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ABSTRACT
              The master's thesis is directed toward compiling
information regarding recruitment and training of bilingual teachers,
with particular emphasis on teachers of Mexican Americans. It
establishes a rationale for bilingual teacher education programs and
inservice education. The study answers questions about (1) the
responsbility for staff development, (2) curriculum, and (3) subject
areas and methods of emphasis in the program. Proposals which have
been written on bilingual programs were examined in terms of staff
development, and additional information was gathered by a
questionnaire which was sent to each bilingual project in California.
Correlations are given between size of grant awarded in funded
programs and the amount allocated for staff development.
Additionally, information made available by various program proposals
and data obtained by the study questionnaire indicated that more work
should be done in the areas of linguistics, evaluation, and human
relations. It was also concluded that there seemed to be a positive
correlation in the size of grant awarded and the amount expended from
the grant for staff development. A design for bilingual education is
presented to provide a basis and guide for staff development. Tables
and appendices are also presented. (AN)
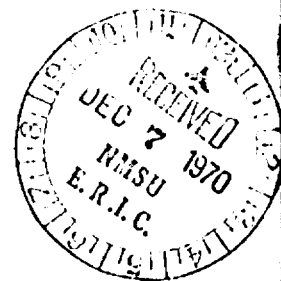
# STAFF DEVELOPMENT OF BILINGUAL PROGRAMS

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B. M. Sul Ross State College, 1961

THESIS

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

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AT

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APPROVED:

_____, Chairman

_____, Advisory Committee

Date___June 8, 1970____

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# CHAPTER I

## THE PROBLEM AND DEFINITIONS OF TERMS USED

The personnel responsible for bilingual programs is
in dire need of information regarding recruitment and train-
ing of bilingual teachers and much attention has been
directed toward these two areas. This study will be
directed towards these areas mentioned.

The need for bilingual programs has been supported by
various statistical surveys. Armando Rodríguez (1968) cited
that 14 per cent of the total school enrollment in California
are Spanish-surnamed, yet less than 1 per cent of the student
enrollment on the seven California campuses are Spanish-
surnamed. This may suggest that the present educational
system is failing the Mexican-American and implies that
other forms or methods could be incorporated in the educa-
tional system to prevent this catastrophe.

Research has been conducted by authorities in the
field of bilingual education with the hope of finding a
solution to the educational problem of the Mexican-American.
Some of these authorities find great promise; others are
skeptical that bilingual education has become a panacea for
a very complex problem.

Theodore Andersson (1969, 37) respected authority in
the field of bilingual education, asserted that:

We agree with educational authorities that a child learns best in and through his mother tongue, especially in the early stages of his schooling; that a Spanish-speaking child who has lived his first six years in a Spanish-speaking home is "ready" to learn to read and write in Spanish, but not yet in English.

Bilingualism can be either an asset or a liability; although, for millions of youngsters bilingualism is a dis-advantage resulting from well-intentioned educational poli-cies. If the all-powerful school rejects the mother-tongue of an entire group of children, it can be expected to affect seriously and adversely those children's concept of their parents, their homes and of themselves; since language is the most important manifestation of the self, of the human personality. Also, if English is the sole medium of instruc-tion in the school, children who enter school with less com-petence in English than monolingual English-speaking children will probably become retarded in their school work to the extent of their deficiency in English. To overcome this deficiency, trained bilingual personnel is essential for bilingual programs.

Bruce Gaarder (1969) recommended that provisions should be made for training teachers capable of using the non-English tongue as a medium of instruction.

In a report to the commissioner of education--The Mexican-American: Quest for Reality, the National Advisory Committee on Mexican-American Education (1968) warned that

"We must immediately begin to train at least 100,000

bilingual-bicultural teachers and educational administrators."

It is to this problem that the investigator addresses himself.

## I.   THE PROBLEM

Statement of the problem.   The purpose of this study

is to analyze the existing bilingual proposals in California,

funded under Title VII, of the ESEA for 1969-70, in order to

classify the inservice training component of the bilingual

program design.   Secondly, in order to compare the existing

practices with the information in the proposals, a question-

naire on staff development will be used.   More specifically,

this study will answer the following questions:

1.   Who will be responsible for the staff development?

2.   Does the staff development component contain

methods courses?

3.   Does the staff development component contain

courses in linguistics, language proficiency, culture and

human relations?

4.   What specific area under the category of methods

is given emphasis?

5.   What specific area under the category of know-

ledge is given emphasis?

6.   Is there a tendency to use course work for staff

development more often than demonstration or participation?

7. Are the proposals specific about staff development and consistent with the information gathered from a questionnaire?

8. Is there a correlation between the size of grant awarded and the amount allocated for staff development?

Importance of the study. The idea of bilingual education has long been debated by educators in the United States. Some authorative sources have emphasized the assets of bilingual education, while others have emphasized the liabilities. However, bilingual education is still in an experimental stage. In 1969, seventy-six proposals for bilingual programs for 1969-70 were approved and funded under Title VII of the Elementary Secondary Education Act, at a cost of seven and a half million dollars. Of those seventy-six programs, twenty-six were located in California.

Bilingual programs, by definition, must be staffed by bilingual personnel. A paper by Fishman (1970) read at the 1970 TESOL Conference stated that there is a lack of qualified bilingual personnel. Armando Rodriguez (1968, 23) stated that "we need a bilingual teacher in every classroom in every elementary school in the Southwest where we have Mexican-Americans." Since most teacher training institutions are not prepared to accept the responsibility for training bilingual teachers, a possible and immediate solution would

be to retrain teachers that are acquainted with the mother
tongue of the students involved.

One vital aspect that has to be considered before the
retraining process begins is to make sure that the whole
approach to the education of the Mexican-American has been
re-evaluated. Unless full and consistent attention is given
to the cultural values of the Mexican-American as they relate
to the training of the bilingual teacher, bilingual education
'in any form will fall short.

Another related area that should be considered is
Assembly Bill 1117, which became a law in California in
September of (1969, see Appendix D). This bill status that:

> . . . each school with a substantial population of
> students of diverse ethnic backgrounds shall provide an
> in-service preparation program designed to prepare
> teachers and other professional school service personnel
> to understand and effectively relate to the history,
> culture, and current problems of these students and
> their environment. By definition a school shall be con-
> sidered to have a substantial population of students of
> diverse ethnic backgrounds where 25 percent or more of
> all the students in the school are of diverse ethnic
> backgrounds.

Although no specific plan for its implementation has been
provided, the first survey will be taken in 1972 to see how
many schools have complied. By July 1, 1974, all schools
that fall under this category will have to have complied;
therefore, it is essential that a realistic and systematic
design for this type of inservice training for teachers and
administrators be developed.

