

# Washington Irving Dual Language Academy



San Antonio Independent School District

**Washington Irving**  
Dual Language Academy

## **Washington Irving Dual Language Academy: A Comprehensive Guide**

Are you searching for a top-tier education that nurtures bilingualism and fosters a love of learning? Then look no further than the Washington Irving Dual Language Academy. This comprehensive guide dives deep into what makes this academy unique, exploring its curriculum, extracurricular activities, admissions process, and more. We'll equip you with all the information you need to determine if Washington Irving Dual Language Academy is the right fit for your child.

## **What Makes Washington Irving Dual Language Academy Stand Out?**

Washington Irving Dual Language Academy distinguishes itself through its innovative dual language immersion program. Unlike traditional language learning, this model integrates both English and a second language (specify the language offered, e.g., Spanish) throughout the curriculum. This immersive approach doesn't just teach a language; it cultivates true bilingualism and biliteracy, providing students with a significant cognitive advantage and preparing them for a globalized world.

### **#### Curriculum and Instruction:**

The academy's curriculum is meticulously designed to meet rigorous academic standards while fostering a deep understanding of both languages. Teachers are highly qualified and experienced in dual language instruction, employing proven pedagogical methods to engage students effectively. The curriculum typically incorporates:

**Balanced Language Development:** A carefully structured balance between English and the second language ensures students develop proficiency in both. This balance adjusts based on grade level, gradually increasing the proportion of the second language as students progress.

**Content-Rich Learning:** Subjects like math, science, and social studies are taught in both languages, fostering deeper comprehension and critical thinking skills.

**Cultural Immersion:** The curriculum frequently integrates cultural elements of the second language, broadening students' perspectives and fostering cross-cultural understanding.

#### #### Extracurricular Activities and Enrichment:

Beyond academics, Washington Irving Dual Language Academy offers a rich array of extracurricular activities designed to enrich students' learning experiences and develop their talents. These activities often include:

**Arts Programs:** Music, visual arts, and drama programs provide opportunities for creative expression and personal growth.

**Sports and Athletics:** Participation in various sports fosters teamwork, physical fitness, and healthy competition.

**Clubs and Organizations:** A variety of clubs cater to diverse interests, from science and technology to debate and literature. These clubs often incorporate the second language into their activities.

## **Admissions Process and Requirements:**

The admissions process for Washington Irving Dual Language Academy likely varies depending on the specific location and grade level. Generally, it will involve:

**Application Forms:** Complete and accurate application forms are crucial.

**Required Documentation:** You'll likely need to provide proof of residency, birth certificates, and immunization records.

**Entrance Exams or Assessments:** Some academies may administer entrance exams or assessments to evaluate a student's academic readiness.

**Interviews (Possible):** Interviews might be conducted to assess the child's personality and suitability for the program.

## **Parent and Community Involvement:**

Washington Irving Dual Language Academy likely encourages strong parent and community involvement. Active parental participation creates a supportive learning environment and strengthens the school-home connection. This often includes:

**Parent-Teacher Conferences:** Regular meetings facilitate open communication and collaboration between parents and teachers.

**Volunteer Opportunities:** Parents can contribute their time and skills in various capacities, such as assisting in classrooms or organizing events.

**School Events and Activities:** Participation in school functions fosters a sense of community and strengthens school spirit.

## **Technology Integration and Resources:**

Modern educational technology likely plays a significant role at Washington Irving Dual Language Academy. This might include:

Interactive Whiteboards: Engaging technology enhances classroom instruction.

Online Learning Platforms: Digital resources support learning both inside and outside the classroom.

Library and Resource Center: A well-stocked library and resource center provides students with access to a wide range of learning materials.

## Conclusion:

Washington Irving Dual Language Academy offers a unique and enriching educational experience that fosters bilingualism, academic excellence, and cross-cultural understanding. By carefully considering the curriculum, extracurricular activities, and admissions process, parents can make an informed decision about whether this academy is the right choice for their child's future. Remember to contact the academy directly to obtain the most up-to-date information on admissions, programs, and other specifics.

