

Dr. Pablo C. Ramírez is Professor and Chair of the Teacher Education Department at CSU Dominguez Hills. His scholarship and research is associated with teacher preparation and critical multilingual education in K-12. Dr. Ramírez's research attempts to understand how bi/multilingual teachers and leaders enact critical bicultural pedagogies to create linguistic space and advocate for students. He believe that teachers and educators must be advocates for language preservation in K-12 schools and communities.

Jen Stacy is an assistant professor of Family and Child Studies at the University of New Mexico. Her research critically examines schools' perceptions of multilingual families and how these perceptions influence in/formal outreach and teaching. Her second strand research addresses how pre-service and in-service teachers learn about family-school relations through various stages of teacher education, advocating for culturally sustaining approaches that understand families through an asset-based lens and embrace their community cultural wealth. Jen teaches classes in early childhood education focused on various aspects of family, culture, language, and literacies.

Nallely Arteaga is an Assistant Professor and Graduate Program Director for the Dual Language Learning pathways in the Teacher Education Department in the College of Education at California State University, Dominguez Hills (CSUDH). Her research unpacks inequitable policies and practices in the K-12 school system that result in school pushout. Dr. Arteaga is a former continuation high school teacher and a proud first-generation Latina and daughter of immigrant parents.

Arturo Nevárez is an Assistant Professor in Liberal Studies at California State University Stanislaus' College of Education, Kinesiology and Social Work. He is a scholar of race and racism in K-12 educational contexts, a teacher educator and a former middle school and high school English teacher. His most recent ethnographic research explores the racial literacies of Latinx/e Chicanx/e youth and the racial-justice praxis of their Ethnic Studies teachers. Dr. Nevárez has published articles in the AERA's Review of Research in Education, Journal of Teacher Education, and Race, Ethnicity & Education.

Diane Mendoza Nevárez is an Assistant Professor in Liberal Studies at California State University Stanislaus' College of Education, Kinesiology and Social Work. Diane's work explores two strands of research: 1) asset-based teacher preparation for Chicane/Latine teacher candidates and, 2) pedagogies, perspectives, and experiences of Chicane/Latine teacher educators. Her most recent publications can be found in the journal of Education Sciences and the AERA Handbook of Research on Teachers of Color and Indigenous Teachers.

Carla España, Ph.D., is an Assistant Professor of Puerto Rican and Latinx Studies at Brooklyn College, City University of New York. Her publications include *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students*, *The Translanguaging Collections: Affirming Bilingual and Multilingual Learners Handbook*, and *Libros solidarios: Teaching Language and Building Community with Latiné Children's Literature in Spanish, K-6*, all co-authored with Dr. Luz Yadira Herrera. Her latest book is *Narrative Writing With Latinx Teens: Testimonios, Texts, and Translanguaging* (Stenhouse/Routledge).

Luz Yadira Herrera, Ph.D., is an Assistant Professor of Dual Language Learning at California State University, Dominguez Hills. Dr. Herrera has extensive research experience in bilingual education, culturally and linguistically sustaining pedagogies, and critical pedagogy. Her recent publications include *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students* (Heinemann), co-authored with Dr. Carla España. She has also authored articles such as "Growing Critical Bilingual Literacies in a Bilingual Teacher Residency Program" (Journal of Language, Identity & Education) and "Translanguaging in Teacher Education: Engaging Preservice Teachers in Culturally and Linguistically Sustaining Pedagogies" (Language and Education).

Maricruz Sánchez Hernández is a fifth-grade dual language bilingual education teacher in New York City Public Schools. She graduated from Brooklyn College, CUNY, where she obtained her B.A. in childhood education with a bilingual extension and a concentration in Puerto Rican and Latinx studies. Maricruz was a research assistant at Brooklyn College with the Black, Race, and Ethnic Studies Initiative.

She was also involved with the Mellon Transfer Student Research Program and the Immigrant Student Success Office. She conducted a research study on Latinx family and school partnerships, focusing on a Brooklyn elementary school.

Brian Tauzel is an assistant professor of Secondary Education at Western Washington University. His work is focused on: transnationally responsive civics education with immigrant youth; enhancing K-12 teacher workforce capacity to support multilingual teaching and learning; and critical dialogic education, both as a pedagogical approach and as a pathway for teacher professional learning. Previously, he coordinated the English Language Learner (ELL) endorsement program at the University of Washington. He has taught English as an additional language in community colleges, community-based organizations, and public schools, including International High School at Union Square in New York City.

Saraswati Noel is an assistant professor in Multilingual Education at Western Washington University. As a former high school newcomer mathematics teacher, her work focuses on understanding the experiences of multilingual youth of color and the role of race, language, immigration history, and other salient identities for students in mathematics classrooms. With many family members living in areas of the world that will continue to be most impacted by climate change, she also examines the intersections of climate justice education, language, and refugee and immigrant youth. She previously worked in the Secondary Teacher Education Program at the University of Washington.

Elizabeth Schuster is a PhD candidate in Language, Literacy, and Culture at the University of Washington. Her dissertation examines how teachers notice and respond to prior knowledge and lived experiences among recently arrived immigrant students in social studies classrooms. She works with social studies and world language teacher candidates as an instructional coach and teacher's assistant. Prior to becoming a graduate student, she taught social studies at San Francisco International High School.

Melissa E. Mendoza is the Chancellor's Postdoctoral Fellow in Bilingual Special Education at Texas Christian University. Her research focuses on bilingual special education and inclusive education policy implementation within higher education. Dr. Mendoza completed her doctorate in the Social Sciences Comparative Education Department in the School of Education and Information Studies at University of California, Los Angeles and received the 2023 Department of Education Award for Outstanding Ph.D. Dissertation. She is a former special education teacher and has worked in teacher education supporting novice and pre-service dual language and general education teachers in the field for over five years.

Jie Y. Park is an Associate Professor of Education, and director of the Community, Youth, and Education Studies program at Clark University. Drawing on community-engaged methodologies and sociocritical frameworks, she does research *with* youth and their teachers to co-create culturally sustaining classrooms.