

CURRICULUM VITAE

MARÍA EMILIA TORRES-GUZMÁN

EDUCATIONAL BACKGROUND

DOCTOR OF PHILOSOPHY degree, Stanford University, California, January, 1983. Curriculum and Teacher Education. Dissertation: (1983). Participatory Democracy and Bilingual Education: The Case of San Jose, California. Stanford, CA: Stanford University.

MASTER OF ARTS degree, Stanford University, Stanford, California, June, 1979. Major field of study in Bilingual/Bicultural Education.

MASTER OF ARTS degree, University of Michigan, Ann Arbor, Michigan, August, 1972. Major field of study in Spanish Language and Literature with further study in Humanities.

BACHELOR OF Arts degree, Universidad de Puerto Rico, Río Piedras, Puerto Rico, June, 1971. Major field of study in Spanish Language and Literature with minors in History and French.

High school diploma, Escuela Superior de Ponce, Puerto Rico, July, 1968.

Middle and grammar school attendance in Detroit, Michigan and Juana Díaz, Puerto Rico.

PROFESSIONAL BACKGROUND

- 9/2008 **FULL PROFESSOR**
Bilingual-Bicultural Education Program, Department of International & Transcultural Studies Department of Languages, Literature and Social Studies, Teachers College, Columbia University
- 9/92-6/2008 **ASSOCIATE PROFESSOR**
Bilingual-Bicultural Education Program, Department of International & Transcultural Studies Department of Languages, Literature and Social Studies, Teachers College, Columbia University (Coordinator from 1993-2004)
- 4/2007-6/2007 **VISITING SCHOLAR**
Department of General and Applied Linguistics, Faculty of Arts & Social Sciences, University of Waikato, Hamilton, NZ
- 10/2001-12/2001 **VISITING SCHOLAR**
Departamento de Métodos, Evaluación e Investigación, Universidad del País Vasco, San Sebastian/Donostia, Spain
- 9/92-5/93 **VISITING ASSOCIATE PROFESSOR**
Departamento de Estudios Graduados, Colegio de Educación, Universidad de Puerto Rico, Río Piedras, Puerto Rico.

- 9/86-5/92 **ASSISTANT PROFESSOR**
Bilingual-Bicultural Education Program, Department of Languages, Literature and Social Studies, Teachers College, Columbia University (Assistant Professor, 9/86-6/92).
- 9/84-6/86 **VISITING ASSISTANT PROFESSOR**
Department of Teacher Education, College of Education, Michigan State University, East Lansing, Michigan.
- 9/81-9/84 **EDUCATION SPECIALIST**
Intercultural Development Research Association, San Antonio, Texas.
- 12/80-9/81 **RESEARCH ASSISTANT**
Institute of Finance and Governance, Stanford University, Stanford, California.
- 9/75-9/76 **ASSISTANT PROFESSOR**
Chicano-Boricua Studies Program, Monteith College, Wayne State University, Detroit, Michigan.
- 9/72-9/73 **INSTRUCTOR**
Chicano-Boricua Studies Program, Monteith College, Wayne State University, Detroit, Michigan.

PUBLICATIONS

Books:

- Torres-Guzmán, M.E. & Swinney, R (under contract). Freedom at Work: Language, Professional, and Intellectual Development. Boulder, CO: Paradigm Press.
- Torres-Guzman, M. E. & Gomez, J. (Eds.) (in press). Global Perspectives on Multilingualism: Toward a Metaphor for Unity in Linguistic Diversity. NY: Teachers College Press.
- Barnard, R. & Torres-Guzman, M. E. (Eds.) (2009). Creating Communities of Learning in K-12 schools: International case studies and perspectives. Clevedon, England: Multilingual Matters
- Skutnabb-Kangas, T., Garcia, O. & Torres-Guzman, M. (2006). Imagining Multilingual Schools: Language in Education and Glocalization. Philadelphia: Multilingual Matters.
- Pérez, B. and Torres-Guzmán, M. E. (Third edition, 2001, Second edition, 1995, First edition 1991). Learning in Two Worlds: An Integrated Spanish/English Biliteracy Approach. New York: Longman.

