

# The NYSABE Bilingual Times

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Fall 2022 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

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Nancy Villarreal de Adler

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Marina Vinitskaya, **Russian**

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Priscilla Zárate

## A Message from the President

# WELCOME

DEAR COLLEAGUES,

I am both excited and honored to write to you as the current and recently sworn-in president (as of October 22nd) of the New York State Association for Bilingual Education (NYSABE).

I am honored to introduce myself to you as I am aware many of you have done incredible work with matching results. Over the past year, I have had the opportunity to get to know many of you. The common denominators of those in the field of bilingual education are passion, tenacity, and an indomitable spirit to champion for and be the voice of the underserved. Our families can always count on you to advocate for them to get

them what they need. You are an inspiration to not only the communities in which you serve and also a motivation to me! I thank each of you for the work you do on a daily basis. Your hard work and dedication embolden me and so many others to continue forward despite any challenges we encounter. ¡Adelante!

As we all know, over the past couple of years, NYSABE faced the same challenges and adversities as experienced by the rest of our educator colleagues throughout New York State and the country. When the pandemic started, we were all forced to learn new routines due to social distancing and quarantining, depriving

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us of the human connections, relationships, and support that we all require as human beings. For the two years of the pandemic, educators, students, and their families felt overwhelmed with stress, anxiety, trauma, and burnout. We cannot deny that we went through the biggest test of our lives.

Now more than ever, we know that it is essential that the social-emotional needs of our students and their families be met, but we cannot forget about our dedicated educators' own well-being which must be part of the conversation. One thing that this pandemic has taught us, is that we need each other. As John Donne wrote, "No man [person] is an island entire of itself." In other words, we cannot be isolated; we need each other. As the 45th NYSABE president, I am committed to providing you, as well as other educators, students, and parents, with the support that you deserve. Therefore, NYSABE will focus its efforts on prioritizing the following objectives:

- Continue to support our educators and families through professional learning

opportunities and various events, giving us multiple opportunities to reforge and re-establish the relationships we lost during the pandemic.

- Advocate for the needs of bi-multilingual students through the development of a comprehensive plan to increase bilingual teacher pipelines.
- Enhance collaborative efforts and increase opportunities to establish new and strengthen existing relationships among educators, parents, advocates, elected officials, members of educational agencies, private and public educational entities, institutions of higher education, and community-based organizations.
- Enhance our communications and dissemination of important information and research via our prestigious *Journal of Multilingual Education Research* (JMER), *The Bilingual Times Newsletter*, NYSABE's Facebook page, and our regional local newsletters and social media platforms.

Last, I would like to personally invite you to join us at our 45th Annual Conference titled **"CELEBRATING TRANSFORMATIVE EDUCATORS, FAMILIES, AND COMMUNITY LEADERS IN BILINGUAL EDUCATION"** to be held on March 16 to 18, 2023 at East Wind Long Island (Wading River). This will be the first in-person NYSABE conference in 3 years—giving us an opportunity to reconnect and bring us together to celebrate everything we have been able to accomplish despite the challenges endured. We also have opportunities for you to join various conference committees, or to be one of our presenters, where you can share your great wealth of expertise and experience. We hope you will consider these and other ways to get involved with NYSABE.

Once again, thank you for your continued support, commitment, and leadership as we continue to serve bi-multilingual learners in our respective districts, within New York State, and throughout the country.

Sincerely,  
**Priscilla Zárate**  
*NYSABE President, 2022-2023*



## From the Desk of the Executive Director

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Nancy Villarreal de Adler



This year's conference theme, "Celebrating Transformative Educators, Families and Community Leaders in Bilingual Education," reflects **NYSABE's** commitment to highlighting and honoring the work that bilingual educators, parents, and community leaders have accomplished through these challenging pandemic times.

In this celebratory spirit, I would like to congratulate and welcome the newly

elected members of the NYSABE Delegate Assembly. As we are aware, becoming a Delegate is an honor and a serious responsibility that demands dedication, time, and commitment to serve NYSABE educators, parents, and communities advocating for the education of multilingual learners. To learn more about what is required of these dedicated educators, please review our organization's By-Laws thoroughly. This document, which is also posted on our website [nysabe.net](https://nysabe.net), specifies the duties and

responsibilities of all NYSABE Delegates in relation to advocacy, dissemination of information, educational leadership, networking, and professional development opportunities.

As we welcome the newly elected delegates, I would like to extend my best wishes to all members of the Board of Directors and Delegate Assembly. Thank you very much for your profound commitment to bilingual education and our multilingual learners!



## A Note from the Editor

### BITAO SALUDOS



Cecilia M. Espinosa, Ph.D.  
Lehman College/CUNY

In this NYSABE issue, we are delighted to introduce NYSABE's Regional and Language Delegates. We also welcome our new NYSABE Board of Directors. The work of NYSABE exists because it is done in community and alliance. We thank every one of them for their dedication to the mission and vision of NYSABE. As members, we can reach out to them with questions, share happenings from our respective

areas, as well as to offer them our support.

In this volume, Tatyana Kleyn and Laura Ascenzi-Moreno share the synopsis of Dr. Morita-Mullaney's talk at the NYSABE conference. In it, Dr. Morita-Mullaney reminds us that as leaders in this field we need to open spaces of possibility by responding with resistance, creativity, and never-ending advocacy. Our identity as bilingual teachers is the kernel that must always remain with us no matter what new roles we take, Dr. Morita-Mullaney contends.

Alicja Winnicki and Anna Mikulski describe the journey of PS 34 and its dual-language Polish Program, the first one in New York State and on the East Coast. This is a school committed to providing culturally responsive and sustainable education for all its students. This is the story of a school built on collaboration and partnership with ethnic and community-based organizations and governmental agencies, a school dedicated to providing a top-quality dual language bilingual program. In another essay, Miriam Eisenstein Ebsworth relates her experiences studying at a

Hebrew/English bilingual school. In it, she reminds us that bilingual education in Hebrew is flourishing in New York.

Meral Kaya shares with the NYSABE community the Classroom Practices for Multilingual Learners and the Next Generation Learning Standards (NGLS) <http://www.nysed.gov/bilingual-ed/classroom-practices-ml-ell-and-next-generation-ela-standards>, a project that involved college faculty, classroom teachers, a doctoral student, and a principal. It was led by Patricia Velasco and Cecilia M. Espinosa. The purpose of these resources is to support all teachers (general education, ENL, bilingual) who have bi-multilingual children in their classrooms, as they implement the NGLS. These resources are available on the NYS Department of Education website for everyone to tap into. There is a wonderful and informative video created by César Rodríguez, who designs our NYSABE newsletter.

We celebrate Wilda Ramos' retirement and thank her for her dedication to our profession! Finally, we thank everyone who makes our NYSABE organization possible!