## FAQs:

1. What age range does Washington Irving Dual Language Academy serve? (Answer this based on specific academy information; e.g., "Typically, from Pre-K through 5th grade, although this may vary depending on location.")
2. What is the student-teacher ratio at the academy? (Answer this with the relevant data, or state "Contact the academy directly for this information.")
3. Does the academy provide transportation services? (Answer this with information from the school's website or contact information for clarification.)
4. What is the tuition cost for Washington Irving Dual Language Academy? (Provide tuition details if available, or state "Tuition varies; please visit the academy's website or contact the admissions office for current pricing.")
5. How can I schedule a school tour or visit? (Provide contact information or website link for scheduling tours.)

**washington irving dual language academy: School Leadership in Times of Urban Reform** Marilyn Bizar, Rebecca Barr, 2000-09 Examines schools in Chicago, where the largest experiment in site-based management & accountability is being enacted. An analysis allows insights relevant beyond this single site & permits pursuit of an agenda concerned w/ educational leadership & reform

**washington irving dual language academy:** High Stakes National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on

Appropriate Test Use, 1999-01-16 Everyone is in favor of high education standards and fair testing of student achievement, but there is little agreement as to what these terms actually mean. High Stakes looks at how testing affects critical decisions for American students. As more and more tests are introduced into the country's schools, it becomes increasingly important to know how those tests are used—and misused—in assessing children's performance and achievements. High Stakes focuses on how testing is used in schools to make decisions about tracking and placement, promotion and retention, and awarding or withholding high school diplomas. This book sorts out the controversies that emerge when a test score can open or close gates on a student's educational pathway. The expert panel: Proposes how to judge the appropriateness of a test. Explores how to make tests reliable, valid, and fair. Puts forward strategies and practices to promote proper test use. Recommends how decisionmakers in education should—and should not—use test results. The book discusses common misuses of testing, their political and social context, what happens when test issues are taken to court, special student populations, social promotion, and more. High Stakes will be of interest to anyone concerned about the long-term implications for individual students of picking up that Number 2 pencil: policymakers, education administrators, test designers, teachers, and parents.

**washington irving dual language academy: *The Legend of Sleepy Hollow*** Washington Irving, 2016-10-15 From the listless repose of the place, and the peculiar character of its inhabitants, who are descendants from the original Dutch settlers, this sequestered glen has long been known by name of Sleepy Hollow... A drowsy, dreamy influence seems to hang over the land, and to pervade the very atmosphere. Washington Irving

**washington irving dual language academy: *The Last Chairlift*** John Irving, 2022-10-18 John Irving's fifteenth novel is "powerfully cinematic" (The Washington Post) and "eminently readable" (The Boston Globe). The Last Chairlift is part ghost story, part love story, spanning eight decades of sexual politics. In Aspen, Colorado, in 1941, Rachel Brewster is a slalom skier at the National Downhill and Slalom Championships. Little Ray, as she is called, finishes nowhere near the podium, but she manages to get pregnant. Back home, in New England, Little Ray becomes a ski instructor. Her son, Adam, grows up in a family that defies conventions and evades questions concerning the eventful past. Years later, looking for answers, he will go to Aspen. In the Hotel Jerome, where he was conceived, Adam will meet some ghosts; in The Last Chairlift, they aren't the first or last ghosts he sees. John Irving has written some of the most acclaimed books of our time—among them, The World According to Garp and The Cider House Rules. A visionary voice on the subject of sexual tolerance, Irving is a bard of alternative families. In the "generously intertextual" (The New York Times) The Last Chairlift, readers will once more be in his thrall.

**washington irving dual language academy: *The Stories of English*** David Crystal, 2005-09-06 A groundbreaking history of worldwide English in all its dialects, differences, and linguistic delights: "Informative . . . distinctive . . . a spirited celebration." —The Guardian In this "well-informed and appealing" work (Publishers Weekly), David Crystal puts aside the usual focus on "standard" English, and instead provides a startlingly original view of where the richness, creativity, and diversity of the language truly lies—in the accents and dialects of nonstandard English users all over the world. Whatever their regional, social, or ethnic background, each group has a story worth telling, whether it is in Scotland or Somerset, South Africa or Singapore. He reminds us that for several hundred wonderful years, there was no such thing as "incorrect" English—and traces the evolution of the language from a few thousand Anglo-Saxons to the 1.5 billion people who speak it today. Moving from Beowulf to Chaucer to Shakespeare to Dickens and the present day, Crystal puts regional speech and writing at center stage, giving a sense of the social realities behind the development of English. This significant shift in perspective enables us to understand for the first time the importance of everyday, previously marginalized, voices in our language—and provides an argument too for the way English should be taught in the future. "A work of impeccable scholarship [that] could easily serve as a standard textbook for students of linguistics, but Mr. Crystal, reaching out to a more general audience, recognizes that even the most avid reader might flinch at the

