

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
- www.DLENM.org

The Standards: Overview and Rationale – References

Achugar, M., & Pessoa, S. (2009). Power and place: Language attitudes towards Spanish in a bilingual academic community in Southwest Texas. *Spanish in Context*, 6(2), 199-223. doi:10.1075/sic.6.2.03ach.

American Association of Colleges and Teacher Education [AACTE]. (2016). *About edTPA*. Retrieved from <http://edtpa.aacte.org/about-edtpa>.

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: A report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.

Beeman, K. & Urow, C. (2013). *Teaching for bilit: Strengthening bridges between languages*. Philadelphia, PA: Calson, Inc.

Center for Applied Linguistics (CAL). (2017). *National dual language forum: Dual language program directory*. Retrieved from: <http://www.cal.org/ndlf/directories/>

Cervantes-Soon, C. G., Dorner, L., Heinaman, D., Schwerdtfeger, R., & Choi, J. (2017). Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces. *Review of Research in Education*, 41, 403-427.

Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual language instruction: A handbook for enriched education*. Boston: Heinle.

Collier, V. P., & Thomas, W. P. (2009). *Educating English learners for a transformed world*. Albuquerque, NM: Dual Language Education of New Mexico Fuente Press.

Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 1-15.

Council for the Accreditation of Educator Preparation (CAEP). (2017). *What is accreditation*. Retrieved from: <http://www.caepnet.org/accreditation/about-accreditation/what-is-accreditation>

- Darling-Hammond, L. (2012). The right start: Creating a strong foundation for the teaching career. *Phi Delta Kappan*, 94, 8-13.
- Diaz Soto, L. (1991). Teacher preparation and the linguistically diverse young child. *Education*, 111(4), 487-490.
- Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., & Escamilla, M. (2013). *Biliteracy from the start*. Philadelphia: Calson.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. West Sussex, United Kingdom: Wiley-Blackwell.
- Goulah, J. and Soltero, S. (2015). Reshaping the mainstream education climate through bilingual-bicultural education. In Y. Freeman and D. Freeman (Eds.) *Research on preparing inservice teachers to work effectively with emergent bilinguals. Advances in research in teaching series*. (pp. 177-203). UK: Emerald Books
- Guerrero, M.D., & Guerrero, M.C. (2009). El (sub)desarrollo del español académico entre los maestros bilingües: ¿Una cuestión de poder? *Journal of Latinos and Education*, 8(1), 55-66. doi:10.1080/15348430802466795
- Herrera, S.G., Cabral, R.M., & Murry, K.G. (2103). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students* (2nd Ed.). Boston: Pearson.
- Howard, E.R., Sugarman, J., Christian, D., Lindholm-Leary, K.J., & Rogers, D. (2007). *Guiding principles for dual language education* (2nd ed.). Washington DC: Center for Applied Linguistics.
- Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S. P., Nolan, Jr., J., & Whitney, A. E. (2014). Performance assessment of teaching: Implications for teacher education. *Journal of Teacher Education*, 65, 372-374.
- Lachance, J., (2017a). *North Carolina teacher preparation: Transformations for dual language learning*. Paper presented at NCSU ESL Symposium, Raleigh, NC.
- Lachance, J. (2017b). A case study of dual language program administrators: The teachers we need. *International Journal of Educational Leadership Preparation*, (12)1, 1-18.
- López, F. & Santibañez, L. (2018). Teacher preparation for emergent bilingual students: Implications of evidence for policay. *Education Policy Analysis Archives*, 26(36). <http://dx.doi.org/10.14507/epaa.26.2866>.
- Menken, K., & Antunez, B. (2001). *An overview of the preparation and certification of teachers working with Limited English Proficient (LEP) students*. Retrieved from ERIC database: Clearinghouse on Teaching and Teacher Education.
- New York State Association of Bilingual Education (NYSABE). (2015). *Professional standards for bilingual educators p-12*.

- Park, M. Zong, J. & Batalova, J. (2018). *Growing superdiversity among young U.S. dual language learners and its implications*. Washington, DC: Migration Policy Institute.
- Stanford Center for Assessment, Learning and Equity [SCALE]. (2016). *edTPA*. Retrieved from <https://scale.stanford.edu/teaching/edtpa>.
- Slavin, R.E., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Education Research*, 75(2), 247-284.
- Thomas, W.P., & Collier, V.P. (2014). *Creating dual language schools for a transformed world: Administrators speak*. Albuquerque, NM: Fuente Press.
- U. S. Department of Education [USDE], (2010). *National Advisory Committee on Institutional Quality and Integrity*. Retrieved from: <https://sites.ed.gov/naciqi/>
- U.S. Department of Education Office of English Language Acquisition (USDE OELA), (2015). *Dual Language Education Programs: Current State Policies and Practices*. Retrieved from : <http://www2.ed.gov/about/offices/list/oela/resources.html>
- U.S. Department of Education Office of Post-secondary Education (USDE OPE), (2017). Retrieved from: <https://ope.ed.gov/accreditation/Index.aspx>
- Valdés, G. 1997. Dual-language immersion programs: A cautionary note concerning the education of language-minority students. *Harvard Educational Review*, 67: 391-429.