

# Maite (María Teresa) Sánchez

Hunter College, City University of New York

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## EDUCATION

### **Doctor of Philosophy (Ph.D.) - 2006**

Boston College, Lynch School of Education, Chestnut Hill, MA

Dissertation: *Teachers' Experiences Implementing English-only Educational Legislation*

Dissertation Committee: María Estela Brisk (Chair), Andy Hargreaves and David Blustein

### **Master of Education (M.Ed.) - 2001**

Northeastern University, Graduate School of Education, Boston, MA

### **Bachelor of Arts in Psychology (B.A.) – 1996**

Pontificia Universidad Católica del Perú, Lima, Perú

## PROFESSIONAL EXPERIENCE

### **Assistant Professor of Bilingual Education**, August 2017 – Present

Hunter College, City University of New York

School of Education, Curriculum and Teaching Department

### **Project Advisor**, July 2017 – Present

CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB)

The Graduate Center, City University of New York, New York, NY

### **Project Director**, July 2012 – August 2017

CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB)

The Graduate Center, City University of New York, New York, NY

### **Adjunct Assistant Professor**, Spring 2017

Department of Linguistics and Communication Disorders

Queens College, City University of New York, Flushing, NY

Course taught include Bilingualism.

### **Adjunct Assistant Professor**, August 2013 – December 2016

(Fall 2013, Fall 2014, Summer 2015, Fall 2015, and Fall 2016)

Hunter College, City University of New York, New York, NY

School of Education, Curriculum and Teaching Department

Course taught include “Foundations of Bilingual Education”.

**Guest Co-Instructor** (with Kate Menken), Spring 2016

Ph.D. Program in Urban Education Program,

The Graduate Center, City University of New York, New York, NY

Course taught include “Qualitative Data Analysis in Bilingual Education and TESOL”.

**Senior Research Associate**, October 2009 – July 2012

Education Development Center (EDC), Waltham, MA

**Research Associate II**, October 2006 – September 2009

Education Development Center (EDC), Waltham, MA

**Research Assistant**, August 2001-June 2005

Boston College, Lynch School of Education, Chestnut Hill, MA

**Teaching Assistant**, Fall 2003

Boston College, Lynch School of Education, Chestnut Hill, MA

Course taught include “Social Contexts of Education.”

**Administrative Assistant**, August 1999 – June 2001

Northeastern University, School of Education, Boston, MA

**Instructional Designer and Trainer**, January 1996 – August 1999

Several institutions and organizations in Lima, Peru

**Adjunct Faculty**, August 1996 – July 1999

Humanities and Social Science Department, Universidad Peruana de Ciencias Aplicadas, Lima, Peru

Course taught include “Education Model”.

**Adjunct Faculty**, March 1998 – July 1999

Initial Cycle Department and School of Education, Pontificia Universidad Católica del Perú. Lima, Peru

Courses taught include “Personal Development and Career Orientation” and “Verbal and Non-verbal Communication.”

**Responsible for the Educators’ Assessment Office**, January – December 1997

Quality in Education Department, Universidad Peruana de Ciencias Aplicadas, Lima, Peru.

**Teaching Assistant**, August – December 1998

Psychology Department, Pontificia Universidad Católica del Perú, Lima, Peru

Course taught include “Research Methods in Psychology 2.”

## GRANTS

### **Principal Investigator of the PSC-CUNY Research Award # 61224-00 49**

Grant period July 2018 – June 2019 for \$3,456

This grants supports data analysis work of the research project “Disruptions and transformations in a transitional bilingual education program: Negotiating English-only policies”.

