

THE DEVELOPMENT OF A MODEL FOR EARLY CHILDHOOD-BILINGUAL-
BICULTURAL TEACHER TRAINING WITH STUDY AND FIELD
EXPERIENCES IN A FOREIGN COUNTRY

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CHAPTER I

INTRODUCTION

A 1976 status report of bilingual education in Texas indicated that there are 181,217 children (including 3,446 pre-kindergarten) with limited English speaking ability (LESA), identified by local education agencies in pre-kindergarten through twelfth grade (A. Gutierrez, 1976). Of those LESA children, 84,774 were served in 187 districts during 1975-1976. In the same report, the number of professional and paraprofessional personnel trained through the Texas Education Agency (TEA) sponsored bilingual institutes was given: from 1973 to 1976, 6,847 persons took methods and techniques (30 contact hours), and 6,016 took Spanish Language Development (100 or more contact hours). A total of 12,863 people have been involved in training. The number of teachers who have fulfilled requirements and who have received a Bilingual Education Endorsement from August 1, 1974 to October 31, 1977, was 4,143. The individuals who have qualified for bilingual certification through an undergraduate university program is approximately twenty-five percent of the preceding figure. Currently, there is a shortage of fully qualified bilingual-bicultural teachers, particularly in the Southwest with its large population of Spanish-speaking Americans.

In the 1975-1976 academic year, State funds budgeted for local education agencies for the implementation of training institutes alone was \$2,580,000. A. Gutierrez (1976) states that implementation of bilingual education has been a slow and arduous process and that not only has the amount of money allocated by the Texas Legislature increased considerably during this biennium, but also the amount of federal financial support under the Bilingual Education Act has increased to approximately \$15 million for the 1975-1976 school year. Bilingual programs have expanded from a budget of \$7.5 million for the fall of 1969, to \$85 million in 1974, to a current operating budget of \$97 million (Texas Woman's University, 1977, p. 5).

In 1967, the Federal "Bilingual Education Act" (Title VII, Elementary and Secondary Education Act 1965, as amended in 1967; Public Law 90-247, 1-2-68) appropriated public funds for the operation of programs designed to serve the needs of children three to eighteen years of age who have limited English-speaking ability. These were described as children who come from environments where the dominant language is other than English.

Many bilingual education programs were initiated in Texas as a result of the Bilingual Education Act. Federal funding was appropriated for such areas as pre-service training of teachers and aides, establishment, maintenance, and

Operation of programs. Special concerns were built in, among others, to include early childhood education and close cooperation between school and home (E. Gutierrez, n.d.). The Bilingual Education Act outlines program content and methods of instruction in Section 21.454. It describes that instruction should take place in all subjects including language development in the native tongue as well as in English. In addition, instruction in history and culture associated with the native language of the children of limited English speaking ability as well as the history and culture should be major components in the educational process. Section 21.459 describes procedures for teacher certification with bilingual education endorsements. Section 703.a.1, page 22, makes provision for the establishment, publication, and distribution of suggested models for bilingual education by United States Office of Education. Section 721 describes funds available for teacher-training programs.

The concern is for children in this target group to develop greater competence in English, to become more proficient in the use of two languages and to profit from increased educational opportunity; though the Title VII program affirms the primary importance of English. It also recognizes that a child's mother tongue which is other than English can have a beneficial effect upon his/her education. The mother tongue, used as the medium of instruction before the

child's command of English is sufficient to carry the whole load of his education, can help to prevent retardation in school performance. The literacy thus achieved in the non-English tongue, if further developed, should result in a better-educated adult (Anderson & Boyer, 1970).

Major institutions for teacher training have recognized the importance of bilingual-bicultural education. It appears that diverse teacher-training programs will develop as different avenues are explored to guarantee that bilingual-bicultural teachers will have alternative avenues to reach a status of optimum competency, and thus assuring "every child the right to be instructed in his home language in school."

Statement of the Problem

One of the critical needs which has confronted bilingual education has been that of adequately meeting the demands for qualified bilingual teachers (TWU, 1977).

The Supreme Court recognized that "undisputed evidence shows that Spanish surnamed students do not reach the achievement levels attained by their Anglo counterparts" Serna v. Portales Municipal Schools, 499 F. 2d 1147 (10 Cir. 1974), p. 1149. This lawsuit alleged that,

"National origin discrimination in equal educational opportunities" had occurred to Spanish surnamed students in Portales, New Mexico. The Portales school district was ordered to: "obtain sufficient certification of Spanish-speaking teachers to allow

them to teach in the district" p. 1150 . . . "a bilingual-bicultural program which will assure that Spanish surnamed children receive a meaningful education." (p. 1154)

Federal and state legislation has provided increasing support to bilingual education. At present, there exists a critical need to provide teacher training for specialties in the field of bilingual-bicultural education and early childhood training, since the Title VII Act also mandates bilingual instruction in kindergarten, first, second, and third grades in school districts having a "minimum number of limited English-speaking ability" children. Teachers, therefore, should be educated so that they will be able to acknowledge the cultural and linguistic pluralism of the children in their classrooms.

There has been growing recognition in language teaching circles, as in education circles more generally, that a sizeable proportion of the disadvantaged lack facility in English, not to mention standard school English, and that if their educational progress is not to be appreciably delayed and diluted, they had best be taught most subjects in their non-English mother tongues, at least until English as a Second Language (ESL) gets through to them (Fischman, 1976). The research of Anderson and Boyer (1969) concerning the status of Spanish-speaking children, outlined a dramatic profile of underachievement and drop-out rates that were

twice the national average. It was pointed out in their work that approximately 80 per cent of those children were failing the first grade; 55 per cent before the first grade were two years behind first grade age level, and only 20 per cent of those who entered the first grade were graduating from high school.

Research of psychologists Peal and Lambert (1962) of McGill University and others show the positive effects of bilingualism. All of the above, coupled with the Elementary and Secondary Education Act (ESEA Title VII), have stimulated the ongoing pursuit for better ways to develop and implement programs for bilingual education.

As the Bilingual Education Act provides for the initiation of educational efforts to prepare prospective bilingual-bicultural teachers, colleges and universities will find the need to incorporate relevant programs to prepare teachers who will be responsive to children of limited English speaking ability.

Jaramillo (1976), in an overview of bilingual-bicultural education, refers to the time when the ESEA (Title VII) went into effect and indicates that the use of a child's native language and/or culture had seldom been utilized in teacher preparation programs. Since then a number of programs have been developed. Innovative programs

share the newness of teaching major portions in the language of the target group:

Most designers of total teacher education programs want their students to develop the necessary skills and attitudes in the two language and in the two cultural settings in which they have studied . . . few program descriptions are as yet in the literature. . . . The child's total way of life is important in preparing or reeducating teachers. (Jaramillo, 1976, p. 77)

The preceding statement is representative of the many throughout the pertinent literature which highlight the major components of a bilingual-bicultural teacher training program: language competency; knowledge and understanding of the culture.

Looking into the typology of bilingual education programs, the question arises: What is bilingual education? Fishman (1977) defines bilingual education as some use of two (or more) languages of instruction in connection with teaching courses other than language per se. He further states that neither the smattering of foreign language instruction that FLES (Foreign Language in Elementary Schools) programs have long been providing to many grade schoolers in the U.S.A. nor the smatterings more normally offered subsequently in most American secondary schools in the course of foreign-language instruction, qualify as bilingual education.

Whenever courses such as mathematics or history or science (or Bible or Talmud) are

taught via language other than English, while other courses (such as mathematics or history of . . .) are taught via English, then bilingual education may be said to prevail. (Fishman, 1977, p. 3)

When we plan to train prospective bilingual-bicultural teachers, the criteria for outlining the curriculum and describing its course content should acknowledge the above statements which definitely require language competency and fluency. Through the same guidelines, it is suggested that the sole classroom performance in the learning of a foreign language would not be as comprehensive as a complete experiential setting. Under this frame of mind, the training of bilingual-bicultural professionals would demand complete exposure to the language and to the culture through field experiences.

A component in a model should provide for simultaneous practice of the language skills through the alternating subject matter and language as well as cultural experiences. This is based upon the theory that bilingual-bicultural teachers will need fluency in the language as well as knowledge and understanding of the culture of the children they will have in their classrooms.

Purpose

The purpose of this research study was to develop a model designed to initiate an approach for the training of

early childhood bilingual-bicultural teachers. The unique feature of the proposed model is that portion which provides for total immersion of the student teacher in the country where the target language and culture are found. It is proposed that the model will have a component structured to facilitate language fluency and cultural awareness; to be developed through the immersion of the student in the country where the language is spoken. For the purpose of this study, Spanish is the target language and Mexico the country where study and field experience will take place. The design of the program also includes: lectures, pre-student teaching, and other field experiences in the country of origin. It is anticipated that the model can be replicated for varied bilingual-bicultural settings.

While participating in the foreign component of the program, the trainee will attend language courses, student teach, attend culturally related courses as well as participate in educational and cultural field experiences. Many of the lectures, seminars and other experiences would be conducted by recognized educators in the foreign country, but the overall program would be coordinated and supervised by faculty of the degree granting institution. The time spent by the teacher trainee in educational and cultural experiences in the foreign country, as well as total experience with the language and the culture

should enhance the competence of the individual to work with children with similar language and cultural backgrounds in the United States.

Rationale

The rationale for the proposed model is based on the guidelines for Title VII programs.

The model is designed to prepare teachers who will bring unique linguistic and cultural competencies to the bilingual-bicultural school. These student teachers will be able to assess needs, and develop and initiate teaching strategies which will enable Mexican-American children to develop to their fullest potential. "Because of the intimate relationship between language and culture, and because of the difficulty of really separating them in real life situations, a truly bilingual school must of necessity be bicultural as well" (Walsh, 1976, p. 690).

It has been theorized by schools of foreign languages as well as by anthropologists that foreign study has among its singular values that of facilitating first hand involvement with cultural and societal events as well as the development of fluency in the foreign language through conversation and the solution of immediate dialogue.

John and Horner (1967) state that there has been sufficient research in the multilingual nations of the world

to demonstrate the pedagogical soundness of bilingual education and the role of language in the intellectual development of children.

Limitations

For the purpose of this study the model is limited to a description for training teachers for bilingual-bicultural programs for Mexican-American children with limited English speaking ability (LESA). This model provides for study in a foreign country which is limited to study and professional field experiences, concentrating on the language and culture of the LESA child.

The framework for the development of the model was limited to the needs as expressed in the responses to over one hundred letters sent to colleges and universities, educational organizations, and five state educational agencies throughout the United States.

