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Nota di contenuto	Dedicacion; Contents; Foreword; Teacher Development: The Critical Factor in Addressing Education Well-Being; References; Preface; Intended Audience; Description; Organization; Part I: Transformacion; Part II: Iluminacion; Part III: Praxis; Part IV: Concientizacion; Part V: Revolucion; Conclusion; Acknowledgments; Part I Transformacion; 1 Dar Luz; Demographic Trends; Organizational Components; References; 2 Educar Para Transformar; Background; Generalists' Programs; Alternative Certification Programs (ACPs); Bilingual Teacher Shortage; Bilingual Education Teacher Preparation

Exemplary Program Characteristics
Actualizing the Educar para Transformar Model; Educar para Transformar Model; Educar's Dimensions; Iluminacion; Beliefs, Identity, Efficacy; Bilingualism; Critical Reflexive Thinking; Cultural Competency; Praxis; Sociocultural Learning Theory; Pedagogical Knowledge; Evaluation/Assessment; Concientizacion; Socio-political Issues; Policies Matters; Apprenticeships; Transforming Teacher Preparation; Future Research Directions; References; Part II Iluminacion; 3 Identity; Literature; Ethnic Identities; Ethnic and Teacher Identity Conceptual Framework Bridging Ethnic Identity to Teacher Identity
Metamorphic Transformation Model; Metamorphosis: A Model of Change and Transformation; The Trajectory of Identity Formation of a Mexican American Bilingual Educator; Unexplored Identity: Who am I?; Exploration: Cultural Identity as a Way of Seeing and Understanding; Internal Change: Working Towards Becoming Culturally Efficacious; Paradigm Shift: Self-determination and Empowerment; Summary; Transforming Teacher Preparation; Research Directions; References; 4 Bilingual Education Candidate Ideology; Theoretical Framework; Teacher Candidates' Ideology
Motives for Teaching
Candidate Efficacy; Candidate Epistemological Beliefs; Methodology; Context; South Texas; University; Participants; Design; Quantitative Data Collection; Qualitative Data Collection Process; Mixed-Methods Analysis; Results; Motives for Pursuing Bilingual Teacher Education; Giving Back to the Community; Positive Teacher Role Model; Familial Support of Career Choice; Personal Efficacy; Confidence; Perseverance; Personal Epistemology; Role of Knowledgeable Others; Language, Culture, and Learning Connections; Learning in One Language Facilitates Second Language Learning. Cultural Responsive Teaching Beliefs
Developing Linguistic and Cultural Pride; Enthusiasm for Language and Literacy Learning; Discussion and Conclusion; Transforming Teacher Preparation; Research Directions; References; 5 Fostering Candidate Spanish Language Development; Theoretical Framework; Issues, Controversies, and Problems; Bilingual Education Professor Language Proficiency; Construction of New Knowledge in Academic Spanish; Solutions and Recommendations; Implications for the Improvement of Practice; Future Research Directions; References
Teaching Content Area Courses in Academic Spanish

Sommario/riassunto

The growing number of bilingual students in public schools coupled with a critical shortage of teachers specially prepared to serve this population calls for a critical examination of policies and practices in bilingual and ESL teacher preparation. This volume focuses on understanding the structural, substantive, and contextual elements of preparation programs, and provides transformative guidelines for creating Educar signature programs. Designed to improve the practice of teacher preparation by promoting dialogic conversations and applications of praxis in the preparation of bili
