

Kellie Rolstad, PhD

Academic Interests

Language of schooling; language diversity; second language teaching, English learners.

Current Appointment at the University of Maryland

- Associate Professor, Teaching and Learning, Policy and Leadership (TLPL), 2016-present.
- Associate Professor, Applied Linguistics and Language Education, TLPL, 2016-present.
- Associate Professor, Maryland Language Science Center, 2012-present.
- Associate Professor, Multilingual Research Center (MRC), 2014-present.
- Visiting Associate Professor, TLPL/MRC, 2011-2016.

Previous Appointment at Arizona State University

- Associate Professor, Mary Lou Fulton Graduate School of Education, 2006-2011.
- Assistant Professor, Mary Lou Fulton Graduate School of Education, 1999-2006.
- Postdoctoral Fellow, Center for Bilingual Education and Research, 1998-1999.

Education, Skills and Professional Credentials

- **Visiting Scholar**, Harvard Graduate School of Education, fall 2004.
- **Visiting Scholar**, UCLA Graduate School of Education, summer 1999.
- **PhD**, 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 and field experience at la Universidad Nacional Autónoma de México (UNAM), Mexico City, Mexico (summer and fall, 1996).
- **MA**, 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.
- **BA**, Linguistics, UCLA, 1986.

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.

Publications

(* indicates student author)

Books

1. *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

1. *Shi, L. & Rolstad, K. (2020). "A good start": A new approach to gauging preservice teachers' Critical Language Awareness. *Journal of Language, Identity and Education*. DOI:10.1080/15348458.2020.1810045
2. MacSwan, J., Thompson, M., Rolstad, K., McAlister, K., & Lobo, G. (2017). Three theories of the effects of language education programs: An empirical evaluation of bilingual and English-only policies. *Annual Review of Applied Linguistics*, 37, 218-240. DOI: 10.1017/S0267190517000137
3. Petrovic, J. E. & Rolstad, K. (2017). Educating for autonomy: Reading Rousseau and Freire toward a philosophy of unschooling. *Policy Futures*, 15, 7-8. DOI: <https://doi.org/10.1177/1478210316681204>
4. Rolstad, K. (2017). Second language instructional competence. *International Journal of Bilingual Education and Bilingualism*, 20(5), 497-509. DOI: <https://doi.org/10.1080/13670050.2015.1057101>
5. Rolstad, K., MacSwan, J., & Guzman, N. (2015). Bilingual learners and the purposes of language assessment. *Miríada Hispánica*, 10, 207-224.
6. Rolstad, K., & MacSwan, J. (2014). The facilitation effect and language thresholds. *Frontiers in Psychology*, 5. doi:10.3389/fpsyg.2014.01197
7. Rolstad, K. (2014). Rethinking language in school. *International Multilingual Research Journal*, 8(1), 1-8.
8. Wiley, T., & Rolstad, K. (2014). The Common Core State Standards and the Great Divide. *International Multilingual Research Journal*, 8(1), 38-55.
9. Rolstad, K., & Kesson, K. (2013). Unschooling, then and now. *Journal of Unschooling and Alternative Learning*, 7(14), 28-71.
10. Rolstad, K., MacSwan, J., & Mahoney, K. (2012). The ineffectiveness of English immersion in Arizona. *International Journal of Language Studies*, 6(2), 137-150.

Reprinted by request as Rolstad, K., MacSwan, J., & Mahoney, K. (2014). The ineffectiveness of English immersion in Arizona. In G. McField (ed.), *The Miseducation of English Learners*. Charlotte, NC: Information Age Publishing.
11. Rolstad, K., Mahoney, K. & Glass, G. V. (2008). The big picture in bilingual education: A meta-analysis corrected for Gersten's coding error. *Journal of Educational Research & Policy Studies*, 8(2), 1-15.
12. Rolstad, K., Swadener, E & Nakagawa, K. (2008). "Verde - sometimes we call it green": Construal of Language Difference and Power in a Preschool Dual Immersion Program. *International Journal of Equity and Innovation in Early Childhood*, 6(1), 73-93.
13. 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.