The design focuses attention on those programs that include early childhood, bilingual-bicultural teacher training.

Assumptions

It is assumed that:

- 1) There is a need for qualified bilingual-bicultural teachers.

2) The target language is Spanish, the language spoken at home by the Mexican-American child, whose mother culture is Mexican.

3) The prospective teacher is speeding her process of language acquisition by living in a country where the language is spoken, thereby increasing the language competency.

4) By living in a country, many everyday experiences provide for further understanding of the culture.

5) By student teaching in a setting where the language is constantly uttered, the student teacher practices the language and has simultaneous teaching-learning experiences.

Synthesis of Literature Related to Bilingual-Bicultural Education

The rationale for bilingual-bicultural education is based on numerous research studies which point out that learning in the mother tongue first establishes sound foundation for further concept development (John, Horner, 1967, p. 55).

The Annual Report of the National Advisory Council on Education of the Disadvantaged Children in its report to the Council (1973) states that the most significant legislation to date has been from Massachusetts and Texas, both of which mandate bilingual education and appropriate funds for its implementation.

The Supreme Court in its decision, Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786, 39 L. Ed. 2d (1974), was instrumental in strengthening the political and educational foundations upon which bilingual education is built (John-Steiner & Cooper, 1976).

Not only do the legal mandates reflect the national concern in the area of bilingualism, but when we look at current affairs that accounted for the implementation of these programs, we find that among the confrontations that Americans have as a result of Sputnik was the spread of mass communication far beyond national borders which shifted the view of mastery of foreign languages

from a desirable personal attainment to a matter of urgent national necessity . . . to this argument was joined a plea from the culturally and linguistically diverse population who pointed out that the educational potential of millions of ethnic children was being wasted because of all public schooling was done in English--an unfamiliar language. (Peña, 1975, p. 71)

The institutions of higher education have welcomed suggestions for the preparation of teachers who, "bringing unique linguistic and cultural competencies to bilingual-bicultural teaching strategies . . . will enable Mexican-American children to develop to their fullest potential" (Walsh, 1971, p. 690).

Fishman (1977) presents the rewards of bilingual education in the following statement:

When bilingual education is given the community-wide support that it needs and deserves, the diversity that it heralds will be unifying and gratifying, not only cognitively but emotionally and esthetically as well. (p. 9)

Indeed, he adds, ethnicity grows stronger when denied, oppressed or repressed, and becomes more reasonable and more tractable when recognized and liberated (1972).

In his work Language and Nationalism, Fishman speaks of what he describes as the American perspective versus bilingualism:

We do not so much despise ethnicity as much as we are impatient with other people's ethnicity . . . let it be acknowledged that the supposedly non-ethnic and supra-ethnic Languages of Wider Communication and the modern, quantitative, technological pursuits and life-styles with which they are purportedly associated are themselves not free of ethnicity. . . . If bilingual education can help save us from this disease that has not only blinded us (to ourselves and to the world) but caused us to try to spread it to others, then it will have served us nobly. (p. 10)

The Texas State Board of Education in its document of November 15, 1976, states Policies and Administrative Procedures for Bilingual Education programs:

The basis for bilingual education shall be founded on the belief that the program of bilingual education will meet the needs of children of limited English-speaking ability and facilitate their integration into the regular school curriculum. . . .

Bilingual Education constitutes an authorized instructional program encompassing the total education process in which two languages (English and another language) shall be used for a portion of

the curriculum. . . . Inherent in the program of bilingual instruction shall be the teaching of the cultural heritage of the people whose languages are used and the contributions made to the community, the state and the country. For pupils whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships may be undertaken entirely in the first language until sufficient facility is achieved in the use of both languages, recognizing English as the predominant curriculum language. (Texas Education Agency, 1976, p. 1)

So that this statement may be enforced and successfully accomplished, teachers shall have the best opportunities at hand to prepare themselves.

Procedures

The development of this model evolved from an extensive search into the relevant literature. The search revealed a list of those institutions which last sponsored or collaborated with foreign institutions for teacher training. Each of these institutions was contacted individually through written correspondence. Letters of inquiry concerning bilingual-bicultural and/or early childhood education teacher training programs with study and/or field experience in a foreign country were sent to the following: colleges and universities in the United States identified by Kuschman (1972), which sponsor or collaborate on overseas student-teaching programs; colleges and universities in the State of Texas with approved bilingual-bicultural endorsement; the five State Departments of Education in those

states which have the largest number of Spanish-surname people; relevant professional groups and organizations as well as bilingual organizations in the United States. For the purpose of this study exploration into the feasibility of the foreign portion of the design was performed in an appropriate field experience location (Mexico City).

Overview of the Study

The first chapter of this study presents the statement of the problem, the purpose of the study, rationale, limitations, and assumptions. The remainder of the work is developed in three chapters.

Chapter II presents relevant literature regarding international programs between colleges and universities in the United States and institutions for teacher training in other countries and identifies the non-existence of this particular model.

Chapter III describes the general procedures in identifying and analyzing the relevant background information. The information collected and the responses by over one hundred letters are reported (see Appendix A, B, C, D, E, and F). The writer outlines the findings gathered while exploring the feasibility of this program in Mexico City.

Chapter IV develops the model: design, assumptions, goals and objectives, requirements and constraints, curriculum, evaluation and practicalities.

CHAPTER II

REVIEW OF THE LITERATURE

In order to prepare for the development of a model for bilingual teacher training with a component in an appropriate foreign country, an extensive search into the literature was made. The information gathered presented encouraging statements and meaningful insight. When looking at writings concerned with programs that have components abroad, there appear to be outstanding peaks and depressions. As a brief illustration, the trend for interest on areas concerned with international education grew as the decade of the 1960's evolved and reached its peak between 1963-1968. The descent seems parallel to governmental support.

Bradley (1975) mentions the different views placed on bilingualism. He states that pedagogy has been concerned with bilingualism in connection with school organization and media of instruction. He tells us that as it concerns school organization bilingualism is the avenue through which children of limited English speaking ability (LESA) will be able to learn and perform, thus assuming an ongoing flow in the organizational structure of the schooling system. Bilingualism as a medium of instruction should provide the learner with the necessary understanding to acquire knowledge through

his mother-tongue, to evolve through a continuous transition to the learning of English, and acquisition of English dominance. These observations lead to the consideration of bilingualism as the avenue to an optimal educational panorama.

Mackey (1962) narrows the concept of bilingualism by describing it not as a phenomenon of language but as a characteristic of its use. To him, the usage of two languages is truly an individual's cognitive and subjective projection of the perspective that is broadened in a unique manner through the knowledge of two languages. He goes on to say that if language is the property of a group, bilingualism is the property of the individual.

The Bilingual Education Act of 1965, as amended in 1967, in its guidelines clearly define bilingual education as "instruction in two languages and the use of the two languages as mediums of instruction for any part or all of the school curriculum. Study of the history and culture associated with the student's mother tongue is considered an integral part of bilingual education" (Andersson & Boyer, 1970b, p. 8). For compliance with this statute, training for student teachers must be of such quality that it will provide optimal opportunities to allow for the trainee to gain fluency in the language that will be utilized to teach.

Since Mexican-American children were selected as the target population and Spanish as the second language

and as designing a model with immediate relevance to the area of the Southwest of the United States, where there is a large concentration of children with this background, the terms will refer to Mexican-American children and Spanish language throughout this work.

Fishman (1972) provides a theoretical orientation to the two major characteristics of bilingualism that have been identified; language and culture. He states that "language and culture together form the basic orientation toward reality of any given person or group of persons" and that, "it is impossible to maintain the use of a language without at the same time maintaining the rudiments of the basic orientation toward reality that the language represents" (p. 301). He stresses that the limits of a culture are at least in part circumscribed by the limits of a language. Language and culture are inextricably interwoven.

An important misconception pointed out by Andersson and Boyer (1970a) refers to the confusion between bilingual education and English as a Second Language (ESL). Some interpret ESL as a form of bilingual education when it is only an important component, "but unless the home language is used as a medium for the teaching a part of the whole of the curriculum (we believe) education cannot properly be called bilingual" (1970b, Appendix A and B).

The idea of training teachers specifically for bilingual-bicultural settings is an endeavor that may be very well directed by a statement of the Association for Supervision and Curriculum Development (1962): "whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are determined by our beliefs about the nature of man and his capacities" (p. 1).

Programs Identified in the United States

Search into pertinent literature yielded information that established concern for action toward international teacher training. Among the many suggestions for supplementing the type of student teacher placement which promotes a range of cultural experiences, the Educational Commission of the States (1969) made the following statement:

The practice or student teaching phase of a substantial number of prospective teachers should be carried out, at least in part, in another culture milieu, and this should include different cultural groups in our society as well as beyond the borders of the United States. (p. 54)

Interest in such programs and the knowledge that a number of colleges and universities were directing efforts that were diverse and scattered, prompted Kuschman (1972) to action. He worked on a nation-wide survey of colleges

and universities to document their involvement in overseas student teaching programs. Acknowledging the fact that there were no records of previous attempts, he contacted, through individually typed letters, all colleges and universities with 10,000 or more students. Those colleges and universities in the United States which sponsored or collaborated on overseas student teaching programs were identified. Of the 170 colleges and universities contacted in 50 states, the study identified and reported on 26 programs. (See Appendix A.)

A review of the literature indicated that little has been done in the area of research in student teaching in a foreign country. The searches performed through nationally recognized clearinghouses for educational literature turned to topics peripheral to the question.

Two information gathering procedures developed from the identification of Kuschman's (1972) study. They were the following: (1) investigation of selective literature (which is discussed in the review of selected literature and which will be dealt with in this chapter only as it pertains to research), and (2) contact through letters sent to those colleges and universities identified by Kuschman (1972).

Research has been performed at Michigan State University (MSU). Of those institutions which had reported

overseas teacher-training programs, MSU doctoral dissertations (Brady, 1972; Weston, 1972) specifically address this topic. Several characteristics of programs and response of student teachers to their experiences are acknowledged in both works.

American universities have been sponsoring overseas student teaching programs since 1965. The University of Southern California (USC), Boston University, Florida State University, Stetson University, Miami University of Ohio, and Michigan State University are among those most involved in overseas student teaching programs. "The major universities contributing to the overseas student teaching programs have been the University of Southern California and Michigan State University" (Brady, 1972, p. 49).

