and community groups in combining their efforts for effectively using in-service training for educational change. The analysis of the Edgewood

\textsuperscript{84}Carter, \textit{op. cit.}, p. 197.
in-service program described a variety of parity relationships between school staff, community and institutions of higher learning in designing and implementing in-service programs that responded to the need for changes in the instructional programs.

Consideration of the following process for designing and implementing in-service education would be essential in establishing a parity relationship that would have a greater impact on the planning, development and implementation of educational change.

**Teacher Involvement**

In order for in-service education to offset teaching behavior, the teachers must feel a part of the assessment and planning process. Teachers, like students, have different professional developmental needs and learning styles. Thus, teachers should be involved in diagnosing, planning and designing in-service activities to accommodate as many individual needs as possible.

Research on school achievement of Mexican Americans and on teacher-student interactions in the Southwest can be utilized to challenge teachers to analyze their teaching behavior and lead them to examine the need for alternative teaching skills and behavior. In-service programs which focus on developing skills for new programs, such as bilingual education, which are scheduled prior to and concurrent with the implementation of the program, have been the least threatening approach for teacher self-analysis.

**Community Involvement**

In-service education which is based on developing teacher's skills to meet the needs of the student population must include students
and parents in the program design and implementation. The students and parents can best tell the teachers what their needs, aspirations, teaching, and learning styles are. Many different strategies could be developed for involving the community in in-service programs such as:

1. Parents and/or students could be included in the diagnosing, planning and designing of in-service activities.

2. Parents could be instructors of in-service workshops in such areas as socio-cultural environment, home teaching style, communicating and relating style.

3. Parents could be employed as para-professionals in the school district and thus be included in in-service education in that capacity.

4. Students involved in youth-tutoring would be a good source of feedback for teachers and could be included in discussion sessions and other in-service activities.

**Release Time**

The impact of in-service education on institutional change is contingent on the commitment of school administrators. The school committees or boards and administrators must make in-service education an integral part of the school program and build in-service responsibilities into teacher, supervisory and administrative role expectations.

**Collaboration with Institutions of Higher Learning**

Traditionally, in-service education had either been a function of the school district or college in forms of summer institutes or graduate work. Each institution had worked independently of each other.
Collaboration among institutions could be profitable and fruitful for school districts and colleges or universities. Receiving college credit for in-service activities would serve as an incentive for teacher participation in in-service education. The school district or teachers could bargain collectively for tuition rates.

The university or college would profit from the added income, develop linkages for field placement of students, and gain experience in training teachers for cross-cultural schooling.

**Identification of Instructors**

Instructors should be chosen according to diagnosed needs. Special effort should be given to selecting trainers who are familiar with the educational needs of Mexican Americans, the socio-cultural characteristics of the specific community, the school system, and have the needed expertise. Where such a person was not available, a team teaching approach could be utilized.

The need for instructors would probably be in two categories: the professional-technical or the "science of teaching" and the socio-cultural. District teachers, para-professionals or staff who have successfully demonstrated their ability to synthesize teaching theory into appropriate teaching behavior could serve as instructors in the professional-technical area. Parents, para-professionals or high school students could provide instruction in the socio-cultural area. Consultants and university or college staff could be utilized where district staff and community personnel lack expertise.
Experienced-Based Learning

Emphasis in the development of in-service programs should be on experienced-based learning activities. A number of options should be made available to teachers in order to provide for individual teacher learning styles. However, if the main goal of the in-service program is to provide teachers with knowledge and skills resulting in changed teacher behavior, then immediate application, experimentation and analysis must be a major part of the program. The existence of appropriate concepts and theories in the mind of the teacher can only be demonstrated by changed teacher behavior and that must be the principle criterion of success or failure of programs.

Facilities and resources for an experienced-based in-service program should be as similar to the facilities and resources the teacher has to work with. Thus, where possible, the school district's facilities, resources, classrooms, and students should be utilized for the training.

