

# The National Dual Language Education Teacher Preparation Standards – NDLETPS©

By Michael D. Guerrero and Joan R. Lachance

The Standards (NDLETPS) in their entirety can be downloaded from the following websites:

- [www.EMMAStandards.org](http://www.EMMAStandards.org)
- [www.DLENM.org](http://www.DLENM.org)

## Standard One: Bilingualism and Biliteracy - References

Achugar, M. (2015). Critical language awareness approaches in the Americas: Theoretical principles, pedagogical practices and distribution of intellectual labor. *Linguistics and Education, 32*, 1-4.

Ada, A. & Campoy, F. (2004). *Authors in the classroom: A transformative education process*. Boston: Pearson Education Inc.

Bialystok, E., Craik, F., & Luk, G. (2012). Bilingualism: consequences for mind & brain. *Trends in cognitive sciences, 16*, 4, 240-250.

Boyle, A., August, D., Tabaku, L., Cole, S., & Simpson-Baird, A. (2015). *Dual language ed. programs: Current state policies & practices*. U.S. Dept of Ed. Office of English Language Acquisition. Washington, DC: Air Institutes for Research.

Center for Applied Linguistics (1974). *Guidelines for the preparation and certification of teachers of bilingual/bicultural education*. Arlington, VA.

Ek, L., Sanchez, P., & P. Quijada Cerecer (2013). Linguistic violence, insecurity, and work: Language ideologies of Latina/o bilingual teacher candidates in Texas. *International Multilingual Research Journal, 7*, 3, 197-219.

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014).

*Biliteracy from the start: Literacy Squared® in action*. Philadelphia, PA: Caslon.

Fairclough, N. (1992). *Language and power*. NY: Longman.

Flores, B. (2005). The intellectual presence of the deficit view of Spanish speaking children in the educational literature during the 20<sup>th</sup> century. In Pedraza, P. & Rivera, M. (Eds.), *Latino education: An agenda for community action research* (pp. 75-98). Mahwah, NJ: Lawrence Erlbaum Associates.

Garcia, O. (2009). *Bilingual Education in the 21<sup>st</sup> century: A global perspective*. Chichester, West Sussex: Wiley Blackwell.

García, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and bilingual education*. Doi10.1057/9781137385765.

- González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. New York: Lawrence Earlbaum Associates, Inc.
- Grosjean, F. (1985). The bilingual as a competent but specific speaker-hearer. *Journal of multilingual and multicultural development*, 6, 6, 467-477.
- Guerrero, M. & Guerrero, M. (2017). Competing discourses of academic Spanish in the Texas-Mexico borderlands, *Bilingual Research Journal*, 40:1, 5-19 – <http://dx.doi.org/10.1080/15235882.2016.1273150>
- Hornberger, N. (1989). Continua of biliteracy. *Review of Educational Research*, 59 (3), 271-296.
- Howard, E.R., Lindholm-Learly, D., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Washington DC: Center for Applied Linguistics.
- Kibler, A., Valdes, G. & Walqui, A. (2014). What Does Standards-based Educational Reform Mean for English Language Learner Populations in Primary and Secondary Schools? *TESOL Quarterly*, 88, 3, 433-453.
- Montrul, S. (2013). *El bilingüismo en el mundo del hispanohablante*. Hoboken: NJ.
- Wiley-Blackwell. National Association for Bilingual Education (1992). *Professional standards for the preparation of bilingual/multicultural teachers*. Washington, DC.
- Padilla, A., Fan, L., Xu, X., & Silva, D. (2013). A Mandarin/English Two-Way Immersion Program: Language Proficiency and Academic Achievement. *Foreign Language Annals*, 46, 4, 661–679.
- Palmer, D. (2011). The discourse of transition: Teachers language ideologies within transitional bilingual education programs. *International Multilingual Research Journal*, 5, 103-122.
- Palmer, D., Martinez, R., Mateus, S., & Henderson, K. (2014). Reframing the debate on language separation: Toward a vision for translanguaging pedagogies in the dual language classroom. *The Modern Language Journal*, 98, 3, 757-772.
- Palmer, D., Henderson, K., Wall, D., Zuniga, C., Berthelsen, S. (2015). Team teaching among mixed messages: Implementing two way dual language bilingual education at third grade in Texas. *Language Policy*. DOI 10.1007/s10993-015-9361-3.
- Ritchie, W. & Bhatia, T. (2008). Psycholinguistics. In B. Spolsky & F. Hult (eds.), *The handbook of educational linguistics*, (pp. 38-52). Malden, MA: Blackwell Publishing Ltd.
- Soltero-Gonzalez, L. & Butvilofsky, S. (2017). La enseñanza de la bilingüedad en programas de doble inmersión. In M. Guerrero, C. Guerrero, L. Soltero Gonzalez, & K. Escamilla (eds.), *Abriendo brecha: antología crítica sobre la educación bilingüe de doble inmersión*. Albuquerque, NM: Fuente Press.

- Spolsky, B. & Hult, F. (eds.), *The handbook of educational linguistics*. Malden, MA: Blackwell Publishing Ltd.
- Tollefson, J. (2011). Ideology in second language education. In E. Hinkel (ed.), *Handbook of research in second language teaching and learning* (Vol. II) (pp. 801-816). NY: Routledge.
- Thomas, W.P., & Collier, V.P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz: Center for Research on Education, Diversity, Excellence, University of California-Santa Cruz. Retrieved from [http://repositories.edlib.org/crede/finalrpts/1\\_1\\_final](http://repositories.edlib.org/crede/finalrpts/1_1_final)
- Trueba, E. (1989). *Raising silent voices: Educating linguistic minorities for the 21<sup>st</sup> century*. Boston: Heinle & Heinle.
- Wong-Fillmore, L. (2014). English Lang Learners at the Crossroads of Educational Reform. *TESOL Quarterly*, 88, 3, 624-632.
- Zúñiga, C. (2016). Between language as problem and resource: Examining teachers' language orientations in dual-language programs. *Bilingual Research Journal*, 39, 3-4, 339-353.