

The NYSABE Bilingual Times

Page 1

Fall 2023 Issue



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

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

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James Nieves

A Message from the President

WELCOME

DEAR NYSABE FAMILY,

Welcome to The Bilingual Times Newsletter, Fall 2023 edition. It is with great honor and excitement that I take this opportunity to introduce myself as the 2023-2024 NYSABE President. As we embark in another year full of exciting endeavors, our Board of Directors, Delegate Assembly, Executive Director, and I want to express our gratitude for your support and all the work that we are doing together to continue advocating for Bilingual Education in New York State. This challenging work is only possible with the participa-

tion of committed colleagues, allies, and families like all of you, who have a desire to ensure the best quality education and learning experiences for our multilingual students, families, and educational communities.

Our efforts to provide and protect bilingual education are centered on our five NYSABE objectives: Advocacy, Professional Development, Communication and Dissemination of Information, Leadership, and Networking.

(Continued on next page)

Inside this issue

Message from NYSABE
President,
James Nieves

PAGE 1

A Note from the Editor
Cecilia M. Espinosa

PAGE 3

From the Desk of the
Executive Director
Nancy Villarreal de Adler

PAGE 4

NYSABE 2024
Conference SAVE THE
DATE

PAGE 5

Meet the Newly
Elected NYSABE
Delegates

PAGE 6

We Are All Members of
the NYSABE Advocacy
Committee
by Tamara Alsace and
Kate Menken

PAGE 11

Working at the
Intersection of
Immigration and
Education: An Interview
by Tatyana Kleyn and
Daniela Alulema

PAGE 14

Our Immigrant-Origin
Students Need More
than Instruction
by Ashley Busone-
Rodríguez

PAGE 18

Affirming Cultural
Identities, Languages,
and Building
Community
by Danielle Derrig

PAGE 20

Advocacy

NYSABE will continue its advocacy work at the state level to protect and enhance the right that our students have to bilingual education. At the present time, we are focusing conversations on critical issues, such as teacher shortage, bilingual teacher certification, and adequate resources to meet the needs of immigrant families seeking refuge in New York State. It is our commitment to continue engaging in meaningful discussions with different organizations that have embraced similar goals, and to raise one unified voice to ensure that our multilingual learners are guaranteed access to resources and competitive educational settings where they can experience the support and a sense of belonging during their educational journey.

Professional Development, Networking, and Membership

Our vision is to engage our six NYSABE geographical regions in more collaborative efforts to provide our members and families with meaningful information and professional development activities aligned to current research-based pedagogical practices. Planned events will also address our goal to expand NYSABE's membership in all statewide regions.

Dissemination of Information and Communication

We will make efforts to increase and maintain consistent communication with our membership utilizing a variety of methods (printed, digital, social media). Through NYSABE's Journal of Multilingual Education Research (JMER), The Bilingual Times Newsletter, and E-News, we will continue to disseminate up to date information on successful pedagogical practices, projects, and ongoing professional development opportunities. In addition, NYSABE will work on enhancing

its website to reflect a more effective way to offer our members current news, presentations of exemplary projects, and multilingual education events.

Lastly, I am happy to announce that our 46th annual conference will be held for the first time in Syracuse, NY, on April 4th - 6th, 2024. The conference's theme, **EMPOWERING MULTILINGUAL STUDENT VOICES TO ADVOCATE FOR THEIR RIGHT TO BILINGUAL EDUCATION**, reflects NYSABE's commitment to ensuring that students know

the linguistic rights they are entitled to by law and instilling in them the skills and confidence to raise their voices in advocacy for themselves and their communities. We look forward to seeing everyone in Syracuse, NY, participating in a great professional event focused on equity, diversity, advocacy, a sense of belonging, and enriched bilingual education.

James Nieves,
NYSABE President

REGISTER TODAY!

New York State Association for Bilingual Education
NYU Metropolitan Center for Research on Equity and the Transformation of Schools
7th Floor, 100th Street, New York, NY 10011

46th Annual Conference
Empowering Multilingual Student Voices to Advocate for their
Right to Bilingual Education
April 4-6, 2024 - Marriott Syracuse Downtown - Syracuse, NY

Essay Art

STUDENT CONTESTS

Deadline extended to February 9, 2024

ENCOURAGE YOUR STUDENTS TO ENTER

QR Code

NYSABE CONFERENCE
STUDENTS AWARDS
PRESENTED ON APRIL 6, 2024

PRIZES
1ST PLACE \$150
2ND PLACE \$100
3RD PLACE \$50

A Note from the Editor



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

In this NYSABE Newsletter issue, we are delighted to welcome and introduce you to the newly elected NYSABE Delegates. The Delegates-at-Large are Dr. Elizabeth Falzone, Cynthia Felix Jeffers, Madelyn Ortiz, Lyda Ragonese, and Shirley J. Vargas. Parents-at-Large delegates are Liz Alvarez, Dr. Elena Doshanski, and Aide Zaino Flores. The new Spanish Language Delegate is Dr. Gliset Colón Morales. Please read their bios. They all bring a wealth of diverse experiences. We thank them for supporting the vision and mission of NYSABE.

In this NYSABE Newsletter Times volume, we offer three very timely and interesting essays and one interview:

Essays:

- by Tamara Alsace and Kate Menken on Advocacy, who urgently remind us that we must act as advocates for bilingual education now. They offer resources for us to begin or continue this journey. A strong advocacy stance is of the essence in these times.
- by Ashley Busone- Rodríguez, a dual language teacher, who writes about Trauma and Immigration and provides strategies for educators whose immigrant-origin students have endured trauma and need us to attend to their needs with care.
- by Danielle Derrig, principal at Samara Dual Language Community School about Museum Share Day where the entire school community celebrates ways to affirm cultural identities, and languages while building an expansive and dynamic learning community.
- Interview with Tatyana Kleyn and Daniela Alulema about the transformative work of CUNY-IIE, a five-year initiative funded by the New York State Department of Education (NYSED) that focuses on working at the intersection of immigration and education.

These educators illustrate to us in powerful ways how we can make a difference for multilingual and immigrant-origin students daily. It is up to us to ensure that the education we offer them is one that takes a twenty-first-century stance that views their multilingualism as an asset which needs to be sustained and built upon.

NYSABE's commitment to ensuring quality bilingual education is more important now than ever before. The education field needs bilingual teachers whose work is deeply grounded in current understandings of multilingualism and who understand the needs of the communities they serve.

