TEACHER EDUCATION FOR INCLUSIVE BILINGUAL CONTEXTS

COLLECTIVE REFLECTION TO SUPPORT EMERGENT BILINGUALS WITH AND WITHOUT DISABILITIES

Patricia Martínez-Álvarez

Teacher Education for Inclusive Bilingual Contexts

This text demonstrates how collective reflection can function as a central part of effective teacher preparation for work in inclusive bilingual environments.

Through analysis of rich qualitative data, *Teacher Education for Inclusive Bilingual Contexts* shows how group reflection supports pre-service educators to recognize the intersectional circumstances faced by students and understand their identities beyond the possible confines of disability. This, in turn, engenders reconceptualization of standardized expectations and implicates the educator in developing student agency through individualized use of routine, language, and materials. The author offers cultural historical activity theory and disability studies in education as a basis for dialectal interactions to unearth contradictions and misunderstandings surrounding language acquisition and the learning of emergent bilinguals and highlight the ways in which educators can disrupt oppressive practices through expansive learning opportunities.

This insightful volume will be of interest to researchers, scholars, and postgraduate students in the fields of inclusive education and disability studies, bilingual and language education, and teacher education.

Patricia Martínez-Álvarez is Associate Professor at Teachers College, Columbia University, USA.

Routledge Research in Teacher Education

The Routledge Research in Teacher Education series presents the latest research on Teacher Education and also provides a forum to discuss the latest practices and challenges in the field.

For more information about this series, please visit: https://www.routledge.com/Routledge-Research-in-Teacher-Education/book-series/RRTE

Teacher Education for Inclusive Bilingual Contexts

Collective Reflection to Support Emergent Bilinguals with and without Disabilities

Patricia Martínez-Álvarez

To the classroom teachers, university supervisors, and teacher candidates of New York and the bilingual public schools where our children learn alongside us. Thank you for creating space for all and for the delicate "meshwork" that you do.

Contents

Illustrations

Figures

Tables

Author

Patricia Martínez-Álvarez is an associate professor in the program of bilingual/bicultural education in the Department of Arts and Humanities at Teachers College, Columbia University. Her research interests lie at the intersection of bilingualism and biculturalism and critical disability studies. Dr. Martínez-Álvarez is an Early Career AERA Bilingual Education Research SIG and a *Bilingual Research Journal* Reviewer Award recipient, and Associate Editor of the *Teachers College Record*. Among other venues, her publications appear in the *Journal of Teacher Education, Teaching and Teacher Education*, *Urban Education*, and *Linguistics and Education*.

Appendices

Chapter 2
Appendix: Sample Visual Map for Alexa's First Lesson

Chapter 3
Appendix: Definitions of Theoretical Codes and Illustrative Excerpts From Coded Episodes

Foreword

Practitioners frequently complain that education research is of little value because it ignores the reality that the majority of students in today's schools are members of racially, ethnically, linguistically, and culturally diverse groups. One of those realities is that almost all teachers now teach emergent bilinguals or heritage-language speakers but are not adequately prepared to meet the needs of these students. In her book *Teacher Education for Inclusive Bilingual Contexts: Collective Reflection to Support Emergent Bilinguals With and Without Disabilities*, Patricia Martínez-Álvarez provides an in-depth exploration of the experiences of teacher candidates in a university program designed to prepare teachers to work in inclusive bilingual education classrooms. She focuses attention on how prospective teachers, working as a collective with their mentor teachers and university supervisors and professors, take on the "messiness" of teaching emergent bilinguals with and without disabilities. Martínez-Álvarez provides an in-depth view of a collaborative process that involves the sharing of knowledge and expertise across disciplines as participants work together to create hybrid spaces where differences are treated as assets and students are empowered to use their funds of knowledge to acquire new knowledge. Axioms like "every student can learn", "high expectations are key to student success", and "instruction must be culturally responsive" are brought to life through the voices of students and teachers as they engage in teaching–learning activities. They are made clear as educators reflect on how their decisions affect student outcomes and how allowing for alternative ways of knowing, doing, and demonstrating competence ensures that all students reach their potential.

Martínez-Álvarez presents a powerful vision of inclusive bilingual education programs, programs in which emergent bilinguals with and without disabilities are afforded opportunities to become bilingual, biliterate, and bicultural. Along the way, she debunks myths associated with the education of students who are identified as at risk of failure and those who have been labeled as having disabilities, labels too often leading to lower expectations and limiting access to quality education programs and services. Her book provides a comprehensive overview of an inclusive

bilingual education teacher preparation model that is grounded in socio-cultural theoretical approaches such as cultural historical activity theory, disability studies in education, and funds of knowledge. She shows how teacher candidates learn how to translate these theories into practices and how to do things "otherwise" through individual reflection and collective discussions with their mentor teachers, university supervisors, and professors.

While most teacher education programs now integrate multicultural topics in courses, albeit to varying degrees, the missing link is how to actually translate knowledge and skills taught in university classrooms into teaching practice. This book fills that gap. It provides multiple examples of practice in bilingual education classrooms that are truly inclusive of students with disabilities. The end result is that historically marginalized students are provided equitable opportunities to engage and participate fully in classrooms and to demonstrate their competence, which, in turn, allows them to develop the linguistic, cultural, and social capital they need to fully participate in society.

Teacher Education for Inclusive Bilingual Contexts: Collective Reflection to Support Emergent Bilinguals With and Without Disabilities provides fresh insights into how to bridge the tensions in schools because of the dramatically increasing culturally and linguistically diverse student demography, with emergent bilinguals representing the largest segment of this group. It provides practical classroom-based examples of how prospective teachers can confront the complexities involved in meeting the needs of students at the intersection of multiple identities associated with their linguistic and cultural backgrounds and (dis)abilities. *Teacher Education for Inclusive Bilingual Contexts: Collective Reflection to Support Emergent Bilinguals With and Without Disabilities* is an invaluable resource for all teacher educators who want to transform their preparation programs to prepare prospective teachers to serve culturally and linguistically diverse students.

Alba A. Ortiz, Professor Emerita
President's Chair for Education Excellence Emerita
Department of Special Education, College of Education
The University of Texas at Austin

Acknowledgments

The reviewers who read drafts of these chapters challenged me to ponder more, harder, deeper. Thank you, Annalisa Sannino, from Tempere Univerity (Finland), and Belinda Arana, from Teachers College, for your time and invaluable contributions. Thank you Philina Shi, for your insights about Chinese knowledge and Minhye Son, for your help in crafting the initial ideas, while in the program in bilingual/bicultural education.

And I have to acknowledge my family for understanding the time I took away and for keeping me in that balance that make concentration and thoughtful productive work possible.

Abbreviations

CHAT: cultural historical activity theory
DisCrit: dis/ability critical race studies
DSE: disability studies in education
ELL: English language learner
FoK: funds of knowledge
IEP: individualized educational plan
ICT: integrated coteaching
edTPA: teacher performance assessment
UDL: Universal Design for Learning
ZPD: Zone of Proximal Development

1 Historical Contradictions in Teacher Education for Inclusive Bilingual Contexts

Introduction

Out of the 10% emergent bilingual children in the United States, 14.3% have also been labeled with a disability (National Center for Education Statistics [NCES], 2020). This constitutes 715,000 students in our classrooms who carry both, the label of English language learner (ELL) and of a disability. Emergent bilingual children with a disability experience layers of difference related to their language and their disability characteristics. Moreover, they are "exposed to the intersecting consequences of several patterns of oppression" (Martínez-Álvarez, 2018, p. 3). However, educational systems are not prepared for attending to these different layers of difference simultaneously. In fact, educational institutions have historically attended to only one of these labels to provide services for either children's emergent bilingual or their disability-related aspects (Cioè-Peña, 2017).

Teacher education programs can prepare candidates to comprehend and respond to the multilayered responses children might offer to their teaching and address the complex ways in which the intersectionality of differences in (dis)ability, culture, and language impact learning (Martínez-Álvarez & Chiang, 2020). Nevertheless, there are very few research efforts and preparation programs working to elucidate the complexity of diverse classrooms and prepare educators for inclusive bilingual education contexts (Wang & Woolf, 2015). Furthermore, there is a need to clarify the processes (i.e., abilities, coursework, and field experiences) that can assist the largely White and monolingual body of teachers entering the classroom in the United States (79% of public school teachers are White; Hussar et al., 2020), cultivate multilingual and multicultural instructional approaches (Gay, 2010; Wang & Woolf, 2015).

Researchers have enumerated a series of possible competencies teachers might need in inclusive classrooms (Wang & Woolf, 2015). The complexity of intersectional contexts inclusive of multiple layers of difference, withal, demands transformative approaches in which collective teacher reflection and analysis based on daily classroom exchanges are centered

(Daniels & Varghese, 2020; Martínez-Álvarez et al., 2020). Teachers must understand the consequences of their moment-to-moment decision-making when, for instance, attending to what children fluently favor while learning or to the varied learning exchanges occurring in spaces where multiple educators serve the same children. That is, rather than portraying teacher preparation as a simple process of "giving" teacher candidates a discrete set of competencies and assuming they will then be "ready" to teach in complex contexts, this book offers a professional and dynamic view of teaching. This stance of teacher preparation embraces a view of learning to teach, which develops over time through collective reflection (Martínez-Álvarez, 2021).

Given these varied circumstances about inclusive bilingual education, achieving a more just public education system requires thoughtful theory and practice-based teacher education approaches. It is important that those working within intersectional spaces take action to design quality research and teacher preparation programs engaging in transdisciplinary exploration (i.e., special, inclusive, and bilingual education). Furthermore, there is a need to achieve clarity in the processes needed for preparing educators to address the learning inequities emergent bilingual children with a disability currently experience. This book is an effort to contribute to teacher education for inclusive bilingual contexts, in which bilingual children with and without a disability learn together. The book chapters shape a theoretical and practical framework for preparing inclusive bilingual teacher candidates, which is informed by findings from a three-year research project. Given the focus of this book, this chapter begins with the following notes about the selected terminology.

Explaining the Terminology

Throughout the chapters in this volume, the phrase "emergent bilingual" refers to children of immigrant background, who speak a language other than English at home, and have been labeled as ELLs in school systems. This term focuses on the assets of bilingual children and emphasizes the linguistic resources they bring rather than what they might lack (García et al., 2008). Bilingual children include both bilingual children labeled as ELLs and bilingual children who are not labeled as such.

Additionally, the phrase "children with a disability" (i.e., using "person-first" language) is used instead of the "identity-first" language form "disabled children" (Hypoxic-Ischemic Encephalopathy [HIE] Help Center, 2017). Identity-first language is more broadly accepted in critical disability theoretical contexts. However, "children with a disability" is instead used in the specific context of this book to center the bilingual child who might not identify as a disabled person for multiple reasons (e.g., lack of awareness, secrecy surrounding disability labels in schools, misconceptions related to children's ability to understand their disability

characteristics, etc.). Similarly, family members might not accept the child's disability category either. In fact, given the historical deficit perspectives on the learning of emergent bilinguals (Greenfield, 2013) and the negative consequences disability labels might have for these children (Martínez-Álvarez, 2018), family members and/or educators might critically question a child's disability label.

In today's educational contexts in the United States, as many as 77% of emergent bilingual children labeled with a specific learning disability (SLD) might, as a matter of fact, be misdiagnosed (Ortiz et al., 2011). That is, they might have been identified with the wrong disability label or their ways of learning might not conform with the characteristics of an assigned disability. Nevertheless, the caveat is that this terminology, particularly in connection to identity, is fluid along the life span of a child with a disability. Disability culture awareness can be mediated in classrooms by discussing disability and centering the, oftentimes missing, stories of people with disabilities in the curriculum (Bacon & Lalvani, 2019). Thus, I recognize that while labels tend to be fixed, identity evolves over the life span and that enabling processes of conscientization for bilingual children with a disability should be part of the process of fostering inclusive spaces (Freire, 1972).

Historical Contradictions in Teacher Education for Inclusive Bilingual Contexts

The need for this book arises from historical contradictions (i.e., tensions), still prevailing today in teaching and learning efforts with emergent bilingual children, and in teacher education for multiply diverse classrooms (i.e., intersectional classrooms). The main historical contradictions invading the teaching and learning with bilingual children with a disability are (1) the intersectional deficit perspectives invading the learning of bilingual children with a disability and (2) the lack of inclusive bilingual education opportunities and of agreement on what processes are needed to prepare teachers for such contexts.

Intersectional Deficit Perspectives on Bilingual Children With a Disability

There are multiple indicators currently used to describe academic performance (i.e., graduation rate, educational achievement measured by test scores, etc.) that depict emergent bilingual children with a disability as performing poorly in schools. For instance, in New York State, only 39% of emergent bilinguals with a disability successfully finished high school in 2019, while there was a much higher rate of 86% for nonemergent bilinguals (New York State Education Department [NYSED], 2019). These disparities indicate that schools have failed to understand the complexities of

children with multiple potential learning identities or the forms of oppression they experience (Crenshaw, 1991; Liasidou, 2013).

The intersection of emergent bilingual and disability categories, in relation to disproportionality, has been amply explored in the literature and noticed by educators. I was an inclusive bilingual teacher for more than ten years before entering higher education. During those years, my students that were identified with disabilities under the federal law guiding special education services (i.e., Individuals with Disabilities Education Improvement Act [IDEIA], 2004) were mostly Latinx children of color and labeled as emergent bilinguals. Disproportionality was very visible then, and still is nowadays, throughout classes in the United States. Issues of over- and underrepresentation have also been well documented in a number of studies, in which wide discrepancies across states have been reported (Artiles et al., 2011; Harry & Klingner, 2014). In essence, when looking at the data by state, research suggests an overrepresentation of emergent bilingual children in, what are often referred to as, the "soft" disability categories (Donovan & Cross, 2002; Sullivan, 2011). *Soft* is a term used to refer to disability labels that are of "a less tangible nature—perhaps because of their apparent 'invisibility'—in comparison to physical or sensory disabilities" (Connor & Ferri, 2005, p. 110, emphasis in original). These disabilities include, for example, the categories of SLD and speech and language impairment (SLI). The identification of soft disabilities typically begins when children start school and is rife with vague definitions and subjective processes often guided by biased assessments (Connor & Ferri, 2005).

The issue of misidentification of emergent bilingual children with fixed disability labels is particularly problematic because this population is most susceptible to educational inequities situated at the intersection of differences. For example, emergent bilinguals with a disability have fewer opportunities to learn in high-quality bilingual programs (Martínez-Álvarez, 2018), receive less support for English-language development (Kangas, 2018), and are exposed to lower expectations for their learning (Kangas, 2020) than those without an ELL label. In a sense, the disability label results in fewer inclusive opportunities for emergent bilingual children.