Since bilingual education is still in an experimental
stage, not much research has been conducted to arrive at a
general design for the inservice training component in bilin-
gual programs, although Bell (1966) and Fishman (1970) main-
tain that teachers for bilingual programs need special train-
ing. It is proposed that by analyzing the twenty-six pre-
liminary proposals funded in California under Title VII and
through a review of the literature such a design might be
made possible. As mentioned by Krear (1969b) this infor-
mation might be of interest to:

1. School boards

2. Planning committees in bilingual communities

3. Project writers applying for funds

4. Persons responsible for recruitment of personnel

5. Persons responsible for inservice training

6. Teacher education institutions

This information might also be of interest to the California
State Department of Education and the United States Office of
Education.

## II. DEFINITIONS OF TERMS USED

Audiolingual. The learning of a language by listen-
ing, speaking, or mimicking words or phrases uttered by an
instructor or through the use of a language laboratory that
requires a response to a recorded stimuli with the use of

electronic devices will be termed "audiolingual" in this study.

Bilingual. As used in this study, the term "bilin-gual" will be used to describe a person who understands and speaks two different languages. (Krear, 1969b, p. 4)

Bilingual education. In this study, the term "bilin-gual education" will mean, the use of two languages as mediums of instruction in any educational program.

Biliterate. The term "biliterate" shall refer to a person who has the ability to read and write two languages. (Krear, 1969b, p. 4)

Dual-medium school. The term "dual-medium" (Mackey, p. 7) will be used in this work to describe schools which use two languages as medium of instruction. The term will be used interchangeably with "bilingual school."

Equal time, equal treatment. As defined by Gaarder (1967, p. 113) "equal time, equal treatment" means curriculum-wide (except for the languages themselves) use of both languages as mediums of instruction.

Machismo. An exaggerated sense of masculinity or masculine pride. (Santa Barbara, 1970, p. 4)

Mexican-American.   The term "Mexican-American" shall
mean an American citizen of Mexican decent.   Another term
that will be used synonymous with Mexican-American will be
"Chicano."

Monolingual.   A person who speaks and understands one
language will be referred to as a "monolingual."   Unilingual
is an equivalent term found in the literature.

Paraprofessional.   In this study, the term "para-
professional" will mean teacher aides or teacher assistants
hired for the instructional program.

CHAPTER II

REVIEW OF THE LITERATURE

The lack of qualified personnel for bilingual educa-
tion under Title VII has been one of the three most serious
lacks according to Fishman (1970). This need has been
evident since Title VII of the Elementary Secondary Education
Act was enacted in 1968. Rodriguez (1968), Howe (1967), and
Sweetland (1967) are in agreement that the lack of qualified
personnel is a serious problem in bilingual education.

Authorative personnel have suggested various solutions
for the development of bilingual staff personnel. These
solutions range from the recruitment of teachers receiving
their professional education in the second language to the
retraining of teachers with a knowledge of the second lan-
guage. The qualifications for bilingual personnel suggested
by authors varied to a certain degree in most of the review
of the literature. Although various authors agreed on cer-
tain qualifications, ethnicity was not one of these.

Knowledge of the history and culture was one of the
main prerequisites by several authors. Bilingual teachers
should be well versed in the history and culture associated
with each language according to Howe (1967); while Juarbe
(1967) stated that they should be familiar with the culture
of these people. Knowledge and appreciation of environment

in which the student lives and the many aspects of his
problems was advised by Burton (1967). Bumpass (1967) indi-
cated that knowledge of the sociological peculiarities and
cultural differences of the Hispano-American was important.
One of these differences is the idea or concept of "machismo,"
which means masculinity or masculine pride. In the home of
the Chicano, when the father is absent from the home, the
oldest male is the man of the house. Yet when this young
child goes to school, there is a female teacher telling him
what to do. This child is therefore confused and may become
a discipline problem for not obeying the teacher. AB 1117
(1969, Appendix D) states that teachers teaching children of
diverse ethnic backgrounds should understand and effectively
relate to the history, culture and current problems of these
students and their environment.

The degree or proficiency in the second language was
also one of the main qualifications for bilingual personnel.
Fishman (1967) and Gaarder (1969) stated that the teacher
should be literate in the second language; while Abraham
(1967) recommended that the teacher should have a speaking
and understanding knowledge of the second language. Past
(1966) acknowledged that the teacher should not only have
two years of Spanish. Bell (1966) suggested native-like
fluency; while Bumpass (1967) stated that if the teacher was
a native speaker of the language, he should be a worthy

representative. Since no further explanation was given, the writer interprets this to mean that the person be not only a worthy representative of the language, but of the culture he represents. The writer interprets "a worthy representative" of the culture he represents to mean that this person should be a person that tries to help his people as much as possible and in every way that he can. He does not forget his people once he has obtained his desired position. Olstad (1967) .specified that the person should be bilingual and should also be able to speak the coloquial language. UNESCO (1953), Bell (1966), Gaarder '1969) and Fishman (1967) not only suggested native speakers but that the teachers should have been educated in the mother tongue. Lozano (1967) maintained that the project director should be bilingual. Carter (1969) decided that it was essential for teachers of minority to be able to speak Spanish; while Ramirez (1969) pointed out that a teacher speaking English and Spanish was not qualified as a bilingual teacher simply because he spoke both languages, but that this teacher needed special training.

The special training suggested in the literature was in the area of linguistics, English as a second language and teaching reading to bilingual children. Bumpass (1967) recommended linguistic principles applicable to the teaching of foreign language to younger children; while Burton (1967) and Bell (1966) claimed that teachers should have a basic

knowledge of linguistics. Past (1966) and Cline (1966)
recommended that the teacher have a knowledge of teaching
reading to the bilingual pupils. Bell (1966) and Juarbe
(1967) stated that teachers should have the ability to teach
in remedial situations as well as beginning reading.

The teacher's personality was an important criteria
considered. Juarbe (1967) claimed that the teachers should
have "Love, patience and understanding." Zintz (1969) main-
tained that in cases where teachers are impatient or not
understanding, the student develops insecurity instead of
security, worry instead of competence and the English lan-
guage an enemy instead of a friend. Abraham (1967) stated
that the teacher should have empathetic behavior about the
pupils. The California State Department of Education (1967)
not only suggested empathetic behavior, but the teacher
should also be sensitive and enthusiastic as well. Fast
(1966) and Pascual (1966) maintained that "feel" should be
the most important qualification. The writer takes this to
mean that the teacher should have a certain feeling for the
academic as well as the cultural needs of these children.

Olstad (1967) suggested that colleges should exchange
programs with Mexico to train prospective teachers more
effectively. The associate superintendent of public instruc-
tion of California (1967) reported in 1967 that plans were
being made for teacher exchange with the ministry of Education

of Mexico. The argument against the teacher exchange was
that the dialect spoken by these exchange teachers would not
be the same dialect of the students, therefore this would be
more of a hindrance than help.