Please don't forget to save the dates of April 4-6, 2024, when NYSABE will hold its Annual Conference. This year it will take place in Syracuse, NY. Please remember also to submit your proposal at <https://www.nysabe.net/2024-nysabe-conference/>

We give special thanks to Dr. Eliezer Hernández who in addition to his other responsibilities at NYSABE has designed this newsletter.

Finally, we thank everyone who works so hard to make our NYSABE a dynamic space where we gather strength to respond to the current times so that we can offer our multilingual and immigrant-origin students an education where they can thrive. We need everyone's commitment and participation in this important endeavor.



From the Desk of the Executive Director



Nancy Villarreal de Adler
Executive Director, NYSABE



"The opposite of love is not hate; it's indifference. The opposite of art is not ugliness; it's indifference. The opposite of faith is not heresy; it's indifference. And the opposite of life is not death; it's indifference."

Elie Wiesel.

The articles presented in this issue of NYSABE's The Bilingual Times, Fall 2023 are an intentional call to action. They are a call for all of us, to be aware of current challenges jeopardizing the education of our multilingual/bilingual and immigrant students. They are also a call to develop an effective response to those threats. The articles presented in this issue are clear statements of our mission as educators and advocates for our children: We believe that we cannot remain indifferent or silent in the face of hate, divisiveness, ignorance, educational inequities, anti-immigrant attitudes, and bigotry. NYSABE leaders and members must rise to champion the linguistic and educational rights of our multilingual, multicul-

tural, and immigrant communities.

As we reflect upon our role as advocates for Bilingual Education, we acknowledge that it is our commitment to education and the betterment of our multilingual communities what binds us all together. It is clear that it is our sense of unity, mutual support, sharing of successful professional experiences and expertise, unfailing collaboration, and leadership that must prevail throughout our individual and collective advocacy work. It is on this advocacy spirit, that I welcome and congratulate the newly elected members of the NYSABE Delegate Assembly for their commitment to safeguarding the education of our multilingual-bilingual learners and immigrant students.

In closing, I would like to thank and congratulate all the members of the NYSABE Advocacy and Educational Policy Standing Committee for their selfless work and leadership in fueling our minds with information, encouragement, support, and vision so we can develop unified responses to the threats affecting our students' rights. The committee's inspiring message is clear: We must transform our spirits to urge others to abandon their state of complaisance and indifference. The time has come to join hands together to safeguard our mission and one common goal: To ensure equitable, meaningful, and quality education for all youngsters from multilingual, multicultural, and immigrant communities.

REGISTER TODAY!

New York State Association for Bilingual Education

46th Annual Conference

Empowering Multilingual
Student Voices
to Advocate for their Right to
Bilingual Education



April 4 - 6, 2024
Marriott Syracuse Downtown
100 E. Onondaga St., Syracuse, NY 13202
www.nysabe.net



Meet the Newly Elected NYSABE Delegates (2023-2024)

DELEGATES-AT-LARGE



Dr. Elizabeth Falzone
NYSABE
Delegate-At-Large

DR. **ELIZABETH FALZONE** is a passionate and accomplished educator with a strong background in language acquisition and literacy development. She received her Bachelor of Arts in Spanish Education and TESOL (Teaching English to Speakers of Other Languages), a Master's of Science in Literacy, and a PhD in Leadership and Policy. Dr. Falzone spent time teaching middle school Spanish before joining Niagara University as an Assistant Professor and Program Coordinator of TESOL.

Dr. Falzone's teaching, scholarship, and service revolve around language and literacy development. She is committed to experiential learning and providing her teacher candidates opportunities to connect educational theory to real-life applications. Dr. Falzone uses her expertise and leadership to provide professional development on English as a New Language (ENL) at K-12 schools as well as local, national, and international conferences. She also serves her community by teaching Adult ENL classes in the City of Niagara Falls.

As a dedicated professional, Dr. Falzone advocates for all students and families as she believes language and literacy are fundamental rights. She is committed to impacting her students and community positively and providing them with the necessary tools to succeed. Dr. Falzone's expertise, dedication, and passion make her a valuable asset to the education community.



Cynthia Felix Jeffers
NYSABE
Delegate-At-Large

CYNTHIA **FELIX JEFFERS** is a recognized and accomplished educator in New York City with over 30 years of experience. She has served in diverse leadership roles and settings including Network Leader, Senior Director of Bilingual Program, ELL/Bilingual Instructional Support Specialist, Administrator of Special Education, Curriculum Specialist, Director of Parent Outreach, Director of Bilingual/ESL Programs, Teacher, and her favorite role, PTA Mom.

Under her leadership, more than 500 bilingual programs were opened. Cynthia has developed policies to support multilingual learners and students with disabilities and created nationally recognized curriculum and instructional programs. She is committed to ensuring that all students, in particular multilingual learners, and students with disabilities, have access to receive a high-quality and equitable education.

Ms. Felix Jeffers has presented at numerous national and local conferences and has served as a guest lecturer at colleges and universities. In addition, she is a passionate advocate for her community and is an active member of various professional organizations, community organizations and boards including the New York Academy of Public Education, Delegate-at-Large New York State

Association for Bilingual Education, Regional Director New York State Association of Latino Administrators & Superintendents, Secretary Board of Trustees NYU Family Health Centers, Community Board 7/Chair Public Safety Committee and Judicial Delegate/County Committee Member Brooklyn Democratic Party AD 51 ED 35.

She is the recipient of various awards and citations including Congressional, State Assembly, State Senate, and City Council Citations for Education, Administrator of the Year, and was recently appointed as Chevalier in the Ordre des Palmes académiques.

Ms. Felix Jeffers holds a bachelor's degree in Elementary Education, a master's degree in Special Education, and an Advanced Certificate in School Administration and Supervision from Brooklyn College. She's a proud alumnus of NYC public schools and a Brooklyn native.



Madelyn Ortiz
NYSABE
Delegate-At-Large

MADelyn ORTIZ Madelyn Ortiz has been an educator and advocate for multilingual learners for over 25 years. She is a Spanish Instructional Specialist at the Bedford Central School District in the Dual Language Program at Mount Kisco Elementary School and an adjunct professor at Hunter College. Ms. Ortiz holds degrees from Lehman College (City University of New York), College of New Rochelle, and the College of St. Rose where she completed her Certificate in Advanced Studies in the area of School Building Leadership.