sections on Old Norse grammatical influence. Cleverly, he has sprinkled the book with little digressions, set apart in boxes, that address historical mysteries, strange loanwords, interesting etymologies and the like.” —The New York Times “Learned and often provocative . . . demonstrates repeatedly that common conceptions about language are often historically inaccurate—split infinitives bothered no one until recently (likewise sentence-ending prepositions).” —Kirkus Reviews (starred review) “Simply the best introductory history of the English language family that we have. The plan of the book is ingenious, the writing lively, the exposition clear, and the scholarly standard uncompromisingly high.” —J.M. Coetzee, winner of the Nobel Prize in Literature

**washington irving dual language academy:** *The New York Times Index* , 2007

**washington irving dual language academy:** English as a Global Language David Crystal, 2012-03-29 Written in a detailed and fascinating manner, this book is ideal for general readers interested in the English language.

**washington irving dual language academy:** *Avenue of Mysteries* John Irving, 2015-11-03 John Irving returns to the themes that established him as one of our most admired and beloved authors in this absorbing novel of fate and memory. In *Avenue of Mysteries*, Juan Diego—a fourteen-year-old boy, who was born and grew up in Mexico—has a thirteen-year-old sister. Her name is Lupe, and she thinks she sees what’s coming—specifically, her own future and her brother’s. Lupe is a mind reader; she doesn’t know what everyone is thinking, but she knows what most people are thinking. Regarding what has happened, as opposed to what will, Lupe is usually right about the past; without your telling her, she knows all the worst things that have happened to you. Lupe doesn’t know the future as accurately. But consider what a terrible burden it is, if you believe you know the future—especially your own future, or, even worse, the future of someone you love. What might a thirteen-year-old girl be driven to do, if she thought she could change the future? As an older man, Juan Diego will take a trip to the Philippines, but what travels with him are his dreams and memories; he is most alive in his childhood and early adolescence in Mexico. As we grow older—most of all, in what we remember and what we dream—we live in the past. Sometimes, we live more vividly in the past than in the present. *Avenue of Mysteries* is the story of what happens to Juan Diego in the Philippines, where what happened to him in the past—in Mexico—collides with his future.

**washington irving dual language academy:** The Purple Decades Tom Wolfe, 1982-10 This collection of Wolfe's essays, articles, and chapters from previous collections is filled with observations on U.S. popular culture in the 1960s and 1970s.

**washington irving dual language academy:** *In One Person* John Irving, 2012-05-08 “My dear boy, please don’t put a label on me – don’t make me a category before you get to know me!” John Irving’s new novel is a glorious ode to sexual difference, a poignant story of a life that no reader will be able to forget, a book that no one else could have written. Told with the panache and assurance of a master storyteller, *In One Person* takes the reader along a dizzying path: from a private school in Vermont in the 1950s to the gay bars of Madrid’s Chueca district, from the Vienna State Opera to the wrestling mat at the New York Athletic Club. It takes in the ways that cross-dressing passes from one generation to the next in a family, the trouble with amateur performances of Ibsen, and what happens if you fall in love at first sight while reading *Madame Bovary* on a troop transport ship, in the middle of an Atlantic storm. For the sheer pleasure of the tale, there is no writer alive as entertaining and enthralling as John Irving at his best. But this is also a heartfelt, intimate book about one person, a novelist named William Francis Dean. By his side as he tells his own story, we follow Billy on a fifty-year journey toward himself, meeting some uniquely unconventional characters along the way. For all his long and short relationships with both men and women, Billy remains somehow alone, never quite able to fit into society’s neat categories. And as Billy searches for the truth about himself, *In One Person* grows into an unforgettable call for compassion in a world marked by failures of love and failures of understanding. Utterly contemporary and topical in its themes, *In One Person* is one of John Irving’s most political novels. It is a book that grapples with the mysteries of identity and the multiple tragedies of the AIDS

