

Kellie Rolstad

Current Position Associate Professor, Arizona State University, Language & Literacy and Early Childhood Education, Curriculum & Instruction, 2005-present.

Contact Arizona State University (480) 727-7232 (voice)
PO Box 872011 (480) 965-4942 (fax)
Tempe, AZ 85287-2011 rolstad@asu.edu (email)

Interests Language minority education; identity; early childhood education for English learners; the language-literacy interface; applied and educational linguistics.

Education, Skills and Professional Credentials

Visiting Scholar, Harvard Graduate School of Education, fall 2004.

Visiting Scholar, UCLA Graduate School of Education, summer 1999.

Postdoctoral Fellow, Center for Bilingual Education and Research (CBER), College of Education, Arizona State University, 1998-1999.

Ph.D., Education, UCLA, Curriculum and Teaching Studies, 1998.

Dissertation: *Language Minority Children in a Third Language Immersion Context: Evidence for Educational Enrichment*. Professor Concepción M. Valadez, chair. Xx+254 pages. Included study abroad experience at la Universidad Nacional Autónoma de México (UNAM), Mexico City, Mexico (summer and fall, 1996).

M.A., Applied Linguistics, UCLA, 1993.

Thesis: *An Analysis of Metaphor in Technical Articles*. Professor Russell N. Campbell, chair. Vii+91 pages.

Certificate in Teaching English as a Second Language (TESL), TESL/Applied Linguistics Program, UCLA, 1992.

B.A., Linguistics, UCLA, 1986.

K-12 Teaching Credentials **Elementary Credential with ESL and Bilingual Endorsements**, State of Arizona, 1998.

Multiple Subject (Elementary) Credential, BCLAD (Bilingual, Crosscultural, Language and Academic Development) Specialization, State of California, 1996.

Ryan Adult Credential, English and ESL, State of California, 1994.

Languages Fluent in Spanish, French, and German. Coursework in Farsi, Dutch, Italian, Bulgarian, Turkish, Latin, Swahili, American Sign Language, and Aztec/Nahuatl.

Publications

Books

Rolstad, K. (Ed.) (In press). *Rethinking Language in School*. Mahwah, NJ: Lawrence Erlbaum. Status: Scheduled to appear in summer, 2006.

Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.) (2005). *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press. Xxiv+2,455 pages, 5 volumes.

Refereed Articles

Rolstad, K. & MacSwan, J. (In press). Language, truth, and Cartesian foundationalism: A critical multiculturalism for language minority students. *Journal of Thought*, 41(3).

MacSwan, J., & Rolstad, K. (2006). How language tests mislead us about language ability: Implications for special education placements. *Teachers College Record*, 108(11), 2304–2328.

Rolstad, K., Mahoney, K., Glass, G. V. (2005). The big picture: A meta-analysis of program effectiveness research on English language learners. *Educational Policy*, 19, 572-594.

Rolstad, K., Mahoney, K. & Glass, G. V. (2005). Weighing the evidence: A meta-analysis of bilingual education in Arizona. *Bilingual Research Journal*, 29(1), 43-67.

MacSwan, J., & Rolstad, K. (2005). Modularity and the facilitation effect: Psychological mechanisms of transfer. *Hispanic Journal of Behavioral Science*, 27(2), 224-243.

Rolstad, K. (2002). Language death in Central Mexico: The decline of Spanish-Nahuatl bilingualism and the new bilingual maintenance programs. *Bilingual Review*, 26(1), 3-18.

MacSwan, J., Rolstad, K., & Glass, G. V. (2002). Do some school-age children have no language? Some problems of construct validity in the Pre-LAS Español. *Bilingual Research Journal*, 26(2), 213-238.

Rolstad, K., MacSwan, J., McLaren, P. (2000). Pädagogik und Sprache: Basil Bernsteins Werk und Wirkung. [Pedagogy and language: Basil Bernstein's work and impact]. *Sozialwissenschaftliche Literatur Rundschau*, 1, 5-11.

Rolstad, K. (1999). Effects of two-way immersion on the ethnic identification of third language students. *Bilingual Research Journal*, 21(1), 43-63.