## PUBLICATIONS

### **Articles in Refereed Journals**

- Menken, K., & **Sánchez, M.T.** (2019). Translanguaging in English-only schools: From pedagogy to stance in the disruption of monolingual policies and practices. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.513>
- Collins, B., **Sánchez, M.T.**, & España, C. (2019). Sustaining and developing teachers’ dynamic bilingualism in a re-designed bilingual teacher preparation program. *International Journal of Bilingual Education and Bilingualism*. <https://doi.org/10.1080/13670050.2019.1610354>
- García, O., & **Sánchez, M.T.** (2018). Transformando la educación de bilingües emergentes en el estado de Nueva York. *Language, Education, and Multilingualism*, 1, 138-156. <https://doi.org/10.18452/19032>. Retrieved on March 2018 from [https://edoc.hu-berlin.de/bitstream/handle/18452/19773/LEM-2018\\_Garcia\\_Sanchez.pdf?sequence=1&isAllowed=y](https://edoc.hu-berlin.de/bitstream/handle/18452/19773/LEM-2018_Garcia_Sanchez.pdf?sequence=1&isAllowed=y)
- Sánchez, M.T.**, García, O. & Solorza, C. (2018). Reframing language allocation policy in dual language bilingual education. *Bilingual Research Journal*, 41(1), 37-51. <https://doi.org/10.1080/15235882.2017.1405098>
- Sánchez, M.T.** (Winter-Spring 2012). District- and school-level collaboration between English language learners and special educators in the pre-referral and referral process. *Urban Perspectives*, 8(1), 5,10-11.
- Cortina, R. & **Sánchez, M.T.** (2007). Spanish Bilateral Initiatives for Education in Latin America. *PROSPECS*, XXXVI (37), pp. 267-281.
- Sánchez, M.T.** (2007, November). How teachers in Massachusetts experienced the passage of Question 2. *Bilingual Basics*, 9(2), pp. 18-22.
- Shirley, D., Hersi, A., MacDonald, E., **Sánchez, M.T.**, Scandone, C., Skitmore, C., & Tutwiler, P. (2006). Bringing the community back in: Change, Accommodation, and Contestation in a school and university partnership. *Equity & Excellence in Education*, 39(1), pp. 27-36.
- Sánchez, M.T.** & Brisk, M.E. (2004). Teachers’ assessment practices and understandings in a bilingual program. *NABE Journal of Research and Practice*, 2(2), pp. 193-213.

### **Book Chapters in Edited Volumes**

- Sánchez, M.T.** (2016). Introduzione. In Sanfelici, L., & Firpo, E. *La visione eteroglossica del bilinguismo: spagnolo lingua d'origine e Italstudio. Modelli e prospettive tra gli Stati Uniti e l'Italia* (pp. 11-13). Milano, Italy; LED.
- Menken, K., & **Sánchez, M. T.** (2016). Foreword. In O. García & T. Kley (Eds.) *Translanguaging with multilingual students: Learning from classroom moments* (pp. 223-227). New York, NY: Routledge.
- García, O., & **Sánchez, M.T.** (2015). Transforming schools with emergent bilinguals: The CUNY-NYSIEB Project. In I. Dirim et al. (Eds.) *Impulse für die migrationsgesellschaft. Bildung, politik, und religion* (pp. 80-94). Waxmann; Münster, Germany.
- de Jong, E. J., Arias, M.B. & **Sánchez, M.T.** (2010). Undermining teacher competences: Another look at the impact of restrictive language policies. In P. Gándara & M. Hopkins (Eds.), *Forbidden language: English learners and restrictive language policies*. (pp. 80-94). New York, NY: Teachers College.
- Sánchez, M.T.** (2008). Massachusetts and the English-Only Educational Legislation “Question 2”. Gonzales, J.M. (Ed.) *Encyclopedia of Bilingual Education* (pp. 709-711). Thousand Oaks, CA: Sage.
- Brisk, M.E. & **Sánchez, M.T.** (2006). What are the legal mandates for educating English language learners in Massachusetts? In R. Freeman & E. Hamayan (Eds.) *Educating English language learners: A guide for administrators*. (pp. 12-14) Philadelphia, PA; Caslon Publishing.

### **Other Scholarly and Creative Works**

- Sánchez, M.T.**, García, O., & Menken, K. (2015). CUNY-NYSIEB Emergent Bilingual Leadership Team Planning Resource Packet. New York, NY: City University of New York–New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), The Graduate Center. Available online at, <https://www.cuny-nysieb.org/wp-content/uploads/2016/05/CUNY-NYSIEB-EBLT-Resource-Package-2015-2016-09-17-15-Final.pdf>
- Sánchez, M.T.**, Espinet, I., & Seltzer, K. (2014). Supporting Emergent Bilinguals in New York: Understanding Successful School Practices. CUNY-NYSIEB, CUNY Graduate Center. New York, NY. Available online at, <https://www.cuny-nysieb.org/wp-content/uploads/2016/05/CUNY-NYSIEB-Contemporary-Report-Full-Feb-Final.pdf>
- Shakman, K., Riordan, J, **Sánchez, M.T.**, DeMeo Cook, K., Fournier, R., and Brett, J. (2012). *An examination of performance-based teacher evaluation systems in five states*. (Issues & Answers Report, REL 2012–No. 129). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional

Assistance, Regional Educational Laboratory Northeast and Islands. Available online at, [http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL\\_2012129.pdf](http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2012129.pdf)

Louie, J., **Sánchez, M.T.**, North, C., Cazabon, M., Mello, D., and Kagle, M. (2011). *A descriptive analysis of state-supported formative assessment initiatives in New York and Vermont*. (Issues & Answers Report, REL 2012–No. 112). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Available online at, [http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL\\_2012112.pdf](http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2012112.pdf)

**Sánchez, M.T.**; McTigue, A.; Parker, C.; & Akbayin, B. (2011). Differences in the processes for identifying learning disabilities in ELs in three districts. *AccELLerate!*, 3(3), pp. 5-6.

**Sánchez, M.T.**, Parker, C., Akbayin, B., & McTigue, A. (2010). *Processes and challenges in identifying learning disabilities among students who are English language learners in three New York State districts* (Issues & Answers Report, REL 2010–No. 085). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Available online at, <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=116>.

**Sánchez, M. T.**, Ehrlich, S., Midouhas, E., and O’Dwyer, L. (2009). *Analyzing performance by grade 10 Hispanic high school students on the Massachusetts state assessment* (Issues & Answers Report, REL 2009–No. 071). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Available online at, <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=114>.

LaPointe, M. A., Brett, J., Kagle, M., Midouhas, E., **Sánchez, M. T.**, Oh, Y., and North, C. (2009). *How state education agencies in the Northeast and Islands Region support data-driven decisionmaking in districts and schools* (Issues & Answers Report, REL 2009–No. 072). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Available online at, <http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=112>.

## PRESENTATIONS

### **Invited Presentations**

**Sánchez, M.T.** (2019, February). Translanguaging spaces in dual language bilingual programs in New York. Presentation in the symposium “Translanguaging in immersion and dual language: Does one size fit all?” at the 7<sup>th</sup> *International Conference on Immersion & Dual Language Education*. Charlotte, NC, February 9, 2019.

- Sánchez, M.T.** (2017, October). La teoría del translenguar y sus aplicaciones pedagógicas. Keynote speaker at *Seminario Nazionale LEND. Apprendere le Lingue: Strumenti? Cultura?* Milan, Italy, October 20, 2017.
- Sánchez, M.T.**, & Aponte, G. (April, 2017). Translanguaging in dual language bilingual education. Creating transformation spaces. Webinar Presentation for *CUNY-NYSIEB Online Presentations*. April 26, 2017.
- Menken, K., **Sánchez, M.T.**, & Kleyn, T. (2016, October). Translanguaging Pedagogy in TESOL Classrooms. *Virtual Seminar for TESOL International*. October 19, 2016.
- Sánchez, M.T.** (2015, April). Translanguaging: Concepciones y aplicaciones. Presentation at the Workshop *Con-Vivere e Con-Dividere L'Intercultura e il Plurilinguismo*. Università Degli Studi di Genova, Genoa, Italy, April 24, 2015.
- Avery, M.P., Collignon, F., Parker, C., & **Sánchez, M.T.** (2008, March). Making the best use of English language learning assessment data. Presentation at the REL-NEI regional conference *Policy Challenges: Bridging research and practice. High-risk student populations: Addressing regional needs*. Providence: RI. March 18, 2008.

### **Refereed Conference Presentations**

- Sánchez, M. T.**, & España, C. (2019, April). Sustaining bilingual teacher candidates' bilingualism in a teacher education program. At the *Annual Meeting of the American Educational Research Association*. Toronto, Canada.
- España, C. & **Sánchez, M. T.** (2019, April). Remembering and redefining language practices and ourselves: Latinx bilingual teachers' monolingual English-dominant schooling journeys. At the *Annual Meeting of the American Educational Research Association*. Toronto, Canada.
- Menendez, L., Poms, S., Maroney, A., Madrigal, R., **Sánchez, M.T.**, & Espinet, I. (2019, March). Bilingual kindergarten and first graders researchers learn about families and communities. At the *2019 New York State Association for Bilingual Education Conference*. White Plains, New York.
- Sánchez, M. T.** (2018, July). Translanguaging theory and its pedagogical applications. Presentation at the *4th International Colloquium on Languages, Cultures, Identity in School and Society*, Soria, Spain, July 4, 2018.
- Sánchez, M. T.** (2018, May). The CUNY-NYSIEB Project and School Leaders' Ideological Changes through Participation. Presentation at the Symposium "Implementing Translanguaging Pedagogy in Schools with English-Medium and Bilingual Education Programming" at *The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL)*, Ottawa, Canada, May 3, 2018.
- Sánchez, M. T.** (2018, May). Bringing bilingualism back into dual language education: A



Translanguaging allocation policy. Presentation at *The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL)*, Ottawa, Canada, May 4, 2018.