# Ω Save the Date Ω

**NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION  
45th CONFERENCE**

**Celebrating Transformative Educators, Families and  
Community Leaders in Bilingual Education**



**SAVE the  
DATE**

**MARCH 16 - 18, 2023  
EAST WIND LONG ISLAND  
WADING RIVER**



For more information



# Meet the Newly Elected NYSABE Delegates (2022-2023)

## REGIONAL DELEGATES:

### Region I/Long Island



Sonia Argueta  
NYSABE  
Regional Delegate  
Region I/Long Island

**S**ONIA ARGUETA is an educator with 22 years of experience in bilingual education. She's worked at the second largest New York State School District, Brentwood Union Free School District, where she served as a 2nd, 3rd, and 4th-grade bilingual teacher. She's also worked with adult English as a New Language Learners in an ENL Evening High School program for Adult Education.

Mrs. Argueta, whose home language is Spanish, enjoys sharing the love of her language and culture with her students. She was raised in Venezuela where she earned her first college degree in Business Administration. Mrs. Argueta immigrated to the United States, where she fulfilled her dream of learning English and earned an Early Childhood Education degree at Five Towns College. She later continued her professional career at Saint John's University where she earned a Master of Science in Education degree in TESOL.

As an educator, Mrs. Argueta understands the importance of professional development and serving others. She enjoys teaching bi-multilingual students, providing them with meaningful lessons, strategies, and skills to help them reach their full potential. She also enjoys assisting parents by providing them with information and developing workshops that help them better understand the educational system in the United States of America, but also, to help them learn about the many services that are available through the school and the overall community.

Mrs. Argueta has a passion for teaching bilingual students. She brings her students' culture into the classroom by bridging students' personal backgrounds and experiences to their experiences in a U.S. school. In her daily teaching, she engages students by looking at similarities and differences through products, practices, and perspectives of cultures.



Jordan González,  
Ph.D.  
NYSABE  
Regional Delegate  
Region I/Long Island

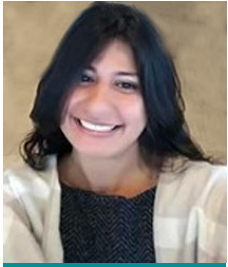
**J**ORDAN GONZÁLEZ, PH.D., started his career teaching English as a Foreign Language in Madrid, Spain. He followed his passion for bilingual education and became an ENL and Spanish for Heritage Speakers Teacher for five years, in the New York City Department of Education.

Dr. González then served as the Director of Language Acquisition for Yonkers Public Schools, where he led K-12 programs in Bilingual Education (Dual Language and Transitional Bilingual Education), English as a New Language, and World Languages, across forty schools. During those four years, he provided leadership and professional learning to principals, teachers, and families on ELL-English Language Learner / Multilingual Learners state regulations (CR-Part 154), ELL programs, and instruction for language development. Dr. González started and cultivated the NYS Seal of Biliteracy program in Yonkers, in 2017, where seniors graduate with formal recognition of their proficiency and academic achievement in English and a World Language.

Currently, Dr. Jordan González serves as the administrative coordinator and lead resource specialist for the Long Island Regional Bilingual Resource Network (L.I.RBERN), where he provides technical assistance, professional development, and support to school districts in Nassau and Suffolk counties as it relates to ELLs. He participates in NYSED task force committees for the Office of Bilingual Education and World Languages (OBEWL) including the NYS Seal of Biliteracy Taskforce and is currently the Chair of the ELL Graduation Rate Taskforce.

Lastly, Dr. González is a TESOL and Bilingual Education faculty member at St. John's University, where he prepares the next generation of K-12 teachers for certification and ENL instruction. His research interests include feedback in new language writing development, language and literacy instruction within culturally and linguistically diverse classrooms, and ENL educational policies.

## Region II/New York City



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 Río Piedras in Puerto Rico.



Luis Quan  
NYSABE  
Regional Delegate  
Region II/New York City

**LUIS QUAN** is devoted to ensuring that English language learners (ELLs) receive the highest quality education within an academically rigorous and culturally responsive setting. He has dedicated his career to bilingual children and their families. After graduating from Yale University, Luis started his career in the New York City Department of Education as a bilingual teacher with Teach for America. As a graduate of the Bank Street College Bilingual/ENL Teacher Leader Academy (BETLA), he coached teachers and led ELL professional development at his elementary school in The Bronx.

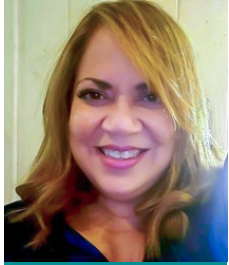
After graduating from the Summer Principals' Academy (SPA) at Teachers College, Columbia University, Luis became Director of English Language Learners and Family Engagement for a majority of schools in District 6 and 11. In this capacity, he provided daily coaching and supervisory support at a macro-level to a cadre of ELL liaisons and parent coordinators, building capacity to support a network of 35 schools, impacting over a 1000 multilingual learners. He facilitated monthly professional development to ensure consistency and high quality instructional services for MLLs aligned to Common Core Learning Standards and developed strategic plans to address the instructional needs of the network's bilingual/ENL teachers.

In 2015, Luis joined the Bronx Field Support Center (BFSC) as an ELL Services Administrator for District 9. During his time at the BFSC from 2015-17, he was responsible for addressing the instructional needs of the District 9 bilingual/ESL teachers, and all ELL classroom teachers, as well as district- and school-level goals, assessments and professional development plans. Currently, he is an Assistant Principal at Public School 73 in The Bronx, a model dual language school. He dedicates each workday to directly support teachers, families and students by supervising the dual language program and grades 3-5. Luis is also a NYSABE delegate and adjunct professor for bilingual education at the City College of New York City, Teachers College and Bank Street College of Education.

In the many roles that he has served, Luis has always been committed to ensuring educational equity and excellence for multilingual learners.



## Region III/Mid-Hudson



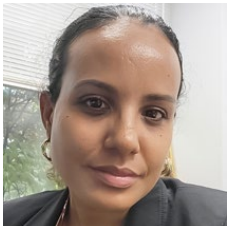
Nancy de la Cruz-Arroyo  
NYSABE  
Regional Delegate  
Region III/Mid-Hudson

**N**ANCY DE LA CRUZ-ARROYO serves as the Director of Multilingual Learner Programs for the Ossining Union Free School District. The daughter of a Puerto Rican mother and a Dominican father, Nancy has worked as a bilingual teacher, higher education administrator, school administrator, and school district administrator throughout her career.

Nancy began her career as a bilingual teacher in New York City's District 4 in East Harlem before transitioning to multiple roles within the CUNY Hunter College School of Education. She served as coordinator of two funded programs that increased the number of highly-effective certified teachers in Schools Under Registration Review (SURR) through college coursework, mentoring, and professional development. She also served as the Director of Clinical Experiences, facilitating fieldwork and student teaching placements for teacher candidates; and as the Coordinator of the Childhood Education program, the largest within the School of Education.

She has served the Ossining School District since 2008. As the Coordinator of Funded Programs, she has written dozens of grants which have provided extensive funding and resources to support students and families via academic programs and wrap-around services. She served as the Assistant Principal of the district's early childhood center, offering her the opportunity to work with the youngest learners, and their families, as they began their journeys in the district's schools.

