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Year	Authors	TITLE	Citation
2026	Adriana Villavicencio Reva Jaffe-Walter and Hua-Yu Sebastian Cherng	Relationship Between Professional Culture and Outcomes for Immigrant English Learner Youth: A Mixed-Methods Study.	Villavicencio, A., Jaffe-Walter, R., & Cherng, H. Y. S. (2026). Relationship Between Professional Culture and Outcomes for Immigrant English Learner Youth: A Mixed-Methods Study. *American Educational Research Journal*, *63*(1), 38-71.https://journals.sagepub.com/doi/10.3102/00028312251389220
	Sophia L. Angeles	"What Do You Know? Well, the Truth, Not a Lot":	Ángeles, S. L. (2026). "What Do You Know? Well, the Truth, Not a Lot": Newcomer Youth's Constrained College Access. *Journal of Latinos and Education*, *25*(2), 642-660. https://doi.org/10.1111/aeq.70021
2025	Chandler P. Miranda	*Sanctuary school: Innovating to empower immigrant youth*	Miranda, C. P. (2025). *Sanctuary school: Innovating to empower immigrant youth*. Harvard Education Press.
	B. Tauzel, S. Noel, E. Schuster	Teacher Educators' Narratives of Practice and Possibility From Multilingual Newcomer Schools: A Community Autoethnography	Tauzel, B., Noel, S. & Schuster, E., (2025) "Teacher Educators' Narratives of Practice and Possibility From Multilingual Newcomer Schools: A Community Autoethnography ", *International Journal of Critical Pedagogy* 14(1). https://janeway.uncpress.org/ijcp/article/id/1406/
	Chandler Patton Miranda and Hua-Yu Sebastian Cherng	The Social Power of Speaking: Supporting Recently Arrived Immigrant Youth Through a Culture of Speaking.	Miranda, C. P., & Cherng, H. Y. S. (2025). The Social Power of Speaking: Supporting Recently Arrived Immigrant Youth Through a Culture of Speaking. *Peabody Journal of Education*, *100*(4), 439-452. https://www.tandfonline.com/doi/full/10.1080/0161956X.2025.2535918
	Qin, Llosa, Wolf	From everyday language to disciplinary discourse: Culturally and linguistically sustaining dialogic instruction with multilingual learners	Kongji Qin, Jordan Wolf, Lorena Llosa (2025). From everyday language to disciplinary discourse: Culturally and linguistically sustaining dialogic instruction with multilingual learners. *TESOL Journal.* 2 January 2025 https://doi.org/10.1002/tesj.913
	Porter, Lorna	Newcomer Program Impacts on Course Access for Adolescent Newcomers.	Porter, L. (2025). Newcomer Program Impacts on Course Access for Adolescent Newcomer Students. *Peabody Journal of Education*, *100*(5), 642-672. https://www.tandfonline.com/doi/full/10.1080/0161956X.2025.2562788
	Chandler P. Miranda	Justice-oriented assessment immigrant serving schools: a critical ethnographic case study of the elements of performance assessment.	Miranda, C. P. (2025). Justice-oriented assessment immigrant serving schools: a critical ethnographic case study of the elements of performance assessment. *International Journal of Qualitative Studies in Education*, *38*(1), 162-179. https://www.tandfonline.com/doi/full/10.1080/09518398.2024.2365188

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	Sophia L. Ángeles	I wasn't trained for ELD": The experiences of bilingual content-area teachers	Sophia L. Ángeles (2025) "I wasn't trained for ELD": The experiences of bilingual content-area teachers, Bilingual Research Journal, 48:1, 43-57, https://doi.org/10.1080/15235882.2024.2385407
2024	Megan Hopkins & Hayley Weddle	Transforming K-12 School Districts to Serve Latinx Students	Hopkins, M. & Weddle, H. (2024). Transforming K-12 School Districts to Serve Latinx Students. Chapter 11 in *Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice*, Hamann & Herrera & Murillo (Eds),
	Sophia L. Angeles and Kyle Halle-Erby	The Consequences of the Newcomer and International Student Labels for Immigrant Students in Public Schools.	Ángeles, S. L., & Halle-Erby, K. (2025). "We Call Them International Students": The Consequences of the Newcomer and International Student Labels for Immigrant Students in Public Schools. *Anthropology & Education Quarterly*, *56*(3), e70021.
