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QUEENS COLLEGE & GRADUATE CENTER
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EDUCATION

Teachers College, Columbia University, New York, NY 2005
Doctor of Education (Ed.D.)
Department of International and Transcultural Studies, Program in Bilingual/Bicultural Education
Dissertation: *When the Test is What Counts: How High-Stakes Testing Affects Language Policy and the Education of English Language Learners in High School*

University of Pennsylvania, Philadelphia, PA 1994
M.S. Ed. in Educational Linguistics, with specialization in Teaching English to Speakers of Other Languages (TESOL)

University of Pennsylvania, Philadelphia, PA 1991
B.A. in Urban Studies, with specialization in Urban Education

FELLOWSHIPS & AWARDS

Research Article Award Nomination by the Editors of *TESOL Quarterly* for the article “Translanguaging in English-Only Schools,” American Association for Applied Linguistics, 2021
Dr. Antonia Pantoja Advocacy Award, New York State Association for Bilingual Education, 2018
Distinguished CUNY Fellow, Advanced Research Collaborative, City University of New York, Spring 2018
Jere Brophy Award for 2010 article in *Theory into Practice*, “NCLB and English Language Learners: Challenges and Consequences”
PSC-CUNY Research Award, 2010
William Stewart Travel Grant, City University of New York, 2007
First Place, Outstanding Dissertation Award Competition, National Association for Bilingual Education (NABE), 2006
First Place, Bilingual Education Dissertation Award, American Educational Research Association (AERA), 2005
Spencer Foundation Research Training Grant, 2004
Dean’s Grant for Student Research, Teachers College, Columbia University, 2003-2004
International & Transcultural Studies Departmental Scholarship, Teachers College, Columbia University, 2003-2004
Caroline Scholarship, Teachers College, Columbia University, 2002-2003
Teachers College General Scholarship, 2001-2002
Ruth Crymes TESOL Academies Fellowship recipient, 1999
Vineland, NJ Outstanding Teacher Award, 1996

GRANTS

Co-Principal Investigator with Christopher Hoadley (PI), Laura Ascenzi-Moreno (Co-PI), and Jasmine Ma (Co-PI) Participating in Literacies and Computer Science (PiLaCS)

Grant Period September 2018-August 2022 for \$1,047,998 from the National Science Foundation
PiLaCS is a partnership between New York University, CUNY’s RISLUS, and educators in New York City public schools. One component of the project extends existing curriculum development and learning research as emergent bilinguals learn computational thinking in courses designed to leverage their language use through translanguaging pedagogy. The second component engages New York City educators, community groups, and adults in understanding how computing can be integrated into larger multilingual education initiatives in and outside of schools.

Co-Principal Investigator with Christopher Hoadley (PI) and Laura Ascenzi-Moreno (Co-PI), Participating in Literacies and Computer Science (PiLaCS)

Grant period August 2017-August 2019 for \$316,000 from the National Science Foundation

PiLaCS is a partnership between New York University, CUNY's RISLUS, and bilingual teachers at three New York City public middle schools in Washington Heights. The project addresses a problem of practice facing educators tasked with rolling out New York City's Computer Science for All (CS4All) policy: how to equitably serve emergent bilinguals. Translanguaging pedagogy encourages teachers to leverage children's diverse languaging practices in classroom instruction. It is thought that the skills emergent bilingual students use to learn multiple languages may also be useful in helping them learn to program computers. This project will explore whether that is the case, and more broadly examine computer science instruction for emergent bilinguals. Accordingly, PiLaCS will develop and test pedagogies that draw on the strengths of students as they learn computer science and become empowered makers and users of technology.

Principal Investigator with Sharon Avni, Diversity in the Expansion of Dual Language Bilingual Education: The Case of Hebrew-English Programs in New York City Public Schools

Grant period September 2016-August 2018 for \$49,992 from the Spencer Foundation

The purpose of this research project is to examine the expansion of dual language bilingual education (DLBE) in New York City public schools, which are now being offered in less commonly taught languages and attracting populations of students who traditionally have not participated in bilingual education programs. This study focuses on the case of Hebrew-English DLBE programs, the first of which opened in 2010. Using complementary qualitative methods, this comparative study investigates how Hebrew DLBE programs teach about and negotiate linguistic, ethnic, racial, and religious diversity. Its goal is to provide empirical evidence about the opportunities and challenges of DLBE programs in less-commonly-taught languages and highlights how these programs inform broader conversations about the societal goals of bilingualism as a goal of and opportunity for public schooling.

Co-Principal Investigator with Ofelia García, Principal Investigator is Ricardo Otheguy, CUNY-Bilingual Education Resources: Supporting and Sustaining Initiative (CUNY-BERSSI)

Grant period July 1, 2016-June 30, 2019 for \$474,068 per year (\$1,422,204 total) from the New York State Department of Education

The CUNY–New York State Initiative for Bilingual Education (CUNY-NYSIEB) is an initiative of RISLUS and the PhD Program in Urban Education that began in 2011. Between 2016 and 2019, the work of CUNY-NYSIEB will focus primarily on CUNY-BERSSI, a component of CUNY-NYSIEB that is an extension of the Bilingual Network Component that has been in place since 2015. The Leadership Component, the main focus of CUNY-NYSIEB's work between 2011 and 2016, will continue to exist but on a smaller scale. CUNY-BERSSI's goal is to provide resources, with suggestions for practice, for educators in New York State who work with emergent bilinguals/multilingual learners and who are working in bilingual education or English as a new language (ENL) settings.

Co-Principal Investigator with Ofelia García, Principal Investigator is Ricardo Otheguy, CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB)

Grant period January, 2011-August, 2016 for \$5 million from the New York State Department of Education

This initiative of RISLUS and the PhD Program in Urban Education (cuny-nysieb.org) addresses the enduring issue of multilingualism in New York State's public schools and represents an effort to improve the public school experience and the academic success of emergent bilingual students. The grant currently focuses on providing professional development to principals and school/district personnel in support of practices that view bilingualism as a resource to be used in classrooms as well as the whole school. The initiative also disseminates materials developed as part of the work, document historical and current practices to support emergent bilinguals, and support New York State Education Department in the development and implementation of the Bilingual Common Core Initiative. Further information about the project can be found at www.cuny-nysieb.org

Principal Investigator, Factors in School Administrators' Decisions about Educational Programming for Emergent Bilinguals

Grant period May, 2010-October 2011 for \$37,492 from the Office of English Language Learners, New York City Department of Education

The purpose of this research project was to better understand the widespread loss of bilingual education programs in New York City public schools through interviews with principals who had chosen to eliminate the

bilingual programs in their schools in recent years. Cristian Solorza worked on this project as research assistant. Completed.

Principal Investigator, Meeting the Needs of Long-Term English Language Learners in High School, Phase II

Grant period March, 2008-December, 2009 for \$181,822 from the Office of English Language Learners, New York City Department of Education

The purpose of this research project was to develop, implement, and evaluate a program for students labeled 'long-term English Language Learners' that focused on biliteracy development in Spanish and English. The research team included the principal investigator (Menken), a faculty researcher (Kleyn), and four research assistants (doctoral students at the CUNY Graduate Center). Completed.

Principal Investigator, Meeting the Needs of Long-Term English Language Learners in High School, Phase I

Grant period January, 2007-September, 2007 for \$45,494 from the Office of English Language Learners, New York City Department of Education

The purpose of this research project was to explore the characteristics and educational needs of students labeled 'Long-Term ELLs,' students who remain categorized as ELLs after 7 years or more attending U.S. schools. Completed.

PROFESSIONAL EXPERIENCE

Professor of Linguistics

Director, Linguistics and TESOL Programs

September 2016 to present

Queens College of the City University of New York (CUNY), Flushing, NY

Research Fellow, Research Institute for the Study Language in an Urban Society (RISLUS), CUNY Graduate Center

Faculty, Ph.D. Program in Urban Education, CUNY Graduate Center

Associate Professor of Linguistics

January 2011 to 2016

Queens College of the City University of New York (CUNY), Flushing, NY

Research Fellow, Research Institute for the Study Language in an Urban Society (RISLUS)

Faculty, Ph.D. Program in Urban Education

CUNY Graduate Center, New York, NY

Assistant Professor of Linguistics

August 2006 to January 2011

Queens College of the City University of New York (CUNY), Flushing, NY

Research Fellow, Research Institute for the Study Language in an Urban Society (RISLUS)

Faculty, Ph.D. Program in Urban Education

CUNY Graduate Center, New York, NY

Assistant Professor, August 2005 to August 2006

Bilingual Education, TESOL, and Secondary Spanish Program

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

Adjunct Professor and Instructor, June 2003 to June 2005

Bilingual Education, TESOL, and Secondary Spanish Program,

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

Research Analyst, October 1999 to August 2001

National Clearinghouse for Bilingual Education, George Washington University, Washington, DC

Designed and implemented national research studies, published and disseminated findings, wrote grants, and lead special projects.