Deficit perspectives invading the learning of bilingual children is connected to the historical resistance to bilingual education in the United States. For decades, a sociopolitical antagonism to having children of immigrant background learn in their home languages has been extant in the United States. Such opposition is rooted in the country's enduring legacy of racism (MacMillan & Hendrick, 1993). The resistance to bilingual education for immigrant communities sharply contrasts with existing research documenting the manifold benefits that growing as bilingual and biliterate individuals pose for children. For example, when children learn bilingually, they present favorable attitudes toward learning, develop strong bilingual identities, and display several cognitive strengths (e.g., Bialystok, 2010; Kabuto, 2010; Umansky & Reardon, 2014).

Even within bilingual education, there are issues related to language hierarchies. These most often manifest through a strict separation of languages and the unfavorable ways in which translanguaging practices have been historically understood within and beyond bilingual programs (Martínez, 2013). Only recently, bilingual research efforts are beginning to recognize the latent possibilities in the hybrid use of languages and of multiple modes for learning (García, 2009). The misconceptions that bilingual children lack basic skills for learning and that only those children considered to be "able" can learn in two languages accentuate restrictive access to dual-language bilingual education (e.g., Espinosa, 2008; Genesee, 2007; Greenfield, 2013).

These populist ideas prevail as a result of the imagined view of the "normal" or "average" child. The so-perceived normal child learns using recognizable processes that are valued in schools, while all others are excluded as they are considered to be outside the academic space (Davis, 2006). The different aspects of the main contradiction of the intersectional deficit perspectives invading the learning of bilingual children with a disability described until now are closely connected to how children's knowledge and ways of learning are situated in classrooms throughout the United States. This aspect is related, first, to the importance of incorporating minoritized children's resources in schools, while simultaneously ensuring access to prevailing cultural knowledge and practices, which is lacking but is pivotal (Paris, 2012), and, second, to how stories of people with disabilities are also habitually absent in the curriculum (Bacon & Lalvani, 2019). Incorporating the knowledge and ways of learning that bilingual children with a disability bring into the classroom space as part of curricular and teaching efforts produced more accurate views of their learning potential (Martínez-Álvarez, 2017). This idea is central in ensuring hybrid spaces where diverse cultures are brought into contact for learning resulting in mutual qualitative transformation (Bhabha, 1994).

These different and closely associated problems of the same central historical contradiction of the intersecting deficit views invading the learning of bilingual children with a disability, hinder the fulfillment of the vision for inclusive education within the 1975 Education for All Handicapped Children Act (reauthorized as Individuals with Disabilities Education Act [IDEA] in 1997 and as IDEIA in 2004). This book addresses aspects of these problems, which prevent educational equity for bilingual children, by attending to the preparation of teachers for multiply diverse contexts (i.e., those where children with varied intersectional labels learn).

Lack of Inclusive Bilingual Education Opportunities and Teacher Education Programs

This book advances, specifically, teacher education to achieve more inclusive approaches in dual-language bilingual programs. On the one hand, the perspective of inclusive education embraced in this book is expansive.

That is, inclusive education is understood as a constant effort to provide quality education opportunities for all minoritized children who have been historically excluded from authentic participation in educational systems, and not just children with a disability (Waitoller & Kozleski, 2013). On the other hand, dual-language bilingual programs are one form of bilingual education provision, which is also expansive as it aims at helping children become fully bilingual and biliterate, as well as bicultural. In dual-language bilingual programs, teachers and children use both languages to learn across multiple subjects for at least five to six years (Medina, 2017). These programs differ from other bilingual programs, which typically end before third grade, or provide only limited input in the minority language, which are often referred to as transitional early-exit bilingual programs (McCarty, 2012).

Research has, for a long time now, indicated that high-quality learning for Latinx bilingual children must fully utilize their linguistic resources and that dual-language bilingual programs have resulted in the best outcomes for learning (Collier & Thomas, 1989; Lindholm-Leary, 2001). We also know that children with different disabilities can learn bilingually and that this does not result in detrimental challenges (e.g., Kemper, 2012; Reetzke et al., 2015; Robillard et al., 2014). Although research is clear in the strong outcomes of dual-language education for all bilingual children, intersectionality frameworks have revealed that children labeled with a disability have fewer opportunities to learn bilingually than those without a disability (Martínez-Álvarez, 2018). There is a need to rethink dual-language bilingual programs toward more inclusive approaches whereby bilingual children with a disability can learn (Martínez-Álvarez, 2020).

Albeit this need and the understanding that teacher education makes a difference in addressing inequities in our classrooms (Gansle et al., 2012), there are very few programs preparing teachers for inclusive bilingual education contexts. A literature review showed that only 15 teacher education programs focused on this intersection (Wang & Woolf, 2015). Although the numbers vary by state, in New York, there have only been, until now, five teacher preparation programs leading to the certifications needed to teach bilingual children with a disability (NYSED, 2016). In parallel, research efforts to learn how to best prepare teachers for more inclusive education in bilingual programs are also scarce (Rueda & Stillman, 2012). Creating high-quality programs for teacher education centered on inclusive bilingual education is also entangled in the challenge that meeting the multiple requirements for the necessary state certifications pose for teacher educators and for teacher candidates themselves. New York State requires that teachers have the elementary childhood or the teaching students with disabilities and the bilingual extension certifications to teach in inclusive bilingual education classrooms. Furthermore, if teachers want to teach children in middle school, a different certification is necessary.

Principals frequently prefer teachers who have all three certifications, which gives them more flexibility in placing teachers in classrooms. It is also important that teachers have expertise in the closely connected areas of elementary childhood, teaching students with disabilities, and bilingual education to ensure inclusive bilingual designs (Martínez-Álvarez, 2020). However, each certification is a silo for states like New York, and each one requires a different set of course and certification exam requirements, making it very difficult for teacher candidates to complete those for multiple certifications simultaneously. The fact that all these different teaching emphases are strictly separate in relation to state certification is, in itself, a tension that significantly impacts teacher education. In the end, these teachers are specializing to attend to one single group of children. It is quite contradictory that educational institutions detach these areas of specialization (or activity systems) while children bring multiple layers of difference simultaneously to the classroom.

At the center of the shortage of inclusive bilingual education and teacher education programs is the intricacy involved in reconciling theoretical and practical approaches from special education with those from bilingual education. The field of special education is built on a history of medical and behaviorist-based legacy focused on remediating the disability within individual children. Such a legacy radically contrasts with Vygotskian sociocultural frameworks focused on an asset-based perspective on disability and the recognition of the role of the context in defining *disability* (Conway & Artiles, 2005). Individually bounded views of children with a disability promote simplistic teaching and learning approaches. One such approach is scaffolding, which might, when not carefully designed, end up "emphasizing task analysis and highly structured drill and practice for mastery of discrete skills" (Echevarria, 1996, p. 340). Bilingual education researchers denounce the prominence of decontextualized remedial instruction, which has been historically promoted in special education services (Ortiz & Wilkinson, 1991). Rather, bilingual education underscores the resources and knowledge children bring to school and promotes the use of authentic and sophisticated language use (Martínez-Álvarez et al., 2013). The vision of bilingual education strongly aligns with cultural historical activity theory (CHAT) and disability studies in education (DSE), which understand disability as mediated by social contexts and promote the agency of those with a disability (Baglieri et al., 2011).

These manifold contradictions require collective approaches in the preparation of teacher candidates so that there is transdisciplinary reflection and exchange of information, generating new insights about teaching and learning. Yet, historically, teacher preparation models have promoted individualistic processes where teacher candidates are perceived solely as passive learners (or novices), and mentor teachers or supervisors as mentors (or experts), who possess all the knowledge

and answers (Martínez-Álvarez, 2021). During student teaching experiences, for example, it has been standard for teacher candidates to receive unidirectional feedback from one expert educator at a time (González et al., 2016). Educators rarely engage in interactive discussions about what teaching and learning means, and looks like, in inclusive bilingual classrooms. Even when research data is generated collaboratively, it is rarely the case that the analyses focus on learning about teacher reflection processes (Mann & Walsh, 2013).

Embracing collective efforts during student teaching can prepare teacher candidates for the even more collaborative experience of special education school processes. The proceedings of disability eligibility, the development of individualized education plans (IEPs), or the simultaneous need for multiple forms of school services (i.e., special education and English as a second language [ESL]) are all, as outlined in the law, collective efforts (Martínez-Álvarez, 2020). While general and special education teachers, researchers, and family members need to work together for fostering inclusive bilingual education spaces, figurative boundaries have traditionally separated those inside and outside fields and/or areas of expertise (Wenger, 1998). Without strong teacher education programs that align theory and practice, policy or research efforts will fail to fully attend to the intersecting needs of all children.

State of Teacher Preparation for Inclusive Bilingual Education

Although research addressing teacher education for inclusive bilingual education is insufficient, there have been efforts to enumerate the competencies teachers might need to teach bilingual children with a disability. Some highlights include the importance of establishing inter-institutional partnerships across universities and school systems, developing integrated programs that simultaneously attend to linguistic and cultural, as well as disability, aspects, and facilitating research-based learning experiences (Hoover & Soltero-González, 2018). A focus on language and culture through culturally responsive teaching has likewise been stressed for teacher candidates preparing to teach children with a disability (e.g., Artiles & Ortiz, 2002; Gay, 2002; Hoover et al., 2008). Aspects of assessment complicate the field of the preparation of teachers for inclusive bilingual education classrooms. Candidates must be cautious of using standardized diagnostic assessments, which are often biased against minoritized children (Baca & Cervantes, 1998). Considerations of culture and hybrid language practices are likewise necessary and often require the use of a variety of different measures (see Ortiz & Robertson, 2018).

Inclusive bilingual education classrooms such as those centered in this book, typically involve collaboration among teachers and other educators, all of whom serve the same children. Although the learning context

for bilingual children with a disability varies by state, in New York, inclusive dual-language bilingual education classrooms include about one third of children with a disability and two teachers who coteach throughout the day. These contexts are referred to as, "integrated coteaching." or ICT, classrooms. In all cases, teaching and learning with children who learn at the intersection of differences require multiple perspectives and the collaboration of multiple educators (Hamayan et al., 2013). Educators must work together to explore and integrate children's experiences throughout the day (Moll, 2014), and their assets, and to ensure the implementation of IEPs (Martínez-Álvarez, 2018).

Attending to the intersecting layers of difference bilingual children with a disability embody requires teacher education programs to center aspects of equity through critical pedagogical approaches (Freire, 1972). Reflection on actual practice must take on a pivotal role during the preparation of teacher candidates as they learn that their every instructional action is highly consequential (Daniels & Varghese, 2020). Teacher education programs can clearly benefit from centering sociocultural theoretical approaches such as CHAT and DSE while helping teacher candidates explore what theory means for practice and help them apply theory in actual inclusive bilingual classrooms (Martínez-Álvarez, 2020). The constructs of mediation, agency, and collectivity have been central in engaging in such theory- and practice-based teacher education efforts (Martínez-Álvarez, 2020). A robust theoretical foundation, closely aligned with practical applications and with clear relevant implications, can help address the two main historical contradictions outlined in this chapter that the field of inclusive bilingual education is currently facing.

In summary, while the field is not clear about what exactly it is that educators need in order to be prepared to teach in inclusive bilingual classrooms, the need to go beyond a series of competencies has manifested. Solid theoretical foundations with well-aligned practical experiences, and opportunities for collective reflection cognizant of teachers' subjectivity and everyday actions, have been highlighted as decisive in teacher education efforts for multiply diverse classrooms (Daniels & Varghese, 2020; Martínez-Álvarez, 2020; Martínez-Álvarez et al., 2020).

Research Questions for the Preparation of Inclusive Bilingual Teachers

This book integrates ideas from CHAT and DSE that attend to mediation, agency, and collectivity, which are further explained in Chapter 2 and illustrated in consequent chapters. In an effort to contribute to teacher education for inclusive bilingual contexts, in which bilingual children with and without a disability learn together, each chapter provides practical applications of ideas emanating from these theoretical approaches, which are extracted from actual lessons in elementary inclusive dual-language

bilingual classrooms. The three-year project, whose findings are documented and discussed in this book, followed the student teaching experiences of three cohorts of teacher candidates in languages other than English (i.e., Spanish, Chinese, or French). Each candidate prepared and taught lessons in the inclusive bilingual classrooms and then engaged in collective reflective discussions with their mentor teacher, their university supervisor, and oftentimes a professor from their program of studies. The two-year stream of studies whereby the teacher candidates were completing a master's degree led to the New York State certifications needed to teach in inclusive bilingual education classrooms (i.e., elementary childhood, teaching students with disabilities, and bilingual extension). The program of studies, located in New York City, is described in more detail in Chapter 2. The post-lesson collective conversations with teacher candidates, supervisors, mentor teachers, and, at times, the professors were systemically analyzed to inform the chapters in this book.

The book is written from the assumption that there are no simple recipes to follow when teaching and learning with bilingual children with a disability. Rather, the book embraces the learning of teaching as the complex endeavor it is. It understands teacher education as a process requiring a collective approach to reflect about practice and builds on the transformative power in learning endeavors concerning diverse groups of educators. This book aims to illuminate our understanding of the potential of collective reflection in helping teacher candidates prepare for teaching bilingual children with a disability. It does this by systematically analyzing and contextualizing episodes grouped by central codes and exploring the tensions the educators brought to life within each of the codes.

While Chapters 4 through 8 all seek to expound implications for teacher education, each one also attends to a number of research questions particular to one or more of the central codes. Explicitly, Chapter 4 explores, How are tensions addressing the need to "attend to all children" brought up during collective post-lesson discussions, and what are the implications for inclusive bilingual education and the preparation of teachers? Chapter 5 addresses, What kinds of tensions addressing "rules" are brought up during collective post-lesson discussions, and what are the implications for inclusive bilingual education and the preparation of teachers? The research questions in Chapter 6 are, What kinds of tensions addressing "history and culture", "high expectations", and "self-determination and accountability" are brought up during collective post-lesson discussions? How do these themes and tensions connect to each other and what are the implications for inclusive bilingual education and the preparation of teachers? Chapter 7 then investigates the questions, How is "ability" discussed in collective discussions after lessons taught in inclusive bilingual education classrooms, and what forms of ableism do these discussions manifest? What are the implications

for inclusive bilingual education and the preparation of teachers? And, finally, Chapter 8 examines, What are the different forms of "community" discussed during collective post-lesson conversations? What tensions do these different forms of community surface during the conversations? and What are the implications for inclusive bilingual education and the preparation of teachers?

