

Contributors

Sharon Avni is Professor of Academic Literacy and Linguistics at Borough of Manhattan Community College of the City University of New York (CUNY). She is a Research Affiliate at the Jack, Joseph and Morton Mandel Center for Studies in Jewish Education at Brandeis University, and at the Research Institute for the Study of Language in Urban Society at the CUNY Graduate Center. Her scholarship examines the ideological, interactional and policy perspectives of Hebrew–English bilingualism and Hebrew acquisition in informal and formal educational contexts in the United States. Further information can be found on her website: www.sharonavni.com

Edwin Nii Bonney is a doctoral candidate in Educational Leadership and Policy Analysis at the University of Missouri-Columbia. His research includes recognizing and highlighting the languages, cultures and experiences of minoritized groups as a way to disrupt hegemonic English language practices and policies especially in Ghanaian education. He is also currently a researcher as part of the US Department of Education National Professional Development grant in Missouri called *Strengthening Equity and Effectiveness for Teachers of English Learners* (www.see-tel.org)

Claudia G. Cervantes-Soon is Associate Professor of Bilingual Education at Arizona State University. Her research interests center on critical ethnographic approaches to study the cultural production, pedagogical practices and enactments among historically marginalized communities in bi/multilingual, bi/multicultural and Mexico–US borderlands contexts. She draws on critical pedagogy, border/transborder epistemologies and anti-colonial Chicana feminist traditions to explore ways in which educators, youth and communities enact agency and forge empowered identities and new futurities.

María Cioè-Peña earned her PhD in Urban Education from The Graduate Center – City University of New York. She is a bilingual/biliterate researcher and educator who examines the intersections of disability, language, school–parent partnerships and public policy. Taking a sociolinguistic approach and stance, she pushes and reimagines the boundaries of

inclusive spaces for minoritized children. Stemming from her experiences as a former bilingual special education teacher, María's research focuses on bilingual children with dis/abilities, their families and their ability to access multilingual and *inclusive* learning spaces within public schools.

Kristina Collins is a seasoned educator with 16 years of experience teaching children and adults in the Baltimore-Washington Area. At Loyola University of Maryland she is focused on preparing educators to become culturally and linguistically responsive teachers and reading specialists. She obtained her Bachelor's of Arts degree with honors in English with from the University of Maryland Eastern Shore. She received her Master of Science degree in Professional Writing with concentration in Teaching College Writing from Towson University. Kristina was the 2014 Loyola University Maryland Literacy Teacher of the Year.

Enrique David Degollado is a Post-Doctoral Scholar in Language Education at The University of Iowa. A Texas native, David taught 3rd- and 5th-grade bilingual education along the border in Laredo, where he was born and raised. David recently graduated from The University of Texas at Austin with a PhD in Curriculum and Instruction and a specialization in Bilingual/Bicultural Education. His research examines the ways in which the lived experiences of in-service bilingual education teachers inform their language and literacy ideologies and pedagogical practices.

Lisa M. Dorner is an Associate Professor of Education at the University of Missouri-Columbia: a teacher, researcher and life-long learner; a lover of language, intercultural connection and the idea of educación. Her work falls into three main areas: the politics/planning of bilingual education, educational policy implementation and immigrant family integration in 'new' spaces (like rural Missouri). She is especially interested in the development of language immersion education and how immigrant families and children navigate educational options. Lisa's work can be found in *American Educational Research Journal*, *Educational Policy* and *TESOL Quarterly* (forthcoming special issue 2020). Her website is lisamdorner.com.

M. Garrett Delavan is an Assistant Professor in transition from the School of Education at California State University San Marcos to the Department of Middle and Secondary Education at Georgia State University. He worked for 17 years as a public school teacher in language education. His first research focus is language education planning that creates equitable access to program types and class curriculum by opposing evolving forms of racism and classism embedded within marketization trends in education. His second research focus is ecojustice curriculum connections that

will allow language learners to access the empowering awareness it will take to transform society for the better.