**Sánchez, M. T.** (2018, April). Discussant in the Symposia “When in New York City...Bilingual Education Programs, Policies and Contexts” at the *Annual conference of the American Educational Research Association*. New York, NY, April 13, 2018.

**Sánchez, M. T., & Aponte, G.** (2018, March). Translanguaging: Using everyday Spanish to navigate complex English words! Presentation at the *New York Association for Bilingual Education Annual Conference*. Huntington, NY, March 16, 2018.

**Sánchez, M.T. & Menken, K.** (April, 2017). Translanguaging as ideological stance in English-only schools: Embracing bilingualism for social justice. *Annual Meeting of the American Educational Research Association*. San Antonio, TX.

Kleyn, K. & **Sánchez, M.T.** (March, 2017). Translanguaging with multilingual students. The Context: CUNY-NYSIEB. *Annual Meeting of the American Educational Research Association*. San Antonio, TX.

Menken, K. & **Sánchez, M.T.** (2017, March). Translanguaging pedagogy to disrupt English-only language education policies: Shifting language ideologies and transgressing program structures. *Annual Meeting of the American Association for Applied Linguistics*, Portland, OR.

Menken, K., & **Sánchez, M.T.** (2016, June). Translanguaging as ideological stance in educational contexts of overt English-only policy. Presentation at the *Sociolinguistics Symposium 21*, Murcia, Spain, June 16, 2016.

**Sánchez, M.T. & Menken, K. &** (2016, May). Translanguaging as ideological stance in schools with ESL programs. Presentation at the *New York Association for Bilingual Education Annual Meeting*. White Plains, NY, May 21, 2016.

**Sánchez, M.T. & Yau, H.** (2016, May). Translanguaging in dual language bilingual education: Language allocation policy and practice. Presentation at the *New York Association for Bilingual Education Annual Meeting*. White Plains, NY, May 21, 2016.

**Sánchez, M.T.** (2015, August). Latinos en NY: Bilingüismo dinámico en las escuelas. Presentation at the *VI Simposio Internacional de Bilingüismo y Educación Bilingüe en América Latina (BilingLatAm VI)*. Lima, Perú, August 13, 2015.

**Sánchez, M.T., García, O., & Menken, K.** (2015, April). The City University of New York – New York State Initiative on Emergent Bilinguals. Paper presented at the *Annual Meeting of the American Educational Research Association*, Chicago, IL, April 19, 2015.

**Sánchez, M.T.**, Espinet, I., & Seltzer, K. (2014, April). Bringing “bilingualism” back to bilingual education programs. Paper presented at the *Annual Meeting of the American Educational Research Association*, Philadelphia, PA, April 5, 2014.

**Sánchez, M.T.**, & Pappas, L. (2014, April). Structural transformation in the education of emergent bilingual students. Paper presented at the *Annual Meeting of the American Educational Research Association*, Philadelphia, PA, April 5, 2014.

**Sánchez, M.T.**, Kaplan, L., Carrasquillo, A., & Rodríguez, D. (2014, March). *New York State Education Department Policies and Practices on the Education of ELLs/Emergent Bilinguals*. Presentation at the New York State Association for Bilingual Education Annual Conference, New York, NY, March 7, 2014.

**Sánchez, M.T.**, Espinet, I., & Seltzer, K. (2014, March). *Incorporating students' home language in schooling: Learning from schools that are successfully educating emergent bilinguals*. Presentation at the New York State Association for Bilingual Education Annual Conference, New York, NY, March 7, 2014.

Kleyn, T., & **Sánchez, M.T.** (2013, March). *Supporting multilingual ecologies in schools*. Presentation at the New York State Association for Bilingual Education Annual Conference, Huntington, NY, March 16, 2013.

