

ALEXANDRIA

ESTRELLA-BRIDGES

ARIZONA STATE UNIVERSITY

MARY LOU FULTON TEACHERS COLLEGE

DIVISION OF TEACHER PREPARATION

ALEX.ESTRELLA@ASU.EDU

CELL: 602-751-3296

Education

PhD in Curriculum & Education/Dec 2012

Arizona State University

Concentration: Language & Literacy

Dissertation Title: Literacy Development among Adolescent ELLs: The impact of English-only Classrooms.

Chair & Members: Dr. Beatriz Arias, Dr. Christian Faltis, Dr. Kris Gutierrez, Dr. Margarita Jimenez-Silva

M.Ed in Curriculum & Instruction/May 2004

Arizona State University

Concentration: Language & Literacy

Bachelors of Arts in Education/May 2002

Arizona State University

Concentration: Elementary Education and English as a Second Language

Appointments

Arizona State University, Mary Lou Fulton Teachers College

Clinical Associate Professor 2022

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

Arizona State University, Mary Lou Fulton Teachers College

Clinical Assistant Professor & Program Area Lead/Coordinator/ 2016-Present

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

Arizona State University, Mary Lou Fulton Teachers College

Clinical Assistant Professor/2012-2022

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

Arizona State University, Mary Lou Fulton Teachers College

Faculty Associate/2009-2012

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

Alhambra School District, Montebello Elementary School

Junior High Language Art and Social Studies Teachers/ 2002-2007

This is the place for a brief summary of your key responsibilities and most stellar accomplishments.

Research Interests

- o Education of Emergent Bilinguals
- o Equity in Education
- o Teacher preparation
- o Preparing Teachers for language diverse classrooms

Publications

Kaveh Y. M., Estrella-Bridges, A. (2024). Pedagogies of Resistance and Healing: Latinx Dual Language Teachers Battling Racialized Ideologies of Languagelessness in Arizona. *Journal of Language, Identity, and Education*. <https://doi.org/10.1080/15348458.2024.2319331>

Carrie Sampson, Claudia Cervantes-Soon, Dawn M. Demps, Alexandria Estrella, and Lok-Sze Wong. (2021). *Pandemic Reader: Exposing Social (In)justice in the Time of COVID-19* (DIO Press, forthcoming, December 2020).

Sampson, C., Wong, L., Estrella, A., Demps, D., & Cervantes-Soon, C. (2020, May 13). A Call from Black and Brown Mothers for True Family Engagement. *Medium*. [Blog post].

Murri, N. J., Markos, A., & Estrella-Silva, A. (2012). Implementing Structured English Immersion in teacher preparation in Arizona. In M. B. Arias & C. Faltis (Eds.), *Implementing educational language policy in Arizona: Legal, historical and current practices in Structured English Immersion* (pp. 142-163). Clevedon, UK: Multilingual Matters.

Lillie, K., Markos, A., Estrella, A., Nyguyen, T., Peer, K., Perez, K., Trifiro, A., Arias, B., Wiley, T. (2010). *Policy in Practice: The implementation of Structured English Immersion in Arizona*. UCLA Civil Rights Project. Retrieved April 12, 2010.

<http://civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/policy-in-practice-the-implementation-of-structured-english-immersion-in-arizona>

Conference Presentations

Estrella-Bridges, A. Celaya-Norris, C. (2023) Dyad support in Dual Language Kindergarten Classroom. In National Council for Teachers of English (NCTE) Conexiones Conference Columbus, Ohio.

Estrella-Bridges, A. Celaya-Norris, C. (2023) Dyad support in Dual Language Kindergarten Classroom. In National Council for Teachers of English (NCTE) Conexiones Conference Columbus, Ohio.

Kaveh Y. M., Estrella, A. (2023, March). *Pedagogies of Resistance and Healing: Latinx Bilingual Teachers Battling Racialized Ideologies of Languagelessness in Arizona*. In colloquium: Centering Ideology in Language Teaching: A Global Perspective. American Association for Applied Linguistics (AAAL) Conference, Portland, OR.

Boozer, A., Estrella-Bridges, A. (2022). Supporting and Sustaining Black Educators in Teacher Preparation and Beyond. Teacher Leadership Summit. Arizona Alliance of Black School Educators.

Kaveh Y. M., Estrella- Bridges, A. (2021, April). *Not Bilingual Enough: Latinx Dual-Language Teachers' Racialized Language Ideologies*. In symposium: *Engaging and Reimagining Racialized Notions of Citizenship, Participation, and Leadership in Bilingual Educational Settings*. American Educational Research Association (AERA) Conference, Division G (Social Context of Education).