Program Associate in Teaching and Learning, September 1997 to August 1999

The Philadelphia Education Fund, Philadelphia, PA

English as a Foreign Language (EFL) Teacher, September 1996 to May 1997
The Language Center, Nairobi, Kenya

English as a Second Language (ESL) Teacher, September 1994 to July 1996
Dr. Mennies Elementary School, Vineland Public Schools, Vineland, NJ

ESL Teacher, January 1993 to May 1994
Jewish Educational & Vocational Services, Philadelphia, PA

Consultancies/Additional Professional Experience

Associate Investigator, Spring 2020-Spring 2021
CUNY Initiative on Immigration and Education, New York, NY

The work of CUNY-IIE is to learn about current immigration issues, act in ways that center our collective humanity, and advocate for equitable policies for all people regardless of immigration status. PI: Tatyana Kleyn; Co-PIs: Nancy Stern and Ariana Mangual Figueroa. <https://www.cuny-iiie.org>

Consultant, January 2019-July 2021
Jewish Agency for Israel and Hebrew at the Center, Jerusalem, Israel and New York, NY

Visiting Scholar, June 2019
First Scholar, University of Colorado Boulder, Boulder, CO

Bilingual Education Program Evaluator, January 2002 to May 2004
Amber Charter School, New York City Department of Education, New York, NY

International Education Program Evaluator, January 2002 to May 2002
Open Society Institute, Soros Foundation Moldova and Teachers College, Columbia University, New York, NY

Researcher/Consultant, November 1993 to August 1994
Education Law Center, Philadelphia, PA

PUBLICATIONS

Books

CUNY-NYSIEB (Ed.). (2020). *Translanguaging and transformative teaching for emergent bilingual students: Lessons from the CUNY-NYSIEB project*. New York, NY: Routledge.

Valdés, G., Menken, K. & Castro, M. (Eds.). (2015). *Common Core, bilingual and English language learners: A resource for educators*. Philadelphia, PA: Caslon.

Menken, K. & García, O. (Eds.). (2010). *Negotiating language policies in schools: Educators as policymakers*. New York: Routledge.

Menken, K. (2008). *English learners left behind: Standardized testing as language policy*. Clevedon, Avon: Multilingual Matters.

Articles in Refereed Journals

Delavan, G., Freire, J., & Menken, K. (2021). Editorial introduction: A historical overview of the expanding critique(s) of the gentrification of dual language bilingual education. *Language Policy*, 20(3), 299-321.

Menken, K. & Pérez-Milans, M. (2020). Editorial. *Language Policy*, 19(2), 1-3.

Sánchez, M.T. & Menken, K. (2019). Ofelia García and the CUNY-NYSIEB community: Symbiosis in furthering translanguaging pedagogy and practice. *Journal of Multilingual Education Research*, 9(1), 157-173.

- 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*, 53(3), 741-767.
<https://doi.org/10.1002/tesq.513>
- Avni, S. & Menken, K. (2019). The expansion of dual language bilingual education into new communities and languages: The case of Hebrew in a New York City public middle school. *Theory Into Practice*, 58(2), 154-163.
DOI: 10.1080/00405841.2019.1569378
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (2018). Increasing multilingualism in schools: New scenery and language education policies. *Linguistic Landscape*, 4(2), 101-127.
- Menken, K. & Avni, S. (2017). Challenging linguistic purism in dual language bilingual education: A case study of Hebrew in a New York City public middle school. *Annual Review of Applied Linguistics*, 37, 185-202.
- Ascenzi-Moreno, L., Hesson, S., & Menken, K. (2016). School leadership along the trajectory from monolingual to multilingual. *Language and Education*, 30(2), March 2016, 197-218.
- Menken, K. & Solorza, C. (2015). Principals as linchpins in bilingual education: The need for prepared school leaders. *International Journal of Bilingual Education and Bilingualism*, 18(6), 676-697.
- Menken, K. & Shohamy, E. (2015). Invited colloquium on negotiating the complexities of multilingual assessment, AAAL Conference 2014. *Language Teaching*, 48(3), 421-425.
- Flores, N., Kleyn, T., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled 'long-term English language learners.' *Journal of Language, Identity, and Education*, 14(2), 113-132.
- Menken, K., Hudson, T., & Leung, C. (2014). Symposium article: Language assessment in standards-based education reform. *TESOL Quarterly*, 48(3), 586-614.
- Menken, K. & Solorza, C. (2014). No child left bilingual: Accountability and the elimination of bilingual education programs in New York City schools. *Educational Policy*, 28(1), 96-125.
- Menken, K. & Solorza, C. (2013). Where have all the bilingual programs gone?!: Why prepared school leaders are essential for bilingual education. *Journal of Multilingual Education Research*, 4, 9-39.
- Menken, K. (2013). Emergent bilingual students in secondary school: Along the academic language and literacy continuum. *Language Teaching*, 46(4), 438-476.
- Menken, K. (2013). Restrictive language education policies and emergent bilingual youth: A perfect storm with imperfect outcomes. *Theory into Practice*, 52(3), 160-168.
- Koyama, J. & Menken, K. (2013). Emergent bilinguals: Framing students as statistical data? *Bilingual Research Journal*, 36(1), 82-99.
- Menken, K., Kleyn, T. & Chae, N. (2012). Spotlight on "long-term English language learners": Characteristics and prior schooling experiences of an invisible population. *International Multilingual Research Journal*, 6(2), 121-142.
- Menken, K. (2011). From policy to practice in the multilingual apple: Bilingual education in New York City. Editorial Introduction. *International Journal of Bilingual Education and Bilingualism*, 14(2), 123-133.
- Menken, K. (2010). *No Child Left Behind* and English language learners: The challenges and consequences of high-stakes testing. *Theory Into Practice*, 49(2), 121-128.
- Menken, K. & Kleyn, T. (2010). The long-term impact of subtractive schooling in the educational experiences of secondary English language learners. *International Journal of Bilingual Education and Bilingualism*, 13(4), 399-417.
- Menken, K. (2009). 'No child left behind' and its effects on language policy. *Annual Review of Applied Linguistics*, 2009 (29), 103-117.
- Menken, K. & Kleyn, T. (2009). The difficult road for long-term English learners. *Educational Leadership*, 66(7), n.p.
- Menken, K. (2008). Editorial introduction 7.3. Thematic issue "No Child Left Behind and U.S. language education policy." *Language Policy*, 7(3), 191-199.

- Menken, K. (2006, Summer). Teaching to the test: How standardized testing promoted by *No Child Left Behind* impacts language policy, curriculum, and instruction for English language learners. *Bilingual Research Journal*, 30(2), 521-546.
- Menken, K. (2001, May/June). When all means all: Standards-based education reform and English-language learners. *NABE News*, 24(5), 4-7.
- Menken, K. (2000). What are the critical issues in wide-scale assessment of English language learners? *NCBE Issue Brief No. 6*, 1-8. Washington, DC: NCBE.
- Menken, K. & Look, K. (2000). Meeting the needs of linguistically and culturally diverse students. *Schools in the Middle*, February 2000, 20-25.
- Menken, K. (1994). Ethnic pride and the classroom: An ethnographic study. *Working Papers in Educational Linguistics*, 10(1), 91-106.