Presently, as Director of Multilingual Learner Programs, Nancy supports the district's ENL program and World Language programs, as well as the Two Voices/One World Dual Language Program, to promote bilingualism and multilingualism for students. She works closely with faculty to increase the number of students receiving the NYS Seal of Biliteracy and she has helped design and implement the district's EdPrep Academy, a program to inspire and prepare multilingual high school students to pursue careers in education. Nancy remains passionate and committed to building pathways to opportunities for academic and life success for multilingual learners



Dixelia López, Ph.D.  
NYSABE  
Regional Delegate  
Region III/Mid-Hudson

**D**IXELIA LÓPEZ PH.D., an immigrant from the Dominican Republic, is an educator, researcher, consultant, and mother with 20+ years of experience in culturally relevant, culturally responsive practices; particularly in relation to the assessment and mental health of the Latinx/Hispanic community. Nancy began her career as a bilingual teacher in New York City's District 4 in East Harlem before transitioning to multiple roles within the CUNY Hunter College School of Education. She served as coordinator of two funded programs that increased the number of highly-effective certified teachers in Schools Under Registration Review (SURR) through college coursework, mentoring, and professional development. She also served as the Director of Clinical Experiences, facilitating fieldwork and student teaching placements for teacher candidates, and as the Coordinator of the Childhood Education program, the largest within the School of Education.

Currently, she is serving Ossining Union Free School District as the Assistant Director of Social & Emotional Learning and is in charge of supporting a Culture of Care for students, staff, and families alike.

Dr. López considers herself a lifelong learner earning her doctorate in International Psychology from the Chicago School of Professional Psychology in 2016. She also holds a master's degree in Educational Psychology and an advanced degree in School Psychology from the State University of New York at Albany. Dr. López obtained her bilingual extension in School Psychology from the College of St. Rose (Albany, NY) and most recently, obtained a Master's in Educational Leadership from Bank Street College of Education in 2021.

Dr. López holds her international work in high regard. In particular, she examined resilience in the Burmese population resettled in Albany, NY, and engaged in program development while employing the significance of cultural beliefs and practices in effective-community-based interventions in West & South Africa. She was the first advocate of bilingual-special education in Albany, NY helping lead the work in support of the only bilingual program in the area. As the evaluation specialist/bilingual psychologist for Putnam Northern Westchester County BOCES, Dr. López lead a team of multicultural-multilingual evaluators and consulted with various school districts around equity in evaluation practices.



## Region IV/Central



Ilianatacha Rosa  
NYSABE  
Regional Delegate  
Region IV/Central

**I**LIANATACHA ROSA was born in Puerto Rico and raised in Williamsburg, Brooklyn in the State of New York. She attended SUNY Cortland and obtained a bachelor's degree in Education. She went on to receive a Masters in TESOL Education at SUNY Brockport and a Bilingual Extension at SUNY Oneonta. Ms. Rosa has been teaching Bilingual/Dual Language education at the Syracuse City School District for the past eight years and is currently taking courses towards an Educational Leadership degree.

Ms. Rosa grew up in a family that instilled the importance of culture, heritage, and language. She is a product of Bilingual and ENL education, having received support from both programs throughout her elementary years. Ms. Rosa hopes to use her leadership to advocate for bilingual education and its initiatives. She wishes to educate and share with others the benefits of Bilingual Education.



Gloria Kimmich  
NYSABE  
Regional Delegate  
Region IV/Central

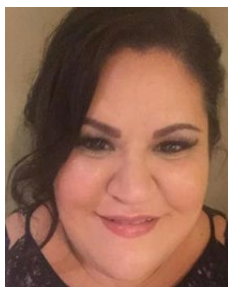
**G**LORIA KIMMICH — I am a kindergarten teacher in the dual language program for the seventh year in a row in Syracuse City School District. I am originally from the South Bronx, New York. I grew up in a Hispanic neighborhood where many of my neighbors and friends spoke more than one language and came from diverse backgrounds. My upbringing shaped my outlook on different cultures and helped me to understand and welcome unique individuals and their experiences. It has also heavily influenced me in my career path in education. I am certified in Early Childhood birth to 2, Childhood Education grades 1-6, and ENL. I have been a member of my district's Emergent Bilingual Language Team for the last 7 years and have assisted in the creation of our mission and vision of the school that pertains to our dual language program.

I have a wonderful husband and two children, ages 4 and 17, that support me in the work that I am committed to in the dual program. My family understands my dedication and the time I spend to involve myself in dual language initiatives and programs that support teachers, students, and families alike.

As a dual language delegate, I hope to continue to advocate for dual language programs that support students in bilingualism and high academic achievement. I also want to be the model for teachers of color who foster a sense of self and belonging in unique programs such as dual language programs.



## Region V/Rochester



Enid De Jesús-López  
NYSABE  
Regional Delegate  
Region V/Rochester

**ENID DE JESÚS-LÓPEZ** is the Director of Transition Systems for the Rochester City School District (RCSD). She works at the Office of Student Equity and Placement, supervising the Language Assessment Proficiency Center (LAPC), as well as supporting students in the Juvenile Justice and foster care systems. She started her career at RCSD in 2003, as a School Counselor, and her passion for supporting students and families led her to earn a degree in School Administration.

In 2017, when Mrs. De Jesus-Lopez began working with LAPC, she worked to streamline protocols and procedures, as well as to advocate for Bilingual programs and services for English Language Learners/ Multilingual Learners. In 2018, she championed for additional services for SIFE students, which resulted in the implementation of the BRIDGES program through collaboration with RBERN and district-level administration. Mrs. De Jesus-Lopez is committed to the work of strengthening the collaboration of Bilingual Educators.



Analy  
Cruz-Phommany  
NYSABE  
Regional Delegate  
Region V/Rochester

**ANALY CRUZ-PHOMMANY** currently serves as the Director of Bilingual Education for the Rochester City School District. As a former English Language Learner, she considers it an honor to have begun her career as a bilingual pre-kindergarten teacher. She served students as a bilingual fifth-grade teacher for eight years and three years as an instructional coach at Enrico Fermi School No. 17. She holds a Bachelor's Degree in Early Childhood and Childhood Education from SUNY Cortland, as part of Cortland's Urban Recruitment of Educators (CURE) Program. She went on to obtain a Master's Degree in TESOL at Nazareth and a Master's Degree in School District Leadership at the University of Rochester.

With a focus on Bilingual Education and Latino Achievement, she currently serves her local community as a member of the Rochester Latinx Leadership Roundtable, the NYSED ELL Leadership Council, and as a newly inducted regional delegate of the New York State Association of Bilingual Education (NYSABE).

Her aspiration is to establish a district culture where there is an individualized learning plan for bilingual students, where the success of each student matters, and where teachers are empowered to meet the language needs of all students. Working together to cultivate a bilingual, biliterate, and bicultural community.



