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## Notes on Contributors

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## Notes on Contributors to This Issue

**Christian Acosta** is currently a first year Spanish teacher in New Jersey. He received his Master's degree in education from Montclair State University in June 2015 where he worked as a graduate assistant. His research areas of interest are second language acquisition and foreign language teaching.

**Dr. Angela Carrasquillo** is a distinguished professor emerita of Fordham University Graduate School of Education. She has published extensively including, *The Bilingual advantage: Promoting academic development, biliteracy, and native language in the classroom* (with D. Rodríguez and K. S. Lee, 2014), *Puerto Rico and New York: A Latina professor's journey* (2011); *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. Rodríguez, 2002), monographs and articles. As an educational advocate on issues of bilingual education and educational rights and equity, she founded ENLACE, a non-profit organization advocating for Latino children, youth, and their parents.

**Dr. Mary Carol Combs** is Associate Professor in the Department of Teaching, Learning, and Sociocultural Studies, University of Arizona. She teaches graduate and undergraduate courses in bilingual education, English as a second language methods, indigenous language revitalization, and language policy and planning. Her research interests include education policy and law, sociocultural theory, immigration and education, second language acquisition, sheltered instruction, and ELL teacher preparation.

**Dr. Carol Evans** is Associate Professor in the Department of Teaching, Learning, and Sociocultural Studies at the University of Arizona. Her primary teaching responsibilities are in the bilingual education and Multicultural English as a Second Language (MESL) portion of the Elementary Teacher Preparation Program, where she teaches literacy methods courses. Her graduate courses and her scholarship interests lie at the intersection of teacher education, bilingual education, language, literacy, and equity.

**Dr. Todd Fletcher** is a Distinguished Outreach Professor in the Department of Disability and Psychoeducational Studies in the College of Education at the University of Arizona where he coordinates the graduate program in bilingual/multicultural special education. His research interests and scholarly writing focus on culturally responsive educational practices for diverse learners in the U.S. and educational reform, special education policy, and inclusive education practices in Latin America, and in particular, Mexico. He is co-editor of the book *Educating children with disabilities and their families: Blending US and Mexican perspectives*.

**Dr. Bobbie Kabuto** is Associate Professor at Queens College, City University of New York, where she teaches courses in the areas of early language and literacy, bilingualism

and biliteracy, and language and literacy in the elementary years. She is the author of *Becoming biliterate: Identity, ideology, and learning to read and write in two languages* and the co-editor of *Linking families, learning, and schooling: Parent researcher perspectives* (with Prisca Martens, 2014).

**Laura Kaplan** is an Adjunct Professor in the Masters of TESOL Program at Hunter College, CUNY. She is also a doctoral candidate in the Urban Education Program at the CUNY Graduate Center. She has taught ESL at Hostos Community College, Bronx Community College, and Passaic County Community College. She is the recent recipient of the 2015 Jean Anyon Award from the American Educational Research Association.

**Dr. Elena B. Parra** obtained her doctoral degree in School Psychology and Psychology at the University of Arizona and completed a post-doctoral program in Neuropsychology at Camarillo State Hospital in California. She has a professional interest in cross-cultural research that includes the study of multicultural issues in therapy, intervention, and learning. For the past 25 years she has worked as a professor of Psychology at different universities, held a position as a Department Chair at Argosy University, and also served as a school and clinical psychologist. She currently holds a position as a director and psychologist at the Multicultural Counseling Center in Tucson, Arizona. Dr. Parra has developed expertise in the assessment and treatment of multicultural populations and has conducted research centering on cross-cultural issues.

**Dr. Diane Rodríguez** is an Associate Professor at Fordham University, Graduate School of Education. She has received numerous grants from the U.S. Office of Special Education and Rehabilitation Services and the Office of English Language Acquisition. She is the co-author of the book *The bilingual advantage: Promoting academic development, biliteracy, native language in the classroom* (with A. Carrasquillo & K. S. Lee, 2014). Her research is at the intersection of special education, bilingual education, and the academic development of culturally and linguistically diverse students. Univision selected Dr. Rodríguez as an example of "Orgullo de Nuestra Comunidad," which highlights individuals who give back to the community, recognizing her work with individuals with disabilities. She has been interviewed on PBS documentary on Dual Language Programs for bilingual students.

**Dr. David Schwarzer** is Associate Professor in the Department of Secondary and Special Education at Montclair State University in New Jersey. He teaches undergraduate and graduate level courses on innovative ways to engage students in learning and teaching. His research interest focuses on the role of the monolingual teacher in the multilingual classroom. He has published four books and several articles on multiliteracy and world language education. More recently, he has become interested in redefining the boundaries between literacy, biliteracy, and multiliteracy. He is exploring the idea of "translingual" and "transliteracy" education as a possible solution.

**Dr. Zoila Tazi** is currently an Associate Professor in Educational Leadership at Mercy College. She has served in an administrative capacity in a variety of programs serving

young language learners and their families. She received statewide recognition for her work as a school principal where she administered programs for over 1000 children and families, mostly from immigrant homes. Dr. Tazi currently serves on an advisory board to NYSED on the identification and instruction of young language learners in the growing PreK programs across the state. A frequent keynote speaker and presenter, she also consults with school districts on language acquisition, emergent literacy, school readiness, parental involvement, bilingual education, and early childhood programming. Dr. Tazi's research examines early childhood education and bilingualism; she has several publications on these topics.