

# The NYSABE Bilingual Times

Page 1

WINTER 2021 Issue



New York University  
Metropolitan Center for Research on  
Equity and the Transformation of Schools

726 Broadway, 5th Floor  
New York, N.Y. 10003

WWW.NYSABE.NET

Executive Director  
Nancy Villarreal de Adler

## BOARD OF DIRECTORS

**President**  
Alicia Báez-Barinas  
**President-elect**  
Eva García  
**Secretary**  
James Nieves  
**Treasurer**  
Dr. Maite Sánchez  
**Vice-Treasurer**  
Lyda Ragonese

## DELEGATE ASSEMBLY

**Regional Delegates**  
**Region I/Long Island**  
Janet Lovett  
Priscilla Zárate  
**Region II/ New York City**  
Lisa Pineda  
Luis Quan  
**Region III/Mid-Hudson**  
Dr. Dixelia López  
Adrienne Viscardi  
**Region IV/Central**  
James Nieves  
Dr. Oni Vergara  
**Region V/Rochester**  
Enid De Jesús-López  
Meybhol Sapienza  
**Region VI/Western New York**  
Claribel González  
Petra Mencía

## Delegates-at-Large

Dr. Gliset Colón  
Cynthia J. Felix  
Lyda Ragonese  
Dr. Maite Sánchez  
Dr. Claire Sylvan

## Parents-at-Large

Dr. Ivana Espinet  
Dr. Kate Menken

## Language Delegates

Nancy King Wang, **Chinese**  
Dr. Marie Lily Cerat, **Haitian**  
Dr. Miriam Eisenstein Ebsworth, **Hebrew**  
Dr. Hyunjoon Kwon, **Korean**  
Dr. Eliezer Hernández, **Spanish**



**Alicia Báez-Barinas**

DEAR NYSABE FAMILY,

Welcome to our most recent edition of *The Bilingual Times*, focusing on Collaborative Leadership. On behalf of our Executive Director, Board of Directors, and Delegate Assembly, we want to commend you on your tenacity, resilience, and continuous support and advocacy of our students and families. Over the past year, we have seen you forge ahead through uncharted waters in the name of equity for bilingual education!

As a state and as a nation, I believe that we are going to see the pendulum shift, having witnessed the appointment of Dr. Betty A. Rosa as the Commissioner of Education and President of the University of the State of New York, as well as the Senate confirmation of

Miguel Cardona as Education Secretary. We look forward to playing a role, at every level, to ensure that we are focusing on the socio-political issues and educational policies that affect the educational rights and achievement of ELLs/MLLs.

I know this issue of *The Bilingual Times* will serve as a tremendous resource for you as we continue to strengthen our work around remote learning, equity, and collaborative leadership. We hope that each article provides you with strategies and theories that promote reflection and a high level of implementation.

Planning for our 2021 Virtual Conference has been underway!! You can find our conference

(Continued on next page)

## A Message from the President WELCOME

## Inside this issue

Message from NYSABE  
president, A. Báez-Barinas  
**PAGE 1**

A Note from the Editor  
G. Colón  
**PAGE 2**

Collaborative Leadership  
(C.L.)  
E. Dokshansky  
**PAGE 3**

Success at the Intersection  
of Ed. Partnership and C.L.  
J. Rivera, D. Cabán, and D. Báez  
**PAGE 5**

Trabajando Juntos at Dos  
Puentes, NYC DOE  
V. Hunt, K. de Jesús, E. Menéndez and  
Y. Moreno  
**PAGE 10**

C.L. in NYC CSD 14, NYC DOE  
A. Winnicki and M. Lee  
**PAGE 13**

The Whole World Smiles in  
the Same Language  
A. Cruz-Phommanny and M. Hewitt  
**PAGE 14**

The Key to Progress in  
Bilingual Special Education  
C. Diaz  
**PAGE 15**

More Culturally and  
Linguistically Responsive-  
Sustaining Education: The  
Lessons I Learned About  
Educational Equity in 2020  
D. Kirkland  
**PAGE 17**

Combatting Colorism in  
Bilingual and ENL Ed.  
T. Alsace and M. St. Jean  
**PAGE 19**

CR Leadership Through  
Protests and Pandemics  
R. Schmidt  
**PAGE 26**

Meet NYSABE Regional  
Delegates  
D. López and L. Pineda  
**PAGE 29**

Chinese Lang. & Regional  
Activities  
N.K. Wang, P. Zárate, A. Viscardi  
**PAGE 30**

NYSABE 2021 Annual  
Conference  
**PAGE 33**

flyer at the end of this Newsletter; we ask that you help us share the news: NYSABE's 43rd Conference is going virtual on Thursday, May 20, 2021 through Saturday, May 22, 2021. We will also be hosting multiple pre-conference events leading up to the official start to the conference. We encourage you to check our website for updates!

Continue to stay the course and remember that we're a family and NYSABE is here for you every step of the way. Thank you for all you're doing.....true leaders have a servant's heart!

Sí Se Puede!

Alicia Báez-Barinas

NYSABE President, 2019–2021

## The New York State Association for Bilingual Education (NYSABE)

cordially invites you to the

2021 VIRTUAL ANNUAL CONFERENCE

Fostering Collaborative Instructional Leadership in Bilingual Education:  
Equity in Action

May 20-22, 2021

Pre-Conference Events on May 15-19, 2021



## A Note from the Editor

☒迎 ようこそ

BIENVENIDO



Gliset Colón, PhD

In this issue of *The Bilingual Times*, we focus on the theme of Collaborative Leadership. We highlight the many examples of collaboration amongst leaders in multilingual education across New York state. It is our aim to amplify the voices of our educators and students who have demonstrated such great resiliency during the global pandemic and civil unrest this past year. The lessons shared along with practical tips and solutions provide the key to success for our multilingual learners.

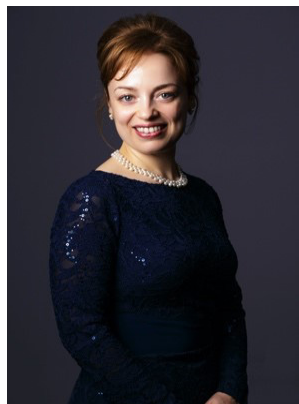
We cannot ignore the injustices and tragic events that occurred this past year having a direct impact on our Black and Brown multilingual students. In an effort to continue to engage in this complex conversation, we highlight the lessons learned about educational equity, colorism in bilingual education, and culturally responsive leadership.

Collaborative Leadership and Equity in Action is what we need to continue to focus on as we transition to our "new normal" in education. I hope this newsletter provides you with some actionable ideas that you could replicate in your own educational settings. Happy Reading!

In solidarity and strength,

Gliset Colón, Ph.D.

# Collaborative Leadership



**Elena Dokshansky**  
ENL Teacher, Buffalo Public Schools and  
TESOL Instructor, Buffalo State College

Every teacher is a leader, and as educators, we are participating in educational collaborative relationships with our students, their families, colleagues, school administrators, and a community. Interesting enough, each collaborative group has its own dynamic, and all of these groups interrelate. It is integral to point out that a teacher plays an essential role in this collaborative leadership model. Using an analogy, a teacher-collaborative leader is like a conductor of an orchestra, which can sound in tune only when string, woodwind, brass, and percussion sections play in unison. Definitely, it entails group rehearsals. Similarly, teachers are leaders of their educational units, which require collaborative practices to create effective learning atmosphere for students, their families, and school personnel.

World practices demonstrate that in different “countries, highly collaborative practices in schools are associated with unusually strong

student outcomes” (Anrig, 2015, p. 32). As an example, Mourshed, Chijioke, & Barber (2010) conducted an international study in Armenia, Chile, England, Ghana, Hong Kong, Jordan, Latvia, Lithuania, India, Brazil, Canada, Poland, Germany, Singapore, Slovenia, South Korea, South Africa, and USA to examine the representative attributes of high-performing school systems. In their report entitled *How the World's Most Improved School Systems Keep Getting Better*, the authors identified one common thread of a strong reliance on teamwork to identify and respond to problems. Educational leadership and collaboration were identified as a basis. Consequently, every teacher’s collaborative leadership is a foundation of creating efficient teaching and learning atmosphere! Let’s consider each building block separately. As a fellow colleague, I will take an opportunity to share my experience. Moreover, I will share my experience in a physical, hybrid, and a virtual education format.

## COLLABORATIVE LEADERSHIP IN A CLASSROOM (TEACHER – STUDENT COLLABORATION)

Teacher-student collaboration can take different forms and serve a variety of purposes. In their book entitled “Collaborating with Students in Instruction and Decision Making” (2010), Villa, Thousand, and Nevin, A. (2010) recommend that “Collaboration with students in the design, delivery, and evaluation of instruction and decision-making involves students working in cooperative learning groups, as tutors and partners in partner learning (e.g., reciprocal teaching), and as co-teachers with their teachers”. The authors add that “Collaborating with

students (a) facilitates the 21st century goals of education of belonging, mastery, independence, and generosity; (b) exemplifies democratic schooling; (c) increases student self-determination; (d) has the potential to increase academic and social competence of students and facilitate school reform; and (e) represents an untapped resource in times of limited fiscal and human resources”. Definitely, such tasks require modeling, scaffolding, and preparation for all students, and especially ELLs (English language learners). As an ENL teacher, I have had collaborative initiatives with my ELLs of different language performance levels. For instance, my students and I are creating rubrics for their reading, writing, listening, and speaking activities. We are using visuals and print (multilingual) to create comprehensive rubrics. Another collaborative teacher-student example is creating review or formative assessment tools, utilizing an interactive learning platform, such as *Kahoot*. Thus, students exercise benefits of collaborative learning, participate in decision making, and partner in student-to-student tutoring while applying reading, speaking, listening, and writing modalities.

## COLLABORATIVE LEADERSHIP AT A SCHOOL LEVEL (TEACHER – TEACHER COLLABORATION)

Describing how to create collaborative cultures, Kohm and Nance (2009) state that “Teachers share ideas. As one person builds on another’s ideas, a new synergy develops” (p. 68). Collaborating with colleagues, including fellow teachers, librarians, IT (Informational Technology) teachers, and other school-based professionals provides



## THOUSANDS OF CHILDREN READ STORIES LIKE “OLIVIA” TO KEEP BUILDING A WORLD FULL OF POSSIBILITIES

Teresa Mlawer: a voice that made us grow and believe in the transformative power of stories.

We safeguard your legacy!





unique opportunities for teachers to use their talents, experiences, and strengths in a collaborative format to reach the needs of their students. Mora-Ruano, Heine, and Gebhardt, (2019) point out that “The positive influence of teacher collaboration transcends the teacher community; research has shown that professional collaborative activities might have a positive effect on student achievement (cf. Lee and Smith, 1996; Louis et al., 2010; Dumay et al., 2013)”.

### COLLABORATIVE LEADERSHIP AT A SCHOOL LEVEL (TEACHER – ADMINISTRATOR COLLABORATION)

While the role of collaborative teacher-administrator leadership is paramount (Sterrett, 2016), “principals and teachers alike report little to no increase in time for collaboration...” due to numerous duties by teachers and administrators (Sterrett, 2018). Nevertheless, maintaining constant teacher-administrator communication regarding achievements and needs of ELLs is vital. One example may be an invitation from a teacher to administrator to attend students’ presentations in physical, hybrid, or virtual formats.

### COLLABORATIVE LEADERSHIP AT A COMMUNITY LEVEL (TEACHER – FAMILY COLLABORATION)

Initiating collaboration with families of our students provides a tremendous benefit for all involved parties. It is especially crucial to establish a welcoming initial communication with families of ELLs (English Language Learners). As a mother of a multilingual child, I can relate to tremendous benefits of being approached by my son’s teachers in a convivial manner. Moreover, I would recommend learning about your students’ families to know how to support their educational processes. To maintain communication virtually, a number of applications, such as *Talking Points* (multilingual family communication platform) may be utilized.

### COLLABORATIVE LEADERSHIP AT A COMMUNITY LEVEL (TEACHER – PROFESSIONAL ORGANIZATIONS COLLABORATION)

“Collaborative practices enable schools and communities to work together to strengthen and expand the curriculum and activities, such as through community-led, project-based, experiential, and service learning experiences inside and outside of the classroom” (Blank et al., 2003). While undoubtedly benefits of collaborative teacher-community experiences in forms of experiential learning field trips or guest speaker presentations prevail in a physical learning realm, virtual education provides opportunities for virtual collaboration of teachers with community.

To conclude, teachers as collaborative leaders possess a unique opportunity to collaborate with fellow teachers, students and their families, administrators and community. Extensive worldwide research suggests numerous benefits of educational collaborative practices to support ELLs (English Language Learners) and provide them with equal opportunities!

### REFERENCES

- Anrig, G., (2015). *How We Know Collaboration Works: Improving Schools: What Works?* 72(5), 30-35.
- Blank, M., Melaville, A., & Shah, B. (2003). *Making the difference: Research and practice in community schools*. Washington, DC: Coalition for Community Schools
- Kahoot! game-based learning platform <https://kahoot.com/schools-u/>
- Kohm, B. and Nance, B. (2009). *Creating Collaborative Cultures*. Educational Leadership, 67(2), 67–72.
- Mora-Ruano, J., Heine, J., and Gebhardt,

M. (2019). *Does Teacher Collaboration Improve Student Achievement? Analysis of the German PISA 2012 Sample*. Front. Educ. 4(85).

