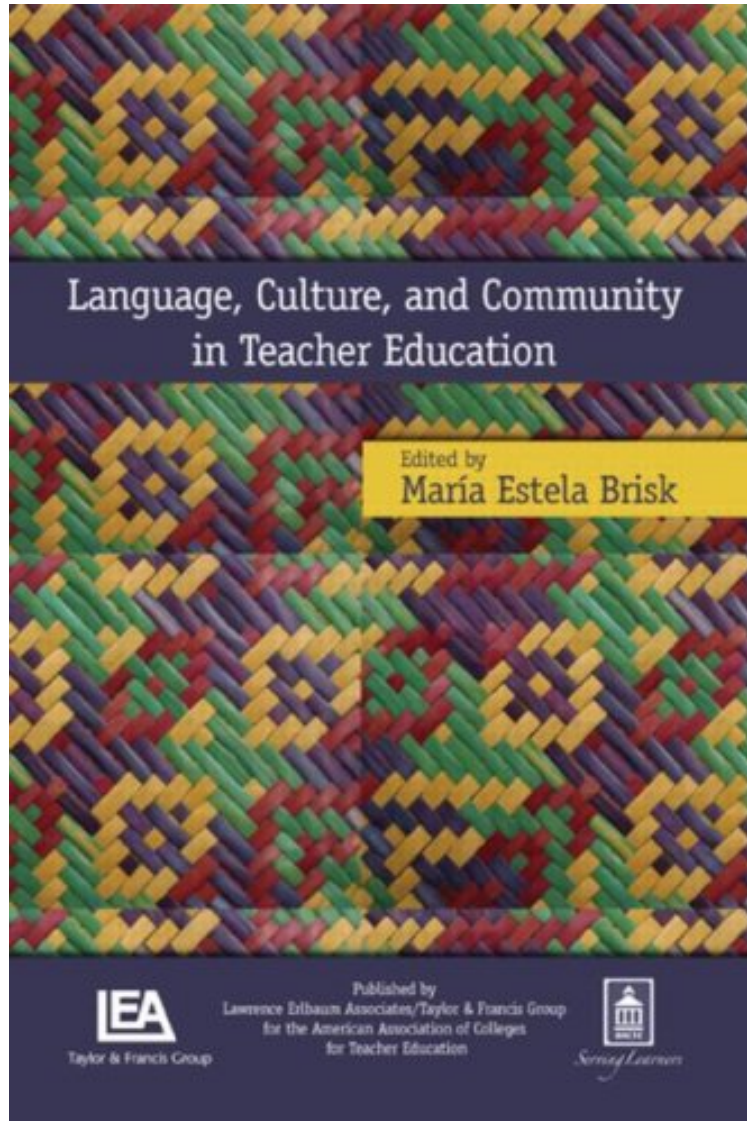


(Read and download) Language, Culture, and Community in Teacher Education

Language, Culture, and Community in Teacher Education

From Routledge

**Download PDF | ePub | DOC | audiobook | ebooks*



[Download](#)

[Read Online](#)

#1424916 in Books 2007-09-19 Original language: English PDF # 1 .87 x 6.11 x 8.911, 1.24 #File Name: 0805856986436 pages | File size: 65.Mb

From Routledge : Language, Culture, and Community in Teacher Education before purchasing it in order to gauge whether or not it would be worth my time, and all praised Language, Culture, and Community in Teacher Education:

1 of 1 people found the following review helpful. Table of Contents: Language, Culture, and Community in Teacher Education By Alicia Ardila-Rey Title: Language, Culture, and Community in Teacher Education Editor: Maria Estela Brisk (Boston College) Note from Dr. Sharon P. Robinson, President and CEO, American Association of Colleges for Teacher Education Foreword: Marilyn Cochran-Smith, Boston College Preface Chapter 1: The Poisoning of Racial and

