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ABSTRACT

A bilingual-bicultural education program has been instituted at Eastern Oregon State College to train classroom teachers for migrant programs in the schools. The pupils are Mexican-American-Chicano children. Under the supervision of master teachers, the student teacher follows a curriculum designed to instruct in both English and Spanish. Central to the program is the premise that bilingualism represents, for the Spanish-speaking people, the essential ingredient for cultural maintenance and, for the Spanish-speaking student in public schools, a linguistically more harmonious learning environment. The curriculum for the student teacher includes teaching English as a second language as well as studies in Spanish phonetics. Emphasis is also placed on studies of the Chicano culture, history, music and religion, and exploration of the myths, folklore, literature, traditions and beliefs of the old Southwest and Mexico. In order to train a teacher for a bilingual-bicultural classroom, this four-year course seeks to complement educational theory and professional education courses by developing skills that will prepare the potential teacher for a situation in which both Spanish and English will be used in actual classroom teaching. (JD)

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THE BILINGUAL-BICULTURAL TEACHER TRAINING MODEL AT EASTERN OREGON

STATE COLLEGE

by Felipe Veloz , Ed.D.

The bilingual-bicultural Education Program started in 1968 as a Master's degree program in Migrant Education. It's purpose was to train classroom teachers for migrant programs in the State of Oregon. It was expected that graduates, upon graduation, would go into classrooms with a high concentration of Mexican American children. Of the 56 enrolled between 1968 and 1971, 41 were graduated. All were employed in Oregon, about one half in the classroom, the other half in administrative capacities. After three years of the program, it was realized that the objective of getting the trained teacher in the classroom was not being realized. The emphasis, direction and focus of the program, therefore, was changed.

With this background and four additional years, since 1971, of development and implementation and yearly evaluation--from students, master teachers, graduates of the program, principals, superintendents, school boards, college faculty, division chairpersons from humanities, education, social science and science, college administration, state board of higher education and the state advisory committee on migrant education--the following steps were taken to design a bilingual-bicultural model which is presently operational:

1. New courses were developed with major consideration given to content, scope and sequence.
2. A 1968 change in the law in the Oregon statutes allowed class instruction in a language other than English. As a result, a new specialization in bilingual-bicultural education at Eastern Oregon State College was established.

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3. Credit was offered for monitored field experience and played a major role in the success of the program.
4. Different sources of content and teaching personnel were utilized. Inservice training was provided to all Master teachers who would be having interns and/or student teachers. The training was given on campus where there is access to the more than 3000 sources of information which complement all of the course offerings. The principals and resource teachers also participate in the inservice activity prior to the beginning of the academic school year.
5. Other special experiences such as the one term sophomore practicum field experience and three terms of supervised teaching were implemented to train teachers more effectively.

SCOPE OF PROGRAM

The bilingual-bicultural component is a program for post-secondary students enrolled in the regular college program at Eastern Oregon State College at La Grande. Each participant works toward earning an elementary (K-9) education degree and the elementary teacher certificate with development in the Spanish language and specialization in skills needed to teach in a bilingual-bicultural classroom. The program's approach to developing most skills has been to place participants in actual elementary school classrooms, thus providing an opportunity to work with both Spanish and English speaking children, using curriculum materials in both languages.

Students seeking secondary certification meet institutional requirements, satisfy the requirements for certification (endorsement) in either a single or a combined endorsement area, complete the appropriate education courses and in addition may choose the bilingual specialization.

From 1971 through 1976, 19 students were graduated from the program:

<u>Year</u>	<u>Number</u>
1971-72	2
1972-1973	3
1973-74	2
1974-75	5
1975-76	7

PROGRAM OBJECTIVES

1. To provide a minimum of twenty-five hours in courses oriented specifically toward bilingual-bicultural teaching as a concentration for elementary education majors.
2. To develop proficiency in reading, writing, and oral communication in the Spanish language since language is a supportive primary tool of the bilingual-bicultural teacher.
3. To provide assistance to the overall state migrant Title I-M Program by having all students participate in one or more of the following projects.
 - a. Acquisition and demonstration of bilingual-bicultural materials at schools where the practicum, student teaching or intern teaching is being performed.
 - b. Participation in local and statewide Title I-M inservice training projects.
 - c. Service as assistant teachers and interns (during sophomore and senior years) in schools operating Title I-M programs.
4. To provide supervision and support for students participating in off-campus classroom experiences.

CURRICULUM OUTLINE

The following courses constitute the teaching specialty in bilingual-bicultural education normally taken during the junior year. In addition all students must meet institutional requirements for the undergraduate degree.

<u>Courses</u>		<u>Cr. Hours</u>
Ed 382	<u>Teaching English as a Second Language</u> A linguistic approach to the teaching of English as a second language with emphasis on sounds; pronunciation; intonation and structure; materials, methods and techniques particularly applicable to the elementary bilingual classroom.	2
Ed 325	<u>Chicano Society and Culture</u> A study of the Chicano-Mexican-American in the United States today; important historical events, language, culture, music, religion, women, individualism, and diversity.	5
Span 310	<u>Spanish for Native Speakers</u> Specifically designed for native Spanish-speaking Americans. Basic grammar and orthography, composition, techniques in transcription, vocabulary building, techniques in identifying and remedying errors, oral and written skills in Spanish.	5
Span 325	<u>Chicano Literature and Folklore</u> Exploration and discussion of myths, folklore, traditions, and beliefs of the old Southwest and Mexico, leading into contemporary views of Chicano and Mexican works written in English and Spanish.	5
Span 350	<u>Spanish Phonetics</u> Study of the Spanish sound system.	2
Ed 371	<u>Materials of Bilingual Instruction</u> Introduction to curriculum structure for the purpose of integrating the bilingual curriculum with the existing one. The purpose and direction of bilingual education based on the existing model programs and current research is emphasized; critical examination of available bilingual material in elementary and/or secondary teaching. Attention is placed on individualizing and adapting materials to specific classroom needs.	5
Span 318	<u>Children's Literature in Spanish</u> Review of bilingual children's books, evaluation of the reading level, and selection of high interest reading materials.	1
Bilingual Practicum 209 required of <u>all</u> students		10