Book Chapters in Edited Volumes

- Avni, S. & Menken, K. (2020). The expansion of dual language bilingual education into new communities and languages: The case of Hebrew in a New York City public middle school. In P. Ramirez, & C. Faltis (Eds.). *Dual language education in the US: Rethinking pedagogy, curricula, and teacher education to support dual language learning for all*. New York, NY: Routledge.
- Menken, K. & García, O. (2020). Constructing translanguaging school policies and practices. In CUNY-NYSIEB (Ed.), *Translanguaging and transformative teaching for emergent bilingual students: Lessons from the CUNY-NYSIEB project* (pp. 25-40). New York, NY: Routledge.
- Sánchez, M.T., & Menken, K. (2020) Emergent bilingual leadership teams: Distributed leadership in CUNY-NYSIEB schools. In CUNY-NYSIEB (Ed.), *Translanguaging and transformative teaching for emergent bilingual students: Lessons from the CUNY-NYSIEB project* (pp. 67-78). New York, NY: Routledge.
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (2020). Multilingual ecology in CUNY-NYSIEB schools. In CUNY-NYSIEB (Ed.), *Translanguaging and transformative teaching for emergent bilingual students: Lessons from the CUNY-NYSIEB project* (pp. 131-146). New York, NY: Routledge.
- Avni, S. & Menken, K. (2020). Hebrew dual language bilingual education: The intersection of race, language, and religion. In N. Flores, A. Tseng, & N. Subtirelu (Eds.), *Bilingualism for all? Raciolinguistic perspectives on dual language education in the United States* (pp. 156-176). Bristol, UK: Multilingual Matters.
- Menken, K. & Sánchez, M. (2020). Distributed leadership in schools with “Emergent Bilingual Leadership Teams” for collaborative decision making. In E.R. Crawford & L. Dorner (Eds.), *Educational Leaders of Immigrants: Case studies in times of change* (pp. 147-154). New York, NY: Routledge.
- Menken, K. & Avni, S. (2019). Language policy conflicts: New York City’s efforts to expand bilingual education amidst English-only assimilationist pressures and neoliberal approaches. In T. Ricento (Ed.), *Language politics and policies: Perspectives from Canada and the United States* (pp. 153-172). Cambridge, UK: Cambridge University Press.
- Vogel, S., Hoadley, C., Ascenzi-Moreno, L., & Menken, K. (2019). The role of translanguaging in computational literacies: Documenting middle school bilinguals' practices in computer science integrated units. Proceedings of the 50th ACM Technical Symposium on Computer Science Education (pp. 1164–1170). New York: Association for Computing Machinery.
- García, O., Menken, K., Velasco, P., & Vogel, S. (2018). Dual language bilingual education in New York City: A potential unfulfilled?. In B. Arias, & M. Fee (Eds.), *Profiles of dual language education in the 21st century* (pp. 38-55). CAL Series on Language Education. Bristol, UK: Multilingual Matters.
- Menken K. (2017). High-stakes tests as de facto language education policies. In E. Shohamy, I. Or, & S. May (Eds.), *Language testing and assessment* (pp. 385-396). *Encyclopedia of language and education* (3rd Edition). New York, NY: Springer.
- Menken, K. & García, O. (2017). Language policy in classrooms and schools. In T. McCarty & S. May (Eds.),

- Language policy and political issues in education* (pp. 1-16). *Encyclopedia of language and education* (3rd Edition). New York, NY: Springer.
- Menken, K. & Sánchez, M. (2016). Afterword. In O. García & T. Kleyn (Eds.), *Translanguaging with multilingual students: Learning from classroom moments*. New York: Routledge/Taylor & Francis.
- Shohamy, E. & Menken, K. (2015). Language assessment: Past to present misuses and future possibilities. In W. Wright, S. Boun, & O. García (Eds.), *Handbook of bilingual and multilingual education* (pp. 253-269). Hoboken, NJ: Wiley-Blackwell.
- Field, R. & Menken, K. (2015). What might the process of language education policy development look like at the district and school levels within the context of the Common Core State Standards? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core, Bilingual and English language learners: A resource for educators* (pp. 121-122). Philadelphia, PA: Caslon.
- Menken, K. & Kleyn, T. (2015). What do teachers need to understand about the implications and challenges that CCSS and NGSS present for long-term ELLs/emergent bilinguals (LTELLs)? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core, Bilingual and English language learners: A resource for educators* (pp. 220-221). Philadelphia, PA: Caslon.
- Menken, K. (2015). What have been the benefits and drawbacks of testing and accountability under No Child left Behind for ELLs/emergent bilinguals, and what are the implications of these for accountability under the Common Core State Standards? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core, Bilingual and English language learners: A resource for educators* (pp. 246-247). Philadelphia, PA: Caslon.
- García, O. & Menken, K. (2015). Cultivating an ecology of multilingualism in schools: Building interindividuality of voices and ideologies. In B. Spolsky, O. Inbar & M. Tannenbaum (Eds.), *Challenges for language education and policy: Making space for people* (pp. 95-108). New York: Routledge.
- Menken, K. (2013). (Dis)citizenship or opportunity?: The importance of language education policy for access and full participation of emergent bilinguals in the United States. In V. Ramanathan, (Ed.), *Language policies and (dis)citizenship: Rights, access, pedagogies* (pp. 209-230). Bristol, UK: Multilingual Matters.
- Avni, S., & Menken, K. (2012). Educating for Jewishness: The teaching and learning of Hebrew in day school education. In O. García, Z. Zakharia, & B. Octu (Eds.). *Bilingual community education and multilingualism* (pp. 190-203). Bristol, UK: Multilingual Matters.
- Menken, K. (2012). How have laws regarding English language learners evolved in the United States? In R. Freeman & E. Hamayan (Eds.), *English language learners at school: A guide for administrators*, 2nd Edition (pp. 66-69). Philadelphia, PA: Caslon Publishing.
- Menken, K., Funk, A. & Kleyn, T. (with Ascenzi-Moreno, L., Chae, N. & Flores, N.). (2011). Teachers at the epicenter: Engagement and resistance in a biliteracy program for “Long-term English language learners” in the U.S. In C. Hélot and M. Ó Laoire (Eds.), *Pedagogy of the possible: Language policy for the multilingual classroom* (pp. 79-104). Bristol, UK: Multilingual Matters.
- Menken, K. & García, O. (2010). Introduction. In K. Menken, & O. García (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 1-10). New York, NY: Routledge.
- García, O. & Menken, K. (2010). Stirring the onion. Educators and the dynamics of language education (looking ahead). In K. Menken, & O. García (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 249-261). New York, NY: Routledge.
- García, O. & Menken, K. (2010). Moving forward. Ten guiding principles for teachers. In K. Menken, & O. García (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 262-268). New York, NY: Routledge.
- Menken, K. (2009). Policy failures: No child left behind and English language learners. In S. Groenke & A. Hatch (Eds.), *Critical pedagogy and teacher education in the neoliberal era: Small openings* (pp. 49-62). Berlin, Germany: Springer.
- Menken, K. (2008). Language policy and social control. In J. González (Ed.), *Encyclopedia of bilingual education* (pp. 452-455). Thousand Oaks, CA: SAGE Publications.

- Menken, K. (2008). No Child Left Behind Act of 2001, testing requirements. In J. González (Ed.), *Encyclopedia of bilingual education* (pp. 604-607). Thousand Oaks, CA: SAGE Publications.
- Menken, K. (2008). High-Stakes Testing Effects. In J. González (Ed.), *Encyclopedia of bilingual education* (pp. 350-353). Thousand Oaks, CA: SAGE Publications.
- Menken, K. (2007). High-stakes tests as de facto language policies in education. In E. Shohamy & N. Hornberger (Eds.), *Encyclopedia of language and education* (pp. 401-414). Volume 7: Language testing and assessment. Netherlands: Kluwer.
- García, O. & Menken, K. (2006). The English of Latinos from a plurilingual transcultural angle: Implications for assessment and schools. In S. Nero (Ed.), *Dialects, Englishes, creoles, and education* (pp. 167-184). Mahwah, NJ: Lawrence Erlbaum Associates.
- Menken, K. (2006). Historical overview of policies for English language learners. In R. Freeman & E. Hamayan (Eds.), *English Language Learners at school: A Guide for Administrators* (pp. 1-5). Philadelphia, PA: Caslon Publishing.

Book Reviews

- Menken, K. (2008, April). Review of *Language policy: Hidden agendas and new approaches* by Elana Shohamy. *Current Issues in Language Planning* 9(2), 231-234.
- Menken, K. (2006, January/February). Invited review of *Leaving children behind: How "Texas-style" accountability fails Latino youth* by Angela Valenzuela (Ed.). *Language Learner* 1(3), 22-23.

Refereed Journal Special Issues

- Delavan, G., Freire, J., & Menken, K. (2021). Thematic issue: Gentrification of bilingual, immersion and dual language education. *Language Policy*, 20(3), September 2021.
- Menken, K. (Ed.). (2011, March). From policy to practice in the multilingual apple: Bilingual education in New York City. Special issue guest editor. *International Journal of Bilingual Education and Bilingualism*, 14(2), March 2011.
- Menken, K. & Shohamy, E. (Eds.) (2008, September). *No Child Left Behind* and U.S. language education policy. Guest Editor for a Thematic Issue of *Language Policy* 7(3), September 2008.

Other Scholarly and Creative Works

- Menken, K. (2021). Expert testimony: Report on English language learners/multilingual learners. New Yorkers for Students' Educational Rights ("NYSER"), *et al.*, vs. The State of New York. Index No. 100274/2013. Written with Michael Rebell. Supreme Court of the State of New York.
- Vogel, S., Ascenzi-Moreno, L., Hoadley, C., & Menken, K. (2019). The role of translanguaging in computational literacies documenting middle school bilinguals' practices in computer science integrated units. In *SIGCSE 2019 - Proceedings of the 50th ACM Technical Symposium on Computer Science Education* (pp. 1164-1170). (SIGCSE 2019 - Proceedings of the 50th ACM Technical Symposium on Computer Science Education). Association for Computing Machinery, Inc. <https://doi.org/10.1145/3287324.3287368>
- Menken, K. (2019). Public education town hall with responses from U.S. Rep. Alexandria Ocasio-Cortez and State Senators Jessica Ramos & John Liu. *Bilingual Times Newsletter*. <https://www.nysabe.net/wp-content/pdfs/NYSABE-Bilingual-Times-Spring-2019.pdf>
- Menken, K. (2018, Summer). Advocacy from the 2018 AERA bilingual SIG ten-talker. *AERA Bilingual Education Research SIG Newsletter*, Summer 2018, 7-9.
- Menken, K. (2017). Leadership in dual language bilingual education. White Paper. Washington, DC: Center for Applied Linguistics. Available online at: <http://www.cal.org/ndlf/pdfs/publications/NDLF-White-Paper-October-2017.pdf>
- Menken, K. (2015). Bilingualism for all: Transgressing educational borders. *New York State Association for Bilingual Education Times*, Spring/Summer 2015, 14-15.

