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SPEAKING STUDENTS"; "CONTENTS"; "ACKNOWLEDGMENTS"; "Publishera€™s Acknowledgments"; "ABOUT THE AUTHORS"; "INTRODUCTION"; "The Challenge We Face"; "The Potential for Change"; "CHAPTER 1: THE CHANGING LANDSCAPE OF U.S. SCHOOLS: A CALL TO ACTION"; "Demographics"; "Potential Obstacles to Educating Hispanic Youth"; "Language Barrier"; "Poverty"; "High-Poverty Schools"; "High School Dropout Rate"; "College Enrollment Rates"; "Disproportionality: Hispanics in Special Education"; "Underrepresentation in Gifted Programs"; "Barriers to Entry"; "Why Hispanic Enrollment in Gifted Programs Matters"; "Putting the Puzzle Together"; "CHAPTER 2: BILINGUALISM: A COGNITIVE STRENGTH"; "Advantages of Bilingualism"; "Cognitive and Intellectual Benefits for Child Interpreters"; "Stages of Second-Language Acquisition"; "Academic Language"; "Words Into Action"; "CHAPTER 3: A CULTURAL PRIMER"; "Priorities"; "Respect for Educators"; "Student Behavior"; "Influence of Demographics and Schooling Levels"; "Bridging the Cultural Divide"; "Administrator Responsibilities"; "Parent Involvement Opportunities"; "Teacher and Administrator Responsibilities"; "Integrating Culture Into the Curriculum"; "Districtwide Responsibilities"; "Understanding Parentsa€™ Motives to Learn or Not Learn English"; "Maintaining the Native Language"; "Why Is It Important to Maintain the Native Language?"; "CHAPTER 4: RECOGNIZING TALENTS, ABILITIES, AND CREATIVITY IN YOUR SPANISH-SPEAKING STUDENTS"; "From Average Student and Daydreamer to World-Famous Author"; "Difficult First Grade, Highly Successful Second Grade: A Case Study"; "Lessons Learned: Four Guideposts"; "The Einstein Experience"; "Broadening Concepts of Intelligence: Gardner and Torrance"; "Torrancea€™s Creative Positives in Disadvantaged Youth"; "Motivation Is Key to Teaching ELLs"; "Enrique and the Creative Positives"; "Tools of the Trade"; "Interest Inventories"; "Portfolios"; "Parental Input"; "Torrance Tests of Creative Thinking"; "Next Steps"; "CHAPTER 5: IDENTIFYING GIFTED HISPANIC STUDENTS"; "What Is a€œGifteda€? Anyway?"; "Characteristics of Gifted Individuals"; "Three Broad Characteristics of Giftedness"; "Questions to Ask to Determine if Students Fall Into These Categories"; "Importance of Early Identification"; "Gifted Characteristics of Child Interpreters"; "Recommending Students for Your Schoola€™s Gifted Program"; "Potential Roadblocks and Issues"; "Review"; "CHAPTER 6: EFFECTIVE WAYS FOR TEACHERS TO CONNECT WITH SPANISH-SPEAKING PARENTS"; "Establishing a Team: Parent, Teacher, and Student"; "Explaining Giftedness and Gifted Education to Parents"; "Hosting Successful Parent Meetings"; "Staying in Touch With Parents About Their Childrena€™s Progress"; "Working With Overburdened and Resistant Parents"

#### Sommario/riassunto

This book provides teachers and leaders with the skills needed to uncover each child's abilities and boost achievement for Spanish-speaking students. It shows how to recognize students' unique strengths; identify and develop the gifts of bilingualism and different cultures; create challenging learning experiences for every student in the class; adapt tools and strategies to meet each learner's unique needs; and connect with parents and the greater Spanish-speaking community.