One possible solution suggested by Manuel (1967) was
to make teaching a more attractive profession by improving
working conditions, reasonable workload, improving the pub-
lic concept of the teaching profession and adjusting salaries
to make them more nearly competitive with salaries in other
areas.

Burton (1967) asserted that promising young Mexican-
Americans in high school and college should be encouraged
to become teachers. The first phase that could be initiated
would be for these students to become teacher aides and
eventually credentialed teachers. There is a paucity of
information in the literature on the qualifications of
teacher aides. Most of the time they are referred to as
"bilingual aides" or "aides from the community." There
should be a clarification of the teacher aide's role in the
bilingual programs. If the teacher aide is to provide
academic instruction to the pupils, then the proper train-
ing should be administered as in the training manual by
Dady (1969).

There are a few institutions that are providing
retraining and inservice training for teachers and teacher

aides in California.   Sacramento State College and the
University of California at Los Angeles have programs
designed to retrain teachers of Mexican-American children.
Also, Title VII of ESEA has provided funds for the inservice
training of teacher aides.   Two other institutions that have
programs designed to train bilingual students are San Diego
State College at Imperial Valley and California State College
at Bakersfield.   The Mini-Corps programs in these two insti-
tutions are designed to enroll freshmen in college who are
bilingual and paid a stipend.   These students perform ser-
vices as teacher assistants throughout their college studies
with the goal of becoming credentialed teachers..

Many more programs for retraining experienced, as well
as inexperienced teachers, should be implemented.   What has
been done serves as a start for recruiting and training the
bilingual teachers needed to staff bilingual programs.

CHAPTER III

MATERIALS AND PROCEDURES USED

The twenty-six bilingual education proposals funded
under Title VII, for the year 1969-70, will be analyzed.
These proposals were obtained by individual contact, through
a joint effort of a group of individuals also working in the
area of bilingual education.  For the purpose of anonymity
and objectivity, a letter will be randomly assigned to each
proposal and will be referred to by that letter throughout
the study.  The writer does not intend to criticize the
proposals, but will analyze, classify and determine the cost
of the staff development component of each proposal, as well
as to discover trends, calculate percentages and develop
charts and tables for this information.

The following categories will be used to describe the
areas for the training of the bilingual staff:

Methods

Second Language - Covers audiolingual methodology in
teaching English as a Second Language or a new language to
English speakers.

Dominant Language - Covers methods in minority lan-
guage to include oral development and the teaching of reading
and writing.

Content - Covers teaching content areas in the minority language.

Culturally different - Covers learning and teaching strategies for students from low socio-economic homes or from minority groups.

Evaluation - Covers the writing of performance objectives and testing strategies.

Other - Any pre-service or in-service experiences not included.

## Knowledge

Language proficiency - Course designed to improve oral or written skills of staff members in the target language.

Linguistics - Course covering any of the following areas: Phonology, syntax, contrastive analysis, psycho-linguistics, sociolinguistics, transformational grammar.

Culture - Course covering any of the following areas: sociology, history, music, art, literature.

Human Relations - Course including any of the following areas: sensitivity training, T-Group training, encounter group, group dynamics.

The following group will be used for titles of personnel responsible for the development of the staff.

Director - The person directly in charge of the bilin-

gual program to include titles such as Coordinator, Super-
visor or Director.

Staff Specialists - Any personnel from within the
educational agency performing in-service or specialized
functions.

College or University - Any personnel connected with
an accredited college or university providing the inservice
training.

Outside Consultant - Any personnel brought in from
outside the educational agency for the purpose of performing
inservice training.

Sub-Contracting - Any personnel from a company brought
in to perform the inservice education.

Not Specified - Any specific area in the staff develop-
ment component mentioned, but not specifying how it will be
accomplished.

An empty cell in the coding sheet under a specific
category means no reference was made to that specific sub-
category.

When all the categories have been marked in the coding
sheet, the findings will be analyzed to discover trends.
Percentages will be calculated to give a state wide picture
of staff development in Bilingual programs in California.
Charts and tables will be arranged for each sub category.
Additional charts will be made for percentage of missing

information in bilingual proposals and a scattergram will be
used for determining a positive or negative correlation of
size of grant awarded and the amount of money allocated for
staff development, using Scott's correlation formula.

A questionnaire will be sent to each one of the bilin-
gual projects in California. A sampling will be taken from
the questionnaires returned within a five day period. The
staff development component will be analyzed as to the con-
sistency of the information gathered from the questionnaire
and the information available in the proposals.

# CHAPTER IV

## ANALYSIS OF DATA

A. <u>Content Analysis</u>

An analysis of the twenty-six proposals for bilingual projects was made; the major findings were as follows:

1. Who will be responsible for the staff development?

    a. 8% project director (Table III, IV)

    b. 12% staff specialists (Table III, IV)

    c. 15% personnel connected with a college or university (Table III, IV)

    d. 12% outside consultant (Table III, IV)

    e. 8% sub-contract (Table III, IV)

    f. 4% director and staff specialists (Table III, IV)

    g. 4% director and outside consultant (Table III, IV)

    h. 4% outside consultant plus personnel connected with a college or university (Table III, IV)

    i. 4% staff specialists and personnel connected with a college or university (Table III, IV)

2. Does the staff development component contain method courses?

    a. 27% of the proposals did not mention any method courses (Table I)

b.  35% indicated training in the second language
(Table VI, Appendix A)

c.  4% indicated training in the dominant language
(Table VI, Appendix A)

d.  65% indicated training on methods to teach
content in the minority language (Table VI,
Appendix VI)

e.  42% indicated training on teaching the cul-
turally different children (Table VI,
Appendix A)

f.  27% indicated training on testing strategies
or writing of performance objectives (Table VI,
Appendix A)

3.  Does the staff development component contain
courses in linguistics, language proficiency,
culture and human relations?

a.  42% did not mention any training in any of the
categories under knowledge (Table II)

b.  19% indicated training in developing language
proficiency (Table II)

c.  19% indicated training in linguistics (Table
II)

d.  46% indicated staff development referring to
culture (Table II)

e. 15% indicated training in human relations
.(Table II)

4. What specific area under the category of methods
is given emphasis?

a. 50% of the proposals emphasized content over
the other areas in methodology (Table II)

5. What specific area under the category of know-
ledge is given emphasis?

a. 46% of the proposals emphasized culture over
language proficiency, linguistics and human
relations (Table II)

6. Is there a tendency to use course work for staff
development more often than demonstration or
participation?

a. 8% indicated that they would use participation
in their staff development (Table VI)

b. There is a tendency to use course work for
staff development more often than demonstra-
tion or participation (Table I, II)

7. Are the proposals specific about staff develop-
ment and consistent with the information gathered
from the questionnaire on staff development?

a. 30% of the proposals did not specify the
amount to be spent on staff development
(Appendix A)

b. 19% of the proposals mentioned staff develop-
ment but did not give any explanation as to
what the staff development would encompass
(Appendix A, C)

c. 100% of the proposals indicated pre-service
or in-service training as a component of the
proposal (Table I, II)