## Region VI/Western New York



Maeva López-Kassem,  
Ed.D.  
NYSABE  
Regional Delegate  
Region VI/Western  
New York

**MAEVA LÓPEZ-KASSEM** is a Bilingual Education Coach for the Division of Multilingual Education in the Buffalo Public Schools District. During her 35+ years of experience, she has taught ELLs in general, special, and bilingual education settings in Puerto Rico and New York State. She also serves as an adjunct professor at SUNY College at Buffalo. As a fierce advocate for bilingual education, Maeva believes it is essential to educate members of the school community about the merits of exemplary bilingual education programs so that they may become advocates themselves.

Dr. Maeva's interests in bilingual education include Dual Language Program implementation and sustainability, integrated language and content curriculum development, constructivist learning, culturally and linguistically relevant teaching, translanguaging, metalinguistic awareness, and productive data-driven instruction.



Selena Borek  
NYSABE  
Regional Delegate  
Region VI/Western  
New York

**SELENA BOREK** is a Bilingual Education Coach for Buffalo Public Schools. She has taught in both transitional bilingual education and dual language education programs at Frank A. Sedita Academy in the City of Buffalo. Selena is certified in K-12 TESOL, Childhood 1-6, Spanish 5-12, School Building Leadership, and School District Leadership. She also holds her Bilingual Education Extension. Selena earned a master's degree in Bilingual Childhood Education from Canisius College and a second master's in Educational Leadership from Niagara University.

Selena is committed to educational equity and recognizes the barriers and challenges our multilingual learners and their families face. As a Regional Delegate for NYSABE, she hopes to increase parent advocacy for children in bilingual schools and develop partnerships with local universities to support the certification of new bilingual teachers. Selena is excited to join NYSABE in a leadership capacity and is honored to represent bilingual teachers, multilingual learners and families, and the multilingual community of Region VI.





## LANGUAGE DELEGATES:

### Chinese



Nancy King Wang  
NYSABE  
Chinese Language  
Delegate

**NANCY KING WANG** worked has been working as a Resource Specialist for NYS Language RBERN at New York University since 2015. She worked for the New York City Department of Education (NYCDOE) for more than 30 years as an ESL teacher, a Chinese language teacher, a bilingual guidance counselor, and an assistant principal of administration for 16 years. She taught in the *College Now Program* at La Guardia Community College and served as president of the Association of Chinese-English Bilingual Educators-East Coast of USA.

Ms. Wang holds a master's degree in Bilingual Education and ESL Teaching from City College, master's degree from New York University in Applied Psychology and School Counseling, and post master's degree in School Administration and Supervision from St. John's University. She also holds the principal and district administrator's licenses.

### Haitian



Marie Lily Cerat, Ph.D.  
NYSABE  
Haitian Language  
Delegate

**MARIE LILY CERAT** has a Ph.D. in Urban Education and a Certificate in Africana Studies from the Graduate Center of the City University of New York. Through the theoretical lenses of post-colonialism and culturally responsive and sustaining pedagogy, her work examines the effects of the exclusion of Haitian language and culture in the education of Haitian learners.

Dr. Cerat has worked in the K-16 New York public education system as a classroom teacher, a staff developer and a college teacher for over 20 years. Her academic writings have appeared in *Rethinking Schools*, *the Journal of Haitian Studies*, and the *International Journal of the Sociology of Language*. In addition to her scholarly activities, Dr. Cerat has a long history of organizing within the New York Haitian community. She is the co-founder of *Haitian Women for Haitian Refugees* (HWHR), a group that was established in 1992, to provide ESL and adult literacy programs to Haitian immigrants and refugees in the Brooklyn area. Today, HWHR continues to provide educational services, and leadership training to help members advocate on their own behalf for civil, educational, social, labor/economic and immigration justice.

### Hebrew



Miriam E. Ebsworth,  
Ph.D.  
NYSABE  
Hebrew Language  
Delegate

**MIRIAM EISENSTEIN EBSWORTH PH.D.**, is Associate Professor in the NYU Steinhardt Dept. of Teaching & Learning, Programs in Multilingual Multicultural Studies. She is Academic Director of the English program for the families of international students at NYU and co-chair of the ELL Think Tank.

Honored by NYSABE as bilingual teacher of the year, Miriam's language background includes English, Yiddish (her mother tongue), Hebrew (11 years of bilingual education), Spanish and French. She is currently studying Mandarin. A member of the NABE Executive Board, she participated in the national panel for revision of the Seal of Biliteracy guidelines and serves on the NY State Seal of Biliteracy Committee.

A passionate supporter of bilingual education and multilingual learners, Miriam has a multicultural identity. Born in Brooklyn, New York, her extended family includes Argentina, Puerto Rico, Panama, Montreal, Wales, England, and China. She began her teaching career as a licensed TESOL, Bilingual (Spanish) early childhood teacher working with English learners in Brooklyn, N.Y.

**(Continued on next page)**

Miriam has been engaged with NYSABE serving on the Higher Education and Advocacy Committees and has taken an active role in many NYSABE Conferences. She hopes to continue as Hebrew language delegate for NYSABE adding Yiddish, her home language.

## Korean



Hyunjoo Kwon, Ed.D.  
NYSABE  
Korean Language  
Delegate

**H**YUNJOO KWON — Born and raised in Seoul, Korea, Dr. Hyunjoo Kwon started her career as a Title VII teacher with the NYC Department of Education. She has taught ESL and Korean Home Language classes and served immigrant students as LAU Coordinator in a NYC public high school. In 1995, she joined the Asian Languages Bilingual Education Technical Assistance Center (ALBETAC) as a resource specialist. In 2011, she joined NYS Language RBERN @NYU as a Resource Specialist.

Dr. Kwon has coordinated citywide activities such as the Annual Citywide Korean Parents Conference and the Korean Language Teacher Workshops.

Dr. Kwon received a B.A. from Ewha Women's University, Seoul, Korea, an M.S. in Social Sciences from SUNY at Buffalo, NY, and M.S. in Education, TESOL at Long Island University, Westchester Campus in New York. She also holds a Doctor of Education degree from NYU Steinhardt School of Education.

Recognizing the importance of empowering the Asian communities, particularly the Korean community, Dr. Kwon started the Korean American Teachers' Association of New York in 1992 and coordinated citywide parent and teacher conferences for many years. She led the Korean Women's International Network, (Leadership Program) and served as USA East Regional Director (2019-2021).

Dr. Kwon has been involved in developing Biliteracy and World Language skills. She has conducted several workshops and contributed articles on the NYS Seal of Biliteracy to local Korean newspapers. Currently, she works as a bilingual consultant for NYS Language RBERN at NYU. Dr. Kwon has served as the NYSABE Korean Language Delegate since 2018, has participated in NYSABE Conferences, and has provided workshops for Korean parents.