Ethnic Identities: An Educational Challenge (Donaldo Macedo, University of Massachusetts, Boston)Part I: KnowledgeChapter 2: Language, Culture, and Identity (Courtney Clayton, Boston College; Ray Barnhardt, University of Alaska, Fairbanks; Maria Estela Brisk, Boston College)Chapter 3: Teaching Students who Speak African American Language (AAL): Expanding Educators' and Students' Linguistic Repertoires. (Gloria Swindler Boutte, Benedict College)Chapter 4: Language and the Deaf World: Difference not Disability (Robert Hoffmeister, Boston University)Chapter 5: Rethinking the Case for Culture-Based Curriculum: Conditions that Support Improved Mathematics Performance in Diverse Classrooms (Sharon Nelson Barber, WestEd; Jerry Lipka, University of Alaska Fairbanks)Part II: PracticeChapter 6: ESL is Good Teaching "Plus:" Preparing Standard Curriculum Teachers for All Learners (Ester J. de Jong Candace A. Harper, University of Florida, Gainesville)Chapter 7: Transforming Hearts and Minds (Socorro G. Herrera, Kevin G. Murry, and Della R. Prez, Kansas State University)Chapter 8: Highly Qualified Teachers for Our Schools: Developing Knowledge, Skills, and Dispositions to Teach Culturally and Linguistically Diverse Students (Jorgelina Abbate-Vaughn, University of Massachusetts, Boston)Chapter 9: Teacher Education to Serve a Native Hawaiian Community: Lessons Learned (Kathryn H. Au, University of Hawaii, Manoa, Yvonne Kaulukane Lefcourt, University of Illinois, Alice J. Kawakami, University of Hawaii)Chapter 10: "Does She Speak English?:" Hmong Educators In Western Wisconsin (Ronald S. Rochon, Buffalo State College, Clifton S. Tanabe, University of Hawaii at Manoa, Tamara H. Horstman-Riphahan, University of Wisconsin, LaCrosse)Chapter 11: Program and Faculty Transformation: Enhancing Teacher Preparation (Maria Estela Brisk, Boston College)Chapter 12: Faculty Perspectives on Integrating Linguistic Diversity Issues into an Urban Teacher Education Program (Aida A. Nevrez-La Torre, Fordham University; Jayminn S. Sanford-DeShields, Catherine Soundy, Jaqueline Leonard, and Christine Woysner, Temple University)Part III: PolicyChapter 13: Educational Policy and Linguistic Diversity: A Critical Analysis of Teacher Certification Requirements (Lisa Patel Stevens, Boston College)Chapter 14: Language, culture, policy, and standards in teacher preparation: Lessons from research and model practices addressing the needs of CLD children and their teachers. (Alicia Ardila-Rey, AACTE)ConclusionAppendix 1: Culture, Language, and Community in Teacher Preparation: Proceedings and Recommendations from the the Wingspread Conference. Racine, Wisconsin, September 2005Biographical Sketches

Published by Routledge for the American Association of Colleges for Teacher Education This volume addresses the pressing reality in teacher education that all teachers need to be prepared to work effectively with linguistically and culturally diverse student populations. Every classroom in the country is already, or will soon be, deeply affected by the changing demographics of Americas students. Marilyn Cochran-Smiths Foreword and Donaldo Macedos Introductory Essay set the context with respect to teacher education and student demographics, followed by a series of chapters presented in three sections: knowledge, practice, and policy. The literature on language education has typically been discussed in relation to preparing ESL or bilingual teachers. Typically, needs of culturally and linguistically diverse students, including immigrants, refugees, language minority populations, African Americans, and deaf students, have been addressed separately. This volume emphasizes that these children have both common educational needs and needs that are culturally and linguistically specific. It is directed to the preparation of ALL teachers who work with culturally and linguistically diverse students. It not only focuses on how teachers need to change but how faculty and curriculum need to be transformed, and how to better train teacher education candidates to understand and work efficaciously with the communities in which culturally and linguistically diverse students tend to be predominant. The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of higher education institutions and related organizations. Our mission is to promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel. For more information on our publications, visit our website at: www.aacte.org.

The particular and much-needed focus of this volume is languagediversity.... It takes on this previously un-emphasized and un-studied problem in teacher education, raising thoughtful questions and offering trenchant analyses.... Now more than ever, those who are committed to teacher education practice, research, and policy that includes language diversity need to understand and be strategic about the complex circumstances that threaten these agendas. This volume is a big step in the right direction.Marilyn Cochran-SmithBoston College