	Gerardo Mancilla	Dreamers Rise: A High School Pre-College Program for Undocumented Students	Mancilla, G. (2024) Dreamers Rise: A High School Pre-College Program for Undocumented Students, Chapter 11 in: *Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces* by Abad and Conchas
	Reva Jaffe-Walter & Kathleen Drucker	Dreaming Otherwise: Creative Policy Negotiation and Creating Communities or Recognition for Multilingual Immigrant Youth	Reva Jaffe-Walter & Kathleen Drucker (2024). Dreaming Otherwise: Creative Policy Negotiation and Creating Communities or Recognition for Multilingual Immigrant Youth , Chapter 8 in Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces by Miguel N. Abad and Gilberto Q. Conchas
	Patton Miranda, Chandler	Justice-oriented assessment in immigrant serving schools: A critical ethnographic case study of the elements of performance assessment	Miranda, C.P. (02 Jul 2024): Justice-oriented assessment in immigrant serving schools: a critical ethnographic case study of the elements of performance assessment, International Journal of Qualitative Studies in Education
	College Access Research and Action (CARA)	Obstacles And Opportunities Supporting College And Career Access For Adolescent Immigrant Students	Higginson, Reid & Bloom, Janice. Obstacles & Opportunities: Supporting College & Career Access for Adolescent Immigrant Students. New York, NY: College Access: Research & Action (CARA), 2023. www.caranyc.org
2023	Learning Policy Institute	Oakland International High School: A Thriving Community School for Oakland's Newcomers	Thompson, C. (2023). Oakland International High School: A thriving community school for Oakland's newcomer students. Learning Policy Institute. http://learningpolicyinstitute.org/product/shared-learningoakland-international
	Reva Jaffe-Walter and Adriana Villavicencio	Leaders' negotiation of teacher evaluation policy in immigrant-serving schools.	Jaffe-Walter, R., & Villavicencio, A. (2023). Leaders' negotiation of teacher evaluation policy in immigrant-serving schools. Educational Policy, 37(2), 359-392.https://journals.sagepub.com/doi/10.1177/08959048211015614

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	Sam Finn	Newcomer Education in California	Finn, S. (2023, May). Newcomer education in California.. Policy Analysis for California Educ.. edpolicyinca.org/publications/newcomer-education-california
	Learning Policy Institute	Pushing against the grain: Networks and their systems for sustaining and spreading deeper learning	Hernández, L.E., Darling-Hammond, L., Adams, J. Bradley, K. & Duncan-Grand, A. (2023). Pushing against the grain: Networks and their systems for sustaining and spreading deeper learning. Journal of Educational Change Vol 24, 871–895 https://link.springer.com/article/10.1007/s10833-022-09467-1
2022	New America	Educating English Learners During the Pandemic: Insights from Experts, Advocates, and Practitioners	Educating English Learners During the Pandemic: Insights from Experts, Advocates, and Practitioners. New America. **B**y: Leslie Villegas, Amaya Garcia https://www.newamerica.org/education-policy/reports/educating-english-learners-during-the-pandemic/
	Bajaj, Walsh, Barlett and Martinez	Humanizing education for immigrant and refugee youth: 20 strategies for the classroom and beyond	Bajaj, Walsh, Barlett & Martinez (2022). Humanizing education for immigrant and refugee youth: 20 strategies for the classroom and beyond. Teachers College Press
		An Investigation of Teachers' Perceptions of Effective ESL Teaching Strategies in the Internationals High School	Baylosis, S. V. (2022). *An Investigation of Teachers' Perceptions of Effective ESL Teaching Strategies in the Internationals High School*. Grand Canyon University.
2021	Adriana Villavicencio; Chandler Patton Miranda; Jia-Lin Liu; Hua-Yu Sebastian Cherng	"What's Going to Happen to Us?" Cultivating Partnerships with Immigrant Families in an Adverse Political Climate	"What's Going to Happen to Us?" Cultivating Partnerships with Immigrant Families in an Adverse Political Climate. Adriana Villavicencio; Chandler Patton Miranda; Jia-Lin Liu; Hua-Yu Sebastian Cherng Harvard Educational Review (2021) 91 (3): 293–318.