Book Chapters

Rolstad, K. (In press). Enacting anti-bias education through preschool dual immersion. In L. Diaz Soto (Ed.), *The Hispanic Encyclopedia of Education: Language and Culture*. Westport, Connecticut: Greenwood Press.

Rolstad, K. English immersion. (In press). In J. Gonzalez, (Ed.), *Encyclopedia of bilingual education*. Thousand Oaks, CA: Sage.

- Rolstad, K. & MacSwan, J. (In press). BICS/CALP: Theory and critique. In J. Gonzalez, (Ed.), *Encyclopedia of bilingual education*. Thousand Oaks, CA: Sage.
- MacSwan, J. & Rolstad, K. (In press). Semilingualism. In J. Gonzalez, (Ed.), *Encyclopedia of bilingual education*. Thousand Oaks, CA: Sage.
- Mahoney, K. & Rolstad, K. (In press). Effectiveness studies. In J. Gonzalez, (Ed.), *Encyclopedia of bilingual education*. Thousand Oaks, CA: Sage.
- Rolstad, K. & MacSwan, J. (In press). Language, bilingualism, and the education of Latino students. In E. G. Murillo (ed.), *Handbook of Latino Education*. Mahwah, NJ: Lawrence Erlbaum.
- Rolstad, K. (In press). Introduction. In Rolstad, K. (Ed.) *Rethinking Language in School*. Mahwah, NJ: Lawrence Erlbaum.
- Rolstad, K. (In press). Second language instructional competence. In Rolstad, K. (Ed.) *Rethinking Language in School*. Mahwah, NJ: Lawrence Erlbaum.
- Rolstad, K. (2005). Two-way bilingual instruction of third language children: Immersion or submersion? In Hufeisen, B. & Fouser, R. (Eds.), *Readings in L3*, pp. 83-100. Tübingen: Stauffenburg Verlag.
- Rolstad, K. (2005). Rethinking academic language in second language instruction. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.) *ISB4: Proceedings of the 4th International Symposium on Bilingualism*, pp. 1993-1999. Somerville, MA: Cascadilla
- MacSwan, J., Rolstad, K., McAlister, K. & Cohen, J. (2005). ISB4: Introduction. In Cohen, J., McAlister, K., Rolstad, K., & MacSwan, J. (Eds.). *ISB4: Proceedings of the 4th International Symposium on Bilingualism*, pp. xxi-xxiv. Somerville, MA: Cascadilla Press.
- Rolstad, K. (2004). Psychological misconstructions of language development. In Tobin, J. (Ed.) *Proceedings of the Reconceptualizing Early Childhood Conference*, pp. 1-16. Tempe, AZ: Arizona State University. Available at <http://www.reconece.org/proceedings.html>.
- MacSwan, J., & Rolstad, K. (2003). Linguistic diversity, schooling, and social class: Rethinking our conception of language proficiency in language minority education, pp. 329-340. In C. B. Paulston & R. Tucker (Eds.), *Sociolinguistics: The Essential Readings*. Oxford: Blackwell.
- Rolstad, K. (2002). Language attitudes. In B. J. Guzzetti (Ed.), *Literacy in America: An Encyclopedia of History, Theory, and Practice*, pp. 281-286. Santa Barbara: ABC-CLIO Publishers.
- In Preparation** Rolstad, K., & Martínez-Roldán, C. Bilingual, multilingual and second language literacy. In B. Guzzetti (Ed.), *Childhood Literacy*. Westport, CT: Praeger.

Rolstad, K., MacSwan, J., & Yazzie, A. Institutionalizing discrimination: How Arizona's new language assessment policies interfere with Navajo language revitalization efforts. *Journal of Indian Education*.

Rolstad, K., & MacSwan, J. All the news that's fit to print? A propaganda model of U.S. newspaper reporting on bilingual education. *Latino Journal of Education*.

**Professional
Newsletter
Article**

Rolstad, K. (2000). Capitalizing on diversity: Lessons from dual language immersion. *NABE News*, 23(5), 5-18.