8. Is there a correlation between the size of grant
awarded and the amount allocated for staff
development?

a. A positive correlation between the size of
grant awarded and the amount allocated is
clearly indicated (Table VIII, IX)

Major trends identifiable from the data are as
follows:

a. More emphasis on course work

b. Less emphasis on demonstration and partici-
pation as methods of conducting staff
development

c. Of the two areas surveyed (methods and know-
ledge) emphasis was placed on methods

d. In the area of methods, content was emphasized

e. In the area labeled knowledge, culture was
emphasized

TABLE I

METHODS USED FOR STAFF DEVELOPMENT

METHODS

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SECOND LANGUAGE | A | | | | | | | | | | | | | | |
| | B | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | |
| DOMINANT LANGUAGE | A | | | | | | | | | | | | | | |
| | B | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | |
| CONTENT | A | | | | | | | | | | | | | | |
| | B | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | |
| CULTURALLY DIFFERENT | A | | | | | | | | | | | | | | |
| | B | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | |
| EVALUATION | A | | | | | | | | | | | | | | |
| | B | | | | | | | | | | | | | | |
| | C | | | | | | | | | | | | | | |
| | D | | | | | | | | | | | | | | |

A. Course Work
B. Demonstration

C. Participation
D. Not Specified

## TABLE II

## METHODS USED FOR STAFF DEVELOPMENT

### KNOWLEDGE

|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LANGUAGE PROFICIENCY | A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LINGUISTICS | A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CULTURE | A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HUMAN RELATIONS | A |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

A. Course Work   C. Participation
B. Demonstration   D. Not Specified

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TABLE III

PERSONNEL RESPONSIBLE FOR STAFF DEVELOPMENT

METHODS

|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| SECOND LANGUAGE | A |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |
|  | E |  |  |  |  |  |  |  |  |  |
| DOMINANT LANGUAGE | A |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |
|  | E |  |  |  |  |  |  |  |  |  |
| CONTENT | A |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |
|  | E |  |  |  |  |  |  |  |  |  |
| CULTURALLY DIFFERENT | A |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |
|  | E |  |  |  |  |  |  |  |  |  |
| EVALUATION | A |  |  |  |  |  |  |  |  |  |
|  | B |  |  |  |  |  |  |  |  |  |
|  | C |  |  |  |  |  |  |  |  |  |
|  | D |  |  |  |  |  |  |  |  |  |
|  | E |  |  |  |  |  |  |  |  |  |

A. Director

B. Staff Specialist

C. College or University

D. Outside Consultant

E. Sub Contract

TABLE IV

PERSONNEL RESPONSIBLE FOR STAFF DEVELOPMENT

KNOWLEDGE



A. Director

B. Staff Specialist

C. College or University

D. Outside Consultant

E. Sub Contract

TABLE V

FREQUENCY DISTRIBUTION FOR FUNDS USED
FOR STAFF DEVELOPMENT

$\frac{x}{y}$
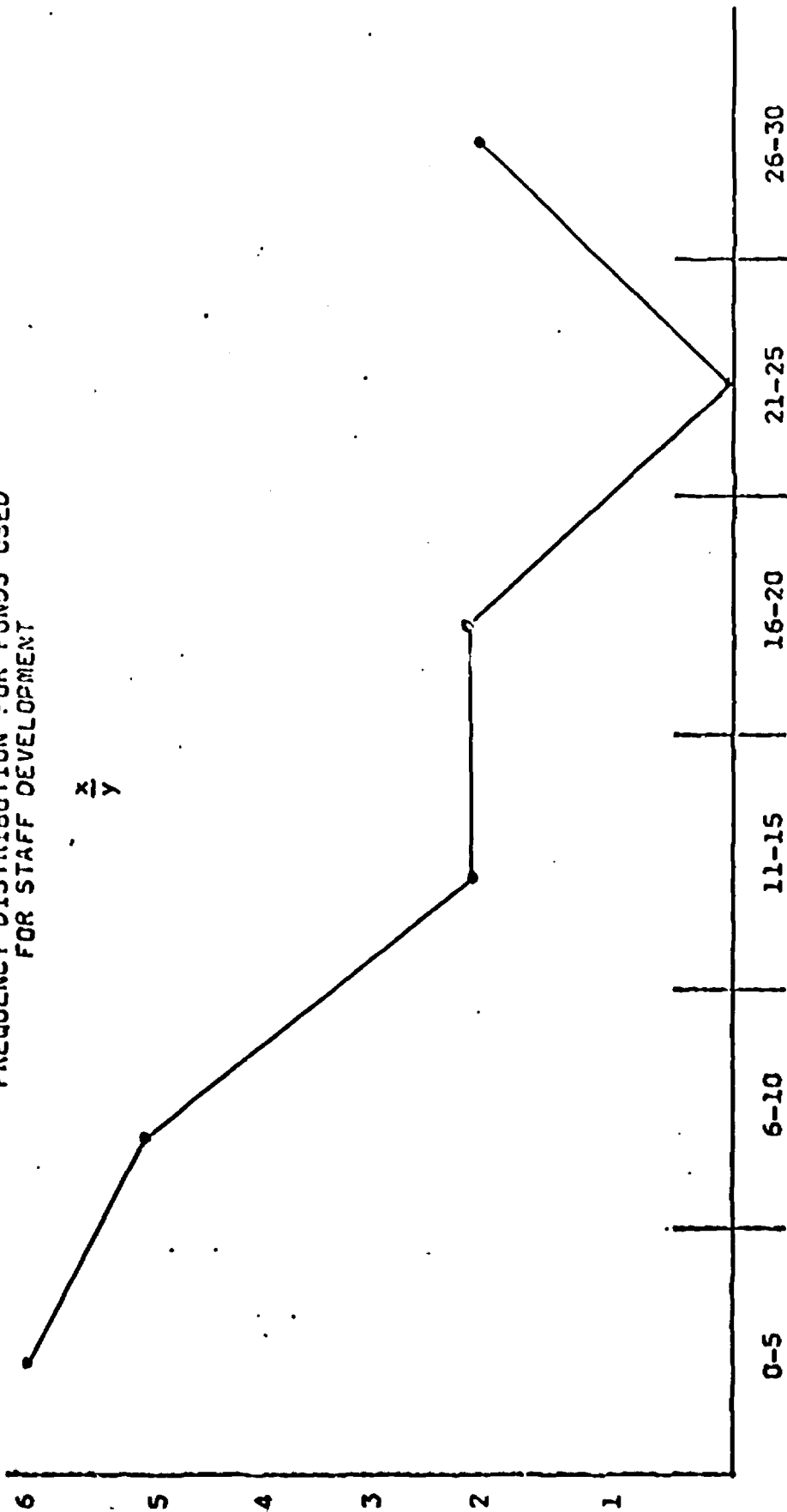
Percentage of total grant spent on staff development