epidemic, a book about everything that has changed in our sexual life over the last fifty years and everything that still needs to. It's also one of Irving's most sincere and human novels, a book imbued on every page with a spirit of openness that expands and challenges the reader's world. A brand new story in a grand old tradition, *In One Person* stands out as one of John Irving's finest works - and as such, one of the best and most important American books of the last four decades.

**washington irving dual language academy:** Not for Tourists Guide to New York City Jane Pirone, 2006 The Not For Tourists Guide to New York City features clear, easy-to-read maps and graphics, as well as listings of key services, restaurants, shops, schools, entertainment venues, public transportation, parks, and more. It details everything residents take advantage of, placing a wealth of local services at their fingertips, in a convenient size.

**washington irving dual language academy:** *A Son of the Circus* John Irving, 2012-05-08 A Hindi film star and an American missionary are twins separated at birth; a dwarf — a former circus clown — mistakes the missionary for the movie star. And stalking one of them is a serial killer...

**washington irving dual language academy:** **Communities in Action** National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Population Health and Public Health Practice, Committee on Community-Based Solutions to Promote Health Equity in the United States, 2017-04-27 In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

**washington irving dual language academy:** Why Dual Language Schooling Wayne P. Thomas, Virginia P. Collier, 2017-11 This book is written for education policy makers and families

**washington irving dual language academy:** The Critic Jeannette Leonard Gilder, Joseph Benson Gilder, 1893

**washington irving dual language academy:** Patterson's American Education Wayne Moody, Rita Ostidick, James Thiessen, Gloria Busch, 2008-10 Reference book of public and private middle schools, junior high schools, high schools and their districts in the USA. Along with accredited career schools, community and junior colleges, colleges and universities.

**washington irving dual language academy:** Immersion Education Robert Keith Johnson, Merrill Swain, 1997-07-13 Within bilingual education, more and more programs are adopting the option of immersion education, in which a second language is used as the medium of instruction. This volume illustrates the implementation immersion education in North America, Europe, Asia, the Pacific, and Africa, showing its use in programs ranging from preprimary to tertiary level and demonstrating how it can function in foreign language teaching, for teaching a minority language to members of the language majority, for reviving or supporting languages at risk of extinction, and for helping learners acquire a language needed for wider communication or career advancement. A final section reviews lessons learned from experiences with immersion and explores new directions the approach is taking. This text will be of interest to teachers, teacher educators, and others involved in bilingual education.

**washington irving dual language academy:** Black Identities Mary C. WATERS, 2009-06-30 The story of West Indian immigrants to the United States is generally considered to be a great

success. Mary Waters, however, tells a very different story. She finds that the values that gain first-generation immigrants initial success--a willingness to work hard, a lack of attention to racism, a desire for education, an incentive to save--are undermined by the realities of life and race relations in the United States. Contrary to long-held beliefs, Waters finds, those who resist Americanization are most likely to succeed economically, especially in the second generation.

**washington irving dual language academy: The Black Book of Communism** Stéphane Courtois, 1999 This international bestseller plumbs recently opened archives in the former Soviet bloc to reveal the accomplishments of communism around the world. The book is the first attempt to catalogue and analyse the crimes of communism over 70 years.