**Book
Reviews**

Rolstad, K. (2002). Review of *When Discourses Collide: An Ethnography of Migrant Children at Home and at School*, Marianne Exum Lopez. *Teachers College Record*, 104(1), 23-30. Available at <http://www.tcrecord.org>.

Reprinted at the request of the editor in *NABE News*, March/April 2002, 6-13.

Rolstad, K. (2000). Review of *Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Cross Fire*, Carlos J. Ovando & Peter McLaren, eds. *Bilingual Research Journal*, 24(1&2), 199-206.

Reports

Clifford, D., Espinosa, L., Gillanders, C., Gonzalez, V., Henderson, J., Hernandez, L., Italiano-Thomas, G., Kagan, S. L., Meisels, S., Rolstad, K., Scott-Little, C., Tabors, P. (2005). *Screening and assessment of young English Language Learners*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Rolstad, K. (2005). *TWIST in the College of Education. Final report*. Tempe, AZ: ASU Foundation Women and Philanthropy.

Rolstad, K., Swadener, E., Nakagawa, K. (2005). *Experiences of young learners in dual immersion and structured immersion settings. Final report*. Chicago, IL: Spencer Foundation.

Rolstad, K., & Campbell, R. N. (1995). *Korean/English Two-Way Bilingual Immersion Program: Title VII Evaluation Report, 1994-1995*. Washington, DC: U.S. Department of Education. US Department of Education Grant #T003C20062.

Rolstad, K., & Campbell, R. N. (1994). *Korean/English Two-Way Bilingual Immersion Program: Title VII Evaluation Report, 1993-1994*. Washington, DC: U.S. Department of Education. US Department of Education Grant #T003C20062.

Rolstad, K., & Campbell, R. N. (1993). *Korean/English Two-Way Bilingual Immersion Program: Title VII Evaluation Report, 1992-1993*. Washington, DC: U.S. Department of Education. US Department of Education Grant #T003C20062.

Grants

U.S. Department of Health and Human Services, Head Start Bureau, ASU-Head Start Collaborative Hispanic Focus Early Childhood Professional Development Project, in collaboration with 5 grantee Head Start agencies in 3 counties of AZ (2005-2010), Principal Investigator Beth Swadener, \$750,000.

Spencer Small Grant, \$35,000, 2003-2004. Principal Investigator (with Beth Swadener and Kathy Nakagawa). Project title: “Experiences of Young Language Learners in Dual Immersion and Structured Immersion Settings.” Rejection rate: 90%. *Note:* Spencer Foundation grants are among the most prestigious in the field of educational research.

ASU Foundation Women and Philanthropy Program, \$20,000, 2003-2004. Principal Investigator. Project Title: “Building Community/University Collaborations to Promote Early Childhood Bilingualism and Social Integration.”

Institute for Advanced Study of Education Grant, Arizona State University College of Education, \$48,000, AY 2003-2004. Project title: “Arizona Language Minority Education Research Institute.” ASU faculty participants: Terrence G. Wiley, Josué González, Jeff MacSwan, Kellie Rolstad, Denis Viri, Carlos Ovando, Kay Hunnicutt; UA faculty participants: Teresa McCarty, Luis Moll, Richard Ruiz, Mary Eunice Romero, Mary Carol Combs; NAU faculty participants: Mary McGroarty, Frances Riemer, Jon Rehyner, Norbert Francis, Jim Wilce. Principal Investigators: Terrence G. Wiley and Teresa McCarty.

Investigator Initiated Studies Grant, ASU College of Education, \$30,000, 2003-2004. Principal Investigator. Project title: “Literacy and Language Development among Young Language Learners in Two-Way and Structured Immersion Settings.”

Instructional Improvement Grant, Arizona Board of Regents, ESL Teaching Methods Infusion in Mainstream Classrooms, \$25,000, AY 2002-2003. Principal Investigators: Billie Enz, Kellie Rolstad, Jeff MacSwan. Provides funds for curriculum development for post-baccalaureate program in Teaching English as a Second Language (ESL/bilingual certification) for in-service K-12 teachers.

Faculty Research Grant, ASU Office of the Vice Provost for Research, \$20,000, 2001-2002. Principal Investigator. Project title: “Intricacies of Language and Learning in a Two-Way Bilingual Preschool Program.”

