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I am an Associate Professor in the program in Bilingual/Bicultural Education in the department of Arts and Humanities at Teachers College, Columbia University in New York. I am the Program Director of the Program in Bilingual/Bicultural Education and I was the co-chair of the AERA Cultural-Historical Research SIG until AERA 2024, when I became the past-chair for another year. I obtained my Ph.D. in Instructional Technology and Multilingual/Multicultural Special Education from George Mason University, and my master's degree in Bilingual Special Education from George Washington University. A long time bilingual special education teacher in public schools, my research interests lie at the intersection of bilingualism/biculturalism and disability within cultural historical perspectives. I employ cultural historical activity theory (CHAT), alongside other critical frameworks such as disability studies in education (DSE) to problematize the ways minoritized children with a disability are situated in schools and promote bilingual

education for all children. To do this, I center on equity in education around three main themes: (1) The exploration of the knowledge of bilinguals and expanding what counts as language and content knowledge; (2) The need for a concerted effort between minoritized children and the learning context; and (3) Bilingual teacher education for inclusive classrooms. Methodologically, I design qualitative research studies using CHAT as a theoretical and analytical tool, and other qualitative methodologies such as case studies and designs inspired by ethnographic tools and grounded theory. I embrace mixed methods approaches to understanding and discussing data, employing primarily strong forms of qualitative approaches, while exploring trends and patterns using quantitative-to-semi-quantitative approaches, to access a broader audience. I work in afterschool experiences where I explore collective zones of proximal development as minoritized children and community members work with pre-service and in-service teachers and together reflect about the collective activity to imagine new ways of knowing and learning <https://sites.google.com/tc.columbia.edu/variedwaysofknowing/home>

I have authored two books. One with Routledge titled, *Teacher Education for Inclusive Bilingual Contexts: Collective Reflection to Support Emergent Bilinguals with and without Disabilities*. The second one with the Teachers College Press titled, *Teaching Emergent Bilingual Students With Dis/Abilities: Humanizing Pedagogies to Engage Learners and Eliminate Labels*.

Selected Publications

Books

Martínez-Álvarez, P. (2023). Teaching emergent bilingual students with dis/abilities: Humanizing pedagogies to engage learners and eliminate labels. In A. J. Artiles (series ed.), *Disability, Culture and Equity* book series. Teachers College Press.

Martínez-Álvarez, P. (2022). Teacher education for inclusive bilingual contexts: Collective reflection to support emergent bilinguals with and without disabilities. In *Routledge Research in Teacher Education* book series. Routledge.
<https://doi.org/10.4324/9781003112259>

Peer-reviewed Articles

Martínez-Álvarez, P. (2023, Published Online 2019). Redistribution of labor to prepare teachers to work in inclusive bilingual classrooms. *Urban Education*, 58(3), 457–489.
<https://doi.org/10.1177/0042085919873697>

Melgarejo, V. & Martínez-Álvarez, P. (2023). *The wish of belonging in bilingual education: Possibilities to grow as bilingual and biliterate learners when having a disability* (Policy brief July 2023). Stanford Public Scholarship Collective. Retrieved from <https://publicscholarship.stanford.edu/sites/g/files/sbiybj28081/files/media/file/the-wish-of-belonging-in-bilingual-education.pdf>

Martínez-Álvarez, P. (2020). Essential constructs in the preparation of inclusive bilingual education teachers: mediation, agency, and collectivity. *Bilingual Research Journal*, 43(3), 304–322. <https://doi.org/10.1080/15235882.2020.1802367>

Martínez-Álvarez, P. (2020). Dis/ability as mediator: Opportunity encounters in hybrid learning spaces for emergent bilinguals with dis/abilities. *Teachers College Record*, 122(5), 1–44