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Editor's Note

Tapestry Staff

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Editors' Note

We are pleased to release the Summer 2012 issue of *The Tapestry Journal*. The materials included in this issue highlight the idea that all teachers (ESL, general education, special education, etc.) are and should be involved in their ELs' successful acquisition of language and learning of academic content. We hope that this issue of our journal will plant the seeds of constructive discussions and beneficial partnerships among all professionals involved in the education of English learners.

In the lead article, entitled "*Benefits and Challenges of Co-teaching English Learners in one Elementary School in Transition*", **N. Eleni Pappamihel** reports the findings of her study centered upon the implementation of a co-teaching model in an elementary school with a mixed (EL and non-EL) population. In the co-teaching model examined, ESL teachers were embedded in the general education classroom, collaborated on instruction and taught in cooperation with general education teachers. In addition to presenting the outcomes of the examined co-teaching model, the author outlines several key conditions for the successful application of this model to various teaching environments.

In an essay review, entitled "Implications for Educators of Daniel Everett's *Language: The Cultural Tool*", **Christopher W. Johnson** discusses Everett's book, which offers a captivating investigation of where languages came from in human history, how humans learn them, and how linguists have come to engage in profound disagreement about the nature of language learning. The author makes a compelling case that Everett's findings and arguments resonate powerfully with the contemporary challenges of PK-12 classrooms and teacher preparation.

The Tapestry Journal's editors conclude the Summer 2012 issue of the *Tapestry Journal* with the announcement of a new edited book titled "*Preparing Every Teacher to Reach English Learners: A Practical Guide for Teacher Educators*" published by Harvard Education Press in 2012. In describing this important resource for teacher preparation programs, the editors underline the book's innovative infusion approach to the preparation of all teachers to effectively address the language, literacy, and content learning needs of English learners (ELs) in general education classrooms. Finally, if you are interested in incorporating a focus on English learners (ELs) in courses and clinical experiences that prepare educators of different subjects, grade levels, and roles, we invite you to read and contribute to a blog post from **Joyce Nutta**, Co-Editor of the *Tapestry Journal* on "Preparing Every Teacher to Reach English Learners." In this blog, Joyce argues that all educators need a basic set of knowledge and skills to promote English learners' achievement. Joyce's blog may be accessed at <http://inservice.ascd.org/teaching/preparing-every-teacher-to-reach-english-learners/>.

We invite readers to explore the contributions in this issue and to think about possible collaboration initiatives that will result in involving all teachers and administrators in the education of ELs in PK-12 classrooms in the United States. As

always, we invite you to submit a manuscript and to use the materials in the journal in your courses and research.