## Polish



Alicja Winnicki  
NYSABE  
Polish Language  
Delegate

**A**LICJA WINNICKI is a bilingual resource specialist at the NY Statewide Language RBERN. A retired superintendent of the Community School District 14 in Brooklyn. She promoted during her tenure advancing equity and access through languages by opening many linguistically diverse bilingual and dual language programs, including Spanish, French, Japanese, Polish, German, and Italian among many. Under her leadership, CSD 14 schools hosted national delegations of bilingual educators showcasing promising practices in embracing multilingual learners. She also gave voice to parts of the district that have been silent and overlooked.

She is a recipient of many leadership awards, including the 2020-2021 NYSABE Dr. Antonia Pantoja Bilingual Advocacy Award. She was a keynote speaker at the 50th NYS TESOL Conference 2020.

Alicja holds Master's Degrees in the Polish Language and Literature, TESOL, and Administration and Supervision. She is a Cahn Fellow in 2010. She publishes briefs and articles about bilingualism and dual language programs in professional journals in the US and in Poland.

## Russian



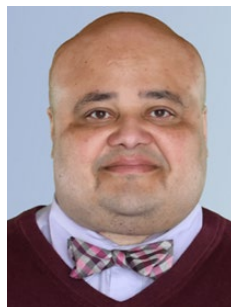
Marina Vinitskaya  
NYSABE  
Russian Language  
Delegate

**M**ARINA VINITSKAYA has been working as a Resource Specialist for NYS Language RBERN at New York University since 2020. She is training ENL, Bilingual, World Language, and subject area teachers. She is leading Russian World Language PLS and providing professional development to Russian Dual Language Programs. She is supporting teachers and parents of multilingual learners on high school requirements for graduation, and the college application process.

Marina worked for the New York City Department of Education, for more than 25 years, as an ESL teacher, Regional Instructional Support Specialist, and High School Principal. As a RIS, Marina was in charge of compliance and instructional programs for ELLs, Bilingual and Dual Language programs. She provided support to Superintendents and their network of schools on compliance, designing staff development, and instructional programs. Marina was the founding high school principal. As a result of the practices and achievements of bi-multilingual learners, the school was featured in the Stanford University Research for its “school-wide language development framework that integrated content, analytical practices, view of assessment practices, and social-emotional support for students and their families.” Marina coached new assistant principals and principals through the Leadership Program and the Wallace Foundation.

Marina is a TESOL Clinical Supervisor at Pace University and was an ENL consultant for the K – 8 Charter School. Marina was honored as a noteworthy educator, by New York State Senator, Kevin S. Parker.

## Spanish



Eliezer Hernández,  
Ed.D.  
NYSABE  
Spanish Language  
Delegate

**E**LIEZER HERNÁNDEZ was born in Guaynabo, Puerto Rico, and raised in a bilingual, multicultural household in the South Bronx to a Dominican immigrant. After graduating from high school, he attended SUNY Oswego, earning a Bachelor of Arts in Music and a Master’s in Education. He served as President of Nuestra Esperanza, the Latino Student Union, and a co-founder of Phi Iota Alpha Latino-American Fraternity, Inc. chapter at SUNY Oswego. Dr. Hernández earned his doctorate in Executive Leadership from St. John Fisher University in May 2020. His dissertation focused on the identification and the Influence of Urban School Leaders’ Personal Beliefs, Attitudes, and Behaviors on Leading Urban Social Justice Schools.

Dr. Hernández worked as a Spanish teacher in the Auburn Enlarged City School District for ten years. While in Auburn, he became the Spanish Club advisor and founded the José de San Martín chapter of La Sociedad Honoraria Hispánica. In 2010, Dr. Hernández joined the Syracuse City School District as an administrative intern and later became a vice principal at the Westside Academy at Blodgett. In 2014, he became the principal of Delaware Primary School, where he began building a PreK-5 bilingual school in Syracuse. He now serves as the Coordinator of Data Management for the Syracuse City School District.

In the community, Dr. Hernández serves as the President of the Auburn/Cayuga County Branch of the NAACP, a board of directors of the National Math Foundation, a board of directors of AADUNA, Inc., and secretary of the Minority Professionals Association. He is serving his fourth term on the Auburn Enlarged City School District Board of Education. Dr. Hernández is the secretary and Spanish Language Delegate of NYSABE.



# The De-Leadering With and Among Emergent Bilinguals: A Keynote by Dr. Morita-Mullaney



Tatyana Kleyn, Ph.D.  
The City College of New York  
NYSABE Past-President



Laura Ascenzi-Moreno, Ph.D.  
Brooklyn College, CUNY

On Friday, April 8th, 2022 at the NYSABE Annual Conference, Dr. Trish Morita-Mullaney, Associate Professor of Literacy and Language at Purdue University, gave a much-anticipated keynote that was postponed from the 2020 conference due to the Covid pandemic. The talk, however, was well worth the wait as Dr. Morita-Mullaney took us through an interactive experience where she shared her own experiences in leadership, often with educators who were not prepared to work with emergent bilinguals. By doing so she pushed the audience to reflect on notions of leadership and how they operate within their own contexts and impact the advocacy for emergent bilinguals, fitting squarely

with this year's conference theme: Reclaiming Social Justice in Bilingual Education for Multilingual Learners.

The keynote began with a photograph that initially did not appear to directly connect to leadership or even bilingual education. But as Dr. Morita-Mullaney began to explain foregrounding and backgrounding (which she learned from the photography expertise of her father), the connection became clearer. Specifically, she reminded us of the need to not only focus on what is directly in front of us - in this case the dog - but also zoom out to the larger systems and structures, here it's the Golden Gate Bridge. Connecting this to our field, the foregrounding becomes the specialty area that many bilingual educators center in connection with their intersectional identities, while the background becomes the larger education structures such as the school system, policies, and curriculum that sometimes work in opposition to the approaches that are important for multilingual learners to thrive.



The disconnect that sometimes exists between the foreground and the background led to the dual role of **resistance** and **creativity** as critical factors for leaders, who must also take into account their own language identities that guide their "de-leadership."

By de-leadership, Dr. Morita-Mullaney advocates that educators who are in leadership roles consider consistency across leadership and specialty. For example, when teachers become school or district leaders, they are often encouraged to shed their teacher identities. In calling for de-leadership, Dr. Morita-Mullaney asks leaders to reject this notion and find coherence and intersections between these roles. Dr. Morita-Mullaney outlined the four principles of de-leadership:

1. Examine your coherence and congruence across yourself and your leaders.
2. Keep your teacher's identity.
3. Recognize how you are ascribed and how you negotiate and assume your identities.
4. Identify areas of intersection between symbolic and cultural capital.

These four principles of de-leadership are key to asking educational leaders to search for both congruence between their identities as well as areas of difference. Dr. Morita-Mullaney highlights that discomfort and incongruence may lead to powerful possibilities, noting that the reflection and conversations that come from negotiating differences between teachers and school leaders can actually lead to a fuller understanding of how to collaboratively support emergent bilingual students. For example, Dr. Morita-Mullaney suggests that a school leader, who does not shed their teacher identity can perhaps provide a fuller model of supporting emergent bilinguals in our schools. Dr. Morita-Mullaney concluded by asserting that if, "more bilingual teachers need to go into

leadership, we'll change the landscape and logics in education." In essence school leaders - from those in the classroom to those in assistant/principal roles - need to bring all their identities into their work so that leadership can be centered on creativity, resistance, and advocacy for emergent bilinguals.