Editor journal volumes:

- Brisk, M., Torres-Guzmán, M. E. & Minaya-Rowe, L. (Eds.) (2002). Special Issue on Successful Bilingual Programs. BRJ26:1.
- Torres-Guzmán, M. E. & Carter, R. (2001). Special Issue on Multicultural Education (Volume II). Teachers College Record, 102(6): 949-952.
- Torres-Guzmán, M. E. & Carter, R. (2000). Special Issue on Multicultural Education (Volume I). Teachers College Record, 102(5): 861-863.

Refereed Journals and Chapters:

- Torres-Guzman, M. E. (under consideration) Is a Read Aloud just a Read Aloud? *The Reading Teacher*.
- Pérez, B. & Torres-Guzmán, M.E. (under consideration). Access to language and literacy in two-way bilingual classrooms.
- Torres-Guzman, M. E., Lao, C. and Han, A. (in press) Hidden Jewels: San Francisco Chinese Immersion Programs. Asian and Pacific Islander American Education.
- Torres-Guzman, M. E. (in press). Teachers assuming ownership of teaching: The case of a dual language education program in the United States. In (German text)
- Torres-Guzman, M. E. (2009). Negotiating appropriateness in the second language within a dual language education classroom setting. In Barnard, R. & Torres-Guzman, M. E. (Eds.) Creating Communities of Learning in K-12 schools: International case studies and perspectives. Clevedon, England: Multilingual Matters
- Torres-Guzmán, M. E. & Howes E. (2008). Experimenting in teams and tongues: Team teaching a bilingual science education course. In Richardson Bruna, K & Gomez, K. (Eds.) Talking Science, Writing Science: The Work of Language in Multicultural Classrooms. Mahwah, N.J: Lawrence Erlbaum Publishers
- Torres-Guzman, M. E., Hunt, V. Torres, I., Madrigal, R., Flecha, I. & Jaar, A. (2006) Teacher study groups: In search of teaching freedom within a collective. The New Teacher, 2:207-226.
- Torres-Guzman, M. E., Morales, S., Han, A., & Klien, T. (2005). Self-designated dual-language programs: Is there a gap between labeling and implementation? Bilingual Research Journal. 29, (2):453-474.
- Torres-Guzman, M. E.(2005). La lecture suivie n'est-elle *qui* lecture suivie (Are Read Alouds *Just* Read Alouds?) Lettre de l' AIRDF (International Research Association in French Didactics), No. 25. 98-108.
- Torres-Guzman, M. E. & Etxeberria, F. (2005) Modelo B/dual language programs in the Basque Country and the US. International Journal in Bilingualism and Bilingual Education, 8 (6), 506-528.
- Hollins, E. & Torres-Guzman, M.E. (2005). Research on preparing teachers for diverse populations. Cochran-Smith, M. & K. Zeichner (Eds.). Studying Teacher Education : The Report of the AERA Panel on Research and Teacher Education. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Torres-Guzmán, M. E. (2003). Preparing teachers to recognize and confront symbolic violence in bilingual education. In Wallace, B. C. & Carter, R. T (Eds.). Understanding and Dealing with Violence: A Multicultural Approach (Pp. 201-225). Thousand Oaks, CA: SAGE Publications.
- Torres-Guzmán, M. E. (2002). Dual language programs. Directions in Education and Language Series, Washington, D. C.: NCBE.
- Torres-Guzman, M. E., Abbate, J., Brisk, M. & Minaya-Rowe, L. (2002). Defining and documenting success for bilingual learners: A collective case study. Bilingual Research Journal:26, 1.
- Torres-Guzmán, M. & Y. Martinez. (2000). Puerto Rican/Latino student voices: Stand & Deliver. In Nieto, S. Puerto Rican Voices. Mahwah, N.J: Lawrence Erlbaum.
- Torres-Guzmán, M. E. (1997, 2004). Language, culture and literacy in Puerto Rican Communities. In Perez, B. (Ed.). Literacy in Diverse Communities. Mahwah, N.J: Lawrence Erlbaum.