All this set of chapters provide an introduction with an opening excerpt to situate the codes being investigated within the post-lesson conversations data. Every chapter then provides a review of the relevant literature, which is organized in subsections. The data analyses processes and an overview of the findings are discussed next in each chapter's section titled "Overview of the Chapter's Data". The findings are presented with illustrative data after these parts, followed by a discussion titled "From Data to Practice", where the meaning of the findings and their relevancy to teacher education, alongside practical implications, are advanced. Each of these chapters ends with closing remarks. The chapters can be read out of order, although there are references to multiple chapters embedded throughout the book and the reader might feel compelled to refer back and forth to different sections for a more complete view.

Chapters 1 through 3 are different in that they situate the fields of study relevant to teacher education for inclusive bilingual contexts, the research project on which the book is built, and the definitions of the different main codes and the tensions that manifested within each code during the post-lesson conversations. The last chapter of the book, Chapter 9, provides a CHAT and DSE theoretical perspective on current tensions and the expansive possibilities they offered during the extent of the project. The chapter provides insights into the meaning of the project for inclusive bilingual teacher preparation, offering a futuristic view of inclusive bilingual education.

References

Artiles, A. J. & Ortiz, A. A. (Eds.) (2002). *English language learners with special education needs: identification, assessment, and instruction*. Center for Applied Linguistics.

Artiles, A. J., Waitoller, F., & Neal, R. (2011). Grappling with the intersection of language and ability differences: equity issues for Chicano-Latino students in special education. In R. Valencia (Ed.), *Chicano school failure and success: past, present, and future* (3rd ed., pp. 213–234). Routledge-Falmer. doi:10.4324/9780203835982

Baca, L. M. & Cervantes, H. T. (1998). *The bilingual special education interface* (3rd ed.). Merill Publishing Company.

Bacon, J. K. & Lalvani, P. (2019). Dominant narratives, subjugated knowledges, and the righting of the story of disability in K-12 curricula. *Curriculum Inquiry*, *49*(4), 387–404. doi:10.1080/03626784.2019.1656990

Baglieri, S., Valle, J., Connor, D., & Gallagher, D. (2011). Disability studies in education: the need for a plurality of perspectives on disability. *Remedial and Special Education*, *32*(4), 267–278. doi:10.1177/0741932510362200

Bhabha, H. K. (1994). *The location of culture*. Routledge.

Bialystok, E. (2010). Global–local and trailmaking tasks by monolingual and bilingual children: Beyond inhibition. *Developmental Psychology*, *46*, 93–105. https://doi.org/10.1037/a0015466

Cioè-Peña, M. (2017). The intersectional gap: how bilingual students in the United States are excluded from inclusion. *International Journal of Inclusive Education*, *21*(9), 906–919. doi:10.1080/13603116.2017.1296032

Collier, V. P. & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students 5*, 26–38.

Connor, D. J. & Ferri, B. A. (2005). Integration and inclusion-a troubling nexus: race, disability, and special education. *Journal of African American History*, *90*(1–2), 107–127. doi:10.1086/jaahv90n1-2p107

Conway, P. F. & Artiles, A. J. (2005). Foundations of a sociocultural perspective on teacher performance assessment. In F.P. Peterman (Ed.), *Designing performance assessment systems for urban teacher preparation* (21–48). Routledge. doi:10.4324/9781410612991

Crenshaw, K. (1991). Mapping the margins: intersectionality, identity politics, & violence against women of color. *Stanford Law Review*, *43*(6), 1241–1299. doi:10.2307/1229039

Daniels, J. R. & Varghese, M. (2020). Troubling practice: exploring the relationship between Whiteness and practice-based teacher education in considering a raciolinguicized teacher subjectivity. *Educational Researcher*, *49*(1), 56–63. doi:10.3102/0013189x19879450

Davis, L. J. (2006). Constructing normalcy: the bell curve, the novel, and the invention of the disabled body in the nineteenth century. In L. J. Davis (Ed.), *The disability studies reader* (2nd ed., pp. 3–16). Routledge.

Donovan, M. S. & Cross, C. T. (Eds.) (2002). *Minority students in special and gifted education*. National Academies Press.

Echevarria, J. (1996). The effects of instructional conversations on the language and concept development of Latino students with learning disabilities. *Bilingual Research Journal*, *20*(2), 339–363. doi:10.1080/15235882.1996.10668632

Espinosa, L. M. (2008). *Challenging common myths about young English language learners*. Foundation for Child Development Policy Brief: Advancing PK-3, No. 8. Foundation for Child Development.

Freire, P. (1972). *Pedagogy of the oppressed*. Penguin Books.

Gansle, K., Noell, G., & Burns, J. (2012). Do student achievement outcomes differ across teacher preparation programs? An analysis of teacher education in Louisiana. *Journal of Teacher Education*, *63*(5), 304–317. doi:10.1177/0022487112439894

García, O. (2009). *Bilingual education in the 21st century: a global perspective*. Wiley-Blackwell.

García, O., Kleifgen, J. A., & Falchi, L. (2008, January). *From English language learners to emergent bilinguals*. Equity Matters: Research Review, No. 1. A Research Initiative of the Campaign for Educational Equity. Teachers College, Columbia University. https://files.eric.ed.gov/fulltext/ED524002.pdf

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: setting the stage. *International Journal of Qualitative Studies in Education*, *15*(6), 613–629. doi:10.1080/0951839022000014349

Gay, G. (2010). *Culturally responsive teaching: theory, research, and practice* (2nd ed.). Teachers College Press. doi:10.1080/0951839022000014349

Genesee, F. (2007). French and at-risk students: a review of research evidence. *The Canadian Modern Language Review*, *63*(5), 655–687. doi:10.3138/cmlr.63.5.655

González, G., Deal, J. T., & Skultety, L. (2016). Facilitating teacher learning when using different representations of practice. *Journal of Teacher Education*, *67*(5), 447–466. doi:10.1177/0022487116669573

Greenfield, R. (2013). Perceptions of elementary teachers who educate linguistically diverse student. *The Qualitative Report*, *18*(47), 1–26.

Hamayan, E. V., Marler, B., Sánchez-Lopez, C. S., & Damico, J. (2013). *Special education considerations for English language learners: delivering a continuum of services* (2nd ed.). Caslon Publishing.

Harry, B. & Klingner, J. (2014). *Why are so many minority students in special education?* (2nd ed.). Teachers College Press.

Hoover, J. J. & Soltero-González, L. (2018). Educator preparation for linguistically responsive MTSS in rural community elementary schools. *Teacher Education and Special Education*, *41*(3), 188–202. doi:10.1177/0888406417753689

Hoover, J. J., Klingner, J. K., Baca, L. M., & Patton, J. R. (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Pearson Education.

Hussar, B., Zhang, J., Hein, S., Wang, K., Roberts, A., Cui, J., Smith, M., Bullock Mann, F., Barmer, A., & Dilig, R. (2020, May). *The Condition of Education 2020 (NCES 2020-144)*. U.S. Department of Education. National Center for Education Statistics. http://nces.ed.gov/pubsearch.doi:10.1037/e492162006-002

Hypoxic-Ischemic Encephalopathy (HIE) Help Center. (2017). *Disability terminology: choosing the right words when talking about disability*. https://hiehelpcenter.org/

Individuals with Disabilities Education Improvement Act (IDEIA) (2004). 20 U.S.C. x 1400.

Kabuto, B. (2010). *Becoming biliterate: identity, ideology, and learning to read and write in two languages*. Routledge.

Kangas, S. E. N. (2018). Breaking one law to uphold another: service provision for English learners with disabilities. *TESOL Quarterly*, *52*(4), 877–910. doi:10.1002/tesq.431

Kangas, S. E. N. (2020). Counternarratives of English learners with disabilities. *Bilingual Research Journal*, *43*(3), 267–285. doi:10.1080/15235882.2020.1807424

Kemper, T. (2012). *Promoting listening reading comprehension for nonverbal English language learners who have a severe intellectual delay* (Publication No. 3521687) [Doctoral dissertation, University of Washington]. ProQuest Dissertation Publishing.

Liasidou, A. (2013). Bilingual and special educational needs in inclusive classrooms: some critical and pedagogical considerations. *Support for Learning: British Journal of Learning Support*, *28*(1), 11–16. doi:10.1111/1467-9604.12010

Lindholm-Leary, K. (2001). *Dual language education*. Multilingual Matters.

MacMillan, D. L. & Hendrick, I. G. (1993). Evolution and legacies. In I. General, S. Education, J. I. Goodlad, & T. C. Lovitt (Eds.), *Integrating general and special education* (pp. 23–48). Merill/Macmillan.

Mann, S. & Walsh, S. (2013). RP or "RIP": a critical perspective on reflective practice. *Applied Linguistics Review*, *4*(2), 291–315. doi:10.1515/applirev-2013-0013

Martínez, R. A. (2013). Reading the world in Spanglish: hybrid language practices and ideological contestation in a sixth-grade English language arts classroom. *Linguistics and Education*, *24*(3), 276–288. doi:10.1016/j.linged.2013.03.007

Martínez-Álvarez, P. (2017). Multigenerational learning for expanding the educational involvement of bilinguals experiencing academic difficulties. *Curriculum Inquiry*, *47*(3), 263–289. doi:10.1080/03626784.2017.1324734

Martínez-Álvarez, P. (2018). Dis/ability labels and emergent bilingual children: current research and new possibilities to grow as bilingual and biliterate learners. *Race Ethnicity and Education*, *22*(2), 174–193. doi:10.1080/13613324.2018.1538120

Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: mediation, agency, and collectivity. *Bilingual Research Journal*, *43*(3), 304–322. doi:10.1080/15235882.2020.1802367

Martínez-Álvarez, P. (2021). *Hybrid spaces and collaborative feedback for the preparation of teachers for inclusive bilingual education* [Manuscript submitted for publication]. Teachers College, Columbia University.

Martínez-Álvarez, P. & Chiang, H. M. (2020). A bilingual special education teacher preparation program in New York City: case studies of teacher candidates' student teaching experiences. *Equity & Excellence in Education*, *53*(1–2), 196–215. doi:10.1080/10665684.2020.1749186

Martínez-Álvarez, P., Ghiso, M. P., & Martínez, I. (2013). Creative literacies and learning with Latino emergent bilinguals. *LEARNing Landscapes Journal*, *11*, 273–298. https://doi.org/10.36510/learnland.v6i1.587

Martínez-Álvarez, P., Son, M., & Arana, B. (2020). Pre-service teachers' efforts to mediate learning with bilingual children with disabilities. *Teaching and Teacher Education*, *91*. doi:10.1016/j.tate.2020.103044

McCarty, S. (2012, September 14). *Understanding bilingual education 2: analyzing types of bilingual education*. Language Development & Education. Child Research Net. https://www.childresearch.net/papers/language/2012_02.html

Medina, J. L. (2017, November 28). *Qué? You don't know the 3 pillars of dual language?* Center for Applied Linguistics (CAL). http://www.cal.org/news-and-events/in-the-news/que-you-don-t

Moll, L. C. (2014). *L. S. Vygotsky and education*. Routledge.

National Center for Education Statistics. [NCES]. (2020, May). *English language learners in public schools*. The Condition of Education. Institute of Education Sciences (IES). https://nces.ed.gov/programs/coe/indicator_cgf.asp

New York State Education Department. [NYSED]. (2016). *ELL Demographics & Performance 2015–2016*. http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/factfigures_2016.pdf

New York State Education Department. [NYSED]. (2019) *ELL demographics & performance 2018–2019*. https://data.nysed.gov/enrollment.php?year=2019&state=yes

Ortiz, A. A. & Robertson, P. M. (2018). Preparing teachers to serve English learners with language- and/or literacy-related difficulties and disabilities. *Teacher Education and Special Education*, *41*(3), 1–12. doi:10.1177/0888406418757035

Ortiz, A. & Wilkinson, C., (1991). *AIM for the BEST: assessment and intervention model for the bilingual exceptional child*. University of Texas at Austin.

Ortiz, A.A., Robertson, P. M., Wilkinson, C. Y., Liu, J., McGhee, B. D., & Kushner, M. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: implications for response to intervention. *Bilingual Research Journal*, *34*(3), 316–333. doi:10.1080/15235882.2011.628608

Paris, D. (2012). Culturally sustaining pedagogy: a needed change in stance, terminology, and practice. *Educational Researcher*, *41*(3), 93–97. doi:10.3102/0013189x12441244

Reetzke, R., Zou, X., Sheng, L., & Katsos, N. (2015). Communicative development in bilingually exposed Chinese children with autism spectrum disorders. *Journal of Speech, Language, and Hearing Research*, *58*(3), 813–825. doi:10.1044/2015_jslhr-l-13-0258

Robillard, M., Mayer-Crittenden, C., Minor-Corriveau, M., & Bélanger, R. (2014). Monolingual and bilingual children with and without primary language impairment: core vocabulary comparison. *Augmentative and Alternative Communication*, *30*(3), 267–278. doi:10.3109/07434618.2014.921240

Rueda, R. & Stillman, J. (2012). The 21st century teacher: a cultural perspective. *Journal of Teacher Education*, *63*(4), 245–253. doi:10.1177/0022487112446511

Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English language learners. *Exceptional Children*, *77*(3), 317–334. doi:10.1177/001440291107700304

Umansky, I. & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual Immersion, and English immersion classrooms. *American Educational Research Journal*, *51*(5), 879–912. doi:10.3102/0002831214545110

Waitoller, F. R. & Kozleski, E. B. (2013). Working in boundary practices: identity development and learning in partnerships for inclusive education. *Teaching and Teacher Education*, *31*, 35–45. doi:10.1016/j.tate.2012.11.006

Wang, P. & Woolf, S. B. (2015). Trends and issues in bilingual special education teacher preparation: a literature review. *Journal of Multilingual Education Research*, *6*(4), 35–59.

Wenger, E. (1998). *Communities of practice: learning, meaning and identity*. Cambridge University Press.

Historical Contradictions in Teacher Education for Inclusive Bilingual Contexts

Artiles, A. J. & Ortiz, A. A. (Eds.) (2002). English language learners with special education needs: identification, assessment, and instruction. Center for Applied Linguistics.

Artiles, A. J. , Waitoller, F. , & Neal, R. (2011). Grappling with the intersection of language and ability differences: equity issues for Chicano-Latino students in special education. In R. Valencia (Ed.), Chicano school failure and success: past, present, and future (3rd ed., pp. 213–234). Routledge-Falmer. doi:10.4324/9780203835982

Baca, L. M. & Cervantes, H. T. (1998). The bilingual special education interface (3rd ed.). Merill Publishing Company.

