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Notes on Contributors to This Issue

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Dr. Sylvia Celedón-Pattichis is Professor of bilingual and mathematics education in the Department of Language, Literacy, and Sociocultural Studies at the University of New Mexico. She prepares elementary pre-service teachers in the bilingual/ESL Cohort to teach mathematics and also teaches undergraduate and graduate level courses in bilingual education. From 1990 to 1994 she taught mathematics at Rio Grande City High School in Texas. Her research interests focus on the linguistic and cultural influences on the teaching and learning of mathematics, especially with emergent bilinguals. She was a Co-Principal Investigator of the NSF-funded Center for the Mathematics Education of Latinos/as (CEMELA).

Dr. Catherine J. Crowley works at Teachers College, Columbia University. She is a Senior Lecturer and Distinguished Lecturer, Coordinator of Bilingual/Multicultural Program Focus, and the Ghana and Bolivia programs, and Director of the Bilingual Extension Institute. Dr. Crowley has worked extensively with the Department of Education in New York City, educating speech pathologies and teachers on how to differentiate language delays from new language acquisition processes.

Dr. Miriam Eisenstein Ebsworth directs the Doctoral and Post-MA Programs in Multilingual Multicultural Studies at New York University, Steinhardt. She is Research Editor of *The Journal of Writing and Pedagogy* and serves on the editorials boards of *The Bilingual Research Journal* and *The International Journal of Foreign Language Teaching*. The current chair of the NABE Bilingual Research and Evaluation SIG, her research interests include sociolinguistics, pragmatics, L2 literacy, and language and technology. Dr. Ebsworth also serves as consultant for the online course to teach English through the work of the UN to achieve peace worldwide, <http://www.unepd.info>.

Dr. Kimberly Floyd is an Assistant Professor in Department of Special Education in West Virginia University. Dr. Floyd's research interests include preschool special needs, inclusive preschools, and assistive technology.

Dr. Tommy McDonell was an educational consultant who specialized in technology and language learning while working on her doctorate at NYU. She ran her own computer consulting company Women in Technology from 1986-1995 and co-founded the Learning English Adult Program that incorporated technology into a content based second language learning program. Currently Dr. McDonell is an award winning artist in Pinehurst, NC and is working on a two woman show in September titled "Visual Language: Abstracting Nature Through Art". Her work may be seen at <http://tbmcdonellart.com> or on her Facebook page Tommy Buell McDonell Art.

Dr. Kate Menken is an Associate Professor of Linguistics at Queens College of the City University of New York (CUNY), and a Research Fellow at the Research Institute for the Study of Language in Urban Society at the CUNY Graduate Center. She is Co-Principal Investigator of the CUNY-New York State Initiative for Emergent Bilinguals (www.cuny-nysieb.org). Previously, she was a researcher at the National Clearinghouse for Bilingual Education and an English as a second language teacher. She holds an Ed.D. from

Teachers College, Columbia University. Her research interests include language education policy, bilingual education, and emergent bilinguals in secondary schools. Recent books are *English Learners Left Behind: Standardized Testing as Language Policy* (Multilingual Matters, 2008) and *Negotiating Language Policies in Schools: Educators as Policymakers* (co-edited with Ofelia García, Routledge, 2010). Further information can be found on her website: <http://katemenken.org>

Dr. Sandra I. Musanti is an Assistant Professor at the University of Texas at Brownsville. She teaches undergraduate and graduate level courses in bilingual education, literacy and biliteracy, sociocultural foundations of education, and qualitative research. She is a former postdoctoral fellow of the NSF-funded *Center for the Mathematics Education of Latinos/as (CEMELA)*. She has a long career as a teacher educator in Argentina and in the United States. Her research interests include exploring pedagogical practices that support the mathematics learning of emergent bilinguals, as well as issues of language, culture, and identity in bilingual teacher preparation and development.

Dr. Diane Rodríguez is an Associate Professor at Fordham University, School of Education. Her research is at the intersection of special education, bilingual education, and the academic development of culturally and linguistically diverse students. Dr. Rodríguez has been an invited speaker at national and international conferences on Special Education and Bilingual Education. Univision selected Dr. Rodriguez as an example of “Orgullo de Nuestra Comunidad,” which highlights individuals who give back to the community. She was recognized for her work with individuals with disabilities. She has published extensively in journals and is the co-author of *The Bilingual Advantage*, a book published by Teachers College Press (2014).

Dr. Lora Lee Smith-Canter received her PhD from the University of South Carolina and is currently a faculty member at East Carolina University teaching special education graduate and undergraduate classes. Dr. Smith-Canter’s research interests range across the field of special education, focusing primarily upon social interaction interventions for young children with developmental delays or identified disabilities, multicultural issues in special education, and the role of technology in special education.

Cristian Solorza has been part of Bankstreet College’s faculty since 2003. He teaches courses in language acquisition, bilingual literacy, bilingual curriculum, developmental variations, and advises students in dual language bilingual and special education settings. He has a combined 10 years of teaching experience in pre-school settings and in a New York City elementary dual language school. His degrees include an M.S.Ed in teaching from Bankstreet College and an M.Ed in school leadership from Bankstreet College.

Dr. Karen Voytecki is an Associate Professor in the Department of Special Education, Foundations and Research at East Carolina University in Greenville, North Carolina. She is the Executive Director of the Teacher Education Division of the Council for Exceptional Children.