14. 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.
15. 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.
16. MacSwan, J., & Rolstad, K. (2005). Modularity and the facilitation effect: Psychological mechanisms of transfer. *Hispanic Journal of Behavioral Science*, 27(2), 224-243.
17. 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.
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.
19. 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.
20. 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 (Refereed)

1. Rolstad, K. & Rayne, J. (In press, 2021). Engaging authenticity at Pocomoke High School. In K. Welner, L. Molner & A. York (eds.) *Schools of Opportunity*. NY: Teachers College Press.
2. Rolstad, K. & MacSwan, J. (In press, 2021). The critical relevance of bilingual education and bilingualism. In J. Muñoz, M. Machado-Casas, & E. Murillo, (eds.), *Handbook of Latinos and Education*, 2nd ed. Abingdon, UK: Routledge.
3. Krashen, S., Rolstad, K. & MacSwan, J. (2012). Review of “Research summary and bibliography for Structured English Immersion programs” of the Arizona English Language Learners Task Force, pp. 107-119. In C. Faltis & B. Arias (eds.) *English Learners in Arizona*. Bristol, UK: Multilingual Matters.
4. MacSwan, J., & Rolstad, K. (2010). The role of language in theories of academic failure for linguistic minorities. In J. Petrovic (ed.) *International Perspectives on Bilingual Education: Policy, Practice, and Controversy*, pp. 173-193. Charlotte, NC: Information Age Publishing.
5. Rolstad, K., & MacSwan, J. (2009). Bilingualism and education. In Enrique G. Murillo, Jr. (ed.), *Handbook of Latinos and Education: Theory, Research & Practice*, pp. 309-314. New Jersey: John Benjamins.
6. MacSwan, J., & Rolstad, K. (2008). Semilingualism: Theory and critique. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*, pp. 737-739. Thousand Oaks, California: Sage Publishers.
7. Rolstad, K., & MacSwan, J. (2008). BICS/CALP: Theory and critique. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*, pp. 62-65. Thousand Oaks, California: Sage Publishers.
8. Rolstad, K. (2008). English Immersion. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*, pp. 259-264. Thousand Oaks, California: Sage Publishers.
9. Mahoney, K., & Rolstad, K. (2008). Program effectiveness: The research syntheses. In J. Gonzalez (ed.), *Encyclopedia of Bilingual Education*, pp. 675-678. Thousand Oaks, California: Sage.

10. Rolstad, K. (2006). Enacting anti-bias education through preschool dual immersion. In L. Diaz Soto (Ed.), *The Praeger Handbook of Latino Education in the U.S.*, pp. 36-43. Westport, Connecticut: Greenwood Press.
11. Rolstad, K. (2005). Two-way bilingual instruction of third language children: Immersion or submersion? In B. Hufeisen & R. Fouser (Eds.), *Introductory Readings in L3*, pp. 83-100. Tübingen: Stauffenburg Verlag.
12. 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 Press.
13. 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.
14. MacSwan, J., & Rolstad, K. (2003). Linguistic diversity, schooling, and social class: Rethinking our conception of language proficiency in language minority education. In C. B. Paulston & R. Tucker (Eds.), *Sociolinguistics: The Essential Readings*, pp. 329-340. Oxford: Blackwell.
15. 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.

Book Reviews

1. Rolstad, K. (2014). Review of *Interconnecting worlds: Teacher partnerships for bilingual learning*, Charmian Kenner and Mahera Ruby. *Educational Research*, 56(3), 360-365.
2. 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>.
3. 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.

Professional Newsletter Articles

1. Rolstad, K. (2002). Review of *When Discourses Collide: An Ethnography of Migrant Children at Home and at School*, Marianne Exum Lopez. *NABE News*, March/April 2002, 6-13. Same as Rolstad (2002), Book Review. Reprinted by request.
2. Rolstad, K. (2000). Capitalizing on diversity: Lessons from dual language immersion. *NABE News*, 23(5), 5-18.