Both USC, which has had a program of student teaching overseas since 1966, and MSU, with its program since 1969, have assigned their students to American schools abroad. However, it is important to note that the student teachers are basically in American-sponsored schools in a foreign country. Michigan State University has assigned groups of student teachers to American schools in the Hague, England, Italy, and Holland (Brady, 1972).

The language (bilingual) aspect has not been a major component of their programs, but a marginal effect; since

student teachers participating in the project teach for the most part American students in a curriculum similar to that found in the United States, the acquisition and/or improvement in language competency was incidental. The ultimate goals of this program did not appear to have been the development of language competence and/or knowledge of the culture.

Brady (1972) concluded that: (1) the classroom student teaching experience appeared to be not significantly different whether undertaken in a Michigan public school setting or in an overseas American school. However, there are some additional benefits due to the closer personal contacts with supervising teachers and to being immersed in another culture; (2) the overseas teaching experience had a positive effect on the students in terms of understanding and appreciating their own and other cultures, and (3) the student teachers who were exposed to an overseas student teaching experience became more flexible and open minded as a result of their overseas experience.

Weston (1973) studied student teaching overseas as compared with university stateside student teaching with reference to the attitudes of worldmindedness and openness. In the development of a model for teacher training that involves the area of culture and as it is desirable to

enhance the student attitudes of worldmindedness and openness, it is pertinent to refer to the findings in this study. The author says that students who have trained overseas verbalize a newly found world view. Interviews with returning students indicate this feeling. As a counterpart to Brady, and considering that many educators insist that an emphasis on worldmindedness is crucial to teach education programs, Weston states that research into intercultural programs indicates that there is no foolproof way to assure that an intercultural contact does indeed increase an individual's world understanding. The discrepancy in findings remind us that attitudes may be deep-rooted and as Smith's (1953) and Taba's (1953) concurring findings may synthesize: the pre-existing values determine a person's ability to benefit from international travel.

It was essential in the design of this model to allow for as much training in the areas of language and culture (with its multiple components) as needed to promote a better understanding of both, so that the student teacher will be able to function in the new environment in a different language and with cultural awareness.

A review of the literature revealed that a number of institutions throughout the United States promote study in other countries in other academic areas.

International teacher-training experiences in a foreign country were found to have been initiated in the majority of cases within 1971-1972. Some of the programs identified sent their student teachers to American sponsored schools abroad. The student teaching was therefore done in English and the schools had American children and curriculum similar to that of schools in the United States.

From the large volume of information reviewed it can be concluded that:

- 1) international studies have been promoted largely in other fields
- 2) certified teachers are often subjected to grants and job opportunities abroad
- 3) the programs where student teachers were participating in the foreign schools were American schools abroad: language was English, the children were American, the curriculum similar to that found in typical American schools, and
- 4) very little has been done in the area of teacher training with study and/or field experience in a foreign country.

Kuschman's research (1972) on overseas student teaching programs recommends that professional organizations in

teacher education should devote increasing attention to what now appears to be a fragmented but important new development in teacher preparation. He recommends specifically that student teaching in a foreign country should be developed not as separate entities or extra program offerings but as integral components of teacher preparation.

The analysis of the literature review did not reveal any teacher training programs in the State of Texas with study and/or field experience in a foreign country. Continuing with the procedures it was decided to identify and contact those colleges and universities in the State of Texas that have teacher training programs with specific areas devoted to early childhood education and/or bilingual-bicultural components.

Taylor (1968) in a study for the American Association of Colleges for Teacher Education (AACTE) reported on some of the expectations shared on international education. It was an expectation of the study to encourage the improvement of teacher education by means of more effective consideration of world affairs as an integral part of every teacher's preparation. A part of the recommendations addressed by Taylor were:

- 1) study and, if possible, practice teaching experience should be arranged abroad

2) student teachers should be given educational experiences abroad as part of their teacher preparation curriculum

3) through arrangements made with foreign students already in the country, international projects should be developed between the foreign students and their American counterparts for joint or parallel studies and practice in education in this country and in the country of the foreign student's origin.

Programs in Texas

In the State of Texas, where the concern for bilingual-bicultural education has grown steadily, a number of institutions are presently involved in bilingual-bicultural teacher training. Andersson and Boyer (1970a) suggested that by training teachers effectively, institutions of higher education address the need that "education, to be effective, must utilize the child's own environment and experience as a foundation on which to build" (p. 28).

Peña (1975) updated the figures given by Swanson (1974) on bilingual education in the United States and concluded that there are approximately 1,000 bilingual education programs financed by federal, state, and local funds including special grants and private endowments. Involved in this figure are schools that present a need for one or

more bilingual teachers and which get some kind of aid. He stresses that the problem of shortage of well-prepared professionals appears continuously.

Among the works that concretely refer to the approach to be taken by the institutions of higher education, a doctoral dissertation from The University of Texas at Austin (Walsh, 1971) was devoted to laying a solid foundation and developing a rationale for bilingual education. This work highlights the nature of the bilingual school in which communication, through the language the child brings to school, and the awareness of the cultural diversity of the bilingual-bicultural child, are basic components in the process of educating teachers who will be able to promote learning in this setting. The author addressed the need for competent professionals in this area.

The idea of promoting the participation of student teachers in the international scene has been viewed as a viable alternative among those who are concerned with providing optional settings for teacher training. In addition, bilingual-bicultural education demands the active involvement of the prospective teacher in many ways. Further, the recommendation of the Education Commission of the States (1972) that the practice or student teaching phase of a substantial number of prospective teachers should be carried

out, at least in part, in another culture milieu, including different cultural groups in our society as well as beyond the borders of the United States, provided substantial impetus to the development of this model.

CHAPTER III

ANALYSIS OF NEEDS AND OBJECTIVES

Estimates of the total number of Spanish-speakers in the United States run anywhere from four million to ten million people, of whom approximately 80 per cent live in Arizona, California, Florida, New Mexico, and Texas. Varying statistics present figures indicating that about 15 per cent of the total population in the Southwest consists of Spanish-surname people.

Many different perspectives illuminate the picture of bilingualism in the Southwest. A singular historical briefing from Christian and Christian (1966) synthesizes one very important aspect: "when the treaty of Guadalupe-Hidalgo assigned the Mexican-Cession to the United States in 1848, its predominantly Spanish-speaking inhabitants became citizens of a new nation" (p. 280). Some deep-rooted feelings which might have resulted from this condition brought about by the treaty apparently have prevailed in different degrees. Andersson and Boyer (1970b) bring to light the event by stating "at this point the power shifted from the Spanish-speaking majority to the English-speaking minority and those who had fought on the Mexican side (not

all Spanish-speakers did) became a conquered people and second class citizens" (p. 107).

In a report by the Texas Woman's University, Bilingual Education Centro de Acción Program (1977), the following is mentioned concerning bilingual-bicultural teacher training in the State of Texas. Positive bilingual legislation has been approved, as is the case with various states. The Bilingual Education Act enacted by the 63rd Texas legislature (amended by the 64th legislature) allocated special monies for bilingual teacher training; the current session of the 65th legislature will be considering further legislation supporting bilingual programs in Texas. The Act also mandates bilingual instruction in kindergarten, first, second, and third grades in school districts having a 'minimum number of limited English-speaking ability' children.

Since the nature and scope of the mandate requires school personnel who can function effectively in a bilingual-bicultural classroom, the local school districts, regional education service centers, universities, and the Texas Education Agency have developed special programs for preparing teachers for certification in bilingual education (p. 6). It is mentioned in the same study that a recent report by the Texas Education Agency estimated that approximately 4,500 qualified teachers would be needed for bilingual education to meet the 1975 mandate issued by the Texas legislature.

The Bilingual Education Act (Title VII of the Elementary and Secondary Education Act) promotes learning. It provides for other languages to be spoken in the classroom to facilitate the transition from the language spoken by the child at home to English. It promotes English acquisition as it grants the child the opportunity to advance comfortably in an educational environment. It is the aspiration of bilingual programs, as Edwin Hindsman would state; that people are equally literate in two languages, who understand their own culture and other cultures, and have career and life-style options open to them (Andersson & Boyer, 1970b).

In conceptualizing the area of a teacher training program that would provide study and field experience in a foreign country, it was decided to follow two information gathering procedures to identify any programs that had the goal of aiding in the preparation of bilingual-bicultural teacher training programs by immersing the prospective teacher in the country where the language of the target population was spoken and in a setting identified as the mother culture of the child.

An investigation into the literature was made. A computerized system which gathers information nationwide was utilized and the outstanding findings are reported in Chapter II. It was found that a study had been made in 1972

identifying colleges and universities in the United States which reported programs with student teaching abroad. The next step, therefore, was to uncover additional information by sending individually typed letters to these and other colleges and universities. There were four groups to which letters were sent:

- 1) those colleges and universities identified by Kuschman (1972)

- 2) colleges and universities in the State of Texas that had been identified by the Texas Education Agency with approved bilingual-bicultural teacher training (Plan II) and/or kindergarten endorsement and/or Spanish as reported in the "Directory of Approved Programs in Texas Colleges and Universities for the Preparation of Teachers" (Texas Education Agency, 1977);

- 3) departments of education in the five states which have a significant Spanish-speaking population, and

- 4) selected professional groups and organizations.

In 1972 a research on overseas student teaching programs was sponsored by the American Association of Colleges for Teacher Education (fiscal agent), the Association of Teacher Educators, national affiliate of the National Education Association; the Council on Instruction and Professional Development, and the National Education Association.

Dr. William E. Kuschman (1972) in this "Survey of American Collegiate Participation" identified those colleges and universities in the United States which sponsor or collaborate on overseas student teaching programs. Out of a total of 170 colleges and universities contacted in the 50 states, 26 programs were identified and reported.

Letters were sent to the 26 institutions by this writer requesting information on their overseas student teaching programs (see Appendix E). The responses from the 26 institutions contacted nationwide yielded the following percentages:

1) those that had diverse programs with other areas of concentration and not related to this study totaled 50 per cent

2) twenty per cent reported that they did not have bilingual-bicultural teacher training and did not report any program with study, student teaching or field experience in a foreign country

3) thirty per cent did not respond.

All the information gathered from this source was studied and may be synthesized as follows:

1) many of the programs reported by Kuschman are now non-existent

2) the majority of the programs were involved with student teaching in Europe

3) of those programs identified with student teaching in Latin America, the teaching was done in English in American sponsored schools

4) the language spoken in the foreign country was not a determinant component of the program

5) the cultural component of those programs reported was viewed from the point of the experiences while abroad, not necessarily by the experience in the classroom where the student teacher would be immersed combining the language and culture of the country.

