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Notes on Contributors to This Issue

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Notes on Contributors to This Issue

Maria Acevedo, PhD, is a second-year pediatric neuropsychology post-doctoral fellow at Lenox Hill Hospital, Center for Attention and Learning. She holds a PhD in School Psychology from Fordham University. Dr. Acevedo is the second author in a chapter titled "Testing for Language Competence" in the *APA Handbook of Testing and Assessment in Psychology* (2012-2013 release). Her research interests include neuropsychological assessment, executive functions, bilingualism, and cultural diversity. Dr. Acevedo has over 10 years of experience in working as a school psychologist in New Jersey and in South San Francisco, California.

Justin B. Bennett is a PhD student in Bilingual Education at New York University and a full-time fourth-, fifth-, and seventh-grade Spanish teacher at George Jackson Academy in Manhattan. Justin is currently conducting a one-year linguistic ethnography in one of the city's Spanish/English dual immersion programs in an attempt to better understand the language practices of Latino youth in bilingual settings. It is expected that the results of this project can be utilized by teachers and language policy makers in order to help maximize the acquisition by this population of both Standard American English and Standard Spanish.

Angela Carrasquillo, PhD, the Claudio Aquaviva Distinguished Professor of TESOL at Fordham University Graduate School of Education, retired three years ago but continues her involvement in multilingual education as an educational consultant and program evaluator. She is nationally known in the area of second language and bilingual education and has published extensively in these areas. Professor Carrasquillo's publications include *Between Puerto Rico and New York: A Latina Professor's Journey* (2011), *Teaching English to Speakers of Other Languages: A Resource Guide* (with C. Zhang, 2007), *Beyond the Beginnings: Literacy Interventions for Upper Elementary English Language Learners* (with S. Kucer & R. Abrams, 2004), and *Language Minority Students in the Mainstream Classroom*. (with V. Rodriguez, 2002).

Ann Ebe, PhD, is an Assistant Professor of Literacy Education and the Director of Bilingual Education at Hunter College in New York City. Dr. Ebe has taught the primary grades and worked as an administrator and as a teacher educator. Her work with teachers in the United States and abroad involves developing and implementing curriculum to put literacy theory into practice for emergent bilinguals. Her current research involves the reading process of bilinguals, using assessment to inform instruction and the selection of culturally relevant texts.

Miriam Eisenstein Ebsworth, PhD, directs the doctoral programs in Multilingual Multicultural Studies at New York University, Steinhardt School of Culture, Education, and Human Development. A member of the NABE Executive Board, Dr. Ebsworth was guest editor of *The International Journal of the Sociology of Language* issue on Affective Aspects of Second and Foreign Languages (2011). She is also a consultant developing an online course to teach English through the work of the UN to achieve peace worldwide (Patricia Duffy, PI). Dr. Ebsworth serves on the editorial boards of the Bilingual Research Journal, The Journal of Writing and Pedagogy, and the International Journal of Foreign Language Teaching.

Rebecca Freeman Field, PhD, is a sociolinguist and language educator dedicated to the professional development of educators that work with language learners. She is adjunct professor at the Graduate School of Education of the University of Pennsylvania, and the Director of the Language Education Division of Caslon Publishing and Consulting. Freeman Field conducted ethnographic and discourse analytic research in multilingual schools and communities from 1986–2006, and she advises teachers and administrators in the United States and internationally on English as a second language, bilingual education, and world language policy, program, and professional development. She is author of *Bilingual Education and Social Change*, *Building on Community Bilingualism*, and co-editor (with Else Hamayan) of *English Language Learners at School: A Guide for Administrators*.

Jay Gottlieb received his doctorate in special education from Yeshiva University. His research has been focused on attitudes toward disabled students and on practices for identifying students as being eligible to receive special education. His most recent interests are in identifying factors that promote successful academic outcomes for special education students while they are in secondary level math classes. Dr. Gottlieb has been awarded more than 20 research grants in his career and has published about 100 articles in professional journals. At various times he has served on the editorial boards of half dozen journals in special education.

Barbara Gottlieb received her doctorate from Northern Illinois University in educational psychology. She is a licensed psychologist. A professor of special education at Lehman College of The City University of New York, she served as Department Chair and coordinator for the programs in childhood and adolescent special education. She is a certified reading teacher and has taught reading at the elementary, middle school, and secondary levels for before joining a college faculty. Her research interests focus on motivational factors that promote metacognitive development in children who have learning disabilities and on clinical practices in the identification of students as being eligible to receive special education services.

