

Notes on Contributors

Iris Hewitt-Bradshaw is Ph.D. student at the School of Education, UWI, St. Augustine and a teacher educator at the Corinth Teachers' College. She has been involved in language education since 1981, first as a secondary school teacher and then as a teacher educator. Her research interests include the development of pupils' oral language skills and language use across content areas.

Margaret Cain is a Ph.D. student at the School of Education, UWI, St. Augustine. She has been involved in science education since 1972, first as a secondary school teacher and then as a teacher educator at both the Corinth Teachers' College and the School of Education, UWI, St. Augustine. Her research interests include teachers' beliefs and alternative assessment approaches.

Jerome De Lisle is a Lecturer in Educational Administration at the School of Education, UWI, St. Augustine. For the period 1998–2006, he worked as a Lecturer in Measurement and Evaluation at the Faculty of Medical Sciences, UWI, St. Augustine. In 2005, he developed and implemented the current standard setting plan for national tests in the primary school system. His current research interests include test fairness, gendered achievement, and standard setting.

Janet Fullerton-Rawlins is the Librarian/Documentalist at the School of Education Library, UWI, St. Augustine. She has been a librarian for over 20 years, and has worked in the public service of Trinidad and Tobago as a School Librarian, and at the Seismic Research Unit, UWI, St. Augustine.

Frank C. Worrell is Director of the School Psychology program and Faculty Director of the Academic Talent Development Program at the University of California, Berkeley, where he also serves as co-Director for Research and Development for the California College Preparatory Academy, a charter school involving UC Berkeley and Aspire Public Schools. His research interests include academic talent development, at-risk youth, scale development and validation, and teacher effectiveness. More specifically, he examines psychosocial variables related academic achievement in adolescent populations, and the reliability and validity of instruments used to measure psychosocial constructs. He is a member of the editorial boards of *Assessment*, *Gifted Child Quarterly*, the *Journal of Secondary Gifted Education*, *Roeper Review*, and *School Psychology Quarterly*, and is President-Elect of the Division 16 (School Psychology) of the American Psychological Association.

Jennifer Yamin-Ali is a lecturer in Foreign Language Education at the School of Education, UWI, St. Augustine. She taught Spanish at the secondary school and tertiary levels for over 20 years. She has served as a CXC Examiner and a CAPE resource person and is currently on the National Textbook Evaluation Committee for Spanish. Dr. Yamin-Ali pursued her post-graduate studies at UWI and at the University of Sheffield, England.