Estrella, A. (January 2020) What to Consider: Teaching English Language Learners in Early Childhood. Presented at Early Childhood Conference, Tempe, AZ.

Estrella, A. (January 2020). Preparing Dual Language Teachers in Arizona. Presented at NAFSCE Conference. Tempe, AZ.

Estrella, A. (May 2020). Supporting English Language Learners During Covid. STEMMS Cruise Consortium Meeting. Tempe, AZ. (zoom)

Kaveh, Y. Estrella A. (May 2020). Family Engagement During Covid Times. STEMMS Cruise Consortium Meeting. Tempe, AZ. (zoom)

Silva, A. (2019). Bilingual Teachers in Arizona Schools: Policy, Practice, and Language. Paper presented at National Association of Multicultural Education, Tucson, Arizona.

Silva, A. (2018). Pathways for Emerging Bilinguals and their Language and Literacy Potential. Planning to Assessment. Encuentro de Estudiantes y Catedráticos de Lenguas Extranjeras.

Silva, A., Mercado, M., Roman, J., (2018). Emerging Bilinguals, Restrictive language Policy, and Grant Support. Paper presented at National Association of Multicultural Education, Memphis, Tennessee.

Silva, A. (2018). Supporting linguistically diverse learners and the many roles we take. Keynote at Encuentro de Estudiantes y Catedráticos de Lenguas Extranjeras (EECLE). Puebla, MX.

Silva, A, (2017). Supporting the Next Generation of Bilingual Educators. Presented at National Association of Multicultural Education (NAME), Salt Lake City, Utah.

Silva, A., Lambson, D. (2017) Presented at Arizona Teachers of Speakers of Other Languages (AZTESOL). Tucson, AZ.

Silva, A., Flores, T., & Jimenez-Silva, M. (2017). *Examining our own language stories and their impact as scholars in bilingual education*. Paper under consideration for the American Educational Research, San Antonio, TX.

Flores, T., Roy, B., Jimenez-Silva, M., Silva, A., & Salas, R. (2016). *Teaching for Our Lives: Creating Inclusive Spaces for English Learners and their Families in Schools and Universities*. Presentation at the Arizona English Teachers Association, Phoenix, AZ.

Estrella-Silva, Alexandria (April 2012). Policy and the Practice of Power: The Impact of Language Policy Implementation among Adolescent ELLs. To be presented at American Education Research Association. Vancouver, British Columbia, Canada.

Estrella-Silva, Alexandria (April 2010). The Implications of Restrictive Language Policy on Teacher Preparation and Classroom Practice. Presented at American Education Research Association. New Orleans, LA. April, 12, 2010

Estrella-Silva, Alexandria-Silva (April 2011). A View of Arizona's Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners? Presented at American Education Research Association, New Orleans, LA. April, 9, 2010

Murri, N., Markos, A., Estrella-Silva, A. (April 2009). Implementing Structured English Immersion in Teacher Preparation in Arizona. Presented at American Education Research Association. San, Diego, CA. April, 15, 2009.

Arias, B., Markos, A., Estrella-Silva, A., Murri, N. (May 2008). Restrictive Language Policy and Teacher Preparation: A View from Arizona. Presented at Language Minority Research Institute. Sacramento, CA. May 1, 2008

Prieto, L. Estrella-Silva, A., Rodreiguez, S., and Jackson, L. (March 2008). Latina Teachers Engaging in Civic Responsibility: Teacher Education for Cultural and Linguistic Diveristy. Paper presented at American Education Research Association, New York, NY. March 24, 2008.

Estrella-Silva, A. & Noguerón-Rousseau, S. (February, 2008). Spanishes in the classroom: Language varieties in children's literature and Spanish textbooks. Session presented at the 38th Language and Literacy Conference. Tempe, Arizona.

Deakin, K., Estrella, A., Lammers, J.C., McCawley-Gordon, C., Noguerón, S. (2008, February). Let's hear it for the boys. Session presented at the 38th ASU Language and Literacy Conference, Tempe, AZ.

Lammers, J.C., Marsh, J.P., Noguerón, S., Gordon, C., Deakin, K., Estrella-Silva, A., & Richards, C. (2008, December). Armchair researchers: Stories of novice literacy researchers exploring the literacies of adolescent boys. Paper session at the National Reading Conference, Orlando, FL.

Arias, B., Estrella-Silva, A. (March 2007). Preparing Teachers for Urban Settings. Paper presented at the American Education Research Association. Chicago, IL. April 10, 2007.

