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Nota di contenuto	Preface; David E. DeMatthews, Elena Izquierdo -- Injustice and Redemption: The Education of Latinx Emergent Bilinguals; David E. DeMatthews, Elena Izquierdo -- Part I: Setting the "State": The Old and Subtractive Ways Haven't Worked -- Bilingual Education Policy in Texas: Promise and Lost Opportunities; David Hinojosa -- Compounded Inequities: Tracking School Finance Equity for Districts Serving Low-Income Emergent Bilingual Students; David S. Knight, Jesus Mendoza -- Assessment and English Language Learners in Special Education; Edgar M. Torres Ovando, Danika L. S. Maddocks, Angela Valenzuela -- To Want the Unwanted: English Language Learners on the Border; Reynaldo Reyes III -- Part II: Bilingualism, Biliteracy, and Dual Language Education -- Dual Language Education for All; Wayne P. Thomas, Virginia Collier -- A More Comprehensive Perspective in Understanding

the Development and Learning in Dual Language Learners; Eugene E. García -- Biliteracy and Translanguaging in Dual Language Bilingual Education; Susana Ibarra Johnson, Ofelia García, Kate Seltzer -- Preparing Leaders for Latina/o Academic and Language Success: Frameworks, Perspectives and Strategies; Juan Manuel Niño, Enrique Alemán, Jr. -- Part III: Leading the Way to Dual Language Education -- Dual Language for All: Central Office Leadership in the El Paso Independent School District; Elena Izquierdo, David E. DeMatthews, David Knight, James Coviello -- Leading Dual Language: Twenty Years of Innovation in a Borderland Elementary School; Elena Izquierdo, David E. DeMatthews, Estefania Balderas, Becca Gregory -- A School Leadership Framework for Dual Language; David E. DeMatthews, Elena Izquierdo, Stephen Kotok -- The Challenges of Recruiting and Retaining Dual Language Teachers; Elizabeth Howard, Angela M. López-Velásquez -- Implications for the Future; Elena Izquierdo, David E. DeMatthews.

Sommario/riassunto

This book provides a comprehensive and interdisciplinary examination of dual language education for Latina/o English language learners (ELLs) in the United States, with a particular focus on the state of Texas and the U.S.-Mexico border. The book is broken into three parts. Part I examines how Latina/o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education as an effective model for addressing the inequities identified in Part I. Part III examines research on dual language education in a large urban school district, a high-performing elementary school that serves a high proportion of ELLs along the Texas-Mexico border, and best practices for principals and teachers. This volume explores the potential and realities of dual language education from a historical and social justice lens. Most importantly, the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino/as: from preparing teachers and administrators, to understanding assessment and the impacts of financial inequities on bilingual learners. Peter Sayer, The Ohio State University, USA .