- Sánchez, M., Otheguy, R., Menken, K., & García, O. (2015). *Final report for work performed in 2014-2015 (year 4 of CUNY-NYSIEB and year 3 of Bridges)*. A report for the New York State Education Department, Office of Bilingual Education and Foreign Languages. New York, NY: City University of New York–New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), The Graduate Center.
- CUNY-NYSIEB. (2015). *CUNY-NYSIEB supports and impact profiles of selected cohort 1, 2 and 3 schools*. A report for the New York State Education Department, Office of Bilingual Education and Foreign Languages. New York, NY: CUNY-NYSIEB, The Graduate Center.
- Sánchez, M., 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: <http://www.nysieb.ws.gc.cuny.edu/publicationsresources/>
- Ascenzi-Moreno, L., Kleyn, T., & Menken, K. (2013). *A CUNY-NYSIEB framework for the education of long-term English learners: 6-12 grades*. New York: City University of New York–New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB). Available online: <http://www.nysieb.ws.gc.cuny.edu/publicationsresources/>
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- Menken, K., Kleyn, T., Ascenzi-Moreno, L., Chae, N., Flores, N., & Funk, A. (2009). Meeting the needs of long-term English language learners in high school, Phase II. A report for the Office of English Language Learners of the New York City Department of Education.
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- Bartlett, L., Menken, K., Seghers, M. & Adely, F. (2003). *Human development and language policy*. Invited report for United Nations Development Programme, *Human Development Report 2004*.
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- Menken, K. (2000). 1) How does standards-based reform affect English language learners? 2) Models that fit: Comprehensive school reform and English language learners 3) What are the critical issues in wide-scale

assessment of English language learners? 4) Ensuring English language learners' success: Balancing teacher quantity with quality. *What is the reform agenda for our English language learners?: A compilation of essays by the National Clearinghouse for Bilingual Education*. Washington, DC: NCBE. Prepared for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.

Antunez, B. & Menken, K. (2000). *An overview of the preparation and certification of teachers working with LEP students*. Washington, DC: NCBE. [Online]. Available: <http://www.ncela.gwu.edu/pubs/reports/teacherprep/teacherprep.pdf>

Useem, E. & Menken, K. (1998). Findings from a survey of student teachers in the School District of Philadelphia. Philadelphia, PA: Philadelphia Education Fund.

Manuscripts In Progress

Sánchez, M.T., Menken, K. & Pappas, L. (accepted with minor revisions). Transformations and disruptions while mediating English-only education policies in a bilingual education program. *International Multilingual Research Journal*.

Delavan, G., Freire, J. & Menken, K. (Eds.). (under contract for publication). Working Title: *Overcoming the gentrification of dual language bilingual education: Solution-oriented research and stakeholder resources*. Bristol, UK: Multilingual Matters.

Menken, K., Avni, S., & Espinet, I. (in preparation). "There was nothing here": School leaders using dual language bilingual education programs as a formula to re-engineer student populations for school turnaround.

Espinet, I., Menken, K., & Hernández, I. (in preparation). Nice-White-Parent gentrification of a New York City middle school: The French dual language program. In G. Delavan, J. Freire, & K. Menken (Eds.), *Overcoming the gentrification of dual language bilingual education: Solution-oriented research and stakeholder resources*. Bristol, UK: Multilingual Matters.

Roda, A. & Menken, K. (in preparation). The conflation of dual language bilingual education with gifted programs: A case of disregarded civil rights in gentrifying New York City schools.

García, O. & Menken, K. (in preparation). In A. Kibler, C. Faltis, G. Bunch, and A. Walqui (Eds.), *Festschrift for Professor Guadalupe Valdés*.

PRESENTATIONS

Invited Presentations

Alsace, T. & Menken, K. (May, 2021). Educational policy (advocacy) session. Annual conference of the New York State Association for Bilingual Education. Virtual.

Menken, K. & Espinet, I. (May, 2021). Nice white parents: Gentrification and bilingual education. Keynote session moderators and context presenters. Annual conference of the New York State Association for Bilingual Education. Virtual.

Espinet, I. & Menken, K. (May, 2021). Parent institute: Parents as leaders of educational change. Annual conference of the New York State Association for Bilingual Education. Virtual.

Menken, K. (May, 2021). Keynote session: Taking up a multilingual stance: Educators as language policymakers at every level. Borough-citywide staff professional learning, New York City Department of Education, Division of Multilingual Learners. Virtual.

Menken, K. (April, 2021). Barriers to ELL graduation. Barriers to ELL graduation. Mid-West Regional Bilingual Education Resource Network (RBERN), Virtual/Rochester, NY.

Menken, K. (March, 2021). AAAL 2021 Editors' Open Session. Annual. American Association for Applied Linguistics (AAAL), Virtual.

Menken, K. (December, 2020). Why equity demands advocating for bilingual education programs. Summit on Education, University of Nevada Las Vegas. Virtual/Las Vegas, NV.

- Menken, K. (December, 2019). Translanguaging pedagogy: How the multilingual turn is transforming school practices. Plenary. 39th Annual Bilingual/ESL Conference. William Paterson University. Wayne, NJ.
- Menken, K. (October, 2019). The expansion of dual language bilingual education programs in New York City: Gentrification vs. integration. Center for Social Justice Education for Liberation Week. Georgetown University. Washington, DC.
- Holmes, H. K. & Menken, K. (August, 2019). Meet the editors. Multidisciplinary approaches in language policy and planning conference. OISE/University of Toronto. Toronto, Canada.
- Menken, K. (June, 2019). The expansion of dual language bilingual education programs amidst English-only U.S. language policies: The case of Hebrew in New York City. FIRST Scholar Talk, University of Colorado Boulder. Boulder, CO.
- Menken, K. (April, 2019). What is translanguaging and why is it important in the classroom? Annual conference of the Association of China and Mongolia International Schools (ACAMIS). Shenzhen, China.
- Sylvan, C. & Menken, K. (March, 2019). Educational policy. Annual conference of the New York State Association for Bilingual Education. White Plains, NY.
- Menken, K. & Espinet, I. (March, 2019). Parent panel. Annual conference of the New York State Association for Bilingual Education. White Plains, NY.
- Menken, K. (March, 2019). The Case for Bilingual Education. In Public Education Town Hall: A Bold New Vision for Public School Equity & Justice, with responses from U.S. Rep. Alexandria Ocasio-Cortez and State Senators Jessica Ramos and John Liu. Organized by Jackson Heights People for Public Schools. Jackson Heights, Queens. Available online at: <https://vimeo.com/325194457/823d4ea9de> and <https://vimeo.com/325196134/b423807f1e>
- Menken, K. (April, 2018). Bilingual Education Research Special Interest Group 10-talk: Bilingual education organizing in academia. Annual conference of the American Educational Research Association (AERA), New York, NY.
- Menken, K., Collett, J., Solis, J., Bravo, M., Rodriguez-Mojica, C., Hernandez, S., Dubetz, N., Daniel, S., Pacheco, M., Pray, L., & Brooks, M. (April, 2018). Enacting culturally and linguistically responsive pedagogy for multilingual learners: Investigating novice teachers' practices. Discussant. AERA annual conference, New York, NY.
- Avni, S. & Menken, K. (April, 2018). Expanding dual language bilingual education in New York City A Hebrew program grows in Brooklyn. Advanced Research Collaborative, CUNY Graduate Center, New York, NY.
- Menken, K., Pinales, Y. & Ndreu, K. (March, 2018). Keynote: Standing up and walking out for linguistic rights: Seniors at Cliffside Park High School, New Jersey. Session moderator and organizer. Annual Conference of the New York State Association for Bilingual Education, Melville, NY.
- Menken, K., Medina, J. & Arias B. (November, 2017). National dual language forum: Leadership and community connections. La Cosecha Annual Conference, Albuquerque, NM.
- Menken, K. & Avni, S. (June, 2017). Language Policy Conflicts: New York City's Efforts to Expand Bilingual Education Amidst English-Only Pressures. Banff Symposium. Banff, Canada.
- Menken, K. (May, 2017). Translanguaging in TESOL and Bilingual Education. ESL Symposium, North Carolina State University. Raleigh, NC.
- Menken, K. (May, 2017). U.S. language education policy. ESL Symposium, North Carolina State University. Raleigh, NC.
- Menken, L. (March, 2017). Bilingual education policy in the Trump era. Invited Plenary Session. Annual conference of the New York State Association for Bilingual Education. White Plains, NY.
- Sylvan, C., Menken, K., Woo, R., & Morel, Z. (March, 2017). NYS local and statewide advocacy in 2017: Your role