**washington irving dual language academy: Sister Brother** Brenda Wineapple, 2008-03-01 Devoted, eccentric, and compelling, Gertrude and Leo Stein were constant companions, from childhood to adulthood, until, finally, they spoke no more. Americans, expatriates, and virtually orphans, they lived together for almost forty years, collaborating in one of the great artistic and literary adventures of the twentieth century. Sister Brother tells the story of that adventure and relationship. With a personality that drew people toward her?regardless of what they thought of her inventive, hermetic prose?Gertrude Stein dazzled and perplexed. Enigmatic, intelligent, and self-absorbed, Leo also dazzled but in his own way. One of the crucial figures in Gertrude?s early years, he was the original guiding spirit of the famed salon at 27 rue de Fleurus, which continued for almost two decades. From her early days as a medical student to her first days in Paris, Gertrude was passionately driven toward the career in which she distinguished herself, demanding appreciation as an exceptional writer who knew precisely what she intended. This book shows how Gertrude slowly struggled with what became a unique voice?and why her brother spurned it. ø With its wealth of new and rare material, its reconstruction of Leo?s famed art collection, and its array of characters?from Bernard Berenson to Pablo Picasso?this biography offers the first glimpse into the smoldering sibling relationship that helped form two of the twentieth century?s most unusual figures.

**washington irving dual language academy: Not for Tourists Guide to New York City** Not for Tourists, Inc, Not for Tourists Staff, 2007 Features easy-to-read maps and listings of key services, restaurants, shops, schools, entertainment venues, public transportation, and parks in New York City.

**washington irving dual language academy: North Carolina Schools and Academies, 1790-1840** Charles Lee Coon, 1915

**washington irving dual language academy: The Americana** , 1923

**washington irving dual language academy: Hereditary Genius** Sir Francis Galton, 1870

**washington irving dual language academy: Until I Find You** John Irving, 2005-07-12 Until I Find You is the story of the actor Jack Burns - his life, loves, celebrity and astonishing search for the truth about his parents. When he is four years old, Jack travels with his mother Alice, a tattoo artist, to several North Sea ports in search of his father, William Burns. From Copenhagen to Amsterdam, William, a brilliant church organist and profligate womanizer, is always a step ahead - has always just departed in a wave of scandal, with a new tattoo somewhere on his body from a local master or "scratcher." Alice and Jack abandon their quest, and Jack is educated at schools in Canada and New England - including, tellingly, a girls' school in Toronto. His real education consists of his relationships with older women - from Emma Oastler, who initiates him into erotic life, to the girls of St. Hilda's, with whom he first appears on stage, to the abusive Mrs. Machado, whom he first meets when sent to learn wrestling at a local gym. Too much happens in this expansive, eventful novel to possibly summarize it all. Emma and Jack move to Los Angeles, where Emma becomes a successful novelist and Jack a promising actor. A host of eccentric minor characters memorably come and go, including Jack's hilariously confused teacher the Wurtz; Michelle Maher, the girlfriend he will never forget; and a precocious child Jack finds in the back of an Audi in a restaurant parking lot. We learn about tattoo addiction and movie cross-dressing, "sleeping in the needles" and the cure for cauliflower ears. And John Irving renders his protagonist's unusual rise through Hollywood with the

same vivid detail and range of emotions he gives to the organ music Jack hears as a child in European churches. This is an absorbing and moving book about obsession and loss, truth and storytelling, the signs we carry on us and inside us, the traces we can't get rid of. Jack has always lived in the shadow of his absent father. But as he grows older – and when his mother dies – he starts to doubt the portrait of his father's character she painted for him when he was a child. This is the cue for a second journey around Europe in search of his father, from Edinburgh to Switzerland, towards a conclusion of great emotional force. A melancholy tale of deception, *Until I Find You* is also a swaggering comic novel, a giant tapestry of life's hopes. It is a masterpiece to compare with John Irving's great novels, and restates the author's claim to be considered the most glorious, comic, moving novelist at work today.

**washington irving dual language academy: Gabbard's Treatments of Psychiatric Disorders** Glen O. Gabbard, 2014-05-05 The definitive treatment textbook in psychiatry, this fifth edition of Gabbard's *Treatments of Psychiatric Disorders* has been thoroughly restructured to reflect the new DSM-5® categories, preserving its value as a state-of-the-art resource and increasing its utility in the field. The editors have produced a volume that is both comprehensive and concise, meeting the needs of clinicians who prefer a single, user-friendly volume. In the service of brevity, the book focuses on treatment over diagnostic considerations, and addresses both empirically-validated treatments and accumulated clinical wisdom where research is lacking. Noteworthy features include the following: Content is organized according to DSM-5® categories to make for rapid retrieval of relevant treatment information for the busy clinician. Outcome studies and expert opinion are presented in an accessible way to help the clinician know what treatment to use for which disorder, and how to tailor the treatment to the patient. Content is restricted to the major psychiatric conditions seen in clinical practice while leaving out less common conditions and those that have limited outcome research related to the disorder, resulting in a more streamlined and affordable text. Chapters are meticulously referenced and include dozens of tables, figures, and other illustrative features that enhance comprehension and recall. An authoritative resource for psychiatrists, psychologists, and psychiatric nurses, and an outstanding reference for students in the mental health professions, Gabbard's *Treatments of Psychiatric Disorders*, Fifth Edition, will prove indispensable to clinicians seeking to provide excellent care while transitioning to a DSM-5® world.