Texas Colleges and Universities

As was described previously, a list of colleges and universities that have bilingual-bicultural teacher training programs and/or kindergarten endorsement was compiled. Letters were sent to a total of 48 institutions (see Appendix B). The responses totaled 45 per cent of the total letters sent. Twelve per cent of these colleges and universities reported that their institutions were involved with some kind of training in Mexico. No institution reported bilingual-bicultural teacher training with study and field experiences in a foreign country.

The majority of responses encouraged the pursuit of a program which would include study, student teaching and/or field experiences in a foreign country.

State Departments of Education

Letters were sent to the Departments of Education of five states which have significant numbers of Spanish-speaking population; some were in turn sent to universities in those states. The responses from these institutions of higher education and state departments did not provide useful information. In some cases, the responses were irrelevant to the study. There was, however, some interest expressed in this project.

The responses to the letters sent to selected professional groups and organizations were most helpful. These organizations have printed information related to their programs and it was either included with the reply or mention of them was made accompanied with an order form (see Appendix D and F).

Exploration into Feasibility of the
Foreign Country Portion
of the Design

The need for experience based cross-cultural teacher training had been identified when this writer decided to look closer into the program's feasibility. A trip to Mexico City was scheduled. The gathering of information was conducted from December 1 to December 17, 1977. The major objectives in travelling to the proposed site were:

1. to explore the teacher education programs,
2. to explore the facilities available, and
3. to dialogue with pertinent teacher education authorities.

This same approach would be desirable in laying the groundwork for other countries.

This exploration provided the following information:

- 1) there are programs at the Bachelor's degree level that grant a teacher certificate with emphasis in early childhood education;
- 2) there are at least two teacher training institutions that welcome American students to practicums and lectures, joining their student teachers in their field experiences'
- 3) the director of the early childhood teacher preparation program in Mexico City agreed to consider the possibility of involvement in a program where their student teachers could study and participate in field experiences in the United States. The results of this study are welcomed for further consideration.

It is assumed that the same type of level of cooperation could be established regardless of what the target country was.

In support of the desirability of study in a foreign country, such as Mexico, for example, R. Carter, D. Christian, A. Peterson, teacher trainers at three different teacher training institutions in the United States, through correspondence with the writer state: "prospective teachers need positive affective and cognitive contacts with persons of minority cultures . . ." [studying in Mexico "will afford the participants the opportunity to develop positive attitudes and values toward Mexican-Americans by directly studying the Mexican portion of those people's heritage in a native setting."

CHAPTER IV

CONCEPTUALIZATION OF THE MODEL

As long as there are different monolingual communities . . . , there is likelihood of contact between them; this contact results in bilingualism. (Mackey, p. 51)

An increasing number of individuals are becoming involved with bilingual-bicultural education; an area that is in urgent need for action is early childhood education. Involvement in programs for bilingual-bicultural teacher training in the country has been growing steadily since 1968. It is assumed that the demand for qualified bilingual-bicultural teachers with early childhood education as a strong component of their professional formation is highly desirable.

The most recent publication of the Directory of Approved Programs in Texas Colleges and Universities for the Preparation of Teachers, lists a total of 33 public and private institutions certified for bilingual-bicultural programs (Foreman, 1977). As many as 48 colleges and universities in Texas were identified to have approved bilingual-bicultural teacher training and/or early childhood education programs (see Appendix B). A number of institutions prepare teachers seeking a bilingual endorsement to their present teaching certificate. Other programs prepare undergraduate education majors seeking a minor (or specialization) in bilingual

education. In addition, Texas authorized and founded language institutes for teachers currently teaching in bilingual settings without the appropriate endorsement. Although the demand for bilingual-bicultural teachers has been shown to be great, the number of individuals seeking their bilingual certification is relatively small because of the unusual apparent difficulty in achieving the required level of mastery in language and cultural awareness. Those programs which have strong language and culture components, however, appear to have been successful.

The language component, one of the determining factors of a quality program, is emphasized according to the degree of bilingualism expected. The time spent with this component might reduce the time spent on other areas of the program.

The framework for the description of the language characteristic is outlined by Mackey (1962) as a developing-attaining qualitative process, as he described: Bloomfield considered bilingualism as "the native-like control of two languages"; then Haugen states "complete meaningful utterances in the other language." Mackey suggests that this concept be further extended to include "contact with possible models in a second language and the ability to use these in the environment of the native language" (p. 52).

Mackey (1962) also describes the process by which bilingualism may be assessed; giving us guidelines so as to

make it possible to plan and promote learning accordingly. He indicates that one involved in bilingualism should consider that "bilingualism is a relative concept." Bilingualism is a question of: 1) degree, knowledge, and usage of the language; 2) function, the part played by the languages in the total pattern of behavior; 3) alteration, the conditions and the degree to which a person can change from one language to the other; and 4) interference, the extent to which the person is able to keep the two languages apart and/or fuse them.

Language as a major component in the conceptualization of the model will be dealt with in terms of the bilingualism desired, i.e., the degree of knowledge, function, alteration and interference, as inclusive factors in determining the emphasis in language proficiency. Therefore, extent and priorities are set and the possibility of bilingualism as such gains dimension. (Refer to program goals page 45.). Mackey refers to this functional approach as a "broadening of the concept of bilingualism due to the realization that the point at which a speaker of a second language becomes bilingual is either arbitrary or impossible to determine" (1962, p. 53).

The model presented in this study is designed to concentrate on the areas of early childhood education and bilingual-bicultural education simultaneously. Based on the

preceding information, then, a guideline which provides the varying degrees of bilingualism required is available, having in mind that the aim is for the teacher to develop the ability to use Spanish (in this case) as well as English as a medium of instruction in an early childhood education setting. In the model, the degree of bilingualism expected would help to determine the percentages assigned to this component. (Refer to Appendix H.)

An examination of this model as it is conceptualized reveals strong emphases in the language and cultural aspects which are reinforced by study and field experiences in the country where the target language is spoken and the mother-culture is represented.

The training prior to the foreign study component should provide the prerequisites for a successful and gratifying learning experience. This prior training would include the early childhood education component which would include both universal knowledge in the field and study directed toward an understanding of the target population (in this case the Mexican-American).

Culture cannot be learned solely from a textbook inside a classroom. The cognitive and the affective dimensions of culture are intimately linked to its definition. The knowledge acquired at the teacher education institution should culminate in cultural involvement as the student

participates in everyday experiences and classroom activities abroad. Components such as those that relate to the study of culture, i.e., history, sociology, anthropology, and the arts, will be highlighted by study and field experience in the foreign country.

This model is designed to provide the prospective bilingual-bicultural teacher with unique linguistic and cultural competencies, since it provides for a unique orchestration of language competencies, bilingualism, cultural awareness and early childhood skills in a foreign country where the language of the target population is spoken and in a classroom environment that will provide for cultural confrontation.

Program Design

In the first chapter of this work the need for qualified early childhood bilingual-bicultural teachers was outlined. In Texas, only one-fourth of all the people who hold a bilingual endorsement have obtained it through an undergraduate university program. The balance have received their endorsements through language and culture institutes of relative short duration. This model is presented as an alternative for the preparation of bilingual-bicultural teachers with an emphasis in early childhood education.

One definition of a model has been provided by UNESCO (1975) as the provision of theoretical and organizational framework to serve as a guideline for teacher education or education in general. Bilingual education programs, because of their nature, demand diversity. The need has been identified for programs that will provide guidelines to the fulfillment of quality and option for a different approach. Much attention and concern has been demonstrated by the Federal government and by the institutions of higher learning to provide for means to promote bilingual-bicultural teacher training.

The foreign study component of this model applies to approximately 10 to 15 percent of the total requirements for an undergraduate degree in elementary education with emphasis on bilingual-bicultural early childhood education.

The distinctive features of this model are:

- 1) the design should be applicable to any teacher training curriculum throughout the country.
- 2) prerequisites which assure an appropriate language background.
- 3) provision for a faculty member from the home institution to coordinate, train, assist, and accompany students throughout their experience in the foreign country.
- 4) partial training of student teachers in the foreign country where the target language is spoken and the mother

culture is represented, including field experiences and formal classroom instruction in the language and culture.

5) provision of field experiences in both a bilingual setting in the United States and a monolingual target language setting in a foreign country.

6) provision for the trainees to live with a host family in a foreign country.

Assumptions

The model is based upon the following assumptions:

1) that most undergraduate programs consist of 30 to 45 hours (25 to 35%) of basic general education (academic foundations).

2) that the program is competency based comprising six major areas: language, culture, early childhood education, behavioral and social sciences, professional education and study and field experience in a foreign country.

3) that methods courses, as well as field experience and study in a foreign country, will utilize both languages for lectures and practicums; i.e., courses will be taught in English and/or the target language (in this case Spanish).

4) that this portion when incorporated into an existing program will be unique.

Program Goals

To be able to meet the goals and objectives of the program it is necessary that the student be part of the

program during the junior and senior years of the bachelor's degree program. This portion of a program is designed to adhere to the requirements for teacher certification in the State of Texas and should be able to be made part of any teacher training plan which offers bilingual-bicultural certification.

The goal for the design of this model is to prepare competent bilingual-bicultural teachers. The goal of the foreign study component of the model is to increase language proficiency and knowledge of the culture of the target population.

Objectives of the Foreign Study Component

It is theorized that the prospective teacher, through study and field experience in a foreign country, will enhance his/her sensitivity to children of other cultures, as well as increase the awareness to differences in environments and their effect on children. The student teacher will develop sensitivity to children's feelings, reactions, and responses in different cultural settings. (See Appendix I.)

The specific objectives of this component are:

- 1) the development of language proficiency.
- 2) the development of cultural understanding through knowledge in areas of history, anthropology and sociology which relate to the cultural heritage of the child.

3) increase the understanding of the bilingual child.

These objectives will be achieved through the following activities.

1) scheduled trips to museums.

2) scheduled trips to historical sites.

3) scheduled trips to markets and sites where crafts are made.

4) schedule attendance to art performances.

5) formal study of the language.

6) formal lectures in history, sociology, anthropology and the arts.

7) scheduled portion of program in the classroom where interaction with children will take place.

8) scheduled conference with educators of that country.

9) interaction with the host family.

10) community involvement.

11) time spent in personal exploration of country.
(See Appendix J.)

Program Implementation

In order to participate in the foreign study component the student is expected to have successfully completed the university-wide academic foundations. The student is also expected to have completed certain prerequisite education courses and an orientation to foreign study seminar.