A leader and pioneer in Bedford's Dual Language Program, Ms. Ortiz has served on various committees from the planning and implementation phases of the Dual Language program, bridging communication with various stakeholders, and ensuring continuity of instruction. Ms. Ortiz represents her district as a member of the NYSUT Representative Assembly, where she collaborates with educators across the state to effect change through legislation. As Delegate-At-Large for NYSABE, she has served on the Advocacy Committee working towards the common goal of bringing awareness to the needs of the multilingual community including students, parents, and educators. Ms. Ortiz is committed to engaging in work that enhances bilingual education and instruction.



Lyda Ragonese
NYSABE
Delegate-At-Large

LYDA RAGONESE is currently the Supervising Director of English as a New Language, World Languages and Bilingual Education in the Syracuse City School District. She is a Hmong American originally from Laos and currently resides in Syracuse, New York. She began her teaching career in 1993 as an English as a New Language teacher at Franklin Elementary School before moving to Frazer K-8 School in Syracuse. She obtained her ESOL certification from Le Moyne College and her M.A. in Reading Education from Syracuse University. After leaving the classroom, her experiences varied in the fields of student learning objectives (SLO), APPR, and as the treasurer of the teacher's union in Syracuse. She has served as an adjunct professor at Le Moyne College and earned her Certificate of Advanced Studies (C.A.S.) from Syracuse University in Educational Leadership.

Lyda has been a member of NYSABE for the past seven years serving in various leadership roles such as Region IV Delegate, Delegate-at-Large, Vice-Treasurer, and Treasurer. She is currently Treasurer on the NYSABE Board of Directors and Chairperson of the 2024 NYSABE Conference.





Shirley J. Vargas
NYSABE
Delegate-At-Large

SHIRLEY J. VARGAS is an accomplished educator who has dedicated over 20 years of her career to serving multilingual students of diverse backgrounds and has held various roles in the learning community. For 10 years as Chairperson of the World Language Department, she was instrumental in establishing a Home Language Arts program in the Westbury School District. She expanded this Department by adding new teaching positions. She established technology as an educational tool by designing a Language Lab for students at the high school level. The AP Spanish program has since grown two-fold, gearing students to become high achievers and also offering them the possibility of becoming true assets to the industries they will enter post-graduation.

Ms. Vargas' experience includes professional development and instructional practices for new language study, English language learners, bilingual education, and college-level language study. Additionally, she holds two board positions, President of HHSRC and Secretary of Club Salitre of NY. Both organizations focus on engaging the community in cultural connections and family-oriented initiatives. She is a graduate of Hofstra University where she completed a dual major in Elementary Education and Spanish. Ms. Vargas holds two Master's Degrees, one in Education and a second one in Educational Leadership. She obtained her Advanced Certification in Leadership at the College of St. Rose in Albany, NY. She completed the 21 Century Learning Design/STEAM Academy program via NYIT. Additionally, she obtained federal security clearance and holds a position to serve as a linguist for the Department of Justice of Suffolk County.

As a proud parent of four bilingual children of her own, Ms. Vargas has dedicated her life to educating children to embrace the following ideology, "Your fluency in more than one language, together with pride in your culture and a passion to learn, are the core principles to success and the emblem that defines your greatness." - Shirley Vargas

PARENTS-AT-LARGE



Liz V. Alvarez Hernández
NYSABE
Parent-At-Large

LIZ V. ALVAREZ HERNÁNDEZ was born in Arecibo, Puerto Rico. She was raised in the countryside in a humble town called Camuy. After graduating from high school, she attended the University of Puerto Rico, Utuado campus. She transferred to the University of Puerto Rico, Arecibo campus where she completed her bachelor's degree in Elementary Education. In 2010, Liz moved to Buffalo, NY to conquer new horizons. Her dedication to continuing her professional development and her passion for education did not stop. She attended Buffalo State College where she earned a master's degree in Early Childhood Education with a bilingual extension.

Liz is a bilingual teacher at school #30, Frank A Sedita, where she works in the Dual Language program. During her years of experience, she has worked with students from different cultures and backgrounds in Puerto Rico and NYS. Liz believes that it is very important to educate parents, the community, and colleagues about the importance, benefits, and privileges of bilingual education.





New York State Association for Bilingual Education

726 Broadway, Fifth Floor, New York, NY 10003

46th Annual Conference

Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education

April 2-4, 2024 ~ Marriott Syracuse Downtown ~ Syracuse, NY



Dr. Elena Dokshanski

NYSABE

Parent-At-Large

ELENA DOKSHANSKI was born in Minsk, Belarus, and her family immigrated to the U.S.A. in 2000. Elena is a proud mother of her multilingual son. Since 2004, Ms. Dokshanski has been an ENL teacher. She has focused on implementing differentiated, content-based, technology-infused curricula for her multilingual and multicultural students. Under her supervision, these students became published authors in the anthology KidBits, and also won NYS TESOL essay contests in 2013, 2015, 2016, 2018, and 2019. During her teaching career, Ms. Dokshanski instituted home visits to enhance teacher-parent communication, made in-school presentations to parents, served as an interpreter at teacher-parent conferences, and advocated for ELLs and their parents.

Dr. Dokshanski currently holds a position as an adjunct professor of TESOL since 2009. In this role, she has been teaching graduate courses in TESOL Methods, Assessment, and Content Area Instruction.

Dr. Elena Dokshanski earned her doctorate in Foreign and Second Language Education at SUNY at Buffalo in 2022. She earned her Ed.M. in TESOL from SUNY at Buffalo in 2004, and completed a B.A. in Modern Foreign Languages at Belorussian State University in Minsk, Belarus in 2000.

Dr. Dokshanski is a member of NYSABE, NYS TESOL, NABE, and TESOL. She has presented at local, state, and international conferences.



Aide Zainos Flores

NYSABE

Parent-At-Large

AIDE ZAINOS FLORES. I am Mexican and I live in the Bronx. I am the mother of two children who attend NYC DOE public schools. They are students in a Spanish-English dual language program K-6 grades. My son will be moving on to Middle School next year. I am a parent who has been very involved in my children's education. By becoming involved, I have learned more about how the educational system works, and look forward to supporting my son in middle school.

As the PTA president and member of the School Leadership Team, I have been helping parents, especially those who speak a language other than English, to become more involved in their children's education. As chairperson of the Community Education Council for District 9, member of the District 9 Leadership Team, and member of the District 9 Equity Team, I advocate districtwide for all parents. I ensure that we provide interpretation services at all our meetings and that all parents are informed and have a voice.

