

ON THE BLOG

LANGUAGE FIRST STANDARD #2: DUAL LANGUAGE DEVELOPMENT

1

Our program intentionally elevates the status of the minority language and upholds the LIOPT (Language of Instruction Only Policy and Timeline).

2

Our program recognizes the sociocultural and linguistic differences between the languages of instruction and makes teaching and learning decisions accordingly.

3

Our program emphasizes expansive and accurate use of the minority language throughout content area instruction.

4

Our program embraces the developmental process of learning in two languages and consistently employs effective corrective feedback strategies.

The Power Of Two Languages 2000 Effective Dual Language Use Across The Curriculum

David Schwarzer, Melanie Bloom, Sarah Shono



The Power Of Two Languages 2000 Effective Dual Language Use Across The Curriculum:

Dual Language Education Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages This book provides the conceptual background for the program and discusses major implementation issues Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools along with teacher and parent attitudes *The Praeger Handbook of Latino Education in the U.S.* Lourdes Diaz Soto, 2006-11-30 Latinos in the United States have fought hard to attain equality especially in the field of education The Praeger Handbook of Latino Education in the U S focuses on this fight for equal educational access and represents a significant addition to American educational literature The contributors to this volume reveal that many Latino children still face challenges that were present many decades ago In addition to such obstacles as cultural conflicts and racism they also face teachers curricula and assessments that are not always respectful to their backgrounds Educators parents policy makers and communities across the country will find this work a goldmine of detailed historical and current information **An Educator's Guide to Dual Language Instruction** Gayle Westerberg, Leslie Davison, 2016-04-14 This user friendly book is a key resource for teachers and administrators to ensure their school s success in implementing and maintaining a dual language program Authors Gayle Westerberg and Leslie Davison share their own experiences leading a dual language school the obstacles they overcame and the best practices they learned along the way The book is filled with step by step instructions and strategies you can try immediately as well as inspirational stories from educators in urban and rural dual language programs across the country Topics include Choosing a model for your dual language program and involving all stakeholders in the transition process Marketing your program effectively to recruit students and staff including international teachers Implementing a standards based instructional framework focused on direct vocabulary instruction extensive reading and using language in context Setting proficiency targets and using internal and external assessments to track students progress Incorporating technology for a more interactive and engaging language learning experience You ll also learn how to effectively transition your program through different grade levels and build a collaborative school culture for a strong long lasting K 12 dual language program Additional resources are available on the authors website www.duallanguageinstruction.com *Language in Multicultural Education* Farideh Salili, Rumjahn Hoosain, 2005-03-01 Many books on multicultural education focus on a country and provide indepth discussion of issues pertinent to that country at the time Alternately understanding of multicultural education is sought through comparison between a society of special interest and a reference society often the United States An interesting recent example is *Constructing Multicultural Education in a Diverse Society* by Ilghiz Sinagatullin 2003 drawing on the author s knowledge of Russia and more particularly the Republic of Bashkortostan itself an ethnically and culturally diverse part of Russia The approach taken in this volume is to focus on an aspect of diversity and look at its ramifications

across the world This provides an understanding of the nature of multicultural education itself as well as insights into local issues through the experience of other places **Bilingual and ESL Classrooms** Carlos J. Ovando, Mary Carol

Combs, 2018-01-02 Now in its 6th Edition this classic text integrates theory and practice to provide comprehensive coverage of bilingual and ESL education The text covers the foundations of bilingual and ESL education and provides a strong focus on what the teacher needs to know in a bilingual classroom Woven throughout the text are quotes from bilingual and ESL students and teachers that illuminate the bilingual ESL learning and teaching experience Bilingual and ESL Classrooms is written for both preservice and experienced educators serving grades pre K through 12 mainstream bilingual ESL and special education teachers as well as administrators school counselors and educational policymakers New in the Sixth Edition This sixth edition presents updated research on and expanded coverage of key issues related to the education of English language learners in the United States such as continuing controversies and findings in demographics the impact of globalization on K 12 public schooling evidence driven teaching practices white normativity using technologies developed for language minority populations making sense of Census 2010 and achievement levels of ELLs in math and science More specifically this sixth edition includes Coverage of the 2015 Every Student Succeeds Act An expanded and updated Human Face of Bilingual Students and ELLs A revised co authored student chapter A thoroughly revised assessment chapter A revised chapter on bilingual special education **Middle Grades Research** David L. Hough, 2009-09-01 Middle Grades