Curricula

In-service programs for teachers of Mexican American students cannot be based on the assumption that the colleges and universities' teacher training programs have provided teachers with the basic understanding, knowledge and skills of teaching. Teachers must know something of learning theory, reinforcement of learning, principles of human growth and development, classroom management and organization, and individualized instruction. In addition, teachers of Chicano students need to develop skills to deal with the incompatibilities of schools and student characteristics.
Analysis of Teacher Behavior

A number of studies on teacher behavior and change have indicated what Moffitt describes as teachers' resistance to change. He indicates that "only under those circumstances in which teachers find their own problems and want to do something about them can effective in-service education exist." Therefore, a starting point for diagnosing, planning and implementing an in-service education program would be an objective, systematic study of classroom teacher-student-curricula interaction.

Some approaches for analyzing classroom behavior are micro-teaching, systems-classification and interaction analysis. These approaches provide objective feedback and could be utilized to diagnose teachers' strengths and weaknesses.

The most powerful combination, from the analysis of Edgewood's in-service programs, seems to be one that utilized videotape recordings and interaction analysis. A fifteen to twenty-minute sequence of classroom behavior was videotaped and later the teacher with instructor and/or fellow teacher used an adapted interaction instrument to categorize their own and their students' behavior. Flander's ten categories of classroom interaction were adapted to include: (a) teachers' use of Spanish, (b) students' use of Spanish, and (c) utilization and reinforcement of students' culture.


Utilizing a method of analyzing classroom behavior will provide the following possibilities for in-service training: (1) the collection of objective data about existing classroom behavior patterns; (2) determining individual teacher strengths and weaknesses; (3) analyzing teacher skills and behavior as they relate to program goals; (4) identifying instructional problems and substituting alternative approaches and behavior; (5) evaluating behavior changes for identified problems; and (6) continued refinement where changes are desirable.

**Socio-Cultural Foundations**

This facet of the in-service program would develop the teacher's knowledge of the Mexican American culture of the Southwest and specifically of the immediate Chicano community. It would also distinguish between "Chicano culture" and the "culture of poverty."

Two programs which report high success in training teachers in this area are reviewed in Chapter two of this study. These are the Claremont Project in Anthropology and Education and the Esperanza Model developed by Ulibarri.  

The structure of the socio-cultural training should allow for presentation of theories and concepts, discussion and interaction with parents and community representatives, and field work in the community. The instructors should be Mexican American consultants who themselves have lived in similar communities and who can pinpoint cultural similarities and differences based on their own experiences and parents who are the cultural reinforcing agents.

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87 Landes, *op. cit.*, and Mari Luci Ulibarri et al., *op. cit.*, pp. 51-54.
The course of study should include: (a) an analysis of the role played by the school and teacher in transmitting society's cultural expectations, (b) a study of the Mexican American culture of the community in relation to that of the culture of Mexico and the Anglo culture of the United States, (c) a distinction between cultural practices and living habit forced upon members of a group because of social, economic and/or political reasons, (d) a study of the influence of culture in determining personality and behavior, and (e) strategies for incorporating the cultural values of the student to motivate and reinforce his cognitive and affective development.

**Language Development**

Most teachers in the public schools of the Southwest have little knowledge of the nature of language and how it is learned. Teachers must develop an understanding of the process of language development. In-service education programs must include studies of the differences in the process of first and second language acquisition.

Teachers should have knowledge of contrastive analysis. They should know the phonology and syntex of the languages in order to help children develop auditory discrimination skills and reading and comprehension skills.

The culture that the language represents must be a part of the story of language, for language usage has specific referents in the orientations, values and customs of the culture.

Teachers must also develop skills in language assessment in order to determine relevant instruction for children.
Curriculum Adaptation and Development

One of the greatest needs in education programs for Mexican Americans is relevant quality curricula. It is not "enough" or even relevant to translate curricula materials from English; nor is it enough to retain the text and change the pictures of books. It is impossible for Chicano children to achieve their full intellectual potential with the present "textbook bound" curriculum. Teachers must develop skills for adapting and modifying curriculum to meet the different needs of their students.

In-service training should help teachers acquire skills in developing curriculum that is process-oriented and focuses on students' cognitive skill development. Teachers should be able to revise curriculum materials to be consistent with student characteristics. The curriculum should reflect the students' culture, language, community and life style; and it should incorporate a variety of methods and materials for matching curricula with students' learning and relating styles.