Bacon, J. K. & Lalvani, P. (2019). Dominant narratives, subjugated knowledges, and the righting of the story of disability in K-12 curricula. Curriculum Inquiry, 49(4), 387–404. doi:10.1080/03626784.2019.1656990

Baglieri, S. , Valle, J. , Connor, D. , & Gallagher, D. (2011). Disability studies in education: the need for a plurality of perspectives on disability. Remedial and Special Education, 32(4), 267–278. doi:10.1177/0741932510362200

Bhabha, H. K. (1994). The location of culture. Routledge.

Bialystok, E. (2010). Global–local and trailmaking tasks by monolingual and bilingual children: Beyond inhibition. Developmental Psychology, 46, 93–105. https://doi.org/10.1037/a0015466

Cioè-Peña, M. (2017). The intersectional gap: how bilingual students in the United States are excluded from inclusion. International Journal of Inclusive Education, 21(9), 906–919. doi:10.1080/13603116.2017.1296032

Collier, V. P. & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English? Journal of Educational Issues of Language Minority Students 5, 26–38.

Connor, D. J. & Ferri, B. A. (2005). Integration and inclusion-a troubling nexus: race, disability, and special education. Journal of African American History, 90(1–2), 107–127. doi:10.1086/jaahv90n1-2p107

Conway, P. F. & Artiles, A. J. (2005). Foundations of a sociocultural perspective on teacher performance assessment. In F.P. Peterman (Ed.), Designing performance assessment systems for urban teacher preparation (21–48). Routledge. doi:10.4324/9781410612991

Crenshaw, K. (1991). Mapping the margins: intersectionality, identity politics, & violence against women of color. Stanford Law Review, 43(6), 1241–1299. doi:10.2307/1229039

Daniels, J. R. & Varghese, M. (2020). Troubling practice: exploring the relationship between Whiteness and practice-based teacher education in considering a raciolinguicized teacher subjectivity. Educational Researcher, 49(1), 56–63. doi:10.3102/0013189x19879450

Davis, L. J. (2006). Constructing normalcy: the bell curve, the novel, and the invention of the disabled body in the nineteenth century. In L. J. Davis (Ed.), The disability studies reader (2nd ed., pp. 3–16). Routledge.

Donovan, M. S. & Cross, C. T. (Eds.) (2002). Minority students in special and gifted education. National Academies Press.

Echevarria, J. (1996). The effects of instructional conversations on the language and concept development of Latino students with learning disabilities. Bilingual Research Journal, 20(2), 339–363. doi:10.1080/15235882.1996.10668632

Espinosa, L. M. (2008). Challenging common myths about young English language learners. Foundation for Child Development Policy Brief: Advancing PK-3, No. 8. Foundation for Child Development.

Freire, P. (1972). Pedagogy of the oppressed. Penguin Books.

Gansle, K. , Noell, G. , & Burns, J. (2012). Do student achievement outcomes differ across teacher preparation programs? An analysis of teacher education in Louisiana. Journal of Teacher Education, 63(5), 304–317. doi:10.1177/ 0022487112439894

García, O. (2009). Bilingual education in the 21st century: a global perspective. Wiley-Blackwell.

García, O. , Kleifgen, J. A. , & Falchi, L. (2008, January). From English language learners to emergent bilinguals. Equity Matters: Research Review, No. 1. A Research Initiative of the Campaign for Educational Equity. Teachers College, Columbia University. https://files.eric.ed.gov/fulltext/ED524002.pdf

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: setting the stage. International Journal of Qualitative Studies in Education, 15(6), 613–629. doi:10.1080/0951839022000014349

Gay, G. (2010). Culturally responsive teaching: theory, research, and practice (2nd ed.). Teachers College Press. doi:10.1080/0951839022000014349

Genesee, F. (2007). French and at-risk students: a review of research evidence. The Canadian Modern Language Review, 63(5), 655–687. doi:10.3138/cmlr.63.5.655

González, G. , Deal, J. T. , & Skultety, L. (2016). Facilitating teacher learning when using different representations of practice. Journal of Teacher Education, 67(5), 447–466. doi:10.1177/0022487116669573

Greenfield, R. (2013). Perceptions of elementary teachers who educate linguistically diverse student. The Qualitative Report, 18(47), 1–26.

Hamayan, E. V. , Marler, B. , Sánchez-Lopez, C. S. , & Damico, J. (2013). Special education considerations for English language learners: delivering a continuum of services (2nd ed.). Caslon Publishing.

Harry, B. & Klingner, J. (2014). Why are so many minority students in special education? (2nd ed.). Teachers College Press.

Hoover, J. J. & Soltero-González, L. (2018). Educator preparation for linguistically responsive MTSS in rural community elementary schools. Teacher Education and Special Education, 41(3), 188–202. doi:10.1177/0888406417753689

Hoover, J. J. , Klingner, J. K. , Baca, L. M. , & Patton, J. R. (2008). Methods for teaching culturally and linguistically diverse exceptional learners. Pearson Education.

Hussar, B. , Zhang, J. , Hein, S. , Wang, K. , Roberts, A. , Cui, J. , Smith, M. , Bullock Mann, F. , Barmer, A. , & Dilig, R. (2020, May). The Condition of Education 2020 (NCES 2020-144). U.S. Department of Education. National Center for Education Statistics. http://nces.ed.gov/pubsearch.doi:10.1037/e492162006-002

Hypoxic-Ischemic Encephalopathy (HIE) Help Center . (2017). Disability terminology: choosing the right words when talking about disability. https://hiehelpcenter.org/

Individuals with Disabilities Education Improvement Act (IDEIA) (2004). 20 U.S.C. x 1400.

Kabuto, B. (2010). Becoming biliterate: identity, ideology, and learning to read and write in two languages. Routledge.

Kangas, S. E. N. (2018). Breaking one law to uphold another: service provision for English learners with disabilities. TESOL Quarterly, 52(4), 877–910. doi:10.1002/tesq.431

Kangas, S. E. N. (2020). Counternarratives of English learners with disabilities. Bilingual Research Journal, 43(3), 267–285. doi:10.1080/15235882.2020. 1807424

Kemper, T . (2012). Promoting listening reading comprehension for nonverbal English language learners who have a severe intellectual delay (Publication No. 3521687) [Doctoral dissertation, University of Washington]. ProQuest Dissertation Publishing.

Liasidou, A. (2013). Bilingual and special educational needs in inclusive classrooms: some critical and pedagogical considerations. Support for Learning: British Journal of Learning Support, 28(1), 11–16. doi:10.1111/1467-9604.12010

Lindholm-Leary, K. (2001). Dual language education. Multilingual Matters.

MacMillan, D. L. & Hendrick, I. G. (1993). Evolution and legacies. In I. General , S. Education , J. I. Goodlad , & T. C. Lovitt (Eds.), Integrating general and special education (pp. 23–48). Merill/Macmillan.

Mann, S. & Walsh, S. (2013). RP or "RIP": a critical perspective on reflective practice. Applied Linguistics Review, 4(2), 291–315. doi:10.1515/applirev- 2013-0013

Martínez, R. A. (2013). Reading the world in Spanglish: hybrid language practices and ideological contestation in a sixth-grade English language arts classroom. Linguistics and Education, 24(3), 276–288. doi:10.1016/j.linged.2013.03.007

Martínez-Álvarez, P. (2017). Multigenerational learning for expanding the educational involvement of bilinguals experiencing academic difficulties. Curriculum Inquiry, 47(3), 263–289. doi:10.1080/03626784.2017.1324734

Martínez-Álvarez, P. (2018). Dis/ability labels and emergent bilingual children: current research and new possibilities to grow as bilingual and biliterate learners. Race Ethnicity and Education, 22(2), 174–193. doi:10.1080/13613324.2018.1538120

Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: mediation, agency, and collectivity. Bilingual Research Journal, 43(3), 304–322. doi:10.1080/15235882.2020.1802367

Martínez-Álvarez, P. (2021). *Hybrid spaces and collaborative feedback for the preparation of teachers for inclusive bilingual education* [Manuscript submitted for publication]. Teachers College, Columbia University.

Martínez-Álvarez, P. & Chiang, H. M. (2020). A bilingual special education teacher preparation program in New York City: case studies of teacher candidates' student teaching experiences. Equity & Excellence in Education, 53(1–2), 196–215. doi:10.1080/10665684.2020.1749186

Martínez-Álvarez, P. , Ghiso, M. P. , & Martínez, I. (2013). Creative literacies and learning with Latino emergent bilinguals. LEARNing Landscapes Journal, 11, 273–298. https://doi.org/10.36510/learnland.v6i1.587

Martínez-Álvarez, P. , Son, M. , & Arana, B. (2020). Pre-service teachers' efforts to mediate learning with bilingual children with disabilities. Teaching and Teacher Education, 91. doi:10.1016/j.tate.2020.103044

McCarty, S. (2012, September 14). Understanding bilingual education 2: analyzing types of bilingual education. Language Development & Education. Child Research Net. https://www.childresearch.net/papers/language/2012_02.html

Medina, J. L. (2017, November 28). Qué? You don't know the 3 pillars of dual language? Center for Applied Linguistics (CAL). http://www.cal.org/news-and-events/in-the-news/que-you-don-t

Moll, L. C. (2014). L. S. Vygotsky and education. Routledge.

National Center for Education Statistics. [NCES] . (2020, May). English language learners in public schools. The Condition of Education. Institute of Education Sciences (IES). https://nces.ed.gov/programs/coe/indicator_cgf.asp

New York State Education Department. [NYSED] . (2016). ELL Demographics & Performance 2015–2016. http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/factfigures_2016.pdf

New York State Education Department. [NYSED] . (2019) ELL demographics & performance 2018–2019. https://data.nysed.gov/enrollment.php?year=2019&state=yes

Ortiz, A. A. & Robertson, P. M. (2018). Preparing teachers to serve English learners with language- and/or literacy-related difficulties and disabilities. Teacher Education and Special Education, 41(3), 1–12. doi:10.1177/0888406418757035

Ortiz, A. & Wilkinson, C. , (1991). AIM for the BEST: assessment and intervention model for the bilingual exceptional child. University of Texas at Austin.

Ortiz, A.A. , Robertson, P. M. , Wilkinson, C. Y. , Liu, J. , McGhee, B. D. , & Kushner, M. (2011). The role of bilingual education teachers in preventing inappropriate referrals of ELLs to special education: implications for response to intervention. Bilingual Research Journal, 34(3), 316–333. doi:10.1080/15235882.2011. 628608

Paris, D. (2012). Culturally sustaining pedagogy: a needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93–97. doi:10.3102/ 0013189x12441244

Reetzke, R. , Zou, X. , Sheng, L. , & Katsos, N. (2015). Communicative development in bilingually exposed Chinese children with autism spectrum disorders. Journal of Speech, Language, and Hearing Research, 58(3), 813–825. doi:10.1044/2015_jslhr-l-13-0258

Robillard, M. , Mayer-Crittenden, C. , Minor-Corriveau, M. , & Bélanger, R. (2014). Monolingual and bilingual children with and without primary language impairment: core vocabulary comparison. Augmentative and Alternative Communication, 30(3), 267–278. doi:10.3109/07434618.2014.921240

Rueda, R. & Stillman, J. (2012). The 21st century teacher: a cultural perspective. Journal of Teacher Education, 63(4), 245–253. doi:10.1177/0022487 112446511

Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English language learners. Exceptional Children, 77(3), 317–334. doi:10.1177/001440291107700304

Umansky, I. & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual Immersion, and English immersion classrooms. American Educational Research Journal, 51(5), 879–912. doi:10.3102/0002831214545110

Waitoller, F. R. & Kozleski, E. B. (2013). Working in boundary practices: identity development and learning in partnerships for inclusive education. Teaching and Teacher Education, 31, 35–45. doi:10.1016/j.tate.2012.11.006

Wang, P. & Woolf, S. B. (2015). Trends and issues in bilingual special education teacher preparation: a literature review. Journal of Multilingual Education Research, 6(4), 35–59.

Wenger, E. (1998). Communities of practice: learning, meaning and identity. Cambridge University Press.

Theorizing Collective Conversations Among Educators for Learning

Annamma, S. A. , Connor, D. , & Ferri, B. (2013). Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. Race Ethnicity and Education, 16(1), 1–31. doi:10.1080/13613324.2012.730511

Annamma, S. & Morrison, D. (2018). Identifying dysfunctional education ecologies: a DisCrit analysis of bias in the classroom. Equity & Excellence in Education, 51(2), 114–131. doi:10.1080/10665684.2018.1496047

Artiles, A. J. (2009). Re-framing disproportionality research: outline of a cultural-historical paradigm. Multiple Voices for Ethnically Diverse Exceptional Learners, 11(2), 24–37.

Artiles, A. J. , Kozleski, E. B. , & Waitoller, F. R. (Eds.) (2011). Inclusive education: examining equity on five continents. Harvard Education Press.

Bandura, A. (1989). Human agency in social cognitive theory. American Psychologist, 44(9), 1175–1184. doi:10.1037/0003-066X.44.9.1175

Bateson, G. (1972). Steps to an ecology of mind. Ballantine Books.

Bhabha, H. K. (1994). The location of culture. Routledge.

Bialystok, E. (2010). Global–local and trail-making tasks by monolingual and bilingual children: beyond inhibition. Developmental Psychology, 46, 93–105. doi:10.1037/a0015466

Connor, D. J. & Ferri, B. A. (2005). Integration and inclusion-a troubling nexus: race, disability, and special education. Journal of African American History, 90(1–2), 107–127. doi:10.1086/jaahv90n1-2p107

Conway, P. F. & Artiles, A. A. (2005). A socio-cultural perspective on teacher performance assessment. In F. P. Peterman (Ed.), Designing performance assessment systems for urban teacher preparation. Lawrence Erlbaum. doi:10.4324/ 9781410612991

Corbin, J. & Strauss, A. (2008). Basics of qualitative research: techniques and procedures for developing grounded theory (3rd ed.). Sage. doi:10.4135/9781452230153

Creswell, J. W. (1998). Qualitatitive inquire and research design: Choosing among five traditions. Sage Publications.

Danforth, S. & Gabel, S. (Eds.). (2006). Vital questions facing disability studies in education. Peter Lang Publishing.

Daniels, H. (2014). Learning contexts for children and young people with learning differences. National Society for the Study of Education, 113(2), 515–534.

Emibaryer, M. & Mische, A. (1998). What is agency? The American Journal of Sociology, 103(4), 962–1023.

Engeström, Y. (1987). Learning by expanding: an activity-theoretical approach to developmental research. Orienta-Konsultit.