The foreign study component is designed to be incorporated into an existing teacher education program, but may be added if circumstances should dictate. Normally, this component accounts for approximately 10 to 15 percent of the total program.

Selection of Students

Any student who meets the requirements for bilingual teacher training should qualify. It is assumed that students who have been selected have accepted to further the necessary arrangements for travel to a foreign country. After the final selection of students has been made, they will be assigned to an orientation seminar.

Orientation Seminar

An orientation seminar equivalent to a three hour course is included in order to prepare the student adequately for the foreign study experience. This seminar is designed for the purpose of assessing and aiding in the preparation of the student for the study and field experience in a foreign country. Interdisciplinary components such as language training, history, sociology and the arts of the target population will be included. The participation of several areas, as designed, will require considerable support from the institution of higher education and faculty involved.

Objectives of the orientation program include the following:

- 1) to clarify the desirable goals for the study and field experience in a foreign country
- 2) to plan and specify the time that will be spent in the foreign country (six or twelve weeks)
- 3) to determine the level of proficiency the student has in the foreign language
- 4) to determine the cultural familiarity the student has with the future host country
- 5) to assess the overall qualifications of the student, including language proficiency and culture, and provide direction in strengthening the areas in need.

Activities include:

- 1) determination of student's expectations
- 2) lectures and discussions regarding the language and culture of the target group
- 3) outlining specific areas for concentration
- 4) discussing the importance of involvement among students that have participated in this experience, with those students that are considering it.

Field Experience Requirements

While abroad, the student is required to attend lectures, the field experiences, and to participate in a

classroom setting as a student teacher in the foreign country. The prospective teacher is expected to represent the country of origin in the best of his/her ability. The same rules and regulations (e.g., attendance) that apply at the college or university that sponsors the program, apply in the foreign country.

The student will be required to take two examinations towards the last week in the foreign country. The language proficiency examination will be given in such manner that the following aspects will be considered: 1) the ability to recognize and comprehend the variations of regional and social dialects of the target language; 2) the ability to instruct and conduct school activities with a specified degree of fluency in the target language; and 3) the ability to communicate in the target language with the parents and school personnel about student and school related matters.

The student will be required as well to take an examination comprehending the cultural component of the study in the foreign country.

The student teacher will student teach under the supervision of the institution granting the degree. The number of credits earned for the foreign study component will be determined by the requirements of the degree-granting institution.

The professional field experience in a foreign country does not substitute for, but rather is in addition to, the student teaching requirement for certification mandated by appropriate state regulations governing certification.

While abroad, the student will participate in the activities of an early childhood classroom setting, assuming teacher aide responsibilities. The language of instruction will be that of the host country (see Appendix J).

Study and Field Experience

As stated previously, the foreign study component comprises approximately one third of the professional field experience portion or five per cent of the total program. This segment would translate into 6 to 7 semester hours. The remainder of the foreign study component (i.e., the formal language and culture instruction) would be used to satisfy requirements in the academic foundations and/or related studies (see Appendix H).

Field experiences are referred to as those happenings that will be planned for the student in a foreign country and wherein the student is expected to participate. These field experiences will pre-suppose the verbal interaction of the student in the language spoken in the foreign country. With the criteria that as Fischman states: A set of relations among language, culture and the reality

perceptions of those members of the culture who speak a given language is stated as an axiomatic position" (p. 300).

It is understood that the student will have numerous experiences throughout the trip that are not specially planned but will enhance the quality of the program. Also, the field experiences will be flexible enough to accommodate changing opportunities and conditions.

Program Constraints

Obviously this model is an expensive proposition. Initially only those who can afford it may participate. However, other sources for financing to allow wider student participation should be explored.

Responsibilities of University

It is the responsibility of the degree-granting institution to:

- 1) facilitate the on-going progress of this segment of the teacher training program,
- 2) provide professionals who will make the program function successfully,
- 3) establish an on-going current of communication between both teacher training institutions in a foreign country and in the United States.

Responsibilities of the
Program Coordinator

The position of coordinator of this program calls for a person that will strive to be the cadre who promotes the fulfillment of the goals and objectives of this program. This person will coordinate student teachers and others interested in developing the necessary qualifications for a bilingual-bicultural certification.

The responsibilities of this position involve:

- 1) coordinating efforts from both teacher training institutions
- 2) serve as a liaison between the student teachers and the host schools in a foreign country
- 3) selecting students that will participate in the program
- 4) orientation of student teachers participating in the program
- 5) supervision of student teachers while abroad
- 6) evaluation of student teachers while abroad
- 7) arranging travel and organizing for the necessary documentation.

A description of the desired qualifications of program coordinator:

- 1) a bilingual educator
- 2) knowledgeable of cultures involved

3) be able to conduct the responsibilities listed previously.

Responsibilities of the Supervising Teacher

The supervising teacher will be a certified professional in the foreign country. Acceptance of a student teacher in her classroom implies commitment to the overall objectives of the program.

The teacher will accept responsibility for aiding the student teacher when necessary; specifically when language problems arise. The teacher will address the needs of the student teacher which are basically to gain fluency in the language and become acquainted with the cultural heritage of the children in the classroom.

The setting will be a typical early childhood classroom in the foreign country where the language spoken is that in which the student teacher is developing proficiency. The culture of the people of that country will be evidenced in the classroom and the supervising teacher will take the responsibility for answering questions and instructing the visiting student teacher in areas of culture.

Responsibilities of the Host School

The host school will accept a foreign student teacher and will assign him/her to an early childhood classroom.

It is the responsibility of the host school to confer with the staff and spell out the obligations of the teacher towards the visiting student teacher. It will be clear that the major emphasis in the experience of the student teacher in the classroom shall be the continuing language practice and the experiential involvement in the classroom, where the culture is manifested.

Curriculum Design

The point of departure in designing this model for bilingual-bicultural early childhood teacher training is that the basic university-wide requirements will be met. Throughout the country, this liberal arts requirement typically amounts to from 30 to 45 credit hours in the following areas: American history, economics, sociology, English, fine arts, foreign language, government, mathematics and/or science, philosophy and physical education.

The total number of credit hours required for a bachelor's degree is 124 in the State of Texas. (This number may vary in different states.) For the purpose of this model it is useful to convert credit hours to program percentages as follows:

| | | |
|--|-------------------|-------------------|
| Academic Foundations | 25% | to 35% |
| Area of Specialization - Bilingual Education (or minor) | 20% | 20% |
| Courses Related to Elementary Curriculum | <u>10%</u> 55% | <u>10%</u> 65% |
| Professional Education | | |
| Early Childhood Education - (Bilingual Education) Including Methods courses) | <u>20%</u> 75% | <u>20%</u> 85% |
| Professional Field Experience or Practicum (Including student- teaching) | 15% | 10% |
| | <u>90%</u> | <u>95%</u> |
| Health and Physical Education Courses | <u>5%</u> 95% | <u>5%</u> 100% |
| *Electives | 5% | 0% |

It is with the intention to enhance the opportunity for acquisition of language and culture together, major components in the description of a bilingual-bicultural program, that this alternative is proposed. The student teacher or others interested in a bilingual-bicultural certificate will undergo training throughout the complete program or by participating at least in the orientation course. Thereafter they will travel to the country where the target language is spoken (in this case Mexico), and where the cultural heritage is present. The students will participate in study and field experiences in a foreign country and will be

assigned to early childhood classrooms. Credit hour equivalents are incorporated into the other degree requirements.

By participating in the program and successfully completing the requirements, six credit hours may be gained through six weeks in the foreign country and as many as twelve credit hours for twelve weeks participation (see Appendix J).

Bilingualism is the property of the individual. It is proposed to train the student teacher in such a way that their bilingualism may project to a better understanding of the whole child, particularly as it refers to a target group from a specific cultural and linguistic background. Combining the language and cultural components into a unified foreign study field experience enhances both language development and cultural awareness toward the reality of any given person or group.

Evaluation

The evaluation of this model pertains only to that portion of the program that differs from the standard teacher training curriculum. The evaluation is designed to test the efficacy of the model and focuses attention on the foreign study component. Since the ultimate value of the model as a component of a teacher education program must manifest "pay off" in the form of a more competent

bilingual-bicultural early childhood education teacher, it will be necessary to include criteria for evaluating the quality of the student's senior student teaching experience, in addition to the immediate evaluation of the six to twelve week foreign study component.

The evaluation design will include the following:

1) the target language component: that proposed to develop competency in oral, written and comprehensive skills, to enable the teacher to use the language as a medium of instruction

2) the cultural component; that proposed to develop knowledge, familiarity and understanding of the history and culture of the target population and geographic areas associated with the language

3) the classroom observation participation component; that portion which provided classroom contact with children of the target population in the foreign country.

4) the participation in daily activities in a different societal context

5) the evaluation during their senior student-teaching in a bilingual-bicultural classroom.

The evaluation of the student teachers who have participated in study and field experience in a foreign country may be compared with a group of students who have not had this experience. The evaluation of the performance in a

bilingual-bicultural setting should be designed to assess such competencies as the following:

- 1) the ability to conduct classroom and school activities in the target language
- 2) the ability to communicate about students and school-related matters in the target language
- 3) the ability to interact with the child of the target population. It is anticipated that the program directors will develop their own instruments to meet their own objectives. Instruments such as the BECA final evaluation form (Travelle, 1974) contained in Appendix K might be utilized for this purpose.

Participants in this program may react to their experience by responding to an opinionnaire designed to select their opinions regarding the following: the sponsoring institution and the coordinator; the supervising teacher, the study component and the classroom participation and field experience.

Area Related to the Sponsoring
Institution and the Coordinator

- 1) the orientation seminar
- 2) the coordinator
- 3) the evaluation of participation in the program
- 4) selection and organization of field experiences
- 5) the selection of housing and transportation
- 6) the arrangement of all practicalities.

Area Related to the
Supervising Teacher

- 1) the understanding of the program
- 2) the understanding of the competencies to be attained
- 3) the acceptance of the student-teacher
- 4) communication with student, comments and recommendations
- 5) help with language
- 6) overall experience in the host school.

Area Related to Study and
Field Experiences and Classroom
Involvement in a Foreign Country

- 1) the language practice
- 2) the contract with the children of the target population
- 3) the significance of the previous background language and culture (preparation) study
- 4) the contact with other participants in this program
- 5) the experience of living with a family of the target culture
- 6) the study and scheduled field trips
- 7) the adjustment to a different culture. (See Appendix M for sample of items that can be utilized.)