Staff Differentiation

Chicano learning and relating styles is an area needing further research; but research presently underway seems to point out that due to the culture and socio-economic status, a large number of Mexican Americans seem to do better in school situations which have a high degree of human interaction. Other studies show that a high degree of

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interaction between teachers and students appear to have a positive affect on pupil attitudes and achievement. 89

Therefore, in-service programs for teachers of Mexican American students must help teachers develop skills in differentiating classroom staff roles in order to individualize instruction, and include more bilingual community personnel in the instructional process. A variety of staffing combinations are possible such as: the utilization of community teacher aides, the involvement of parents and other community volunteers, youth tutors, team-teaching among monolingual and bilingual teachers.

The training of teachers to utilize and encourage the involvement of bilingual personnel in the instructional process will also help bridge the incompatibility gap between the school and the student characteristics.

Spanish for Teachers

The inclusion of Spanish in an in-service curricula will serve two significant purposes. First, the teachers will develop an awareness of the difficulty of learning a second language and secondly, it will provide them with basic communication skills.

The Spanish instruction could focus on practical communication skills that could be utilized in the classroom mainly for motivation, reinforcement and directions. Emphasis should be given to learning local idioms, terminology and phrases.

This is not to disregard the need for teachers to be bilingual and bicultural but is a way of providing teachers in the field with a

89 Good & Brophy, op. cit., pp. 15-16; and Rosenshine, op. cit., pp. 66-98.
basic understanding of the student's language while bilingual, bicultural teachers become available.

**Evaluation**

The development of in-service program goals and objectives must delineate specific teaching competencies and behavior which are compatible with the students culturally related cognitive and affective styles. A system such as Ramirez's "Cultural Matching Teaching Strategies" could be developed or adapted which would measure the teacher's ability to integrate and apply the knowledge gained about student characteristics and teaching strategies. A method of observation, videotaping or student rating or a combination of these could be utilized to gather evaluation data.

In addition to teacher evaluation, a program evaluation design which would provide continuing information for the on-going dynamics of the program would be necessary. Such a design should gather and provide information on the content of the program, input of participants, instructors and students, an analysis of the process in relation to content and input, and a measure of the product or changed teacher behavior.

**Adaptations and Variations**

An in-service education process model is presented to assist in the conceptualization, development and implementation of plans and programs of in-service training for teachers of Mexican American students.

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Therefore, the model emphasizes the process and allows for flexibility and adaptability. For example, the cost and time span are flexible. The model would be adaptable to horizontal extension to include teachers from a given school, program or the entire system and vertical extension which would include administrators, supervisors, counselors, and other supportive staff. See Figure D for the design of the model.

Since this is a process model, it is not designed for a particular program but can be adapted to respond to various programmatic goals.

**Natural Variations**

Natural variations of the model will occur when the diversity of the schools and student population are considered. These variables are presented here to emphasize the need for local adaptation.

1. Economic conditions of the school district. (Whether federal, state or local funds can be utilized for in-service programs and whether resources from a variety of programs can be combined, etc.)

2. Politics of the school board or committee, school administration, teacher organizations, community, state boards, and agencies, etc. (One or more of these groups could influence the priority and type of in-service program adopted.)

3. Percentage of Mexican American students. (The cultural identity of the students, the socio-economic conditions of the community, language dominance and vernacular, etc.)

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4. Organization of the school. (The teacher-student ratio, departmentalized vs. self-contained classrooms, etc.).

Planned Variations

Although the model derives from an analysis of in-service programs which were deemed successful and from a review of selected in-service and educational research and literature, the model as outlined was not field tested due to time constraints. Therefore, in addition to natural variations, planned variations should be considered. Variations of the model with the intentional control and manipulation of variables should be tested for the purpose of determining whether and under what conditions certain elements show positive gain. Through planned variations, objective data can be collected on the model and issues of in-service training can be objectively tested.

The following are some concerns that can be examined through planned variations.

1. What is the significant scope and sequence of different curricula components?
2. When is the optimum time for training? (i.e. pre-service interval between acquisition of Bachelors degree and full-time employment, summer institutes, pre-school year orientation, on-going during school time, etc.)
3. What is the significant length of time for different training components? (Do concentrated total emergence sessions or on-going biweekly or weekly sessions give best results?)
4. What in-service formats are best for what components and teachers want? (i.e. conference, workshops, discussion groups, etc.)
Information of this nature would be relevant to in-service education of teachers of culturally different children as well as to in-service education in general. Programs designed with planned variations can be vehicles for further development of in-service methodologies, techniques and materials.
SUMMARY, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This final chapter summarizes the findings of this study, states related implications and directs attention to questions of in-service education needing further research.