Engeström, Y. (1999). Innovative learning in work teams: analysing cycles of knowledge creation in practice. In Y. Engeström , R. Miettinen , & R. L. Punamäki (Eds.), Perspectives on activity theory (pp. 377–404). Cambridge University Press. doi:10.1017/cbo9780511812774.025

Engeström, Y. (2000). From individual action to collective activity and back: developmental work research as an interventionist methodology. In P. Luff , J. Hindmarsh , & C. Heath (Eds.), Workplace studies. Cambridge University Press. doi:10.1017/cbo9780511628122.008

Engeström, Y. (2001). Expansive learning at work: toward an activity theoretical reconceptualization. Journal of Education and Work, 14, 133–156. doi:10.1080/13639080020028747

Engeström, Y. (2004). *New forms of learning in co-configuration work*. Paper presented to the Department of Information Systems "ICTs in the contemporary world" seminar, LSE, January 2004.

Engeström, Y. , Kajamaa, A. , & Nummijoki, J. (2015). Double stimulation in everyday work: critical encounters between home care workers and their elderly clients. Learning, Culture and Social Interaction, 4, 48–61. doi:10.1016/j.lcsi.2014.07.005

Erevelles, N. (2005). Understanding curriculum as a normalized text: disability studies meet curriculum theory. Journal of Curriculum Studies, 37(4), 421–439. doi:10.1080/0022027032000276970

Gabel, S. (Ed.). (2005). Disability studies in education: readings in theory and method. Peter Lang.

García, O. & Wei, L. (2013). Translanguaging: language, bilingualism and education. Palgrave Macmillan.

García, S. B. & Ortiz, A. A. (2008). A framework for culturally and linguistically responsive design of response to intervention models. Multiple Voices for Ethnically Diverse Exceptional Learners, 11(1), 24–41.

Ghiso, M. P. (2016). The Laundromat as the transnational local: Young children's literacies of independence. Teachers College Record, 118, 1–46.

Greeno, J. G. & Engeström, Y. (2014). Learning in activity. In R. K. Sawyer (Ed.), The Cambridge handbook of the learning sciences (2nd ed., pp. 128–147). Cambridge University Press. doi:10.1017/cbo9781139519526.009

Gutiérrez, K. D. , Baquedano-López, P. , Tejeda, C. , & Rivera, A. (1999). Hybridity as a tool for understanding literacy learning: building on a syncretic approach. In Paper presented at the American Educational Research Association, Montreal, QC.

Gutiérrez, K. D. & Rogoff, B. (2003). Cultural ways of learning: individual traits or repertoires of practice. Educational Researcher, 32(5), 19–25. doi:10.3102/0013189x032005019

Hamayan, E. , Marler, B. , Sánchez-López, C. , & Damico, J. (2013). Special education considerations for English language learners: delivering a continuum of services (2nd ed.). Caslon Publishing.

Hasu, M. (2000). Constructing clinical use: an activity-theoretical perspective on implementing new technology. Technology Analysis & Strategic Management, 12, 369–382. doi:10.1080/09537320050130606

Jiménez, R. T. , Smith, P.H. , & Martínez-León, N. (2003). Freedom and form: the language and literacy practices of two Mexican schools. Reading Research Quarterly, 38(4), 488–508. doi:10.1598/rrq.38.4.4

Kennedy, C. H. (2005). Single-case designs for educational research. Allyn & Bacon.

Kozleski, E. , Artiles, A. J. , & Waitoller, F. R. (2011). Introduction. Equity in inclusive education: Historical trajectories and theoretical commitments. In A. J. Articles , E. B. Kozleski , & F. R. Waitoller (Eds.), Inclusive education: Examining equity on five continents. Harvard University Press. doi:10.4135/9781446282236.n16

Martínez-Álvarez, P. (2014). Reconceptualizing what counts as language and learning in bilingual children with disabilities. The NYS TESOL Journal, 1(2), 39–58.

Martínez-Álvarez, P. (2017, Published Online 2016). Special ways of knowing in science: expansive learning opportunities with bilingual children with learning disabilities. Cultural Studies of Science Education, 12(3), 521–553. doi:10.1007/s11422-016-9732-x

Martínez-Álvarez, P. (2019; Online First). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. Urban Education, 1–33. doi:10.1177/0042085919873697

Martínez-Álvarez, P. (2020). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Martínez-Álvarez, P. (2021). *Hybrid spaces and collaborative feedback for the preparation of teachers for inclusive bilingual education* [Manuscript submitted for review]. Teachers College, Columbia University.

Martínez-Álvarez, P. , Sáez, N. , & Ghiso, M. P. (2018). Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors. Linguistics and Education, 47, 68–83. doi:10.1016/j.linged.2018.08.003

Maxwell, J. A. (2005). Qualitative research design: an interactive approach (2nd ed.). Sage. doi:10.1177/1094428106290193

Mendoza, E. , Paguyo, C. , & Gutiérrez, K. (2016). Understanding the intersection of race and dis/ability: common sense notions of learning and culture. In D. J. Connor , B. A. Ferri , & A. A. Subini (Eds.), DisCrit: disability studies and critical race theory in education (pp. 71–86). Teachers College Press. doi:10.1080/00131946.2017.1334656

Moll, L. , Amanti, C. , Neff, D. , & Gonzalez, N. (1992). Funds of Knowledge for Teaching: using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141. doi:10.1080/00405849209543534

Sannino, A. (2015). The principle of double stimulation: a path to volitional action. Learning, Culture and Social Interaction, 6, 1–15. doi:10.1016/j.lcsi.2015.01.001

Seiler, G. (2013). New metaphors about culture: implications for research in science teacher preparation. Journal of Research in Science Teaching, 50(1), 104–121. doi:10.1002/tea.21067

Society for Disability Studies (2016). Mission Statement. http://disstudies.org/index.php/about-sds/mission-and-history/.

Strauss, A. & Corbin, J. (1990). Basics of qualitative research: grounded theory procedures and techniques. Sage.

Tafolla, C. (2009). What can you do with a paleta? Tricycle Press.

Pugach, M. C. , Blanton, L. P. , & Boveda, M. (2014). Working together: research on the preparation of general education and special education teachers for inclusion and collaboration. In J. M. Kauffman , D. P. Hallahan , & P. C. Pullen (Eds.), Handbook of Research on Special Education Teacher Preparation (pp. 143–160). Taylor & Francis Group. doi:10.4324/9780203817032

Virkkunen, J. (2006). Dilemmas in building shared transformative agency. Activités, 3(1), 43–66. doi:10.4000/activites.1850

Vygotsky, L. S. (1978). Mind in society: the development of higher psychological processes. Harvard University Press.

Teacher Education for Inclusive Bilingual Contexts

Ada, A. F. (1975). Editorial. Bilingual Research Journal, 1(1), 11–12. doi:10.1080/08881685.1975.10668261

Baglieri, S. , Valle, J. , Connor, D. , & Gallagher, D. (2011). Disability studies in education: the need for a plurality of perspectives on disability. Remedial and Special Education, 32(4), 267–278. doi:10.1177/0741932510362200

Bhabha, H. K. (1994). The location of culture. Routledge.

Cioè-Peña, M. (2017). The intersectional gap: how bilingual students in the United States are excluded from inclusion. International Journal of Inclusive Education, 21(9), 906–919. doi:10.1080/13603116.2017.1296032

Cole, M. (1996). Cultural psychology: a once and future discipline. Belknap Press of Harvard University Press.

Cole, M. & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), Distributed cognitions: psychological and educational considerations (pp. 1–46). Cambridge University Press.

Conway, P. F. & Artiles, A. A. (2005). A socio-cultural perspective on teacher performance assessment. In F. P. Peterman (Ed.), Designing performance assessment systems for urban teacher preparation. Lawrence Erlbaum. doi:10.4324/ 9781410612991

Crenshaw, K. (1991). Mapping the margins: intersectionality, identity politics, & violence against women of color. Stanford Law Review, 43(6), 1241–1299. doi:10.2307/1229039

Engeström, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Orienta-Konsultit.

Engeström, Y. (1999). Innovative learning in work teams: Analysing cycles of knowledge creation in practice. In Y. Engeström , R. Miettinen , & R. L. Punamäki (Eds.), Perspectives on activity theory (pp. 377–404). Cambridge University Press. https://doi.org/10.1017/cbo9780511812774.025

Engeström, Y. (2000). From individual action to collective activity and back: Developmental work research as an interventionist methodology. In P. Luff , J. Hindmarsh , & C. Heath (Eds.), Workplace studies. Cambridge University Press. doi:10.1017/cbo9780511628122.008

Engeström, Y. (2001) Expansive learning at work: toward an activity theoretical reconceptualization. Journal of Education and Work, 14(1), 133–156. doi:10.1080/13639080020028747

Engeström, Y. , Kajamaa, A. , & Nummijoki, J. (2015). Double stimulation in everyday work: critical encounters between home care workers and their elderly clients. Learning, Culture and Social Interaction, 4, 48–61. doi:10.1016/j.lcsi.2014.07.005

Erevelles, N. (2005). Understanding curriculum as a normalized text: disability studies meet curriculum theory. Journal of Curriculum Studies, 37(4), 421–439. doi:10.1080/0022027032000276970

Gansle, K. , Noell, G. , & Burns, J. (2012). Do student achievement outcomes differ across teacher preparation programs? An analysis of teacher education in Louisiana. Journal of Teacher Education, 63(5), 304–317. doi:10.1177/ 0022487112439894

Gutiérrez, K. D. , Baquedano-López, P. , Tejeda, C. , & Rivera, A. (1999). Hybridity as a tool for understanding literacy learning: building on a syncretic approach. In Paper presented at the American Educational Research Association, Montreal, QC.

Hasu, M. (2000). Constructing clinical use: an activity-theoretical perspective on implementing new technology. Technology Analysis & Strategic Management, 12(3), 369–382. doi:10.1080/09537320050130606

Hermes, M. (2000). The scientific method, Nintendo, and Eagle feathers: rethinking the meaning of "culture-based" curriculum at an Ojibwe tribal school. International Journal of Qualitative Studies in Education, 13(4), 387–400. doi:10.1080/095183900413340

Hersi, A. A. & Watkinson, J. S. (2012) Supporting immigrant students in a newcomer high school: a case study. Bilingual Research Journal, 35(1), 98–111. doi:10.1080/15235882.2012.668869

Heward, W. L. (2013). Exceptional children: an introduction to special education. Pearson Education.

Huerta, T. M. (2011). Humanizing pedagogy: beliefs and practices on the teaching of Latino children. Bilingual Research Journal, 34(1), 38–57. doi:10.1080/15235882.2011.568826

Il'enkov, E. (1977). Dialectical logic: essays in its history and theory. Progress.

Il'enkov, E. (1982). The dialectics of the abstract and the concrete in Marx's 'capital'. Progress.

Leont'ev, A. N. (1981). Problems of the development of the mind. Progress Publishers.

Liasidou, A. (2013). Bilingual and special educational needs in inclusive classrooms: some critical and pedagogical considerations. Support for Learning: British Journal of Learning Support, 28(1), 11–16. doi:10.1111/1467-9604.12010

Luckowski, J. A. (1997). A virtue-centered approach to ethics education. Journal of Teacher education, 48(4), 264–270. doi:10.1177/0022487197048004004

Martínez-Álvarez, P. (2019; Online First). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. Urban Education, 1–33. doi:10.1177/0042085919873697

Martínez-Álvarez, P. (2020a). Essential constructs in the preparation of inclusive bilingual education teachers: mediation, agency, and collectivity. Bilingual Research Journal, 43(3), 304–322. doi:10.1080/15235882.2020.1802367

Martínez-Álvarez, P. (2020b). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Martínez-Álvarez, P. (2021). *Hybrid spaces and collaborative feedback for the preparation of teachers for inclusive bilingual education* [Manuscript submitted for review]. Teachers College, Columbia University.

Martínez-Álvarez, P. & Chiang, H. M. (2020). A bilingual special education teacher preparation program in New York City: case studies of teacher candidates' student teaching experiences. Equity & Excellence in Education, 53(1–2), 196–215. doi:10.1080/10665684.2020.1749186

Martínez-Álvarez, P. & Ghiso, M. P. (2017). On languaging and communities: Latino/a emergent bilinguals' expansive learning and critical inquiries into global childhoods.

International Journal of Bilingual Education and Bilingualism, 20(6), 667–687. doi:10.1080/13670050.2015.1068270

Moll, L. , Amanti, C. , Neff, D. , & Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141. doi:10.1080/00405849209543534

Roth, W.-M. & Lee, Y.-J. (2007). Vygotsky's neglected legacy: cultural-historical activity theory. Review of Educational Research, 77(2), 186–232. doi:10.3102/0034654306298273

Rueda, R. & Stillman, J. (2012). The 21st century teacher: a cultural perspective. Journal of Teacher Education, 63(4), 245–253. doi:10.1177/0022487112446511

Shogren, K. A. , Wehmeyer, M. L. , Palmer, S. B. , Rifenbark, G. G. , & Little, T. J. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. The Journal of Special Education, 48(4), 256–267. doi:10.1177/0022466913489733

Sotomayor, S. (2018). Pasando páginas: La historia de mi vida. Philomel Books.

Strong, K. A. & Escamilla, K. (2020) The need for nuance: relationships between EL English proficiency and accountability outcomes. Bilingual Research Journal, 43(1), 92–110. doi:10.1080/15235882.2020.1724572

Virkkunen, J. (2006). Dilemmas in building shared transformative agency. Activités, 3(1), 43–66. https://doi.org/10.4000/activities.1850

Vlachou, A. , Eleftheriadou, D. , & Metallidou, P. (2014) Do learning difficulties differentiate elementary teachers' attributional patterns for students' academic failure? A comparison between Greek regular and special education teachers. European Journal of Special Needs Education, 29(1), 1–15. doi:10.1080/08856257.2013.830440

Vygotsky, L. S. (1978). Mind in society: the development of higher psychological processes. Cambridge University Press.

Wang, P. & Woolf, S. B. (2015). Trends and issues in bilingual special education teacher preparation: a literature review. Journal of Multilingual Education Research, 6(4), 35–59.

Wehmeyer, M. L. (2005). Self-determination and individuals with severe disabilities: reexamining meanings and misinterpretations. Research and Practice in Severe Disabilities, 30(3), 113–120. doi:10.2511/rpsd.30.3.113

Wehmeyer, M. L. (2020). The importance of self-determination to the quality of life of people with intellectual disability: a perspective. International Journal of Environmental Research and Public Health, 17(1). doi:10.3390/ijerph17197121

Wenger, E. (1998). Communities of practice: learning, meaning and identity. Cambridge University Press.