Research Grant, Korea Foundation, Los Angeles Korean Consulate. Project title: “Achievement of Korean Americans in the Korean/English Bilingual Immersion Project.” Principal Investigator. \$2,000, 1997-1998.

Colloquia Organized

(with E. Swadener). TWIST close up: Examining an early childhood dual immersion program. Annual meeting of the American Educational Research Association (AERA), April 11-15, 2005, Montreal, Canada. Participants: Kellie Rolstad, Elizabeth B. Swadener, Meyng Ju Park, Delia Tamara Fuster, Kathy Nakagawa, Luis Fernandez, and Lourdes Diaz Soto.

Rethinking academic language in language minority education. 4th International Symposium on Bilingualism, Arizona State University, Tempe, AZ, April 30-May 3, 2003. Participants: Kellie Rolstad, Carole Edelsky, Karen Smith, Concepción M. Valadez, James Paul Gee, Jeff MacSwan, Terrence G. Wiley, Donaldo Macedo, and Lilia I. Bartolomé.

Conference Presentations

Rolstad, K. (2005). Disintegrating bilingualism. Paper presented at the annual meeting of the Reconceptualizing Early Childhood Education Conference, University of Wisconsin-Madison, October 15-20.

Rolstad, K. (2005). Preschoolers' developing notions of bilingualism in a dual immersion program. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada, April 11-15.

MacSwan, J., & Rolstad, K. (2005). Bilingual education in the U.S. news: An analysis of news and opinion regarding bilingual education. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, Canada, April 11-15.

Rolstad, K. (2004). "Círculo, círculo, por favor:" Preschoolers begin to contest linguistic hegemony. Paper presented at the 12th annual conference on Reconceptualizing Early Childhood Education, Oslo University College, Oslo, Norway, May 24-28.

Rolstad, K. (2004). Second language issues in early childhood. Invited workshop presentation at the annual meeting of the International Reading Association (IRA), Reno, May 2-6.

Rolstad, K., & E. Swadener. (2004). Playing with bilingualism: Young children in a preschool dual immersion program. Invited presentation. Harvard Graduate School of Education, Cambridge, December 6.

Rolstad, K., Mahoney, K., & Glass, G. V. (2004). Against the evidence: A meta-analysis of bilingual education programs in Arizona. Language Minority Education Research Roundtable of Arizona (LMERRA) Colloquium, Arizona State University, Tempe, April 23-24.

Rolstad, K. (2004). “*Verde* – sometimes we call it green”: Construal of language difference in a preschool dual immersion program. Paper presented at the American Educational Research Association, San Diego, April 12-15.

Rolstad, K. (2004). AzDIA.org: Linking parents and teachers to support dual immersion in Arizona. Workshop presented at the annual meeting of the Arizona Association for Bilingual Education (AABE), Phoenix, April 1-2.

Rolstad, K. (2003). Assessing English Language Learners in early childhood. Invited panel participant, sponsored by SERVE and University of North Carolina at Greensboro. Chicago, July 27-28.

Rolstad, K. (2003). Early two-way bilingual immersion: TWIST in ASU’s College of Education Preschool. Paper presented at the annual Arizona State University Language and Literacy Conference, Tempe, February 1.

Rolstad, K. (2003). Psychological misconstructions of language development. Paper presented at the 11th annual conference on Reconceptualizing Early Childhood Education, Arizona State University, Tempe, January 12-13.

Rolstad, K. (2003). Second language instructional competence. Paper presented at the 4th International Symposium on Bilingualism, Arizona State University, Tempe, April 30-May 3.

Rolstad, K. (2002). Breaking the cycle: Language attitudes and the transmission of prejudice. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, April 4-8.

Yazzie, A., Rolstad, K., & MacSwan, J. (2002). (Mis)identifying limited English speakers of Navajo heritage: Some problems with the Language Assessment Scales (LAS)-English. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, April 4-8.

Rolstad, K., Mahoney, K. S., & Glass, G. V. (2002). The big picture: Meta-analysis and the effectiveness debate in bilingual education. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, April 4-8.

