

## SHARON ADELMAN REYES, Ph.D.



Sharon Adelman Reyes is Managing Editor of *DiversityLearningK12*, a publishing venture specializing in bilingual education, ESL, language policy, school reform, civil rights, constructivist pedagogy, and related issues.

She holds a Ph.D. in curriculum design from the University of Illinois at Chicago, where she specialized in multicultural and bilingual education. Over a career spanning more than 30 years, she has worked as a teacher, principal, curriculum specialist, district administrator, college professor, and educational researcher. She has taught at the elementary, secondary, and university levels and is a recipient of the Kohl International Prize for Exemplary Teaching.

Reyes is author of *Rappaccini's Daughter in the Classroom* (2016) and *Engage the Creative Arts* (2014). She is principal editor of *La Palabra Justa: A Glossary of Academic Vocabulary for Bilingual Teaching and Learning* (2013). In addition, she has coauthored *The Trouble with SIOP*<sup>®</sup> (with James Crawford, 2016); *Diary of a Bilingual School* (with James Crawford, 2012); *Teaching in Two Languages: A Guide for K-12 Bilingual Educators* (with Tatyana Kleyn, 2010); and *Constructivist Strategies for Teaching English Language Learners* (with Trina Vallone, 2008). Her publications also include peer-reviewed journal articles, a peer-reviewed book chapter, magazine articles, curriculum guides, and program reviews.

While holding academic positions at St. Xavier, Loyola-Chicago, and Gonzaga universities, Reyes developed and implemented undergraduate and graduate-level programs in bilingual/bicultural education and TESOL and in educational leadership in ELL contexts; taught in a graduate program in educational leadership; and chaired the doctoral dissertations of students in related areas of research. Since 1999, Reyes has worked directly with K–12 schools serving low-income communities to improve curriculum and instruction in ESL, dual immersion, transitional bilingual education, and literacy. Her consulting has included developing, guiding, and evaluating programs; providing teachers with field support and professional development workshops on site; and working closely with school administrators to facilitate these efforts.

She has presented in her field locally, nationally, and internationally, and has served as an educational consultant in school districts throughout the United States. Her current research interests include the preparation of educators and educational leaders for diverse classrooms and educational contexts, constructivist practice, and bilingual schooling.