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# Notes on Contributing Authors

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## Notes on Contributing Authors

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**Kathleen Doyle** is a doctoral candidate in School Psychology in the Graduate School of Education at Fordham University. She obtained her Bachelor's degree in 2013 from Mount Holyoke College. Prior to graduate school, she worked for several years as an Assistant Teacher in a special education preschool in New York City.

**Sílvia Melo-Pfeifer, PhD**, ([silvia.melo-pfeifer@uni-hamburg.de](mailto:silvia.melo-pfeifer@uni-hamburg.de)) is Associate Professor in the Department of Education, University of Hamburg (Germany). She is also a member of CIDTFF (Research Center for Didactics and Technology in Teacher Education, Portugal). Her research interests include multilingual and intercultural interaction, plural approaches to teaching and learning of foreign languages and heritage language education.

**Gene Mirus, PhD**, is Associate Professor of ASL and Deaf Studies at Gallaudet University. Through his doctoral training in linguistic anthropology from the University of Texas at Austin (2005), he developed a strong interest in studying the relationship between technology and language---specifically how various new technologies contributed to new language practices among Deaf users. He takes much interest in various sign language situations that deaf people encounter in their everyday lives. At present, his area of focus is in understanding best practices for creating bilingual/bimodal ebooks for deaf children. He works in collaboration with Dr. Donna Jo Napoli and their students.

**Donna Jo Napoli, PhD**, is Professor of Linguistics and Social Justice at Swarthmore College. She has published widely in theoretical linguistics, across the entire grammar, in both spoken languages and sign languages. She works with a team doing advocacy for the language rights of deaf children. Her commitment to ebooks stems from her experience as a children's book writer and her deep trust in Gene Mirus, as both a linguist and a dramatic artist.

**Marcela Ossa Parra, PhD**, is an Assistant Professor of bilingual education in the Elementary and Early Childhood Education Department at CUNY Queens College. Her research focuses on bilingual instructional approaches, and literacy education for bilingual students. She is Colombian and has three children who are growing up transnational.

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**Patricia Velasco, EdD**, ([patricia.m.velasco@gmail.com](mailto:patricia.m.velasco@gmail.com)) started her career as a speech therapist in Mexico City. She worked for the Teachers College Reading and Writing Project supporting bilingual and ENL teachers across NYC. Ruth Swinney and Patricia co-authored *Connecting Content and Academic Language for English Learners and Struggling Students* (2011). Together with Elizabeth Ijalba and Catherine Crowley, she published an edited book titled *Language, Culture and Education: Challenges of Diversity in the United States* (2019; Cambridge University Press). From 2010-2013, she was the director of the NYSED Bilingual Common Core Initiative and currently, she is the Co-PI, with Dr. Cecilia Espinosa, of a NYSED project that describes the importance of oral language, metalinguistic awareness, and flexible groupings as key practices for implementing the Next Generation English Language Arts Standards in bilingual classrooms.

**Pauline Williams, PhD**, is an Associate Professor in the School of Teaching and Learning at Illinois State University (ISU) where she has been a faculty member since 2006. From 2012 to 2017, she served as the Co-Director of the Transitioning Paraprofessionals and In-Service Teachers in School District U-46 (TPI U-46) Program. Dr. Williams is also a member of ISU's One Million Dollar Club, which recognized her for exemplary achievement in securing external funding for bilingual and ESL teacher preparation programs. Her research interests include studies that pertain to equity in education for culturally and linguistically diverse students and ISU's Bilingual Education Program's teacher preparation.