I am also a member of Parents in Action, PAC, member of the community and family support organization MASA, the community support group LINC, and member of the food action organization Hunger Free NYC in the Bronx. I also volunteer at the community center and participate in workshops directed at the community. My membership in different organizations has allowed me to provide many services to the parents in my community, especially to those who speak a language other than English.



SPANISH LANGUAGE DELEGATE



Dr. Gliset Colón Morales
NYSABE
Spanish Delegate

GILISET COLÓN MORALES, PH.D. owner and consultant at Valley Equity Consulting, is currently an Associate Professor in the Exceptional Education Department at SUNY Buffalo State University. She has the distinct pleasure of coordinating the Bilingual Inclusive Education Graduate Certificate Program. She is actively involved in several professional organizations, including the Council for Exceptional Children (CEC), National Association for Bilingual Education (NABE), and the New York State Association for Bilingual Education (NYSABE). Dr. Colón teaches courses on topics related to bilingual special education, behavior and classroom management, and foundations of special education. In addition to teaching, she has research interests and expertise in literacy and language outcomes for multilingual students with and without disabilities, multi-tiered systems of support, disproportionality, culturally relevant and sustaining pedagogy, teacher diversity and teacher preparation.

BILINGUAL EDUCATION ADMINISTRATOR OF THE YEAR AWARD
BILINGUAL INSTRUCTIONAL ASSISTANT OF THE YEAR AWARD
BILINGUAL PARENT OF THE YEAR AWARD
BILINGUAL SUPPORT PERSONNEL OF THE YEAR AWARD
DR. XIMENA ZATE BILINGUAL TEACHER OF THE YEAR AWARD
DR. ANTONIA PANTOJA BILINGUAL ADVOCACY AWARD
GLADYS CORREA MEMORIAL AWARD

NOMINATIONS NOW OPEN
DUE JANUARY 19, 2024
DEADLINE EXTENDED TO FEBRUARY 9, 2024

2024
46TH ANNUAL CONFERENCE
PROFESSIONAL AWARDS

www.nysabe.net/2024-nysabe-conference/



We Are All Members of the NYSABE Advocacy Committee



Kate Menken, Ph.D.
Queens College, CUNY



Tamara Alsace, Ph.D.
NYSABE Past-President

As members of a professional organization like NYSABE, we all play a key role in achieving its goals and objectives. In our everyday words and actions, in ways big and small, we advocate for and with the students and families we serve. As members of an educational community working to provide a culturally and linguistically sustaining education, we must also consider how we model and teach advocacy for the youngsters in our programs.

According to vocabulary.com, “the noun advocacy comes to English from a term used in Roman law. An advocate was a professional whose job was to plead cases in front of a court of law.” Today,

“when you give your active support to an idea or cause, you are showing your advocacy for that cause.” A key term here is “active” support. As NYSABE members, we must reflect on what we have done, and are doing, regularly to advocate for bilingual education.

The expressed goals of NYSABE include the following:

- Promote the establishment, maintenance, and expansion of high-quality bilingual education programs for students of diverse cultural and linguistic backgrounds as a means to ensure equitable and enriched educational opportunities for all students;
- Promote bilingual education as a valid and research-based educational process and approach by which academic success and socio-emotional development of students is ensured as they develop bilingualism and biliteracy; and
- Advocate for broad public recognition of the importance of bilingualism and biliteracy as a path toward equitable participation in a global, multilingual and multicultural world.

We must remember that bilingual education has a long and tempestuous history in the United States and the field has seen changing policies and practices that have often aligned with polarized political ideologies and immigration trends. NYSABE was formed in 1976 by advocates who saw a need for organizing in support of bilingual education and

the field has faced many challenges throughout its history in New York and elsewhere. We can't forget that only 25 years ago, a man named Ron Unz began a campaign that was able to successfully advance an English-only agenda and eliminate bilingual education in several states, including California, Arizona, and Massachusetts. It was only due to the strong advocacy efforts of NYSABE members and allies that Unz was unsuccessful in New York, and the rights of multilingual learners to receive bilingual education were preserved.

Today, we again find ourselves at a critical juncture in our field. The vast majority of multilingual learners in our state are enrolled in English-only programs. The urgent need for bilingual educators across our state and the nation makes it impossible to promote the establishment, maintenance, and expansion of bilingual education programs. NYSABE has identified the bilingual educator shortage as the primary focus of its advocacy efforts this year. The organization is working alongside NY-AFFIRMS, a statewide coalition working to address this issue by developing solid pathways to certification that begin at the undergraduate level. The 2023-2024 NY-AFFIRMS Policy Platform proposes pilot programs for a bilingual educator pipeline in Western New York and the NYC area, housed at Buffalo State University and Queens College, respectively. If funded, these programs would prepare 380 new bilingual teachers.

Other ongoing advocacy priorities include:

- Expanding bilingual education programs for multilingual learners (which will depend on addressing the educator shortage);
- Revising graduation requirements that are based on high-stakes tests; and,
- Funding the provision of bilingual education for pre-school students.

Advocacy must happen statewide in Albany, but also within local contexts. NYSABE has been working to build awareness of the issues by including them in regional meetings and by contacting legislators across all regions to garner their support.

The following are NYSABE's objectives as outlined in its bylaws. These objectives form the basis of the organization's standing committees. Advocacy is #1 for a reason. It is a necessary component or aim of all the other objectives.

OBJECTIVE 1: ADVOCACY

NYSABE works with advocacy groups and elected officials focusing on the socio-political issues and educational policies that affect the educational rights and achievement of ELLs/bilingual learners.

OBJECTIVE 2: PROFESSIONAL DEVELOPMENT

NYSABE offers an annual conference and regional meetings, seminars and workshops focusing on the implementation of research-based optimum practices in Bilingual Education.

OBJECTIVE 3: COMMUNICATION AND DISSEMINATION OF INFORMATION

Through the Journal of Multilingual Education Research (JMER), The Bilingual Times newsletter, and E-News, NYSABE disseminates current information and research related to Bilingual Education.

OBJECTIVE 4: LEADERSHIP

NYSABE offers hands-on leadership training to members of the Board of Directors and Delegate Assembly. In addition, NYSABE promotes leadership among members by providing them with opportunities to hone their leadership skills through their participation in ad-hoc or standing committees.