**washington irving dual language academy: Taking Action Against Clinician Burnout** National Academies of Sciences, Engineering, and Medicine, National Academy of Medicine, Committee on Systems Approaches to Improve Patient Care by Supporting Clinician Well-Being, 2020-01-02 Patient-centered, high-quality health care relies on the well-being, health, and safety of health care clinicians. However, alarmingly high rates of clinician burnout in the United States are detrimental to the quality of care being provided, harmful to individuals in the workforce, and costly. It is important to take a systemic approach to address burnout that focuses on the structure, organization, and culture of health care. *Taking Action Against Clinician Burnout: A Systems Approach to Professional Well-Being* builds upon two groundbreaking reports from the past twenty years, *To Err Is Human: Building a Safer Health System* and *Crossing the Quality Chasm: A New Health System for the 21st Century*, which both called attention to the issues around patient safety and quality of care. This report explores the extent, consequences, and contributing factors of clinician burnout and provides a framework for a systems approach to clinician burnout and professional well-being, a research agenda to advance clinician well-being, and recommendations for the field.

**washington irving dual language academy: Twenty Lectures on Algorithmic Game Theory** Tim Roughgarden, 2016-08-30 Computer science and economics have engaged in a lively interaction over the past fifteen years, resulting in the new field of algorithmic game theory. Many problems that are central to modern computer science, ranging from resource allocation in large networks to online advertising, involve interactions between multiple self-interested parties. Economics and game theory offer a host of useful models and definitions to reason about such problems. The flow of ideas also travels in the other direction, and concepts from computer science

are increasingly important in economics. This book grew out of the author's Stanford University course on algorithmic game theory, and aims to give students and other newcomers a quick and accessible introduction to many of the most important concepts in the field. The book also includes case studies on online advertising, wireless spectrum auctions, kidney exchange, and network management.

**washington irving dual language academy:** The Examiner , 1864

**washington irving dual language academy:** The Struggle for the American Curriculum, 1893-1958 Herbert M. Kliebard, 2004 First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

**washington irving dual language academy:** The Athenaeum , 1857

**washington irving dual language academy:** *The Future of School Integration* Richard D. Kahlenberg, 2012 Almost fifty years ago the Coleman Report, widely regarded as the most important educational study of the twentieth century, found that the most powerful predictor of academic achievement is the socioeconomic status of a child's family. The second most important predictor is the socioeconomic status of the classmates in his or her school. Until very recently, the importance of this second finding has been consciously ignored by policymakers, and the national education debate has centered on trying to fix high-poverty schools by pouring greater resources into them, paying educators more to teach in them, or turning them into charter schools. At the local level, however, eighty school districts educating four million students now consciously seek to integrate schools by socioeconomic status. The Future of School Integration looks at how socioeconomic school integration has been pursued as a strategy to reduce the proportion of high-poverty schools and therefore to improve the performance of students overall. It examines whether students learn more in socioeconomically integrated schools--and pre-K programs--than in high-poverty institutions and explores the costs and benefits of integration programs. The book also investigates whether such integration is logistically and politically feasible, looking at the promises and pitfalls of both intradistrict and interdistrict integration programs. Finally, it examines the relevance of socioeconomic integration strategies being pursued by states and localities to the ongoing policy debates in Washington over efforts to turn around the nation's lowest-performing schools and to improve the quality of charter schools. Contributors include Stephanie Aberger (Expeditionary Learning), Marco Basile (Harvard University), Jennifer Jellison Holme (University of Texas-Austin), Ann Mantil (Harvard), Anne G. Perkins, Jeanne L. Reid (Teachers College), Meredith P. Richards (University of Texas-Austin), Heather Schwartz (RAND), Kori J. Stroub (University of Texas-Austin), and Sheneka M. Williams (University of Georgia).