Summary

This study describes, through a review of the literature on educational response to the Mexican American, the failure of present educational institutions to provide the culturally and linguistically different child with the opportunity to develop fully his/her social and intellectual competencies in order to become a self-confident, functioning member of society. Thus, it is this researcher's belief (and is substantiated by Cardenas-Cardenas, Ramirez, Carter, and others) that bilingual education, set in a traditional institutional environment, is not the answer and cannot be the panacea for educational problems affecting Chicanos, but that fundamental institutional change is needed.

This study proposes the utilization of in-service education as a vehicle for institutional change. Since teachers are the principle

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92 Cardenas and Cardenas, op. cit.

93 Ramirez, 1971, op. cit.

94 Carter, op. cit.
transmitters of school philosophy, governance and policies, curriculum, assessment and evaluation, and most other functions of schools, it is on them that change relies and must eventually occur.

A model of in-service education for teachers of Mexican American students which would provide them with the opportunity to develop teaching strategies that are compatible with the student's cultural, cognitive and affective styles, is the main objective of the study. The model emanated from an analysis of in-service programs which were conducted over a three-year period in a predominantly Chicano school district in San Antonio, and on the researcher's own experiences in designing and administering in-service programs.

Program descriptions and evaluations of five in-service education programs (ECE Staff Development, Title VII Bilingual Staff Training, Title I Staff Development, Urban/Rural Staff Development, and ESP Staff Development Component) were collected and analyzed. Strategies used for designing, implementing and evaluating in-service training activities were isolated and described. In addition, program reports and evaluations yielded suggestions for curricula components and materials.

The model was based on a four point rationale: (a) teachers are at the heart of the instructional process, (b) present teachers of Mexican American students are failing, (c) teacher preparation institutions have produced disfunctional teachers, and (d) there exists a need for developing alternative teaching strategies. A process for including the total school community in the design and implementation of staff training is set forth, and curricula components are outlined. The need for consideration of variations in population and school characteristics in establishing programs is also discussed.
Implications

Through the development and implementation of in-service programs which systematically respond to student characteristics, such as the one described in this study, changes in school personnel attitudes, skills and behavior leading toward a more culturally democratic learning environment can be achieved.

The establishing of parity relationships among teachers, community and other institutions in designing in-service activities as well as the training itself could bring about the redefinition of the school's philosophy and role in the community.

A greater involvement in the governance and policy-making on the part of teachers and parents as a result of in-service education, could bring about revisions in the policies and regulations of schools. This could help to eliminate cultural conflict resulting from the ethnocentricity of white, English-speaking, middle class, oriented schools.

Appreciation of the difficulty of second-language learning as well as knowledge of language development could create an atmosphere in the schools conducive to faster and greater implementation of bilingual instruction not only for Mexican American students but to the total school population.

As teachers develop skills and begin to adapt their teaching style to respond to the field-sensitive-cognitive style of the Chicano student, changes will have to occur in the traditional curricula which is based on a field-independent-competitive style. In addition, teachers would be able to develop, adapt and modify curricula; its goals and objectives as well as its methods and materials.
Teachers will also learn to utilize other school and community personnel to respond to the needs of the students and changing curricula. In exploring and developing a variety of staff combinations, not only will the role of teachers be redefined and parents involved but also the very structure of the organization will be affected.

Thus, in-service education can be a vehicle for responding to the problem of reversing the schools' failure with Mexican Americans by manipulating and changing enough variables within schools in ways that promise to make significant differences.

Recommendations for Further Research

Chapter two has described the need for retraining of teachers of the culturally and linguistically different child and the lack of systematic planning, developing, operating, and evaluating of in-service education programs for such teachers. This investigation represents an attempt to respond to these needs. However, much additional research is needed in the further refinement of the model as well as in other related areas.