Rolstad, K. (2002). Teaching standard English to speakers of other dialects. Paper presented at the annual Arizona State University Language and Literacy Conference, Tempe, January 14.

Rolstad, K. (2001). Nahuatl and its survival under Mexico’s new bilingual maintenance programs. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Seattle, April 10-15.

Rolstad, K. (2000). Integrating diversity: Adapting the benefits of dual language immersion to every classroom. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New Orleans, April 19-24.

Rolstad, K. (1999). Self-concept and ethnic attitudes among two-way immersion students: A six year study. Poster presented at the 2nd International Symposium on Bilingualism, Newcastle upon Tyne, U.K., April 14-17.

Rolstad, K. (1999). Results of the Korean/English bilingual immersion project: A six year study. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montreal, April 19-23.

Rolstad, K. (1999). Effects of two-way immersion on the ethnic identification of third language students: An exploratory study. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montreal, April 19-23.

Rolstad, K. (1999). Self-concept among third language students in a two-way immersion program. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Montreal, April 19-23.

Rolstad, K. (1999). Capitalizing on diversity: Lessons from two-way immersion classrooms. Paper presented at the Annual Meeting of the Arizona Association for Bilingual Education (AABE) Bilingual Education Institute, November 4, Phoenix, Arizona.

Rolstad, K., & MacSwan, J. (1997). Language death in Central Mexico: The decline of Spanish-Nahuatl bilingualism and the new bilingual maintenance programs. Paper presented at the UCLA-USC Conference on Ethnographic Inquiry and Qualitative Research, June 20-22, Los Angeles.

Rolstad, K. (1996). Ethnic identity and tolerance effects of two-way immersion on third-language children and their families.” Paper presented at the III European Conference on Immersion Programmes, 25-28 September, Universitat de Barcelona, Facultat de Psicologia, Barcelona.

Rolstad, K. (1996). Effects of third-language immersion on children’s self-concept. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), April 8-14, New York.

Rolstad, K. (1996). Self-concept and academic success in a Korean/English two-way immersion program. Paper presented at the 4th Annual Two-Way Bilingual Immersion Summer Conference, August 15-17, Long Beach, California.

Prior University-Level Experience in Teaching and Research

Assistant Professor, Arizona State University, 1999-2005.

Faculty Associate, Arizona State University, 1998-1999. Concurrent with postdoctoral fellowship, Center for Bilingual Education and Research (CBER), ASU College of Education.

Teaching Associate, Department of Education, UCLA, winter 1996. Taught linguistics content in Education 409, a course for pre-service teachers in UCLA's Center X.

Research Assistant, UCLA Center for the Study of Evaluation, 1995-1996. Helped devise exam for the California Teachers' Association, credentialing teachers for working with language minority children; served on advisory team to Los Angeles Unified School District to develop parallel Spanish-version test items and to provide language accommodation for language minority children on standardized tests.

ESL Instructor, Academic English Program, American Language Center, UCLA Extension, Summer Sessions A-C, Summer 1994. These content-based ESL courses are adjunct to UCLA lecture courses, enabling foreign students to engage in college courses in English with the support of daily ESL preparation and debriefing. As an instructor, I attended the lectures with my students, assigning homework, explaining readings, and guiding discussions to assist them in meeting the requirements for the content course.

ESL Instructor, Child Development Certificate Program, UCLA Extension. Taught beginning academic ESL, with early childhood content, to students preparing to apply to UCLA's certificate program, Fall 1994.

Researcher, UCLA Language Resource Programs, 1993-1994. Designed and implemented a study to assess self-concept and ethnic identification in children participating in a Korean immersion project. Funded by the Korea Foundation.

Teaching Associate, TESL/Applied Linguistics, 1992-1995, UCLA. Taught ESL to newly arrived international graduate students.

Assistant External Evaluator, Title VII Korean/English Bilingual Two-Way Immersion Project, for the Asian Pacific and Other Languages Office, Los Angeles Unified School District, 1992-1995. Conducted field interviews with subjects, compiled and analyzed data, co-authored annual evaluation reports. Federal Grant #T003C20062.

ESL Instructor, Practical English, American Language Center, UCLA Extension, Summers 1991-1994. Taught all levels from beginning through advanced, both core and elective courses.