Research Exemplary Studies Linking Theory to Practice is the first and only book to present what is perhaps the most thoroughly scrutinized group of studies focusing on middle grades education issues ever assembled Each research project undertaken by the contributing authors herein resulted in the publication of a scholarly paper As a collection the ten studies featured in this book are the cr me de la cr me of submissions to the Middle Grades Research Journal between August 2006 and December 2008 They are the ten highest peer reviewed manuscripts examined by members of the MGRJ Review Board each having undergone careful blinded examination by three or more experts in the sub specialty area addressed by the research study conducted In addition each study serves to exemplify how sound practical research findings can be linked to classroom practice in middle grades classrooms Middle Grades Research Exemplary Studies Linking Theory to Practice is a must read for university professors and a useful tool for middle grades educators across all subject areas and school settings Professors who teach middle grades courses at both the undergraduate and graduate levels will find the book to be a superb supplemental accelerated readings text Every college level middle grades education course should make this book an integral part of class discussions The book is also an excellent professional development study group resource for middle grades principals and classroom teachers across all subject areas School level Professional Learning Communities PLCs will find that Dr Hough s book stimulates scholarly thought promotes discussion and demonstrates how educational theory can and should impact teaching and learning **Handbook of Latinos and Education** Enrique G. Murillo, Jr, Dolores Delgado

Bernal, Socorro Morales, Luis Urrieta, Jr, Eric Ruiz Bybee, Juan Sánchez Muñoz, Victor B. Saenz, Daniel Villanueva, Margarita Machado-Casas, Katherine Espinoza, 2021-07-29 Now in its second edition this Handbook offers a comprehensive review of rigorous innovative and critical scholarship profiling the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is now organized around four tighter key themes of history theory and methodology policies and politics language and culture teaching and learning New chapters broaden the scope of theoretical lenses to include intersectionality as well as coverage of dual language education discussion around the Latinx and other recent updates to the field The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions that share a common interest in and commitment to the educational issues that impact Latinos

Handbook of Research on Leadership and Advocacy for Children and Families in Rural Poverty Greene, H. Carol, Zugelder, Bryan S., Manner, Jane C., 2020-03-27 Rural poverty encompasses a distinctive deprivation in quality of life related to a lack of educational support and resources as well as unique issues related to geographical cultural community and social isolation While there have been many studies and accommodations made for the impoverished in urban environments those impoverished in rural settings have been largely overlooked and passed over by current policy The Handbook of Research on Leadership and Advocacy for Children and Families in Rural Poverty is an essential scholarly publication that creates awareness and promotes action for the advocacy of children and families in rural poverty and recommends interdisciplinary approaches to support the cognitive social and emotional needs of children and families in poverty Featuring a wide range of topics such as mental health foster care and public policy this book is ideal for academicians counselors social workers mental health professionals early childhood specialists school psychologists administrators policymakers researchers and students

The Handbook of Critical Literacies Jessica Zacher Pandya, Raúl Alberto Mora, Jennifer Helen Alford, Noah Asher Golden, Roberto Santiago de Roock, 2021-09-07 The Handbook of Critical Literacies aims to answer the timely question what are the social responsibilities of critical literacy academics researchers and teachers in today's world Critical literacies are classically understood as ways to interrogate texts and contexts to address injustices and they are an essential literacy practice Organized into thematic and regional sections this handbook provides substantive definitions of critical literacies across fields and geographies surveys of critical literacy work in over 23 countries and regions and overviews of research practice and conceptual connections to established and emerging theoretical frameworks The chapters on global critical literacy practices include research on language acquisition the teaching of literature and English language arts Youth Participatory Action Research environmental justice movements and more This pivotal handbook enables new and established researchers to position their studies within highly relevant

directions in the field and engage organize disrupt and build as we work for more sustainable social and material relations A groundbreaking text this handbook is a definitive resource and an essential companion for students researchers and scholars in the field *Common Language Assessment for English Learners* Margo Gottlieb,2011-07-01 Learn how to plan implement and evaluate common language assessments for your English learners With this step by step guide teachers school leaders and administrators will find organizing principles lead questions and action steps all directing you toward collaborative assessment Yield meaningful information for and about EL learning preferences build student self assessment and inform your instructional decision making based on reliable results **Handbook of Research on Pedagogies and Cultural**