The model should be field tested in both a school district with a predominantly Chicano student population as well as in a district of proportionately mixed student population. This would provide data for modifications to be considered in these two major populations.

Instruments or methods for evaluating the success of in-service programs must also be developed and researched. Such methods as opinionnaires, questionnaires, micro-teaching, and interaction analysis, used by the Edgewood in-service programs and described in Chapter three,
are promising but need refinement in the establishment of base-line data and the correlation of results with specific training activities. Research is needed in assessing the impact of in-service education on teacher behavior and thus, student success both in the cognitive-academic domain as well as in the affective-environmental domain.

Most programs which are attempting to respond to the needs of ethnic minorities are federally funded. Since federally funded programs must allocate a proportionate amount of their funding for evaluation and assessment, information on these programs in available either through the U.S. Office of Education or through the local programs. Additional research information on existing staff training programs for teachers of culturally and linguistically different children needs to be collected and analyzed to identify viable in-service curricula components, implementation strategies, instructors techniques, and evaluation processes. Systems for disseminating such information to other programs and schools is invaluable and therefore must also be explored and developed.

Finally, this investigation was intended to provide a springboard for further interest and research in the area of in-service education. For until the basic teacher-student classroom interaction changes to the positive development of the student, innovative and special programs will not succeed in bringing about fundamental changes in the structure and substance of schools.


APPENDICES
## APPENDIX A

### EDGEWOOD STAFF TRAINING PROGRAMS

1970-1973

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>FUNDS</th>
<th>NUMBER OF PARTICIPANTS</th>
<th>RELEASE TIME OR TIME ON STIPEND</th>
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</thead>
<tbody>
<tr>
<td>E.C.E.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>$ 30,000</td>
<td>22</td>
<td>4 hours per week</td>
</tr>
<tr>
<td>Sum. 71</td>
<td>65,000</td>
<td>58</td>
<td>6 hours per day x 8 weeks</td>
</tr>
<tr>
<td>1971-72</td>
<td>16,000</td>
<td>47</td>
<td>2 hours per week</td>
</tr>
<tr>
<td></td>
<td>60,000</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>24,000</td>
<td>24</td>
<td>2 hours per week</td>
</tr>
<tr>
<td>Sum. 70</td>
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<td>30</td>
<td>6 hours per day x 8 weeks</td>
</tr>
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<td>57</td>
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</tr>
<tr>
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<tr>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>1972-73</td>
<td>30,000</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Title I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1972-73</td>
<td>18,000</td>
<td>191</td>
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</tr>
<tr>
<td>Urban/Rural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sum. 72</td>
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<td>165</td>
<td>5 hours per day x 6 weeks</td>
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<tr>
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<td>205,000</td>
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<tr>
<td>E.S.P.</td>
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</tr>
<tr>
<td>1972-73</td>
<td>***</td>
<td>150</td>
<td>2 hours per week</td>
</tr>
</tbody>
</table>

*combined with Urban/Rural Summer 72

**combined with Title I 1972-73

***federal funds were impounded—training proceeded by combining other resources
## APPENDIX A

### PARTICIPANT’S DEMOGRAPHIC DATA

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SEX</th>
<th>ETHNIC BACKGROUND</th>
<th>EDUCATION BACKGROUND</th>
<th>YEARS OF TEACHING</th>
<th>TEACHING ASSIGNMENT</th>
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<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M-A</td>
<td>B</td>
<td>A</td>
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<tr>
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<td>30%</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>combined with Urban/Rural Summer 1972</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1972-73</td>
<td></td>
<td>combined with Title I 1972-73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1972-73</td>
<td>9%</td>
<td>91%</td>
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<td>Urban/Rural</td>
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<td></td>
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</tr>
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<td>21%</td>
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<td>1972-73</td>
<td>25%</td>
<td>75%</td>
<td>41%</td>
<td>9%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**M-A** Mexican American  
**B** Black  
**A** Anglo

**BA-C** Bachelors and certified to teach  
**BA-NC** Bachelors but not certified for area teaching  
**NO-NC** Not degreed or certified