	Russell, S. Garnett; Persaud, A; Mantilla Blanco, P.,Webster, K; Elliott, M.	Fostering Belonging and Civic Identity: Perspectives from Newcomer Students in Arizona and New York	Columbia University Academic Commons https://academiccommons.columbia.edu/doi/10.7916/d8-zw9k-dv30
	Adriana Villavicencio Reva Jaffe-Walter Sarah Klevan	"You can't close your door here:" Leveraging teacher collaboration to improve outcomes for immigrant English Learners	Teaching and Teacher Education: Volume 97, January 2021, 103227 https://www.sciencedirect.com/science/article/abs/pii/S0742051X20314189
2020	Seilstad, B., Kim, S and Derek Braun	Languascientific repertoires for adolescent newcomer students: evidence from a 10th grade biology class in superdiverse Central Ohio	https://www.tandfonline.com/doi/abs/10.1080/19313152.2020.1846834
	Martin-Beltrán Montoya-Ávila	Becoming advocates: Positioning immigrant youth to share, connect, and apply their stories	TESOL Journal: https://onlinelibrary.wiley.com/doi/abs/10.1002/tesj.567

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	Learning Policy Institute	Restarting and Reinventing School: Learning in the Time of COVID and Beyond	Linda Darling-Hammond, Monica Martinez, Adam K. Edgerton, Hanna Melnick, and Abby Schachner https://restart-reinvent.learningpolicyinstitute.org/
	lark-Gareca, B; Short, D.; Lukes, M., Sharp-Ross, M.C	Long-Term English Learners: Current Research, Policy, and Practice	Clark-Gareca, B; Short, D.; Lukes, M., Sharp-Ross (2020). Long-Term English Learners: Current Research, Policy, and Practice. *TESOL Journal 11(1).*
	Dita Vogel Lydia Heidrich	Make Connections – ask questions Sprachsensible Schulen im Internationals Network for Public Schools in New York	https://media.suub.uni-bremen.de/bitstream/elib/4425/1/Vogel_Heidrich_2020_Make%20Connections%20%E2%80%93%20ask%20questions.pdf
	Jaffe-Walter and Patton Miranda	Segregation or Sanctuary? Examining the Educational Possibilities of Counterpublics for Immigrant English Learners	https://www.tandfonline.com/doi/abs/10.1080/15700763.2020.1714057
2019	Learning Policy Institute	Internationals Network for Public Schools: Deeper Learning Approach to Supporting Els	Martens Roc, Peter Ross, and Laura E. Hernández (2019). Internationals Network for Public Schools: A Deeper Learning Approach to Supporting English Learners. Learning Policy Institute: https://files.eric.ed.gov/fulltext/ED603420.pdf
	Clark Gareca, Short, Lukes, Sharp-Ross	Long-term English learners: Current research, policy, and practice	Beth Clark-Gareca, Deborah Short, Marguerite Lukes, Mary Sharp-Ross (2019). Long-term English learners: Current research, policy, and practice. *TESOL Journal.*
2018	Kessler, Wentworth, Darling-Hammond	The Internationals Network for Public Schools: Educating Our Immigrant English Language Learners Well	Kessler, J., Wentworth, L., and Darling-Hammond, L. (2018). Internationals Network for Public Schools: Educating our immigrant English Language Learners Well. Stanford, CA: Stanford Ctr for Opportunity Policy in Education.
	Patton-Miranda and Cherng	Accountability Reform and Responsive Assessment for Immigrant Youth	Patton Miranda & Cherng (2018) Accountability Reform and Responsive Assessment for Immigrant Youth, Theory into Practice, 57:2, 119-126,
	Monica Bajaj and Sailaja Suresh	The "Warm Embrace" of a Newcomer School for Immigrant & Refugee Youth	Bajaj, M. and Suresh, S. (2018). The "Warm Embrace" of a Newcomer School for Immigrant & Refugee Youth. *Theory into Practice. A*pril 2018.