**Sánchez, M.T.** (2011, June). An examination of two state-supported formative assessment initiatives in the northeast region. Paper presented at the National Conference on Student Assessment, Council of Chief State School Officers, in Orlando, FL.

**Sánchez, M.T.** (2009, October). *Individual and school-level characteristics associated with Latino high school students' patterns of performance in Massachusetts*. Paper presented at the First Triennial Conference on Latino Education and Immigrant Integration, in Athens, GA.

**Sánchez, M. T.**, Parker, C., Akbayin, B., & McTigue, A. (2009). Processes and challenges in identifying learning disabilities among students who are limited English proficient in three New York State districts. Presented at the *Annual Conference of the American Educational Research Association*, San Diego, April 16, 2009.

Midouhas, E., Ehrlich, S., **Sánchez, M.T.**, & O'Dwyer, L. (2009, April). Understanding the correlates of performance for Hispanic high school students on a mandated state assessment. Paper presentation at the *Annual Meeting of the American Educational Research Association*, San Diego, CA.

de Jong, & **Sánchez, M.T.** (2008, May). Educational opportunities after Question 2: A teachers' report. Paper presented at the *Language Minority Research Institute Annual Conference*, Sacramento, CA.

**Sánchez, M.T.** (2007, April). Teachers' adaptations to English-only legislation. Paper presented



at the Annual Meeting of the American Educational Research Association, Chicago, CA.

**Sánchez, M.T.** (2007, March). Adult education in Latin America. Paper presented at the *Comparative and International Education Society Annual Conference*, Baltimore, MD.

**Sánchez, M.T.** (2006, January). Teachers' experiences implementing English-Only legislation. Paper presented at the National Association for Bilingual Education (NABE) Annual Conference, Phoenix, AZ.

Shirley, D., Hersi, A., MacDonald, E., & **Sánchez, M.T.** (2004, April). Transforming a social contexts of education class into a community organizing strategy. Paper presented at the *Annual Meeting of the American Educational Research Association*, San Diego, CA.

Shirley, D., Hersi, A. MacDonald, E., **Sánchez, M.T.**, Tutwiler, P. (2004, January). Teacher education as community organizing: Exploring the social contexts of education to promote parent engagement in urban schools. Paper presented at the *Holmes Partnership Annual Meeting*, San Diego, CA.

**Sánchez, M.T.**, & Brisk, M.E. (2003, January). Teachers' understanding of assessment implementation and procedures. Paper presented at the *National Association of Bilingual Education Annual Conference*, New Orleans, LA.

Brisk, M.E., MacDonald, E., & **Sánchez, M.T.** (2002, November). Teaching bilingual students in a mainstream classroom. Paper presented at the *National Council of Teachers of English National Convention*, Atlanta, GA.

## **FELLOWSHIPS AND AWARDS**

**Hunter College Presidential Travel Award**, 2017 & 2018.

**Doctoral Dissertation Fellowship**, Boston College

Funded by the Lynch School of Education for dissertation writing for 2005-2006.

**Summer Dissertation Grant**, Boston College

Funded by the Lynch School of Education for dissertation writing for summer 2014.

## **SERVICE TO THE COLLEGE / UNIVERSITY**

Program Co-Coordinator, Bilingual Education Program, Curriculum and Teaching Department,  
August 2018 – present

Restructuring Committee, School of Education, February – April 2019.

Faculty Scholarship Committee, School of Education, September – November 2018.

Faculty Search Committee, Curriculum and Teaching Department, January 2018 – March 2018.

Brown Bag Committee, School of Education, October 2017 – June 2018

Grade Appeal Committee, Curriculum and Teaching Department, September-October 2017.

## **SERVICE TO THE PROFESSION**

Board of Directors Member and Treasurer, New York State Association for Bilingual Education (NYSABE), 2015 – Present.

Chair, Events Registration, NYSABE, 2015 – Present.

Delegate-at-Large, NYSABE, 2015 – Present.

Peer Reviewer of articles submitted for publication in the following journals: *Bilingual Research Journal*, *Journal of Educational Change*, *International Multilingual Research Journal*, *Journal of Language, Identity and Education*, *Language Culture and Curriculum*, and *Teaching and Teacher Education*.

Reviewer of a post-doctoral application for the Research Foundation Flanders.

## **CURRENT PROFESSIONAL MEMBERSHIP**

American Association for Applied Linguistics (AAAL)

American Educational Research Association (AERA)

New York State Association for Bilingual Education (NYSABE)