Practicalities

The practical aspects for preparing, enrolling, planning, and travel are referred to in Appendix N.

Suggestions for Research

The student teaching office of the college or university involved may establish a committee to evaluate the segment of the program where the student teacher studied in a foreign country. Effects of the study and field experiences may be assessed through language proficiency examinations. The cultural aspect of the program may be evaluated by the pre-test-post-test given to students who participate in the orientation course and upon their return from the study and field experience in a foreign country. A survey will be developed with a view of the specific program goals and objectives.

It is suggested that the sponsoring institution set up a research design that would compare students that will participate in programs based on this model with other students in the bilingual-bicultural early childhood program that do not participate in this optional portion. The hypothesis of this research would refer to the significance of the differences, if any, of the teaching competencies of the two groups as shown in the bilingual-bicultural setting

in the United States. The assessment should be developed in the following areas:

- 1) language proficiency
- 2) awareness and knowledge of cultural facts
- 3) demonstrated competence as a qualified bilingual-bicultural teacher
- 4) demonstrated attitudes of the student teacher toward the bilingual child and his cultural background.

Followup studies may be designed as programs are established. This study may be implemented as the number of returning participants are employed. It is through the positions that the ex-participants will hold, that the relative effects of this student teaching experience can be measured.

As this model is presented as a viable alternative to better prepare bilingual-bicultural teachers, research into alternatives for funding this program is suggested. So that students have equal accessibility to participate in such a program, investigation into sources of supplementary income, possibility of appropriating money, grants, etc., should be conducted.

Research into other countries' solutions to bilingual-bicultural teacher training may also yield useful data for the construction of viable alternatives for the preparation of bilingual-bicultural teachers.

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BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

COLLEGES AND UNIVERSITIES IN THE UNITED STATES
WHICH SPONSOR OR COLLABORATE ON
OVERSEAS STUDENT TEACHING
PROGRAMS

Colleges and Universities in the United States which Sponsor or Collaborate on Overseas Student Teaching Programs, Kuschman, W. E., 1972.

Alabama

University of Alabama, College of Education

California

University of the Pacific, School of Education
University of Southern California, Department of
Teacher Education

Colorado

University of Northern Colorado, Division of Educational
Field Experiences

Connecticut

The University of Connecticut, School of Education

Florida

The University of Florida, College of Education

Illinois

Illinois State University, Department of Professional
Laboratory Experiences
Southern Illinois University, College of Education

Iowa

Iowa State University, Office of Elementary Education

Michigan

Central Michigan State University, College of Education
Michigan State University, College of Education

Minnesota

Mankato State College, School of Education
Moorhead State College, School of Education

New York

State University College at Plattsburgh
Syracuse University, School of Education

North Carolina

Western Carolina University, School of Education
and Psychology

Ohio

Bowling Green State University, Department of Education
Kent State University, College of Education
Miami University, Office of Student Teaching
The Cleveland State University, College of Education
Wittenberg University, International Student Teaching
Program

Oregon

Oregon State University, School of Education
University of Oregon, College of Education

Pennsylvania

University of Pittsburgh, School of Education

South Dakota

South Dakota State University, School of Education

Wisconsin

Wisconsin State University at River Falls, College
of Education

APPENDIX B

COLLEGES AND UNIVERSITIES IN THE STATE OF TEXAS WITH
APPROVED BILINGUAL-BICULTURAL TEACHER TRAINING
AND/OR KINDERGARTEN ENDORSEMENT IDENTIFIED
BY THE TEXAS EDUCATION AGENCY, 1977

COLLEGES AND UNIVERSITIES IN THE STATE OF TEXAS WITH
APPROVED BILINGUAL-BICULTURAL TEACHER TRAINING
AND/OR KINDERGARTEN ENDORSEMENT IDENTIFIED
BY THE TEXAS EDUCATION AGENCY, 1977

Abilene Christian University
Abilene, Texas 79601
Dr. Bill J. Humble
Vice President for Academic Affairs

Angelo State University
2601 West Avenue North
San Angelo, TX 76901
Dr. Fred L. Mahler
Dean of College of Professional Studies

Baylor University
Waco, TX 76703
Dr. L. V. McNamee, Dean of Education

Bishop College
3837 Simpson-Stuart Road
Dallas, TX 75241
Dr. Richard A. Rollins, Dean of College

Dallas Baptist College
P. O. Box 21206
Dallas, TX 75211
Mr. Jim Willis, Director of Public Information

East Texas State University
East Texas Station
Commerce, TX 75428
Dr. W. E. Truax, Dean, College of Education

Hardin-Simmons University
Abilene, TX 79601
Dr. Jack Longbotham, Chairman, Division of Education

Houston Baptist University
7502 Fondreu Road
Houston, TX 77074
Dr. Alma M. Leavell, Chairman of Education

Howard Payne University
Brownwood, TX 76801
Mr. William D. Jackson, Academic Dean

Incarnate Word College
4301 Broadway
San Antonio, TX 78209
Dr. Larry Hufford, Academic Dean

Lamar University
Beaumont, TX 77710
Dr. Marvin L. McLaughlin, Dean, School of Education

Mary Hardin-Baylor College
M.H-B Station
Belton, TX 76513
Dr. Donald Jernigan, Vice President of Academic Affairs

McMurry College
Abilene, TX 79605
Dr. Tyrone Black, Vice President of Academic Affairs

Midwestern State University
3400 Taft Boulevard
Wichita Falls, TX 76308
Dr. Clarence L. Darter, Dean of School of Education

Our Lady of the Lake University of San Antonio
411 S.W. 24th Street
San Antonio, TX 78285
Dr. John Sullivan, Director of Education

Pan American University
1201 West University Drive
Edinburg, TX 78539
Dr. Fred J. Cunningham, Dean of Education

Prairie View A&M University
Prairie View, TX 77445
Dr. William W. Clem, Director of School Education

Saint Edward's University
3001 South Congress Avenue
Austin, TX 78704
Bro. Henry G. Altmiller, Academic Dean

Sam Houston State University
Huntsville, TX 77340
Dr. Suler E. Ryan, Dean of Education

Southern Methodist University
Dallas, TX 75275
Mr. Roger J. Sherman, Director of Information Service

Southwest Texas State University
San Marcos, TX 78666
Dr. James J. Garland, Dean for School of Education

Southwestern Union College
Keene, TX 76059
Dr. Helen W. Evans, Academic Dean

Southwestern University
University Avenue
Georgetown, TX 78626
Dr. J. S. Custer, Vice President, Educational Services

Stephen F. Austin State University
Nacogdoches, TX 75961
Dr. Robert T. McKibben, Dean of School of Education

Sul Ross State University
Alpine, TX 79830
Dr. Richard J. Bain, Director of Division of Teacher Education

Tarleton State University
Tarleton Station
Stephenville, TX 76402
Dr. L. C. Purvis, Dean of School of Education

Texas A&I University
Santa Gertrudias
Kingsville, TX 78363
Dr. John W. Glock, Dean of Teacher Education

Texas A&I University at Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78411
Dr. Wallace Davis, Dean, College of Education

Texas A&I University at Laredo
P. O. Box 537
Laredo, TX 78040
Dr. Manuel Pachero, Dean

Texas A&M University
College Station, TX 77843
Dr. Frank W. R. Hubert, Dean of Education

Texas Christian University
Fort Worth, TX 76129
Dr. Herbert F. Lagrone, Dean of Education

Texas College
2404 North Grand Avenue
Tyler, TX 75701
Dr. John P. Jones, Academic Dean

Texas Eastern University
3900 University Boulevard
Tyler, TX 75701
Dr. Robert L. Cox, Dean, School of Education

Texas Lutheran College
Seguin, TX 78155
Rev. Luther Oelke, Assistant to the President

Texas Southern University
3201 Wheeler Street
Houston, TX 77004
Dr. James B. Jones, Dean of Education

Texas Tech University
Lubbock, TX 79409
Dr. Robert Anderson, Dean of Education

Texas Wesleyan College
P. O. Box 3277
Fort Worth, TX 76105
Dr. J. Birney Gross, Dean of the College

The University of Houston
3801 Cullen Boulevard
Houston, TX 77004
Dr. Robert B. Howsam, Dean of College of Education

The University of Houston at Clear Lake City
2700 Bay Area Boulevard
Houston, TX 77058
Dr. Rosemary Pledger, Dean, School of Professional Studies

The University of Houston at Victoria Campus
2302 C. Red River
Victoria, TX 77901
Dr. James J. Wong, Dean of Academic Affairs

The University of Texas at Austin
Austin, TX 78712
Dr. Lorrin Kennamer, Dean of Education

The University of Texas at Dallas
P. O. Box 688
Richardson, TX 75080
Dr. Clifton S. Harris, Director of Teacher Education

The University of Texas at El Paso
El Paso, TX 79968
Dr. Norma G. Hernandez, Dean of Education

The University of Texas of the Permian Basin
Odessa, TX 79762
Dr. J. L. Calwell, Dean of Arts and Education

The University of Texas at San Antonio
San Antonio, TX 78285
Dr. Beverly J. Gibbs, Vice President of Academic Affairs

Trinity University
715 Stadium Drive
San Antonio, TX 78284
Dr. John H. Moore III, Dean of Education

University of Saint Thomas
3812 Montrose
Houston, TX 77006
Dr. James T. Sullivan, Executive Assistant
for Academic Affairs

West Texas State University
Canyon, TX 79016
Dr. Gail Shannon, Dean, College of Education

APPENDIX C

OFFICES CONTACTED IN FIVE STATES

OFFICES CONTACTED IN FIVE STATES

Arizona State Superintendent's Office
Suite 165, State Capitol Building
Phoenix, AZ 85005

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

Florida State Superintendent's Office
Tallahassee, FL 32304

New Mexico State Superintendent's Office
Santa Fe, NM 87501

Commissioner C-ordinating Board
Texas College and University System
P. O. Box 12788, Capitol Station
Austin, TX 78711

Arizona Board of Higher Education
State Education Building
1525 W. Jefferson
Phoenix, AZ 85015

Coordinating Council for Higher Education
1020 - 12th Street
Sacramento, CA 95814

Florida Board of Regents
107 West Guines Street
Tallahassee, FL 32304

Board of Educational Finance--Higher Education
130 S. Capitol Place
Santa Fe, NM 87501

Assistant Commissioner for Teacher Education
and Institutional Services
Texas Education Agency
Austin, TX 78711