- Torres-Guzmán, M. E. (1997). Mentoring Bilingual Teachers. Directions in Education and Language Series, Washington, D. C.: NCBE.
- Torres-Guzmán, M. E. et al. (1996). Stories about Differences in a Collaborative with Middle School Students. Theory in Practice. 35: 196-204.
- La Colectiva Intercambio*. (1996). Ways of Looking, Teaching and Learning: A Tapestry of Latino Collaborative Projects. C. Walsh (Ed.). Educational Reform and Linguistic Minorities: Rethinking Policy, Pedagogy, and Community (pp. 95-122). Mahwah, N.J.:Laurence Erlbaum
- Torres-Guzmán, M. E. and Goodwin, A. L. (1995) Mentoring Bilingual Teachers. Focus. Washington, D. C.: NCBE.
- Torres-Guzmán, M. E. and Goodwin, A. L. (1995). Urban Bilingual Teachers and Mentoring for the Future. Education and Urban Society. 28(1): 48-66.
- Torres-Guzmán, M. E. (1995). Recasting frames: Latino parent involvement. In Baker, C. & García, O. (Eds.). Policy and Practice in Bilingual Education: Extending the Foundations (Reprint). Philadelphia: Multilingual Matters Ltd.
- Torres-Guzmán, M. E. (1994). Language minorities: Moving from the periphery to the center? Educational Forum. 58: 409-420.
- Torres-Guzmán, M. E. (1994). Surviving the Journey. In (Eds.) R. Padilla & Chávez, R. The Leaning Ivory Tower: Latino Professors in American Universities. Albany, NY: SUNY Press.
- Torres-Guzmán, M.; Mercado, C., Quintero, A. H. & Rivera Viera, D. (1993). Teaching and Learning in Puerto Rican/Latino Collaboratives: Implications for Teacher Education. E. Hollins (Ed.). The Challenge of Cultural Diversity in Teacher Preparation and Assessment. Albany, NY:SUNY Press.
- Torres-Guzmán, M. E. (1991). Stories of Hope in the Midst of Despair: Culturally Responsive Education for Latino Students in an Alternative High School in New York City. In Saravia Shore, M. & Alvizu, S. Cross cultural literacy: Ethnographies of communication in multiethnic classrooms. New York: Garland.
- Torres-Guzmán, M.E. (1991) Voy a Leer Escribiendo in DeVillar, R.A. & C.J. Faltis (Eds.) Computers and cultural diversity: Restructuring for school success. Albany, NY: SUNY Press.
- Torres-Guzmán, M.E. (1990). Voy a Leer Escribiendo in the context of bilingual/bicultural education. Computers in the Schools. 7:145-171.
- Torres-Guzmán, M. E. (1990). Recasting frames: Latino parent involvement. In Faltis, C. & M. McGroarty (Eds.). In the interest of language: Contexts for learning and using languages (pp. 386-405). Berlin: Walter de Gruyter & Co.
- Torres, M. E. (1989). Attitudes of bilingual education parents toward language learning and curriculum and instruction. NABE Journal. 12:171-185.
- Torres, M. E. (1986). Special language issues. In Duffy, G. and L. Roehler (Eds.). Improving classroom reading instruction. New York: Random House.

Book Reviews & Forwards:

- Torres-Guzman, M. E. (in press). Review of *Color of Bureaucracy: The Politics of Equity in Multicultural School Communities*.
- Torres-Guzman, M. E. (2004). Forward. In Perez, B. Becoming Biliterate: A Study of Two-Way Bilingual Immersion Education. Mahwah, NJ: Lawrence Erlbaum Associates.
- Torres-Guzman, M. E. (2003) Review of *La Clase Magica: Imagining Optimal Possibilities in a Bilingual Community of Learners*. AEQ, 24, 3.
- Torres-Guzmán, M. (1999). Review of *Ethnic Diversity in Communities and Schools: Recognizing and Building on Strengths*. AEQ, 31, 3.
- Torres-Guzmán, M. E. (1998) Review of *Where Something Catches* by Victoria Muñoz. International Journal of Qualitative Studies in Education
- Torres-Guzmán, M. E. (1995). Review of *Bilingual Education: Politics, Practice, Research, Ninety-second Yearbook of the Society for the Study of Education: Part II*. By Arias, M.B. & Casanova, U. (Eds.). Teachers College Press. 96: 590-592

Other publications:

- Casanova, U. & Torres-Guzmán (in press). DEBER/BEST: A manual for novice teachers in bilingual education programs.
- Torres-Guzmán, M. E. (2006). Contributor to Chapter 7, in *English Language Learners at School: a Guide for Administrators*, Philadelphia, PA: Calson Publishers, Inc.
- Torres-Guzman, M. E. (2005). Is a Read Aloud *Just* a Read Aloud?. Proceedings of the EARLI-Writing2004 Conference CD-Rom, Geneva, Switzerland.
- Torres-Guzman, M. E. (2004) Guest Speaker Interview on Culture and School Community. COLEARN, TESOL.
- Torres-Guzmán, M.E. & Morales, S. (2003). A Profile of Dual Language Programs in New York City: A subset of six stable programs. New York City Board of Education. New York, NY.
- Torres-Guzman, M. E. (2003). Bilingual Education. American History Encyclopedia.
- Torres-Guzmán, M. E. et al. (2000). Ensuring Optimal Learning Conditions for Bilingual/ESL Learners. NYC Board of Education. New York, NY.
- Brisk, M., Torres-Guzmán, M.E. & Minaya-Rowe, L. (2001). Instructions to Prepare the Nomination Form for the Bilingual Education Portraits of Success Project. Providence, Rhode Island. Educational Alliance.
- Torres-Guzmán, M. E. (1997). LETTERS: Bilingualism and reading. Imagine. NYC Board of Education, New York, NY.
- Acosta, M., Adorno de Santiago, R., Canales, J., Escamilla, K., Fountain-Schroeder, J., Kratky, L. J., Long, S., Maldonado-Colón, E., Cavazos Pena, S., Salinas, R., Villamil Tinajero, J., Torres-Guzmán, M.E., & Valcourt-Schwartz, O. (1997). Cuentamundos. New York: Macmillan/McGraw-Hill.

- Torres-Guzmán, M. E. (1995; second edition in progress). Bilingual Education in New York City. Encyclopedia of New York City. Yale University Press.
- Torres-Guzmán, M. E., Díaz, E., Ruiz, R. and Collier, V. (1993) Written Testimony submitted to before the Select Education Subcommittee, Committee on Education and Labor, U. S. House of Representatives on Latino Educational Research Needs on behalf of AREA Hispanic Research and Bilingual Education Research SIGs.
- Torres-Guzmán, M. E. (1993) Critical Pedagogy and Bilingual/Bicultural Education. NABE News. Washington, D.C.
- Grannis, J. with M. E. Torres-Guzmán. (1990). Hispanic Students in the New York City Dropout Prevention Program. In Grannis, J. C. et al. Evaluation of the New York City Dropout Prevention Initiative 1985-86 Through 1987-88: Final Longitudinal Report, Volume One. Teachers College, Columbia University.
- Torres-Guzmán, M. E. (1990). Voy a Leer Escribiendo in the Context of Bilingual/Bicultural Education. IBM: Atlanta.
- Torres-Guzmán, M. E. (1989). Bilingual/Bicultural Education. World Books Encyclopedia.
- Torres-Guzmán, M. E. (1989). Critique of the Teacher Assessment Project (TAP) Exercise from a Bilingual/ Bicultural perspective. In Nelson-Barber, S. Thinking Out Loud. Proceedings of the Stanford University Teacher Assessment Forum on Equity in Teacher Assessment (pp. 17-24). Stanford University, Stanford, CA.
- Torres, M. E. (1988). Voy a leer escribiendo (Spanish version of Writing to Read). Boca Raton: IBM.
- Torres, M. E. (1983). Parental attitudes towards language learning and bilingual education. IDRA Newsletter, San Antonio, TX: IDRA.
- Torres, M. E. (1981). Current Research on Parents and Schools. IFG Policy Perspectives. Institute for Research on Education Finance and Governance. Stanford, CA: Stanford University.

OTHER PROFESSIONAL EXPERIENCE

Research, Evaluation, and Staff Development (selected from 1988 to present)

- Torres-Guzman, M. E. (2005). Reviewer, Spencer Foundation.
- Torres-Guzman, M. E. (2005). Reviewer, Council of Social Science & Humanities Research of Canada.
- Torres-Guzman, M. E. with Fletcha, I. (2003). Cultural Connoisseurship: Tracing Metaphors & Staging Boundless Niches. Spencer Foundation
- March, 2003. Dual Language Programs: Enrichment, Inclusion, Equity & Social Justice . Duke University
- March, 2003. Cultural knowledge and cultural metaphors. UTSA.
- Torres-Guzman, M. E. (2002- present). Mentor of NCTE Cultivating New Voices Program.

June, 2000. I.S. 247 Dual Language Middle School. Profile of Success. NABE/Brown University Collaboration Educational Alliance.

Torres-Guzmán, M. E. with D&D Team. (September, 1997- June 2000). Final Report of the PS 165 Documentation & Dissemination Initiative:

Torres-Guzmán, M. E. with D&D Team. (2000). Documentation & Dissemination Initiative: P.S. 165 Second Year Report, 1999/2000.