**Sec.** Junior and high school  
**Admin.** Principals, supervisors, central office administrators
## APPENDIX B

### BILINGUAL STAFF DEVELOPMENT COMPONENT

**In-Service Schedule**

**1970-1971**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>26, 1970  Bilingual Orientation Program.</td>
</tr>
<tr>
<td>September</td>
<td>10        &quot;The Role of the Auditor in the Bilingual Program,&quot; Ernest Bernal, Jr.</td>
</tr>
<tr>
<td></td>
<td>15        First Grade Curriculum Analysis and Scheduling</td>
</tr>
<tr>
<td></td>
<td>17 &amp; 18   &quot;Transactional Analysis,&quot; Dr. Margaret Kramer, Our Lady of the Lake College.</td>
</tr>
<tr>
<td></td>
<td>22        Second Grade Curriculum Analysis and Scheduling</td>
</tr>
<tr>
<td></td>
<td>&quot;First Grade Pre-Testing LCI,&quot; Mrs. Irma H. Campesi, Program Evaluator.</td>
</tr>
<tr>
<td></td>
<td>24        &quot;Cognitive Growth and Development,&quot; Dr. Margaret Kramer.</td>
</tr>
<tr>
<td></td>
<td>29        Classroom Demonstration.</td>
</tr>
<tr>
<td>October</td>
<td>1 &amp; 8     &quot;Cognitive Growth and Development,&quot; Dr. Margaret Kramer, (a continuation).</td>
</tr>
<tr>
<td></td>
<td>22        &quot;Cognitive Growth and Development,&quot; Dr. Margaret Kramer (a continuation).</td>
</tr>
<tr>
<td></td>
<td>5         &quot;The Teacher as an Agent of Change,&quot; Mr. Louis Tomaino, Worden School of Social Service, Our Lady of the Lake College.</td>
</tr>
<tr>
<td></td>
<td>12 &amp; 19   &quot;Intellectual Growth and Development,&quot; Dr. Margaret Kramer.</td>
</tr>
<tr>
<td>Month</td>
<td>Date(s)</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>December</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3 &amp; 10</td>
</tr>
<tr>
<td>January</td>
<td>14, 1971</td>
</tr>
<tr>
<td>February</td>
<td>4, 11, 19, 25</td>
</tr>
<tr>
<td>March</td>
<td>4, 11, 18, 25</td>
</tr>
<tr>
<td></td>
<td>15 &amp; 22</td>
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</tbody>
</table>
APPENDIX C

LEARNING ENVIRONMENT SITUATIONS QUESTIONNAIRE

☐ Title I Teacher  ☐ Title VII Bilingual Program Teacher
☐ Title I Aide  ☐ Title VII Bilingual Program Aide

Your Code Name:__________________________________________

Please circle a number after each statement as follows:

1  Strongly Agree
2  Agree
3  Indifferent -- no opinion
4  Disagree
5  Strongly Disagree

1. Writing lesson plans is important, but they don't necessarily have to be followed.  1 2 3 4 5

2. Small group instruction is vital in individualizing instruction.  1 2 3 4 5

3. Touching, feeling and holding things are not necessary for children to learn. A picture or description will always crystalize images for them.  1 2 3 4 5

4. Classroom routine is not necessary. It makes the children nervous.  1 2 3 4 5

5. Children in the primary grades are adept at following directions. Repetition is not necessary.  1 2 3 4 5

6. Interaction with adults increases the child's communication skills.  1 2 3 4 5

7. Because small children are accustomed to loud commands at home, the teacher should use the same tone of voice in the classroom.  1 2 3 4 5

8. It is not necessary to explain to children how to use and care for materials and equipment such as audio-visual materials. They need to experiment in order to learn.  1 2 3 4 5
9. More than two adults in a classroom confuses the child because there are too many people for him to talk to.

10. A good teacher does not need written lesson plans. She can be spontaneously creative.

11. Strict discipline and a quiet, orderly classroom are essential to a good learning environment.

12. The child comes to school to learn. Every moment of his day should be well-planned for him.

13. Grouping is not important. Children will learn regardless.

14. The classroom teacher is responsible for the learning environment in the classroom.

15. If self-direction is a valid educational goal, then children should have some time during each school day for self-directed activity.

16. The permissive classroom is the best type for the maximum amount of learning.

17. Neat, straight rows of desks are essential to a well-organized, well-disciplined classroom.

18. New learning must proceed from the concrete (actual object) to 3-D representation (simulated object) to 2-D representation (picture) to the abstract (words only).