**washington irving dual language academy:** *The Annals of the American Academy of Political and Social Science* , 1966-11

**washington irving dual language academy:** **Educating Global Citizens in Colleges and Universities** Peter N. Stearns, 2009-01-13 This book provides distinctive analysis of the full range of expressions in global education at a crucial time, when international competition rises, tensions with American foreign policy both complicate and motivate new activity, and a variety of innovations are taking shape. Citing best practices at a variety of institutions, the book provides practical coverage and guidance in the major aspects of global education, including curriculum, study abroad, international students, collaborations and branch campuses, while dealing as well with management issues and options. The book is intended to guide academic administrators and students in higher education, at a point when international education issues increasingly impinge on all aspects of college or university operation. The book deals as well with core principles that must guide global educational endeavors, and with problems and issues in the field in general as well as in specific functional areas. Challenges of assessment also win attention. Higher education professionals will find that this book serves as a manageable and provocative guide, in one of the most challenging and exciting areas of American higher education today.

**washington irving dual language academy:** Meet Willow Desiree Fleming, 2015-06-25 Willow is a little girl with a BIG personality! She has a coolness that comes from being able to be herself.

Some might wish they were like her while others prefer not to be around her. Her parents have always made her feel good about herself, even though she is a little taller and bigger than the other children her age. Recently, Willow and her family moved into a new home, leaving her familiar world and friends behind. At her new school, Willow is finding it challenging to make friends because she dresses and looks different from the other kids. She could be a great friend, but will her new schoolmates ever discover her fun and interesting side? Let's go and meet Willow.

**washington irving dual language academy: *The World According to Garp*** John Irving, 1978 T.S. Garp, a man with high ambitions for an artistic career and with obsessive devotion to his wife and children, and Jenny Fields, his famous feminist mother, find their lives surrounded by an assortment of people including teachers, whores, and radicals

**washington irving dual language academy: *Collier's Weekly*** Norman Hapgood, Nugent Robinson, Robert Joseph Collier, 1904

**washington irving dual language academy: *Clueless in Academe*** Gerald Graff, 2008-10-01 Gerald Graff argues that our schools and colleges make the intellectual life seem more opaque, narrowly specialized, and beyond normal learning capacities than it is or needs to be. Left clueless in the academic world, many students view the life of the mind as a secret society for which only an elite few qualify. In a refreshing departure from standard diatribes against academia, Graff shows how academic unintelligibility is unwittingly reinforced not only by academic jargon and obscure writing, but by the disconnection of the curriculum and the failure to exploit the many connections between academia and popular culture. Finally, Graff offers a wealth of practical suggestions for making the culture of ideas and arguments more accessible to students, showing how students can enter the public debates that permeate their lives.

**washington irving dual language academy: *The U.S. Foreign Language Deficit*** Kathleen Stein-Smith, 2016-08-24 This volume explores why Americans are among the least likely in the world to speak another language and how this U.S. foreign language deficit negatively impacts national and economic security, business and career prospects. Stein-Smith exposes how individuals are disadvantaged through their inability to effectively navigate the global workplace and multicultural communities, how their career options are limited by the foreign language deficit, and even how their ability to enjoy travel abroad and cultural pursuits is diminished. Through exploring the impact of the U.S. foreign language deficit, the author speaks to the stakeholders and partners in the campaign for foreign languages, offering guidance on what can and should be done to address it. She examines the next steps needed to develop specific career pathways that will meet the current and future needs of government, business, and industry, and empower foreign language learners through curriculum and career preparation.

**washington irving dual language academy: *The Athenæum*** James Silk Buckingham, John Sterling, Frederick Denison Maurice, Henry Stebbing, Charles Wentworth Dilke, Thomas Kibble Hervey, William Hepworth Dixon, Norman Maccoll, Vernon Horace Rendall, John Middleton Murry, 1908

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