Woodcock, S. & Vialle, W. (2011). Are we exacerbating students' learning disabilities? An investigation of pre-service teachers' attributions of the educational outcomes of students with learning disabilities. Annals of Dyslexia, 61(2), 223–241. doi:10.1007/s11881-011-0058-9

Attending to All Children

Alderson, P. & Goodey, C. (1998). Enabling education: experiences in special and ordinary schools. The Tufnell Press.

Allday, R. A. , Neilsen-Gatti, S. , & Hudson, T. M. (2013). Preparation for inclusion in teacher education pre-service curricula. Teacher Education and Special Education, 36(4), 298–311. doi:10.1177/0888406413497485

Artiles, A. J. (2019). Reenvisioning equity research: disability identification disparities as a case in point. Educational Researcher, 48(6), 325–335. doi:10.3102/0013189X19871949

Artiles, A. J. , Dorn, S. , & Bal, A. (2016). Objects of protection, enduring nodes of difference: disability intersections with "other" differences, 1916 to 2016. Review of Research in Education, 40(1), 777–820. doi:10.3102/0091732X16680606

Barton, L. (1998). Markets, managerialism and inclusive education. In P. Clough (Ed.), Managing inclusive education: from policy to experience. Paul Chapman.

Blamires, M. (1999). Universal design for learning: re-establishing differentiation as part of the inclusion agenda? Support for Learning, 14(4), 158–163. doi:10.1111/1467-9604.00123

Bruner, J. (1983). Child's Talk. Norton.

Capp, M. J. (2017) The effectiveness of universal design for learning: a meta-analysis of literature between 2013 and 2016, International Journal of Inclusive Education, 21(8), 791–807. doi:10.1080/13603116.2017.1325074

Casper, B. & Leuchovius, D. (2005, April). *Universal design for learning and the transition to a more challenging academic curriculum: Making it in middle school and beyond* (Parent Brief April 2005). National Center on Secondary Education and Transition (NCSET). http://www.ncset.org

CAST (Center for Applied Special Technology) . (2004). National Center on Accessing the General Curriculum. http://www.cast.org

CAST (2018). UDL and the learning brain. CAST. http://www.cast.org/binaries/content/assets/common/publications/articles/cast-udlandthebrain-20190501.pdf

Cole, M. & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), Distributed cognitions: psychological and educational considerations (pp. 1–46). Cambridge University Press.

Connor, D. J. , Gabel, S. L. , Gallagher, D. J. , & Morton, M. (2008): Disability studies and inclusive education—implications for theory, research, and practice. International Journal of Inclusive Education, 12(5–6), 441–457. doi:10.1080/13603110802377482

Courey, S. J. , Tappe, P. , Siker, J. , & LePage, P. (2012). Improved lesson planning with universal design for learning (UDL). Teacher Education and Special Education, 36(1), 7–27. doi:10.1177/0888406412446178

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Sage.

Dolmage, J. (2015). Universal design: places to start. Disability Studies Quarterly, 35(2), 1–37. doi:10.18061/dsq.v35i2.4632

Echevarria, J. (1996). The effects of instructional conversations on the language and concept development of Latino students with learning disabilities. Bilingual Research Journal, 20(2), 339–363. doi:10.1080/15235882.1996.10668632

Echevarría, J. , Vogt, M. E. , & Short, D. (2017). Making content comprehensible for English learners: the SIOP model (4th ed.). Pearson Education.

Engestrom, Y. (1996). Development as breaking away and opening up: a challenge to Vygotsky and Piaget. Swiss Journal of Psychology, 55, 126–132.

Engeström, Y. (2011). From design experiments to formative interventions. Theory & Psychology, 21(5), 598–628. doi:10.1177/0959354311419252

Gibbons, P. (2009). English learners, academic literacy, and thinking: learning in the challenge zone. Heinemann.

Gibbons, P. (2015). Scaffolding language and learning. In Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom (2nd ed., pp. 1–22). Heinemann.

Gomez-Najarro, J. (2020). An empty seat at the table: examining general and special education teacher collaboration in response to intervention. Teacher Education and Special Education, 43(2),109–126. doi:10.1177/0888406419850894

Greenstein, A. (2016). Radical inclusive education: disability, reaching and struggles for liberation. Routledge.

Gutiérrez, K. D. (2014). Syncretic approaches to literacy learning: leveraging horizontal knowledge and expertise, integrative research review. In P. J. Dunston , L. B. Gambrell , K. Headley , S. K. Fullerton & P. M. Stecker (Eds.), Literacy Research Association Yearbook, 63 (pp. 48–60). Literacy Research Association.

Kozleski, E. B. & Proffitt, W. A. (2020). A journey towards equity and diversity in the educator workforce. Teacher Education and Special Education, 43(1), 63–84. doi:10.1177/0888406419882671

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. Harvard Educational Review, 84(1), 74–84. doi:10.17763/haer.84.1. p2rj131485484751

Lee, C. & Picanco, K. E. (2013). Accommodating diversity by analyzing practices of teaching (ADAPT). Teacher Education and Special Education, 36(2), 132–144. doi:10.1177/0888406413483327

Lewis, B. (1999). Annika's secret wish. Bethany House Publishers.

Li, L. & Ruppar, A. (2020). Conceptualizing teacher agency for inclusive education: a systematic and international review. Teacher Education and Special Education, 1–18. doi:10.1177/0888406420926976

Martínez-Álvarez, P. (2018). Dis/ability labels and emergent bilingual children: current research and new possibilities to grow as bilingual and biliterate learners. Race Ethnicity and Education, 22(2), 174–193. doi:10.1080/13613324. 2018.1538120

Martínez-Álvarez, P. (2019; Online First). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. Urban Education, 1–33. doi:10.1177/0042085919873697

Martínez-Álvarez, P. (2020). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Martínez-Álvarez, P. , Chang, S. , & Arana, B. (2021). *When horizontal dynamics fail: The role of collective conversations in the preparation of teachers for inclusive bilingual education* [Manuscript submitted for review]. Teachers College, Columbia University.

Martínez-Álvarez, P. , Sáez, N. , & Ghiso, M. P. (2018). Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors. Linguistics and Education, 47, 68–83. doi:10.1016/j.linged.2018.08.003

Martínez-Álvarez, P. , Son, M. , & Arana, B. (2020). Pre-service teachers' efforts to mediate learning with bilingual children with disabilities. Teaching and Teacher Education, 91. doi:10.1016/j.tate.2020.103044

Meléndez, J. W. (2020). Latino immigrants in civil society: addressing the double-bind of participation for expansive learning in participatory budgeting. Journal of the Learning Sciences. doi:10.1080/10508406.2020.1807349

Moll, L. C. (1990). Introduction. In L. C. Moll (Ed.), Vygotsky and education: instructional implications and applications of sociohistorical psychology (pp. 1–27). Cambridge University Press. doi:10.1017/cbo9781139173674.002

Moll, L. , Amanti, C. , Neff, D. , & Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141. doi:10.1080/00405849209543534

Ogle, D. M. (1986). K-W-L: a teaching model that develops active reading of expository text. Reading Teacher, 39(6), 564–570. doi:10.1598/rt.39.6.11

Ortiz, A. & Wilkinson, C. , (1991). AIM for the BEST: assessment and intervention model for the bilingual exceptional child. University of Texas.

Pugach, M. C. , Blanton, L. P. , Mickelson, A. M. , & Boveda, M. (2020). Curriculum theory: the missing perspective in teacher education for inclusion. Teacher Education and Special Education, 43(1), 85–103. doi:10.1177/ 0888406419883665

Rappolt-Schlichtmann, G. , Daley, S. G. , & Rose, L. T. (2012). Constructivism, with constraints. In G. Rappolt-Schlichtmann , S. G. Daley , & L. T. Rose (Eds.), A research reader in universal design for learning (pp. 37–40). Harvard Education Press. doi:10.1111/cura.12030

Roth, W.-M. & Lee, Y.-J. (2007). Vygotsky's neglected legacy: cultural-historical activity theory. Review of Educational Research, 77(2), 186–232. doi:10.3102/0034654306298273

Schall-Leckrone, L. (2018). Coursework to classroom learning to scaffold instruction for bilingual learners. Teacher Education Quarterly, 45(1), 31–56.

Scott, S. S. , McGuire, J. M. , & Shaw, S. F. (2001). Principles of universal design for instruction. University of Connecticut, Center on Postsecondary Education and Disability.

Seiler, G. (2013). New metaphors about culture: implications for research in science teacher preparation. Journal of Research in Science Teaching, 50(1), 104–121. doi:10.1002/tea.21067

Shvarts, A. & Bakker, A. (2019) The early history of the scaffolding metaphor: Bernstein, Luria, Vygotsky, and before. Mind, Culture, and Activity, 26(1), 4–23. doi:10.1080/10749039.2019.1574306

Smagorinsky, P. (2018). Deconflating the ZPD and instructional scaffolding: retranslating and reconceiving the zone of proximal development as the zone of next development. Learning,

Culture and Social Interaction, 16, 70–75. doi:10.1016/j.lcsi.2017.10.009

Smit, J. , Van Eerde, H. A. A. , & Bakker, A. (2013). A conceptualisation of whole-class scaffolding. British Educational Research Journal, 39(5), 817–834. doi:10.1002/berj.3007

Tomlinson, C. (2004). How to differentiate instruction in mixed ability classrooms (2nd ed.). ASCD.

Valenzuela, A. (2005). Subtractive schooling, caring relations, and social capital in the schooling of U.S.-Mexican youth. In L. Weis & M. Fine (Eds.), Beyond silenced voices: class, race, and gender in United States schools (pp. 47–61). State University of New York Press. doi:10.1080/00131729309335298

Virkkunen, J. (2006). Dilemmas in building shared transformative agency. Activités, 3(1), 43–66. doi:10.4000/activites.1850

Vygotsky, L. S. (1978). Mind in society. Harvard University Press.

Vygotsky, L. S. (1993). The collected works of L. S. Vygotsky. Volume 2: the fundamentals of defectology (abnormal psychology and learning disabilities). R. W. Rieber & A. S. Carton (Eds.) J. E. Knox & C. B. Stevens , (Trans.) Plenum. doi:10.1086/356870

Waitoller, F. R. & Kozleski, E. B. (2013). Working in boundary practices: identity development and learning in partnerships for inclusive education. Teaching and Teacher Education, 31, 35–45. doi:10.1016/j.tate.2012.11.006

Waitoller, F. R. , & Thorius, K. A. K. (2016). Crosspollinating culturally sustaining pedagogy and universal design for learning: toward an inclusive pedagogy that accounts for dis/ability. Harvard Educational Review, 86(3), 366–389. https://doi.org/10.17763/1943-5045-86.3.366

Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. International Journal of Bilingual Education and Bilingualism, 9(2), 159–180. https://doi.org/10.1080/13670050608668639

Rules and the Preparation of Teachers

Bateson, G. (1972). Steps to an ecology of mind. Ballantine Books.

Bergstrand Othman, L. , Robinson, R. , & Molfenter, N. F. (2017). Emerging issues with consequential use of the edTPA: overall and through a special education lens. Teacher Education and Special Education, 40(4), 269–277. doi:10.1177/0888406417718251

Brayko, K. (2013). Community-based placements as contexts for disciplinary learning: a project of literacy teacher education outside of school. Journal of Teacher Education, 64(1), 47–59. doi:10.1177/0022487112458800

Brisk, M. E. (2006). Bilingual education: from compensatory to quality schooling (2nd ed.). Lawrence Erlbaum.

Creswell, J. W. (1998). Qualitative inquire and research design: choosing among five traditions. Sage. doi:10.1086/317417

Diez, M. (2007). Looking back and moving forward: three tensions in the teacher dispositions discourse. Journal of Teacher Education, 58(5), 388–396. doi:10.1177/0022487107308418

Engeström, Y. (1987). Learning by expanding: an activity-theoretical approach to developmental research. Orienta-Konsultit.

Kennedy, M. M. (2006). Knowledge and vision in teaching. Journal of Teacher Education, 57(3), 205–211. doi:10.1177/0022487105285639

Kleyn, T. , López, D. , & Makar, C. (2015). What about bilingualism? A critical reflection on the edTPA with teachers of emergent bilinguals. Bilingual Research Journal, 38(1), 88–106. doi:10.1080/15235882.2015.1017029

Laferrière, T. (2018). Boundary crossings resulting in active learning in preservice teacher education: a CHAT analysis revealing the tensions and springboards between partners. Frontiers in ICT, 5, 1–9. doi:10.3389/fict.2018.00022

Leontyev, A. N. (2009). The development of mind. Marxists Internet Archive.

Luckowski, J. A. (1997). A virtue-centered approach to ethics education. Journal of Teacher education, 48(4), 264–270. doi:10.1177/0022487197048004004

Martínez-Álvarez, P. (2018). Dis/ability labels and emergent bilingual children: current research and new possibilities to grow as bilingual and biliterate learners. Race Ethnicity and Education, 22(2), 174–193. doi:10.1080/13613324. 2018.1538120

Martínez-Álvarez, P. (2020). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Pearson, S. (2009). Using activity theory to understand prospective teachers' attitudes to and construction of special educational needs and/or disabilities. Teaching and Teacher Education, 25, 559–568. doi:10.1016/j.tate.2009.02.011

Saka, Y. , Southerland, S. A. , & Brooks, J. S. (2009). Becoming a member of a school community while working toward science education reform: teacher induction from a Cultural Historical Activity Theory (CHAT) perspective. Science Education, 93(6), 996–1025. doi:10.1002/sce.20342

Spinuzzi, C. (2019). "Trying to predict the future": third-generation activity theory's codesign orientation. Mind, Culture, and Activity 27(1), 4–18. doi:10. 1080/10749039.2019.1660790

Yamagata-Lynch, L. C. , & Haudenschild, M. T. (2008). Using activity systems analysis to identify inner contradictions in teacher professional development. Teaching and Teacher Education, 25, 507–517. doi:10.1016/j.tate.2008.09.014

Yamagata-Lynch, L. C. , & Smaldino, S. (2007). Using activity theory to evaluate and improve K-12 school and university partnerships. Evaluation and Program Planning, 30, 364–380. doi:10.1016/j.evalprogplan.2007.08.003

Toward Multidimensional Hybrid Spaces of Learning

Ada, A. F. (1975). Editorial. Bilingual Research Journal, 1(1), 11–12. doi:10.1080/08881685.1975.10668261

Baglieri, S. , Valle, J. , Connor, D. , & Gallagher, D. (2011). Disability studies in education: the need for a plurality of perspectives on disability. Remedial and Special Education, 32(4), 267–278. doi:10.1177/0741932510362200

Bandura, A. (1989). Human agency in social cognitive theory. American Psychologist, 44(9), 1175–1184. doi:10.1037/0003-066X.44.9.1175

Bhabha, H. K. (1994). The location of culture. Routledge.