Estrella-Silva, A. (February 2007). University School Partnerships that Support Student Teachers. Paper Presented at 2nd Annual Latina(o) Graduate Student Alliance Research Symposium. Tempe, AZ February 2, 2007

Estrella-Silva, A. (April 2007). Working with English Language Learners. Presented at Language and Literacy Conference. Tempe, AZ 2007

Key Notes and Invited Speeches

May 2021

Invited Guest Speaker

International E-Conference on Distance Language Education

Linguistics & Cultural Diversity Lab

Faculty of Arabic Language

Mary Lou Fulton Teachers College

May 2018
Invited Keynote and Closing International Guest Speaker
Encuentro de Estudiantes y Catedráticos de Lenguas Extranjeras
From Planning to Assessment
Universidad del Valle de Puebla

AWARDS & RECOGNITION

August 2020 Recipient of the Mary Lou Fulton Teachers College, ASU
Award for Excellence in Community Engagement

October 2020 Nominated for 2021 Pete C. Garcia Vitoria Foundation
Arizona Higher Education award.

Grants

Funded

Not Bilingual Enough: Latinx Dual-Language Teachers' Racialized Language Ideologies. Principal Investigators: Yalda M. Kaveh & Alexandria Estrella-Silva
Mary Lou Fulton Teachers College, Research Support Mini-Grants
Funded amount: \$400
November 2020

Understanding Community Voices: Sustaining a Dual Program through Family Engagement.
Principal Investigators: Yalda M. Kaveh & Alexandria Estrella-Silva
Mary Lou Fulton Teachers College, Research Support Mini-Grants
Funded amount: \$500
February 2020

Family Language Policies: A comparative study of seven immigrant families in an urban and a suburban district
Principal Investigator: Yalda M. Kaveh
Mary Lou Fulton Teachers College, Research Support Mini-Grants
Funded amount: \$565
February 2019

PI: Dr Ron Dorn United States Department of Education Award: \$2.9
Date 2017-2022 Role Consortium Support

With the aim of creating an inclusive network of support for increasing English learners' academic achievement through improved instruction in Arizona schools, the STEMSS CRUISEEL Project, a National Professional Development grant-funded project through the Office of English Language Acquisition, is bringing together community partners, teachers, school administrators and staff, district leaders, parent leaders and personnel from the Arizona Department of Education to establish a Collaborative Consortium to work toward the following goals:

- o Develop a community of support for English learners (ELs) and dual language learners (DLs) at LEA sites within the state
- o Identify stakeholders' needs and goals for educating English learners and dual language learners in Arizona, including assessment of support for technology use in both LEAs and ELs/DLs' homes
- o Develop a pool of resources to support LEAs in the education of English and dual Language learners in the state Develop and work towards an Arizona Dual Language Certificate and Endorsement

UNFUNDED GRANTS

Understanding Community Voices: Sustaining a Dual-Language Program through Family Engagement

Principal Investigators: Yalda M. Kaveh & Alexandria Estrella MLFTC Internal Grants,
2020-21 Requested Amount: \$ \$14,979

May 2020

Applicants: Yalda M. Kaveh, Alexandria Estrella (ASU),

Lori Masseur (Arizona Department of Education), & Terri Clark (Read On Arizona) National Association for Family, School, and Community Engagement (NAFSCE) Pre-Service Consortium

December 2019

Workshops & Professional Development

Phoenix Elementary School District-Silvestre Herrera Elementary School-Professional Development Session 1-Culturally Sustaining Pedagogy - October 19 2020

Phoenix Elementary School District-Silvestre Herrera Elementary School-Professional Development Session 2 Culturally Sustaining Pedagogy - November 9 2020

Phoenix Elementary School District-Silvestre Herrera Elementary School-Professional Development Session 3 Culturally Sustaining Pedagogy– November 30, 2020

Making Accommodations, Professional Development for KDKE Education Solutions. April 25th, 2020 in zoom meeting platform.

Phoenix Elementary School District-Silvestre Herrera Elementary School-Community of Practice with Dual language Teachers. Teacher Dispositions December 2019

Phoenix Elementary School District-Silvestre Herrera Elementary School-Community of Practice with Dual language Teachers. Dual Language Practices November 2019

Phoenix Elementary School District-Silvestre Herrera Elementary School-Community of Practice with Dual language Teachers. Best Practices September 2019

Phoenix Elementary School District-Silvestre Herrera Elementary School-Community of Practice with Dual language Teachers. Action Research October 2019

Phoenix Elementary School District-Silvestre Herrera Elementary School-Community of Practice with Dual language Teachers. Family Engagement Summer 2019

Presented at Division 1 Meeting on November 30th about the Term 5 pilot that I developed in the Balsz District.

