

Articles for 2016 Multilingual Educator (highlighted sections indicate missing files or pending decisions.)

Articles in green are for a section tentatively called “Teacher Voices,” or “Voices from the Classroom” or “Stories from the Classroom.” Article in blue under “Parent Voices” or combine both groups as “Voices of Educators and Parents” (???)
 Pink indicates topic is LTELs.

Author	Title	#Words	Summary of Article	Add'l Files/Notes
Alfaro, Cristina & Hernández, Ana	Ideology, Pedagogy, Access and Equity: (IPAE) A Critical Examination for Dual Language Educators	2,824	Two professors discuss the need for critically conscious dual language educators and explain how this challenge is a matter of equity and social justice, given the teacher’s power to “announce or denounce equitable classroom practices.” They explore how the political and ideological factors impact dual language teacher preparation and a teacher’s ability to negotiate balanced, equitable access to academic proficiency in dual language classes. “It is our belief that equally as important to teachers’ knowledge of these technical and biliteracy methodological skills is a teacher’s knowledge of how a critically developed <i>ideology</i> informs their <i>pedagogy</i> that creates <i>access</i> for students from diverse backgrounds to ensure <i>equity</i> in the DLE classroom.”	—2 author photos —Figure 1 —Table 1 —References* (*for online version only)
Briceño, Allison & Maniates, Helen	Developing Language in Both Spanish and English: Explicit Instructional Conversations about Language	1,926	Two professors share what they learned about “how teachers in Dual Language settings supported students’ language development in both Spanish and English.” Their primary strategy consisted of explicit conversations between teachers and	—2 author photos —References* (*for online version only)

			students about academic language during instruction. Examples of these conversations are provided, along with detailed analyses.	
Chávez, José	Venceremos (poem)	202	Poem translates to “We will conquer,” or “We will overcome.” In this poem, the author describes the suffering of his people, scorched by resistance and dealt with inequity. He tells us how they walk, proud of their names, traditions, and roots. He calls them to gather around for a new day and a new song of justice and peace, soaring like eagles and dancing to ancient rhythms.	<p>—No photo yet —2 versions (Eng/Span)</p> <p>Lots of imagery to play off of here, walking through desert towards sun, soaring eagles, dance, etc.</p>
Cuevas-Antillón, Jorge	The Rational Emergence of Spanish Language Development	1,820	In a note to me, the author summarizes, “My goal is to encourage schools to approach teaching of Spanish with attention to the link between language arts and language development . To create a paradigm shift in perspective about instruction and assessment among biliteracy schools, in the article I trace the connection between a sample school biliteracy data analysis coaching session, the need for better ways to assess Spanish learning, the intent of the framework to merge language arts and language development, and the ultimate goal	<p>—Author photo —graphic image possibly pending</p>

			of Spanish Language Development standards.”	
Fried, Charlene	Lucy and Leonardo		A high school ELD teacher describes two of her former Latino EL students. The girl was a long-term English learner who struggled academically, had a belligerent attitude. In spite of seeking her teacher’s help at the last minute, she did not pass the CAHSEE, failed to graduate, and ended up in rehab for drug abuse. The boy was newly arrived immigrant in his senior year. He was from a broken home, worked hard, used his critical thinking skills, never gave up. He quickly learned English and passed the CAHSEE, and then went to college and achieved a degree in Engineering. The teacher wonders regrets not having helped the girl more and wonders if the girl would have been more successful, if she (the teacher) had loved her more.	(FYI...Extensive editing was done on this piece.)
Gallegos, Carol	Let’s Use Data to Prevent Long Term English Learners, Not Just Identify Them	2,061	Author explores how analyzing student data and provide insights into how to prevent the creation of LTELs, students who have been in the country more than 5 years and have not yet reached full academic proficiency in English. (LN: Confirm version with author)	—Author photo

Maciel, Elizabeth	Multicultural: mucho más que un simple club para los alumnos que llegan de otros países (ENG & SPAN)	Eng 1,189 Span 1, 159	Author describes how she and a colleague created a Multicultural Club to provide support for newly arrived secondary immigrant students. She describes the club’s activities that answer student questions, nurture them during times of upheaval, guide their adaptation to the new environment, facilitate friendships among students, promote biliteracy, and help student to integrate into the school community, all while embracing two languages and cultures.	—Author photo —2 versions (Eng/Span)
Maria Quezada	<i>CABE Parent Leadership Initiatives: Promoting Engagement and Equity</i>	2, 967 Jan to edit length	<i>Review of CABE’s work in parent education and leadership development and characteristics of effective models.</i>	—author photo
Dr. Lettie Ramírez with group of Project 2 Inspire parents: Sandra Avendano, Adriana P. López, Olivia Michel Gallardo, Jenelle Rodas, Ana Maria Rodríguez, Elena Rodríguez Ojeda, and Veronica Torres.	What do we want for our children? Overcome Fear, Participate in School, (ENG & SPAN)	Span 1,982 Eng 1,882 words	“In this article, women who came to the United States seeking to fulfill their dreams, looking for a better life or simply in search of a new path to expand their horizons, share with us their experiences and ideas as far as how they worked toward and continue to work toward accomplishing their goals, which now include also the dreams and goals of their children, grandchildren, great-grandchildren and generations to come.” Discussion includes the topics of parent dreams, parent-child communication, parental involvement and how it impacts the future of their children,	—Group photo of authors —2 versions (Eng/Span)