x = % of grant expended for staff development
y = total grant

0-5   6-10   11-15   16-20   21-25   26-30

27

TABLE VI

FREQUENCY DISTRIBUTION PER CATEGORY

91-100
81-90
71-80
61-70
51-60
41-50
31-40
21-30
11-20
0-10

Second Language | Dominant Language | Content | Culturally Different | Evaluation | Language Proficiency | Linguistics | Culture | Human Relations
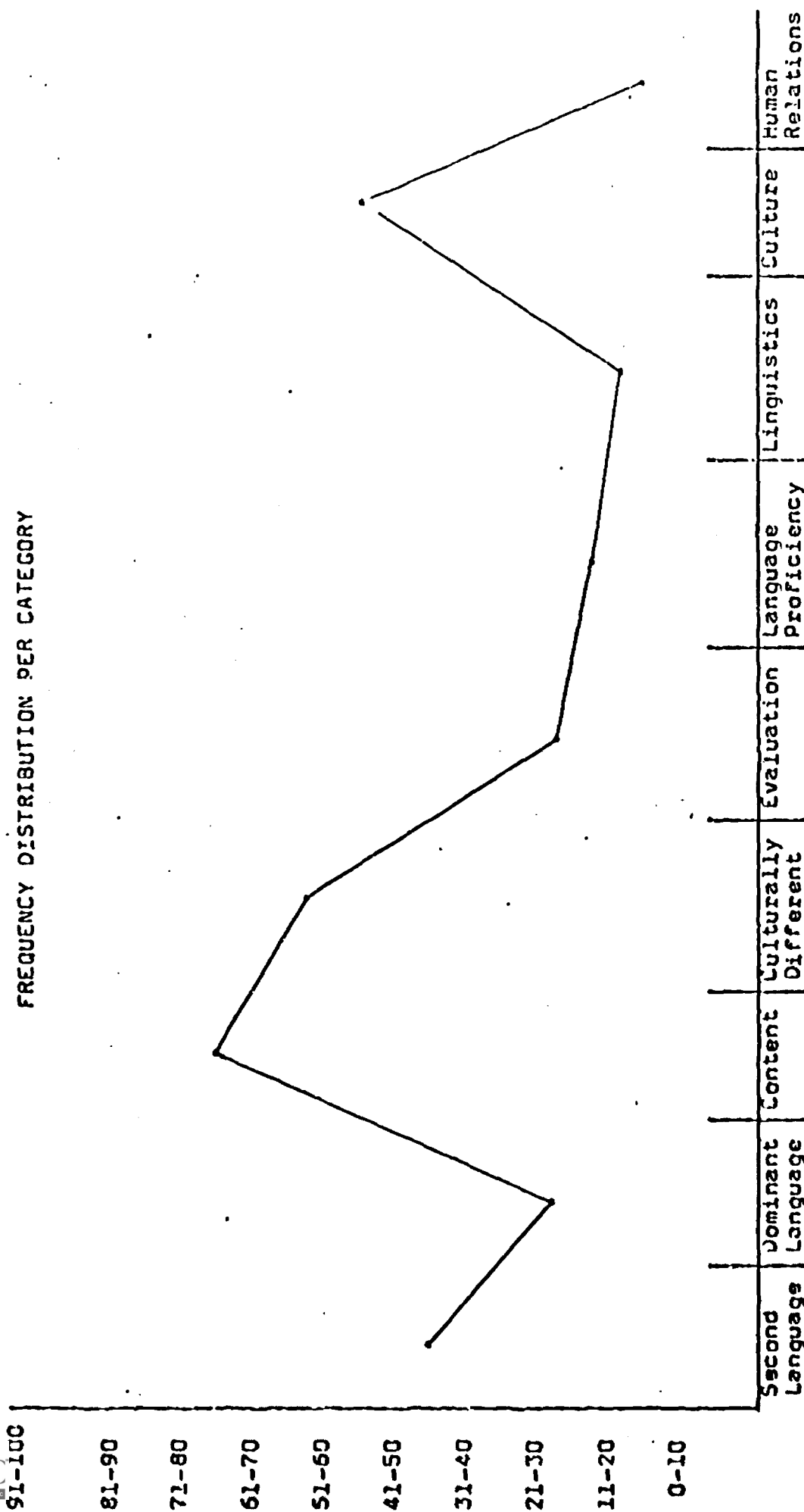
TABLE VII

FREQUENCY DISTRIBUTION FOR UNSPECIFIED CELLS

$\frac{y+z}{x}$

x = 27 vertical cells
y = specified cells
z = unspecified

No. %age
of no
info.

19  21  22  23  24  25  26

No. of
Projects
5
4
3
2
1
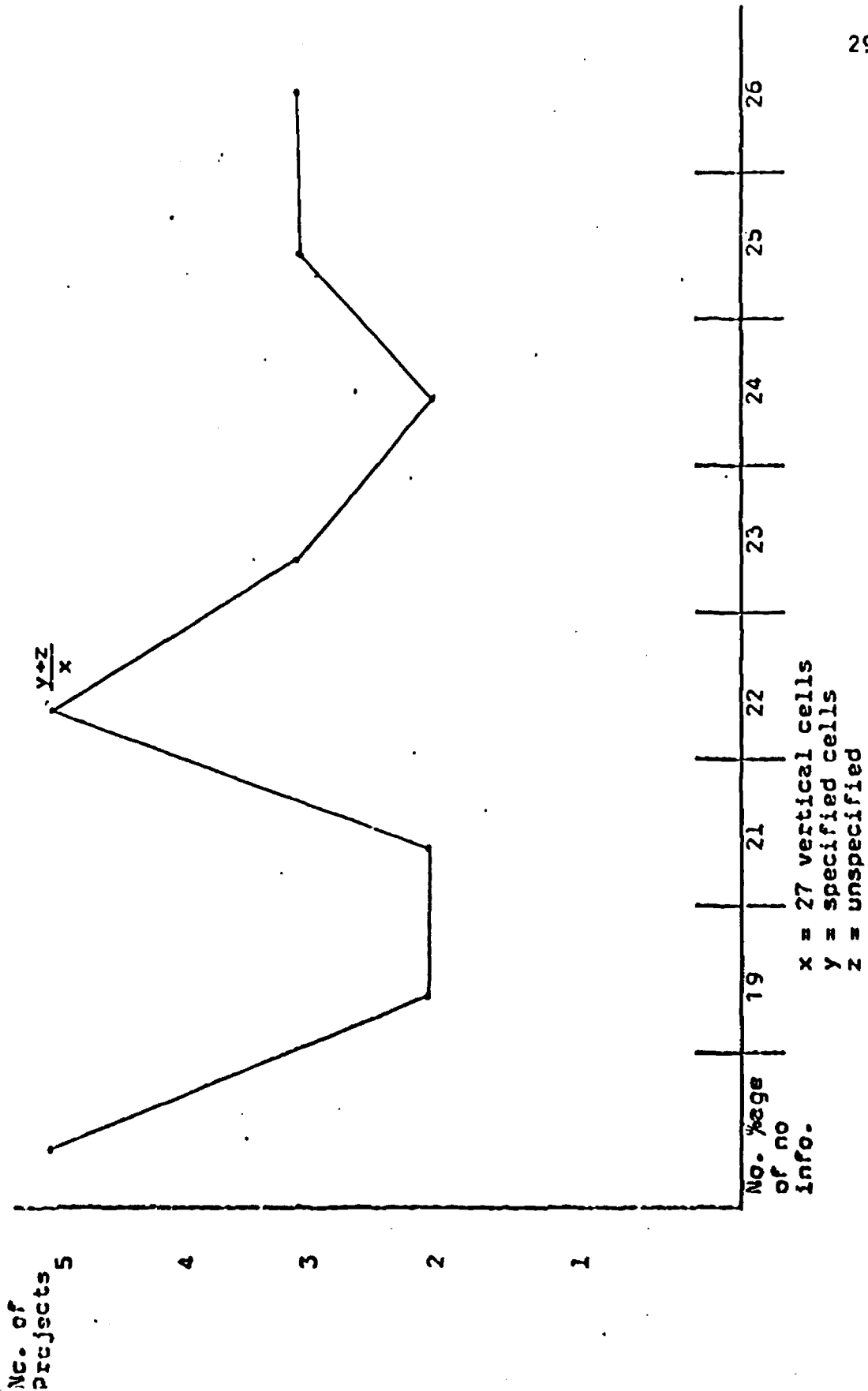
The reliability of the coding sheet was assessed in two ways. The writer read and coded all the information twice; four of the proposals were read and coded by four other persons who in turn checked one another's coding.