Morris, K., Silva, A. (2018) Self Reflection and the Four Tendencies. Character Conference, Arizona State University (October, 2018)

Teaching

BLE 338 Foundations of Second Language Acquisition

The course offers educators the opportunity to discuss, critique, reflect, examine, and actively pursue questions and issues related to applied linguistics and sociolinguistics in education, particularly pertaining bi/multilingual and second language learners. Topics covered include theories about the nature of language, language subsystems (phonology, morphology, syntax, semantics, pragmatics), language ideologies, language acquisition (first, second, bi/multilingual), translanguaging, discourse, and language variation as well as implications for language assessment and biliteracy development. The course also introduces future educators to questions and recent research in bilingual and multilingual

acquisition to help them recognize and reverse the monolingual bias inherent in traditional perspectives of second language acquisition and bilingual development, and to critically analyze notions of the idealized native speaker, language competence, and academic language. The impact of the monolingual bias and language ideologies on classroom interaction, instruction, curriculum, assessment, and policy will be emphasized. The course will also introduce educators to the use of official instruments for curriculum and assessment of language development, such as the state's language proficiency standards.

BLE 481 Elementary Multilingual Education Practicum

Teacher candidates will develop skills necessary for supporting the success of all students in the classroom, with specific emphasis on language diverse students. This course will focus on four areas. This clinically embedded course provides opportunities for *Teacher Candidates* to gain experience and development in the following 4 areas: 1) equity focused observations during internship placements, 2) culturally and historically responsive instruction and curriculum 3) data collection through observation and interviews 4) family, community, and stakeholder collaboration.

BLE 322 Reading Methods & BLE 481 Reading Practicum

Instructional/Assessment strategies including systematic, research-based phonics, vocabulary, comprehension, spelling, writing, phonemic writing in Spanish/English.

BLE 413 Language Arts in BLE/ESL Settings

This course is designed to support future bilingual/ESL teacher by fostering the development of transformative and empowering pedagogy to teach language arts to students from culturally and linguistically diverse backgrounds at the elementary level. The main focus of this course is the teaching of writing and literacy in ways that tap into and build students' multilingual strengths.

BLE 408 & BLE 220 SEI Foundations for Elementary Students

In this writing-intensive course, students will explore, critique, and reflect on theory and teacher practice that relates to teaching children who are learning English as a second language. The purpose is to prepare future teachers for linguistically and culturally diverse classrooms and to meet the requirements for the 45 completion hours of the Structured English Immersion (SEI) endorsement.

BLE 335 Language Diversity in Schools

In this course, participants will be invited to discuss, critique, reflect, research, and actively pursue issues related to language variation in schools. In particular, we will focus on language attitudes and their impact on classroom interaction, instruction, curriculum, assessment, language policy; second language/dialect learners, codeswitching, and language contact. Together, we will read professional and scholarly literature framing classroom discussions on theory and teaching practice focused on issues of language variation. We will examine how to construct teaching practice that will reflect the readings from the professional literature. Above all, we will reflect on our own language attitudes, both toward language variation within the English language as well as toward multilingualism in our schools, and track those attitudes over the course of the semester. By the end of the course, you will be able to analyze some authentic language data and apply what you learn in the course to your teaching.

BLE 404 Instructional Design for Culturally and Linguistically Diverse Classrooms

Provides a foundation in instructional design to meet the academic and linguistic needs of culturally and linguistically diverse students, with a focus on emergent bilinguals. In this development course, pre-service teachers will explore, critique, and reflect on theory and teacher practice that relates to teaching children who are learning English as an additional language. Students will evaluate their self-efficacy of working with emergent bilinguals, develop new levels of understanding about current practices in Arizona, examine positions and practice of culturally sustaining pedagogy (CSP), and develop an action plan for implementing CSP in the context of their field experience.

SPF 301 Culture & Schooling

This course will concentrate on developing multi-disciplinary understandings of issues related to the relationships between key cultural processes and products and schooling in contemporary American society. The course will explore the functions of schooling in society, and how teachers influence and contribute to these functions. The functions of education include socialization, acculturation, assimilation, and the transmission and reproduction of culture. These functions always involve contentious issues of taste and style, ethics, morals and values. In order to understand those contentious issues, key concepts will be used as tools to reflect on school structure, functions and practices.

