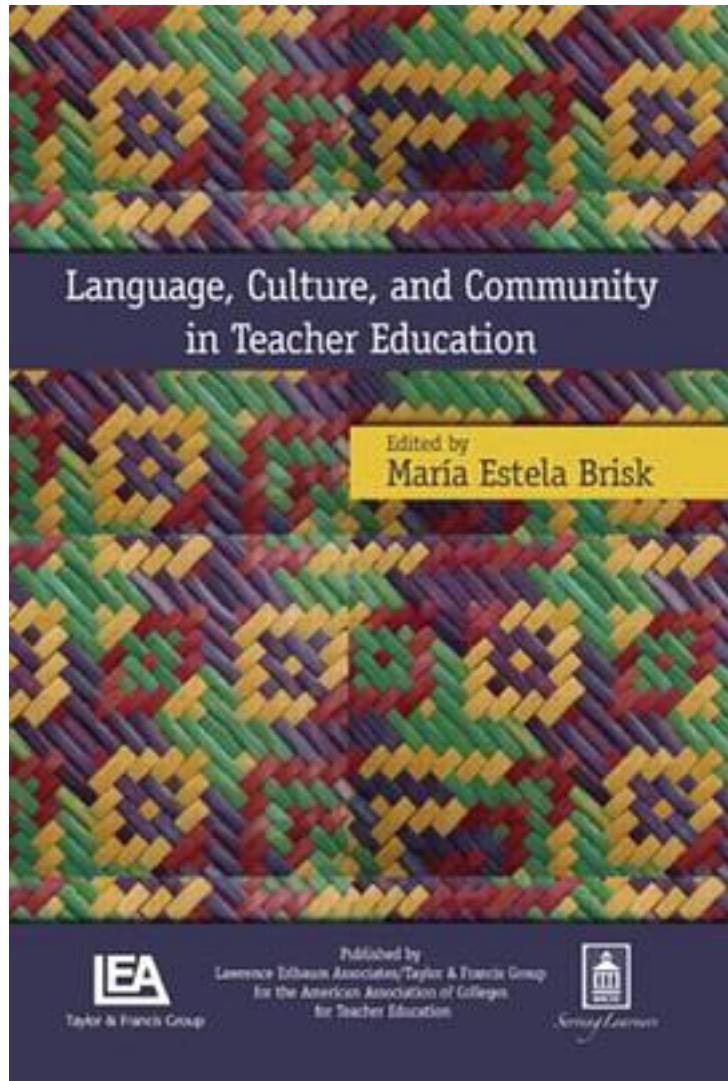


# Language, Culture, and Community in Teacher Education



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Published by Lawrence Erlbaum Associates/Taylor and Francis Group for the American Association of Colleges for Teacher Education, this volume addresses the pressing reality in teacher education that all teachers need to be prepared to work effectively with linguistically and culturally diverse student populations. Every classroom in the country is already, or will soon be, deeply affected by the changing demographics of America's students. Marilyn Cochran-Smith's Foreword and Donaldo Macedo's Introductory Essay set the context with respect to teacher education and student demographics, followed by a series of chapters presented in three sections: knowledge, practice, and policy. The literature on language education has typically been discussed in relation to preparing ESL or bilingual teachers. Typically, needs of culturally and linguistically diverse students, including immigrants, refugees, language minority populations, African Americans, and deaf students, have been addressed separately. This volume emphasizes that these children have both common educational needs and needs that are culturally and linguistically specific. It is directed to the preparation of ALL teachers who work with culturally and linguistically diverse students. It not only focuses on how teachers need to change but how faculty and curriculum need to be transformed, and how to better train teacher education candidates to understand and work efficaciously with the communities in which culturally and linguistically diverse students tend to be predominant. 'The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of higher education institutions and related organizations. Our mission is to promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel.'

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