Reports

1. 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).
2. Rolstad, K. (2005). *TWIST in the College of Education. Final report*. Tempe, AZ: ASU Foundation Women and Philanthropy.
3. Rolstad, K., Swadener, E., Nakagawa, K. (2005). *Experiences of young learners in dual immersion and structured immersion settings. Final report*. Chicago, IL: Spencer Foundation.
4. 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.
5. 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.
6. 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.

Other Publications (Not Refereed)

1. 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. (Not refereed.)
2. Welner, K., Kelley, L.M. & Rolstad, K. (2018, July 10). How one Maryland high school successfully boosted minority student enrollment in advanced classes. *The Washington Post*.

Grants

1. Campus Teaching Innovation Grant, Maryland Higher Education Commission, \$86,014, 2020-2021. Principal Investigators: Tracy Dunheimer, Leslie Gettier and Imani Goffney. Co-Investigators: Ayanna Baccus, Amy Green, Xiaoli Gong, Karen Rehder, Kellie Rolstad, Jen Turner, and Lisa Eaker.
2. US Department of Health and Human Services, \$750,000, 2006-2009. Project title: "Literacy, Language and Culture Focus for Early Childhood Educators." Principal Investigator: Beth Swadener. Co-Investigators: Laida Restrepo, Kellie Rolstad, Shelley Gray, and Jeanne Wilcox.
3. Spencer Foundation Small Grant, \$35,000, 2003-2004. Principal Investigator; co-Investigators: Beth Swadener, Kathy Nakagawa. Project title: "Experiences of Young Language Learners in Dual Immersion and Structured Immersion Settings."
4. 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."
5. 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."

6. 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 Reyhner, Norbert Francis, Jim Wilce. Principal Investigators: Terrence G. Wiley and Teresa McCarty.
7. 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.
8. 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.”
9. 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 (Refereed)

1. Unschooling and the i-Commons: How Unschoolers Go About Connecting and Learning in the World. Participants: Kellie Rolstad, Carlo Ricci, Charles Howell, Taunalee Bradshaw, Amanda Lira-Gordenstein, Marlene Hinton, Kendra Beeley. Annual meeting of the American Educational Research Association (AERA), April 8-12, 2011, New Orleans, Louisiana.
2. Documenting learning in unschoolers: Challenges for research. Narrative, Arts-Based and “Post” Approaches to Research (NAPAR), January 21-23, 2011, Tempe, Arizona. Participants: Kellie Rolstad, Kendra Beeley, Marlene Hinton, Masakazu Mitsumura, Shirin Nuruddin, Amanda Gordenstein and Taunalee Bradshaw.
3. (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.
4. Rethinking academic language in language minority education. 4th International Symposium on Bilingualism (ISB4), 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.

Invited Talks

1. Rolstad, K. (2014). Apprentissage en famille et féminisme. Regards croisés sur l'apprentissage en famille (« l'école à la maison »), 82nd annual conference of L'Association francophone pour le savoir, Montreal, May 12-16. (Presented in French; English title translation, “Homeschooling and feminism.”)
2. Rolstad, K. (2010). What is Unschooling? Interviewed by Carlo Ricci during Alternative Education Resource Organization (AERO) conference. Available on Youtube.

3. Rolstad, K. (2008). Dual immersion and early childhood education. Southeastern Louisiana University, Hammond, LA, May 22.
4. Rolstad, K. (2007). Early childhood language development: Monolingual and bilingual. Teleconference presentation with Kent State University and the University of Kentucky, the Interdisciplinary Early Childhood/Special Education Leadership Project Grant, Kristie Pretti-Frontzak, PI, October 30.
5. Rolstad, K. (2006). Characteristics and effects of language-of-instruction programs. Invited presentation for the annual meeting of the California Association for Bilingual Education (CABE), San Jose, California, March 6.
6. Rolstad, K. (2006). The big picture: A meta-analysis of program effectiveness research on English Language Learners. A featured presentation at the annual meeting of the National Association for Bilingual Education (NABE), Phoenix, Arizona, January 20.
7. Rolstad, K. (2005). Why bilingual education works so well. California Association for Bilingual Education (CABE), Literacy and ELD for English Learners panel, Cerritos, California, December 8.
8. Rolstad, K. (2005). Programas bilingües en la educación de la primera infancia. Monterrey Technical Institute, Sonora, Mexico, November 28.
9. Rolstad, K., & E. Swadener. (2004). Playing with bilingualism: Young children in a preschool dual immersion program. Harvard Graduate School of Education, Cambridge, December 6.
10. Rolstad, K. (2004). Second language issues in early childhood. International Reading Association (IRA), Reno, May 2-6.

