Articles on:

W. E. B. Du Bois’s Concept of Sympathetic Touch
Immigrant-Origin Students in Community College
Reconceptualizing Risk and High School Noncompletion
Elementary Teachers of English Language Learners
Linguistic Diversity Within Assessment Practices
Punishment and the Education State
Learning Outcomes in Community College Student Success Courses
Special Education Teachers’ Emotional Labor
W. E. B. Du Bois's Concept of Sympathetic Touch as a Mediator of Teachers' Expectations in an Urban School District

DANIEL D. LIOU AND LETICIA ROJAS

Inspired by W. E. B. Du Bois's concept of sympathetic touch, the purpose of this article is to introduce an asset-based instructional practice of sympathy as a method to confront the systemic problems of pity and deficit thinking that result in low teachers' expectations of students.

Immigrant-Origin Students in Community College: How Do They Use Their Time on Campus?

EDWIN HERNANDEZ, CAROLA SUÁREZ-OROZCO, JANET CERDA, OLIVIA OSEI-TWUMASI, MONIQUE CORRAL, YULIANA GARCIA, DALAL KATSIAFICAS AND NIDIA RUEDAS-GRAÇIA

Immigrant-origin students are the fastest growing new population in community colleges, yet little is known about how they make use of their campus spaces. Through a mixed-methods strategy, this study sought to understand in what ways and to what degree immigrant-origin students in community college use their time on campus.

Reconceptualizing Risk and High School Noncompletion: The Case of Latina/o Ninth-Grade Leavers in an Urban School

TARA M. BROWN, ALICE L. J. COOK AND JESUS SANTOS

Drawing on interviews with 25 Latina/o ninth-grade leavers and school policy documents, this article examines how uncertainties about high school completion arise and are negotiated in the school context in ways that contribute to risks for school-leaving. The article employs a theoretical framework that considers both objective and socially constructed dimensions of risk.

How Do Effective Upper Elementary Teachers of English Language Learners Show Support?

HOLLAND W. BANSE, NATALIA A. PALACIOS AND ANNA MARTIN

This study examines how teachers in high-gains classrooms with many ELLs demonstrate support to their students, as compared to teachers in high-gains classrooms with no ELLs and teachers in low-gains classrooms with many ELLs.
"I believe in home language, but the tests don’t": Addressing Linguistic Diversity Within Assessment Practices Across Literacy Teacher Preparation and Classroom Practice

KATRINA BARTOW JACOBS

This article centers on a year-long study that followed 10 literacy teachers from their education preparation program into their classrooms, offering insights into the ways their beliefs toward linguistic diversity and equitable assessment were implemented in K–12 classrooms.

Vanishment: Girls, Punishment, and the Education State

SABINA E. VAUGHT

This article conceptualizes “vanishment” as a form of school-based state punishment through ethnographic stories from inside a juvenile detention center school.

What Works: Learning Outcomes Due to Design Variations in Community College Student Success Courses

DERYL K. HATCH-TOCAIMAZA, CRYSTAL E. GARCIA, NAOMI MARDOCK-UMAN, SARAH L. RODRIGUEZ AND DALLIN GEORGE YOUNG

Moving beyond prevalent approaches to intervention impact research, this national study of 47 student success courses investigates not just whether they are effective, but also which features are associated with learning objectives of student success skills, college knowledge, and engagement.

Pathways to Working Alliances: Special Educators’ Emotional Labor and Relationships With Students With Emotional and Behavioral Disorders

MICHAEL VALENTI, ELIZABETH LEVINE BROWN, CHRISTY GALLETTA HORNER, DUHITA MAHATMYA AND JASON COLDITZ

This study investigates how special education teachers’ emotional labor (i.e., their deliberate suppression or expression of emotions to achieve goals) explains variation in their working alliances with students.