OBJECTIVE 5: NETWORKING

NYSABE offers a forum to establish relationships and strengthen linkages among educators, parents, advocates, elected officials, members of educational agencies, private and public educational entities, institutions of higher education, and community-based organizations.

If you are a member of NYSABE, ask yourself what you have done in the last day week, month, year to advance the objectives and goals of the organization. If you're wondering what you can do, here are some tips to get you started in your advocacy efforts, from the [US Department of Education's website](#). They align with the NYSABE objectives in many ways!

Below are a few tips for how to get started, and here is a link to the [NYSABE Advocacy Committee's How-To Resources](#).

1. **Know, practice, and refine your story:** Part of being a teacher **leader** and **advocate** is sharing your story, especially with those who can enact policy changes. Our stories are what bind us,

and they have the capacity to change hearts and minds.

2. **Identify your passions and network with those who share them:** Know your unique education passions and interests, cultivate them, and become an expert. **Network** with or become members of organizations connected to your passions and use those connections as springboards to dive deeper into advocacy work.
3. **Research and *stay up-to-date* on education policies and legislation:** This will help you become well-versed in trends and statistics, and knowledgeable about the ways policies and legislation affect you, your colleagues, and your students. It is also important to understand how you can work with your representatives on bills pertaining to education.
4. **Attend meetings about education issues:** Most meetings about education that affect teachers' day-to-day realities will be local or state school board meetings, state legislative committee meetings or hearings, or local community meetings. Educators can also engage in focus groups, town halls, district or superintendent advisory councils, and standards/curriculum committees. Within school buildings, teachers can also advocate as members of their grade level teams, IEP teams, RtI and MTSS teams, interdisciplinary teams, and subject/content area teams.
5. **Identify and *keep in contact* with elected officials and decision-makers:** Organizing meetings, writing letters, and engaging directly on social media

are all concrete ways to demonstrate to policymakers that you know and care about education. They want to hear from their constituents and hear your stories.

- 6. Vote:** Vote in every election, not just every four years during the presidential cycle. Many of the decisions around education that will most directly impact

you are made by candidates running for local, municipal, and state offices. When you go to the polls to cast your vote, make sure you have done your homework about the issues and candidates on the ballot.

- 7. Write op-eds, blogs, and articles:** Writing op-eds for the local newspaper and contrib-

uting to education blogs helps ensure that teachers' voices and perspectives are heard.

As a member of NYSABE, you are part of the advocacy committee and can do your part. If you are not a member but want to do your part, start today and consider joining us by becoming a member. Either way, please check out our advocacy how-to resources [here](#).



Working at the Intersection of Immigration & Education: An Interview with Tatyana Kleyn & Daniela Alulema of CUNY-IIE



- **Tell us what draws you to this work on the intersection between immigration and education.**

Tatyana: My connection to this work started as something personal that became professional. I came to the US as a political refugee from the Soviet Union as a child. Our family was escaping anti-semitism and we were resettled in Columbus, Ohio. The HIAS organization sponsored us and arranged for our flights, apartment, and even English classes for my parents. When I became a professor at The City College of New York I started meeting students who were undocumented and became aware of the numerous hurdles that some immigrants experience because of where they come from- in spite of their suffering. This propelled me to be active and advocate at the intersection of immigration and education and to my leadership position at the CUNY-Initiative on Immigration and Education (CUNY-IIE, pronounced 'eye') where I have the honor of serving as the Principal Investigator.

Daniela: My personal journey as an undocumented immigrant in the United States has shaped my professional

path. I arrived in New York City when I was a teenager, and I had to navigate the public education system, including high school and college, without a legal immigration status. I got involved in the immigrant rights movement during my junior year in college. After getting my work permit through DACA in 2012, I began my career in the immigration research field. I had the opportunity to join the CUNY-Initiative on Immigration and Education (CUNY-IIE) last year, where I have been learning with and from an amazing team of educators who work with immigrant students and strive to open up pathways for undocumented educators. I am drawn to this work because I firmly believe that human dignity and human rights should be the driving force behind sensible policymaking.

- **You have been involved as leaders in the Project CUNY-IIE for the last few years, what is CUNY-IIE? How did it get started? What is its vision and goal?**

Daniela: CUNY-IIE is a project where we aim to work with various education stakeholders to learn about, from, and with immigrant communities, and

to advocate for equitable education policies and opportunities for all, regardless of immigration status. We carry out this mission by developing resources, hosting professional development opportunities, and conducting research to support educators and administrators who work with immigrant students, and to open pathways for immigrant and undocumented educators.

This initiative began in January 2020, and it has worked with students, educators, researchers, and community members to develop resources and support for immigrant students and their families in New York State. CUNY-IIE was initially conceptualized by and is led by my colleagues, Dr. Tatyana Kleyn of The City College of New York (CCNY), Dr. Ariana Mangual Figueroa of the Graduate Center, and Dr. Nancy Stern of CCNY. I serve as the Project Director.

CUNY-IIE is a five-year project funded by the New York State Education Department. We are currently in our final grant year. Therefore, our overarching goal this year is to disseminate the work, resources, and research produced over the past four years as widely as possible so we can maximize its impact.

- **In these current times when we are seeing large numbers of immigrant-origin people come to the United States, and particularly New York, what are the three (or five) most important things schools can do to become spaces that welcome them and where they can thrive? How can the resources that CUNY- IIE offers help bilingual educators?**

Tatyana: Many educators and administrators in NYS have not been prepared to work with immigrant-origin students and families. But they have always made up a significant part of our population and bring so much to our schools and communities. Working with new groups is not easy, but it's important work that is complex. Here are five things we think all schools should do:

1. Listen, Learn, and Build Trust:

Start by listening to the immigrant communities in your school, and remember that they should be able to communicate using their home language.

Understand the strengths they bring, their pressing needs, and the questions they have about their new life. Then, build a sense of trust so they understand you're working alongside them as the foundation for what lies ahead.

- 2. Educate Yourself:** Immigration is a changing landscape not only in terms of where immigrants come from based on the geo-political realities but also in terms of local, state, and federal policies. CUNY-IIE has several ways to support educators in their own learning. We have a range of [videos](#) and connected [comprehensive educator modules](#) for schools and districts to use for their professional development. We also offer free 15-credit [CTLE courses](#) for NYS PK-12 educators. And finally, we recently developed a comprehensive [FAQ](#) that is divided by teacher, student, family, higher education and faculty/staff sub-groups in multiple languages.