To learn more about Dr. Morita-Mullaney's work on de-leadership we suggest the following readings:

Morita-Mullaney, T. (2016). Borrowing legitimacy as English Learner (EL) Leaders: Indiana's 14-year history with English language proficiency standards. *Language Testing*, 34(2), 1-30.

Morita-Mullaney, T. (2018). The intersection of language and race among English learner (EL) leaders in desegregated urban midwest schools: A LangCrit narrative study. *Journal of Language, Identity & Education*, 17(6), 371-387.

Morita-Mullaney, T. (2019). Intersecting leadership and English learner specialty: The nexus of creativity, resistance, and advocacy. *The Handbook of TESOL in K-12*, 423-439.



# Support of District 14 Leadership and Dynamic Partnerships with Polish-American Community-Based Organizations Contribute to the Success of the Polish Dual Language Program at PS 34 in Brooklyn, New York



**Alicja Winnicki**  
Community School District 14  
Superintendent 2012-2021  
NYSABE  
Polish Language Delegate



**Dr. Anna Mikulska**  
Bilingual Researcher from Poland

**T**he Polish Dual Language Program (DLP) opened at PS 34 in Greenpoint, Brooklyn in 2015 as the first one in New York State and on the East Coast. It began with a kindergarten class comprised of Polish-speaking English language learners and heritage language speakers. Families strongly advocated for this program. The principal of the school allocated funding for a teacher while the NYC Department of Education, Division of

Multilingual Learners, provided a small grant for materials. Since then, it has added grades K to 5, with increased interest in the program attracting diverse students and families.

Support from Polish diaspora organizations from the very beginning helped in the creation, development, and sustainability of the first Polish Dual Language Program. Well-established Polish-American institutions, such as the Network of the Polish Supplementary Saturday Schools and the Józef Pilsudski Institute in America were the initial organizations that offered and shared resources: books, textbooks, workshops for teachers and families, and arts and crafts activities. Likewise, the Consulate General of the Republic of Poland in NY from the very beginning supported the program and PS 34. They provided special presentations, visits of Polish artists, or more recently, organizing a study tour to Poland in 2019 for NYC educators. Over time, the Kościuszko Foundation and the Polish Cultural Institute in NY joined in supporting the program. In 2021, upon a recommendation of then Superintendent Winnicki, the Kościuszko Foundation awarded a scholarship to Anna Mikulska, a bilingual researcher from Poland. In this article, we present a brief outline, implementation and preliminary achievements of the partnership project that has supported the Polish Dual Language Program in PS 34 in the Fall of 2021.

## Objectives

The overarching aim of the project was to support the further development of instructional tools and pedagogical approaches implemented in the Polish Dual Language classrooms across all grades, from kindergarten to grade 5. Anna Mikulska was intentional in building on her educational and professional knowledge and research, combined with her experience in teaching Polish as a new language, an innovative and developing field in the Polish educational system. At the start of the project, the school leaders and specialists asked specifically to improve instruction by engaging in co-teaching, aligning the Polish literacy curriculum and developing Polish language assessment tools for all grades. The scope of tasks was discussed in detail with the school leaders and teachers prior to the start of Anna's residency.

The principal, Alain Beugoms outlined his vision and goals for the project:

1. develop language progressions in the Polish language across all grades
2. develop and implement writing assessments to measure progress
3. use the language progression in communication with parents
4. increase coherence and alignment of teaching literacy in both



languages with the implementation of the Into Reading<sup>1</sup>

5. support planning efforts of all DLP teachers
6. create a bank of professional and classroom resources in DLP and Polish for the school

The following goals of the project, which were intentionally aligned to the principal's vision and the needs of the teachers from the Polish Dual Language Program:

1. improve teacher pedagogy in teaching Polish in a dual language setting
2. assist teachers in adjusting the content in textbooks to the linguistic capabilities of students
3. support teachers in planning lessons for teaching the Polish academic language on each grade level
4. develop assessments for language progression in alignment with grade level expectations in literacy and with the Common European Framework of Reference for Languages<sup>2</sup>

### Project implementation

The first language proficiency test, the aim of which was to verify the level of Polish language proficiency among students attending the bilingual program at PS 34, was conducted in mid-October among 88 students in grades 1 to 5. The youngest students took the test in speaking and listening modalities. Students in grades 2 to 5 took the assessment in reading and writing. All Polish

DLP teachers received detailed reports with emphasis on individual student language competencies. This base-line assessment in the Polish language was administered for the first time in the DLP classes in this form. Together with Anna Mikulska, the DLP team developed next steps for teaching and learning Polish. It is worth mentioning that the Polish language assessment was aligned to grade level curriculum in literacy. The assessments and their results spurred reflections and next steps. One lesson learned was to create a grade-level Polish writing rubric for the future analysis, instead of comprehensive and descriptive individual student reports. It also became certain that the writing forms and genres in Polish needed to be better aligned with the grade level literacy curriculum (for both informational and literary genre), thus leading to the mastery of writing in Polish for diverse bilingual learners from the DL program.

Additionally, working alongside dual language teachers, day-by-day, for the duration of 3 months, allowed Anna to share her expertise and provide “on the spot” professional development in teaching approaches. She also shared her vast expertise and knowledge of current methodology for teaching Polish as a new language.

### Results and Sustainability

During this collaboration and partnership, made available through a Kosciuszko Foundation grant, Anna's accomplishments included an adaptation and alignment of pedagogical practices and the curriculum in the Polish Dual Language Program with the

standards and with the leading literacy program, Into Reading. Furthermore, the school gained an organized professional library, inclusive of electronic resources in Polish. Collegial observations and co-teaching allowed for a better addressing of bilingual teachers' needs. Co-teaching and collaborative planning resulted in the start of the creation of coherent language progression expectations in Polish and the language acquisition of Polish in each of the skills (listening, speaking, reading, and writing).

The partnership between Anna Mikulska and PS 34 continues. Virtual meetings and sharing of resources have become a professional practice. Alicja Winnicki, now a NY Statewide Language RBERN resource specialist coordinates the support. At the end of this school year, all Polish Dual Language teachers from PS 34 will receive the next language progression assessments.

In conclusion, partnerships with ethnic cultural and community-based organizations and governmental agencies offer assistance and resources to bilingual and dual language programs that lead to their further development and sustainability. Furthermore, these partnerships benefit the school community at large, as all students, families and teachers are invited to participate in the many sponsored programs, events and activities, thereby uniting the community and promoting Culturally Responsive and Sustainable Education for all. Similarly, a strong support and collaboration of the district and school leaders result in the growth of programs for bilingual and multilingual learners.

