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Exemplary Program Characteristics
Actualizing the Educator para
Transformar Model; Educator para Transformar Model; Educator's
Dimensions; Illumination; Beliefs, Identity, Efficacy; Bilingualism; Critical
Reflexive Thinking; Cultural Competency; Praxis; Sociocultural Learning
Theory; Pedagogical Knowledge; Evaluation/Assessment;
Conscientization; Socio-political Issues; Policies Matters;
Apprenticeships; Transforming Teacher Preparation; Future Research
Directions; References; Part II Illumination; 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