Presented Papers (Refereed)

1. Gong, X., Shi, L. & Rolstad, K. (2020). "What My Mom Says Doesn't Motivate Me Anymore": Different Language Learning Motivations Among Chinese Heritage Learners. Paper accepted for the annual meeting of the American Educational Research Association (AERA), San Francisco, April 17-21. Meeting cancelled due to the COVID-19 pandemic.
2. Gong, X., Shi, L. & Rolstad, K. (2019). Family Matters: Exploring the support system and motivations for Chinese adolescent heritage language development. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, April 5-9.
3. Shi, L., Rolstad, K. & Marcus, M. (2018). Developing preservice teachers' critical language awareness through written self-reflections: A discursive psychology approach. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, April 13-17.
4. Shi, L. & Rolstad, K. (2017). Using discursive psychology to unearth the development of preservice teachers' critical language awareness in written self-reflections. Paper presented at the annual meeting of the Language and Social Interaction (LANSI) Working Group, Columbia University, New York, Sept 22-23.
5. Rolstad, K. & Schonfeld-Karan, K. (2017). Time to learn: Unschooling literacy. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, April 27-May 1.
6. Petrovic, J.E. & Rolstad, K. (2014). Reading Rousseau and Freire toward a philosophy of unschooling. Paper presented at the American Educational Studies Association (AESAs), Toronto, Canada, October 29-November 2.

7. Rolstad, K. & Schonfeld-Karan, K. (2014). Presentations of self in social media: Unschooling teen perspectives. Paper presented at the Annual Meeting of the American Association for the Advancement of Curriculum Studies (AAACS), Philadelphia, March 31-April 3.
8. Rolstad, K. (2012). From Illich and Holt to Papert and Khan: How unschooling became possible and powerful. American Association for the Advancement of Curriculum Studies (AAACS), Vancouver, Canada, April 10-13.
9. Rolstad, K. (2011). Unschooling the i-generation. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, April 8-12.
10. Rolstad, K. & McAlister, K.T. (2011). Bilingual homeschooling: Academic languages in action. 24. Kongress für Fremdsprachendidaktik der Deutsche Gesellschaft für Fremdsprachenforschung (DGFF), Hamburg, Germany, September 26.
11. Rolstad, K. (2011). Unschooling, then and now: The revolution goes online. Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, April 8-12.
12. Rolstad, K. (2011). What does learning look like? Unschoolers at play. Narrative, Arts-based and “Post” Approaches to Research (NAPAR), Tempe, January, 21-23.
13. Rolstad, K., Aletheiani, D., Hinton, M., Bradshaw, T., & Lira Goldenstein, A. (2011). Phoenix Rising Free School: Creating a democratic learning community. Annual Meeting of the American Association for the Advancement of Curriculum Studies (AAACS), New Orleans, March 8-11.
14. Rolstad, K., Bradshaw, T. & Goldenstein, A. L. (2010). Doing without schooling: How radical unschoolers live and learn. Paper presentation at the annual conference of the American Association for the Advancement of Curriculum Studies (AAACS), April 27-30, Denver, Colorado.
15. Rolstad, K. (2006). Comments on WestEd and AIR report, *Five-Year Study of Proposition 227 Finds No Conclusive Evidence Favoring One Instructional Approach*. Paper presentation at the annual conference of the Linguistic Minority Research Institute, May 6, Irvine, California.
16. Rolstad, K. (2006). Early childhood bilingualism. A paper presentation at the annual meeting of the National Association for Bilingual Education (NABE), Phoenix, Arizona, January 20.
17. 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.
18. 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.
19. 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.
20. 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.