Mourshed, Chijioke, & Barber (2010). *How the World’s Most Improved School Systems Keep Getting Better*. McKinsey&Company, 1-126.

Sterrett, W., Parker, M. and Mitzner, K. (2018). “Maximizing Teacher Time: The Collaborative Leadership Role of the Principal,” *Journal of Organizational & Educational Leadership*: 3(2).

Talking Points <https://talkingpts.org/>

Villa, R., Thousand, J., and Nevin, A. (2010). *Collaborating with Students in Instruction and Decision Making*. Corwin.





# Success at the Intersection of Educational Partnership and Collaborative Leadership



**José G. Rivera**  
Adjunct Professor, Consultant RBERN



**David Cabán**  
Buffalo Public Schools (Retired)



**David E. Báez**  
NYSABE Past President

Prior to the beginning of every school year, staff at school districts throughout the nation typically await with trepidation for news pertaining to the assignment of the school principals. That assignment is of utmost importance to school personnel because principals are the ones expected to set the culture, place and pace of activities that ultimately determine the quantity and quality of teaching and learning that occurs throughout the year.

The news creates a particularly tense atmosphere at schools with Bilingual Education (BE)/Multilingual Education (MLE) programs. The reason for the anxiety is that, more often than not, the assignment of principals to those schools is conferred to administrators who do not speak the home language of the parents or community and who lack academic preparation or experience at working with language development programs.

Many states throughout the nation do not require that principals assigned to BE/MLE schools have any preparation in language development, so they do not consider the placement relevant to the successful administration of BE/MLE programs. Other districts have gone as far as issuing direct and specific policies against bilingual education and in favor of English-Only practices that explains why their principals are not required to have such qualifications. Yet, other districts with BE/MLE schools, where such a requirement for bilingual preparation exists, circumvent the assignment of a principal without preparation in BE/MLE, by assigning Assistant Principals (AP) with the educational accreditation in BE/MLE and language proficiency in the majority home language of students at the school.

The assumption that such substitution is better than the lead building administrator

being the one so qualified is ill-advised. Neither one of those decisions where either the principal is unqualified for leading BE/MLE programs, or the responsibility is placed on the AP, who is not formally authorized to make administrative decisions or policy, are adequate for the success of the BE/MLE programs and the language development and academic success of ELLs. Regardless of the reason for such unqualified placement, research has revealed detrimental results both for the language development programs and, worst yet, for the academic and language development of the ELLs assigned to those schools (Menken & Garcia, 2010; Menken, 2011; Menken & Solorza, 2015).

Another issue seldom taken into consideration by the districts when choosing APs to administer or supervise the BE/MLE programs is that such assignments are often made at the expense of the career advancement of those assistants. The APs assigned to such role – especially, if the assignment is prolonged over a few years – end up getting stereotyped as *the bilingual administrators*, which locks them into a box from which they find it very difficult to step out. As a result, they spend their careers in positions not higher than AP and become invisible or perceived as unqualified to ever hold other higher-ranking positions.

The best thing districts can do to avoid making those detrimental decisions is to establish partnerships with their staff and/or stakeholders. That is, with staff, parents, institutions of higher learning or community groups willing to volunteer their services devoid of cost or hidden agendas. That type of investment has demonstrated to yield the positive results that most district envision. Together, in partnership, the district and their stakeholders, are thus able to cooperate to make the right decisions in behalf of their

students and their needs. (Brooks, Adams, & Morita-Mullaney 2010; Hunt 2011)

## Building an Effective Educational Partnership

In the Summer of 2020, a school district in Western New York (WNY), was approached by a recently created community-based group comprised of retired bilingual administrators, faculty from a local college/university, parents and members of community-based organizations.

The members of the community organization had become aware of a vacancy for the principalship at a local prime BE/MLE school. To compound matters, rumors had already circulated, the district leaders were allegedly considering the option of promoting an Assistant Principal already assigned to that school.

Everyone in the district's bilingual community knew that the candidate did not speak the home language at that school. They also were well-aware that the runner did not have the bilingual educational preparation necessary to operate a BE/MLE program. The appointment seemed imminent and time was getting short for the district to make a decision.

Organized as a *Community of Practice* (COP) (Wenger, 1998), the Western New York Community of Practice (WNYCOP), requested a meeting with the district leadership. The Superintendent agreed to meet

with the group and invited members of his cabinet to a meeting. At the meeting, the district leaders committed to listening, with professional trust, respect, and transparent consideration, to the points of view of the WNYCOP members. Both groups pledged their commitment to each other to make their collaboration a total success. By the time the meeting was over, it was understood by all present that they had struck an important deal: namely, the formation of an informal partnership.

## Collaboration and Collaborative Leadership

The WNYCOP agreed internally to work together towards achieving a shared purpose to exercise advocacy and equity through collaborative leadership. Joseph's definition of collaborative leadership reads as follows:

*Collaborative leadership is the presence of opportunities for shared leadership, educator ownership, and sharing of instructional and pedagogical ideas. - (Joseph, 2018)*

Consistent with that definition, the WNYCOP created opportunities for shared leadership, owned the community's problem as educators, viewed it from a pedagogical point of view and filtered it through their vast experiential leadership (Beyerlein & Harris, 2004; Joseph, 2018).

They also enlisted collaboration from two

leading professional organizations: The New York State Association for Bilingual Education, and the New York State Association of Latino Administrators and Superintendents. This collaboration was necessary to ensure that all of the WNYCOP's suggestions were aligned with statewide language development and with effective educational administration policies and practices.

Relying on years of experience and formal education, the community group established a set of basic tenets that they followed to the letter: trust, respect, willingness, empowerment and effective communication (Agbanyim, 2015). This practice enabled the WNYCOP to earn the trust and respect of the district leaders who, in turn, evidenced a willingness to acknowledge the community group and engaged with the members in reciprocal effective communication.

## Trust

The WNYCOP members knew that to be successful they needed to earn each other's trust. Without trust - they had learned from previous experiences - no one would be willing to work or endure potential rejection for long. However, the WNYCOP prepared to be trusted and engaged as true partners, not just to be heard but to be understood. VanTimmeren (2014) said that hearing is not the same as agreeing. He argued:

*You can hear things and disagree, but you are not entitled to disagree until you understand.*



Trust, however, is not a monolith that holds the same meaning to everyone. Two types of trust emerged as the ideal forms to which the WNYCOP were willing to commit and earn from each other and from the district leaders. The first was the type of trust characterized by Green (2003) as *goodwill trust*. It is the kind of trust that is based on *mutual expectations of open commitment to each other*. In that light, the expectation for trust seemed quite reasonable and achievable.

The second form of trust that became evident among the members of the WNYCOP and the district leaders was *competence trust*. This is the type of trust that emerged from their mutual validation of skills, knowledge and experience in education (Agbanyim, 2015). More specifically, expertise of WNYCOP members in educational administration and bilingual/multilingual education.

The members of the WNYCOP clearly understood that they had important responsibilities on their shoulders. This was not only an important moment and opportunity for the community to move forward but also for the group to be recognized as partners to bring about changes in the educational landscape of our children today and in the future. It was of utmost importance to unite as one body and to trust the designated spokespersons to speak as community representatives. They all honored that fundamental agreement.

## Respect

An important aspect of respect is history and it goes to illustrate the intimate interconnection of the five principles activated by the WNYCOP. The amount of respect that is deposited on someone or a group may be positively or adversely affected by the history or experiences between those persons or the group itself.

In past attempts, the community of leaders had seen each other come to calls for action loaded with various agendas. Those different agendas triggered disharmony within important members of the community which, in turn, caused the community to regress in its efforts to move forward and progress politically and socio-economically.

The members of WNYCOP were well-aware of that situation and recognized that if the members were to speak as one cohesive entity, they had to overcome that mountain. They went to work with a strong sense of maturity and selfless motivation. The WNYCOP set aside all personal agendas and established rules protecting against any potential *ghost* haunting and/or impeding the important mission ahead.

Respect played a central part of every meeting. The members agreed to speak with one voice, but in order to foster the synergy of the group they were deliberate in making sure that each individual had an opportunity to speak and share ideas. They listened and valued each other's ideas, ensuring that the final result was a collection of ideas agreed-upon by the group.

Respect was also a principle agreed to in the WNYCOP's relationship with the district leaders. In return, the district leaders assured the WNYCOP that they would seriously consider their suggestions, understanding that they were originating from vast experience and research. They listened attentively, asked questions and engaged the members of the WNYCOP with shared data and information that demonstrated their sincere recognition of the WNYCOP members as equal partners.

## Willingness

There were close to twenty members in the original list of invitees to the first WNYCOP meeting. However, by the end of the

summer, that list was eventually reduced to half that number.

A decision was made on that first day to continue to invite the people that showed up only to one meeting, as well as those who did not acknowledge the original invitation. A message containing the minutes of each meeting was sent to them after the first few meetings. Then, after the third meeting, the membership was closed and minutes were shared only with those actively engaged and participating in the process.

Collaboration was maximized when those members who committed to pursue the purpose put forth by the membership decided to become part of the process. They were committed to never exclude anyone who desired to be part of the group and proceeded ahead with humility to approach the district leaders to share their purpose and vision. The WNYCOP members were very intentional never to appear threatening or adversarial among themselves or toward the district group. They realized that when people feel threatened, they stop paying attention and are no longer willing to collaborate with each other.

## Empowerment

The principle of empowerment is another very important one. Like trust, it is a tenet that requires growth in the type of confidence that comes from experience.

As the WNYCOP grew in confidence they began to collectively understand their role in behalf of the students, families, staff, and their community. This confidence served to energize and motivate them to work together united, with legitimate peripheral authority, and driven by an overriding purpose to serve their community.

## Effective Communication

It was challenging at every instance to write



a message that embodied the ideas of the entire membership. Nonetheless, this was accomplished by agreeing and adhering to a simple number of rules that enabled them to move forward with a unified collective message. The three ground rules that evolved from the members' agreement were:

- Every member would have an opportunity to either revise and/or add to the evolving or developing message.
- The originator of any writing would be open to the suggestions, revisions and addition, of the other members.
- Any suggested revisions could be discussed, but the originator of the written piece had the last word.

Just as important as it was *to speak with one voice*, it was equally important that the WNYCOP only had one person doing the *informing* to the community at-large. It was critical that there would not be a variety of conflicting messages coming out of the group. This was important for the sake of effective communication but more so as a means of reflecting an image of cohesive organization. Therefore, the WNYCOP agreed to communicate as a group and never as independent individuals.

Coordinated communication ensured that bits and pieces of the collective efforts and progress did not get out prematurely either by mouth, or the media, printed or otherwise. Whenever the WNYCOP spoke they were very careful to speak with one voice, but they did that with great discretion: by holding a delicate balance of collecting the impressions of both the parents and other community members during informal conversations and conversing with district leaders without identifying individuals in their conversations with members of either group.

Once again, this is another example of the interconnection of the five principles followed by the WNYCOP. By communicating as a collective entity, they demonstrated respect for one another, earned the trust of their partners as much as the district leaders, remained willing to work with one another and empowered themselves to confidently represent their voice as community members.

## Accomplishments

As intended, the WNYCOP advocated effectively for the multilingual students and their families. They made a convincing case for the need of principals with formal authority to be positioned as top school leaders to make managerial and instructional decisions which APs are not authorized to make.

Their major request, however, was for the appointment of qualified principals to schools where the major portion of the student population is classified as English Language Learners (ELL). According to recommendations, such principals should be proficient in the home language and culture of the majority of their students. That way they will be empowered to make specialized managerial and instructional decisions at schools with BE/MLE programs. They will also be able to communicate effectively with their students' parents and establish positive community relationships. Thus, to appoint principals with bilingual education credentials and the language/cultural skills at such specialized schools is simply a rational decision.

Another convincing case was made in behalf of the APs for mentorship and leadership training so they have equitable opportunities for advancement. The recommendation made by the WNYCOP was that APs assigned to administer BE/MLE programs should be adequately considered to ensure that their assignment serves to enhance their careers. The dialogue between the WNYCOP and the

district leaders regarding this last concern has led to the possibility of establishing an Administrators' Academy for candidates aspiring to lead BE/MLE programs and pursuing positions in educational administration.

The vision of the WNYCOP is that the collaboration would help the district to develop a greater pool of qualified individuals – grown from within – and prepared to lead the district's BE/MLE schools. Talks are currently underway to make the academy a reality.

The district leaders and the members of the WNYCOP collaborated collegially during four mutually-agreed meetings. During each of those meetings, the district leaders took notes and asked questions that led to constructive communication. They displayed sincere consideration for all the points presented.

Having earned each other's trust and respect, the WNYCOP achieved their objectives and the district leaders made their decision confidently knowing that they would have community support. The historical educational partnership and collaboration established between the school district and the community group created a critical bridge of communication linking the two groups with mutually demonstrated respect. It created a template for future collective action. A true example of successful partnership and collaboration!