Burkitt, I. (2016). Relational agency: relational sociology, agency and interaction. European Journal of Social Theory, 19(3), 322–339. doi:10.1177/ 1368431015591426

Burnett, C. (2015). Being together in classrooms at the interface of the physical and virtual: implications for collaboration in on/off-screen sites. Learning, Media and Technology, 1–24. doi:10.1080/17439884.2015.1050036

Cazden, C. B. & Leggett, E. L. (1976). Culturally responsive education: a response to LAU remedies, II. Prepared for the U.S. Department of Health, Education, & Welfare. National Institute of Education.

Collins English Dictionary . (2021). Meshwork. In Collins English Dictionary. HarperCollins Publishers. https://www.collinsdictionary.com/es/diccionario/ingles/meshwork

Edwards, A. (2005). Relational agency: learning to be a resourceful practitioner. International Journal of Educational Research, 43(3), 168–182. doi:10.1016/j.ijer.2006.06.010

Emibaryer, M. & Mische, A. (1998). What is agency? The American Journal of Sociology, 103(4), 962–1023.

Engeström, Y. (1988). How to do research on activity? The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 10, 30–31.

Engeström, Y. (1999). Innovative learning in work teams: analysing cycles of knowledge creation in practice. In Y. Engeström , R. Miettinen , & R. L. Punamäki (Eds.), Perspectives on activity theory (pp. 377–404). Cambridge University Press. doi:10.1017/cbo9780511812774.025

Engeström, Y. (2011). From design experiments to formative interventions. Theory & Psychology, 21(4), 598–628. doi:10.1177/0959354311419252

Frizelle, K. (2020). Using personal history to (re)envision a praxis of critical hope in the face of neoliberal fatalism. International Journal of Qualitative Studies in Education. doi:10.1080/09518398.2020.1761478

Garcia, O. & Wei, L. (2014). Translanguaging: implications for language, bilingualism, and education. Palgrave Pivot.

Gay, G. (2000). Culturally responsive teaching theory, research, and practice. Teachers College Record.

Greeno, J. G. & Engeström, Y. (2014). Learning in activity. In R. K. Sawyer (Ed.), The Cambridge handbook of the learning sciences (2nd ed., pp. 128–147). Cambridge University Press. doi:10.1017/cbo9781139519526.009

Creswell, J. W. (1998). Qualitative inquire and research design: choosing among five traditions. Thousand Oaks, CA: Sage.

Gutiérrez, K. & Larson, J. (2007). Discussing expanded spaces for learning. Language Arts, 85(1), 69–77.

Gutiérrez, K. & Rogoff, B. (2003). Cultural ways of learning. Educational Researchers, 35(5), 19–25.

Haapasaari, A. , Engeström, Y. , & Kerosuo, H. (2016). The emergence of learners' transformative agency in a change laboratory intervention. Journal of Education and Work, 29(2), 232–262. doi:10.1080/13639080.2014.900168

Hermes, M. (2000). The scientific method, Nintendo, and Eagle feathers: rethinking the meaning of "culture-based" curriculum at an Ojibwe tribal school. International Journal of Qualitative Studies in Education, 13(4), 387–400. doi:10.1080/095183900413340

Hersi, A. A. & Watkinson, J. S. (2012) Supporting immigrant students in a newcomer high school: a case study. Bilingual Research Journal, 35(1), 98–111. doi:10.1080/15235882.2012.668869

Heward, W. L. (2013). Exceptional children: An introduction to special education. Pearson Education.

Huerta, T. M. (2011). Humanizing pedagogy: beliefs and practices on the teaching of Latino children. Bilingual Research Journal, 34(1), 38–57. doi:10.1080/15235882.2011.568826

Jurow, A. S. & Shea, M. (2015). Learning in equity-oriented scale-making projects. The Journal of the Learning Sciences, 24(2), 286–307. doi:10.1080/ 10508406.2015.1004677

Klenk, N. (2018). From network to meshwork: becoming attuned to difference in transdisciplinary environmental research encounters. Environmental Science and Policy, 89, 315–321. doi:10.1016/j.envsci.2018.08.007

Ladson-Billings, G. (1994). The dreamkeepers: successful teachers of African American children. Jossey-Bass.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. Harvard Educational Review, 84(1), 74–84. https://doi.org/10.17763/haer.84.1. p2rj131485484751

Lizárraga, J. R. & Gutiérrez, K. D. (2018). Centering nepantla literacies from the borderlands: leveraging "in-betweenness" toward learning in the everyday. Theory Into Practice, 57(1), 38–47. doi:10.1080/00405841.2017. 1392164

Martínez-Álvarez, P. (2017). Multigenerational learning for expanding the educational involvement of bilinguals experiencing academic difficulties. Curriculum Inquiry, 47(3), 263–289. doi:10.1080/03626784.2017.1324734

Martínez-Álvarez, P. (2019;Online First). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. Urban Education, 1–33. doi:10.1177/0042085919873697

Martínez-Álvarez, P. (2020). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Moje, E. B. , Ciechanowski, K. M. , Kramer, K. , Ellis, L. , Carrillo, R. , & Collazo, T. (2004). Working toward third space in content area literacy: an examination of everyday funds of knowledge and discourse. Reading Research Quarterly, 39, 38–70. doi:10.1598/rrq.39.1.4

Moll, L. , Amanti, C. , Neff, D. , & Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141. doi:10.1080/00405849209543534

Moll, L. & Gonzalez, N. (1994). Lessons from research with language minority children. Journal of Reading Behavior, 26(4), 23–41. doi:10.1080/ 10862969409547862

Nieto, S. & Bode, P. (2008). Affirming diversity: the sociopolitical context of multicultural education (5th ed.). Allyn and Bacon. doi:10.1007/s10993-008-9091-x

Numeroff, L. J. (1985). If you give a mouse a cookie. HarperCollins Publishers.

Pacheco, M. B. & Smith, B. E. (2015). Across languages, modes, and identities: bilingual adolescents' multimodal codemeshing in the literacy classroom. Bilingual Research Journal, 38(3), 292–312. doi:10.1080/15235882.2015.1091051

Paris, D. (2012). Culturally sustaining pedagogy: a needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93–97. doi:10.3102/ 0013189x12441244

Salinas, C. & Blevins, B. (2013). Examining the intellectual biography of pre-service teachers: elements of "critical" teacher knowledge. Teacher Education Quarterly, 40(1), 7–24.

Sannino, A. (2015). The principle of double stimulation: a path to volitional action. Learning, Culture and Social Interaction, 6, 1–15. doi:10.1016/j.lcsi.2015.01.001

Schatzki, T. (2002). The site of the social. Pennsylvania University Press.

Shogren, K. A. , Wehmeyer, M. L. , Palmer, S. B. , Rifenbark, G. G. , & Little, T. J. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. The Journal of Special Education, 48(4), 256–267. doi:10.1177/0022466913489733

Smagorinsky, P. (2012). Vygotsky, "defectology," and the inclusion of people of difference in the broader cultural stream. Journal of Language and Literacy Education, 8(1), 1–25.

Sotomayor, S. (2018). Pasando páginas: La historia de mi vida. Philomel Books.

Strnadová, I. , Hájková, V. , & Květoňová, L. (2015). Voices of university students with disabilities: inclusive education on the tertiary level – a reality or a distant dream? International Journal of Inclusive Education, 19(10), 1080–1095. doi:10.1080/13603116.2015.1037868

Strong, K. A. & Escamilla, K. (2020) The need for nuance: relationships between EL English proficiency and accountability outcomes. Bilingual Research Journal, 43(1), 92–110. doi:10.1080/15235882.2020.1724572

Tamboukou, M. (2008). Machinic assemblages: women, art education and space. Discourse: Studies in the Cultural Politics of Education, 29(3), 359–375. doi:10.1080/01596300802259129

Virkkunen, J. (2006). Dilemmas in building shared transformative agency. Activités Revue Électronique, 3(1), 43–66. doi:10.4000/activites.1850

Vlachou, A. , Eleftheriadou, D. , & Metallidou, P. (2014) Do learning difficulties differentiate elementary teachers' attributional patterns for students' academic failure? A comparison between Greek regular and special education teachers. European Journal of Special Needs Education, 29(1), 1–15. doi:10.1080/ 08856257.2013.830440

Vygotsky, L. S. (1978). Mind in society: the development of higher psychological processes. Harvard University Press.

Walker, U. (2018). Translanguaging: affordances for collaborative language learning. New Zealand Studies in Applied Linguistics, 24(1), 18–40.

Wehmeyer, M.L. (2005). Self-determination and individuals with severe disabilities: reexamining meanings and misinterpretations. Research and Practice in Severe Disabilities, 30, 113–120. doi:10.2511/rpsd.30.3.113

Wehmeyer, M. L. (2020). The importance of self-determination to the quality of life of people with intellectual disability: a perspective. International Journal of Environmental Research and Public Health, 17(1). doi:10.3390/ijerph17197121

Woodcock, S. & Vialle, W. (2011). Are we exacerbating students' learning disabilities? An investigation of pre-service teachers' attributions of the educational outcomes of students with learning disabilities. Annals of Dyslexia, 61(2), 223–241. doi:10.1007/s11881-011-0058-9

Ableism as a Lens

Baglieri, S. , Valle, J. , Connor, D. , & Gallagher, D. (2011). Disability studies in education: the need for a plurality of perspectives on disability. Remedial and Special Education, 32, 267–278. doi:10.1177/0741932510362200

Beller, L. (2017, July 18). Dependence vs. independence vs. interdependence. LORINbeller&co. https://lorinbeller.com/dependence-vs-independence-vs-interdependence/

Bhabha, H. K. (1994). The location of culture. Routledge.

Broderick, A. & Lalvani, P. (2017) Dysconscious ableism: toward a liberatory praxis in teacher education. International Journal of Inclusive Education, 21(9), 894–905. doi:10.1080/13603116.2017.1296034

Burkitt, I. (2016). Relational agency: Relational sociology, agency and interaction. European Journal of Social Theory, 19(3), 322–339. https://doi.org/ 10.1177/1368431015591426

Chouinard, V. (1997). Making space for disabling difference: challenges ableist geographies [Guest Editorials]. Environment and Planning D: Society and Space, 15, 379–387. doi:10.1068/d150379

Cole, M. W. (2013). *Rompiendo el silencio*: meta-analysis of the effectiveness of peer-mediated learning at improving language outcomes for ELLs. Bilingual Research Journal, 36(2), 146–166. doi:10.1080/15235882.2013.814609

Cole, M. & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), Distributed cognitions: psychological and educational considerations (pp. 1–46). Cambridge University Press.

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Sage.

Davis, L. J. (2006). Constructing normalcy: the bell curve, the novel, and the invention of the disabled body in the nineteenth century. In L. J. Davis (Ed.), The disability studies reader (2nd ed., pp. 3–16). Routledge.

Engeström, Y. & Sannino, A. (2011). Discursive manifestations of contradictions in organizational change efforts: a methodological framework. Journal of Organizational Change Management, 24(3), 368–387. doi:10.1108/ 09534811111132758

Freedman, J. E. & Ferri, B. A. (2017). Locating the problem within: race, learning isabilities, and science. Teachers College Record, 119(5), 1–28.

Kafer, A. (2013). Feminist, Queer, Crip. Indiana University Press.

Kilinc, S. (2018). 'Who will fit in with whom?' Inclusive education struggles for students with dis/abilities, International Journal of Inclusive Education, 23(12), 1296–1314. doi:10.1080/13603116.2018.1447612

King, J. (1991). Dysconscious racism: ideology, identity, and the miseducation of teachers. Journal of Negro Education, 60(2), 133–146. doi:10.2307/ 2295605

Krashen, S. D. & Terrell, T. D. (1983). The natural approach: language acquisition in the classroom. Alemany Press.

Martínez-Álvarez, P. (2020). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Martínez-Álvarez, P. & Chiang, H. M. (2020). A bilingual special education teacher preparation program in New York City: case studies of teacher candidates' student teaching experiences. Equity & Excellence in Education, 53(1-2), 196–215. doi:10.1080/10665684.2020.1749186

Prichard, B. , Annamma, S. , Boele, A. , & Klingner, J. (2010). Race, language, and ability: deconstructing, reconstructing, and transcending borders of normal. Teachers College Record. https://www.tcrecord.org

Reid, D. & Knight, M. (2006). Disability justifies exclusion of minority students: a critical history grounded in disability studies. Educational Researcher, 35(6), 18–23. doi:10.3102/0013189x035006018

Rummery, K. & Fine, M. (2012). Care: a critical review of theory, policy and practice. Social Policy & Administration 46(3), 321–343. doi:10.1111/ j.1467-9515.2012.00845.x

Samuels, E. (2017). Six ways of looking at crip time. Disability Studies Quarterly, 37(3). doi:10.18061/dsq.v37i3.5824

Schuelka, M. J. & Engsig, T. T. (2020). On the question of educational purpose: complex educational systems analysis for inclusion. International Journal of Inclusive Education. doi:10.1080/13603116.2019.1698062

The Hastings Center (Producer) (2020, December 7). Event 3. Disrupting Ableism with Artful Activism [webinar]. https://www.thehastingscenter.org/the-art-of-flourishing-events-series/

Tiernan, B. , Casserly, A. M. , & Maguire, G. (2020). Towards inclusive education: instructional practices to meet the needs of pupils with special educational needs in multi-grade settings. International Journal of Inclusive Education, 24(7), 787–807. doi:10.1080/13603116.2018.1483438

Time4Learning (2020). Lesson plans scope & sequence. https://www.time4learning.com

Vygotsky, L. S. (1993). The collected works of L. S. Vygotsky. Volume 2: the fundamentals of defectology (abnormal psychology and learning disabilities) (R.W. Rieber & A. S. Carton , Eds.; J. E. Knox & C. B. Stevens , Trans.). Plenum. doi:10.1086/356870

Williams, F. (2001). In and beyond new labour: towards a new political ethics or care. Critical Social Policy, 21(4), 467–493. doi:10.1177/026101830102100405

Inclusive Bilingual Education

Armstrong, D. Armstrong, A. C. , & Spandagou, I. (2011). Inclusion: by choice or by chance? International Journal of Inclusive Education, 15(1), 29–39. doi:10.1080/13603116.2010.496192

Berry, R.A.W. (2006). Inclusion, power and community: teachers and students interpret the language of community in an inclusion classroom. American Educational Research Journal, 43(3), 489–529. doi:10.3102/00028312043003489

Bhabha, H. K. (1994). The location of culture. Routledge.

Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), Handbook of theory and research for the sociology of education (pp. 241–258). Greenwood.

Consoli, M. L. M. & Llamas, J. D. (2013). The relationship between Mexican American cultural values and resilience among Mexican American college students: a mixed methods study. Journal of Counseling Psychology, 60(4), 617–624. doi:10.1037/a0033998

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Sage.

Dewey, J. (n.d.). Democracy and education. Project Gutenberg.

Engeström, Y. (1987). Learning by expanding: an activity-theoretical approach to developmental research. Orienta-Konsultit.

Fránquiz, M. E. , Leija, M. G. , & Garza, I. (2015). "Figuring" bidirectional home and school connections along the biliteracy continuum. Bilingual Research Journal, 38(2), 152–171. doi:10.1080/15235882.2015.1063552

Gabel, S. (Ed.) (2005). Disability studies in education: readings in theory and method. Peter Lang.

Gonzales, S. M. (2019) Cultivating familismo: belonging and inclusion in one Latina/o learning Community. International Journal of Inclusive Education, 23(9), 937–949. doi:10.1080/13603116.2019.1602362

Gutiérrez, K. D. , Baquedano-López, P. , Tejeda, C. , & Rivera, A. (1999). Hybridity as a tool for understanding literacy learning: building on a syncretic approach. In Paper presented at the American Educational Research Association, Montreal, QC.

Gutiérrez, K. & Rogoff, B. (2003). Cultural ways of learning. Educational Researchers, 35(5), 19–25.

Hasu, M. (2000). Constructing clinical use: an activity-theoretical perspective on implementing new technology. Technology Analysis & Strategic Management, 12, 369–382. doi:10.1080/09537320050130606

Horrigmo, K. J. & Midtsundstad, J. H. (2020). Schools' prerequisites for inclusion – the interplay between location, commuting, and social ties. International Journal of Inclusive Education. doi:10.1080/13603116.2020.1853257

Kwon, J. , Ghiso, M. P. , & Martínez-Álvarez, P. (2019). Showcasing transnational and bilingual expertise: a case study of a Cantonese-English emergent bilingual within an after-school program centering Latinx experiences. Bilingual Research Journal, 42(2), 164–177. doi:10.1080/15235882.2019.1589605

Lave, J. & Wenger, E. (1991). Situated learning: legitimate peripheral participation. Cambridge University Press. doi:10.1017/cbo9780511815355

Leont'ev, A. N. (1981). Problems of the development of the mind. Progress Publishers.

Linehan, C. & McCarthy, J. (2001). Reviewing the 'community of practice' metaphor: an analysis of control relations in a primary school classroom. Mind, Culture, and Activity, 8(2), 129–147. doi:10.1207/s15327884mca0802_02

Martínez-Álvarez, P. (2019; Online First). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. Urban Education, 1–33. doi:10.1177/0042085919873697

Martínez-Álvarez, P. (2020). Dis/ability as mediator: opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. Teachers College Record, 122(5), 1–44.

Martínez-Álvarez, P. (2021). *Hybrid spaces and collaborative feedback for the preparation of teachers for inclusive bilingual education* [Manuscript submitted for review]. Teachers College, Columbia University.

Martínez-Álvarez, P. , Sáez, N. , & Ghiso, M. P. (2018). Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors. Linguistics and Education, 47, 68–83. https://doi.org/10.1016/ j.linged.2018.08.003

Moll, L. , Amanti, C. , Neff, D. , & Gonzalez, N. (1992). Funds of knowledge for teaching: using a qualitative approach to connect homes and classrooms. Theory into Practice, 31(2), 132–141. doi:10.1080/00405849209543534

Naraian, S. (2011). Seeking transparency: the production of an inclusive classroom community. International Journal of Inclusive Education, 15(9), 955–973. doi:10.1080/13603110903477397

Nguyen, X. Y. (2019). Unsettling 'inclusion' in the Global South: a post-colonial and intersectional approach to disability, gender, and education. In M. Schuelka , C. J. Johnstone , G. Thomas , & A. J. Artiles (Eds.), The SAGE handbook of inclusion and diversity in education (pp. 28–40). Sage. doi:10.4135/9781526470430.n5

Pacheco, M. B. & Smith, B. E. (2015). Across languages, modes, and identities: bilingual adolescents' multimodal codemeshing in the literacy classroom. Bilingual Research Journal, 38(3), 292–312. doi:10.1080/15235882.2015. 1091051

Putnam, R. (2000). Bowling alone: the collapse and revival of American community. Simon and Schuster.

Razfar, A. (2012) ¡Vamos a jugar counters! Learning mathematics through funds of knowledge, play, and the third space. Bilingual Research Journal, 35(1), 53–75. doi:10.1080/15235882.2012.668868

Rogoff, B. , Matusov, E. , & White, C. (1996). Models of teaching and learning: participation in a community of learners. In D. Olson & N. Torrance (Eds.), The handbook of education and human development: new models of learning, teaching, and schooling (pp. 388–415). Blackwell. doi:10.1111/b. 9780631211860.1998.00019.x

Thomas, G. & Macnab, N. (2019). Intersectionality, diversity, community and inclusion: untangling the knots. International Journal of Inclusive Education. doi:10.1080/13603116.2019.1645892

Virkkunen, J. (2006). Dilemmas in building shared transformative agency. Activités, 3(1), 43–66. doi:10.4000/activites.1850

Vygotsky, L. S. (1978). Mind in society: the development of higher psychological processes. Harvard University Press.

Waitoller, F. R. , Artiles, A. J. (2016). Teacher learning as curating: becoming inclusive educators in school/university partnerships. Teaching and Teacher Education, 59, 360–371. doi:10.1016/j.tate.2016.07.007

Waitoller, F. R. & Kozleski, E. B. (2013). Working in boundary practices: identity development and learning in partnerships for inclusive education. Teaching and Teacher Education, 31, 35–45. doi:10.1016/j.tate.2012.11.006

A Theoretical and Practical Framework for Teacher Education for Inclusive Bilingual Contexts

Annamma, S. A. , Boelé, A. L. , Moore, B. A. , & Klingner, J. (2013). Challenging the ideology of normal in schools. International Journal of Inclusive Education, 17(12), 1278–1294. doi:10.1080/13603116.2013.802379

Artiles, A. J. , Waitoller, F. , & Neal, R. (2011). Grappling with the intersection of language and ability differences: equity issues for Chicano-Latino students in special education. In R. Valencia (Ed.), Chicano school failure and success: past, present, and future (3rd ed., pp. 213–234). Routledge-Falmer. doi:10.4324/9780203835982

Bacon, J. K. & Lalvani, P. (2019). Dominant narratives, subjugated knowledges, and the righting of the story of disability in K-12 curricula. Curriculum Inquiry, 49(4), 387–404. doi:10.1080/03626784.2019.1656990

Bhabha, H. K. (1994). The location of culture. Routledge.

CAST . (2018). UDL and the learning brain. http://www.cast.org/binaries/content/assets/common/publications/articles/cast-udlandthebrain-20190501.pdf

Cole, M. & Engeström, Y. (1993). A cultural-historical approach to distributed cognition. In G. Salomon (Ed.), Distributed cognitions: psychological and educational considerations (pp. 1–46). Cambridge University Press.

Connor, D. J. & Ferri, B. A. (2005). Integration and inclusion-a troubling nexus: race, disability, and special education. Journal of African American History, 90(1–2), 107–127. doi:10.1086/jaahv90n1-2p107

Conway, P. F. & Artiles, A. J. (2005). Foundations of a sociocultural perspective on teacher performance assessment. In F.P. Peterman (Ed.), Designing performance assessment systems for urban teacher preparation (pp. 21–48). Routledge. doi:10.4324/9781410612991

Daniels, J. R. & Varghese, M. (2020). Troubling practice: exploring the relationship between Whiteness and practice-based teacher education in considering a raciolinguicized teacher subjectivity. Educational Researcher, 49(1), 56–63. doi:10.3102/0013189x19879450

Davis, L. J. (2006). Constructing normalcy: the bell curve, the novel, and the invention of the disabled body in the nineteenth century. In L. J. Davis (Ed.), The disability studies reader (2nd ed., pp. 3–16). Routledge.

Dolmage, J. (2015). Universal design: places to start. Disability Studies Quarterly, 35(2), 1–37. https://doi.org/10.18061/dsq.v35i2.4632

Edwards, A. (2005). Relational agency: learning to be a resourceful practitioner. International Journal of Educational Research, 43(3), 168–182. doi:10.1016/j.ijer.2006.06.010

Engeström, Y. (1987). Learning by expanding: an activity-theoretical approach to developmental research. Orienta-Konsultit.

Freire, P. (1972). Pedagogy of the oppressed. Penguin.

Gansle, K. , Noell, G. , & Burns, J. (2012). Do student achievement outcomes differ across teacher preparation programs? An analysis of teacher education in Louisiana. Journal of Teacher Education, 63(5), 304–317. doi:10.1177/ 0022487112439894

García, O. (2009). Bilingual education in the 21st century: a global perspective. Basil/Blackwell.

Gay, G. (2018). Culturally responsive teaching: theory, research, & practice (3rd ed.). Teachers College Press.

González, G. , Deal, J. T. , & Skultety, L. (2016). Facilitating teacher learning when using different representations of practice. Journal of Teacher Education, 67(5), 447–466. doi:10.1177/0022487116669573

Greenfield, R. (2013). Perceptions of elementary teachers who educate linguistically diverse student. The Qualitative Report, 18(47), 1–26.

Gutiérrez, K. , & Rogoff, B. (2003). Cultural ways of learning. Educational Researchers, 35(5), 19–25. https://doi.org/10.3102/0013189X032005019

Gutiérrez, K. D. , Baquedano-López, P. , Tejeda, C. , & Rivera, A. (1999). Hybridity as a tool for understanding literacy learning: building on a syncretic approach. In Paper presented at the American Educational Research Association, Montreal, QC.

Hamayan, E. V. , Marler, B. , Sánchez-Lopez, C. S. , & Damico, J. (2013). Special education considerations for English language learners: delivering a continuum of services (2nd ed.). Caslon Publishing.

Harry, B. & Klingner, J. (2014). Why are so many minority students in special education? (2nd ed.). Teachers College Press.

Kafer, A. (2013). Feminist, Queer, Crip. Indiana University Press.

Kangas, S. E. N. (2018). Breaking one law to uphold another: service provision for English learners with disabilities. TESOL Quarterly, 52(4), 877–910. doi:10.1002/tesq.431

Kangas, S. E. N. (2020). Counternarratives of English learners with disabilities. Bilingual Research Journal, 43(3), 267–285. doi:10.1080/15235882.2020.1807424

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465–491. doi:10.3102/ 00028312032003465

Liasidou, A. (2013). Bilingual and special educational needs in inclusive classrooms: some critical and pedagogical considerations. Support for Learning: British Journal of Learning Support, 28(1), 11–16. doi:10.1111/1467-9604.12010

Lindholm-Leary, K. (2001). Dual language education. Multilingual Matters.

MacMillan, D. L. & Hendrick, I. G. (1993). Evolution and legacies. In I. General , S. Education , J. I. Goodlad , & T. C. Lovitt (Eds.), Integrating general and special education (pp. 23–48). Merill/Macmillan.

Martínez-Álvarez, P. (2017). Multigenerational learning for expanding the educational involvement of bilinguals experiencing academic difficulties. Curriculum Inquiry, 47(3), 263–289. doi:10.1080/03626784.2017.1324734

Martínez-Álvarez, P. (2018). Dis/ability labels and emergent bilingual children: current research and new possibilities to grow as bilingual and biliterate learners. Race Ethnicity and Education, 22(2), 174–193. doi:10.1080/13613324. 2018.1538120

Martínez-Álvarez, P. (2019). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. Urban Education. Advanced online publication. https://doi.org/10.1177.0042085919873697

Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: mediation, agency, and collectivity. Bilingual Research Journal, 43(3), 304–322. doi:10.1080/15235882.2020.1802367

Martínez-Álvarez, P. (2021). Hybrid spaces and collaborative feedback for the preparation of teachers for inclusive bilingual education [Manuscript submitted for review]. Teachers College, Columbia University.

Martínez-Álvarez, P. , Son, M. , & Arana, B. (2020). Pre-service teachers' efforts to mediate learning with bilingual children with disabilities. Teaching and Teacher Education, 91. doi:10.1016/j.tate.2020.103044

Martínez-Roldán, C. (2015). Translanguaging practices as mobilization of linguistic resources in a Spanish/English bilingual after-school program: an analysis of contradictions. International Multilingual Research Journal, 9(1), 43–58. doi:10.1080/19313152.2014.982442

Moll, L. C. (2014). L. S. Vygotsky and education. Routledge.

Pacheco, M. B. & Smith, B. E. (2015). Across languages, modes, and identities: Bilingual adolescents' multimodal codemeshing in the literacy classroom. Bilingual Research Journal, 38(3), 292–312. doi:10.1080/15235882.2015.1091051

Paris, D. (2012). Culturally sustaining pedagogy: a needed change in stance, terminology, and practice. Educational Researcher, 41(3), 93–97. doi:10.3102/0013189x12441244

Rueda, R. & Stillman, J. (2012). The 21st century teacher: a cultural perspective. Journal of Teacher Education, 63(4), 245–253. doi:10.1177/0022487112446511

Seiler, G. (2013). New metaphors about culture: implications for research in science teacher preparation. Journal of Research in Science Teaching, 50(1), 104–121. doi:10.1002/tea.21067

Sullivan, A. L. (2011). Disproportionality in special education identification and placement of English language learners. Exceptional Children, 77(3), 317–334. doi:10.1177/001440291107700304

Waitoller, F. R. , Artiles, A. J. (2016). Teacher learning as curating: becoming inclusive educators in school/university partnerships. Teaching and Teacher Education, 59, 360–371. doi:10.1016/j.tate.2016.07.007

Waitoller, F. R. & Kozleski, E. B. (2013). Working in boundary practices: identity development and learning in partnerships for inclusive education. Teaching and Teacher Education, 31, 35–45. doi:10.1016/j.tate.2012.11.006

Wang, P. & Woolf, S. B. (2015). Trends and issues in bilingual special education teacher preparation: a literature review. Journal of Multilingual Education Research, 6(4), 35–59.

Wenger, E. (1998). Communities of practice: learning, meaning and identity. Cambridge University Press.