19. Parents and other para-professionals in the classroom is a new idea, but it doesn't work.

20. Careful scheduling of the day's activities is imperative for maximum learning and efficient management.

21. A good time for planning the next day's activities is that hour after the children leave for the day.

22. The child is the principle agent in his own learning.

23. Teacher assistants, parent volunteers and resource persons can be effectively utilized to run errands and to mind the children so the teacher can have some well-deserved free time.
24. The innovative and progressive teacher does not adhere to a schedule. It gives her an opportunity to spend more time on those things she enjoys teaching best.

25. The appearance of the classroom is an important factor in the learning situation.

26. Parent and teacher conferences are not necessary. The report card tells the whole story.

27. Classroom organization is not very essential as long as you have an enthusiastic teacher.

28. All supplies and materials should be provided so that a teacher can do her best.

29. The use of parents and para-professionals in the classroom can be a real joy. You just have to know how to plan and work together.

30. Teachers, assistants and children work best in a carefree and noisy environment.

31. Bright, lively colors in the classroom tend to make the children hyperactive and hard to handle.
APPENDIX D

PERSONAL AND PROFESSIONAL PROFILE

NAME: ______________________ AGE: _______ MALE: ____ FEMALE: ______

ADDRESS: __________________ PHONE: _______ SCHOOL: ______________

PROGRAM:  Experimental Schools
           Urban/Rural (Master or Relief Teacher)
           Title I
           Title VII
           Early Childhood
           Special Education

EDUCATIONAL BACKGROUND:

<table>
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<th>Dates Attended</th>
<th>Major</th>
<th>Minor</th>
<th>Degree Received</th>
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<tr>
<td>2.</td>
<td>______________</td>
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<tr>
<td>3.</td>
<td>______________</td>
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</tr>
<tr>
<td>4.</td>
<td>______________</td>
<td>______</td>
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</tbody>
</table>

(included studies in progress)

Are you currently working on a graduate degree?

   Masters ____________  Doctorate ____________  Area ____________

College or university ____________________________________________

What type of Texas Education Certification do you have?

   Elementary Teaching _____
   Secondary Teaching _____
   Counselor ______
   Supervisor ______
   Administrator ______

If you do not hold a provisional certificate, how many hours are you lacking? ___________________

At what college are you working toward certification? ___________________

Please describe specific district staff training programs in which you have participated during the year or in a summer institute:
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

**EXPERIENCE:**

<table>
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<th>District</th>
<th>Grade Level</th>
<th>Position in District (or course taught)</th>
<th>Length of Time</th>
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<tbody>
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<td>1.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

What grade level and course(s) are you presently teaching or what district staff position do you currently hold?

Please list other working experiences:

1. 
2.
3. _____________________________________________

4. _____________________________________________

5. _____________________________________________

To what degree are you fluent in Spanish?

- not at all  ____
- very little  ____
- average     ____
- very fluent  ____

What area of your major field do you feel most qualified to teach?

________________________________________

What do you feel is your strongest skill as a teacher? ______________________________

________________________________________

What do you feel is your weakest skill as a teacher? ______________________________

________________________________________

Have you ever taught with the assistance of a teacher aide?  ____
- parent?  ____
- another teacher?  ____
1. Mexican-American children are more homogeneous in their learning needs than Anglos.

2. Mexican-Americans are historically, genetically and culturally homogeneous.

3. A study of the Mexican-American culture and heritage can be a source of enrichment for the Mexican-American child.

4. A study of the Anglo and Black cultures can be a source of enrichment for the Mexican-American child.

5. The chief cause of low achievement on the part of some Mexican-American children is the fact that they speak Spanish.

6. The chief cause of low achievement on the part of most Mexican-American children is their family culture.

7. The chief cause of low achievement on the part of most Mexican-American children is the fact that they live in low-income areas.

