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Titolo	Uniform benefits for veterans attending Military, Naval, and Coast Guard Academies. March 13, 1951. -- Committed to the Committee of the Whole House on the State of the Union and ordered to be printed
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Altri autori (Persone)	RankinJohn E <1882-1960> (John Elliott), (Democrat (MS))
Soggetti	Military administration Legislative amendments Military education Veterans - Loans Veterans - Employment Spanish-American War, 1898 World War, 1914-1918 Military cadets Veterans Legislative materials.
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Autore	Flores Belinda Bustos
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Descrizione fisica	1 online resource (572 p.)
Altri autori (Persone)	ClarkEllen Riojas FloresBelinda Bustos SheetsRosa Hernandez
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Nota di bibliografia	Includes bibliographical references and index.
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 Educator para
 Transformar Model; Educator para Transformar Model; Educator'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 Educator signature programs. Designed to improve the practice of teacher preparation by promoting dialogic conversations and applications of praxis in the preparation of bili