<sup>1</sup>Vocabulary.com defines the difference between in behalf or on behalf as follows: In behalf, they argue, is used when the meaning is in the interest of someone else, but on behalf is used when speaking for someone.

---

## References

Agbanyim, J. I. (2015). *The Five Principles of Collaboration: Applying Trust, Respect, Willingness, Empowerment, and Effective Communication to Human Relationships*. iUniverse.

- Beyerlein, M. a. (2004). *Guiding the Journey to Collaborative Work Systems*. San Francisco, CA 94103-1741: Pfeiffer, a Wiley Imprint.
- Brooks, K. A.-M. (2010). Creating Inclusive Learning Communities for ELL Students: Transforming School Principals' Perspectives. In *Theory into Practice* (pp. 49 (2): 145–151. doi:10.1080/00405841003641501).
- Green, R. (2003). Retrieved from Measuring Goodwill Trust between Groups of People: Three Years of an Oil Industry Alliance: <http://search.proquest.com/docview/216508600?accountid=35812>
- Hunt, V. (2011). "Learning from Success Stories: Leadership Structures that Support Dual Language Programs Over Time in New York City". *International Journal of Bilingual Education and Bilingualism*, 14 (2): 187–206. doi:10.1080/13670050.2010.539673.
- Joseph, M. (2018, January 30). How to be a Collaborative Leader: *Effective Collaborative Leadership can improve teacher practice and retention*. Retrieved from eSchoolNews, Innovation in Educational Transformation: [eschoolnews.com/2018/01/30/collaborative-leader](http://eschoolnews.com/2018/01/30/collaborative-leader)
- Menken, K. (2011). "From Policy to Practice in the Multilingual Apple: Bilingual Education in New York City. Editorial Introduction". *International Journal of Bilingual Education and Bilingualism*, 14 (2): 123-133. doi:10.1080/13670050.2011.544117.
- Menken, K. a. (2010). Negotiating Language Policies in Schools: Educators as Policymakers. New York: Routledge.
- Menken, K. a. (2015). Principals as linchpins in bilingual education: the need for prepared school leaders. *International Journal of Bilingual Education and Bilingualism*, Vol. 18, No. 6, 676–697, <http://dx.doi.org/10.1080/13670050.2>.
- VanTimmeren, C. (2014). Retrieved from U.S. Supreme Court Justice Sonia Sotomayor visits OKC: <http://www.okcfox.com/story/26513632/us-supreme-court-justice-sonia-sotomayor-visits-okc>.
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge, UK: Cambridge University Press.





# Trabajando Juntos Siempre es Bueno: Coming Together to Collaborate at Dos Puentes



**Victoria Hunt, PhD**  
Principal  
Dos Puentes Elementary School  
NYC DOE



**Karin DeJesús**  
Bilingual Teacher  
Dos Puentes Elementary School



**Elizabeth Menéndez**  
Bilingual Teacher  
Dos Puentes Elementary School



**Yesenia Moreno**  
Bilingual Teacher  
Dos Puentes Elementary School

Recently when a group of third grade bilingual students were working on 'partner talk' through Zoom the word **collaboration** came up. When asked "what do you mean when you hear the word collaboration?" an 8-year-old girl responded, "When people come together to share, it makes something better".

"Coming together to make something better" is precisely what has allowed Dos Puentes Elementary to build from the strengths of teachers, students, families, and administrators to help each other as we work through the medium of technology to promote schooling during the Covid-19 pandemic. Dos Puentes Elementary is a public dual language bilingual K-5 elementary school in Washington Heights in upper Manhattan. The curriculum follows a 50/50 Spanish and English model. Our community is diverse in racial and ethnic backgrounds, languages, access to the internet, socio-economic and immigration status. While the pain and frustration of Covid are deep and have affected us all, collaboration has provided hope, support, commitment and innovation to best serve children through a multilingual and multicultural lens.

Specifically, collaboration has allowed us to adapt curriculum and structures for language development and content learning. We have extended the way we connect with families as they have become essential partners in educating their children remotely. Further, we have learned to use technology to both present and expand access for learning. While Covid has been the catalyst for collaboration for immediate structural changes at Dos Puentes, it has also allowed us to face inequities that have been unveiled through this pandemic.

## Grade Team Collaborative Planning

Collaboration has allowed each of our six grade teams, Kindergarten to Grade 5, to work collectively to address the curriculum and make adjustments to support language development. We added an additional teacher to each team to serve our hybrid students on the days they are in person at school and at home on remote days, as well as our fully remote students. While collaboration has always been a part of planning at Dos Puentes, the pandemic has pushed us to adopt practices that are completely collaborative. The teams divide content among themselves and make plans, slides, and supports for the whole grade to use. For example, when Ms. Karin plans Science for third grade, she plans out the content, creates slides, Jamboards, identifies online resources and gathers materials for the whole grade. Ms. Moreno does the same in fourth grade co-planning the social studies inquiry units. This collaboration has allowed elementary teachers that traditionally plan across content areas to deepen their understanding of one content area and be able to focus on it in a deeper way. The whole grade benefits from sharing these resources



and learning from their colleagues' plans. In the past a teacher may have wanted to add sentence starters, a word bank or picture support to a particular lesson, but time did not always permit this. But when a teacher is only planning one content area, the focus and details can be attended to. Further, teachers on the team provide suggestions and critique to each other and share additions or revisions as they each teach from the work produced by their colleagues.

### Language Planning

Dos Puentes follows an alternate day allocation plan between Spanish and English. As teams began to plan for language development in an online and blended format, collective discussion negotiated different ways to make the new language accessible to the students. The discussion between teacher teams adjusted the existing language allocation structures to meet the age and needs of students. For example, kindergarteners who are new to a dual language format and have less ability to focus on a Zoom session have expanded the use of songs, games, and poems to introduce students to their new language. Ms. Menéndez exposes

her kindergarteners to a lot of repetition of sentence frames online to begin to support communication in her children's new language. After a lot of discussion, fourth grade teachers introduced Mondays as 'bilingual day'. Ms. Moreno explained, "We alternate the language we speak in the morning and afternoon and allow for translanguageing (on Monday). Tuesday/Thursday are for English development and Wednesday/Friday are dedicated to Spanish. This was decided as a grade based on what the school already established to support 50/50 language distribution. Monday provides a foundation for extending both languages throughout the rest of the week. This shift was needed for this grade as online work requires more support to make up for all the personal interactions that are missed when students are not physically in the classroom. Each grade negotiates best structures to support the 50/50 Spanish and English language allocation for the blended and fully remote learning environment. Collaboration between teachers ensures language structures meet age and needs of the children.

### Collaboration with Families

While collaboration between teachers, administration and staff is essential, collaboration with families in a blended and fully remote learning environment is also critical. Teachers have to be able to communicate with families to help their children log on, enter assignments on Google Classroom, follow students' schedules, and provide individualized support when needed. This year, teachers and families sent texts, Class Dojo messages, updates in Google Classroom and emails. For students who are currently in other countries for the pandemic, WhatsApp is often used. Many teachers have shared their personal phone numbers to ensure communication is maintained with families. Ms. Menéndez explains,

Kindergarten families are a big part of online sessions. They are always present and listening in. They have become well aware of what content is covered and where their child needs help. They listen in on meetings and get a sense of the class and how their child fits in the group. Seeing the children daily at home has also given



us a greater sense of who each student is. Similar to our home visits before we begin the year, being in someone's living room daily brings you closer to that family. You see their siblings, grandparents and all the people who support that child. You become part of that extended family.

## Making Technology Work

Technology as a tool for instruction is enhanced by learning to use it collaboratively. Technology also enhances collaboration between members of the community. At the beginning of the pandemic some teachers were very tech savvy while others had a lot less experience. Collectively teachers helped each other learn and explore different platforms. As teachers coached and supported each other, they were also able to collaborate and share ideas about the content through technology. Ms. Moreno explains, "We can access all files and assignments electronically from each teachers' planning to make sure the kids get exactly what they need. We are able to create Spanish videos, and keep our language of the day by creating this content together. Every teacher has grown in their practice and with their tech abilities." Ms. Karin points out that collective resources deepen curriculum not just on a grade but throughout the school. Though finding resources in Spanish has always been a challenge, sharing resources online has exponentially expanded Spanish materials for the whole school.

## Collaboration for Equity

Though Covid has been the catalyst for collaboration for immediate structural changes at Dos Puentes, collaboration has also allowed us to face inequity that has been unveiled through this pandemic. The death of George Floyd, Breonna Taylor and Ahmaud Arbery last spring and the Black Lives Matter National Protests, as well as the insurrection on the Capitol in January brought us together as a staff. We have worked to find ways to support each other

and provide space for children to process these events. Karin explains these events "produce trauma and are difficult for adults. Discussions with my colleagues give me time to work through my own feelings and thoughts. This better prepares me to be able to have the conversation with students."

Ensuring we work collectively to better represent all our students' voices within the curriculum has also been a priority. "Our choice in the texts we use to model, the problems students are solving, and the topics and voices we are exploring in inquiry" are all part of a narrative that requires collaboration to ensure an assignment is speaking to the voices of our students, explains Ms. Moreno. She continues, "I am extremely grateful to be part of a team that has taken it upon themselves to get more informed. We all hold each other accountable for providing each other with materials that we can implement the next day." Ms. Menéndez expands, "The collaboration that happens after we teach is just as important. Teachers need space to talk about how things went with their groups. We share how the students reacted, what they said, how we responded. That helps for when we're back in the classroom or on another online session. We help each other problem-solve and keep each other accountable to the (social justice/equity) work."

## Making It Work Now and the Future

Collaboration has been critical to creating structures that reach children virtually and in a blended format. As shifting to this format occurred suddenly last spring, the support of people working together to build from each other's strengths has allowed us to grow as a school even in the most challenging times. After being a school-wide science teacher, Karin joined the third-grade team this year. She explains the team "took me under their wing and have helped me to adapt to the grade and learn more about what it takes to be a third-grade teacher." This teamwork and

collaboration create an extended family that is focused on what is best for students. Grade teams work collectively across the grade in a horizontal fashion. Dos Puentes also has teams that work between the grades with a representative from Kindergarten to fifth grade. These cross-grade teams collaborate in a vertical way around topics including Math, Special Education and Technology. This constant communication horizontally and vertically allows us to create a unified voice and collaborative Dos Puentes experience for families and students. Each student is "our student" regardless of whose class they are in because of this collaboration. Ms. Moreno has observed how collaboration helps us establish trust, which opens the door to indefinite success, especially when students are at the heart of the work. Collaboration is our strength at Dos Puentes, it has enabled us to survive, and in some ways even thrive through the pandemic. One day the pandemic will end and we will all return to our school building together. And when that time comes, we hope to maintain so many of the strong collaborative practices Dos Puentes has built along the way to continue to support our bilingual, biliterate and multicultural commitment to our students.





# Collaborative Leadership in NYC CSD 14 Dual Language Programs



**Alicja Winnicki**  
Superintendent, CSD 14  
NYC DOE



**Michael Lee,**  
I.A. Principal, P.S. 18, CSD 14  
NYC DOE

Equity and access for all students is always on the top of the list of priorities for transformative educational leaders. The “why” is clear, but the success of the “how” is sensitive to the individual and distinct characteristics of every school district. Here in CSD 14 in Brooklyn, we value our diversity, and view it as an asset. Equity and access in our schools is achieved through this core belief, and the collective commitment of leaders and teachers to highlight and honor languages and cultures

of our district community. Engaging principals and teachers from schools with dual language and bilingual programs in collaborative leadership leveraged the creativity, capacity, and resource sharing of participating educators. Collaborative Share is a signature practice and part of the vision for the district, under the leadership of Superintendent, Alicja Winnicki. This structure brought teachers from French, German, Spanish, Japanese, Mandarin, and Polish dual language programs together each month with members of district leadership. Unlike traditional professional development models where topics were chosen for participants, this structure facilitated as a forum to 1) organically identify areas of growth and activate professional learning communities (PLCs), and 2) highlight successes so that they can be enhanced and replicated throughout the district, thus inspiring capacity building. Our work took us in many directions and resulted in igniting change and growth in all our dual language schools. Some reflections from the teachers on the most recent work are highlighted below. These testimonials best illustrate how working together helped in building teacher capacity and strengthening their effectiveness in providing remote instruction in dual language programs.

“Our monthly Dual Language collaborative shares helped to illuminate the value placed on our DL programs by the district. As a teacher and a participant, it reinforced that we were advocates and ambassadors for our students. The Dual Language collaborative shares allowed educators to build connections and gather resources from other schools. The teamwork and collaboration lead to an improvement in my teacher practice because we often shared similar challenges and were able to discuss and brainstorm effective solutions. I have always valued collaboration as a key factor in my growth as an educator, and so I am grateful

for the opportunity we were given.”