February, 2000- present. Consultant. Dual Language Citywide Profile and Needs Assessment. Office of Bilingual Education. New York City Board of Education. New York, NY.

March, 1999-June 2000. Expert Witness. Campaign for Fiscal Equity Case. New York, NY.

Torres-Guzmán, M. with Mercado, C. & Hartman, A. (1999). Creating a Culture of Professionalism: D&D Initiative, Year One Report. Documentation and Dissemination Initiative, NYC Board of Education, New York, NY.

September, 1998-June 1999. Consultant. Native Language Component. Office of Bilingual Education. New York City Board of Education, New York, NY.

April, 1998. Reviewer. Title VII Grants. U. S. Department of Education. Washington, DC.

April 1998. Torres-Guzmán M. E. & Joseph, C. B. Bilingual Teacher Voices about Exemplary Practices. New York Association for Bilingual Education. Rye, NY.

September, 1997- 1999. Consultant. Research on Writing Development at P.S. 84, CSD#3. New York, NY.

September, 1997-1998. Consultant. Literacy Development for Older Students. Office of Bilingual Education. New York City Board of Education, New York, NY.

September, 1997-1998. Consultant. On production of *Ensuring Optimal Learning Conditions for Bilingual/ESL Learners* . Office of Bilingual Education. New York City Board of Education, New York, NY.

January-June, 1997. Consultant. Staff Development on Literacy/Biliteracy; JFK Elementary School. Portchester, NY.

January, 1997. Design of OASIS School. United Way. New York, NY.

September, 1996-present. Consultant. Teacher/Researcher Collaborative on Writing Development in the Dual Language Middle School, CSD#3. New York, NY.

September, 1996. Reviewer of Chávez-Chávez, R. Curricular constructs for achieving equity: Implications for teachers engaged with Latina and Latino students. U.S. Department of Education. Washington, DC.

April-May, 1996. Judge. Children's Literature in Spanish in the United States. Embassy of Spain. Washington, DC.

January-June, 1996. Consultant. Design for Ethnography of Fine Arts in Secondary Schools in Puerto Rico. University of Puerto Rico Secondary School. Rio Piedras, PR.

November, 1995. Expert Panel on Testing and Tracking Committee. White House Initiative on Educational Excellence for Hispanic Americans. Washington, DC.

- Lay, N. & Torres-Guzmán, M. E. (Spring, 1995-present). External Review of the ESL Program at Lehman College, CUNY. New York: Lehman College.
- Torres-Guzmán, M. & P. Woodford. (January, 1992). Evaluation of the Bilingual/ESL Undergraduate Program at Lehman College, CUNY. New York: Lehman College.
- Torres-Guzmán, M. & C. Alvarez. (September, 1991). Internal Evaluation Report, AY1990-91. Title VII Bilingual/Bicultural Fellowship Program. Washington, D.C.: OBEMLA.
- Torres-Guzmán, M. (November, 1990). Response to Report and Hearings on Minority Student Achievement in Montgomery County Public Schools. Gordon & Gordon Associates in Human Development. Pomona, NY.
- Torres-Guzmán, M. (September, 1989). Internal Evaluation Report, AY1988-1989. Part time Title VII Multilingual/Multicultural Training Program for Specialists in Bilingual/Bicultural Education. Grant No. G00871033. Washington, DC: OBEMLA.
- Torres-Guzmán, M. (June, 1989). The El Puente/Teachers College Research collaborative. Final Report. Washington, DC: Hispanic Policy Development Project.
- Torres-Guzmán, M. (November, 1988). End of year (1987-88) and End of Project (1983-1988) Evaluation of the Teachers College Title VII Fellowship Program, Washington, D.C.: OBEMLA.
- Torres-Guzmán, M. (September, 1988). Internal Evaluation Report, AY1987-1988. Part-time Title VII Multilingual/ Multicultural Training Program for Specialists in Bilingual/Bicultural Education. Grant no. G00871033. Washington, D.C.: OBEMLA.
- Torres-Guzmán, M. (January, 1988). The El Puente/Teachers College Collaborative: An Interim Report. Washington, D.C.: Hispanic Policy Development Project.
- Grants Funded**
- Torres-Guzman, M. E., Hubbard, O. and Velasco, P. (2007) In Search of Metaphors. PIFF. Teachers College, Columbia University. New York, NY.
- Torres-Guzman, M. E. (2007). In search of metaphors for enrichment and diversity strategies in Read Alouds. Urbana. IL: NCTE Research Foundation.
- Torres-Guzman, M. E. (2007) Academic Research Visitor Grant Award. Department of General and Applied Linguistics, Faculty of Arts & Social Sciences, University of Waikato, Hamilton, NZ
- Torres-Guzman, M. E. (2005). Finding spaces for inclusion of diversity in Read Alouds. TC Dean's Faculty Research Grant. Teachers College, Columbia University, New York, NY
- Torres-Guzman, M. E. (2004-2009). Title III Quality Teaching Partnership for ELLs Project. Teachers College, Columbia University, New York, NY.
- Torres-Guzmán, M.E. (Summer 2003). Intensive Teacher Institute: Bilingual Special Education Project of Long Island BOCES. Teachers College, Columbia University, New York, NY.
- Torres-Guzmán, M.E. & Elaine Howe (Summer 2003). Initiative 7: Co-teaching. New York Higher Education Support Center (HESC) for Systems Change, Syracuse University.
<http://systemschange.syr.edu>