21. 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.
22. 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 (AERA), San Diego, April 12-15.
23. 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.
24. 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.
25. Rolstad, K. (2003). Second language instructional competence. Paper presented at the 4th International Symposium on Bilingualism, Arizona State University, Tempe, April 30-May 3.
26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. 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.
34. 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.

35. 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.
36. 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.
37. 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.
38. 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.
39. 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.
40. 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.

Community Outreach Talks

1. Rolstad, K. (2019). Immersive education. Talk given at the annual conference of the Alternative Education Resource Organization (AERO), Portland, Oregon, June 26-30.
2. Rolstad, K. (2010). Radical unschooling: How children grow and learn without schooling. Talk given at the 9th Annual Local to Global Justice Teach In, Arizona State University, February 26-28.
3. Rolstad, K. (2010). Interdependent children: The development of academic language and literacy among radical unschoolers. Applied Linguistics Speaker Series, Arizona State University.
4. Rolstad, K. (2009). Language development of bilingual children. First Things First Early Childhood Conference, Arizona State University, October 2.
5. Rolstad, K. (2009). Open your mind: The role of foreign language learning. International School of Arizona, Tempe, November 7.
6. Rolstad, K. (2008). Preschool dual immersion: Theory and practice. Livingston Parish, Louisiana, May 26.
7. Rolstad, K. (2007). Supporting dual immersion methods in elementary school. Cezar Chavez Dual Language Immersion Charter School, Santa Barbara Elementary School District, Santa Barbara, California, March 6.
8. Rolstad, K. (1999). What language education programs are best for Arizona's English Learners? Dean's Saturday Seminar, Arizona State University College of Education, March 13. Community outreach speaker series organized by Dean David C. Berliner and Associate Dean for Research Gene V Glass.

K-12 Teaching and Teacher Education Experience

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 Education Experience

- Co-Director, Online Masters of Arts in Curriculum and Instruction ESL/Bilingual Education, Arizona State University, 2008-2010. Designed program, conducted workshops for faculty and recruitment sessions for students, developed and taught online courses, advised students.
- Program Director, College of Education Preschool Two-Way Immersion Spanish Time (TWIST), Arizona State University. Designed program, conducted workshops, advised teachers and teaching assistants, 2001-2005.
- Staffing Supervisor for adjunct faculty, 1999-2010, Arizona State University, for courses BLE 409 Language Sensitive Content Teaching, BLE 520 ESL Methods for Children, BLE 335 Language Variation in Schools, BLE 535 Sociolinguistics in Education. Designed curriculum; recruited, trained, supervised Faculty Associates and graduate students to teach these undergraduate and graduate level courses.
- 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.

Pre-doctoral Post-secondary Teaching and Research Experience

- 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.
- 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.

Service

Department

- *University of Maryland*
 - Educator Preparation Committee, 2021-present.
 - Masters Core Course Design Committee, 2019.
 - Associate/Full Professor, Biliteracy Search Committee, 2017-2018.
 - Masters Task Force, 2012-2013.
 - Clinical Assistant Professor/TESOL Search Committee (two positions), 2012-2013.
 - Regular participation in Department Assembly meetings, 2012-present.
- *Arizona State University*
 - Division Personnel Committee, Fall 2007-Spring 2009.
 - Division Programs Committee, Fall 2008-Spring 2009
 - Language and Literacy Cluster Representative on the EdD Executive Committee, Fall 2008-Spring 2009.
 - Member, Search Committee for ESL/Bilingual Teacher Education Faculty position, 2001-2002.
 - Member, Hiring Policy Review Committee for Part-Time Faculty, 2001-2003.
 - Member, ESL Infusion Committee, 1999-2002.
 - Advisor/mentor, PhD in Applied Linguistics, 2005-2012.
 - Advisor/mentor, Interdisciplinary PhD in C&I with concentration in Curriculum Studies, 2010-2012.
 - Advisor/mentor, Interdisciplinary PhD in C&I with concentration in Language and Literacy, 2001-2012.
 - Advisor/mentor, PhD in Early Childhood, June, 2003-2012.
 - Advisor/mentor, EdD programs in Bilingual/ESL, 2000-2010.
 - Regular participation in faculty meetings, 1999-2012.