SPECIFIC KNOWLEDGE, SKILLS AND PREPARATION

In order to train a teacher for a bilingual-bicultural classroom, the institution seeks to complement the educational theory and professional education courses by developing skills which will prepare the potential teacher for a situation in which two languages are used in actual teaching. Ed 325 and Span 325 provide the background and understanding of the pupils' culture; Ed 371 introduces the student to bilingual materials, shows him how to use, adapt and construct such materials and where they are available, and how to fit the bilingual curriculum into the existing one; Span 310 and Span 350 develop and improve the prospective bilingual teacher's skill in the second language that will be used in teaching; Span 318 expands the student's knowledge and appreciation of children's literature to materials in Spanish that will be useful in the bilingual classroom; and Ed 382 gives the student an appreciation and understanding of what is involved in teaching a second language--sound, pronunciation, intonation--and techniques to achieve this in English or Spanish.

The variety of classes and experiences with children and professional teachers included in the program, is designed to provide the bilingual-bicultural teacher education candidate with the following competencies:

Diagnostic skills: identifying objectives, testing, diagnosis, prescription of learning experiences, retesting for mastery.

Organizational skills: organizing classroom facilities, setting routines, and directing various elements of the educational program.

Classroom maintenance: maintaining attractive room arrangement, variety of materials, acceptable house-cleaning standards, learning centers, constant updating of displays and resources.

Classroom routines: defining enough structure to maintain discipline and security, but being flexible enough to encourage spontaneous growth and joy in learning.

Teaching preparation: making effective long range, weekly, and daily lesson plans; being flexible; identifying and planning effective teaching for cognitive, affective or psychomotor goals.

SOPHOMORE FIELD EXPERIENCE

During the third quarter of the Sophomore year, in conjunction with Ed 329, Introduction to Teaching, the student pursuing the Bilingual-Bicultural Concentration takes part in the elementary classroom as an intern, observing and participating, with direction, in a bilingual teaching situation, and becoming acquainted with the materials, strategies, and techniques used in teaching bilingually. The student is present daily, according to the school schedule, at the school in which the practicum is done--one week in each level K-4, or perhaps K-6, the remaining weeks at the level of the intern's preference. By the end of the quarter the sophomore intern has prepared a plan for at least two teaching lessons, one in English, and one in Spanish, and presented them.

During this period supervision is provided the student, and support and encouragement to the cooperating classroom teacher. The college supervisor comes to the school at least three times during the quarter; once at the beginning, once towards the middle, and again at the end of the school year, to observe and meet with both student and teacher. The student keeps a daily log, at least one day each week in Spanish, which is submitted to the supervisor weekly, in duplicate. The log is reviewed, corrections in Spanish or English are made, appropriate comments are offered and suggestions for improvement or new ideas are given. One copy is then returned to the student, and the comments and suggestions are discussed with the student at the supervisor's next visit. The supervising teacher in each grade submits a report at the end of the week on the student's attendance, participation and promise as a teacher, as far as is evident from this brief encounter.

The Sophomore Practicum has as its' objectives to acquaint the student with the classroom situation at the various levels; provide an opportunity to select the level for which the student wishes to prepare to teach; give first-hand experience in assuming the many and varied classroom duties

and responsibilities other than actual teaching; provide an extended exposure to teaching process and an initial participation in the process itself; give a practical experience that will serve as a background for professional education courses; introduce the student to the internal operations of a school, and the interrelationships of teacher, principal, school board, parents and total community; develop an awareness of classroom problems and the problem-solving process; develop a start in writing specific behavioral objectives by preparing a plan for 2 teaching lessons, one in English and one in Spanish, and then teaching these two lessons.

SENIOR INTERNSHIP/STUDENT TEACHING

Following the junior year on campus in which professional education requirements, and any remaining institutional requirements are satisfied, and the bilingual concentration is completed, the student spends the entire senior year in a bilingual classroom under the guidance and direction of the cooperating teacher. The student begins by observing, and then, moves soon to teaching a class, in English or Spanish, with direction in preparing weekly projections and daily lesson plans. A second class is then added, and then others, until finally the student is responsible for the entire day during the last third of the year. The intern is involved in teaching both Spanish for Spanish speakers, and Spanish for English speakers, according to the class's needs, from the beginning of the year.

In addition to the usual requirements and objectives of student teaching, the bilingual intern attends regular seminars with the other bilingual interns and the college supervisor. The supervisor visits and observes at least once a month and confers with both cooperating teacher and intern, as well as together with the principal.

SUMMARY

Historically, the philosophy of Eastern Oregon State College's Bilingual-Bicultural Teacher Training Program has been to provide participants with the best tools available for the education of children from Spanish-speaking backgrounds. Central to the program is the premise that bilingualism represents, for the Spanish-speaking people, the essential ingredient for cultural maintenance and, for the Spanish-speaking student in public schools, a linguistically more harmonious learning environment. Eastern Oregon State College's contribution to this premise has been the development of a model to train bilingual-bicultural teachers to help bilingual-bicultural children succeed in school, in their communities, and their careers.