

**Call for Manuscripts
2015 -- Special Themed Issue**

***Rethinking Preschool Education through
Bilingual Universal Pre-Kindergarten:
Opportunities and Challenges***

Submission Deadline: December 30, 2014

**Guest Editor
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Contemporary discussions by politicians and policy makers on offering pre-kindergarten for all children emerges, in part, from a strong research base, which points to the power of early learning for preventing future achievement gaps and promoting future return on investments (Belfield, 2004; McCann, 2014; Magnuson, et al., 2007; Neuman & Bennett, 2001; Neuman, 2003). Calls to expand educational programs, like Universal Pre-Kindergarten (UPK), taking place in New York and across the nation, is stirring educators to rethink the onset of learning through early schooling.

To contribute to this important conversation, JMER's 2015 volume will focus on re-envisioning pre-kindergarten education for four year olds in ways that include children's linguistic and cultural diversity. Scholarly research indicates that early schooling is improved when the rich linguistic repertoire that four year olds have is valued and used as a tool for their learning (Barnett, et al, 2006; Collier & Thomas, 2009; Gormley, 2008; Tazi, 2011).

Although the number of children who enter schools as emergent bilinguals has risen by almost 60% over the last ten years (Ballantyne, Sanderman & McLaughlin, 2008), we have had limited conversations about the role of the home language in early learning to guide the current expansion of UPK. This volume calls attention to the role of children's home language for effective instruction and programming in pre-kindergarten.

We seek to introduce explorations on varied aspects of bilingual pre-school education which highlight the use of multiple languages as a resource and enrichment for learning.

Key queries guiding this volume are:

1. What are the unique needs of young emergent bilinguals and their families to solidify their productive participation and engagement in education?
2. How does children's emerging bilingualism contribute to enhanced early learning?
3. In what ways can bilingual education at the pre-kindergarten level strengthen the school readiness of young emergent bilinguals?

We invite educators, researchers, and academicians to submit manuscripts for the volume that address topics such as:

- Models of Bilingual Education in Preschool
- Acquisition and Development of Multiple Languages in Young Learners
- School Readiness for Multilingual Children
- Generating Public Support and Designing Educational Policy for Bilingual UPK
- Multicultural, Multilingual Instructional Approaches in Early Learning
- Emergent Literacy and Numeracy in More than One Language
- Bilingual Assessment Strategies in Early Learning
- Developmentally Appropriate Research-based Instruction
- Outreach and Engagement of Multilingual Parents of Preschool Children
- Partnerships with Community Based Organizations in Implementing Bilingual UPK
- Teacher Education and Professional Development of Educators in Bilingual Preschool Programs

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 welcomes manuscript submission to three distinct peer-reviewed sections:

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. This peer-reviewed section includes empirical research, action research, quantitative research, qualitative research, including case studies, research reviews, empirically-based position papers, and analyses. Manuscripts are evaluated on the basis of their innovation, quality scholarship, and contribution to the field.

Practice – Full-length articles of 8,500 words (excluding references) on best practices including innovative instructional interventions, perspectives, and collaborative projects leading to meaningful changes in educational policy and practice. This peer-reviewed

section includes articles focused on matters of instruction and practice. Manuscripts will be evaluated on the basis of their innovation, quality of professional writing, and applicability to practitioners in *bilingual early childhood education*. An emphasis is placed on publishing articles that provide clear and replicable examples of research-based practice in *early learning centers and schools*. While a detailed and expansive literature review and analysis of underlying theory are not required for such articles, manuscripts for this section **must** describe practices **supported by scholarly literature** and provide citations to document it.

Scholarly Book/Multimedia Reviews: full-length critical reviews of professional texts and multimedia *related to bilingual early childhood and pre-school education*. Reviews should provide a scholarly evaluative discussion of the significance of the work in the context of current theory, research, and practice. Reviews should comprise between 1,500 to 2,000 words (excluding references) for a review of a single book or multimedia.

All submissions are subject to masked peer review. Articles should be submitted electronically to JMER at <http://fordham.bepress.com/jmer/> by **December 30, 2014**. For questions contact the theme editor at ztazi@mercy.edu.

The guest editor for this volume, Dr. Zoila Tazi, has over 25 years of experience working with children and families. She has served as an administrator in several children's programs including Director of a Head Start program, Coordinator of a family literacy program, and a School Principal. Dr. Tazi is a frequent conference presenter on issues relating to the education of bilingual and immigrant children. She obtained a Doctor of Philosophy degree in Urban Education from the Graduate Center of City University of New York. Her dissertation studied the effects of bilingual instruction on the emergent literacy skills of Spanish-speaking preschool children. Currently an Associate Professor in Educational Leadership at Mercy College, her research examines bilingualism in early childhood, school readiness, and early childhood education.

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