- as an educator in supporting immigrant, refugee, and multilingual students, families, and bilingual education. Annual conference of the New York State Association for Bilingual Education. White Plains, NY.
- Gándara, P. (featured speaker), Garland, S. (moderator), Kasinitz, P., Menken, K., & Choi, S. (commentators) (November, 2017). Educating immigrant students and emergent bilinguals (in an Anti-Immigrant Era). American Educational Research Association Centennial Lecture and Discussion Forum. Brooklyn, NY.
- Kleyn, T., Menken, K. & Sánchez, M. (October, 2016). Translanguaging pedagogy in TESOL classrooms. TESOL Virtual Seminar, TESOL, Alexandria, VA.
- Menken, K. (October, 2016). Translanguaging and multilingualism in schools. University of the Basque Country, Donostia-San Sebastián, Spain.
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (September, 2016). Embracing multilingualism: Linguistic landscape in schoolwide change. Multilingualism and language empowerment: A response to inequality conference. CUNY Graduate Center, New York, NY.
- Menken, K. & Sánchez, M. (June, 2016). Translanguaging pedagogy as ideological stance in educational contexts of overt English-only policy. Sociolinguistics Symposium 21, Universidad de Murcia, Murcia, Spain.
- Menken, K. (April, 2016). Tenure and promotion in Bilingual Education. Annual conference of the American Association for Educational Research (AERA), Washington, DC.
- Menken, K. (April, 2016). Fairly undisputed facts about newcomers & long-term ELLs (LTELLs). Towards a new research agenda to improve outcomes for long-term ELLs & newcomer adolescent students. Meeting of the William T. Grant Foundation and the Forum for Youth Investment. Washington, DC.
- Menken, K. (February, 2016). Carving out spaces for multilingualism in an English-only context: The power of educators as language policymakers. Keynote speaker, Celebration of Teaching Conference, Teachers College, Columbia University, New York, NY.
- Menken, K. (October, 2015). No child left bilingual: The elimination of bilingual education programs in New York City schools. Urban Education Colloquium, City University of New York Graduate Center, New York, NY.
- Menken, K. (May, 2015). Multilingual education policy for Hawai'i. Presentation for the State of Hawai'i Board of Education, Honolulu, HI.
- Menken, K. (May, 2015). Multilingual education teacher preparation. University of Hawai'i School of Education, Honolulu, HI.
- Menken, K. (May, 2015). CUNY-NYSIEB language policy vision. CUNY-NYSIEB Circle of Care, Buffalo, NY.
- Menken, K. (April, 2015). Tyranny of testing: From No Child Left Behind to the Common Core. New York State Association for Bilingual Education (NYSABE), Ossining, NY.
- Menken, K. (April, 2015). Tyranny of testing: Standards-based reform and high-stakes testing. NYSABE delegate nominations event, New York, NY.
- Menken, K., Palmer, D., & Gort, M. (April, 2015). Bilingual education research SIG mentoring session. Organizers. Annual conference of the American Educational Research Association (AERA), Chicago, IL.
- Menken, K., Palmer, D., & Gort, M. (April, 2015). Bilingual education research SIG business meeting. AERA conference, Chicago, IL.
- Menken, K. & Sánchez, M. (March, 2015). Building bridges across fields. Leadership luncheon, New York State Association for Bilingual Education (NYSABE) conference, White Plains, NY.
- Menken, K. (February, 2015). From No Child Left Behind to the Common Core: Why Test-Based Reforms Fail Emergent Bilinguals. Guest Speaker, Changing Suburbs Institute, Manhattanville College, Purchase, NY.
- Menken, K. (November, 2014). Why Test-Based Reforms Fail Emergent Bilinguals. Guest Lecture, New York University Steinhardt School of Culture, Education, and Human Development, New York, NY.

- Menken, K. (September, 2014). *Lau vs. Nichols* Overview. NYSABE Delegate Assembly Meeting. New York, NY.
- Menken, K. (May, 2014). Moderator. CUNY Research Institute for the Study of Language in an Urban Society (RISLUS) Forum, New York, NY.
- Sánchez, M. & Menken, K. (May, 2014). CUNY-NYSIEB research: School structures and classroom practices. With L. Ascenzi-Moreno, A. Ebe, I. Espinet, & T. Kleyn. RISLUS Forum, New York, NY.
- Menken, K. & Shohamy, E. (March 2014). Negotiating the complexities of multilingual assessment. Co-organizer of AAAL 2014 Invited Colloquium. Presenters: N. Flores, D. Gorter, K. Heugh, A. Lopez, J. Schissel, G. Solano-Flores, and S. Turkan. American Association for Applied Linguistics (AAAL), Portland, OR.
- Menken, K. (March, 2012). Effects of Policy on English-Medium Instruction in the U.S.: The Loss of Bilingual Education Programs. AAAL at TESOL Featured Session, entitled “Global Perspectives on Effects of Policy on English-Medium Instruction.” Organized by Maggie Hawkins and Nancy Hornberger. TESOL Conference, Philadelphia, PA.
- Menken, K. (December, 2011). Why Are We Losing Bilingual Education Programs in New York City Schools? Factors in School Administrators’ Language Education Policy Decisions. International Linguistics Association, New York, NY.
- Menken, K. (May, 2011). Why Are We Losing Bilingual Education Programs in New York City Schools (& Why Does It Matter)? Keynote Speaker. BMCC Language, Society, & Culture Conference. Borough of Manhattan Community College.
- Menken, K. & Solorza, C. (May, 2011). Where Have All The Bilingual Programs in New York City Gone?!: Factors in School Administrators’ Decisions to Eliminate their Bilingual Education Programs. Research Institute for the Study of Language in Urban Society Forum.
- Menken, K. (March, 2011). From Policy to Practice in the Multilingual Apple: Bilingual Education in New York City. Keynote speaker/chair, Higher Education Strand. New York State Association for Bilingual Education Annual Conference, New York, New York.
- Menken, K. & Solorza, C. (March, 2011). Where Have All The Bilingual Programs in New York City Gone?! Perspectives of Principals on the Citywide Loss of Bilingual Education Programs. Immigration and Education Conference, City College of New York, New York, New York.
- Menken, K., Kleyn, T., Ascenzi-Moreno, L., Chae, N., Flores, N., & Funk, A. (May, 2010). Three years of lessons learned: Long-term English language learners in New York City. Research Institute for the Study of Language in Urban Society Forum.
- Menken, K. (November, 2010). Understanding and Planning for Long-Term English Learners: The Case of New York City. Californians Together Conference, Oakland, CA.
- Menken, K. (September, 2010). Educating long-term English learners. A webchat for *Education Week*. Transcript online, available: <http://www.edweek.org/ew/events/chats/2009/09/10/index.html>
- Menken, K. (April, 2009). The Role of Language Policy in Shaping Instructional Contexts and Pedagogical Approaches for ELLs: Accountability and Standardization. AERA Presidential Session, “Language, Policy, Practice, and Outcomes for English Language Learners in California and the United States: The Underlying Ideologies of Policy Discourses Across Disciplines and Contexts.” American Educational Research Association Conference. San Diego, California.
- Menken, K. (March, 2009). Linguistic Challenges that Standardized Testing Poses for ELLs: Issues and Recommendations. New York State Bilingual Education Technical Assistance Center, New York, New York.
- Menken, K. (March, 2009). The Need for Additive Language Policies: Language Subtraction in the Prior Schooling of Secondary “Long-Term ELLs.” Invited Keynote Presentation, New York State Association for Bilingual Education Annual Conference, Terrytown, New York.

