

Contributors

Stacy Arbuckle is a former K-12 educator and is working on her doctorate in Special Education at the University of Oregon.

Anita Caduff is a Ph.D. student in Education Studies at the University of California, San Diego. She holds an M.A. for Teaching at the Secondary Level 1 (7th to 9th grade) from the University of Fribourg, Switzerland. Before starting the Ph.D., she worked as a middle school teacher in Switzerland and German language teacher in the U.S. Her research interests include social capital, social network analysis, educational change, immigrant-origin students, and multicultural classrooms.

Mary Cartee is a former secondary teacher and is currently a doctoral student in Critical and Sociocultural Studies at the University of Oregon.

Gloria Delany-Barmann, Ed.D. is a Professor of Multilingual/ESL Education at Western Illinois University. She has worked and conducted research in the United States, Guatemala, Bolivia and Uruguay in the area of multilingual/indigenous teacher preparation and language policy. Currently, her research centers on dual language immersion and the interaction of micro and macro level planning in the implementation of dual language programs in rural areas.

Nichollette “Niki” DeRosia is an educator, researcher, student, activist and lover of great discussion. After working in refugee resettlement, adult education, and K-12 education in Arizona, Niki moved to Eugene to work on her PhD in Critical and Sociocultural Studies in Education. She continues her research from her Master’s in International Peace Studies by researching the intersections of race, gender, and nationality in relationship to systems of oppression and student experiences of these systems. She is currently doing dissertation research on the ways in which refugee students view their futures in connection to their unique intersectional identities, while working toward a K-12 Administrator License. She hopes to pursue a career as an elementary school administrator while continuing with scholarly engagement.

Kevin Donley is a Ph.D. candidate and teacher educator at the University of Oregon in the Critical and Sociocultural Studies in Education Program. He previously taught high school history and middle school social studies in Quito, Ecuador in a Spanish-English bilingual program. His research is focused on how bilingual teachers critically and creatively engage translanguaging as a critical literacy pedagogy, and on their implications for bilingual teacher preparation. In addition to his graduate work, Kevin is the Interpreting Services Coordinator and Bilingual Family Liaison for the local school district.

Denis Dyshko, M.S., M.S. Ed. is an Assistant Director at the Office of International Students and Scholars at Teachers College, Columbia University with primary interests in international relations and education, global affairs, research and assessment.

Megan Hopkins, Ph.D., is Associate Professor in the Department of Education Studies at the University of California, San Diego. A former bilingual elementary school teacher, her research examines and informs systemic change efforts that center multilingual learner equity and civil

rights. She works in partnership with teachers and leaders to promote shared responsibility for multilingual learners in state and local policy and practice.

Dana Cohen Lissman is a former behavioral analysis consultant to teachers and principals on supporting students in self-contained classrooms for students identified with emotional, behavioral disorders. Her research focuses on family schools' partnerships as a mechanism to support outcomes for students with disabilities.

Elizabeth M. Minei is an Associate Professor of Organizational and Interpersonal Communication at Baruch College located in NYC. She researches High Reliability Teams (HRT's), Organizational Messaging, Leadership, Facework, and Entrepreneurship. She co-hosts a podcast called *Will this be on the Test? Podcast*, providing students with tips to succeed in college.

Juan Manuel Niño is an associate professor at the University of Texas at San Antonio. Niño's public educator experience includes secondary science teacher, ESL teacher, athletic coach, campus, and district leader. Current research interests center on school district leadership, leadership preparation for social justice, Latino leadership and intersectionalities. Niño's preferred method of inquiry is qualitative research to better understand the complexities of schools as evolving systems.

Carla Paciutto, Ed.D., is a professor of Multilingual/ESL Education at Western Illinois University. Her research interests have centered on multilingual/dual language education, language maintenance and shift, and language education policy and planning in immigrant, indigenous and autochthonous contexts. Her studies span from Mexico to the US, Italy and Slovenia and currently focus on equitable language education for immigrant students in the rural Midwest.

Tatiana Razuvaeva is an Associate Professor of the Institute of Philology, Journalism and Intercultural Communication, Southern Federal University, located in Rostov-on-Don, Russia. She researches Lexicology, English Grammar and Country Study. She supervises students' projects, course and diploma papers.

Reynaldo Reyes is Associate Professor of Bilingual, ESL, and Multicultural Education in the College of Education at the University of Texas at El Paso. He is the founder and director of the MENTE Project, which aims to provide envisioning opportunities and experiences to students, families, and communities from migrant, immigrant, agricultural/farmworker, and homeless backgrounds through university-based educational and empowerment events with support from and collaboration with a network of educators, advocates, and stakeholders. Dr. Reyes was awarded the 2014 American Educational Studies Association (AESA) Critics' Choice Book Award for his book, *Learning the Possible: Mexican American Students Moving from the Margins of Life to New Ways of Being* (University of Arizona Press).

Pamela R. Rockwood is an Assistant Professor of Educational Leadership at Western Illinois University, primarily teaching in the superintendent preparation and doctoral programs. Her main research interests include social and emotional learning (student and adult), adult bullying, and strengthening administrator competencies.

Jerry Rosiek is a former high school physics teacher, a father of a daughter in middle school, and a Professor of Education at the University of Oregon. He also holds courtesy appointments in the Department of Philosophy and the Department of Ethnic Studies.

Hayley Weddle, Ph.D., is an Assistant Professor of Education Policy at the University of Pittsburgh. Her research examines the equity implications of policy implementation across state and local levels. Several of her current projects focus on the role of school, district, and state leaders in fostering equity for multilingual learners. Across her work, Dr. Weddle is committed to developing reciprocal partnerships with practitioners and policymakers.