The major findings listed and the tables describe staff development in the twenty-six bilingual proposals. The major comparisons made were, by rows and by columns including specified and unspecified cells and by rows including empty cells. The formulas used in this study are based on the following symbols:

|   |   |
|---|---|
| x | 26 cells per sub category |
| y | specified cells |
| z | unspecified cells |
| $z_1$ | empty cells |
| therefore $x = y + z + z_1$ | |

B. **Questionnaire Analysis**

An analysis of a sampling taken from the questionnaires received from the bilingual projects was made; the major findings were as follows:

1. 60% of the proposals indicated that the staff development would be conducted by all the personnel indicated in the questionnaire.

2. 20% indicated that the staff development would be done by the staff specialists, outside consultant and a sub-contractor.

3.  20% indicated that everyone mentioned in the
    questionnaire, with the exception of the director,
    would be responsible for staff development.

4.  80% of the projects had all the areas in the staff
    development.

5.  20% of the projects had 64% of the areas in the
    staff development component.

6.  20% of the projects had 70% of the methods possible
    for accomplishing the development of the staff as
    listed in the questionnaire.

7.  20% of the projects had 67% of the methods possible
    for accomplishing the development of the staff as
    listed in the questionnaire.

8.  20% of the sample had 52% of the methods possible
    for staff development.

9.  20% of the sample had 75% of the methods possible
    for staff development.

10. 20% of the sample had 34% of information possible.

11. 20% of the sample had 41% of the information
    possible.

C.  Consistency of Information on Both Analyses

    There seems to be a trend of a higher percentage of
training in all categories as indicated by the sample taken
from the questionnaires.  Although the emphasis is in the

areas of methodology courses and language proficiency. Both sources of information agreed as to the areas that were being utilized.

The percentage of information missing from the questionnaires was much less than in the proposals.

D. Coefficient of Correlation

A correlation of .76+ was computed in the size of grant and the amount allocated for staff development. This was derived by using "Pearson's Product-Moment Coefficient of correlation," from Noll (1957).

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \quad X \quad \Sigma y^2}}$$

The specific information sought in many cases was not written in the proposals. This cannot be construed in all cases to mean that no information whatsoever is present as was evident from the sampling of the questionnaires sent to the projects.

One of the greatest difficulties in recording the information was that the proposals were either so brief that little data was given, or so verbose that the staff development component required several pages.

## TABLE VIII

### PERCENTAGE OF STATE GRANT FOR EACH DISTRICT AND PERCENT

### OF GRANT EXPENDED BY EACH DISTRICT FOR STAFF DEVELOPMENT
### (Correlation)

| Dist. in Rank Order | X | Y | x | y | $x^2$ | $y^2$ | xy |
|---|---|---|---|---|---|---|---|
| 1 | 23 | 29 | 18.94 | 18.82 | 358.72 | 354.19 | 356.45 |
| 2 | 6 | 29 | 1.94 | 18.82 | 3.76 | 354.19 | 36.51 |
| 3 | 5 | 18 | .94 | 7.82 | .88 | 61.15 | 7.35 |
| 4 | 5 | 18 | .94 | 7.82 | .88 | 61.15 | 7.35 |
| 5 | 4 | 14 | -.06 | 3.82 | .00 | 14.59 | .23 |
| 6 | 4 | 11 | -.06 | .82 | .00 | .67 | .05 |
| 7 | 3 | 10 | -1.06 | -.18 | 1.12 | .03 | .19 |
| 8 | 3 | 9 | -1.06 | -1.18 | 1.12 | 1.39 | 1.25 |
| 9 | 3 | 9 | -1.06 | -1.18 | 1.12 | 1.39 | 1.25 |
| 10 | 3 | 7 | -1.06 | -3.18 | 1.12 | 10.11 | 3.37 |
| 11 | 2 | 6 | -2.06 | -4.18 | 4.24 | 17.47 | 8.61 |
| 12 | 2 | 4 | -2.06 | -6.18 | 4.24 | 38.19 | 12.73 |
| 13 | 2 | 3 | -2.06 | -7.18 | 4.24 | 51.55 | 14.79 |
| 14 | 1 | 2 | -3.06 | -8.18 | 9.36 | 66.91 | 25.03 |
| 15 | 1 | 2 | -3.06 | -8.18 | 9.36 | 66.91 | 25.03 |
| 16 | 1 | 1 | -3.06 | -9.18 | 9.36 | 84.27 | 28.09 |
| 17 | 1 | 1 | -3.06 | -9.18 | 9.36 | 84.27 | 28.09 |
| Total | 69 | 173 | | | 418.88 | 1268.43 | 556.37 |
| Mean | 4.06 | 10.18 | | | | | |

$$r = \frac{\Sigma x\, y}{\sqrt{\Sigma x^2 \times \Sigma y^2}} = \frac{556.37}{\sqrt{418.88 \times 1268.43}} = \frac{556.37}{\sqrt{531,332.64}} = \frac{556.37}{728.93} = .76+$$