- Menken, K. (March, 2009). English learners left behind: Standardized testing as language policy. Book Talk. New York University, New York, New York.
- Menken, K. (November, 2008). Assessment and policy issues related to English language learners. Plenary presentation. University of Massachusetts and Western Massachusetts Writing Project conference, "Re-Envisioning Writing Assessment."
- Menken, K. & Short, D. (October, 2008). Falling through the cracks: Meeting the needs of adolescent English language learners. New York Times Knowledge Network and Teachers of English to Speakers of Other Languages (TESOL), interactive webcast and colloquia.
http://www.tesol.org/s_tesol/seccss.asp?CID=1919&DID=11442
- Menken, K. (October, 2008). The Covert Attack on Bilingual Education, NCLB Style: Testing as *de facto* Language Policy. Latino Education Crisis Symposium, New York University School of Law, New York, New York. Session organized by Carola Suárez-Oroszo.
- Menken, K., Kleyn, T., Chae, N., Funk, A., & Flores, N. (May, 2008). One size doesn't fit all: The case of long-term English language learners in secondary schools. Research Institute for the Study of Language in Urban Society Forum.
- Menken, K. (April, 2008). The Policy Context for New Immigrants Arriving in U.S. High Schools: Data on Performance by English Language Learners. Teachers of English to Speakers of Other Languages conference. Session organized by Deborah Short and Catherine Snow. New York, New York.
- Menken, K. (March, 2008). Promoting bilingual education in the age of No Child Left Behind: A contradiction in terms? Colloquium with May, S., McGroarty, M., Blackledge, A., & Heugh, K. American Association for Applied Linguistics conference. Orange County, California.
- Menken, K. (March, 2008). English Learners Left Behind: Why the Drawbacks of NCLB Outweigh the Benefits. Legislative Luncheon Banquet speaker. New York State Association for Bilingual Education Annual Conference, Huntington, New York.
- Menken, K. & Kleyn, T. (March, 2008). Meeting the Needs of Long-Term English Language Learners in High School. Small Schools Conference, New York City.
- Menken, K. (January, 2008). English Learners Left Behind?!: Meeting the Needs of ELLs in the Era of '*No Child Left Behind*' and Mandated Testing. America's Choice National Conference, Los Angeles, California.
- Capellan, V., Geager, H., Menken, K. & Nguyen, P. (November, 2007). Developing effective programs for middle and high school ELLs. New York City Department of Education, Office of English Language Learners Conference.
- Menken, K., Kleyn, T., Chae, N., Funk, A. & Rafal, J. (September, 2007). Too long or not long enough? Long-term English language learners in high school. Third Annual Bilingual Conference, Eugenio María de Hostos Community College, City University of New York.
- Menken, K. (September, 2007). Respondent to plenary sessions by Drs. Kenneth and Yetta Goodman, "Universals in developing and using oral and written language" and "Multiliteracy and academic content." Third Annual Bilingual Conference, Eugenio María de Hostos Community College, City University of New York.
- Menken, K. & Kleyn, T. (May, 2007). Too long or not long enough? Long-term English language learners in high school. Research Institute for the Study of Language in Urban Society Forum, City University of New York Graduate Center.
- Menken, K. (April, 2007). Reframing *No Child Left Behind* for English Language Learners: From 'Language as Liability' to 'Language as Resource.' Symposium of the Adolescent Special Interest Group, American Educational Research Association Conference.
- Menken, K. (March, 2007). Advanced Placement Spanish and English Language Learners: Improving English Performance through Native Language Literacy. College Board 2007 National AP Equity Colloquium.

- Menken, K. (February, 2007). Language Policy in the U.S. & the Education of English Learners in the Era of “No Child Left Behind.” Forum of the Research Institute for the Study of Language in an Urban Society, CUNY Graduate Center.
- Menken, K. (October, 2006). Doing in 4 Years What Others Do in 12: The Needs of English Language Learners in a High-Stakes Testing Era. With E. Klein. The New Educator Conference: Building and sustaining learning communities, City College, City University of New York.
- Menken, K. (April, 2006). Bilingual Education Across the Americas. Panel Discussant, Education Across the Americas conference, Teachers College, Columbia University.
- Menken, K. (February, 2006). Negotiating ideological and implementational spaces in language policy. Invited speaker, Brown Bag Session, 27th Ethnography Forum in Education, University of Pennsylvania.
- Menken, K. (January, 2006). When the Test is What Counts: How High-Stakes Testing Affects Language Policy and the Education of English Language Learners in High School. Invited presentation of dissertation award recipients. National Association for Bilingual Education (NABE) conference.
- Menken, K. (panel organizer and moderator, January, 2006). Sorting through the Impact of Arizona’s Proposition 203 and its “Structured English Immersion” Policy. A symposium by the NABE Language Policy Special Interest Group. Speakers: Crawford, J.; McCarty, T.; Wiley, T.; Wright, W.; Pu, C.; Choi, D.; Moore, S. NABE Conference.
- Menken, K. (September, 2005). Ideal vs. Reality: Characteristics of Exemplary Programming for English Language Learners in the U.S. and the Challenges of Implementation within the ‘No Child Left Behind’ Era. Invited presentation at City College of New York Exemplary Second Language and Bilingual Programs Conference.
- Menken, K. (April, 2005). Negotiating Language Diversity and Identity in the Classroom. Panel Discussant, Education Across the Americas conference, Teachers College, Columbia University.
- Menken, K. (March, 2005). Language as Liability: No Child Left Behind and English Language Learners. Invited presentation at Bryn Mawr College Education Conference.
- Menken, K. (February, 2005). When English Language Learners are Left Behind. The Implications of Standardized Testing under the Federal No Child Left Behind Act. Invited presentation of the NABE Language Policy Special Interest Group. NABE conference.
- Menken, K. & Hunt, T. (July, 2004). Yiddish Instruction in the United States: The Revitalization of a Heritage Language through Theory & Practice. Invited Plenary Speaker. Yungtruf Yiddish Teachers Conference.
- Menken, K. (facilitator, February 2004). Heritage/Community Language Programs and Policy. A symposium by the NABE Language Policy Special Interest Group. Speakers: Wiley, T.; Wright, W.; Kang, S.; Li, M.; Lam, H.; Serrano, R.; NABE Conference.
- Khadori, A., Menken, K., Miyazaki, T., Seghers, M., Bartlett, L. & Adely, F. (May, 2003) Language Studies and Human Development. New York: UN Development Programme Human Development Report Office.
- Menken, K. (panel organizer and discussant, February, 2003). Language Policy in the Unz States: A Focus on California, Arizona, Massachusetts, and Colorado. A symposium by the NABE Language Policy Special Interest Group. Speakers: Escamilla, K., Garcia, E., González, J., Loera, P., Rice, R. & Wright, W. NABE conference.
- Menken, K. (panel organizer, March, 2002). Language Policy and Standardized Testing. A symposium by the NABE Language Policy Special Interest Group. Speakers: Austin, T., Davis, M., Gottlieb, M., Hornberger, N., Matos, N. & Rivera, C. NABE conference.

Refereed Conference Presentations

- Menken, K., Espinet, I., & Avni, S. (April, 2021). Using dual language bilingual education programs to engineer student populations for “school turnaround.” Annual conference of the American Educational Research Association (AERA). Virtual.
- Menken, K. & Avni, S. (April, 2018). Hebrew-English dual-language bilingual education in New York City: New

- understandings for the 21st century. Annual conference of the American Educational Research Association (AERA). New York, NY.
- Morita-Mullaney, T., Wright, W., Ascenzi-Moreno, L., Lugo-Salcedo, B., Treemont, A., & Menken, K. (April, 2018). Critical leadership for emergent bilinguals: National perspectives from the state, district, principal, and teacher levels. Session Discussant/Chair. AERA annual conference. New York, NY.
- Menken, K. & Avni, S. (March, 2018). School language policies and families: Community engagement with a new Hebrew-English dual language bilingual program. Annual conference of the American Association for Applied Linguistics, Chicago, IL.
- García, O., Velasco, P., Menken, K. & Vogel, S. (April, 2017). The history of dual language bilingual education in New York City. Annual conference of the American Educational Research Association. San Antonio, TX.
- Sánchez, M. & Menken, K. (April, 2017). Translanguaging as ideological stance in English-only schools: Embracing bilingualism for social justice. Annual conference of the American Educational Research Association. San Antonio, TX.
- Kleyn, T. & Menken, K. (April, 2017). Translanguaging theory and research within the City University of New York–New York State Initiative for Emergent Bilinguals. Annual conference of the American Educational Research Association. San Antonio, TX.
- Menken, K. & Sánchez, M. (March, 2017). Translanguaging pedagogy to disrupt English-only language education policies: Shifting language ideologies and transgressing program structures. Annual conference of the American Association for Applied Linguistics, Portland, OR.
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (October, 2016). Embracing multilingualism: Linguistic landscape in schoolwide change. Multilingualism and language empowerment: A response to inequality. CUNY Graduate Center Symposium, New York, NY.
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (August, 2016). Changes to the linguistic landscape of public schools with emergent bilinguals in New York City. EuroSLA 26 conference, University of Jyväskylä, Finland.
- Sánchez, M. & Menken, K. (May, 2016). Translanguaging as Ideological Stance in Schools with ESL Programs. Annual conference of the New York State Association for Bilingual Education, New York, NY.
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (May, 2016). Embracing multilingualism: Linguistic landscape in schoolwide change. New York State Association for Bilingual Education conference, New York, NY.
- Menken, K., Pérez Rosario, V., & Guzmán Valerio, L. (April, 2016). Changes to the linguistic landscape of public schools with emergent bilinguals in New York City. 37th International LAUD Symposium, University of Koblenz-Landau, Landau, Germany.
- Menken, K. (April, 2015). Discussant, AERA Presidential Session: Language(s) in schools as a social imaginary. Annual conference of the American Association for Educational Research (AERA), Chicago, IL.
- García, O., Sánchez, M. & Menken, K. (April, 2015). The City University of New York – New York State Initiative on the Education of Emergent Bilinguals. In AERA Presidential Session, Language(s) in schools as a social imaginary. AERA conference, Chicago, IL.
- Menken, K., Ascenzi-Moreno, L., & Hesson, S. (April, 2015). Language policy and school change: Examining the role of distributed leadership in the change process. AERA conference, Chicago, IL.
- Menken, K. (March, 2015). Language policy implications of the Common Core State Standards. Organizer. Speakers: G. Valdés, M. Castro, R. Field, W. Wright, D. Nieto, O. García, S. Hopewell, K. Escamilla, L. Bartolome, S. Hernandez. Annual conference of the American Association for Applied Linguistics (AAAL), Toronto, ON.
- Menken, K. & Shohamy, E. (March, 2015). Language Assessment: Past to Present Misuses and Future Possibilities. In W. Wright (organizer), Bilingual and multilingual education in our globalized world: New theoretical foundations, current policies and practices, and future prospects. Speakers: L. Poza, G. Valdés, L. Valdiviezo, T.