College

- *University of Maryland*
 - Graduate Research and Education Committee (GREC), 2017-2021.
 - College Senate, 2013-2014, 2017-2018.
 - College Senate, 2017-2018, Secretary.
 - College Senate Steering Committee, 2017-2018.
 - College Senate Outreach Committee, 2013-2016.

- Support Program for Advancing Research and Collaboration (SPARC) Committee, 2013-2015.
- Regular participation in College Assembly meetings, 2012-present.
- *Arizona State University*
 - Member, Search Committee for position in Indian Education, 2009-2010.
 - Grievance Committee, Fall 2008-2010.
 - Program Director, TWIST (Two Way Immersion Spanish Time), ASU College of Education Preschool, 2001-2005.
 - Regular participation in College Assembly meetings, 1999-2011.
 - Honors College Liaison, 2001-2003.

Campus

- *University of Maryland*
 - Member, Academic Procedures and Standards (APAS) Committee, 2019-present.
- *Arizona State University*
 - Member, University Public Schools Initiative (UPSI) Committee, 2005-2010.
 - Member, Committee to Study Five/Fifth Year Teacher Education Programs, 2001-2002.
 - Member, Childcare and Dependent Task Force, 2006-2009.
 - Member, Academic Senate, 2001-2003.

Professional

- Editorial Board member, *Journal of Unschooling and Alternative Learning (JUAL)*, 2009-present.
- Editorial Board member, *International Multilingual Research Journal (IMRJ)*, 2012-present.
- External reviewer, Washington State University, Tenure and Promotion to Associate Professor, 2017.
- External reviewer, Auburn University, Tenure and Promotion to Associate Professor, 2018.
- Guest reviewer for *Educational Policy Analysis Archives*, *American Educational Research Journal*, *Journal of Language, Identity and Education*, *International Journal of Bilingualism*
- Participant, Think Tank on Assessing Young English Language Learners, 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.
- Reviewer, AERA Informal Learning Environments SIG, 2017.
- Reviewer, AERA Bilingual SIG, annually, 2000-present.
- Reviewer, AERA Division G proposals, annually, 2000-present.
- Reviewer, AERA Division C proposals, annually, 2001-present.
- Reviewer, Standard Research Grants Program, Social Sciences and Humanities Research Council of Canada, February 2008.
- Reviewer, Grant Proposals regarding English Language Learners in Early Childhood Education Programs, the Office of Planning, Research and Evaluation (OPRE) of the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Washington, D.C. May-June, 2007.
- Member, Program Committee, Reconceptualizing Early Childhood Education Conference 2005, 2004-2005.
- Member, Steering Committee of the 4th International Symposium on Bilingualism, 2000-2003.
- Reviewer, Reconceptualizing Early Childhood Education Conference, 2005.
- BILING Listserv Book Review Editor, August 1999-2002.

Community

- Established the Homeschool Umbrella Group Support (HUGS) in partnership with Goodloe Learning Community, Bowie, Maryland, and serve as founding director, 2012-present.

- Created and hosted Childhood Unboxed, a symposium bringing together unschooling families and graduate students conducting research on radical unschooling. Sponsored by the Mary Lou Fulton Institute and Graduate School of Education. April 18, 2010.
- Vice President and Board Member, Phoenix Rising Free School, Phoenix, Arizona, 2010-2012.
- Served as Consultant to Professor Cindy Elliot of Southeastern Louisiana University in developing a replica of Arizona State University's TWIST preschool immersion program, 2005-2009.
- Member, Elementary Education Curriculum Committee, International School of Arizona (Scottsdale, Arizona), 2005-2007.
- Founded and directed the Dual Immersion Association (DIA), 2005-2007, a grassroots organization of parents and teachers in support of dual language or two-way immersion at Holdeman Elementary School in Tempe, Arizona.

Membership in Professional Organizations

- American Educational Research Association (AERA)
- American Association for the Advancement of Curriculum Studies (AAACS)
- Institute for Language Education Policy (ILEP)
- American Association of Applied Linguistics (AAAL)
- International Center for Home Education Research (ICHER)

Professional References

Available upon request.