Considerations for Young English Language Learners Onchwari, Grace,Keengwe, Jared,2017-10-31 In the schools of today English learners are the fastest growing segment of the student population As such it is increasingly imperative to educate these students properly while still practicing inclusion for overall student success The Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners is an authoritative research publication on research based theoretical frameworks and best practices for teaching young English language learners Featuring exhaustive coverage on a variety of topics and perspectives such as co teaching inclusion and social awareness this publication is ideally designed for academicians researchers and students seeking current research on the examination of how diverse backgrounds cultures and experiences contribute to curriculum and pedagogy for bilingual young learners

Handbook of Latinos and Education Juan Sánchez Muñoz,Margarita Machado-Casas,Enrique G. Murillo Jr.,2009-12-16 Providing a comprehensive review of rigorous innovative and critical scholarship relevant to educational issues which impact Latinos this Handbook captures the field at this point in time Its unique purpose and function is to profile the scope and terrain of academic inquiry on Latinos and education Presenting the most significant and potentially influential work in the field in terms of its contributions to research to professional practice and to the emergence of related interdisciplinary studies and theory the volume is organized around five themes history theory and methodology policies and politics language and culture teaching and learning resources and information The Handbook of Latinos and Education is a must have resource for educational researchers graduate students teacher educators and the broad spectrum of individuals groups agencies organizations and institutions sharing a common interest in and commitment to the educational issues that impact Latinos *Chicano School Failure and Success* Richard R. Valencia,2002 Examines from various perspectives the school failure and success of Chicano students The contributors include specialists in cultural and educational anthropology bilingual and special education educational history developmental psychology **Culturally Sustaining and Revitalizing**

Pedagogies Cathy Coulter,Margarita Jimenez-Silva,2017-06-06 This book highlights the journeys challenges and unfolding stories of transformation that reside within university community partnerships focused on cultural and linguistic revitalization through schooling **Mother Tongue-Based Multilingual Education in the Asia-Pacific Region** Suwilai

Premsrirat, David Hirsh, 2025-01-14 This book sheds light on the role of mother tongue based multilingual education MTB MLE as a means to enhance educational outcomes creating a space for non dominant languages alongside more dominant regional national and international languages It brings together a number of underlying concerns including the maintenance of non dominant languages the context of language policy and planning in shaping this process the poor educational outcomes of many speakers of non dominant languages in mainstream education programs and the economic and social importance of becoming multilingual It focuses on the experiences of those involved in MTB MLE programs in early childhood primary secondary tertiary and adult education from numerous settings in the Asia Pacific region This book provides readers with a detailed overview of MTB MLE with a clear and insightful portrayal of the complex nature of policy and practice in both more accommodating and less accommodating sociopolitical environments Language as Cultural Practice

Sandra R. Schecter, Robert J. Bayley, 2005-04-11 Language as Cultural Practice Mexicanos en el Norte offers a vivid ethnographic account of language socialization practices within Mexican background families residing in California and Texas This account illustrates a variety of cases where language is used by speakers to choose between alternative self definitions and where language interacts differentially with other defining categories such as ethnicity gender and class It shows that language socialization instantiated in language choices and patterns of use in sociocultural and sociohistorical contexts characterized by ambiguity and flux is both a dynamic and a fluid process The study emphasizes the links between familial patterns of language use and language socialization practices on the one hand and children s development of bilingual and biliterate identities on the other Using a framework emerging from their selection of two geographically distinct localities with differing demographic features Schecter and Bayley compare patterns of meaning suggested by the use of Spanish and English in speech and literacy activities as well as by the symbolic importance ascribed by families and societal institutions such as schools to the maintenance and use of the two languages Language as Cultural Practice provides a detailed account of the diversity of language practices and patterns of use in language minority homes offers educators detailed information on the language ecology of Latino homes in two geographically diverse communities San Antonio Texas and the San Francisco Bay Area California shows the diversity within Mexican American communities in the United States families profiled range from rural families in south Texas to upper middle class professional families in northern California provides data to correct the prevalent misconception that maintenance of Spanish interferes with the acquisition of English and contributes to the study of language socialization by showing that the process extends throughout the lifetime and that it is an interactive rather than a one way process This book will particularly interest researchers and professionals in linguistics anthropology applied linguistics and education and will be useful as a text in graduate courses in these areas that address language socialization and learning **Transnational German Education and Comparative Education Systems**

