



Sabrina Hope King '73

Director, Leadership Preparation Institute, Bank Street College

Dr. Sabrina Hope King believes teachers and schools must provide meaningful instruction in order for students to develop a sense of agency and be motivated to learn. In one of her first jobs teaching social studies at a juvenile detention center, Sabrina used materials relevant to her students' lives, and the response was a powerful one: "Damn Ms. King, how come we didn't learn any of this in school?" When Sabrina was teaching math as part of the General Equivalency Diploma (GED) curriculum, James, a student with significant experience on the streets, took on the role of teacher, leading her and the class through the material. Early experiences like these helped to form Sabrina's educational philosophy and her strong commitment to ensuring that the lived realities of students are a part of the curriculum.

Sabrina has worked as a teacher, a school administrator, a tenured professor and a leadership consultant. She earned her B.A. in History at the University of Pennsylvania and her M.A., M.Ed. and Ed.D. in Curriculum and Instruction at Teachers College, Columbia University. She currently heads and is a member of the faculty at The Leadership Preparation Institute at Bank Street College. The Institute focuses on the preparation of teacher leaders, assistant principals and principals who will work to close the achievement gap in New York City public schools. Building upon the foun-

dation she received from MCS and her social justice-oriented parents, Sabrina seeks to cultivate educators who are activists—leaders who believe that all students can learn and who work to ensure that they do. Sabrina has written extensively on African American teachers, urban education, equity and culturally relevant practice, and is often called upon to inspire aspiring and practicing leaders nationally.

After years of teaching, Sabrina still sees MCS as a model. She uses the example of MCS to show how a strong vision and a belief in the possible can lead to excellent practice and exciting learning environments. Sabrina's commitment is inspiring, and her focus on confronting obstacles instead of hiding from them makes one believe that she will answer her driving questions: How can school systems accelerate student achievement and sustain this work so that all students are able to achieve? How can the nation develop policies that allow students who need the most to receive the best quality education? How can education be used as a national vehicle to ensure a better existence for people of color and those who have not had the benefit of our society's advantages?

Sabrina couples a fierce belief that students and teachers are capable of learning with an ability to motivate those around her, allowing her to enact her personal vision, that education has the power to change the world, and that teachers and leaders with expertise are vital to doing so. "There is no work that is more important."

What is most important to me? In answering this question—undoubtedly a question of values, principles, and ideals—even I have been surprised by the extent to which I can directly relate the things that are important to me with the nine years I spent in a big green-doored townhouse on East 96th Street.

Daniel Altschuler '96
Rhodes Scholar, Oxford University