X = Percent of total California Grant
Y = Percent of grant spent by each district on staff development
x = Deviation from mean
y = Deviation from mean

TABLE IX

SIZE OF GRANT AND PER CENT OF GRANT

EXPENDED FOR STAFF DEVELOPMENT
(Scattergram)

| x \ y | 0-3 | 4-6 | 7-9 | 10-12 | 13-15 | 16-18 | 19-21 | 22-24 | 25-27 | 28-30 |
|-------|-----|-----|-----|-------|-------|-------|-------|-------|-------|-------|
| 28-30 | | | | | | | | | | |
| 25-27 | | | | | | | | | | |
| 22-24 | | | | | | | | | | • |
| 19-21 | | | | | | | | | | |
| 16-18 | | | | | | | | | | |
| 13-15 | | | | | | | | | | |
| 10-12 | | | | | | | | | | |
| 7-9 | | | | | | | | | | • |
| 4-6 | | | ●● | • | • | ●● | | | | |
| 0-3 | ●●●●●● | ●● | ●● | • | | | | | | |

x = % of total California grant
y = % of local grant expended for staff development

# CHAPTER V

## SUMMARY AND CONCLUSIONS

The information made available by the proposals was vague because of the lack of specificity. Although, it did point out that more work should be done on linguistics and through the analysis of the sampling taken from the staff development questionnaire sent to the projects. This questionnaire on staff development indicated that more work should be done in the areas of linguistics, evaluation and human relations. The data gathered from both analysis pointed out that the areas of linguistics and human relations are the weakest.

There also seems to be a positive correlation in the size of grant awarded and the amount expended from this grant for staff development.

Logical inservice training should axiomatically be congruent with the instructional component. In no case was there any reference in the proposals that snowed this congruency. It is not known in reality if this is being done. The writer is not discrediting the program because the consistency that may reflect in the proposal does exist.

However, future program designs should pruport staff development design consistent with the performance

objectives of the instructional program. Fishman (1970)
supports this by saying that the programs now in operation
were based on assumptions made by the program writers. No
research was done to establish which of the two types of
language patterns (maintenance or transfer pattern) existed
in the school community. Societal Bilingualism gives direc-
tion to the type of bilingual program to be implemented.
Fishman suggests gathering information which is not usually
found in school records. This information should include
the answer to questions such as "What is the language of the
home?"

Once the language pattern has been established, the
staff development component should include methods of teach-
ing that will be congruent with the instructional program.

If the research points to a need for bilingual edu-
cation, the work of William Mackey (1970) in his most recent
publication, should be considered.

The main concept of this design is to categorize each
classification into one of two areas. These two areas are
the dual medium transfer and the dual medium maintenance
patterns. In the dual medium transfer there are two categor-
ies, transferring into English and the transferring into tne
other language. The transfer into English can be done two
ways, abruptly or gradually. In the first design the cur-
riculum in both languages shifts to the use of English

only. In the second, gradual transfer to English is designed
in a complementary or overlapping distribution of subjects in
English and the other language. The idea of complementary
distribution is that some subjects are taught in English and
some subjects are taught in the other language. In reference
to the time distribution, the teaching of subjects in English
increases, while the teaching of subjects in the other
language decreases. When instruction through the second
language ends, so does the federal funding under Title VII,
simply because the program is not a dual medium bilingual
program. The overlapping distribution is similar to the
complementary, except that all subjects are taught in both
English and the other language. The distribution increases
in English, while teaching subjects in the other language
decreases until only one subject is taught in the language.

Branching from the dual medium transfer into the other
language is a similar process. The dual-medium transfer into
the other language can also be abrupt or gradual. An abrupt
transfer can be defined as moving from the use of both
languages into only language X. The complementary distri-
bution of subjects between English and language X indicates
that some subjects are taught in English and some in the
other language. However, the English portion is larger in
the beginning, until half of the subjects are taught in
English and half are taught in Spanish. The maximum

fundable amount of the other language on an increasing basis
is presumably fifty per cent. In the overlapping distri-
bution of subjects in English and the other language, all
subjects are taught in both languages.

The other branch of the dual medium time distribution
design is maintenance. This means that the main objective is
to maintain both languages. The first branch in the main-
tenance section is the dual medium maintenance of both English
and the other language in different amounts of time. The two
categories in this branch have no time units. Some subjects
are taught in English and some are taught in the other lan-
guage. Less subjects are taught in the English language to
begin with; eventually, more subjects will be taught in
English than the other language. The overlapping distri-
bution of subjects in the English and the other language is
similar to the complementary distribution in that no time
units are used. The maximum other language or other
language speaker is up to, but not including one hundred
per cent, probably expected to decrease to a maximum of
fifty per cent; while the maximum other language for English
speakers is up to fifty per cent.

The other branch of the language maintenance design
is "equal." This is sometimes called "equal time-equal
treatment." This means the dual maintenance of both English
and the other language in equal amounts of time. In the

complementary branch, there is no time unit used, half of the
subjects are taught in English and half are taught in the
other language. The overlapping distribution of subjects in
English and the other language can be "simultaneous timing"
or "mixed," which means, the use of both languages in all
subjects throughout the day. It can also be "alternate time
units," which means that for a certain time unit, one lan-
guage will be used, then the next time unit will be in the
other language. This can be done by day, week, month,
semester or year. This type of pattern must be short enough
to avoid confusion of this type with unilingual schooling.

The preceding design will provide a basis and guide
for the classification of each part of the staff develop-
ment component into Anderson's "dual medium" design. From
this design can be developed a design with two components.
One, the language maintenance pattern and secondly, the
language transfer pattern. All the areas of training would
fit into either one of these two components. Once the type
of bilingual program desired is established, this component,
whichever it may be, would be used as a guide for the areas
need for staff development. The training and experience of
the personnel obtained for the program could be compared to
the model staff development design, then an inservice train-
ing program could be made according to the needs of the
personnel.

Recommendations derived from this study for federal
guide lines are as follows:

1.  Title VII guide lines should suggest a model
    program for each one of the language patterns.

2.  A research instrument should be developed, that
    will identify the language patterns, community
    values and preferences, the socio linguistic
    dimention of bilingualism, the existence of
    language varieties, and the degree of national
    culture being retained by the target area.

3.  The federal guide lines for establishing a bilin-
    gual program suggest that bilingual programs have
    a high concentration of students who come from
    low income families.  This factor puts bilingual-
    ism in a negative level, thereby limiting the
    enrichment that English speakers could acquire
    with a second language acquisition.  The writer
    would recommend that the opportunity for bilingual
    education not be limited in this fashion, but to
    offer the opportunity of bilingual education to
    every student citizen who so desires.