APPENDIX D

PROFESSIONAL GROUPS AND ORGANIZATIONS

PROFESSIONAL GROUPS AND ORGANIZATIONS

Academy for Educational Development
World Studies Data Bank
680 Fifth Avenue
New York, NY 10019

American Federation of Teachers
11 DuPont Circle, N.W.
Washington, DC 20036

American Association of Colleges for Teacher Education
One DuPont Circle, N.W.
Washington, DC 20036

American Association of State Colleges and Universities
One DuPont Circle, Suite 700
Washington, DC 20036

Board of Foreign Scholarships
(Mutual Educational and Cultural Exchange
Act 1961, The Fulbright-Hays Act)
U.S. Department of State
Washington, DC

Bureau of Educational and Cultural Affairs
U.S. Department of State
Washington, DC 20052

Center for Applied Linguistics
1611 Kent Street
Arlington, VA 22209

Coordinating Council for Higher Education
1020 - 12th Street
Sacramento, CA 95814

Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017

Director of Multicultural Education
Dr. Charles R. Payne
Ball State University
Muncie, IN 47306

English Teaching Fellow Programs
U.S. Information Agency (I.C.S.)
Washington, DC 20547

Institute of International Education
809 United Nations Plaza
New York, NY 10017

International Schools Services
126 Alexander Street
Princeton, NJ 08540

Mennonite Central Committee
21 South 12th Street
Akron, PA 17501

Modern Language Association
62 Fifth Avenue
New York, NY 10011

National Education Association
Committee on International Relations
1201 Sixteenth Street, N.W.
Washington, DC 20036

National Center for Information on Careers in Education
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

National Association for Foreign Student Affairs
1860 - 19th Street, NW
Washington, DC 20009

Organization of American States
17th Street and Constitution Avenue, N.W.
Washington, DC 20006

Peace Corps Office of Volunteer Placement
1717 H Street, N.W.
Washington, DC 20525

Teacher Exchange Section, International Exchange Branch
Division of International Education
Office of Education
U.S. Dept. of Health, Education, and Welfare
Washington, DC 20202

Teachers of English to Speakers of Other Languages
Attention: Dr. James E. Alatis
School of Languages and Linguistics
Georgetown University
Washington, DC 20007

BILINGUAL ORGANIZATIONS CONTACTED

Dissemination and Assessment Center
for Bilingual Education
7703 North Lamar Boulevard
Austin, TX 78752

National Bilingual Education Clearinghouse
1500 Wilson Boulevard
Rosslyn, VA 22209

Spanish Speaking American Affairs
Office of Education
Washington, DC 20202

Southern Methodist University
Bilingual Chicano Studies
Dallas, TX 75275

Southwest Educational Development Laboratory
Austin, TX

APPENDIX E

LETTER

Dear Sir:

Our University is in the process of gathering information regarding bilingual teacher training programs for both bilingual teachers and early childhood-kindergarten teachers. We are specially interested in those programs which include study and/or student teaching, or field experiences, in a foreign country.

Any information that you are able to share with us will be most useful and deeply appreciated.

Sincerely,

Claudia G. Sittig

APPENDIX F

PROGRAMS AND MATERIALS RECEIVED FROM THE FOLLOWING

American Federation of Teachers
American Association of Colleges for Teacher Preparation
Board of Foreign Scholarships
Bureau of Educational and Cultural Affairs
California Education Commission
Center for Applied Linguistics
Council on International Educational Exchange
Education Service Center, Region X, Richardson, TX
Institute on International Education
Michigan State University
Organization of American States
Peace Corps Program
Teachers of English to Speakers of Other Languages
World Studies Data Bank

APPENDIX G

RANGE OF PERCENTAGES OF CURRICULUM AREAS

RANGE OF PERCENTAGES OF CURRICULUM AREAS

| | | |
|-----|---|-----|
| 25% | Academic Foundations | 35% |
| 5% | Health and Physical Education | 5% |
| 20% | Area of Specialization Bilingual-Bicultural Education or Minor | 20% |
| 10% | Courses Related to the Elementary Curriculum | 10% |
| 20% | Professional Education Early Child- Education (Bilingual-Bicultural Education including Methods Courses) | 20% |
| 15% | Professional Field Experience or Practicum (including Student Teaching) | 10% |
| 5% | Electives | |

100%

100%

APPENDIX H

PROGRAM COURSES

PROGRAM COURSES

First Week

Lecture: Schooling in the Foreign Country
Visits to schools
Assignment in the host schools

Second Week

Lectures: Cultural Background
Visits: At least three visits to the museum of history
and/or anthropology

Third Week

Lecture: Historical Events
Visits: Several historical sights

Fourth and Fifth Week

Lectures: The Arts. Music, Painting, Sculpture, Literature, Poetry, and Dance
Visits to schools in relevant areas and attend performances
Visit to centers where arts and crafts are being made

Sixth Week

Lectures on Contemporary Issues
Attend conferences and/or visit with educators of the
country

APPENDIX I

SAMPLE OUTLINE OF CREDIT HOUR REQUIREMENTS IN THE
STUDY AND LABORATORY EXPERIENCE IN A
FOREIGN COUNTRY

SAMPLE OUTLINE OF CREDIT HOUR REQUIREMENTS IN THE
STUDY AND LABORATORY EXPERIENCE IN A
FOREIGN COUNTRY

| | Summer I | Summer II | |
|------------------------------|---|---|------------------------------|
| | Six Weeks | Six Weeks | |
| Three credit hours | Class 1 1/2 hrs. 5 times a week Total 45 hours | Class 1 1/2 hrs. 5 times a week Total 45 hours | Three credit hrs. |
| Three - four credit hours | Professional Laboratory Experience 3 hours 5 times a week Total 45 hours | Professional Laboratory Experience 3 hours 5 times a week Total 45 hours | Three - four credit hours |
| 6 - 7 credit hours | | | 6 - 7 credit hours |

APPENDIX J

PROPOSED STUDY AND FIELD EXPERIENCES
IN MEXICO CITY

PROPOSED STUDY AND FIELD EXPERIENCES IN MEXICO CITY

First Week

Lecture Schooling in Mexico
Visits to Government and Private Schools
Assignment in the Host Schools

Second Week

Lectures in Pre-Columbian Cultures and their influence to
our day
At least three visits to the Museum of Anthropology (three
major areas)
Trips to sites: Teotihuacan, Cholula

Third Week

Lectures Important Historical Events
Visits to several colonial sites with study of blend of
cultures as shown in architectural influences throughout
different periods. Visits to churches, Guadalupe Shrine,
cathedral, historical monuments; Cuahutemoc Monument,
Chapultepec Castle, National Palace

Fourth Week and Fifth Week

Lectures on art. Muralism in Mexico, Folkloric Dance, etc.
Visit school of dance, attend a performance of the Folkloric
Ballet at the Palace of Fine Arts
Visit the sights of Muralism, its portrayal of the struggle
for independence and the Revolution
Visit centers where arts and crafts are being made.

Sixth Week

Lectures on contemporary issues
Attend lectures and/or visit with educators of the country.

APPENDIX K

FINAL EVALUATION FORM

PROJECT BILINGUAL EDUCATION
CENTER FOR ACTION

FINAL EVALUATION FORM

PROJECT BILINGUAL EDUCATION CENTER FOR ACTION

NAME _____ DATE _____

GRADE ASSIGNMENT _____ SCHOOL _____

COOPERATING TEACHER _____ UNIVERSITY SUPERVISOR _____

Please indicate your evaluation of the BECA student teacher by circling in the scale at the right of each item. Think in terms of growth made by the student as well as her final achievement.

(Key: 5 Superior; 4 Better than Average; 3 Average; 2 Fair;
1 Poor (seriously deficient))

I. PERSONAL QUALITIES

Appearance (dress, neatness, cleanliness, posture, etc.) 5 4 3 2 1

Effectiveness of Speech (voice quality, control, volume) 5 4 3 2 1

Use of English

Oral Expression (pronunciation, correct usage,
vocabulary, etc.) 5 4 3 2 1

Written Expression (spelling, handwriting, etc.) 5 4 3 2 1

Use of Spanish

Oral Expression (pronunciation, correct usage,
vocabulary, etc.) 5 4 3 2 1

Written Expression (spelling, handwriting, etc.) 5 4 3 2 1

Self-confidence 5 4 3 2 1

Initiative (volunteers, asks questions, contributes) 5 4 3 2 1

Cooperation 5 4 3 2 1

II. PROFESSIONAL ATTITUDE

Understanding of children (their behavior, problems, etc.) 5 4 3 2 1

Rapport with children 5 4 3 2 1

with school personnel 5 4 3 2 1

| | |
|--|-----------|
| Enthusiasm for teaching | 5 4 3 2 1 |
| Resourcefulness | 5 4 3 2 1 |
| Dependability (attendance, promptness, etc.) | 5 4 3 2 1 |
| Receptive to suggestions (willingly accepts and seeks professional help) | 5 4 3 2 1 |
| Professional Interest (strives for professional growth, attends staff development sessions provided, etc.) | 5 4 3 2 1 |

III. TEACHING AND CLASSROOM MANAGEMENT COMPETENCIES

| | |
|--|-----------|
| Demonstrates skill in the use of instructional materials and equipment: | |
| Adapts or modifies existing curriculum materials to meet specific needs of children (particularly the Mexican American children) | 5 4 3 2 1 |
| Uses audio-visual instructional equipment | 5 4 3 2 1 |
| Varies materials using different media to accommodate the learning modes of children (visual, auditory, tactile/kinesthetic) | 5 4 3 2 1 |
| Supplements basic curriculum materials with instructional aids (available or self-prepared) | 5 4 3 2 1 |
| Demonstrates ability to select appropriate Learning Activities (at the Independent and/or Instructional Levels) | 5 4 3 2 1 |
| Demonstrates knowledge of the material being taught (including skills and concepts) | 5 4 3 2 1 |
| Demonstrates skill in: | |
| Questioning | 5 4 3 2 1 |
| Explaining | 5 4 3 2 1 |
| Illustrating | 5 4 3 2 1 |
| Demonstrates skill in initiating and concluding directed learning experiences | 5 4 3 2 1 |
| Motivates pupils | 5 4 3 2 1 |
| Provides readiness for learning activities | 5 4 3 2 1 |

| | |
|--|-----------|
| Demonstrates ability to provide success experiences for pupils through reasonable and workable assignments | 5 4 3 2 1 |
| Demonstrates knowledge of linguistic similarities and differences between English and Spanish (phonological, morphological, syntactical) | 5 4 3 2 1 |
| Demonstrates knowledge, respect, and sensitivity to children's cultural background | 5 4 3 2 1 |
| Utilizes the culture (customs, folklore and history) associated with culturally different groups (particularly the Mexican American) | |
| In classroom learning activities (stories, discussions, bulletin boards, displays, songs, rhymes, riddles, etc.) | 5 4 3 2 1 |
| By drawing on the community resources where possible | 5 4 3 2 1 |
| Demonstrates ability to strengthen the child's positive concept (of self, his family, his home) | 5 4 3 2 1 |
| Demonstrates the ability to evaluate academic and/or intellectual pupil growth | |
| Informally | 5 4 3 2 1 |
| Formally | 5 4 3 2 1 |
| Prepares and plans learning activities in advance (for or with children, with teacher) | |
| Evidenced through implementation | 5 4 3 2 1 |
| Evidenced in well written plans | 5 4 3 2 1 |
| Demonstrates skill in handling pupil behavior and in managing the classroom | |
| When working with entire class and/or large groups | 5 4 3 2 1 |
| When working with small groups | 5 4 3 2 1 |
| When working with individuals | 5 4 3 2 1 |
| Models desired forms of Behavior (particularly those expected of pupils) | 5 4 3 2 1 |

Place a check mark before the description below which, in your opinion, most nearly describes your student teacher's professional potentiality. If you believe that two adjacent descriptions are applicable, feel free to indicate this fact by checking them both.

