About the Contributors

**Kathryn Jones**, a former K-12 English as a Second Language teacher, is a Clinical Instructor for the Center for Doctoral Studies in Educational Leadership at Lamar University. Dr. Jones’ passion for non-English speakers and newcomers to America have compelled her focus to others’ needs besides her own. Her research interests include second language acquisition, discourse patterns, global leadership, and linguistic relativity. After developing the term, Intercultural Responsiveness (IR), she is now focusing on its implications within the education system along with business organizations and community groups. She hopes to leave a legacy by modeling Intercultural Responsiveness (IR) in her personal and professional life.

**Jason Mixon** is currently Associate Professor at the Center for Doctoral Studies in Educational Leadership at Lamar University in Beaumont, Texas. During his educational career he has served as teacher, assistant principal, and principal of public schools in Texas. During his tenure in higher education he has served as an Assistant Dean, Chair, and Director at two institutions of higher education. Dr. Mixon has authored or coauthored five books and published over 30 articles on various aspects of educational leadership.

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**Paul Alexander** is Associate Professor of Procurement at Curtin Graduate School of Business, Director of Online Learning and Teaching, and manager of the MBA (Strategic Procurement) programme. He has a long industry and consulting background in logistics and IT with major Australian firms, and in public enterprises. In his teaching, he focuses on equipping students with management tools they require to excel in a dynamic and changing profession. His research interests are in improving learning outcomes for students from non-English speaking backgrounds, supply chain networks and supply chain economics.

**Yukari Takimoto Amos** is a professor in the Department of Language, Literacy, and Special Education at Central Washington University where she teaches multicultural education and TESL-related classes. Her research interests include studies of immigrant students’ English language learning, international students at American universities, studies of Japanese as a second language among immigrants in Japan, and the dispositions of pre-service teachers’ in the United States towards cultural and linguistic diversity.

**Jennifer T. Butcher**, is an Associate Professor in the College of Education and Behavioral Science at Houston Baptist University. Dr. Butcher has more than thirty years of experience in the educational arena as a public school teacher, administrator and university professor. She has presented at various
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Zeynep Mutlu Cansever is currently working as an English instructor at the Department of Modern Languages at Bahcesehir University, Istanbul, Turkey. Her main research interests are intercultural foreign language teaching, teacher education and foreign language instruction.

Cynthia Chasteen is an Assistant Adjunct Professor at the University of Missouri-St. Louis (UMSL), and teaches both undergraduate and graduate, physical and online TESOL courses. She earned her PhD in Teaching and Learning Processes with an emphasis in TESOL from UMSL in August 2015, and her research interests include teaching identity, linguistically and culturally responsive teaching and mindfulness in the classroom.

Katy L. Delahoussaye is a Clinical Instructor in the College of Education Center for Doctoral Studies in Educational Leadership at Lamar University as well as an attorney at Katy L. Delahoussaye, Attorney at Law. Before her transition to higher education, she worked in public schools for 7 years as a math teacher while maintaining her solo law practice. Dr. Delahoussaye earned an Ed.D. in Educational Leadership from Lamar University and a J. D. from South Texas College of Law (now Houston College of Law). She received a B.S. in Criminal Justice from Lamar University. Her research interests are in the areas of legal issues in the classroom, school law, global education, culture issues, and legal literacy of educators.

Patricia Dooey is the English Language Development Coordinator for the Faculty of Humanities at Curtin University. She has had extensive experience in teaching international students from culturally and linguistically diverse backgrounds. Her interests include language testing, intercultural communication, academic integrity and English language proficiency.

Lee H. Grimes currently serves as the Associate Dean of Professional and Organizational Development for South Texas College and has over 16 years of expanding responsibility in higher education. She is responsible for supporting institutional and student learning by ensuring that the Office of Professional and Organizational Development (OPOD) provides high-quality personal, professional and organizational development for all College employees and for the South Texas region. Dr. Grimes received her Ed.D. in Global Educational Leadership from Lamar University. She has a Master of Arts in Political Science with an International Service Certificate from Kansas State University, and a Bachelor of Arts in Political Science from the University of Kansas. Dr. Grimes has also been certified by Public Agenda as a community engagement facilitator.

Lori S. Hepburn, is currently the ARD Facilitator/504 Coordinator at Nederland High School, and she serves as the district transition designee in Nederland Independent School District. She is also an adjunct professor in the Center for Doctor Studies in Educational Leadership at Lamar University. Dr. Hepburn coauthored the book Going to College with Autism: Tips and Strategies from Successful Voices. Dr. Hepburn has more than thirteen years of experience in public schools, where she has served as a special education teacher, transition specialist, dyslexia specialist, administrator, and as a college professor.
**Ashley Lovett** is an ENL teacher in Long Island, NY.

