

About the Contributors

Edward M. Olivos is an Assistant Professor in the Department of Education Studies at the University of Oregon. He is the author of *The Power of Parents: A Critical Perspective of Bicultural Parent Involvement in Public Schools* (2006, Peter Lang Publishers, Inc.). He has published work in the areas of policy studies, school reform, parent participation, critical pedagogy, and biliteracy issues of K-12 classrooms. He received his PHD in education jointly from Claremont Graduate University and San Diego State University. He is a former San Diego (CA) bilingual elementary school teacher, where he taught for 10 years.

Margarita Ines Berta-Avila is an associate professor in the College of Education at Sacramento State University. She received her doctorate in International and Multicultural Education in the School of Education at the University of San Francisco. Dr. Berta-Avila pursues her scholarly work within the areas of bilingual education/English Language learners, multicultural/social justice education, Chicana@ educators in the field, qualitative research, and language usage. Dr. Berta-Avila is active in testifying at the California state Capitol and/or other venues with respect to access and equity in education for English Language Learners, students of color, and/or other marginalized communities.

Glenda Moss currently serves as Associate Dean of the College of Education at Pacific University in Forest Grove, Oregon. She taught middle school students in East Texas for 13 years before moving to higher education. She prepared secondary teachers in Indiana for eight years before moving to Oregon. Her research emphases are critical narrative methods, scholar-practitioner teacher leadership,

and critical self-reflection through portfolio assessment. Glenda can be reached at moss@pacificu.edu.

Cheu-jei Lee is an Assistant Professor in the School of Education at Indiana University-Purdue University Fort Wayne. His primary teaching responsibilities include methods courses in language arts and critical reading. His research focuses on literacy education, philosophy of educational research, and educational inquiry methodology.

John Rafferty, is an academic within the Faculty of Education at Charles Sturt University, Australia. Based on the Albury Wodonga campus, Dr. Rafferty's research is focused on school reform and institutional change. John has previously worked as a primary school teacher in several Australian states and is currently investigating how school reform programs address issues concerning environmental sustainability.

Elizabeth Bishop is a doctoral student and teaching fellow in the Language, Literacy, and Culture program in the School of Education at the University of Pittsburgh. Her work examines the intersections between cultural theory, critical pedagogy, and global studies. Her current research focuses on critical literacy practices for youth activism.

Susan J. Katz is Associate Professor in Educational Leadership and Chair of the Department of Specialized Studies at Roosevelt University, Chicago. Katz has conducted research to understand how women in the superintendency conceptualize power and leadership, and how they work toward equity for students and staff. Katz and Diana Ryan have been looking at how specific pedagogy can prompt pre-service teachers and leaders to understand how schools can be inequitable and to commit to change. This article is based on Katz and Ryan's more recent research that looks at how activist scholars in Chicago teach, research, and serve for social justice.

Diana F. Ryan is transitioning from Chicago to Bloomington, Indiana. Ryan taught in the Master of Arts in Teaching and Leadership Program in the School of Education at Saint Xavier University in Chicago. In Bloomington, Ryan continues her research and writing into how teacher educators can contribute to the creation of socially just schools and communities. Her focus has been to connect pedagogy to systems design, constructivism and critical thinking in acting for fundamental change. Ryan and Susan Katz have collaborated on research into specific pedagogy to prompts pre-service teachers and leaders to understand how schools can be inequitable and to commit to change. This article is based on their current research examining how activist scholars in Chicago teach, research, and serve for social justice.

Omiunota Nelly Ukpokodu is a professor of teacher education, multicultural and social studies education in the Division of Curriculum & Instructional Leadership in the School of Education at the University of Missouri-Kansas City, MO. She teaches both preservice and inservice teachers. She coordinates the multicultural education MA program and the Interdisciplinary Ph.D. program. Dr. Ukpokodu's research interests include transformative learning and pedagogy, quality teacher preparation, equity and social justice, urban education, and citizenship and global education.

Laura DuMond Kerr has taught for the past eighteen years in East Los Angeles, CA where she has worked as a teacher dedicated to bilingual and multicultural education within the Los Angeles Unified School District. She has a BA from Carleton College in Latin American Studies and an MA from the University of Illinois-Urbana Champaign in Educational Policy Studies. She developed the *Maestros/as Populares* Project sixteen years ago with the families of her students. Additionally, she works as a popular educator with *la Escuela Popular Norrena* based in New Mexico.

Patricia H. Hinchey is Associate Professor of Education at Penn State as well as a Fellow of the Education Policy Research Unit at Arizona State and of the Education and the Public Interest Center at the University of Colorado at Boulder.

Karen Gourd is an assistant professor in Education at the University of Washington Bothell. Her teaching and research focuses on preparing critical educators, cultivating literacy, and developing curriculum and pedagogy inclusive of diverse perspectives.

Oscar Jimenez-Castellanos is an Assistant Professor at Arizona State University in the Division of Educational Leadership and Innovation. His research focuses on school improvement in low-income ethnically and linguistically diverse communities including action research as an area of emphasis.

Cristina Alfaro is an associate professor in the Department of Policy Studies in Language and Cross-Cultural Education at San Diego State University. She is a critical literacy professor, who teaches in a teacher preparation program where the majority of her students are immigrants or children of immigrants, speak English as a second language, and tend to be first generation college students. Her research interests center on the education of immigrant students, border pedagogy/cross-cultural languages and biliteracy practices. As a teacher researcher she has examined the role of teachers' educational, ideological, and political clarity related to teaching practices with language minority and other subordinated student groups.

Elsa Billings is an Assistant Professor at San Diego State University's Policy Studies in Language and Cross-cultural Education Department where she teaches courses in the Multiple and Single Subject bilingual teacher education programs, as well as the MA program. A Latina and first-generation college student, Dr. Billings' research is concerned with issues that impact the academic opportunities and success of marginalized students, with particular interests in the experiences of ELs and the professional development, values and experiences of the teachers who teach them. Her overriding concern is how policies, programs and pedagogy are enacted and the resulting impact on students and teachers.

About Selected Members of the Editorial Board

A special thanks to two invited members of the editorial board for this issue of *IJCP* whose work in editing was invaluable:

Dorothy Kuykendal received her PhD in English from the University of North Carolina at Greensboro in August 2009, where she continues to work as a lecturer. Her dissertation focused on the formation of stereotypes in the context of transnationalism, viewed through a lens of Asian American and East Asian film and literature.

Laurie Lyda is a PhD Candidate at the University of North Carolina at Greensboro, specializing in 19th Century British literature. She holds a graduate certificate in Women's & Gender Studies and also works with literary theory and rhetoric. In addition to her work with *IJCP*, Laurie's diverse editing experience includes institutional publications and published nonfiction.