

## FOREWORD

One of my earliest school memories is of my mother getting me ready for kindergarten. I can remember the smell of my mother's hands as she buttoned my blouse and the crisp feel of my cotton uniform against my body. I also remember my mother's voice reminding me about *respeto* for my teacher. "*Los maestros son como segundos padres*" (teachers are like second parents), she would say. It was a phrase I remember my mother repeating throughout the years and a phrase that I have often heard while working with other Mexican students. As an educator, I see no greater responsibility or commitment than the one we accept when parents entrust us with the *educación* and *respeto* of their children.

As educators of culturally and linguistically diverse students, we must remember we are engaged in, and responsible for, the education of other people's children (Delpit, 1995). The education of these children requires not only engaging them in learning but also meeting the increasing accountability requirements, monitoring their academic and linguistic progress, collaborating with other educators, and involving the community and families of the students we serve—all this and more with shrinking resources. Educational leadership is key in supporting educators to achieve these goals and is one of the most powerful factors in the promotion and realization of school success for students of color and students of low socioeconomic status (Delpit, 1988; Macedo, 2000; Ogbu, 1990; Watkin, 2000).

The body of work that Wagner and King offer in this book is invaluable to educators and educational leaders who have committed to this great responsibility of providing students with tools, skills, and resources to achieve in our schools. As I visit and consult with educators across the country, I find outstanding teachers scattered throughout our educational system. Nevertheless, without a coherent and systematic approach to the education of culturally and linguistically diverse students, these teachers do not have the same impact on students' educational success and their positive influence on students is easily lost or overpowered by programs and curriculum based on "deficit thinking" (Valencia, 2010). Wagner and King offer a comprehensive approach to systems ready to bring children back, front and center, to our job as educators. Their key practices focus on creating opportunities for educational equity within and throughout educational systems, from classroom instruction to professional development and program configurations. Through a systematic approach, Wagner and King provide guidance to educators on how to build spaces for participation of all students, specifically culturally and linguistically diverse students.

I see this book as one of the tools educational leaders can use to plan, organize, and transform the teaching and learning at their schools and

districts. Through its use, we can honor the trust parents have gifted us in naming us *los segundos padres* of their children.

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### **References**

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