- ☐ The student teacher still falls short of being ready to take on a regular teaching position. She needs further improvement before I could honestly predict success for her as a beginning teacher.
- ☐ The student teacher is making progress and shows promise. For her own good, however, it would probably be best if she could continue to receive close supervision for a while in her first position.
- ☐ The student teacher has done a reasonable good job, and I believe that she is not competent to handle a classroom of her own satisfactorily.
- ☐ The student teacher has done a very good job. I am convinced that she will be an asset to any school system in which she may be employed and that she may even become a superior teacher.
- ☐ The student has done an unusually good job. With a little more opportunity for professional growth which will come from having a teaching position of her own, she is almost certain to become an outstanding teacher.
- ☐ The student teacher has done such an outstanding job that I believe that she will be a superior teacher even in her first year of teaching.

Please give a brief description of the student teacher's performance as related to each of the areas listed below. Feel free to mention both strengths and weaknesses which are characteristic of the student. The purpose of this material is description, rather than comparison or grading.

Attitudes toward student teaching, pupils, a teaching career, etc.:

Relationships with pupils:

Preparation of teaching plans and materials, readiness for classroom tasks:

Management and direction of pupil learning activities:

Participation in school activities other than classroom teaching:

Relationships with professional personnel of the school:

Personal habits, social skills, emotional maturity, ethical standards, grooming, etc.:

Intellectual quality, academic preparation, ability to grow professionally:

In which area(s) is this student strongest?

In which area(s) is the student most in need of improvement?

If asked to do so, what grade would you assign this student which would reflect a true evaluation based on attitude, preparation (planning) for teaching, actual teaching ability, and dependability (promptness, attendance, etc.)?

As a prospective regular classroom teacher:

A B C D F

As a prospective bilingual education teacher:

A B C D F

Please write any additional comments which would be helpful in evaluating this student on the back of this form.

Thank you.

APPENDIX L

OPINIONNAIRE FOR THOSE PARTICIPATING IN THE
BILINGUAL-BICULTURAL TEACHER
TRAINING PROGRAM

OPINIONNAIRE FOR THOSE PARTICIPATING IN THE
BILINGUAL-BICULTURAL TEACHER
TRAINING PROGRAM

Please do not record your name. All responses will be strictly confidential. Read each statement carefully, then indicate whether you agree (A), probably agree (PA), probably disagree (PD), or disagree (D) with each statement.

- | | A | PA | PD | D |
|--|---|----|----|-------|
| 1. The orientation seminar prepared me for the study experience in the foreign country. | | | | _____ |
| 2. The evaluation conferences and support from the coordinator were adequate. | | | | _____ |
| 3. The participation in the orientation seminar was instrumental for the experiences that followed in the foreign country. | | | | _____ |
| 4. The selection and organization of field experiences was adequate. | | | | _____ |
| 5. The selection of housing and transportation was adequate. | | | | _____ |
| 6. Arrangements for field trips were adequate. | | | | _____ |
| 7. The coordinator of the program was a real help to me. | | | | _____ |
| 8. All practicalities were taken care of satisfactorily. | | | | _____ |
| 9. The supervising teacher in the foreign country understood the program. | | | | _____ |
| 10. My contacts with the students I taught were highly satisfying and rewarding. | | | | _____ |
| 11. My supervising teacher was appreciative of my work. | | | | _____ |
| 12. My supervising teacher was willing to accept me as an unexperienced teacher in her setting. | | | | _____ |
| 13. My supervising teacher was enjoyable to work with. | | | | _____ |
| 14. I had all the freedom to innovate that I wanted. | | | | _____ |
| 15. The supervising teacher helped me with the language. | | | | _____ |

16. The staff of the host school accepted the concept that the assignment should include adequate opportunity to study another culture through field trips and visits to historical locations. _____
17. The students in the host school were significantly different from a public school in the United States. _____
18. After this experience I would rather not teach in a bilingual-bicultural classroom. _____
19. I was satisfied with my classroom involvement in a foreign country. _____
20. The people in the community understood and appreciated good education. _____
21. The cooperativeness of the teachers in the school helped make my involvement in the classroom more enjoyable. _____
22. My interest to teach in a bilingual-bicultural setting has increased because of this experience. _____
23. I think I can relate to the child of the target population with greater empathy. _____
24. If I could go back to the foreign country under similar circumstances I would choose not to go. _____
25. My experience in the portion of the program in a foreign country will be an asset when applying for employment in the United States. _____
26. I believe that the portion of the program in the foreign country can adequately prepare for student-teaching in bilingual-bicultural classrooms in the United States. _____
27. My present understanding of the culture could not be as broad without the experience in the foreign country. _____
28. Living with a family aided in gaining an understanding of the culture. _____
29. The experiences while in the foreign country were adequate to strengthen the cultural concepts. _____

30. I did not have significant difficulty adjusting to another culture. _____
31. I am pleased with the language proficiency acquired. _____
32. Longer time should be allotted to the experience in the foreign country. _____
33. The expense was well worth the gains.

Additional comments:

APPENDIX M

PRACTICALITIES

PRACTICALITIES

The program may be taken for credit at the college or university sponsoring this option, or to prepare the students so that they will be able to fulfill the requirements for bilingual-bicultural certification.

The students who wish credit may earn six to twelve semester credit hours, depending on the time spent in the foreign country. Six weeks program, six-semester credit hours and twelve week program, twelve semester credit hours.

Tuition will be required at the college or university sponsoring the program for as many hours as the student is taking credit.

Transportation fees and tuition fees will be collected at the sponsoring institution's coordinating office. There will be a required medical/flight insurance fee.

The student teacher will live with a family in the foreign country.

Arrangements for transportation to schools in the host country and field experiences are included in the cost of the program.

The list of required texts will be given to students before the departure. The total fee for the program includes instruction, supervision, transportation to educationally related-required trips and lodging. Other expenses are to be met by the student.

APPENDIX N

CORRESPONDENCE

September 20, 1977

Dr. Keith Goldhammer
Dean of the College of Education
Michigan State University
East Lansing, Michigan 48823

Dear Dr. Goldhammer:

In the June, 1972 ERIC document "Overseas Student Teaching Programs: A Survey of American Collegiate Participation," by Wm. E. Kieschman, the Michigan State University Overseas Student Teaching Program is highlighted. Also mentioned is Dr. Hatfield's "Inter-cultural Student Teaching" article which was submitted to the Peabody Journal of Education. I cannot find that this article was ever published. The ERIC synopsis makes further reference to:

"mimeographed statements - "Inter-cultural Student Teaching, a Cooperative Student Teaching Program Between Michigan State University and selected American International Schools"

"New Horizons in Student Teaching"

"Two doctoral dissertations dealing with the effects of the program" are mentioned. Please advise of the status of these studies, their titles, etc.

A questionnaire entitled "Follow-up Study of Former Student Teacher Participants in Overseas Experience" with a data analysis.

If all or any of these papers are available, I would be most appreciative of receiving copies.

We are exploring the possibility of establishing an International Exchange Program for student teachers and would find the above information extremely helpful.

Sincerely,

C. G. Sittig

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION - DIVISION OF
STUDENT TEACHING AND PROFESSIONAL DEVELOPMENT
ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

October 6, 1977

Dr. C.G. Sittig
College of Education
Texas Woman's University
Box 23029, TWU Station
Denton, TX 76204

Dear Dr. Sittig,

Your recent request to Dean Goldhammer for materials from the College of Education has been referred to me.

Enclosed are copies of the statement on "Intercultural Student Teaching", the current issue of "New Horizons in Student Teaching", and copies of two follow-up studies on overseas student teaching programs.

In addition, I am enclosing the paper "Michigan Interinstitutional Consortium for International Directed Teaching Guidelines" for your information.

The two dissertations to which you refer are as follows:

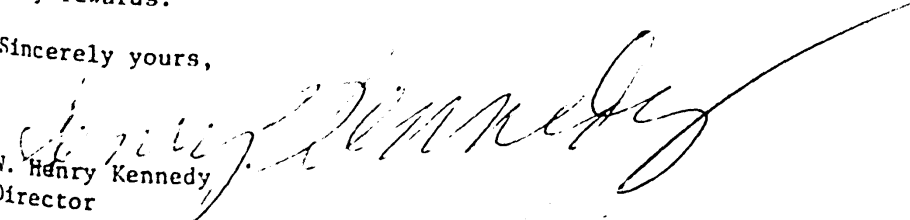
Hugh P. Brady, "A Comparison of the Student Teaching Experience of Michigan State University Student Teachers Assigned to Overseas American Schools With That of Michigan State University Teachers Assigned to Public Schools in Michigan" PhD thesis, Michigan State University, 1971, and

Grace C. Weston, "A Comparative Study of Michigan State University Overseas Student Teachers and Michigan State University Stateside Student Teachers with Reference to the Attitudes of Worldmindedness and Openness" PhD thesis, Michigan State University, 1973.

These theses should be available on microfilm from University Microfilms, Ann Arbor, Michigan, or possibly through Interlibrary Loan.

My best wishes to you as you work on the development of an international program for student teachers. There are a great many problems but also a great many rewards.

Sincerely yours,


W. Henry Kennedy
Director

WHK/c2