– Emilia Sasiela (P.S. 34 Polish Dual Language Program)

“The challenges that I faced during the first stages of remote learning were not easy, but support from my colleagues and through the collaborative share, teachers were wonderful and shared many applications that they were using and I have integrated them into my practice ... Moving forward I will continue to implement these applications into my own teaching and I hope I get to learn about others that are out there and what more we have to share.”

–Malgorzata Oszczypala (P.S. 34 Polish Dual Language Program)

“Before starting remote learning I found it challenging in the classroom to find ways for students to grasp both the English and Spanish language and also feel comfortable speaking it. In the beginning I was a little worried that my students would not be engaged when learning the Spanish language, but as a team the DL teachers came together to think of different ways to encourage students to practice the Spanish language through writing and engagement.”

–Yessenia Gutierrez (P.S. 380 Spanish Dual Language Program)

“At the beginning of remote learning I thought it would not be possible to provide Chinese instruction virtually to the students, but as I learn more and am introduced to more resources, I am able to use different platforms for the instruction... I didn’t use Flipgrid yet this year, but I would love to. I saw a lot of great examples during our collaborative share to use it as a platform for language learners to practice their speaking skills.”



- Shirley Weng (P.S. 250 Mandarin Dual Language Program)

"Through DL Collaborative Share meetings, all dual language lead teachers were able to share and discuss the vision for dual language programs in the district as a collective. Having this allowed us to envision what we see and want for the future of dual language programs. Having the opportunity to closely examine and learn more about the Instructional Leadership Framework through the DL collaborative share allowed me to

support the teachers in my school's dual language program. Especially, it helped me to focus on strengthening the instructional core."

- Kayo Kudo (P.S. 147 Japanese Dual Language Program)

The power of this collaborative leadership approach lies in leveraging best practices and empowering teachers as agents of change in their school communities. Especially in these unprecedented times, the district's

collegial and supportive structure allowed our teachers and school communities to keep our vision for equity and access not just alive, but thriving, and find our strength and commitment reinvigorated at each session of our dual language collaborative share. Thanks to the hard work of our teachers, and the foresight of our building and district leadership that cultivates this collaboration, we have turned challenges into opportunities for professional growth by sharing promising practices that directly impact our Multilingual Learners.

## Todo El Mundo Sonríe en el Mismo Idioma. The Whole World Smiles in the Same Language



**Analy Cruz-Phommany**  
Director of Bilingual Education  
Rochester City School District



**Michele Hewitt**  
Associate Director of Special Education  
Rochester City School District

*"As you discover what strength you can draw from your community in this world from which it stands apart, look outward as well as inward. Build bridges instead of walls."* – Sonia Sotomayor

A seat at the table is a privilege afforded to few. This privilege necessitates us to utilize this platform to create equitable access to quality programming and resources for English Language Learners, Students with Disabilities, and all students. As young leaders in a large district serving at the pleasure of ELLs, SWDs, and their families, we find strength in cultivating a unified vision and a collaborative voice to bridge instructional supports and services for students. We channel formative examples of leadership and endeavor to transform hearts and minds while creating systematic change. Particularly as leaders in the Rochester City School District, our charge is to change the narrative and maintain a laser like focus on teaching and learning through unsurpassed collaboration. We cannot do this work alone.

### Inclusion of Many Voices

As we seek to eliminate barriers and facilitate equitable access to rigorous and inclusive programming for students, a need for interdepartmental collaboration arises.

Leadership at the district level that focused on solutions for identification, placement, and educational equity for Multilingual Learners requires a sleeves-up, all stakeholders at the table approach working together to break down silos and set aside agendas, without losing sight of the vision.

Without the unity of voices, such as department directors, principals, teachers, district leadership, and families, it becomes difficult to find viable solutions and positive changes to systems and protocols. When challenges or novel ideas present themselves, we set an intention to discuss and then we ask who needs to be at this table and in addition, who has the knowledge, interest, or background that can support this work? Once at the table together, we are able to make informative data-driven decisions. Collaborative voices increase buy in and productivity.

### Breaking of Silos

Great ideas happen in educational reform. Yet, we have found that when district departments and schools work alone we reduce efficiency and are less systematic by lacking strength in numbers and reach. As newer leaders in the district and in our own partnership, we have found that by coming around the table to inquire about challenges and

initiatives, we are able to merge our efforts to promote inclusion, improve processes and systems, while strengthening programming.

Our current efforts and interdepartmental collaboration are helping to strengthen curriculum writing, foundational literacy initiatives, parent engagement, student identification and placement processes, professional development opportunities and access to advance coursework. Working in isolation limits the reach and effectiveness of our individual initiatives.

### Transforming Hearts and Minds

Equity work is heart and mind work. As practitioners, we have to evaluate our hearts and ensure there is alignment with our values and the practices we implement daily. Our decision-making should be reflective of the values we promote at the state and district level.

Heart and mind work are individual, but it

must also be collective. How we approach our work and the actions we take as a collective whole, need to shift to meet our joint narrative and support teaching and learning of all children. Unified voices, declaring one vision, with systematic support for the work we say we are going to do is the only way to shift the collective voice and ultimately our collective practices for the empowerment of children and the community.

### Systematic change

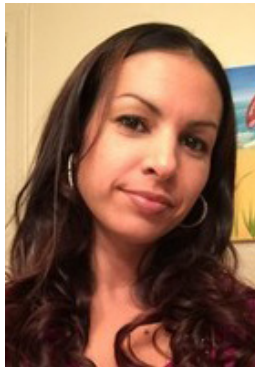
Shifting of hearts and minds does not happen overnight, however an urgency exists to make real change for children that is impactful and intentional. Collaboration allows us to make practical decisions today that help to eliminate barriers as we work to change perceptions, beliefs, and practices that contradict, hinder, or impede the work. If we can create systems as a whole that protect rights and access for all students, it can create immediate and lasting changes that promote inclusion and rigorous programming. In the

meantime, as a collective we can implement initiatives that help to inform and shape the work over a few years.

### It takes a village

Every day we work for innovative leaders who remind us that we are stronger together than we are apart. They remind us that the charge is inclusion revolution! As young leaders in a district, not only do we seek to work together, we pull strength from the mentors surrounding us; leaders who have the experience, the innovation, the political prowess, and the expertise. We learn from their experiences, their anecdotes, and their examples. We channel that mentored leadership to make positive innovations at tables seeking to include voices, break silos, and transform hearts and minds for systematic change for our English Language Learners and Students with Disabilities. As a community of leaders, we hope to “build bridges instead of walls.”

## Collaborative Leadership: The Key to Progress in Bilingual Special Education



**Carmen Díaz**  
RBE-RN Director  
Questar III BOCES

**A**s Executive Director for the Capital Region RBERN based at Questar III BOCES, I am proud of the work our department does with more than 150 districts and schools. Questar III BOCES has a strong mission that includes Leadership as a core value alongside Service, Excellence and Innovation. These high expectations of

Collaboration demonstrate a recognition that in order to move education forward, this concept of Collaborative Leadership is the natural next step. It is our mission as a BOCES - a Board of Cooperative Educational Services - to work collaboratively with districts. We provide programs and services that will enhance the educational outcomes of all learners. When following this mission as a leader, it allows you the flexibility to innovate and extend your reach to other stakeholders who may have excellent strategies for reaching all learners.

As an RBERN, we work collaboratively with NYSED on special projects, with the state-wide RBERN network and with district and school leaders. It is refreshing to know that we have a variety of experiences and strengths. And while we all work in different

locations and for different regions, we can benefit from the expertise of each RBERN simply by scheduling time to utilize this principle of collaborative leadership. After all, how can we ask our educators and administrators to collaborate if we don't do so ourselves?

A few stellar stakeholders in our region stand out when I consider excellent examples of collaborative leadership. Sarah Cioffi, Academic Administrator for World Languages and ENL K-12 at Shenendehowa recognizes the importance of bringing leaders together and making time for collaboration and problem-solving. While Shenendehowa CSD does not have a Bilingual Program (yet!), Ms. Cioffi hosts a monthly ENL Roundtable, inviting leaders from around the region, across BOCES, to discuss common concerns

and problem-solve in the interest of all multilingual learners in the area. This example of collaborative leadership takes a proactive approach to the concern we hear across our region: that the nature of our field can be isolating and leave us feeling unsupported. It is leaders like Sarah who are taking responsibility for the success of her multilingual learners and the success of those leaders in surrounding districts, and we would all do well to follow her example.

Another inspirational team is from the only functional Dual-Language Program in our region: Delaware Community School in Albany City School District. This dual-language team of professionals has demonstrated their commitment to collaborative leadership since I first walked through their doors. These dual-language educators are responsible for planning, instructing and assessing all content in both Spanish and English. With a two-way immersion program, this team supports students who are learning English as a new language as well as students who are native English-speakers who are learning Spanish. When I began working with these educators, their commitment to continued education was exhilarating. Not only were they willing to travel to a region with a booming dual-language existence to find collaborators, but they recognized the importance of becoming leaders themselves. There are a handful of local districts who have recently met the state requirement for implementing dual-language programs for the first time. However, with limited resources and very few certified bilingual educators, the concern of many administrators has been, "How do we implement a successful DL program from the start?" The team at Delaware Community School has stepped up to the challenge and offered themselves as leaders to these districts. This team has opened their doors and allowed other districts the opportunity to visit, ask questions, and collaborate, recognizing that they are the leaders in this region and thus a valuable resource for future dual-language programs. I was so touched by this mindset

because it demonstrated a commitment not only to the growth of their programs, but also a commitment to multilingual families and students across the Capital Region.

I have found this mentality of collaborative leadership a necessary one, especially in the field of bilingual special education. During our RBE-RN's professional development sessions on the topic of "Twice-Exceptional MLLs" or MLLs that may also have disabilities or may be gifted, there are many educators who struggle to find new strategies to support Twice-Exceptional MLLs. The concerns vary from, "How do I know if I should support the language difference or the disability?" to "What other research-based strategies haven't I tried yet are working with other MLLs across the state?" We cover the Every Student Succeeds Act, and what it means to be a "True Peer". According to the NYSED RTI Guidance: Minimum Requirements of a Response to Intervention Program, "true peers" are "students with similar language proficiencies and cultural and experiential backgrounds". In order to effectively identify new strategies to support our MLLs in bilingual special education programs, best practice suggests we identify those true peers who will afford us the real-time data regarding the strategies that help the students and educators find success. However, with FERPA and PII laws, how can we identify these strategies from true peers across New York State? My suggestion: collaborative leadership. It is imperative that leaders take the initiative to work together and collaborate in a large-scale Instructional Support Team model. Bilingual Special Educators in the Capital Region are as common as unicorns in this area. However, there is no shortage of dedicated educators and leaders who are working tirelessly to identify new and innovative ways to reach all learners, especially multilingual learners with special needs.

It seems like a simple solution to bring together bilingual educators, ENL teachers, and administrators in this specialty field to create a Collaborative Leadership Support

Team (CLST). And while connecting all of these leaders regularly may seem like an impossible task, the alternative is to ask them to continue working in silos, to continue trying the same strategies, and to continue to struggle alone. This is one reason we continue to lose teachers in our field. Teaching in specialty areas can be extremely isolating. However, surrounding ourselves with other collaborative leaders can help us transcend the average trajectory of regular growth based on experience and help us maintain a positive mindset.

Isaac Newton once said, "If I have seen further than others, it is by standing upon the shoulders of giants." I would argue that there are giants in the classrooms next door, in the office down the hall, as well as in your neighboring districts and cities. Find your fellow giants so we can finally climb the mountain that is supporting Twice-Exceptional MLLs. Collaborative leadership is the key.





# More Culturally and Linguistically Responsive-Sustaining Education: The Lessons I Learned About Educational Equity in 2020



**David E. Kirkland, PhD**  
Vice Dean, Equity, Belonging,  
and Community Action  
Executive Director, Metropolitan Center  
Steinhardt School of Education, NYU

We left last year with a clearer vision about what ails us. Seeing clearly is a political act. And we cannot talk about sight or insight without talking about power. Like other systems of power, what we see in education is defined by who is seen and heard, and who is seen and heard are students who happen to be well fed, well rested, and do language in ways compliant with the dominant systems of discourse. By flattening language in the image of the imagined or idealized (for some) discourse, a narrow version of us got baked into teaching and learning during and prior to COVID. This version was incomplete, favoring an intersection of cis, heteronormative, White, abled, mono-lingual English-speaking, monied, and Judeo-Christian—or put simply, privileged—identities. The farther away our students were from this identity, the less likely classrooms, virtual and otherwise, worked for them.

There are many lessons that we should take from 2020. The year gave us clear evidence that our failure to see and hear some students drive educational outcome disparities. We learned that the problem was not necessarily what we do not see or hear but what we think we see and hear—thus, the problem that 2020 revealed was our assumptions.