Benjamin Nickl, Stefan Popenici, Deane Blackler, 2019-12-18 This book presents an in depth look at the state of transnational

education and comparative perspectives on education systems between Germany and other nation states It explores how a transnational education identity in secondary and tertiary institutions has developed in the German and other national contexts and which lessons can be learned from current challenges and successes of education systems It uses detailed case studies to promote critical rethinking of current educational practices in high schools and universities specifically of race gender religion and learner ability in educational settings It understands learning and teaching as an arena to discuss transnational education opportunities in the 21st century as an emerging or evolving discourse on contemporary forms of transnationalism

New Perspectives on Translanguaging and Education BethAnne Paulsruud, Jenny Rosén, Boglárka Straszer, Åsa Wedin, 2017-05-16 This edited collection explores the immense potential of translanguaging in educational settings and highlights teachers and students negotiating language ideologies in their everyday communicative practices It makes a significant contribution to scholarship on translanguaging and considers the need for pedagogy to reflect and embrace diversity The chapters provide rich empirical research and document translanguaging in varied educational contexts with studies from pre school to adult education in different mainly European countries where English is not the dominant language Together they expand our understanding of translanguaging and how it can be applied to a variety of settings This book will be of interest to students and researchers especially in education language education and applied linguistics as well as to professionals and policymakers

Supporting Pupils with EAL in the Primary Classroom Virginia Bower, 2017-07-16 Supporting children with English as an additional language EAL requires detailed knowledge and understanding of their social cognitive and linguistic needs Supporting Pupils with EAL in the Primary Classroom highlights the fundamental principles that underpin teaching and learning and examines practical strategies for classroom practice The book focuses on the importance of recognising the knowledge skills and experience that children with EAL bring to the classroom whilst identifying the specific support required It draws on evidence from an extended case study to illustrate essential points and combines this with an examination of relevant theory as well as how this translates to classroom practice Key features of the book include Core knowledge and skills about how to support children with EAL Case study scenarios to illustrate particular principles pedagogies and practices Practical ideas for the classroom throughout Supporting Pupils with EAL in the Primary Classroom is an invaluable text for those in teaching training qualified teachers senior managers in schools and those working in initial teacher education The author writes about the demands of teaching EAL learners with commitment knowledge and enthusiasm She offers the reader insights and examples from her own research and classroom practice beginning with a discussion of bilingualism and language learning followed up by an exploration the four skills and assessment in the classroom as well as a chapter arguing for professional development and research informed teaching In this chapter she stresses the importance of teachers finding innovative ways to enable EAL learners within the curriculum context In the final chapter drawing on the sociocultural framework that informs her work the author discusses the

challenges constraints and possibilities for supporting EAL children in the wider contexts of pedagogy and policy Throughout there are case studies and examples and the author writes with a sense of optimism that it is in the capacity of teachers to improve the classroom learning opportunities for EAL learners Written in a personable and accessible style this book offers an informative foundation for teacher educators and professionals who want to learn more about working with EAL learners Dr Charlotte Franson formerly of Canterbury Christ Church University UK As a teacher educator I am often engaged in discussions around trainees perceptions of the complexities of teaching children learning EAL This book rooted in practice based research provides an accessible and informative scaffold for those embarking on a career in teaching The premise of the what and how is particularly useful and the sequence of chapters provides a well mapped journey for the reader through the theory practice and considerations of supporting children learning EAL Exemplification through the case study vignettes poses reflective thinking points that can be readily applied to one s own practice Overall excellent practitioner guidance that both consolidates subject knowledge and provides realistic practice guidance A title I will be heartily recommending to my students Gill Chambers Senior Lecturer in Education University of Northampton UK

Research as a Tool for Empowerment David Schwarzer, Melanie Bloom, Sarah Shono, 2006-03-01 Research as a Tool for Empowerment Theory Informing Practice is an edited volume that includes an array of research based chapters that not only further the field of second foreign language research but also provide practical implications to language classrooms in international and national settings Chapters in this volume present a bridge between methodologically sound second foreign language research and strong pedagogical implications This volume includes the voices of researchers graduate students teachers parents and learners exploring the second foreign language phenomena The multiple voices of the contributing authors reflect the diverse readership of the Research in Second Language Learning series Unlike previous anthologies in second foreign language research this volume presents studies from various research paradigms Chapters include examples of various research methods from both quantitative and qualitative paradigms Few previous anthologies have presented research based in multiple paradigms and from multiple perspectives Research as a Tool for Empowerment Theory Informing Practice not only presents these various perspectives but it also makes the link from research to classroom implications and applications The volume is unique as it makes a connection between different types of research and research methods and empowerment and issues of empowerment

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