Marjorie T. Goldstein is Professor Emeritus of Education at William Paterson University in Wayne, New Jersey. She has more than 50 year's experience as a teacher, administrator, special education consultant, and professor of special education. Her publications focus primarily on the area of transition from school to the world beyond.

Melissa Laracuenta is a licensed psychologist and certified school psychologist in New York State. She earned her doctoral degree in School-Clinical Child Psychology and master's degree in School Psychology and Bilingual Extension (English/Spanish) from Pace University in New York City. Dr. Laracuenta has worked in various settings including hospitals, clinics, and schools. She is currently a Clinical Assistant Professor in the Graduate School of Education Psychology Program at Fordham University and has a private practice providing psychological assessments and psychotherapy for children, families, and adults. Research interests include the training of psychologists, use of creative arts with traumatized individuals, and bilingual/bicultural development.

Nancy Lemberger bilingual education career has spanned 30 years, from the elementary to the university classroom. As a Title VII Bilingual Education Fellow, she earned a doctorate in curriculum and bilingual education from Teachers College, Columbia University. For 16 years, she has taught various bilingual, ESL and literacy courses at Long Island University, Brooklyn. With a colleague, she created and administers the online Cross-Campus Bilingual Extension program. Her research interests show her commitment to bilingual education teachers and their students. Her widely used book, *Bilingual Education: Teachers' Narratives*, documents eight bilingual teachers' experiences in different programs, regions, and languages.

Sandra Mercuri is an Assistant Professor at the University of Texas, Brownsville. She teaches courses in bilingual education and biliteracy. Her research focuses on the development of academic language across the content areas, the role of language in the development of scientific literacy, and the effect of long-term professional development for teachers of English learners. She provides training for teachers nationwide and presents at national and international conferences. Dr. Mercuri has published articles in professional journals in Spanish and English. Dr. Mercuri is the author of *Supporting Literacy Through Science*. She has also co-authored books with Drs. Yvonne and David Freeman and with Denise Rea.

Nadia Mykysey completed a PhD at the University of Pennsylvania School of Education. She is a Bilingual Reading Specialist and Reading Recovery Teacher Leader for the School District of Philadelphia training and supporting Reading Recovery teachers. Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders who have extreme difficulty learning to read and write. She is also a National Board Certified Teacher and has always taught in urban, inner-city schools. As adjunct faculty at Temple University, she taught reading methods courses both at the undergraduate and graduate level. Through the Philadelphia Writing Project she presents workshops on teaching literacy with English Language Learners.

JMER Description

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.

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

Main Sections

1. **Research Manuscripts:** 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, *Journal of Multilingual Education Research*.

2. **Practice-Oriented Manuscripts:** 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. Proceedings of a major impact conference in the area of multilingualism will be considered. Manuscripts should be sent to: Dr. Aida A. Nevárez-La Torre, Senior Editor, *Journal of Multilingual Education Research*.

3. **Scholarly Book/Multimedia Reviews:** full-length critical reviews of professional texts. Reviews should provide a scholarly evaluative discussion of the significance of the work in the context of current theory and practice. The book reviews may either be solicited by the Book Editor or ideas for book reviews may be submitted to the Book Editor for consideration. Reviews should comprise between 750 to 1500 words (excluding references) for a review of a single book. Manuscripts should be sent to: Dr. Giselle B. Esquivel, Associate Editor, Scholarly Book/Multimedia Reviews, *Journal of Multilingual Education Research*.

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 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 for papers. On occasion, the issue may include invited papers from conferences or series of mini-symposia.

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 should be prepared according to the following guidelines:

The manuscript must:

Be no longer than 8,500 words (excluding references, notes, and tables) typed, double-spaced for manuscripts.

If a review, should comprise between 750 to 1500 words (excluding references) for a review of a single book.

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.

Follow the Publication Manual of the APA (6th edition) standards and procedures for publication.

Have title page, without the author's name, address, or institutional affiliation.

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

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

Include no more than two half-page size illustrations, table or figures or one full-page size illustration, table or figure.

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. For the spring publication the deadline is August 31.

Manuscripts of articles and book 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 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 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 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.