Juan A. Freire is an Assistant Professor in the Department of Teacher Education at Brigham Young University. He worked for several years as an elementary school teacher, both in Spain and in a Spanish–English dual language program in Utah. His research focuses on equity issues in dual language education, particularly concerns for English learners and other racialized students. In the field of dual language education, his research includes development of policy and planning as well as multicultural/bilingual classroom practices. He is a founding and governing board member of Esperanza Elementary, a Title 1 school in Utah with a whole-school Spanish–English two-way immersion program.

Suzanne García-Mateus is an Assistant Professor and the Director of the Monterey Institute for English Learners at California State University – Monterey Bay. A former two-way dual language bilingual teacher, she examines the intersection of race, language, identity and class through a critical lens in bilingual school contexts. Her interests include teacher preparation for urban and rural bilingual schools, bilingual education policy and Latinx family language practices and ideologies. As an advocate and activist with and for marginalized communities, she continues to promote bilingualism as a right and critical additive bilingual education programs across the US.

Margarita Gómez is an associate professor of literacy education at Loyola University Maryland where she teaches courses in processes and acquisition of literacy, assessment and instruction of literacy, and second language theory and assessment. Her research aims to better understand how classroom contexts play a critical role for culturally and linguistically diverse learners' writing development. Margarita earned her doctoral degree in Language, Learning and Literacy from Boston College. She previously taught at the elementary level in a bilingual school in California, and at an inclusion classroom in New York.

Dan Heiman is Assistant Professor of Bilingual Education in the Department of Teacher Education and Administration at the University of North Texas (Denton). A former bilingual/EFL educator in El Paso, TX and at the University of Veracruz (México), his research is grounded in critical ethnographic methods and examines how stakeholders make sense of and oftentimes resist neoliberal processes and policies in Two-Way Bilingual Education (TWBE). His interests include critical pedagogies in TWBE classrooms and bilingual teacher preparation, *acompañamiento* as language policy activism, and critical translinguaging pedagogies in K-16 contexts.

Sera J. Hernandez is Assistant Professor of Dual Language and English Learner Education at San Diego State University where she teaches graduate courses on language policy, multilingual education and biliteracy. She earned her PhD in Education from the University of California, Berkeley and has worked in public K-12 schools and universities for over 20 years. With an interdisciplinary academic background, Dr Hernandez's research bridges the fields of educational linguistics and the anthropology of education to examine the sociocultural, linguistic and political contexts surrounding educational language policies, bilingual teacher preparation, and bilingualism and biliteracy practices in the US and abroad.

Jin Sook Lee is Professor of Education at the University of California, Santa Barbara. Her research examines sociocultural factors that influence the learning and teaching processes of multilingual students and the maintenance and development of heritage languages among children of immigrant families. She co-edited *The Education of Language Minority Immigrants in the US* (Multilingual Matters, 2009) and *Feeling it: Language, Race and Affect in Latinx Youth Learning* (Routledge, 2018). She is a former Fulbright Scholar and her work has been supported by organizations such as the Foundation for Child Development, National Institute of Health and National Science Foundation.

Wona Lee is a lecturer of Korean in the East Asian Languages and Cultural Studies at the University of California, Santa Barbara. Her current research focuses on pedagogy of Korean/English bilingual teaching and curricula for adult Korean language learners. Her work has been published in the *Bilingual Research Journal*.

Kate Menken is a Professor of Linguistics and Director of Linguistics and TESOL Programs at Queens College of the City University of New York (CUNY). She is also a Research Fellow at the Research Institute for the Study of Language in Urban Society at the CUNY Graduate Center. Her research interests include language education policy, bilingual education, and the education of emergent bilinguals in US public schools. Further information can be found on her website: <http://katemenken.org>

Jeong-Mi Moon is a doctoral candidate in the department of Educational Leadership and Policy Analysis at the University of Missouri-Columbia. Her main research interest is educational policy for immigrant/language minority students in the United States as well as South Korea. Especially, she focuses on how school practices/policies regarding immigrant/language minority students shape their academic course-taking trajectories in high school.