3. Make Big and Small Changes:

Just as our students will continue to change, schools must also change accordingly. There may be big changes such as the creation of a bilingual program so that immigrant students can continue to learn through their home language as they learn English and become bilingual and biliterate. A big change can be creating an [Immigrant Liaison position](#) in your school and/or starting a Dream Team, which is a student club for immigrant justice. CUNY-IIE has developed a [guide in collaboration with the New York State Leadership Council/Teach Dream](#) on this position and has a [professional development](#) module that delves into how to start a Dream Team. A smaller, but equally important change would be bringing in more children's and young adult literature that is representative of diverse immigrant experiences, such as the books highlighted in a [CUNY-IIE resource guide](#). Ad-



Panel of leaders and students from CUNY and the NYC Public Schools at the CUNY-IIE conference on New York Educators: Mobilizing Our Knowledge for Current and Aspiring Undocumented Educators.



The program for the conference organized by UndocuEdu, the CUNY-IIE group of directly- impacted community educators and teachers.

ditionally, teaching about current immigration issues that impact your students, families, and community members is another way to make an impactful change.

- 4. Advocate:** Become familiar with our [CUNY-IIE grounding principles](#) - which are available in a range of languages - and consider steps that can be taken to create a more equitable and just school and society.
 - 5. Build Connections:** The work around immigration and education cannot be done in isolation. It's critical for schools to identify local organizations that they can collaborate with when it comes to (pro bono and quality) legal services, socio-emotional support, food and housing availability, and more.
- **Tell us about the work of CUNY-IIE with (K-12) schools.**

Tatyana: CUNY-IIE had worked directly with ten K-12 schools across NYS in order to develop reciprocal partnerships. We worked to build relationships with each school's Immigration and Education Leadership teams and then delve into a better understanding of what is and isn't happening at their sites through educator surveys and focus groups with students, families, and teachers. This data is being analyzed to share with the schools for consideration on how to create welcoming and inclusive spaces for their immigrant families. Three elementary partner schools - PS 212Q, PS 340X, and The Children's School of Rochester - have developed school-wide projects at the intersection of immigration and education that are featured in our Not Too Young: Immigration in Elementary Schools video series. The series will be available online at: <https://www.cuny-iie.org/nty-series/>

- **What is CUNY-IIE working on for this last year? Why does**

this work matter? What are the present major educational challenges encountered and addressed by CUNY-IIE?

Daniela: In the fifth year of our initiative, we are working with schools, educators, policymakers, and community organizations to support, understand, and serve immigrant learners at all stages of their educational trajectory and young adult life. We are striving to disseminate our work and resources as broadly as possible through multiple outlets. For instance, we are hosting information sessions in college classes. In Spring 2024, we will open these sessions to community-based organizations, PK-12 school and college clubs. Our team members are also presenting at various conferences around NYS, including the NYSABE Conference in April 2024. Also, we are disseminating our policy recommendations via [editorial pieces](#) and by meeting with legislators and educational leaders to further our policy agenda.



Educators from our elementary partner schools with CUNY-IIE team members at a summit in the CUNY-IIE space.



CUNY-IIE leadership team members with leaders from NYSED and CCNY at the ribbon cutting of the CUNY-IIE office in the NAC building of the CCNY campus.

Through this work, we aim to ensure that multilingual immigrant families understand their rights and feel welcome to be active and engaged members of their community. We also want to demystify the connection between immigration and education across New York State and advocate for policy changes at various levels.

Through the materials and resources developed and shared in our initiative, we see the work of CUNY-IIE focusing on our three interrelated pillars: learning, acting, and advocating. We hope that CUNY-IIE's work at the intersection of immigration and education will contribute to a growing and much-needed body of resources for schools and universities to promote access to equitable education for all students regardless of immigration status.

- **The theme of the 2024 NYSABE conference is "Empowering Multilingual Student Voices to Advocate for their Right to Bilingual Education." How does the CUNY-IIE support the empowerment of multilingual students, their academic success and socio-emotional development?**

Tatyana: We have one example of student voice and advocacy that fits beautifully within the NYSABE conference theme! It stemmed from our work with [PS 212Q](#), a partner elementary school in the Jackson Heights community of Queens. Their third-grade students - many of whom have direct experiences as immigrants and children of immigrants - decided to make a guide for the school's faculty and staff. It's called, *How to Welcome a New Student: A Guide for Teachers*, Created by Students (Mahoney-Velasquez Press,

2023). The guide will be available via this link: <https://www.cuny-iie.org/nty-series/> Take a look!

- **In what ways do you hope that the work of CUNY-IIE will continue after the funding ends?**

Daniela: As the funding cycle for CUNY-IIE concludes, we hope its enduring impact will continue through knowledge dissemination and community engagement. [Our website](#) has become a hub of resources for current and aspiring educators, college faculty, and education leaders. It hosts a wealth of tools, including [video series](#), [professional development modules](#), [reports](#), [how-to guides](#), and an extensive [policy FAQ](#). We hope that our website will serve as a valuable asset that allows our initiative's findings and work to persist beyond the funding period.

Lastly, we want our initiative's legacy to persist through our policy recommendations, which come out of the work of CUNY-IIE. For instance, we hope that teacher preparation programs will incorporate modules or courses on how to serve and support immigrant students, and that our school districts and state develop avenues to employ undocumented educators. We hope these ideas will enter into the public debate and influence policy, practice, and public awareness after our funding ends so that the work of CUNY-IIE can live on for the immigrant-origin students, families, and educators in NYS and beyond.



CUNY-IIE CTLE team members who presented at the 2023 NYSABE Conference on Long Island.



A display created by a family at PS 340X for the school's My Story, Our Story project that is featured in CUNY-IIE's Not Too Young: Immigration in Elementary Schools



Award winners with the CUNY-IIE UndocuEdu team.

Our Immigrant-Origin Students Need More Than Instruction



Ashley Busone-Rodríguez
Dual Language Teacher
Dos Puentes Elementary
Dual Language School

Students from around the world join our bilingual classrooms in New York State every year. With them, they bring their own unique language practices, diverse cultural norms, strong family values, and a myriad of other strengths and talents that enrich our schools. These students also bring invisible scars and obstacles that we may never see or know much about, but that we must support them to overcome, heal from, and grow through. The difficult experiences they may have endured have changed them from the inside out. There are lasting effects on their social, emotional, academic, and material lives that we must help them navigate and understand. Trauma lives in our classrooms and our immigrant students need more than instruction: they need care.