**Vicki L. Marshall**, serves as the Director for Program Support for the Center for Doctoral Studies in Educational Leadership at Lamar University. She has worked in higher education for seven years. Prior to entering the world of higher education, Dr. Marshall worked as a certified paralegal for 32 years. In 2010, she completed her Bachelor of Applied Arts and Sciences Degree with a minor in English from Lamar University. She continued her studies at Lamar University and received her Master’s Degree in English in December 2012 and her Ed.D. in 2015. She taught College Writing Readiness courses for the English Department at Lamar University and currently holds a position as adjunct professor for Lamar University.

**Adrena McDonald** has worked at the secondary level for over 15 years, as teacher, department chair, and assistant principal. The majority of her career has been spent working in an alternative school for at-risk secondary students. She earned her masters degree in Cross-Cultural Teaching in 2002 and completed her doctorate in Educational and Global Leadership in 2016.

**Enisa Mede** works as an Assistant Professor and the chair at the Department of English Language Teaching at Bahcesehir University, Istanbul, Turkey. She has been offering Second Language Acquisition, Teaching Language Skills and Curriculum Development courses both at BA and MA levels. Her chief research interests are program design and development in foreign language education, intercultural competence in language teaching and second/foreign language development in young learners.

**Lisa A. Mullins** graduated from Pine Tree High School located in Longview, Texas. She earned her Bachelor of Science in Interdisciplinary Studies from University of Texas – Tyler in 1992. While teaching, she earned her Master of Education in Educational Leadership from Stephen F. Austin University in Nacogdoches in 1998. Lisa was accepted into the 2014 doctoral cohort at Lamar University where she earned a Doctorate of Education in Educational Leadership in 2016. Dr. Mullins began her career in public education in 1993 and held several public school teaching positions. She accepted her first administrative position in 1999 and became a building principal in 2002. In 2006, Lisa accepted an administrator position at Region 7 Education Service Center in Kilgore in the Curriculum, Instruction, and Assessment department. She accepted a position in central office at Pine Tree Independent School District in 2014 where she still serves.

**Janine M. Pierce** is a lecturer/researcher and Course Coordinator at the University of South Australia where she has been involved in onshore/offshore teaching programs. She is also an Academic Coordinator at the Eynesbury Institute of Business and Technology (EIBT) and the South Australian Institute of Business and Technology (SAIBT). Janine’s research particularly specialises in visual methods in reflective practice in assessing participant perspectives in research, whether of students in educational courses, issues for people in developing countries, or in working with people with special needs. Janine’s research has been both in Australia and overseas in extending her PhD focus on sustainable communities, in developing strategies for working with local and international students, and in the wider community in research projects with people with special needs.
Angela M. Powell is a Counselor Education Doctoral Student at Sam Houston State University, Huntsville, Texas. She is a Licensed Professional Counselor-Supervisor and school counselor with 11 years of experience working with at-risk children, adolescents, and their families. Her research interests include youth trauma, school counseling, multiculturalism, and self-identity.

Christina Castaneda Puente, a former K-12 Elementary teacher, is a clinical instructor and field supervisor for the Masters Principal Program in Educational Leadership at Lamar University. Dr. Puente’s passion has always been focused on the diverse barriers that hinder students’ success. Her research interests include identifying modern cultural and academic barriers, creating systems that navigate students around cultural differences in education, and providing leadership, progress, and new practices towards eliminating these barriers for student success.

Shawn Robertson is an Associate Professor in the Child Study Department at St. Joseph’s College. He is a former middle school and high school English teacher and has served as an Assistant Principal, Principal and Chief Academic Officer. He holds a BA from SUNY Cortland, a MS in English Education from Queens College, a MA in Education from Massachusetts College of Liberal Arts, and a Doctorate in Educational Leadership and Administration from St. John’s University. He is a consistent presenter to local, national and international audiences in the areas of pedagogy and technology integration. He has authored several articles, and is a self described “tech-geek” who has a passion for teaching educators how to successfully bridge the digital divide through leveraging technology in the classroom.

Teresa E. Simpson serves the Lamar University’s Center for Doctoral Studies in Educational Leadership as a Clinical Instructor and Education Abroad Coordinator. Prior to joining the College of Education and Human Development, Dr. Simpson served in various leadership positions for the Division of Student Affairs and has held leadership roles in a variety of professional associations in the field of Student Affairs: serving as Director for Career and Professional Development and Interim-Director for New Student and Leadership Programs/Student Life.