Assumptions are kinds of stereotypes, and “The problem with stereotypes is not that they are untrue, but that they are incomplete.”<sup>1</sup> The dominant assumption we make about linguistically plural students is that there is something wrong with them if their access to English does not sequence well with dominant varieties of language. When we assume that something is wrong with a student because of our language attitudes or biases, we seek to change her, him, or them to fit the system rather than changing the system to fit our students. The logic here is that our students should learn the way we teach rather than our searching to find ways to teach the way our students learn. From birth, we have been “conditioned into accepting and not questioning these ideas.”<sup>2</sup>

Virtual education put a spotlight on the issues with this logic; it dramatically showed us the damage that is done when education fails to respond to the needs of the learner. Thus, we learned how powerful of a framework that culturally responsive-sustaining (CR-S) education could be for teaching and learning. We learned that we must ground education, virtual and otherwise, in a cultural—and, indeed, critical linguistic—view of learning and human development in which **multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability)** are recognized and regarded as assets. We learned that culture

and language are not an addition to but are critical components of education. This past year taught us that culture and language matters in shaping how people learn, that we cannot do education without attending to both.

This past year also raised awareness of the ways that hierarchies of oppression and exploitation are kinds of inhumane systems that restrict, limit, deny, distort, or destroy individuals’ and groups’ of people access to their full potential. The acts of these systems include ignorance, exclusion, threats, ridicule, slander, and violence (both symbolic and real). In education, these systems have borne unbelievable consequences for linguistically plural students: silencings and fears, hatreds of self and others, feelings of inferiority and superiority, entitlement and disenfranchisement.

As we register culture and language in how and what we teach, the question of power also compels us to examine how education is organized, who gets to participate, and on what terms (linguistic and otherwise). Educators committed to understanding both the concept of culture, the place of language within it, and the particulars of the many different cultures and languages we encounter can now refocus our lens to viewing students’ cultures and languages not as deficiencies to overcome but as assets, possessing vibrant realities and knowledge useful for not only teaching and learning but the dismantling of power hierarchies.

These lessons from 2020 are in keeping with the New York State Education Department (NYSED) framework for CR-SE. The framework articulates a vision of learning that centers, affirms, respects, and cultivates the assets of our most precious resources in education—our student. It claims the challenges that

we face as a nation in education—disparities that articulate themselves along the lines of language, SES, race, ability, gender, housing status, and so on—and instead of resigning ourselves to the incomplete narrative that we must be hostage to the status quo—the framework provides a theoretically sound, evidence-based roadmap for moving forward and advancing education for all students.

It inspires hope and healing, arresting the commitments of NYSED as articulated in the state's ESSA plan, building capacity through partnerships, where all stakeholders hold important roles and responsibilities for designing education and transforming the lives of our children. This is the basic premise of the framework—which is the most powerful lesson we learned in 2020—that we can transform education; however, no one entity can transform education or sustain our students alone. But working together we can!

The framework presents a bolder vision of education, yet offers a pragmatic set of clearly articulated conditions that ground

high-quality education on (a) foundations of culturally and linguistically sustaining environments that are welcoming, affirming, and challenging, but also supportive; (b) a belief in students equaled by high expectations and rigorous instruction that connect deeply to the lives all our students; (c) equitable curricula and assessment strategies (that is, the provision of knowledge and assessment used to understand and map student learning as opposed to limiting it); and (d) a view of educators as a network of professionals who require time for critical reflection, ongoing development and support, mentoring, insightful feedback, and community.

Finally, the framework sees inequities in education as structural consequences of long, deep, and complex histories. It suggests that we can improve education by not ignoring or running from those histories, but by claiming them, confronting them, and dealing with them. At the core of the framework are foundations set on bedrock principles—sociopolitical consciousness and sociocultural responsiveness. These

principles are visioned as keys for unlocking the doors of opportunity in ways that emit the light of change and bend old histories along the slant of the moral universe and yet closer to justice.

In grounding ourselves in these principles, we collectively become more empowered to speak more broadly to institutional realities—streams of policies and practices, collective beliefs and mindsets that are guided by a deep commitment to advancing the best hopes of our democracy with the goal of making education available to all students across New York State, and eventually the entire country, regardless (or better yet, because) of linguistic and cultural heritage.

---

<sup>1</sup>From Chimamanda Adichie's TED Talk *The Danger of a Single Story*, 2019. Retrieved from: [https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript?language=en](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en).

<sup>2</sup>From Robin DiAngelo's *White Fragility*, 2018, p. 21.





# Combatting Colorism in Bilingual and ENL Education: A Battle Whose Time Has Come



**Tamara Alsace, PhD**  
NYSABE Past President  
Educational Consultant



**Martha St. Jean**  
Teacher, Speaker  
Facilitator and CEO of the Equity Project

As many in our nation begin to confront the shameful history and brutal impact of systemic racism in the wake of the killings of so many African-Americans and other People of Color at the hands of law enforcement officials and “everyday citizens”, the time has come to examine the issue in relation to Bilingual Education as well. The time is long overdue. “Using white skin color as the standard, colorism is the allocation of privilege and favor to lighter skin colors and disadvantage to darker skin colors. Colorism operates both within and across racial and ethnic groups” (CSSP, 2019). It is a topic that has long been ignored in bilingual education literature. While published research exists on a variety of topics tangential to colorism in bilingual education, scholarly work specific to this topic is virtually non-existent. Meanwhile, educators and students in our bilingual classrooms are confronting the implicit and explicit manifestations of colorism on a daily basis.

Some critical race scholars argue that colorism, although increasingly the subject of scholarly investigations and data analyses, lacks a unifying theoretical framework and should be positioned, like critical race theory, in a structural view of racism that de-emphasizes individual preference as its primary cause (Reece, 2016). Reece posits that in order to understand the root causes and enduring nature of colorism as well as to be better equipped to combat it, we must frame it within the structures of critical race theory and develop solutions that are policy-based. Other scholars position colorism in a personal preference and prejudice-based framework. Whatever one’s point of origin, all anti-racist educators can agree that colorism is an issue that must be recognized and eliminated, perhaps through a combination of tactics that target policies, practices, and beliefs. In bilingual education as in other

educational spheres, we must work together as active color-antiracists:

**Color antiracism:** A powerful collection of antiracist policies that lead to equity between Light people and Dark people, supported by antiracist ideas about Light and Dark people.

—Ibram X. Kendi (2019, p. 107)

## The Roots of Colorism

In one chapter of his 2019 best seller, *How to be an Antiracist*, a veritable how-to manual for those wishing to fight racism in all its forms, Ibram X. Kendi defines colorism as the exact opposite of color antiracism and frames the concept around the manifestations of racism that occur from outside, within, and across communities of color based on skin tone, hair, eyes, and other physical features. The term “colorism”, whose origin is most often attributed to Alice Walker in her 1983 work entitled *In Search of our Mother’s Garden*, is a concept that has been in evidence throughout recorded human history. And while Kendi’s definition focuses on colorism at the policy level, our discussion will include the practices and beliefs that result in the establishment of the colorist policies he describes.

Understanding the deep-rooted history and modern-day implications, as well as how individuals and groups might begin to battle colorism, are ways in which schools, school systems, and other institutions might begin to ensure greater equity and inclusion at all levels. While we will touch on several important aspects of the issue, colorism is a concept that is so complex and whose consequences touch so many aspects of society that we are just scratching the surface here. But scratch the surface, we must. We provide several resources for further study and immediate use in schools.



In an October 2016 article in [Time Magazine](#), Temple University Professor and author of *Same Family, Different Colors*, Lori L Tharps, says that while “Walker gave it [colorism] a name and marked it as an evil that must be stopped in order for African Americans to progress as a people”, the issue is not unique to African Americans. In fact, she asserts:

But black Americans are not the only people obsessed with how light or dark a person’s skin is. Colorism is a societal ill felt in many places all around the world, including Latin America, East and Southeast Asia, the Caribbean and Africa. Here in the U.S., because we are such a diverse population with citizens hailing from all corners of the earth, our brand of colorism is both homegrown and imported. And make no mistake, white Americans are just as “colorist” as their brown brothers and sisters.

Across the world, colorism has existed for centuries. In pre-colonial times, many people, particularly women, from Asia to Africa to Europe contrived ways to lighten their skin in order to be perceived as more beautiful, more virtuous, and even more marriageable. Today, skin lightening has become a multi-billion-dollar industry projected to be worth over \$24 billion dollars by 2027, despite significant health risks stemming from their use (WHO, Aug 9, 2019).

Kendi (2019) and others detail a history of colorism rooted in colonialism and slavery. Europeans spread notions of white superiority throughout the world as they conquered and subjugated indigenous populations and imported indentured and enslaved peoples to do the manual work they felt was beneath them. A skin color-based hierarchy existed within enslaved communities as well, emanating from ideas held by white slave masters and also emerging from African-American communities grappling with fear and humiliation that internalized a loathing of darker skin. In this pigmentocracy, lighter-skinned slaves

were considered more valuable, more intelligent, less animal-like, and were given jobs requiring less back-breaking manual labor. Post-slavery, African-American communities used “tests” to determine a person’s proximity to whiteness, and exclude people from churches, clubs, restaurants, schools, and even historically black colleges and universities (HBCUs). “Blue vein societies” excluded anyone with skin too dark to see the blueness of their veins, while the “tests” included comparing the skin to a brown paper bag or a door painted brown or testing the hair texture by putting a pencil or comb in it to see if it passed through or fell out easily.

### Colorism in Schools

While schools have become increasingly focused on culturally responsive pedagogy and multiculturalism, the effects of colorism, in P-12 classrooms cannot be understood without examining the existing data on outcomes for Black and Brown students. It’s imperative that teachers, parents, students and other educational stakeholders understand the numbers in order to respond to it. We must consider the hierarchy of suspensions and referrals to the criminal justice system by race, which is related to colorism. There is a hypervisibility and surveillance of Black, Latinx, and Native American students as demonstrated by the prevalence of a high number of suspensions, expulsions, and referral to the criminal justice system.

In her book, *Pushout: The Criminalization of Black Girls* (2018), Monique Morris writes, “Our nationwide culture of surveillance and criminalization is much more pervasive and life-threatening than even the largest prison. Its reach into our schools and our classrooms has reinforced latent ideas of Black inferiority and cast our girls as angry little women who are too self-absorbed and consumed by themselves and their faults to participate in school communities. We know it’s more complicated than that.” It is more complicated. This multilayered injustice is seen

across the nation.

National data indicate that in the United States, 18 percent of Black boys and 19 percent of Black girls are enrolled in preschool. When comparing these enrollment numbers to the most recent data released by the Department of Education in October 2020, the findings are that Black boys make up 41 percent and Black girls make up 53 percent of male and female preschool suspensions respectively. While it has often been said that the nation’s prisons are built based on third grade reading results, these data suggest that the criminalization of our Black and Brown children begins much earlier.

Closer to home, data from a recent study published by the Alliance for Quality Education and the Public Policy and Education Fund show alarming inequities that still exist in our NYS schools. The report, *Systemic Racism and New York State’s School to Prison Pipeline* (2019), distills information about five major cities in the state: Albany, Buffalo, New York City, Rochester and Utica. The disaggregated data demonstrate that Black and Latinx youth are disproportionately criminalized throughout the state’s disciplinary system leading to a reinforcement of structurally racist practices, which can be viewed through a lens of colorism. “In 2016, 99% of all New York City public school students handcuffed during incidents of emotional distress were Black and Hispanic” (p. 12, 2019). Latinx and Black students are overrepresented in out of school suspensions (OSS) and the juvenile justice system. For example, within the Albany City School District, 18 percent of the referrals to law enforcement are of Latinx youth, who make up 16 percent of the district’s population. In Buffalo, Black and Latinx students make up about 70 percent of the student population but 80 percent of the referrals to law enforcement, and almost 84 percent of OSS. In Utica, Black and Latinx students make up almost 45 percent of the district’s enrollment, and a little over 87 percent of referrals to law

enforcement and 77 percent of OSS. This bias is not limited to disciplinary measures but also affects classroom seating arrangements, with lighter students often seated towards the front of the classroom with their higher performing peers (Thompson & McDonald, 2015). The article, *Race, Skin Tone, and Educational Achievement* (2015) states that there are “significant skin-tone differences in grade point average (GPA) both across and within racial groups, with darker skinned tone individuals receiving significantly lower grades than their lighter skinned tone counterparts”.