MCE 447 Diversity in Multicultural Settings

This course aims to develop in pre-service teachers an understanding of and appreciation for the roles that communities, families and cultures play in the shaping of schools and schooling practices. This understanding will require countering the deficit thinking toward marginalized families and their engagement in their children's schooling. Embedded in this awareness is also a knowledge base which recognizes and builds upon diversity and cultural and linguistic wealth within children, families and communities. We will focus on furthering our understanding of how culturally relevant and sustaining pedagogy can help acknowledge, value, build upon, and sustain the cultural wealth in school communities and bridge the perceived gaps between schools and families.

BLE 411 Science Methods

This course is designed to engage you in four types of experiences that will develop your professional knowledge base. First, we will focus on learning some science together by engaging in some scientific inquiry and thinking about how you might want to teach your students. Second, we'll focus on the methods of teaching science by learning more about what science is, how children learn science, what we need to teach in science (standards), and how we want to teach science. Part of deciding how to teach science will include studying different models of science teaching, and learning how to: establish a community of learners, assess science learning, use technology successfully, address diverse learner needs, and build lesson plans for science units. Finally, you will work in the field as a pre-teacher. Part of your experience will include assessing students' understanding of science and developing and teaching a lesson across several days and assessing your teaching of that lesson.

Service

Service to the college or university Leadership Initiatives

- o MLFTC Transfer Showcase Feb 12 March 4 2020
- o MLFTC Education Careers Showcase April 14 2020
- o More2Explore-Education Multilingual Learners September 22, 2020
- o More2Explore-Education Multilingual Learners October 27, 2020
- o District Partnership Meetings with Osborn School District

Service to the College or University Committee Service

- o Peer Evaluation Committee 2023-Present
- o Peer Evaluation Committee 2016-2018
- o Suicide Prevention Ad-hoc Committee
- o Summer Course Redesign 2020

Service to the Division and Elementary Multilingual Education (EME) Program

- o Inclusive Excellence Council 2023-Present
- o Project Team: Equity Centered Classroom Connection (EMCC)
- o Continuous Improvement TAG Aug 2024-present
- o Curriculum TAG Aug 2023-May 2024
- o Strategist Lead TAG for EME Program Fall 2020 - Current

- o Design TAG Lead for EME Fall 2020
- o Continuous Improvement TAG Fall 2020
- o BLE/ESL Program Strategist 2017-Spring 2020
 - Title II Reports
 - ADE Biennial report
 - BLE/ESL Program Assessment Reports

Professional Affiliations

Member of National Council of Teachers of English (2023-current)

Member of American Educational Research Association (2015-2022)

Member of National Association of Multilingual Education (2012-2020)

ELL Advisory Committee for Office of English Language Acquisition Services, Arizona Department of Education (2017-2020)

Prior Work Experience

2016-2017 Dr. Sujevy Vega, Faculty Lead

Preserving Arizona's Latina/o/x Presence: Community-Based Workshops on Archival Preservation and K-12 Curriculum

Arizona State University

- Improve under-documentation in Arizona archives and under-representation in K-12 curriculum
- Develop two community-based workshops that provide an innovative collaborative learning environment and can be modified in the future to fit any community who has been marginalized in archives or curriculum.

- 2010 Institute for Teachers of English Language Learners Eugene Garcia, Beatriz Arias, Margarita Jimenez-Silva U.S. Department of Education
- workshops and facilitating workshops for K-8 Teachers
 - Participating and planning of institute
 - Organizing
- 2006-2009 ALPHA Project
Office of the Vice President for Education Partnerships
 Arizona State University-Faculty Lead –Beatriz Arias
- Participating in the planning of recruitment for ALPHA Scholarship for Student teachers
 - Planning and organizing scholarship receptions
 - Urban Student Teacher Mentoring
 - Planning and organizing Urban Institute
 - Assistance to applicants and recipients from ALPHA
 - Updating and maintaining database for Scholarship recipients
 - Collected data on participants
- 2006-2007 English Learner Think Tank
 Mary Lou Fulton Teachers College
 Arizona State University-Faculty Lead Dr. Christian Faltis
- Maintaining communication between university and several public school districts
 - Preparing and planning logistics of ELL Think Tank
 - Assisting with Oral Language Development Protocol
 - Assisting with implementation of Protocol
- 2006 Fall Dr. Beatriz Arias, Principal Investigator
 Mary Lou Fulton Teachers College
 Arizona State University
- Research Assistant
 - Review of literature regarding teacher preparation for culturally and linguistically diverse students
 - Administering interviews with 12 participants
 - Transcribing and analyzing data for emerging themes
 - Field testing of Oral Language protocol
 - Developed and administered survey