Student Advising

Doctoral

- Advisor/mentor, Alexandria Estrella, Interdisciplinary Ph.D. in C&I. Admitted fall, 2005.
- Advisor/mentor, Ricardo Gonzalez-Carriedo, Interdisciplinary Ph.D. in C&I. Admitted fall, 2005.
- Advisor/mentor, Hyun Duk Kim, Interdisciplinary Ph.D. in C&I. Admitted fall, 2003.

- Advisor/mentor, Meyng Ju Park, Interdisciplinary Ph.D. in C&I. Admitted fall, 2001; graduated summer, 2005.
- Member, Ph.D. dissertation committee, Interdisciplinary Ph.D. in Curriculum and Instruction, Chien Huei Wu, 2001-present.
- Member, Ph.D. dissertation committee, Interdisciplinary Ph.D. in Curriculum and Instruction, Dawn Lambson, 2001-present.
- Member, Ph.D. dissertation committee, Interdisciplinary Ph.D. in Curriculum and Instruction, Diana Gaines, 2001-present.
- Member, Ed.D. dissertation committee, ESL/Bilingual Education, Ken de Maci, 2001-present.

Master's

I have served as advisor for the following master's students:

- | | |
|---------------------------|-----------------------|
| • Meyng Ju Park, 2001 | • Joel Gamez, 2005 |
| • Heather Christie, 2001 | • Xianchun Gu, 2005 |
| • Hyun Duk Kim, 2002 | • Ji-Hyen Hang, 2005 |
| • Yi-Ting Chen, 2003 | • Jeong Joo, 2005 |
| • Hsin-Yen Hsieh, 2003 | • Ok Rye Lim, 2005 |
| • Benjamin Tipton, 2003 | • Linda Olson, 2005 |
| • Denise Valenzuela, 2003 | • C. Richards, 2005 |
| • Kimberly Baugh, 2003 | • April Russell, 2005 |
| • Kathleen Bacon, 2004 | • Shogo Sakurai, 2005 |
| • Shauntae Fitchard, 2004 | • Yun Jung Yang, 2005 |
| • Pei-Chun Chou, 2005 | • So Young Kim, 2005 |

Bachelor's

Advised undergraduates in the Barrett Honors College and Liberal Arts and Sciences enrolled in teacher education programs, 2001-2003. Thesis chair for honors students Dahlia Serag (graduated Fall, 2002) and Angela Olson.

K-12 Teaching Experience

Teacher, Broadway Elementary School (LAUSD), 1015 Lincoln Blvd., Venice, CA 90291, (310) 392-4944; Ed Romotsky, Principal. Taught kindergarten in a Spanish bilingual classroom, 1997-1998.

Student Teacher, Stoner Elementary School (LAUSD), 11735 Braddock Drive, Culver City, CA 90230, (310) 390-3396. Carmen Dominguez, Master Teacher. Taught first grade in a Spanish bilingual classroom, Spring, 1997.

Substitute Pre-K through Third Grade Teacher, Los Angeles Unified School District. Substitute-taught primarily in Spanish/English bilingual program classes, 1994-1996.

Video Project Instructor, California State University, Dominguez Hills. Taught ESL via two-way video cable to high school students at remote sites. Developed video lessons and computer graphics for distance learning. 1994-1995.

Substitute K-12 Teacher, Torrance Unified School District. Substitute-taught various subjects, at all levels, from elementary through high school, 1993-1996.

Teacher Mentoring Experience

Program Director, ASU College of Education Preschool Two-Way Immersion Spanish Time (TWIST). Designed program (with others), conduct workshops, advise teachers and teaching assistants. 2001-2005.

Participating Faculty, ASU Field-based Teacher Education Programs. Teach courses to pre- and in-service teachers as part of a comprehensive field-based master's/certification program in English as a Second Language. 1999-present.

Staffing Supervisor, varying among BLE 409 Language Sensitive Content Teaching, BLE 520 ESL Methods for Children, BLE 335 Language Variation in Schools, BLE 535 Sociolinguistics in Education (1999-present). Design curriculum; recruit, train, supervise Faculty Associates and graduate students to teach undergraduate and graduate level courses.