Recommendations made from this study to institutions
of higher learning are as follows:

1.  Special graduate programs in bilingual in the
    area of administration.

2. Special programs to upgrade the language proficiency of experienced teachers.

3. Special undergraduate programs designed to train bilingual teachers.

4. Special undergraduate programs designed to train bilingual aides, offering a career ladder.

5. All institutions offering bilingual educational training should also consist of a multicultural component.

6. Bilingual education programs are found scattered in districts of all sizes, of varying sizes, of varying proportions, some in remote areas. Under these conditions all the districts cannot afford top bilingual specialists and consultants. Therefore, the writer would recommend that the state consultants apportion a part of the grant from each program to form a reserve, which could be expended to attract top level bilingual personnel for inservice training at the regional level.

7. Small districts should be encouraged to join other surrounding districts for the purpose of submitting proposals to be funded under Title VII. In this fashion the expertise would be strengthened in setting up the objectives of the proposals.

Programs researched revealed that the staff develop-
ment component lacked emphasis. Other researchers may wish
to investigate the reasons for these weaknesses.

In conclusion, by retraining teachers and placing more
emphasis on the staff development component, districts will
benefit by having sensitive, informed staff on the problems
of the non-English speakers and techniques of teaching of a
second language to English speakers; thereby producing
bilingual, biliterate, bicultural citizens who may live in
harmony in a pluralistic society.

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# Appendix A    Content Analysis Coding Sheet

STAFF DEVELOPMENT

<u>METHODS</u>

| | | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SECOND LANGUAGE | Course work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not specified | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOMINANT LANGUAGE | Course work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not specified | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT | Course work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not specified | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CULTURALLY DIFFERENT | Course work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not specified | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EVALUATION | Course work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Not specified | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. Director
2. Staff specialists
3. College or university
4. Outside consultant
5. Sub-contracting

## STAFF DEVELOPMENT

### KNOWLEDGE

| | | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LANGUAGE PROFICIENCY | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LINGUISTICS | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CULTURE | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HUMAN RELATIONS | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NO. INFO. INDICATED | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % OF TOTAL GRANT SPENT ON STAFF DEVELOPMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. Director
2. Staff specialists
3. College or university
4. Outside consultant
5. Sub-contracting
-- Not specified

E OF BILINGUAL PROGRAM

## STAFF DEVELOPMENT
### (pre-service & in-service)

|  | Course Work | Demonstration | Micro-Teaching |
|---|---|---|---|
| SECOND LANGUAGE |  |  |  |
| DOMINANT LANGUAGE |  |  |  |
| CONTENT |  |  |  |
| CULTURALLY DIFFERENT |  |  |  |
| EVALUATION |  |  |  |
| OTHER |  |  |  |

METHODS

|  | Course Work | Demonstration | Micro-Teaching |
|---|---|---|---|
| LANGUAGE PROFICIENCY |  |  |  |
| LINGUISTICS |  |  |  |
| CULTURE |  |  |  |
| HUMAN RELATIONS |  |  |  |

KNOWLEDGE

## INSTRUCTIONS

Place code number designating personnel or institution conducting the in-service training in space coinciding with area covered in the staff development component.

Code Number

1. Director
2. Staff specialists
3. College or University
4. Outside consultant
5. Sub-Contracting

# Appendix C Questionnaire Coding Sheet

54/55

**STAFF DEVELOPMENT**
**(pre-service & in-service)**

| Proposal's Code Letter | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SECOND LANGUAGE — Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECOND LANGUAGE — Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SECOND LANGUAGE — Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOMINANT LANGUAGE — Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOMINANT LANGUAGE — Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DOMINANT LANGUAGE — Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT — Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT — Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT — Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CULTURALLY DIFFERENT — Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CULTURALLY DIFFERENT — Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CULTURALLY DIFFERENT — Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EVALUATION — Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EVALUATION — Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EVALUATION — Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NO INFO. GIVEN | | | | | | | | | | | | | | | | | | | | | | | | | | |

METHODS

## STAFF DEVELOPMENT
### (pre-service & in-service)

| | Proposal's Code Letter: | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LANGUAGE PROFICIENCY | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LINGUISTICS | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CULTURE | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HUMAN RELATIONS | Course Work | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Demonstration | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Micro-Teaching | | | | | | | | | | | | | | | | | | | | | | | | | | |

## INSTRUCTIONS

Place code number designating personnel or
institution conducting the in-service train-
ing in space coinciding with area covered in
the staff development component.

## Code Number

1. Director
2. Staff specialists
3. College or University
4. Outside consultant
5. Sub-contracting

ASSEMBLY BILL NO. 1117

CHAPTER 1586

An act to add Article 2.7 (commencing with Section 13250)
to Chapter 2 of Division 10 of the Education Code,
relating to teachers.

(Approved by Governor September 4, 1969. Filed
with Secretary of State September 6, 1969).

The people of the State of California do enact as follows:

SECTION 1.  Article 2.7 (commencing with Section 13250)
is added to Chapter 2 of Division 10 of the Education
Code, to read:

Article 2.7.   Teacher Preparation

13250.  On and after July 1, 1974, each school with a
substantial population of students of diverse ethnic
backgrounds shall provide an in-service preparation pro-
gram designed to prepare teachers and other professional
school service personnel to understand and effectively
relate to the history, culture, and current problems of
these students and their environment. For purposes of
this article a school shall be considered to have a
substantial population of students of diverse ethnic
backgrounds where 25 percent or more of all the students
in the school are of diverse ethnic backgrounds.
13250.1.  The Department of Education shall develop a
list of approved courses which shall be considered accept-
able for meeting the requirements of this article.  The
department shall cause a list of approved courses to be
published and distributed to interested teachers, admini-
strators, and governing boards of school districts.  The
department shall be responsible for coordinating the
efforts of school districts and colleges to develop
adequate course offerings to satisfy the requirements of
this article.
13250.2  In-service programs designed to fulfill the
requirements of this article may include, but need not
be limited to, courses offered by community colleges and
colleges and universities approved by the State Board of
Education.  A district may provide an in-service program
consisting in whole or in part of preparation other than
college courses.

Such a program shall be developed cooperatively with the Department of Education and shall have prior approval of the Department of Education. An in-service program which meets the intent of this article shall encompass the history, culture, and current problems of the students of diverse ethnic background.

All college courses approved by the Department of Education for the purposes of this article shall be considered acceptable for salary credit purposes by any school district. District in-service programs shall specify an amount of equivalent credit which shall be acceptable for salary credit purposes in the school district providing the in-service program.

13250.3. The Department of Education shall provide in its budget for the necessary funds to employ appropriate staff to implement the intent of this article.

13250.4. The Department of Education shall make a progress report to the Legislature not later than the fifth legislative day of the 1972 Regular Session. The department shall further report not later than the fifth legislative day of the 1974 Regular Session the number of districts to which this article is applicable at that time and the extent to which implementation has been achieved. The department shall continually evaluate the results of this article.

# END

# 2-5-71