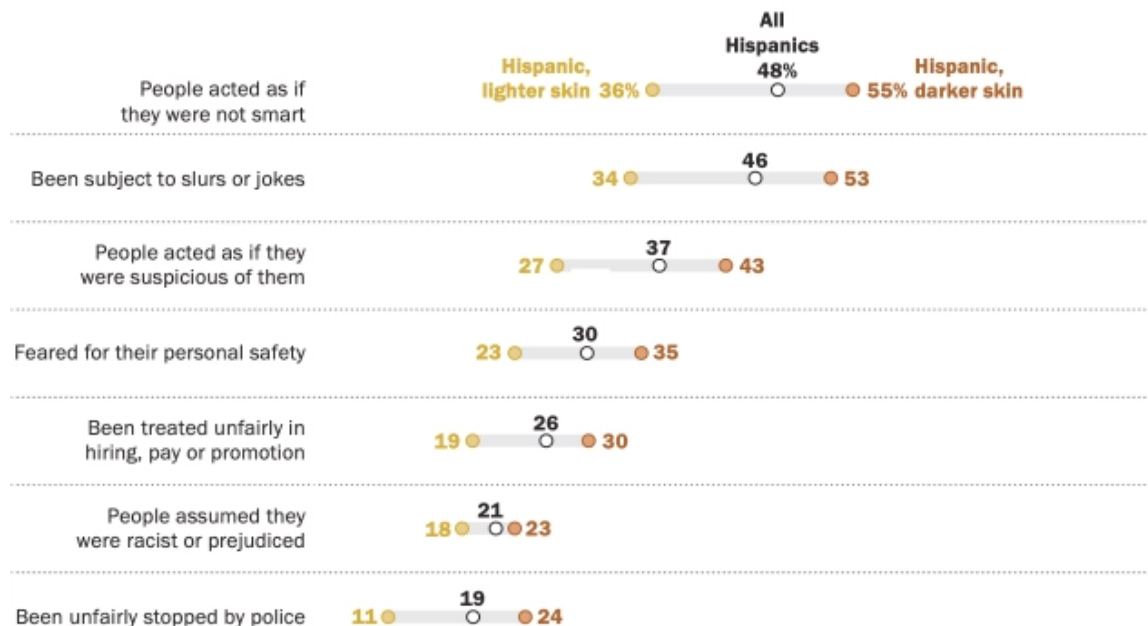
The impact of racial disparities and skin color bias is affecting educational attainment. Schools are places “where whiteness represents competence and academic

success, and blackness and Latinoness stand for the opposite,” (Jiménez and Horowitz, 2013, as cited in Taylor et. al, 2016, p. 41). This sentiment is also conveyed in a 2013 study of “36 high-achieving high school students,” in which “8 of the 16 teenage girls identified as brown-skinned or dark skinned,” believed that their complexion had a direct impact on “negative stereotypes and perceptions” (Mcgee et. al, 2015). Furthermore, findings from the National Chicano Survey show that dark-skinned Mexican Americans earn two fewer years of schooling than their light-skinned counterparts, even when factors that influence educational attainment such as parent’s education and birth cohort are considered” (Murguia and Telles 1996, as cited in Thompson and McDonald, 2015, p. 4).

The socioeconomic impact of this type of color stratification extends far beyond the classroom. A 2019 Pew Research Center Survey found that among Hispanics of any race, 58 percent report being discriminated against. The number is 64 percent among darker skinned Hispanics. Research shows that darker skinned immigrants from Latin America also make less than their whiter looking counterparts (Frank et al., 2010). An analysis of the 2012 American National Election Study demonstrates the stereotypical thinking and bias of white Americans about African Americans and Latino respondents based on skin color. Those “with the lightest skin are several times more likely to be seen by whites as intelligent compared with those with the darkest skin” (Hannon, 2015).

### Hispanic experiences with discrimination can differ depending on skin color

% of each group saying each of the following has happened to them because of their race or ethnicity



Note: Hispanics are of any race. For more on methodology, see text box, “How we asked about skin color in the survey.”  
Source: Survey of U.S. adults conducted Jan. 22-Feb. 5, 2019.

PEW RESEARCH CENTER

The effects of colorism are multifaceted, impacting school discipline, the penal system, healthcare, socioeconomic status, inter-and-intra racial perceptions, and much more. The only way to combat it is to define it, understand it, and name it when one encounters it in a P-12 setting. It is every educator's prerogative to help students of all colors succeed. As school's across New York celebrate Dr. Martin Luther King, it is good to recall his words, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

### Colorism in Bilingual and ENL Programs

In bilingual education and ENL programs, the effects of colorism may be subtle or blatant, depending on the position of the district, school, and community on the continuum of cultural responsiveness and commitment to equity, diversity, and justice. Some remnants of the attitudes towards skin color and other physical features may carry over from the home countries or home cultures of the students and is then reinforced by racist attitudes and result in the types of inequities evidenced by the data on suspensions, grades, graduation, etc., not only for Hispanic families, but for students from diverse ethnicities and home countries. For example, Rondilla & Spickard, in their 2017 article on skin-tone discrimination among Asian-Americans, posit that although little to no scholarship on the topic exists, there is evidence of such discrimination in treatment

and outcomes for Asian-Americans. McKendra (2019) outlines the human rights violations that have occurred with regard to immigration status, arrests, and deportations which under the outgoing administration have disproportionately disadvantaged darker skinned immigrants and refugees, such as Haitians and Somalis.

While dual language programs were developed as a means of elevating instructional experiences and educational outcomes for multilingual learners, they have often resulted in differential outcomes that favor the "English proficient" students who are most often white. The implicit bias of teachers, even those from the same ethnic group as the students, may cloud their perceptions of darker-skinned students as less able, more difficult, less obedient, more irresponsible, less trustworthy, and so on. These negative perceptions may also extend to parents and families, who are unfairly judged as not caring or unable to understand. Often these biases are explained away as resulting from cultural differences and language barriers when in fact implicit skin color bias is at work.

Curricular frameworks and instructional materials must be deliberately and intentionally developed and used with color anti-racism in mind and in practice. We must ensure that the literature and topics represent the full spectrum of tones and shades of skin and the diverse features of all the students represented in the school and even those not represented in that particular

school. We must do this so that students see themselves and others as valuable and included throughout their educational trajectory. We need to go beyond multiculturalism and ensure a "multi-chromatic" experience for all students, but particularly our multilingual learners from typically marginalized communities. The truth is that in order to fulfill the promise and harness the potential of bilingual and ENL education, we need to take a hard look at these issues and address them with conscious action and scholarly investigation.

---

#### FOR THOSE SEEKING WAYS TO COMBAT COLORISM HERE ARE SOME ACTION STEPS:

---

1. In order to enact anti-bias pedagogy, one must first check their biases. [Harvard's Project Implicit](#) allows people to build a conscious awareness of their subconscious thoughts, feelings, and attitudes.
2. Work to understand skin-color privilege in order to dismantle colorism in the classroom. Examine your skin-color privilege. Consider what it means to be white, and what it means to be non-white.
3. Consider language - Ask, "Am I assigning particular language based on phenotypical features to particular students?"
4. Teach about colorism, and the differences between colorism and racism, while also being aware that intersectionality does exist.





## RESOURCES

**Colorism Books**

If you would like to learn more about this topic, click [here](#) for an "Ultimate List of Colorism Books for All Ages". <https://colorismhealing.com/colorism-books/#comments>



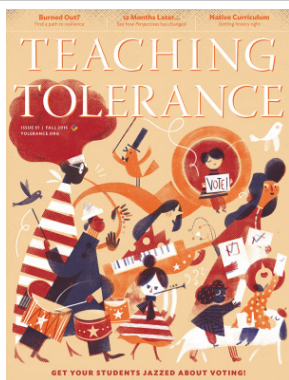
Teaching Tolerance has a number of resources directly related to colorism. Click on the link below for the What's Colorism resources - How would you students answer the question?

<https://www.tolerance.org/magazine/fall-2015/whats-colorism>



<https://www.bilinguallyyours.com/spanish-kids-books-about-tolerance-and-diversity/>

The founder of this website has put together a list of Spanish kids' books about tolerance and diversity, "in the hope that we can keep the conversation going. Even in Spanish. And even to our youngest language learners. The books ... speak to the lives and struggles of young kids who are black, afro-Latino, Muslim, Hispanic, children with disabilities, children of immigrants, and everyone in between."



**What's Colorism Toolkit:** This toolkit presents an activity that educators can use to discuss colorism with their students. It centers on a graphic essay that looks at colorism in a comic.

<https://www.tolerance.org/magazine/fall-2015/toolkit-for-whats-colorism>

**Essential Question:** How do colorism and color privilege affect my students' perceptions of themselves and others?



**The Blackness Project** is a feature length documentary film about culture and race from the perspective of African Americans and other underrepresented groups.

<https://www.facebook.com/theblacknessproject/>



**Yes! Magazine** has a wealth of activities and resource to help teachers learn more about anti-blackness and colorism and start the difficult conversations with students.

<https://www.yesmagazine.org/education/2020/04/07/lets-talk-about-anti-blackness/>

#### Sample activity from Yes!:

Suggested below are steps to a thoughtful and meaningful discussion with your students about anti-Blackness and its impact on their personal lives and in society. Choose what is appropriate for your class.

1. Have students complete a pre-survey (optional).
2. Choose at least one YES! article and another site's article for a robust compare-and-contrast activity.
3. Use the discussion questions—or craft your own—to gauge your students' understanding and opinions.
4. Have students complete a post-survey (optional).
5. Explore the suggested curriculum if you'd like to dive deeper.

## REFERENCES

Afrolatin@forum. (n.d.). Retrieved from <http://www.afrolatinoforum.org/>

Alliance for Quality Education and the Public Policy and Education Fund. (2019). *Systemic Racism and New York's School to Prison Pipeline*.

[http://www.ageny.org/wp-content/uploads/2019/06/School-to-prison-pipeline-report\\_final.pdf](http://www.ageny.org/wp-content/uploads/2019/06/School-to-prison-pipeline-report_final.pdf)

Contributors. (2018, February 12). *Anti-Blackness in preschool classrooms: Combatting conditioning early to save our kids*.

<http://blackyouthproject.com/anti-blackness-preschool-classrooms-combatting-conditioning-early-save-kids/>

CSSP (2019). *Key Equity Terms and Concepts: A Glossary for Shared Understanding*.

Washington, DC: Center for the Study of Social Policy. Retrieved from <https://cssp.org/resource/key-equity-terms-concepts/>.

Educationalinguist. (2016, September 11). Do Black Lives Matter in Bilingual Education?

Retrieved from <https://educationalinguist.wordpress.com/2016/09/11/do-black-lives-matter-in-bilingual-education/>

Frank, R., Akresh, I. R., & Lu, B. (2010). Latino immigrants and the US racial order: How and where do they fit in?. *American Sociological Review*, 75(3), 378-401.

Gonzalez-Barrera, A. (2020, September 03). Hispanics with darker skin are more likely to experience discrimination than those with lighter skin. Retrieved from

<https://www.pewresearch.org/fact-tank/2019/07/02/hispanics-with-darker-skin-are-more-likely-to-experience-discrimination-than-those-with-lighter-skin/>

Hannon, L. (2015). White colorism. *Social Currents*, 2(1), 13-21.

Hunter, M. (2015, December). Colorism in the Classroom: How Skin Tone Stratifies African American and Latina/o Students. *Theory Into Practice* 55(1):1-9

[https://www.researchgate.net/publication/285546326\\_Colorism\\_in\\_the\\_Classroom\\_How\\_Skin\\_Tone\\_Stratifies\\_African\\_American\\_and\\_Latinao\\_Students](https://www.researchgate.net/publication/285546326_Colorism_in_the_Classroom_How_Skin_Tone_Stratifies_African_American_and_Latinao_Students)

Kendi, I.X. (2019). *How to be an antiracist*. One World.

McGee, E. O., Alvarez, A., & Milner IV, H. R. (2016). Colorism as a salient space for understanding in teacher preparation. *Theory into Practice*, 55(1), 69-79.

McKanders, K. (2019) Immigration and Blackness: What's Race Got to Do With It? Human Rights Magazine 4(1). American Bar Association.

[https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/black-to-the-future/immigration-and-blackness/](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/black-to-the-future/immigration-and-blackness/)

Morris, M. (2016). Pushout: *The criminalization of Black girls in schools*. New Press, The.

Noble, A. (2019, August). Skin Lightening Is Fraught with Risk, But It Still Thrives in the Asian Beauty Market: Here's Why. *Vogue*.  
<https://www.vogue.com/article/skin-lightening-risks-asian-beauty-market>

Rao, P. (2019, April). Paying High Price for Skin Bleaching. *African Renewal*.

<https://www.un.org/africarenewal/magazine/april-2019-july-2019/paying-high-price-skin-bleaching>

Reece, R. (2018). Color Crit: Critical Race Theory and the History and Future of Colorism. *Journal of Black Studies*, 50(1), 3-25

Rondilla, J. L., & Spickard, P. (2007). Is lighter better? : *Skin-tone discrimination among asian americans*. ProQuest Ebook Central <http://ebookcentral.proquest.com>  
Created from teacherscollege-ebooks on 2021-01-13 05:47:23.

Shades of Black: How readers responded to our series on the colorism taboo. (2019, April 18). Retrieved from <https://www.theguardian.com/lifeandstyle/2019/apr/18/shades-of-black-how-readers-responded-colorism>

Taylor, J. L., Desjardin, S., Robles-Lopez, I., & Stubbs, C.J.(2016), From Colored People to Students In C. Monroe (Ed.). (2016). *Race and colorism in education*. (pp. 39 - 59). New York, NY: Routledge, Taylor & Francis Group.

Thompson, M. S., & McDonald, S. (2016). Race, skin tone, and educational achievement. *Sociological Perspectives*, 59(1), 91-111.