Many of our immigrant and refugee students have likely experienced first- or second-hand trauma by virtue of the fact that they have moved to a new place and may have been separated from their families. **We know that migration can be traumatic.** According to the National

Child Traumatic Stress Network (NCTSN), “A traumatic event is a frightening, dangerous, or violent event that poses a threat to a child’s life or bodily integrity. Witnessing a traumatic event that threatens [the] life or physical security of a loved one can also be traumatic. This is particularly important for young children as their sense of safety depends on the perceived safety of their attachment figures” (NCTSN, 2023). Supporting people who have been affected by trauma is both important and complex. It can be confusing to identify trauma responses and difficult to determine helpful strategies.

Recognizing and understanding the signs of trauma in our students is a vital first step in supporting them as they work towards healing. Eventually, we might aim to employ strategies that would regulate their nervous systems, avoid triggering or retraumatizing them, and engage in conversations and practices that will allow them to process and heal. As educators, we play an important part in this process, and it is a daunting task. Many of us already feel overwhelmed, and rightfully so. We are planning and implementing curriculum, providing feedback, connecting with families, and providing resources that might help meet our students’ basic human needs, such as food, shelter, and clothing.

It’s easy to get lost in the overwhelm, and it makes sense. There is so much that we cannot do. Most of us are not trained as mental health professionals, nor should we pretend to do that important and skilled work. Many of us are not social workers, and we don’t know how to navigate the ethics and intricacies of

the many systems at play for traumatized individuals and their families. But as bilingual educators, there are certain things that we can and should do to support these students. Trauma-informed practices are available to all of us and it is our responsibility to learn about them and implement them in our schools.

Trauma-informed practices are outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA) through “The Four R’s”: Realize, Recognize, Respond, and Resist. First, we must Realize the widespread impact of trauma in our communities. We must also be able to Recognize the signs and symptoms of trauma in students, families, and staff. We should then Respond by using what we know about trauma and its effects in order to inform our learning community’s practices and procedures. And finally, we must Resist re-traumatization by creating an environment that is conducive to healing and does not replicate the trauma endured by our students.

The [CUNY - Initiative on Immigration and Education](#) (CUNY-IIE) exists to learn from and provide resources to immigrants across New York State and the educators with whom they work. For the past five years, I have designed and facilitated professional development for these educators, and I have encountered so many hardworking and incredible people across New York State who want to do right by their immigrant students. They want to help them heal from trauma, but they don’t know where to start. This November, CUNY-IIE launched a new [Professional Development tool](#)

focused on Trauma-Informed Practice.

It is our hope that with this module you will begin to examine your own practice through the framework of The Four R's and that you feel more confident in identifying and supporting immigrant students who have endured trauma.

Until you have time to read and share the module, here are three simple trauma-informed ideas you could use in your learning community tomorrow:

1. **Integrate social-emotional learning into your classroom wherever possible to support the development of vocabulary and structures** (in any language!) that will help students express feelings and ask for help. Model this language. Make time for sharing. Create space for connection. Validate and regulate your own emotions so that you can help students do the same. ("Ms. B is feeling really frustrated right now. I'm going to try taking some deep breaths and drinking some water.

I just need a few minutes.")

2. **Create a safe and predictable environment for students.**

Simple practices like going over the daily schedule or foreshadowing events that might happen that day can make a huge difference to students who have gone through major and unpredictable transitions. ("We're having an evacuation drill today. Everything is safe, but here's how it will look and sound.")

3. As Dr. Sara Lawrence-Lightfoot says: **we must become curious, rather than furious, about the behaviors of our students.** If behavior is communication, then challenging behaviors are telling us that someone is in need of support! ("I wonder why this student is hitting her peers. What might have happened to them that makes them react this way?")

As a fellow New York State educator, I know firsthand that supporting immigrant-origin students can feel like

a daunting task. But it is a challenge we are obligated and privileged to face. Our immigrant students need more than instruction, they need trauma-informed care. Together, and with the support of organizations like CUNY-IIE, we can make a difference in the lives of our immigrant students and their families and provide what is truly needed.

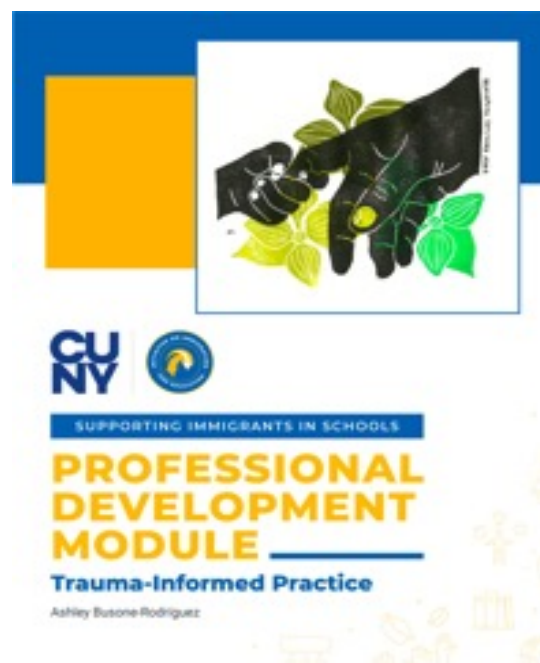
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Affirming Cultural Identities, Languages, and Building Community



Danielle Derrig
Principal at Samara Community
School, Bronx, New York City



"Museum day gives us the opportunity to learn more about our own community and how our students can make a difference." -A parent during Museum Day

Museum Share Day happens three times a year at Samara Community School and it is unequivocally the best three days of the year. Attendance is near 100% and parents wait eagerly in the lobby to experience what students have been learning. In the classrooms, students display their public products, answering their driving questions to their current inquiry units of study. During the first unit of study, all students answered a grade-level question that connects the larger driving question of the school: How does Samara Community School provide an equitable education for all? Across the grades, students are learning about different aspects of the school as they start their school year. Second grade pondered the question: "How can we ensure all people feel welcome at Samara?" Third grade asked, "How can we, as authors, show people who we are, what we go through, and where we come from?" Fifth grade asked, "How can we inform others about equitable education practices at Samara?"