- Wiley, L. Wei, B. Arias, M. Brisk, E. de Jong, Makalela. AAAL annual conference, Toronto, ON.
- Menken, K. (March, 2015). JMER: A conversation with authors. With A. Nevárez-La Torre, P. Velasco, M. Eisenstein Ebsworth, and N. Dubetz. New York State Association for Bilingual Education conference, White Plains, NY.
- Menken, K. (April, 2014). Emergent bilingual youth in the United States. In symposium session entitled “Unraveling the positioning, problematizing, and pathologizing of emergent bilingual youth in schools.” With E. Allard, N. Flores, N. Hornberger, T. Kleyn, and C. Malsbary. AERA conference, Philadelphia, PA.
- Menken, K. (April, 2014). Educating emergent bilinguals in New York: A focus on structural changes, distributive leadership, translanguaging pedagogy, and socioemotional supports. Symposium session chair. AERA Conference, Philadelphia, PA.
- Menken, K. (April, 2014). Mentoring session for early career scholars in bilingual education. With K. Escamilla, T. McCarty, H. Godina, M. Gort, A. Hernandez, S. Nogueron-Liu, M. Torres-Guzmán, and L. Valdiviezo. An initiative of the AERA Bilingual Education Research Special Interest Group. AERA Conference, Philadelphia, PA.
- Menken, K. (April, 2014). Why current reforms again fail emergent bilinguals: From No Child Left Behind to the Common Core. AERA Conference, Philadelphia, PA.
- Menken, K. (March, 2014). CUNY-NYSIEB and the multilingual turn. In “Translanguaging in bilingual education and ESL: The case of classrooms in CUNY-NYSIEB.” With Charene Chapman-Santiago, Ann Ebe, Cecilia Espinosa, Tatyana Kleyn, Ivana Espinet, Luz Herrera, Kate Seltzer, and Heather Woodley. New York State Association for Bilingual Education, Queens, NY.
- Menken, K. (March, 2013). Dis-citizenship or opportunity? The importance of language education policy for access and full participation of emergent bilinguals in the US. In “Language policies and (dis)citizenship: Moving beyond passports and visas.” With Vaidehi Ramanathan (organizer), Tim McNamara (discussant), Terrence Wiley, Teresa McCarty, Gemma Puntì, and Kendall King. AAAL, Dallas, TX.
- Menken, K. (March, 2012). Breaking the Negative Code: Declaring the Excellence of Multilingual Schools. TESOL Bilingual Education session with Aida Nevárez-La Torre (organizer), Ester de Jong, and Rebecca Freeman Field. TESOL Conference, Philadelphia, PA.
- Menken, K. & Solorza, C. (March, 2011). Where have all the bilingual programs in New York City gone?! The role of school administrators in language education policymaking. AAAL Annual Conference, Chicago, Illinois.
- Short, D., Menken, K., & Kleyn, T. (March, 2010). Bookending the Secondary ESL Spectrum: Newcomers and Long-Term ELLs. TESOL Conference.
- Menken, K. (May, 2009). The Bilingual Challenge for U.S.-Educated Emergent Bilinguals at the Secondary Level. Research Institute for the Study of Language in Urban Society Forum.
- García, O., Kleyn, T., Menken, K., & Mercado, C. (April, 2009). Educating Bilingual Students: Implications for Teacher Education. 2009 Inaugural CUNY Education Conference, CUNY Graduate and University Center.
- Kleyn, T., Menken, K., Ascenzi-Moreno, L. & Chae, N. (April, 2009). When Change Is the Only Consistency: The Case of Long-Term English Language Learners in Secondary Schools. American Educational Research Association Conference. San Diego, California.
- Menken, K. (April, 2007). Testing and Language ‘Unplanning’: *No Child Left Behind* as Language Education Policy. American Association for Applied Linguistics conference.
- Menken, K. (April, 2007). Why the Drawbacks of Accountability Outweigh the Benefits for ELLs in New York. Organizer and speaker for panel discussion entitled, The Past, Present, and Future Impact of *No Child Left Behind* on English Language Learners. With Crawford, J., Wiley, T., Wright, W., Palmer, D., De Jong, E., Gottlieb, M., Gándara, P., & Lam, H. American Educational Research Association Conference.

- Hunt, T., Menken, K., & Kleyn, T. (April, 2007). Bilingual Education from the Top-down to the Bottom-up: Policy, Leadership and Practices in New York City. American Educational Research Association Conference.
- Menken, K. (April, 2006). Leaving English Language Learners Behind: The Effects of 'No Child Left Behind' on Language Policy and Education for ELLs. American Educational Research Association Conference.
- Menken, K. (February, 2005). When ELLs are Left Behind: The Intersection between High-Stakes Testing and Language Policy in the Education of English Language Learners. 26th Ethnography Forum in Education, University of Pennsylvania.
- Menken, K. & Hunt, T. (February, 2004). Balancing the Tension between Native Language Instruction and High-Stakes Testing: The New York Story. National Association for Bilingual Education (NABE) conference.
- Menken, K. (April, 2003). When the Test is What Counts: Standardized Testing & Language Policy in the Bilingual Classroom. Education Across the Americas conference, Teachers College, Columbia University.
- Menken, K. (February, 2003). When English is What Counts: Standardized Testing as Language Policy in the Bilingual Classroom. NABE conference.
- Menken, K. (March, 2002). When English Is What Counts: Education Reform & Language Policy in Bilingual Education. Spencer Foundation Urban Research Symposium at the University of Pennsylvania.
- Menken, K. (June, 2001). Remembering Instruction When the Test is What Counts: Standards, Assessment, Accountability and English Language Learners. Invitational presentation at the Comprehensive Center – Region VI conference on the assessment and evaluation of language minority students.
- Menken, K. (March, 2001). Standards, Assessment, Accountability and English-Language Learners. Teachers of English to Speakers of Other Languages conference.
- Menken, K. & Zelasko, N. (March, 2001). How Are We Preparing Bilingual Teachers? TESOL conference.
- Menken, K. (February, 2001). Meeting the Needs of English-Language Learners through Comprehensive School Reform. NABE conference.
- Quiñones, A., Rodriguez, R. & Menken, K. (February, 2001). How Are Charter Schools Addressing the Needs of English-Language Learners? NABE conference.
- Menken, K. & Zelasko, N. (February, 2001) How Are We Preparing Bilingual Teachers? NABE conference.
- Menken, K. (February, 2001). Standards, Assessment, Accountability and ELLs. NABE conference.
- Quiñones, A., Rodriguez, R. & Menken, K. (December, 2000). Meeting the Needs of English Language Learners in Charter Schools. Charter Schools National Conference: New Choices in Public Education.
- Menken, K. (February, 2000). Thinking it Through: The Impact of Standards and Assessments on English Language Learners. NABE conference.
- Menken, K. (May, 1999). Teaching English Language Learners in a Standards-Driven System. Penn TESOL-East Conference.
- Menken, K. (March, 1999). Connecting the ESL Standards to Student Work. TESOL conference.
- Menken, K. (November, 1998). English Language Learners and Standards-Driven Instruction: An Introduction to *TESOL's Pre-K-12 ESL Standards*. Staff Development for ESL Teachers in the Bethlehem Area School District.
- Gómez, E., Gottlieb, M. & Menken, K. (May, 1998). Using Standards and Assessment to Increase the Achievement of English Language Learners. Staff Development for ESOL/Bilingual Teachers in the School District of Philadelphia, Philadelphia.