# Culturally Responsive Leadership Through Protests and Pandemics: Opportunities to Revolutionize Education



**Raquel Schmidt, PhD**  
Chairperson  
Exceptional Education Department  
SUNY Buffalo State

For many of us, *where were you on Friday, March 13, 2020?* is the question that will be asked of and by others for years to come. At my institution of higher education, students were sent home that day, one week earlier than the scheduled spring break. Some were told it was ok to leave personal items in their dorm rooms, as they would most likely be back on campus and in class at the end of March. One week later, instructors were informed to prepare to convert all of their classes to remote learning for the remainder of the Spring semester. In retrospect, how naïve and optimistic a world we all seemed to inhabit. While the challenges of the past year have been significant in several various facets of all of our lives, we can choose to look to the future with a focus on the opportunities presented by the challenges we have faced in the past. How can we, as a collective society, learn from the crises of the past year to help build a better world for our children and youth?

I pose this question of myself, having served in a leadership role as a department chair since 2018. As the rare woman of color in this

position, I found myself often contemplating the potential challenges of being at the helm of a department comprised of mostly white colleagues and students. What role, if any, would my race and ethnicity play in my role as chairperson? In 2018, my perspective was to hope that my colleagues would look past the color of my skin and be “color-blind” about my performance, and I would do the same for them. In retrospect from 2021, I realize how wrong I was not to acknowledge or be more aware of the underlying current of race that pervades all human interactions.

I grew up in what could be loosely termed “white rural America.” My parents, both teachers, chose a small farming community in the southern tier to raise their family because of its excellent school system and quiet pastoral community. My mother, a first-generation immigrant from Central America, escaped extreme poverty in her home country to pursue higher education in the United States, and attained what many consider to be the American dream—a comfortable middle-class life, and three daughters who went on to earn advanced professional degrees in education and medicine. Germane to our upbringing was the need to conform in our community. When my mother tried to register my two older sisters for public school in 1971, she was told the school could not accept them because they spoke only Spanish. Undeterred, she homeschooled them for a year and completely banned Spanish in spoken or written form. After one year, their English was deemed adequate enough to enroll in school although they were held back another grade level and rumors of being “slow learners” dogged them throughout their primary schooling (one of my sisters graduated from high school having earned

full academic scholarships in pre-medicine to Princeton and Johns Hopkins University, among others). As the youngest child, I grew up very aware I was fundamentally different from my classmates and neighbors and worked very hard to minimize those differences outside the home by consciously assimilating as much as possible. Although I experienced relatively few incidences of overt racism, I was blissfully unaware of the many acts of covert racism and my daily attempts to survive in a larger institutionalized system of systemic racism and white privilege. If one asks me today what kind of childhood I had, my response is the same as always—it was very happy. I had wonderful parents, good teachers and friends, and a fortunate life. As a young adult, I embraced my Afro-Caribbean and Latina heritage and developed the confidence to outwardly exhibit cultural pride. It was with this mindset that I became chairperson of my department in 2018, confident that I could perform the job well and be favorably judged as an effective steward of our department’s mission despite my race and gender.

The COVID pandemic in March 2020 was truly unprecedented. Americans did what Americans tend to do. We collectively panicked and then took action. We fortified our homesteads with canned goods and toilet paper. We got ready to hunker down for the long haul, with very little concept then of just what a long haul it would be. Within a couple of weeks educators (many of whom had never heard of these platforms before 2020) learned how to teach lessons on Google Classroom, Zoom, Schoology. I would argue that Spring 2020 represented the greatest single shift and leap forward of technology skills in the entire teaching corps of the United States, from preschool-higher

education. The sheer speed at which the transformation occurred is a testament to the dedication and work ethic of teachers for whom education is a true calling and passion. We made it through the 2020 school year, paused to take a deep breath, and began to realize that this “emergency” structure was likely going to be our new normal. As the virus raged throughout the summer, schools grappled with how to approach the looming fall school term. There were no right or easy answers to be found. Data began to emerge of the negative impact of interrupted and virtual learning on students of color, students with disabilities, students from home of poverty who struggled to access the technology and internet bandwidth to even participate in virtual school at the most nominal level. Even advantaged students were (and still are) feeling burned out and disconnected. Educators are overwhelmed and many report their current work pace and load is unsustainable. Rates of stress and depression have skyrocketed across the nation. This general national feeling of pandemic-induced stress was exacerbated by the spate of highly publicized deaths of black people at the hands of law enforcement across the United States in Spring 2020. An international grassroots movement grew as hundreds of thousands of people took to the streets around the world in protest of decades of American injustice, brutality, and systemic and structural racism. For the first time, it felt like there was an awakening of white America to the stark realities of just how extremely biased were the civil and social institutions upon which our democracy was founded. While some embraced the growth opportunities represented by these realizations, many others reacted in fear, anger, and disbelief. I recall hearing and reading statements like “I never owned slaves, it’s not my fault,” and “I’ve never had any advantages handed to me, I had to work for everything I’ve got.” These are common tropes offered in defense of a system that fights to preserve the status quo which is undeniably unequal and unfair to people of color. Given many of these beliefs

are deeply embedded in the cultural psyche of the United States, how can one be culturally responsive and responsible when the dominant culture refuses to acknowledge the truth of its own history? These are the challenges one faces when taking on the challenge of culturally responsive leadership.

We arrive at this moment, one year after the pandemic, with the hope that COVID will soon be in rear view window. The challenges and opportunities that lie ahead are hard to define as the nation struggles to collectively heal and shake off the dust of the past year. The role of strong and culturally responsive leadership is a crucial consideration of navigating the way to a new, sustainable normal. Although it may or may not be common knowledge depending on the segment of America you’re speaking to, the demographic landscape of the United States is changing. As of 2019, students from racial and ethnic minority groups (largely black, Hispanic, and Asian American) comprised more than half of the k-12 school population, with numbers continuing to rise steadily. The teaching cadre in k-12 schools, school administration, and higher education fails to reflect these changing demographics.

According to the National Center for Culturally Responsive Educational Systems (NCCREST), Cultural Responsiveness is defined as “the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.” How can this worldview help us move beyond the trauma of the past year—and the cumulative trauma of many past centuries for people of color in the United States? The central actions of embracing cultural responsiveness are *learning* and *relating*. It’s no different than when a classroom teacher activates prior knowledge in students in order to build new knowledge. A good teacher understands that all new information and skills must be anchored in some way to something the child already knows, understands, is able to do. And this basic tenet of cognition

holds true for adults. When presented with something completely unfamiliar, the brain seeks to find patterns, familiarity, recognition of something it has seen or experienced before. Common ground is found in our shared experiences, which are often more numerous than those which separate people into groups by skin color, language, and socioeconomic class. This is where effective and responsive leadership combined with cultural awareness plays a crucial role. Facts matter, and the facts supporting the need for a reckoning of the mistakes and injustices of the past so a better future can be built is critical to building an inclusive and equal society. This is a call to action for all of us who are able and willing to step into the role of being culturally responsive leaders in your classrooms and communities.

## 4 Components of Culturally Responsive Leadership:

### 1. BE CRITICALLY REFLECTIVE AND AWARE OF YOUR OWN BIASES:

Regardless of the racial or ethnic group with which one identifies, an important first step to being truly responsive is to know thyself. We all have inherent and learned biases that shape our worldview and beliefs. Being able to define and understand them is crucial to helping others do the same.

### 2. LISTEN TO OTHERS:

Listen, really *listen* to others, and seek to understand where their own understanding comes from. This is not the equivalent of excusing, validating, or legitimizing their beliefs or actions. I have colleagues who think of themselves as social justice warriors who are experts on race, racism, and institutional discrimination. However, they are anything but that, and actually do much to perpetuate the discriminations and minimalization of certain groups because their strong sense of fairness means that any perceived advantages to minoritized groups diminishes the treatment of other, more privileged groups. I feel much better prepared to engage them



constructively when they exhibit behaviors that are indicative of their ignorance. I think some of them recognize some racism and are compelled to respond, but are also unaware of larger contexts. I hope we can start to have conversations that will lead us to a better place of understanding how to foment productive change. Part of my journey has been to learn to stop making others feel better about the fact that they live in a privileged world defined by centuries of racial oppression, but that doesn't absolve me of my responsibility as a person of color to keep learning about the world around me and trying to do better, be better.

### 3. ENGAGE IN THE COMMUNITY OF THE STUDENTS:

Parents and family are an integral part of most children's education. Educators have a responsibility to learn about and show up in their students' communities- churches, community events, peaceful protests, festivals. In celebration of Juneteenth this past year, two white colleagues picked up lunch from a black-owned restaurant and brought it to my house for a socially distanced lunch outdoors. We talked about the history of Juneteenth, how we were coping with the stress of the current world, and the ongoing Black Lives Matter protests across the country and in our city. We also laughed and shared

funny childhood stories. That was their way of letting me know they saw me, they cared, and wanted to honor the day in a personal way. It was deeply meaningful, educational, and also therapeutic.

### 4. FIND YOUR TRIBE:

It's very important that each of us have our personal "tribe" around us-like minded individuals who may believe different things, but ultimately are there to lift us and each other up. There needs to be a fundamental baseline understanding of key concepts like white privilege, systemic racism, and unconscious bias. Your tribe may consist largely of family members and close friends, but it's also important to have at least a few coworkers and colleagues who understand the culture and unique dynamics of your workplace. People of color tend to band together in mostly-white workplaces, so this tribe often forms itself. Lean on people who understand, who empathize, and who are dedicated to fighting for positive change by challenging stereotypes and the status quo.

This is undoubtedly one of the most stressful times in the lives and careers of many educators. As we begin to heal from the immediate wounds of the past, my hope is that there is a silver lining to be found in how we choose to move forward. It is an opportunity to

leave behind what wasn't working for Black and Latino children, ever, in an educational system largely designed for white middle class America. We can all choose to step up and assume a leadership role, as a leader fighting for positive change for all marginalized students.

As we start to physically return to our classrooms, offices, and meeting spaces, I am inspired to be optimistic for the future by pondering the following words from National Youth Poet Laureate Amanda Gorman:

*We will not march back to what was, but move to what shall be: a country that is bruised but whole, benevolent but bold, fierce, and free.*

*We will not be turned around or interrupted by intimidation because we know our inaction and inertia will be the inheritance of the next generation, become the future. Our blunder become their burdens... we might feel small, separate and all alone, our people have never been more tightly tethered. The question's not if we will weather this unknown, but how we will weather the unknown together.*





# Meet the New NYSABE Regional Delegates



**Lisa Pineda**  
NYSABE Regional Delegate  
Region II/New York City

Lisa Pineda, born in Brooklyn, NY, of a Puerto Rican mother and Honduran father, serves as the Associate Director of Partnerships

and Family and Student Programs for the Division of Multilingual Learners and Family Community Partnerships at the New York City Department of Education (NYC DOE). For the past 11 years, Lisa has dedicated her career to supporting family and student empowerment. She has held positions at NYC DOE as the Director of Family Engagement at the Office of Family and Community Empowerment and the Office of Cluster One Office, serving over 300 schools. As the Family Leadership Coordinator at The Office of High School Superintendents, Lisa led borough and citywide training for parent coordinators, school administrators, and parent leaders. She has coached new principals and assistant principals on school-parent connections and parent leadership structures. She also supported the design of the first Welcome Centers at the Thomas Jefferson Campus and the Franklin K Lane Campus in Brooklyn. In

her current role at the Division of Multilingual Learners, Lisa collaborates with organizations to develop culturally responsive programs that promote education advocacy for parents and students, particularly newcomers and students in temporary housing. As the supervisor of the Angelo Del Toro Puerto/Rican Hispanic Youth Leadership Institute, Lisa works in collaboration with the RBERNs at Fordham University and New York University as well as the NYSED/NYC DOE Seal of Biliteracy initiatives to provide students with greater opportunities for success.

In addition to working at the NYC Department of Education, Lisa has experience in organizing study and travel abroad programs for students to Europe, Asia, Middle East and The University of Rio Piedras in Puerto Rico.

Dixelia López, Ph.D. is humbled to be serving as the NYSABE delegate for Region III/ Mid-Hudson Region, alongside Adrienne Viscardi (ESOL Director of Bedford Central School District.).

Dr. Dixelia López is no stranger to advocacy around equitable practice for multilingual-multicultural learners. Dr. López spent the first 15 years of her career advocating for equitable Bilingual-School Psychological practices in the City School District of Albany. As the only bilingually certified School Psychologist in Upstate, N.Y. Dr. López was often called upon to consult with neighboring school districts and universities on various topics including language acquisition, culturally relevant and reflective practices, and interventions, among others. In 2013, Dr. López expertise was recognized by her colleagues with a Golden Apple Award.

Dr. López is a second language learner, and proud Dominican-American-Immigrant,

who is fascinated by cross-cultural interchanges, thereby seeing personal action as a colorful exhibition of one's cultural experiences, personality and social-political history. Admittingly, her own social-political history led to the pursuit and attainment of a doctoral degree in International Psychology from the Chicago School of Professional Psychology (January 2016).



**Dixelia López, PhD**  
NYSABE Regional Delegate  
Region III/Mid-Hudson

Dr. Dixelia López holds her international

work in high regard. In particular, her work in Africa provided the opportunity to engage in program management, program evaluation and scholarly work employing the significance of different cultural beliefs and practices in the development of effective community-based interventions. Through projects in Sierra Leone and South Africa, Dr. López applied her skills in the design and delivery of competent psychological services to populations in diverse settings at a community level; one of which involved a group project which was adopted by UNICEF, Sierra Leone.