Jazmín A. Muro is an Assistant Professor in the Department of Anthropology, Sociology & Criminal Justice at Regis University. Dr Muro received her PhD in Sociology at the University of Southern California and is an expert in qualitative research methods. Her work examines how race functions for Latinxs and their interactions with other racial/ethnic groups in multiple realms – including schools, romantic relationships and, most recently, gentrification. Her forthcoming book, *Consuming Difference: Latinxs, Language and Race Relations in California*, analyzes the race relations between Latinx and white families in Spanish/English dual immersion and is under contract with NYU Press.

Idalia Nuñez is an Assistant Professor of Language and Literacy at the University of Illinois Urbana-Champaign. She is a bilingual who grew up on the Texas-Mexico borderlands with experiences that have shaped and informed her understanding and interest in bilingualism, biliteracy and translanguaging. Her research focuses on recognizing the everyday cultural and linguistic resources of students of color, specifically from Latinx communities in order to leverage academic learning.

Alexandria Otis is a doctoral candidate in Educational Leadership and Policy Analysis at the University of Missouri. Her research includes examining gendered discourses in curriculum, supplementary text resources, and teacher–student interactions. She is currently an adjunct instructor in the education department at a small university in the Midwest.

Deborah K. Palmer is Professor of Equity, Bilingualism and Biliteracy in the School of Education at the University of Colorado Boulder. A former two-way dual language bilingual teacher, she conducts qualitative research using ethnography and discourse analysis in culturally/linguistically diverse settings. Her interests include bilingual education policy and politics; critical additive dual language bilingual education; teacher preparation for linguistically/culturally diverse teaching contexts; teacher advocacy and activism; and issues of language, power and identity in schools. She recently co-authored a book, published by Multilingual Matters: *Dual Language Bilingual Education: Teacher Cases and Perspectives on Large-Scale Implementation*.

Crissa Stephens is Assistant Teaching Professor at Georgetown University. Her community-based research focuses on identity, language policy, and social justice. She seeks to understand, map, and impact how policies and practices at play in education shape identity and access for multilingual people. In her critical ethnographic work, she partners with multilingual communities to center their experiences and transform language education towards equity.

Kimberly A. Strong is a doctoral candidate in the program Equity, Bilingualism and Biliteracy at the University of Colorado Boulder. Her research employs mixed methods and critical frameworks to understand and improve the school experiences of bilingual students and families, goals that are informed by her previous work serving bilingual communities in the education, government and nonprofit sectors. She is an educational consultant for the Congress of Hispanic Educators and teaches graduate courses for practicing teachers who work with culturally and linguistically diverse students. Her current research investigates how school accountability policies impact racially, economically, and linguistically marked learners.

Hala Sun is a doctoral candidate in Education at the University of California, Santa Barbara (UCSB), with specializations in Applied Linguistics and Writing Studies. Her research focuses on language classroom interactions in bilingual settings (Korean–English and Spanish–English English Learners), specifically examining the strategies and processes of hybrid semiotic practices. She teaches college-level writing and has recently been working on the evaluation of college STEM and Student Success programs, funded by the US Department of Education.

Verónica E. Valdez is an Associate Professor in the Department of Education, Culture, and Society at the University of Utah in Salt Lake City. She has over twenty years of experience working with culturally and linguistically diverse programs, teachers, students, families and communities in several states across the US. Her interdisciplinary research is focused on four interrelated and often overlapping strands: language learning efforts that foster multilingualism/biliteracy in school and out-of-school contexts; educational language policy and planning and its equity impacts for emergent bilinguals; Latinx learners and education; and teacher education and practices that promote the values of multilingualism, multiculturalism and social justice across educational settings.