			the importance of understanding the educational system, and impact of role models, etc.	
Rexach, Marisol.	Sudanese Children of Immigrants: A Tapestry Unravels	2,141	<p><i>“What we discovered at the end of this process, when children reflected and had an opportunity to make meaning out of their own ideas, is that they recognized—in embarrassment—that they had rejected their own color. And it wasn’t because they did not recognize the color of their skin. It is because they knew that, with that label, came so much that did not represent who they are.”</i></p> <p>The author explores the threads that make the tapestry of the experiences of Sudanese children of immigrants and shows their unraveling: blue thread-religion, black thread-race, green thread-schooling and the need to weave a new tapestry.</p> <p><i>Final Thoughts: “Schools are crucial cultural places where compromise, interpretation, and disparity function to</i></p>	—author photo

			<p><i>reject imposed identities and racist dogmas, but how does a teacher tackle these seemingly insurmountable challenges? I believe the answer is an ongoing, lifelong commitment to reflective practice. If we ask ourselves how we can best educate tomorrow's children, we will find the answer in integrated education, where children are not made to set aside what guides their hearts."</i></p>	
Rodríguez-Valls, Fernando	Profile of the bilingual teacher (English-Spanish) in the 21st century: commitment, sensitivity and preparation in the global classroom (ENG & SPAN)	Eng 1, 181 Span 2, 472		<ul style="list-style-type: none"> —Lead Author photo —List of the four Authors —Figure 1 —2 versions: Eng and Span —References* (*for online version only)
Salinas, Elizabeth Jiménez	Eradicating Learned Passivity: Preventing ELs from Becoming Long Term English Learners	1,546	<p>Author explores how to eliminate toxic questions and eradicate LTEL learned passivity by... <i>"increasing active, class-wide engagement and comprehensibility is critical to stem the development of LTELs. Eliminating toxic questions, using interactive technology with primary language support, and consistently increasing accountable talk are critical for</i></p>	—author photo

			<i>eradicating Learned Passivity, reducing the creation of Long Term English Learners and effective implementation of the Common Core with English Learners. “</i>	
Kedziora, Martinrex & Hendricks, Kimberly & Sanberg, Katie	Creating a College-Going Culture for Long-Term English Learners: <i>How one district’s array of evidence-based supports is helping secondary LTEL students and their families overcome the effects of poverty and reach a brighter future</i>	1,928	Title sums it up nicely. A case study of a 5 th grade EL student and the impact of the district’s new English Learner Families For College Program on his life path.	—photo of 1 author (of 3), Need other two —Graphic by ERC Data —Student photo for sidebar
Solomon, Margaret	Cross-Cultural Experiences of Mexican Immigrant Students in California Schools	1,985	<i>“This article examines the cross-cultural experience of immigrant students in California and the role of their cultural capital in the cross-cultural identity development.”</i> ----- <i>“Its findings support the supposition that the cultural capital that immigrant students bring to their schools should be recognized and supported. At the policy level, the rights of immigrant students must be adequately protected.”</i>	—References* (*for online version only)
Jensen, Kelly	Let’s Give Them Something to Talk About	596	Principal, District Science Director, and Consultant: <i>“Together, we crafted a 3 day program just before the 2015-2016 school</i>	—2 student photos

year began. First, the team used CELDT data and invited 3rd through 6th grade students with CELDT levels 1, 2, and long-term 3's to participate. Science lessons focusing on states of matter were planned and used to not only develop academic language, but as a way to motivate the students. From root beer floats and popcorn to slime and home-made ice cream, students learned science concepts through highly engaging multi-sensory hands-on activities. The excitement and energy generated by these activities were then channeled into discussions and writing activities."

Stewart, Denise	1) Implementing Common Core Standards WITH Current Instructional Strategies Will Satisfy Demands of Common Core With Ease!	637	Teacher of ELs shares classroom strategies to implement CCSSU using current instructional strategies, how to use post-its for engagement, and how to lower student anxiety at the beginning of the year.	Three short pieces combined.
	2) Use of Post-Its Livens Up ANY Classroom!	520		
	3) How to Lower Anxiety for All students at Start of School Year	586		