	Garcia, Seltzer, Witt	Disrupting Linguistic Inequalities in US Urban Classrooms: The Role of Translanguaging	Garcia, O., Seltzer, K., Witt, D. (2018) Disrupting Linguistic Inequalities in US Urban Classrooms: The Role of Translanguaging. In Van Avermaet, Slembrouck, Van Gorp, Sierens (Eds.) *The Multilingual Edge of Education*
	Mary Ann Zehr	Celebrating the Voices of Immigrant Students.	Zehr, M.A. (2018). Celebrating the Voices of Immigrant Students. *American Educator.* v41 n4 p13-15 Win 2017-2018

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	Jaffe-Walter & Lee	Engaging Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth	Jaffe-Walter, R. and Lee, S. (2018). Engaging the Transnational Lives of Immigrant Youth in Public Schooling: Toward a Culturally Sustaining Pedagogy for Newcomer Immigrant Youth. *American Journal of Education* 124, no. 3 (May 2018): 257-283.
	Learning Policy Institute	The Promise of Performance Assessments: Innovations in High School Learning and College Admission	Guha, Tony Wagner, Linda Darling-Hammond, Terri Taylor, and Diane Curtis (2018). The Promise of Performance Assessments: Innovations in High School Learning and College Admission. Learning Policy Institute.
2017	American Youth Policy Forum	Social and Emotional Learning and Traditionally Underserved Populations	Beyer, L.B. (2017). Social and Emotional Learning and Traditionally Under-served Populations. American Youth Policy Forum, Policy Brief, Oct 2017.
	Migration Policy Institute	Beyond Teaching English: Supporting High School Completion by Immigrants &Refugees	Sugarman, J. (2017). Beyond Teaching English: Supporting High School Completion by Immigrant and Refugee Students. Washington, DC: MPI
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	Mendenhall, Bartlett, Ghaffar-Kucher	Education for Refugees in an International High School in NYC	Mendenhall, M., Bartlett, L. & Ghaffar-Kucher, A. (2017). ‘‘If You Need Help, They are Always There for us’’: Education for Refugees in an International High School in NYC. *Urban Review. 49:1–25*
		Culture in acculturation: Refugee youth’s schooling experiences in NYC Schools	Mendenhall, Bartlett, L. & Ghaffar-Kucher, A. (2017). Culture in acculturation: Refugee youth’s schooling experiences in international schools in New York City. International Journal of Intercultural Relations. Vol 60, Sept 2017, pp 109-19
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2016	American Institutes for Research	Deeper learning and college enrollment: What happens after high school?	Yang, R., Zeiser, K. L., & Siman, N. (2016). Deeper learning and college enrollment: What happens after high school? Washington, DC: AIR
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	Klein, Jaffe-Walter, Riordan	Taking Teacher Learning to Scale	Klein, Jaffe-Walter, R.; Riordan, M. (2016). Taking teacher learning to scale: Sharing knowledge & spreading ideas across geographies. TC Record, v118 n13.
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2014	American Institutes for Research	Evidence of Deeper Learning Outcomes	Zeiser, Taylor, Rickles, & Garet (2014). Evidence of Deeper Learning Outcomes. Washington, DC: Amer Institutes for Research, Res Alliance for NYC Schools.
2013	Karen Thompson	Is Separate Always Unequal? An Examin-ation of Ideas of Equality in Cases Regarding Racial and Linguistic Minorities in Education	Thompson, K. (2013). Is Separate Always Unequal? Philosophical Examination of Ideas of Equality in Key Cases Regarding Racial & Linguistic Minorities in Education. American Educ. Research Jour, Dec 2013 Vol. 50, No. 6 pp. 1249-78
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2008	Reva Jaffe-Walter	Negotiating Mandates and Memory: Inside a Small School Network Youth	Jaffe-Walter (2008). Negotiating Mandates and Memory: Inside a Small Schools Network for Immigrant Youth
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1995	Teachers College Columbia University	Human Resource Innovation in an Alternative High School	Jacobson, D. (1995). Human Resource Innovation in an Alternative High School. IEEE Brief 11, October 1995.
1994	Darling-Hammond, Ancess	Authentic Teaching, Learning, and Assessment with New English Learners at International High School.	Ancess, J. & Darling-Hammond, L. (1994). Authentic Teaching, Learning, and Assessment with New English Learners at International High School. A Series on Authentic Assessment and Accountability. New York: Columbia Univ, NCREST.