During the first months of school, students spent time building community and thinking deeply about their question, learning more from experts, interviewing community members, taking polls, observing, reading books, engaging in conversations, and taking neighborhood walks. 2nd graders took a walk into the community to interview local graffiti artists about their mural design to build inspiration for their murals that welcomed folks to Samara. 4th graders deepened their understanding of non-fiction writing by studying other non-fiction authors as they prepared their bilingual e-book about the ten-year history of Samara. These carefully planned activities deepened students' thinking and prepared them to create their public products, all of which would be showcased on Museum Day.

Affirming Culture and Identity

Third graders pondered the question: "How can we, as authors, show people who we are, what we go through, and where we come from?" Students learned about the cultural iceberg metaphor and interviewed their parents about their culture and identity. Students shared artifacts from their culture and spent

time learning about classmates' cultures. In conjunction with the newly adopted HMH Into Reading curriculum, a visit to Nuyorican Poets Cafe and an expert interview and presentation with New York State Youth Bilingual Poet Laureate Stephanie Pacheco, students used all of their newfound knowledge and inspiration to write their own poems that showcased their identity and culture.

FELIZ EMOCIONADO COMPETENTE Y CALMADO

Yo soy de... cada lugar un golpe.

Yo soy de si te caes te doy encima del morado.

Yo soy de solo comer arroz blanco con carne.

Yo soy de en la casa hablamos.

Yo soy de quiere que le dé para que lllore con gusto.

Yo soy de de lavar los platos y después puedes bajar a jugar.

Yo soy de prepárate rápido que te voy a dejar.

Yo soy de no corras que te vas a caer.

Yo soy de mirar una película en familia.

Yo soy de si subes no bajas.

Yo soy de juegas donde te veo.

Yo soy de no cierres la puerta con seguro.

Yo soy de ve a comprar una libra de arroz blanco y que no se te olvide.

Yo soy de no salgas en la noche o te roban.

Yo soy de cantar en la bañera con el cepillo.

- Marlon



Samara's 3rd grade - Poets Cafe

When students reflected on the unit, one student said, "I am really proud of my Dominican culture. I learned more about my family too. Another student commented on presenting her cultural iceberg with the classmates and said, "Pude mostrarles a mis compañeros lo que he pasado y más sobre lo que hago en mi casa." Another student said, "I used to think I did not have a culture but now I realize culture is where you are from. You can be part of many cultures. My school has a culture. I belong to a soccer culture. The Bronx has its own culture too." This study allows students to affirm their identity and their culture as they go even deeper to understand this complex concept of "culture" during their third-grade year.

Affirming Dual Language Practices

Fifth graders start their year with the question: "How can we inform others about equitable education practices at Samara?" Before they can even answer the question, students have to think about what are equitable practices in education. They come to realize that equitable practices include: field trips, learning a second language, student agency, and athletics after they explore different types of schools and what they

believe all schools should have. 5th graders think about why these practices are important and why we should value them as necessary in all schools.

One of these practices they believe are equitable is our dual language program. In one of the public service announcements 5th graders created on the importance of dual language, students juxtaposed a student who didn't take dual language seriously with a student who studied and became bilingual in a job interview and the bilingual student gets the position. Students teach their peers in school on museum day why dual language is an equitable practice and the benefits of taking it seriously. After writing and showcasing their public service announcements, they see the importance of their dual language and while it is hard to learn in two languages, take pride in this equitable practice. Watch the PSA [here](#).

Affirming Community

During one of the studies last year, a student said that after the 2nd-grade museum showcase of the beauty of the Bronx, "I no longer felt ashamed of living in the Bronx. I am actually proud." Second graders' year-long study of community starts at the school with the question: "How can we ensure all people feel welcome at Samara?"



Samara's 2nd graders studying the graffiti murals in the neighborhood.

Second graders take neighborhood walks at the beginning to study the graffiti murals that a local artist organizes yearly to beautify abandoned buildings and industrial areas. Students learn from local graffiti artists, such as Manuel Acevedo, a bilingual Puerto Rican artist from Newark, about their craft, their why and how they welcome their community through murals. They read books like, *Hey Wall*, *The Story of Art and Community* (Verde, 2018), among others as a way to gain inspiration to welcome others into our Samara community. Second grade teachers collaborate with the Visual Arts teacher to paint their own mural, which will become a wall sticker on the front counter of the main office. The task is authentic and real. Students are invested and know their legacy of welcoming the community will last for a long time.

Ways to Get Started

- What is your goal? Start with a goal for your study. Do you want to affirm cultural identity? Language? Community? You can link your goals with content such as social studies, science, reading and writing after you figure out the bigger goal. We like to think about how students might change society through their actions or thoughts. This helps us create a lofty goal.
- How might you ask a question that gets students excited about what you will study? The question should be open and engaging, pique students' interests and have multiple entry points as well as answers. Here are some of the questions we asked in our first study:

- How can we teach others about the caregivers in our community? (Kindergarten)
- How can we, as leaders impact, our school community? (1st grade)
- How can we ensure that all people feel welcome at Samara? (2nd grade)
- How can we, as authors, show people who we are, what we go through, and where we come from? (3rd grade)
- How can we, as historians, teach others about Samara's history from past to present? (4th grade)
- How can we inform others about equitable education practices at Samara? (5th grade)
- At the beginning of your unit,

think about how you want to introduce your question to students in what we call an entry event. This could be a letter to students asking for their help or a field trip or an activity that introduces the question in an engaging way.

- Let students write down all of their questions so they have to be able to answer the driving question. Note these on a wall to go back to over the unit.
- For schools with specific curriculum, find ways to integrate writing lessons for students to write about what they are learning. Our third graders learned about their culture and identity and then learned about poetry. They then expressed their learning through powerful poetry to write about what they learned. First grade learned

about leaders in their community and in writing, learned how to write informational books. Using the content students learn during the unit will give them a lot to write about!

- Lastly, how do you want students to showcase what they are learning to make change in their community? Do they host a museum day? Do they read books they wrote to a younger grade? Post their learning on the school website?

Start small! You will be able to build on your project over time with reflection and finding ways to connect the curriculum with real-life problems that students want to solve. Project-based learning gives students the agency to know they can change the world and affirms who they are at the same time!



Entrance to Samara Community School

“Museum day gives us the opportunity to learn more about our own community and how our students can make a difference.”

-A parent during Museum Day

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NYSABE
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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.

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Association for
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