

Contributing Authors

Maria Cristina Acosta serves as the primary educator and director of the Maya Ministry HIV-AIDS Education Project in Palm Beach, Florida, a program primarily targeted to Guatemalan Maya immigrant families. Trained by the American Red Cross, she has also worked with the Maya Ministry Family Literacy Program since 2004.

Mary Frances Agnello, an Associate Professor at Texas Tech University, majored in French at The University of Texas, focusing on foreign language education. Several years spent in Texas urban and rural public schools inspired her graduate studies at Texas A & M University. Her research and teaching interests include teacher education, foundations of education, and language, literacy, and culture.

Brian Beabout is an Assistant Professor at the University of New Orleans and completed his Ph.D. in Instructional Systems at Penn State University in May 2008. His research interests include school leadership for social justice, educational change, and the study of schools as complex human systems. His dissertation topic is the phenomenology of educational change as experienced by public school principals in post-Katrina New Orleans.

Gina M. Borgioli currently teaches elementary mathematics methods courses at Indiana University Purdue University at Indianapolis. Her research and teaching interests center on working with both pre- and in-service teachers to improve educational equity, especially in mathematics and language education in urban settings.

Joe L. Kincheloe is Canada Research Chair of Critical Pedagogy, Faculty of Education, McGill University, and the founding editor of *The International Journal of Critical Pedagogy*. He is a prolific writer of articles, chapters, and books in the areas of social studies and critical pedagogy.

Mariana Souto-Manning is Assistant Professor of Child and Family Development at the University of Georgia. From a critical perspective, her research examines the socio-cultural and historical foundations of early schooling, language development, literacy practices, cultures and discourses. She studies how young children, families and early childhood teachers from diverse backgrounds shape and are shaped by discursive practices, employing a methodology that combines discourse analysis with ethnographic investigation.

Christine Ballengee Morris is Coordinator of American Indian Studies and Associate Professor of the Department of Art Education at The Ohio State University. She is the founding director of The Multicultural Center at that university. Her research interests include self-determination, identity development, integrated curricula, service-learning, and immersion education.

Rosalie M. Romano is a Professor in the Secondary Education Department of the Woodring College of Education at Western Washington University, Bellingham, Washington. Her research interests are Teacher Education, Leadership, Culture and Diversity in organizations, schools and collaborations. She is the author of *Hungry Minds in Hard Times* (2003) and *Forging an Educative Community* (2000).

César Augusto Rossatto is Associate Professor and Director of Sociocultural Foundations at the University of Texas at El Paso. His book *Engaging Paulo Freire's Pedagogy of Possibility: From Blind to Transformative Optimism* is among his many publications. He founded the Paulo Freire Special Interest Group in the American Educational Research Association and in the International Conference on Education, Labor, and Emancipation.

Macy Satterwhite is Assistant Principal, Lubbock Cooper West Elementary School, Lubbock, Texas, and a Ph. D. student in the Department of Curriculum and Instruction, Texas Tech University. Her primary research and teaching interests are in the fields of language and literacy, educational equity, and staff development.

Dilys Schoorman is an Associate Professor, Department of Curriculum, Culture and Educational Inquiry, at Florida Atlantic University, Boca Raton, Florida, where she teaches courses in Multicultural and Global Education. Her teaching, research, and service interests include critical multiculturalism in teacher education, internationalization of curriculum, immigrant education, and family literacy.

Sister Rachel Sena is a Dominican Missionary and has over 30 years of pastoral experience. She is the Director of the Maya Ministry office in the Catholic Diocese of Palm Beach, where she has directed a Family Literacy Program for Guatemalan Maya immigrants.

Shirley R. Steinberg is Director, The Paulo and Nita Freire International Project for Critical Pedagogy and an Associate Professor in the Faculty of Education, McGill University, Montreal, Quebec, Canada. She is the author or editor of numerous works regarding Paulo Freire and critical pedagogy.

The University of Cincinnati Action Research Team consists of Bernard Young, Janice Wyatt-Ross, Holly Winwood, Sue Wang, Jodi Stephens, Karin Schumacher-Dyke, Carri Schneider, Amy Rich, Sally Moomaw, Paul Chamness Miller, Helene Harte, Kerry Covert, Debra Carson, Christina Carnahan, Mary Brydon-Miller, Elif Bengu, Johnnie Barmore, and Cecelia Aikhionbare. For additional information regarding this project, contact: Mary Brydon-Miller, Associate Professor of Educational Studies and Urban Educational Leadership, University of Cincinnati by e-mail at Mary.Brydon-Miller@uc.edu

A. Dee Williams teaches in the Teacher Education Program at California State University, Los Angeles. His research and teaching interests center on working through popular culture to help both pre- and in-service teachers work towards social justice and educational equity, with an emphasis in the Social Science Curriculum.