Coordinator, Academic English Program, UCLA Summer Sessions. Administered and scored placement examinations, allocated resources, resolved scheduling conflicts, met with content course professor and teaching assistants, supervised teachers, and led weekly meetings. My recommendations for program improvements were implemented the following year, Summer 1994.

Assistant Field Program Supervisor/EFL Instructor, REST Project, Facultad de Ciencias Químicas, University of Guadalajara, Mexico, 1990-1991. Served as liaison for joint UCLA and UdeG English reading research project. Supervised student teachers in field placements. Taught intermediate and advanced courses designed to help chemical engineering students to learn strategies for reading technical articles written in English. Also lectured, planned and presented EFL demonstration lessons to pre-service EFL teachers in the university teacher training program.

Professional Tutoring Experience

ESL and Composition Tutor, College Tutorials, UCLA. Tutored ESL students in pronunciation, composition, grammar, reading, vocabulary, and listening, and tutored native English-speaking students in composition, 1989-1994.

Membership in Professional Organizations

American Educational Research Association (AERA)
National Association for the Education of Young Children (NAEYC)
National Association for Bilingual Education (NABE)
American Association of Applied Linguistics (AAAL)

Service Activity

Division

- Member, Search Committee for ESL/Bilingual Teacher Education Faculty position, 2001-2002.
- Member, Hiring Policy Review Committee for Part-Time Faculty, 2001-2003.
- Regular participation in faculty meetings, 1999-present.
- Member, ESL Infusion Committee, 1999-2002.
- Advisor/mentor, Interdisciplinary PhD in C&I with concentration in Language and Literacy, 2001-present.
- Advisor/mentor, PhD in Early Childhood, June, 2003-present.
- Advisor/mentor, EdD programs in Bilingual/ESL, 2000-present.

College

- Program Director, TWIST (Two Way Immersion Spanish Time), ASU College of Education Preschool, 2001-2005.
- Regular participation in College Assembly meetings, 1999-present.
- Honors College Liaison, 2001-2003.
- Presented Saturday seminar on bilingual/dual language education. Spring, 1999.

University

- Member, University Public Schools Initiative (UPSI) Development Committee, 2005-present.
- Member, Committee to Study Five/Fifth Year Teacher Education Programs, 2001-2002.
- Member, Academic Senate, 2001-2003.

Professional

- Member, Program Committee, Reconceptualizing Early Childhood Education Conference 2005, 2004-present.
- Member, Steering Committee of the 4th International Symposium on Bilingualism, 2000-2003.
- Reviewer, Reconceptualizing Early Childhood Education Conference, 2005.
- Reviewer, AERA Division G proposals, 1997-2005.
- Reviewer, AERA Division C proposals, 2001-2005.
- Reviewer, AERA Bilingual SIG, 2001-2005.
- Reviewer for *Current Issues in Education* (fall, 1999), *Educational Policy Analysis Archives* (fall, 1999; spring, 2002), *American Educational Research Journal* (fall, 1999), *American Educational Research Journal* (spring, 2000), *Journal of Language, Identity and Education* (summer, 2001), *International Journal of Bilingualism* (fall 2003).
- BILING Listserv Book Review Editor, August 1999-2002.
- Participant, Assessing Young English Language Learners Think Tank, sponsored by the Regional Educational Laboratory at SERVE, Chicago, IL, July 27-28, 2003.
- Visiting Scholar/Presenter, Spencer-supported Disciplines-Based Scholarships in Education program, Educational Linguistics Seminar, Arizona State University, fall 2003.

- Community***
- Member, Curriculum Committee, International School of Arizona (Scottsdale, Arizona), 2005-present.
 - Founded the Dual Immersion Association (DIA), first with parents at Holdeman Elementary School, and then statewide. DIA was conceived as a grassroots organization of parents and teachers in support of dual language or two-way immersion. This organization seeks to network parents and teachers from all schools in Arizona which provide dual immersion, and to lobby state and local agencies on behalf of dual immersion programs. Founded in August, 2003, with website at www.azdia.org.

Professional References

Available upon request.