- Torres-Guzmán, M.E. (2001-2004). Title VII/III Professional Development Project. Teachers College, Columbia University, New York, NY.
- Torres-Guzmán, M. E. (1997-99). System-wide District 3 Title VII Grant Subcontract. Teachers College, Columbia University. New York, NY.
- Torres-Guzmán, M.E., Rubio, O. & Rodriguez, L. (1994-2000). Title VII Bilingual Personnel Training Grant. Teachers College, Columbia University, New York.
- Torres-Guzmán, M.E. & Lemberger, N. (1993-95). Title VII Bilingual/Bicultural Education Fellowship Program. Teachers College, Columbia University, New York, NY.
- Torres-Guzmán, M.E. (1991). Title VII Curriculum Reform and Educational Leadership Project. Teachers College, Columbia University, New York, NY.
- Torres-Guzmán, M.E., Alvarez, C., Meléndez-Colón, E. & Cintrón-Nabi, D. (1990). Title VII Bilingual/Bicultural Education Fellowship Program. Teachers College, Columbia University, New York, NY.
- Torres-Guzmán, M.E. (1989). The 'Student Experience Approach' as Social Interaction: A Case of Human Agency. Dean's Grant for Untenured Faculty, Teachers College, Columbia University, New York, NY.
- Torres, M & Alvarez, C. (1988). A Multilingual/ Multicultural Education Personnel Training Project: Leadership Program for Educational Administrators, Teachers College, Columbia University. Washington, D.C.: OBEMLA.

AWARDS AND FELLOWSHIPS

- TC Teaching Diversity Award, 2007
 Dean's Tenured Faculty Fellowship Award, 2005
 Education Award, Puerto Rican Cultural Institute, 2001
 Distinguished Scholar, AERA Committee on the Role & Status of Minorities in Educational Research and Development, 1989.
 Dean's Untenured Fellowship Award, 1987
 Nominated Outstanding Young Woman of America, 1984, 1979.
 Institute of Finance and Governance Dissertation Award, 1980.
 Title VII Fellow, 1976-1979.

MEMBERSHIP

- Member, New York State Association for Bilingual Education
 Member, National Association for Bilingual Education
 Member, American Educational Research Association
 Member, Editorial Board, NYSABE Journal. 1997 to Present.
 Member, Editorial Board, Bilingual Research Journal. 1998 to 2006.
 Member, Advisory Board, Portraits of Success, LAB, Brown University. Sept. 1999 to 2001.
 Member, Editorial Board, Cultural Circles., 1997 to 1999.
 Chair, Political Action Committee, Research on Hispanic Education SIG, AERA (1993)
 Commissioner, Latino Commission on Educational Reform, NYC Board of Education (1991-1994)
 Member, Division G: Nomination Committee, AERA 1993 Conference
 Member, Program Committee, NABE 1993 Conference

State Appointed to New York State Advisory Committee on Standardized Testing (1988-1991)
Member, Dual Language Program Middle School Planning Committee, Community School District 3
(1989-90)
Steering Committee, Chancellor's NYC Corridor Initiative, New York City Board of Education (1988-90)
Steering Committee, Educational Equity Policy Studies, Center for Women Policy Studies, Washington,
D.C.