ADVISEMENT

Dissertation Committee Membership

- Marieke Vanbuel (2020). Moving language barriers: A mixed-methods study of the implementation of school-based language policies in primary schools. Katholieke Universiteit Leuven, Belgium.
- Sara Vogel (2020). Translanguaging About, With, and Through Code and Computing: Emergent Bi/multilingual Middle Schoolers Forging Computational Literacies. Dissertation Chair.
- Maryann Polesinelli (2019). How Students with Significant Cognitive Impairments Make Meaning in a Transitional Bilingual Education High School Classroom. Proposal defended December 2019. Dissertation Chair.
- Caitlin Fine (2018). Co-Designing for Translanguaging in Elementary Science Formative Assessments. University of Colorado, Boulder.
- Luz Herrera (2017). Social Justice in Education through Translanguaging. Urban Education, CUNY Graduate Center. Second Reader.
- Kathryn Carpenter (2015). Choosing to Learn in Two Languages: Why Non-Latino English Speaking Families Select Dual Language Bilingual Programs. Urban Education, CUNY Graduate Center. Dissertation Chair.
- Sarah Hesson (2017). How Bilingual Latino Middle Schoolers in a Dual Language Bilingual Program Express their Understandings of their Bilingual Language Practices. Urban Education, CUNY Graduate Center. Second Reader.
- Rebecca Curinga (2014). The effect of morphological awareness on reading comprehension: A study with adolescent Spanish-English emergent bilinguals. CUNY Graduate Center – Linguistics. Third Reader.
- Daniel Walsh (2013). In their own right: Immigrant adolescents research the global city. CUNY Graduate Center – Urban Education. Third Reader.
- Laura Ascenzi-Moreno (2012). Assessing emergent bilinguals: Teacher knowledge and reading instructional practices. CUNY Graduate Center – Urban Education. Second Reader.
- Zoila Tazi (2011). The effects of bilingual instruction on the English emergent literacy skills of Spanish-speaking preschool children. CUNY Graduate Center – Urban Education. Third Reader.

Graduate Student Collaborative Research & Training

The following students at the CUNY Graduate Center have served as Research Assistants on projects for which I serve(d) as Principal Investigator or Co-Principal Investigator, resulting in conference presentations and/or publications:

Laura Ascenzi-Moreno (Urban Education), Kathryn Carpenter (Urban Education), Nabin Chae (Urban Education), Ivana Espinet (Urban Education), Nelson Flores (Urban Education), Alexander Funk (Linguistics), Luis Guzmán Valerio (Hispanic and Luso-Brazilian Languages and Literatures/Hispanic Linguistics), Luz Herrera (Urban Education), Sarah Hesson (Urban Education), Liza Pappas (Urban Education), Maria Peña (Urban Education), Jeremy Rafal (Linguistics), Kate Seltzer (Urban Education), Sara Vogel (Urban Education), Heather Woodley (Urban Education).

Undergraduate Honors Theses

Lisbel Diaz (2017). Second generation Queens College students' perceptions of Spanish language varieties. Honors in the Social Sciences Senior Thesis. Queens College, Flushing, NY.

SERVICE TO THE COLLEGE/UNIVERSITY

Member, Dean of Education Search Committee, 2021-present
 Linguistics and TESOL Program Director, Queens College, 2018-2020
 Member, Queens College Faculty Committee for Multilingual Learners, 2019-present
 Chair, Departmental TESOL SPA/CAEP committee, 2015-2020
 Delegate, Academic Senate (Queens College), 2015-2020
 Departmental Faculty Search Committee, 2009-2010, 2011-2012, 2012-2013, 2014-2015, 2015-2016
 Department Coordinator, TESOL Council for the Accreditation of Educator Preparation (CAEP), 2014-present
 Departmental Admissions Committee (Queen College), 2009-present
 Alternate Delegate, Academic Senate (Queens College), 2007-2008, 2011-2012, 2014-2015
 Departmental Commencement Planning Committee (Queens College), 2007, 2009, 2012, 2014
 Departmental Personnel and Budget (P&B) Committee, 2011-2013
 Departmental Commencement Planning Committee Chair (Queens College), 2010, 2011
 Evaluation Committee, President's Awards and Grants for Excellence in Teaching, Grants for Innovative Teaching Projects (Queens College), 2009

Reviewer of PSC-CUNY Research Grant Proposals (College), 2006, 2008, 2009
 NCATE (National Council for the Accreditation of Teacher Education) Coordinator (Queens College), 2007-2008
 Departmental Curriculum Committee (City College), 2005-2006
 School of Education Field Experience Committee (City College), 2005-2006
 Departmental Faculty Search Committee (City College), 2004-2006
 Departmental Admissions Committee (City College), 2004-2006

SERVICE TO THE PROFESSION

Co-Editor in Chief, *Language Policy*, 2019-present (with Miguel Pérez-Milans)
 Co-Chair, Advocacy Committee, New York State Association for Bilingual Education, 2019-present
 Founding Member, D30 Rising, Parent Organizing Group in New York City School District 30, 2021-present
 Parent Delegate, New York State Association for Bilingual Education, 2019-2021
 Member, Steering Committee, Jackson Heights People for Public Schools, 2017-2021
 Member, New York State Association for Bilingual Education Keynote Speaker Committee, 2017-present
 Chair, Graduate Student Award Committee, American Educational Research Association, Bilingual Education Research Special Interest Group, 2017-present
 Editorial Advisory Board Member, Information Age Publishing, Research in Bilingual Education book series, 2017-present
 Editorial Board Member, *Language and Education*, 2017-present
 Former Chair, Bilingual Education Research Special Interest Group, American Educational Research Association, 2015-2016
 Chair, Graduate Student Award Committee, American Association for Applied Linguistics, 2015-2016
 Conference Committee Member, New York State Association for Bilingual Education, 2015
 Advocacy Committee Member, New York State Association for Bilingual Education, 2015-present
 Chair, Bilingual Education Research Special Interest Group, American Educational Research Association, 2014-2015
 Editorial Board Member, *Anthropology & Education Quarterly*, 2014-2020
 Editorial Board Member, *Language Policy*, 2014-present
 Editorial Board Member, *International Multilingual Research Journal*, 2012-present
 Editorial Board Member, *International Journal of Bilingual Education and Bilingualism*, 2007-present
 Editorial Board Member, *Journal of Language, Identity, and Education*, 2012-2016
 Region II Delegate, New York State Association for Bilingual Education, 2014-2016
 Member, Resolutions Committee, American Association for Applied Linguistics, 2014-2015
 Member, Graduate Student Award Committee, American Association for Applied Linguistics, 2014-2015
 Testimony on the negative impact of high-stakes testing on emergent bilinguals before the New York City Council Education Committee, Hearing on English Language Learners, 2/25/15.
 Chair Elect/Program Chair, Bilingual Education Research Special Interest Group, American Educational Research Association, 2013-2014
 Associate Editor and Book Review Co-Editor, *Language Policy*, 2006-2014
 Editorial Board Member and Consulting Editor, *Review of Research in Education*, Volume 38, 2013
 Member, Coalition of Educational Excellence for English Language Learners, an advisory board to the New York City Department of Education, Office of English Language Learners, 2003-2010
 Testimonial on the needs of long-term English language learners before the New York State Assembly Education Committee, Roundtable Panel on Bilingual Education, September 23, 2008
 Founding Member, Institute for Language and Education Policy, 2006
 Testimonial with Luis Reyes at the New York State Assembly Education Committee on ELL student assessment policy in New York State under the Federal *No Child Left Behind* Act, October 26, 2006
 Book Review Editor, *Language Learner*, 2005-2006
 Co-Chair, Language Policy Special Interest Group of the National Association for Bilingual Education, 2001-2006
 Peer Reviewer of articles submitted for publication in the following journals: *American Educational Research Journal*; *Anthropology & Education Quarterly*; *Applied Linguistics*; *Assessment in Education: Principles, Policy & Practice*; *Bilingual Research Journal*; *Educational Policy*; *International Journal of Bilingual Education and Bilingualism*; *International Multilingual Research Journal*; *Journal of Language, Identity, and Education*; *Journal of Pidgin and Creole Languages*; *Journal of Spanish in Context*; *Language & Education*; *Language, Culture and Curriculum*; *Language Policy*; *Language Teaching*; *Modern Language*

Journal, New Educator, Review of Research in Education, Teachers College Record, TESOL Journal, TESOL Quarterly, Working Papers in Educational Linguistics.

Peer Reviewer of books submitted for publication by Caslon, Georgetown University Press, Multilingual Matters, National Study of School Evaluation, Palgrave, Routledge, and Springer

Reviewer of conference proposals for: American Association for Applied Linguistics, American Educational Research Association, National Association for Bilingual Education, Teachers of English to Speakers of Other Languages

Member, Education Task Force, New York Immigration Coalition, 2003-2006

Editor, *Current Issues in Comparative Education*, 2002-2004

Teaching Assistant, Teachers College, Columbia University, 2003

Curriculum Frameworks Writing Committee, English to Speakers of Other Languages (ESOL) Framework, School District of Philadelphia, 2000

PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics

American Educational Research Association

New York State Association for Bilingual Education