8. The chief cause of low achievement on the part of most Mexican-American children is lack of language development.

9. Children from low-income areas should be introduced to phonetic skills as soon as they first contact the school.

10. Phonetic skills are as important to the child's first instruction as perception and concepts.

11. The child who speaks English with a decided accent is very handicapped in his early learning in school.

12. The first grade child should be taught contrastive linguistics.

13. Every Mexican-American child should be taught bilingually as soon as he comes to school.

14. Every Mexican-American child should be taught Spanish in school before he is taught English.

15. Spanish is merely a teaching tool to help the child to learn English.

16. Spanish should be the principle language of instruction for the first three years in all classes that are predominately Mexican-American.
17. Perception, concepts and meaning are more important than linguistic skills in the child's first instruction.

18. The child should be fitted into the school's instructional program.

19. The child should be fitted into the teacher's instructional program.

20. The instructors in this institute should tell the participants how to teach bilingually.

21. Mexican-American children are sweeter than Anglo and Black children.

22. Bilingual instruction is the single variable that will solve most of the learning problems of the Mexican-American child.

23. Good bilingual materials are equally useful in all Mexican-American classrooms.

24. The materials that are taught in one language should be translated as literally as possible and taught in the other language.

25. The child's first formal instruction should be totally in his native language system.

26. Foreign language teachers usually stress the processes of language development more than linguistic skills.

27. Bilingual instruction can be harmful.

28. Bilingual programs sometimes have more halo than substance.

29. The child's self concept is developed most effectively by constantly urging him to speak standard Spanish.

30. Speaking Spanish helps the Mexican-American child identify with his culture.

31. Spanish-speaking teachers always identify well with the Mexican-American child.

32. The teacher who loves her children is always a good teacher.

33. The extent of the imperative necessity for bilingual instruction varies with the socioeconomic class of the pupil.

34. IQ scores are not to be considered as measures of basic intelligence.

35. Bilingualism promotes acculturation.

36. The schools are largely responsible for the low achievement of the Mexican-American.
37. Some children should not be expected to complete all the work of a standard first grade in one year.

38. If the school is fair to all, all children should progress through school at the same rate.

39. Children from middle class families are usually better prepared for doing first grade work than children from low-income families.

40. Children from small families usually have better language development than children from large families.

41. Mexican-American parents who do not want their children taught bilingually are disloyal to their culture.

42. The children of authoritarian parents tend to adapt to new situations quickly.

43. Children of authoritarian parents are more intense than the children of equalitarian parents.

44. The child from the authoritarian home is likely to be more obedient, follow directions better, and be more cooperative with the teacher generally.

45. Children of equalitarian parents are more likely to pattern their attitudes and behavior after their parents than the children of authoritarian parents.

46. Children of authoritarian parents tend to seek approval on the basis of objective performance.

47. The most important variable in building the self concept of Mexican-American children is being taught bilingually.

48. The most important variable in building the self concept of Mexican-American children is complete identification with their own culture.

49. The most important variable in building the self concept of Mexican-American children is a series of personal and individual successes.

50. The child of non-authoritarian parents will tend to be more trustful and more optimistic than the child of authoritarian parents.

51. The child of authoritarian parents will have built up more of a reservoir of hostility than the child of equalitarian parents.

52. Many persons and groups use bilingual education as a means of serving their own self interest.

53. The low academic achievement of such a large percentage of the Mexican-American children is generally due to decades of educational neglect.
54. Most of the educational ills of the Mexican-American can be corrected by bilingual education.

55. It may be necessary for some low-income children to use one or two years more to complete elementary school than middle class children.

56. Low-income children will usually have a very serious learning deficit unless they are taught in a very effective language development early learning program.

57. All the learning deficits of low-income children are correctable by proper teaching.

58. The classroom teacher is responsible for the learning environment in her classroom.

59. Translation is a good bilingual teaching technique.

60. Tex-Mex is an effective means of communication.

61. Research shows that the self concept of low-income children improves as they progress through school.

62. Insistence on standard Spanish can damage a child's self concept.

63. The objectives for bilingual education are the same for all Mexican-American children.

64. Strict disciplines and a quiet, orderly classroom are essential to a good learning environment.

65. The permissive classroom is the best type for the maximum amount of learning.

66. The culture of the Mexican-American in the Southwest differs greatly from the culture of Mexico.

Please explain as specifically as possible what you would like to gain from this institute. What specific ideas would you like to hear discussed or explored? In what activities would you like to engage? What would you like to produce?