<sup>1</sup> HMH Into Reading is a K–6 comprehensive literacy curriculum designed to improve literacy through student self-actualized learning. ... HMH Into Reading includes whole-group and small-group instruction, as well as individual and collaborative print and digital learning activities. See more: <https://www.hmhco.com/research/into-reading-implementation-research-study-results-20192020>.

<sup>2</sup> The Common European Framework of Reference for Languages (CEFR) - the degree of knowledge of a foreign language in speaking, listening, reading and writing competencies. The classification introduced six levels of language proficiency – from A1 to C2.

# My Hebrew Journey in Bilingual Education



Miriam Eisenstein Ebsworth, Ph.D.  
Hebrew Language Delegate

Bilingual education in English (or other languages of wider communication) and varieties of Hebrew associated with religious and ethical texts has persisted in Jewish communities throughout the ages. Teaching Hebrew as a modern language with oral and written texts involving multiliteracy is a more recent phenomenon (Spolsky & Shohamy, 2001). Indeed, the revitalization of Hebrew as a living, dynamic, multifaceted communicative system is a socio-linguistic success story. Meanwhile, the Hebrew language has continued to evolve and transform via contact, usage, and transmission through education. As a case in point, here, I present my experience studying at a Hebrew/English bilingual school.

My personal introduction to Hebrew started at age 4 when I began kindergarten at the Bais Yaakov School for girls in East New York, Brooklyn. At that time, I was an L1 dominant Yiddish speaker who had also acquired a working knowledge of L2 English, a typical generation 1.5 child. Of the many possible paradigms for delivering a bilingual curriculum, our school followed a developmental model, with the school day divided by language and subject area. Like many bilingual schools around the globe, ours was associated with particular cultural

and religious practices (Ebsworth et al., 2020).

Each morning, one teacher taught us secular subjects (reading, writing, language arts, social studies, math and science) through English. After lunch, a different teacher taught us content related to sacred texts which we read in ancient Hebrew varieties and discussed in Modern Hebrew. Also taught were Jewish history, literature, music and the arts. In our current parlance, I experienced a language through content approach in addition to the formal study of Hebrew structure. Our school day also incorporated prayer, always 100% in Hebrew.

In the early grades, educators would now characterize the teaching and learning we experienced as having included a substantial amount of translanguaging, using all our language resources to make input in Hebrew comprehensible. I also recall lots of games, folk dances, plays and skits. In addition, the acquisition of biliteracy was a rich experience, as I learned to read and write from left to right in English and from right to left in Hebrew. While Modern Hebrew, like ancient Hebrew texts, is written without vowels, and one must have a good command of the language to read most Hebrew texts, a system of vowels has been developed and is often used with non-native learners. This made decoding Hebrew simple; In fact, one could easily produce an oral version of written text without having the slightest idea what it meant!

As years went by, instruction shifted to a nearly total Hebrew immersion experience. Looking back, I realize that an additional and important element was that the educational culture of the school encouraged us to think critically,

to discuss questions and to examine ideas from different perspectives, as is reflected in Talmudic discourse practices. After 8<sup>th</sup> grade graduation, I went to a bilingual Hebrew/English high school for another two years where I chose French as my foreign language before transferring to our local high public school, followed by Brooklyn College. (I took up Hebrew again in my CUNY doctoral program.) In the meanwhile, I was acquiring Spanish, a heritage language of my Argentinian family, and I was ultimately certified as an English/Spanish early childhood teacher in NYC. I remain a passionate advocate for bilingual and heritage language education.

I am pleased to report that bilingual education in Hebrew is alive and well in New York. In addition to bilingual English/Hebrew religious education that reflects communities representing a variety of Jewish practice (Pomson & Wertheier, 2017), the *Hebrew Charter Schools* offer Hebrew as a language of communication, culture, and history to children from many diverse communities (Avni, 2015), and Hebrew at the Center actively researches and promotes Hebrew teaching and learning. Our “experiment” in bilingual education has been going on for hundreds of years, and it is not over yet!

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# Classroom Practices for Multilingual Learners and English Language Learners and The Next Generation English Language Arts Learning Standards



Meral Kaya, Ph.D.  
Assistant Professor  
Brooklyn College, CUNY

The Board of Regents adopted the revised English Language Arts Learning Standards (NGLS) on September 11, 2017. Changes in the 2017 NGLS prompted the revision of the New Language Arts Progressions (NLAP) and Home Language Arts Progression (HLAP) to assist Bilingual Common Core Progressions (BCCP) for CCLS. It is important to also note that New York State NGLS, which replaced Common Core Learning Standards (CCLS) in 2017 (but have been delayed in rolling out due to the COVID pandemic), were created with the expert voices of teacher educators, classroom teachers, and parents with the promise of equitable access to all students, in order to ensure they all acquire the literacy skills that will fully prepare them for the 21st Century demands.

The NYSED NGLS are to be implemented in all educational settings including ENL, dual, bilingual, and general education classrooms. The project that stemmed from the NGLS in order to target the specific needs and strengths of bi-multilingual students is referred to as *Classroom Practices for Multilingual*

*Learners*. These resources include an introductory document, a video, and instructional samples from Pre-K to 12th grade. The purpose of these resources is to support all teachers (general education, ENL, bilingual) who have bi-multilingual children in their classrooms, as they implement the Next Generation English Language Arts Learning Standards (NGLS).

Three tenets guide these *Classroom Practices for Multilingual Learners*: 1) oral language development; 2) metalinguistic awareness, and 3) flexible grouping and partnership. These literacy experiences can include home and new language in order to ensure more complex thinking and construction of meaning (García, 2009, 2020). Content and language should be integrated into learning tasks and experiences.

**The first tenet** is stressing the importance of **oral language development**. Home and new language interactions not only support and respect the value of our students' voices as learners and thinkers. Purposeful oral language interactions also place comprehension at the forefront since it allows students to extend and clarify meaning. It should be underscored that in the instructional samples portrayed in *Classroom Practices for Multilingual Learners*, translanguageing is an indispensable component that builds on the strengths of multilingual learners since it fosters meaningful interactions, communication, comprehension, and learning in bilingual settings. Stressing spoken language in bi-multilingual settings also allows bi-multilingual students the double task of learning language

and learning through language. Translanguageing offers students this opportunity in order to engage in more complex thought as they can more fully participate. Furthermore, oral language is placed at the forefront of learning because it is the "bedrock" of reading and writing. Students' comprehension of spoken language is a defining factor for their reading comprehension — the ultimate purpose of reading — as well as for writing ability.



**The second tenet** of *Classroom Practices for Multilingual Learners* is **Metalinguistic Awareness**. This practice is divided into two: language awareness and metalinguistic awareness. Language awareness experiences should be included in the early grades. Language awareness builds on students' capacity to analyze how languages sound and look, but its purpose is not to learn language(s). Pre-school students can engage in collectively analyzing how Spanish and English employ the same alphabet and reading and writing require the same directionality: left to right. Hebrew, on the other hand, uses a different writing system and the directionality varies. This exercise leads students to notice different elements that can define a named language.