Journal of Multilingual Education Research

Description

The *Journal of Multilingual Education Research (JMER)* is the official journal of the New York State Association for Bilingual Education. Its distinct orientation reflects what is most important to researchers, specialists, and educators in the fields of multilingualism and multilingual education. *JMER* is a vehicle to respond to the changes and growth of knowledge in a variety of national language education issues that have local and regional relevance. It responds to the emerging needs and interests of teachers, administrators, teacher educators, researchers, counselors, psychologists, advocates, and community leaders whose work focuses on the successful education of multilingual students. *JMER* embraces a variety of cross-disciplinary interests, both theoretical and practical, to reach a broader scholarship and readership. As such, its peer reviewed publications represent an array of themes and topics including:

- Psychology, sociology, and politics of language learning and teaching;
- Issues in research and research methodology;
- Assessment and evaluation;
- Professional preparation;
- Curriculum design and development;
- Instructional methods, practices, materials, resources, and technology and media;
- Language planning, language policy, and language learning;
- Professional standards and ethics.

JMER seeks to address the implications and applications of research in a variety of fields of knowledge, including:

- Anthropology;
- Applied linguistics;
- Multilingual/Bilingual education, including biliteracy, multiliteracy;
- Communication;
- Education;
- First and second language acquisition;
- Psycholinguistics and sociolinguistics;
- School Psychology, sociology, political science.

Main Sections

1. Focus on Research and Theory: full-length articles of 8,500 words, excluding references, which discuss empirical research and analyze original data that the author has obtained using sound research methods, including quantitative, qualitative, and mixed methods studies. Articles may also review current knowledge in an important area of multilingual education and discuss new directions for research. Manuscripts should be sent to: **Dr. Aida A. Nevárez-La Torre**, Senior Editor.

2. Focus on Practice: full length manuscripts of 8,500 (excluding references) that focus on best practices including innovative instructional interventions, practitioner inquiry, and collaborative projects leading to meaningful changes in educational policy and practice. Manuscripts should be sent to: **Dr. Aida A. Nevárez-La Torre**, Senior Editor.

3. Scholarly Book/Multimedia Reviews: full-length critical reviews of professional texts and multimedia. Reviews should provide a scholarly evaluative discussion of the significance of the work in the context of current theory and practice. Reviews may either be solicited by the Reviews Editor or ideas for reviews may be submitted to the Reviews Editor for consideration. Reviews should comprise between 1,500 to 2,000 words (excluding references) for a review of a single book or multimedia. Reviews should be sent to: **Dr. Patricia Velasco**, Associate Editor.

Special Issues

Topics for special issues will be considered. Topics are approved by *JMER* Editorial Advisory Board. Those wishing to suggest topics or serve as guest editors should contact the Senior Editor for special issue guidelines. Issues will generally contain both invited articles designed to provide state-of-the-art reviews of the literature and directions of future research and practice, as well as articles solicited through a call of papers. On occasion, proceedings of a major impact conference or mini-symposia in the area of multilingualism will be considered

Guidelines for Submission

Persons interested in publishing an article or book/multimedia review in this peer referred journal may submit manuscripts for consideration. *JMER* prefers that all submissions be written in a style that is accessible to a broad readership, including those individuals who may not be familiar with the subject matter. The manuscript must be prepared according to the following guidelines:

- Be no longer than 8,500 words (excluding references, notes, and tables) typed, double-spaced for manuscripts.
- If a review, should comprise between 1,500 to 2000 words (excluding references).
- Have an abstract no longer than 200 words on a separate sheet, typed/word processed, one-inch margins all around, and double-spaced in each copy.
- Have title page, without the author's name, address, or institutional affiliation.
- Include a list of keywords.
- Include no more than two half-page size illustrations, tables or figures or one full-page size illustration, table, or figure.
- Include a complete References section following the APA 6th edition format. It is the author's responsibility to make sure that all sources in text are credited in the References section and that all References are properly cited in the text.
- Follow the *Publication Manual of the APA* (6th edition) standards and procedures for publication.

A cover letter must accompany the manuscript that includes the name of author(s), a full mailing address, and e-mail address, both day and evening phone numbers, and fax number.

Include the author's name on the cover letter **only**.

Papers accepted for publication will need to incorporate the reviewers' feedback. They must be submitted and reviewed in Microsoft Word format, preferably in .docx or .doc format.

For more information contact:

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Submission Process

JMER is published once a year. **The deadline for manuscript submission is August 31.**

Manuscripts of articles and book/multimedia reviews and abstracts should be sent electronically to the respective editor to: jmer@fordham.edu. Authors should send a cover letter with their submission. The name(s) of author(s) should appear only in the cover letter, not on the title page or manuscript. This letter should also specify the author(s) mailing address, daytime and evening telephone, and an electronic mail address and fax number of the author(s).

JMER uses a double-blind review process; therefore author(s) must **exclude** their names, institutions, and

clues to their identities that exist within the manuscript. The presence of such information may compromise the blind review process. If you have self-citations please use the convention of (Author, Year) in the text and also in the references, leaving out the publication information. Do not use running-heads.

All submissions should adhere to the format and length guidelines of *JMER*. Please indicate the number of words at the end of the manuscript or book/multimedia review. It is understood that the manuscripts submitted to *JMER* have not been previously published and are not under consideration for publication elsewhere.

Editorial Process

When we receive a manuscript or book/multimedia review the author will be sent a letter acknowledging its receipt. All manuscripts and book/multimedia reviews will be given careful consideration. Every effort will be made to inform the author(s) of our decision within 3 to 4 months. Types of decisions are: *accept*; *accept with minor changes*; *accept with major changes*; *revise and resubmit*; and *do not accept*. The editor's decisions are final.

Once a manuscript is accepted for publication the author will be sent a Contract-Warranty Statement to be signed by the author(s) confirming that the work to be published is original work, giving first publication rights to *JMER* and copyright and indemnification assurances. The editors reserve the right to make editorial changes to enhance clarity, concision, and style. The author should be consulted only if the editing has been substantial.