Alina Slapac is an Associate Professor at the University of Missouri-St. Louis, in the Department of Educator Preparation, Innovation & Research where she regularly teaches teacher action research courses (graduate level) and culturally responsive classroom management courses (undergraduate level). She is also an International Studies Fellow (Center of International Studies, UMSL, 2012-present), a recipient of the Emerson Excellence in Teaching Award (UMSL, 2013-2014) and a recipient of O.L. Davis Counselor of Distinction Award (Kappa Delta Pi, 2015). In 2015-2016, she joined the Quality Teachers for English Learners (QTEL) team as a Co-Principal Investigator (QTEL Grant, Department of Education) and was involved in research and professional development for inservice/preservice teachers working with English language learners. Her research interests include culturally responsive practices and cultural/linguistic competencies (LCRT) of preservice/inservice teachers in the United States and international settings, multicultural education and supports for immigrant students/teachers/families.

Kim Song, who is a bilingual speaker of English and Korean, is Principal Investigator (PI) for the 2011 NPD grant, Quality Teachers for English Learners (QTEL). Song is Associate Professor of TESOL and bilingual education. Song developed TESOL programs, Seminars in Bilingual Education, and graduate-level online degree and certification programs. Song has more than 25 years experience.
teaching and researching in the areas of linguistically and culturally responsive teaching (LCRT) for ELs, nonnative English speaking teachers, and online TESOL practicum using guided online coaching. Song’s publications include a book and more than 25 refereed journal articles and chapters with her most recent article examining teacher’s attitude towards ELs, and SIOP-based instructional framework. The future research agenda is dual language immersion, and she is one of the founders of Missouri Dual Language Immersion Network (MODLAN).

**Freddie Titus** is an Assistant Professor of Teacher Education at Lamar University. It has always been his dream to be a mathematician and a mathematics educator. He currently teaches both pedagogy and mathematics content courses for pre-service teachers in the Interdisciplinary Studies Degree and Certification Plan Program. He recognizes the importance of being a mathematician that possesses the pedagogical skills to make learning meaningful for students. He has taught mathematics/science methods, teaching secondary mathematics with technology, college readiness mathematics, college algebra, pre-calculus for STEM majors, statistics, and math modeling I & II. He has also taught mathematics content in a number of summer camps for underrepresented and economically disadvantaged students entering grades 7 through 12. Prior to joining the faculty of the Department of Teacher Education, Dr. Titus was an instructor of college readiness mathematics in the Department of College Readiness for twenty-seven years and an adjunct instructor in the Department of Mathematics for twenty years. He has received two bachelor’s degrees from Lamar University - one in mathematics (1983) and the other degree in industrial engineering (1986). He has a master’s degree in curriculum and instruction (1993) from McNeese State University and a doctoral degree from the University of Houston (2010) in curriculum and instruction.

**Donna M. Velliaris** holds two Graduate Certificates in: (1) Australian Studies; and (2) Religious Education, two Graduate Diplomas in: (1) Secondary Education; and (2) Language and Literacy Education, as well as three Masters degrees in: (1) Educational Sociology; (2) Studies of Asia; and (3) Special Education. In 2010, she graduated with a PhD in Education focused on the social and educational ecological development of school-aged transnational students. Her research interests and expertise include: academic literacies; human ecology; Third Culture Kids (TCKs); and schools as cultural systems. Dr. Velliaris is first-author of more than 10 book chapters published in 2015-2016.

**Dr. Renee White-Clark** is a Professor in the Child Study Department at St. Joseph’s College, NY. She is a former classroom teacher and reading specialist. She holds a BS from New York University, a MS in Reading Education from CUNY-Brooklyn College, and a Doctorate in Educational Leadership and Administration from the University of Virginia. She has presented at local, national and international conferences and is well published in the areas of pedagogy, literacy and diversity. She has been a dedicated educator for thirty years and hopes to make an impact on students’ lives for years to come.

**Ping Yang** received his BA in English Education at Jiangsu Teachers University (1983), Postgraduate Diploma in Applied Linguistics and TESOL at the Graduate University of Chinese Academy of Sciences (1988) in China, and PhD in Linguistics at Macquarie University (2004) in Australia. His research areas include intercultural communication, nonverbal communication, cross-cultural perspectives in TESOL, and cross cultural differences in English-Chinese translation (http://www.uws.edu.au/staff_profiles/uws_profiles/doctor_ping_yang). He currently supervises PhD candidates in these research areas. He is a Senior Lecturer in Linguistics and an Academic Course Advisor for the Master of Arts in TESOL course in the School of Humanities and Communication Arts at Western Sydney University.