The objective of metalinguistic awareness is to foster a deeper understanding of language(s). In this sense, its objective is not only to expose students to the richness of different variations in different languages, it aims to foster analysis and gain a deeper understanding of how languages work. Comparing how different linguistic structures are constructed in different languages and the translation of specific paragraphs are examples of fostering metalinguistic awareness. Translanguaging also plays a key role in the implementation of metalinguistic awareness since students can engage within and across linguistic analysis. In this sense, bi-multilingual students can engage in metalinguistic analysis because translanguaging opens the space for doing so.



**Flexible grouping** and partnership are the **third tenet** that is important when creating instructional practices for bi-multilingual learners. Flexible grouping is at the heart of differentiated instruction. It provides opportunities for students to be part of many different groups based on their language preference, and/or proficiency, interests, and learning style. These groups may be homogenous or heterogenous and they foster oral interactions that extend and clarify meaning as well as provide opportunities to analyze how language works. These groupings can

be student-selected or teacher-selected.



These three tenets scaffold bi-multilingual learning in a most constructive and effective way through instructional practices that integrate the teaching of listening, speaking, reading, and writing.

The project consists of various documents:

- An Introductory Document
- The Grade Level Classroom Instructional Samples Pre-K to 12th grade.
- A video that illustrates the three tenets of this work.

These instructional practices can be found in the NYSED website through this link. <http://www.nysed.gov/bilingual-ed/classroom-practices-ml-ell-and-next-generation-ela-standards>

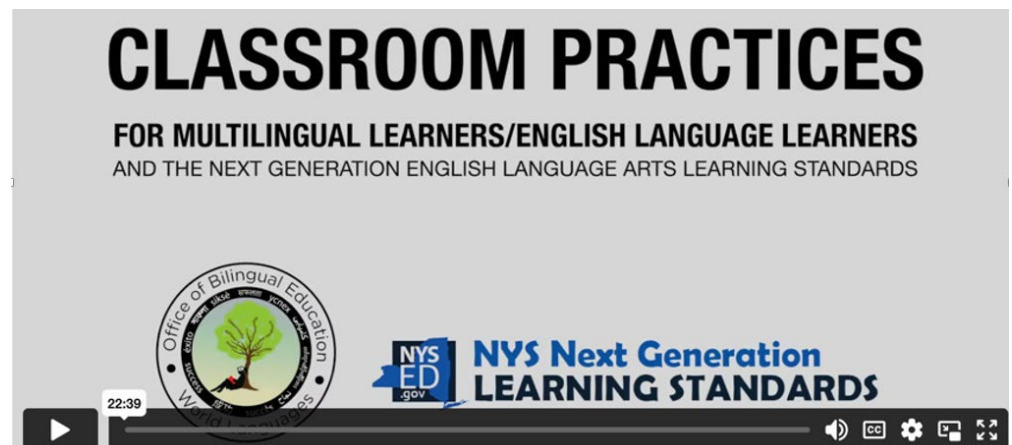
A team composed of classroom teachers, a principal, teacher educators, and a doctoral student developed Instructional Samples from Pre-K to 12 grade.

The Project Directors are:

- Cecilia M. Espinosa, Professor of Early Childhood/Childhood at Lehman College, and
- Patricia Velasco, Associate Professor from Queens College (now retired)

The Instructional Practices authors are:

- Pre-K – Zoila Morell, Ph.D., Interim Associate Dean, Lehman College
- Kindergarten – Cecilia M. Espinosa, Ph.D., Professor, Lehman College
- 1<sup>st</sup> Grade – Ingrid Alvarez, Bilingual Teacher (at the time at PS 414)
- 2<sup>nd</sup> Grade – Meral Kaya, Ph.D., Assistant Professor, Brooklyn College
- 3<sup>rd</sup> Grade – Michelle Lee, Ph.D., Bilingual Teacher, PS 163 Q
- 4<sup>th</sup> Grade – Patricia Velasco, Ed.D., Associate Professor, Queens College
- 5<sup>th</sup> Grade – Nancy Dubetz, Ed.D., Professor & ECCE Dept. Chair, Lehman College
- 5<sup>th</sup> Grade – Sergio Caceres, Ph.D., Principal, PS 218
- 7<sup>th</sup> Grade – Ivana Espinet, Ph.D., Assistant Professor, Kingsborough Community College
- 8<sup>th</sup> Grade – Gladys Aponte, Doctoral Candidate, Graduate Center/CUNY
- 9<sup>th</sup> & 10<sup>th</sup> Grade – Deidre Faghey, Ed.D., Oyster Bay High School ELA teacher
- 11<sup>th</sup> & 12 Grade – Estrella Olivares, Ed.D., Uniondale High School Teacher



# Wilda Ramos: Our Relentless Friend Retires!



Heriberto Galarza  
NYSABE Past-President (2002-2003)

She made sure the families had what they needed to survive in the Western New York weather, knowing they only wore summer clothes as temperatures dropped.

On her retirement, it is my pleasure to share a few thoughts on my friend, colleague and fellow NYSABE Past President.

Of course, Wildy is what everybody knows about her. She is a sweet, compassionate, dedicated, and caring human being. Although she could never get over not being able to properly pronounce some English words like "buddy" (*body*) and "Ford Focus", it never deterred her from becoming an excellent Educator and a leader throughout New York State. She at times has frustrations over simple computer functions and connecting (please excuse me) a VCR but in good humor, we enjoyed the moment(s) and pushed right along.

Her compassion for the needs of her students and community came to light early in her career. She realized that her students not only had language needs but needed food and clothing.



For years, Wildy participated in NYSABE conference committees. Her organization skills were sharpened by the leaders before her and she had the pre-disposition to learn everything she could. By learning from people that knew how to get things done, Wildy easily learned and improved the tasks at hand. She became the expert Registration person for conferences not only for NYSABE but for her regional activities as well.

When it came to registration tasks, she could do it all and knew how to build her team in order for it to be successful.

Wildy has always been a great friend. Those in her circle know she was the one to bring the "arroz con gandules" to any/all activities. Even during a snowstorm when we decided to take a home gathering to a sledding mountain, her rice was packed and ready to be served! At our Christmas parties, she would sing and dance non-stop, in addition to cooking up a storm. How did she have time for all this? Nobody knows, and only those that know her locally can attest that that was her magic.

She is relentless and selfless in too many ways to describe in totality. She is the mother of three and grandmother of five. She adores them all without distinction or preference. Even during the Covid-19 Pandemic, she worked and then tutored her grandkids, even when she had no energy to muster for such a task.

God bless you Wildy as you enter the world of retirement. I'm glad you are young enough to enjoy a well-deserved retirement but I'm sure there is no stopping you when your heart leads you to serve.

**Relentless ♦ Compassionate  
Caring ♦ Dedicated ♦ Giving**





**WILDA  
RAMOS  
MORALES**  
Relentless  
Compassionate  
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- ☐ 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 NYSABE 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:**

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**The New York State  
Association for  
Bilingual Education**