Most recently, Dr. López spent several years providing leadership and guidance to a variety of professionals as the Bilingual School Psychologist/Evaluation Specialist for the Putnam/Northern Westchester BOCES in Yorktown Heights, N.Y., where she was nominated to the NY State Council for Superintendents 2020 Dr. Mary Barter's Scholarship for Women and Minorities Award.

Dr. Dixelia Lopez's passion for learning is not only evident in her life's work but also in her most recent pursuit of a master's degree in Educational Administration through Bank Street College (pending May 2021). Dr. Lopez's passion for equitable practice for culturally and linguistically diverse youth continues in her current role as Director of School Counseling in the Ossining Union Free School District.

Dr. Dixelia López also serves in leadership within the National Association of School Psychology (NASP) as the Latinx Co-chairperson of the Multicultural Affairs Committee, and within the executive board of the New York Association of School Psychologist as the Co-Chairperson of the Culturally Responsive Committee. Dr. López also mentors graduate students who assisted in co-writing her most recent featured article: *Integrating Latinx/Hispanic Culture, Traditions*

*and Beliefs into Effective School Psychology Practice* (Communiqué, December 2020 Issue).

In her personal life, Dr. López enjoys traveling, journaling, painting, Broadway shows and nature walks. She also practices hot-yoga, mindful moments, and gratitude.

## Chinese Language Activities



**Nancy King Wang**  
NYSABE Chinese Language Delegate

As leaders of social change, one of our major responsibilities is to promote and implement the Culturally Responsive-Sustaining Education Framework. It is an initiative by the New York State Education Department (NYSED) that establishes culturally responsive-sustaining guidelines for student, teachers, school and district leadership, families and community advocates, higher education and the State Education Department. The framework responds to many of the public forum comments about Every Student Succeed Act (ESSA), one of which is the necessity of including culturally responsive sustaining education into all aspects of public education (New York State Education Department, 2018).

While working with the schools in New York City, I have realized how important it is to follow the guiding principles of the New York State Culturally Responsive-Sustaining Education Framework.

As a Chinese Language Delegate of NYSABE, I have been an advocate and practitioner in actively implementing the New York State Culturally Responsive-Sustaining Education Framework. The spreading of the COVID 19 pandemic has not prevented me from providing services to schools and the community. Working tirelessly for the Chinese community and helping the Chinese students, parents and educators, I have conducted many workshops to provide my service. Collaborating with

NYU DCLT (Project for Developing Chinese Language Teachers) program and China Institute, in April and June 2020, I conducted two sessions of Social Emotional Learning workshops for about 200 administrators, Chinese Bilingual, Chinese Language and ELL teachers.

During the fall semester of this school year, I have made numerous phone calls to Chinese parents and students to encourage them to attend the zoom workshops "Roadmap to College". Hundreds of Chinese parents and Chinese ELL high school Seniors and Juniors in New York City benefitted from the workshops that I have conducted and I have kept close contact with them. At the same time, I also collaborated with Dr. Nancy Cloud, an expert in the field of bilingual education and ELL instruction, by conducting presentations for Chinese Dual Language teachers on the topic of Comparing the Decoding System of English and Chinese languages, etc.

Since the starting of the 2020-2021 school year, I have been working with high school administrators, teachers on improving teaching strategies for English Language Learners. The high schools that I am working with have large populations of Chinese ELL students. The purpose of my service is to identify inclusive curriculum and assessment and fostering high expectations and rigorous instructions for these ELL students. In order to create a welcoming and affirming environment and engage in ongoing professional learning and support for schools, I have and will conduct many more workshops on ELL identification process, Social-Emotional Learning and culturally responsive sustaining education. I will continue to work to leverage ELL's home languages, cultural assets, and prior knowledge by using home language and cultures of ELLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013).

I am inspired by the belief that culture is not an addition but is a critical component of education and we value all our students and their families with their own assets, knowledge, and abilities. We believe that culture diversity is our strength and power, it brings more ideas, opinions, possibilities, techniques, choices and imagination.

## Region I Activities



**Priscilla Zárate**  
NYSABE Regional Delegate  
Region I/Long Island

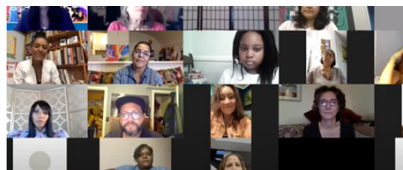
### ACTIVITY #1: LONG ISLAND LATINO TEACHERS ASSOCIATION & LONG ISLAND SCHOOL DISTRICT

¡En la unión está la fuerza! This Spanish saying proved once again, to be true during the pandemic while the Long Island Latino Teachers Association (LILTA) partnered with multiple organizations and individuals to close the digital gap among our most vulnerable student populations, English language learners (ELLs) and students with disabilities (SWD).

Schools closed last March but learning had to continue. This is when LILTA in collaboration with UnitedHealthcare, Labor Council for the Latin American Advancement (LCLAA), Long Island Black Educators (LIBEA), and Liga de Justicia embraced the challenge to provide students with essential tools for online learning for the remainder of the school year and summer.

Educators and Administrators from several school districts and local community organizations assisted LILTA in identifying students in need of devices. As a result, laptops and tablets for students in Brentwood, Central Islip, Islip, Patchogue, Medford, and Wyandanch were home delivered to ensure their ongoing learning and school engagement.

### ACTIVITY #2: WESTBURY ARTS THRIVING LATINAS / LATINAS CRECEN CONFERENCE



During Hispanic Heritage Month, Westbury Arts held its annual conference which highlighted Latina leaders making a difference on Long Island. The session focused on education, art, advocacy for the community and how each panelist is creating impact within our communities



Link: <https://www.youtube.com/watch?v=vXgGfsX7W98&feature=share>

Priscilla Zárate, our Region 1/Delegate was one of the Latina leaders invited as a panelist to discuss the importance of art education as a form of social emotional support for students during the pandemic.



### ACTIVITY #3 – LILTA & EDUCATIONAL STAKEHOLDER CONVERSATIONAL SESSIONS

Along with the digital divide, COVID-19 presented educators, students and their

families with a myriad of academic, social, and emotional challenges. In order to support our school communities, Long Island Latino Teachers Association organized a number of Zoom conversational sessions bringing diverse state, regional and Long Island local stakeholders in education to better understand and address learning and teaching challenges, and share solutions for our diverse students prior to and during the pandemic.



These conversations included elected officials, Board of Regents, NYSED leaders, school board members, Long Island School District Superintendents, school principals, practitioners, support staff, parents, and students among others. Some of the conversations held with the stakeholders included the following:

- The Impact of COVID-10 on English Language Learners
- The Social Emotional Impact of COVID-19 on educators, students, and families
- The Impact of COVID-19 on Family Engagement in the School Experience
- The Impact of COVID-19 on Summer and Reopening Plans
- Reopening Plans and Equity in Education
- Teacher Diversity in Long Island Public Schools
- Are ELLs under or Over Referred to Special Ed Services?
- The Impact of COVID-19 on Students Chronic Absenteeism and Grading



## Region III Activities



**Adrienne Viscardi**  
NYSABE Regional Delegate  
Region III Mid-Hudson

Despite the constraints of the public health crisis, members of NYSABE Region III Mid-Hudson have found creative ways to serve bilingual families in their communities. Just as students are navigating the virtual learning environment and longing for human connections, so are the adults who care for them. In Brewster Central School District, teachers and leaders have responded to the needs of their family

through Parent University, a virtual series of weekly meetings conducted entirely in Spanish. In these hour-long sessions, educators address topics such as the use of technology, social emotional learning, and community resources. Similarly, NYSABE members at Mount Kisco Elementary School launched their "Digital Universidad para Padres," a bi-weekly series of interactive sessions to discuss tools and strategies to support their children's learning at home.

NYSABE members in the Ossining Union Free School District hosted a virtual bilingual Parent Leadership Conference in December, with the theme of "Empowerment through Active Participation in Your Child's Education." Superintendent Dr. Raymond Sanchez delivered the keynote, describing his own pathway from immigrant to educational leader and his family's own support of his academic pursuits. In breakout sessions, participants discussed diversity as a community asset and ways to leverage community resources to enhance students' learning

experiences.

NYSABE members across the region are participating in an exciting project with the National Latino Education Research and Policy Project (NLERAPP), a consortium of universities and community-based organizations focused on creating a pipeline for Latinx youth to become the next generation of educators. Specifically, Ossining High School is in the planning stages of a teacher exploration and preparation program, in partnership with the SUNY New Paltz School of Education and the extensive support of NYSABE members at the Hudson Valley RBERN.

Throughout Region III, the work of NYSABE members reflects our organizational goals of networking, dissemination of information, and professional development. We look forward to convening members of Region III Mid-Hudson this spring.





# FOSTERING COLLABORATIVE INSTRUCTIONAL LEADERSHIP IN BILINGUAL EDUCATION: **EQUITY IN ACTION**

*New York State Association for Bilingual Education*  
**43rd Annual Conference**



## VIRTUAL CONFERENCE



May, 20 - 22, 2021

Pre-Conference Events on:  
May 15, 17, 18, and 19



## New York State Association for Bilingual Education

### MEMBERSHIP APPLICATION

PLEASE PRINT CLEARLY

*Kindly note that this information will be used to generate your membership card and future mailings*

[www.nysabe.net](http://www.nysabe.net)

I was referred by: \_\_\_\_\_

☐ NEW

☐ RENEWAL

Name: \_\_\_\_\_

Work Phone #: ( ) \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone #: ( ) \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Email: \_\_\_\_\_

Languages Spoken: \_\_\_\_\_

#### NYSABE Dues: (please check one)

- ☐ \$35 Associate (full time student, parent, paraprofessional)  
☐ \$45 Regular (teacher, administrator, teacher educator, researcher)  
☐ \$75 Institutional  
☐ \$100 Commercial

#### Select your local region: (check one)

- ☐ Region I-Long Island  
☐ Region II-New York City  
☐ Region III-Mid-Hudson  
☐ Region IV-Syracuse/Capital District  
☐ Region V –Rochester  
☐ Region VI-Western New York

#### I would like to volunteer in:

- ☐ Advocacy  
☐ Fundraising  
☐ Special Events  
☐ Membership  
☐ Other

**CONTRIBUTION:** I would like to contribute to NYSABE's continuing efforts to strengthen Bilingual Education in New York State with my tax deductible contribution of:

☐ \$25    ☐ \$50    ☐ \$100    ☐ Other \$ \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please duplicate and disseminate this application among your colleagues and others.

Please make check payable to NY5ABE and mail it with this completed form to:

**NYSABE**  
**NYU Metropolitan Center for Research on Equity and the Transformation of Schools**  
**726 Broadway, 5 Floor**  
**New York, NY 10003**

#### THE ORGANIZATION:

NYSABE is a multilingual, multicultural professional association that promotes the academic achievement of more than 300,000 English language learners (ELLs)/bilingual students, and supports the development of biliteracy skills among all students in New York State. Founded in 1976, NYSABE unites educators, parents, community and business leaders, elected officials, researchers, members of professional organizations, educational institutions, and the news media sharing a common goal-to ensure excellence and equity for students from diverse linguistic and cultural backgrounds.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve academic success through instruction in English and a language other than English. NYSABE supports the belief that language pluralism and literacy in more than one language benefit the nation and all its citizens.

NYSABE collaborates with the NYS Education Department, school districts, and educational institutions by participating in their initiatives and ensuring excellence and equity in the education of ELLs /bilingual learners NYSABE is affiliated with the National Association for Bilingual Education (NABE) and the New York State Council of Educational Associations (NYSCEA).

#### MEMBERSHIP BENEFITS:

Join the NYSABE team! Through your membership dues and involvement, you will have the opportunity to make integral contributions towards positive educational change for ELLs/bilingual learners.

Membership benefits include:

**NYSABE Journal of Multilingual Education Research (JMERE):** The yearly issue of this journal is a must for every library and member of the association. It publishes current research on best practices in instructional methodologies, optimum program models, and key elements in the implementation of successful bilingual education programs.

**The NYSABE Newsletter, *The Bilingual Times*:** The quarterly issues of *The Bilingual Times* offer updates on the regional and statewide activities of the association and its members. *The Bilingual Times* also provides information on current legislative and policy developments as well as articles on best educational approaches for ELLs/bilingual learners.

**Professional Development:** NYSABE offers local, regional, and statewide professional development activities that focus on optimum, research-based practices in bilingual education. These activities create a professional forum suitable to network with other professionals in your field of interest, to share experiences, and explore new ideas.

**Advocacy and Leadership:** NYSABE offers opportunities to develop leadership skills while participating in hands-on training, special committees, language group events, and advocacy activities on behalf of students, their parents, and educators.



NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

NYSABE BILINGUAL TIMES STAFF INCLUDES:  
Nancy Villarreal de Adler, Project Director  
Dr. Gliset Colón, Editor  
Lyda Ragonese, Project Assistant

