

**Katie A. Bernstein**  
Arizona State University  
kbernstein@asu.edu

## EDUCATION

- PhD Language, Literacy, and Culture (specialization in Second Language Acquisition),  
Graduate School of Education, University of California at Berkeley. December 2014.
- MA Language, Literacy, and Culture, Graduate School of Education,  
University of California at Berkeley. May 2011.
- BA Linguistics, Duke University. May 2005.

## FACULTY APPOINTMENTS

- 2021- Associate Professor, Early Childhood and Emergent Bilingual Education, Mary Lou  
Fulton Teachers College, Arizona State University
- 2015-2021 Assistant Professor, Early Childhood and Emergent Bilingual Education, Mary Lou  
Fulton Teachers College, Arizona State University

## VISITING FACULTY APPOINTMENTS

- 2022 Visiting Professor, Dipartimento di Comunicazione e Ricerca Sociale [Department  
of Communication and Social Research], Sapienza Università di Roma, Italy

## PUBLICATIONS

### Research Monograph

- (1) 2020 **Bernstein, K.A.** *(Re)defining success in language learning: Positioning, participation and young emergent bilinguals at school.* Bristol, UK: Multilingual Matters.  
[https://www.google.com/books/edition/\\_/MAr2DwAAQBAJ?hl=en&gbpv=0](https://www.google.com/books/edition/_/MAr2DwAAQBAJ?hl=en&gbpv=0)

### Refereed Journal Articles

- (15) 2024 **Bernstein, K. A.,** Van Huisstede, L., Marley, S. C., Gao, Y.\*, Pierce-Rivera, M.\*, Ippolito, E.\*, Restrepo, M. A., Millinger, J., Brantley, K., & Gantwerker, J. Gesture like a kitten and you won't forget your tale: Drama-based, embodied story time supports preschoolers' narrative skills. *Early Childhood Research Quarterly*, 66, 178–190. <https://doi.org/10.1016/j.ecresq.2023.10.004>

- (14) 2023 Schmidt, A. C.\*, Pierce-Rivera, M.\*, Van Huisstede, L., Marley, S. C., **Bernstein, K. A.**, Millinger, J., Kelley, M. F., & Restrepo, M. A. What's the story with storytime?: An examination of preschool teachers' drama-based and shared reading practices during picturebook read-aloud. *Early Childhood Education Journal*. (Online First). <https://doi.org/10.1007/s10643-023-01554-z>
- (13) 2023 **Bernstein, K.A.**, Anderson, K.T., Close, K.\* & Rodriguez Martinez, S\*. Teacher beliefs about multilingual learners: How language ideologies shape teachers' hypothetical policymaking. *International Multilingual Research Journal*, 17(3), 191-219. <https://doi.org/10.1080/19313152.2023.2182094>
- (12) 2022 Kaveh, Y. M., **Bernstein, K. A.**, Cervantes-Soon, C., Rodriguez-Martinez, S.\*, & Mohamed, S\*. Moving away from the 4-hour block: Arizona's distinctive path to reversing its restrictive language policies. *International Multilingual Research Journal*, 16(2), 113–135. <https://doi.org/10.1080/19313152.2021.1973261>
- (11) 2021 **Bernstein, K. A.**, Alvarez, A., Chaparro, S., & Henderson, K. I. “We live in the age of choice”: School administrators, school choice policies, and the shaping of dual language bilingual education. *Language Policy*, 20(3), 383–412. <https://doi.org/10.1007/s10993-021-09578-0>
- (10) 2021 **Bernstein, K. A.**, Kilinc, S., Deeg M.T\*, Marley, S., Farrand, K., & Kelley, M. Language ideologies of Arizona preschool teachers implementing dual language teaching for the first time: Pro-multilingual beliefs, practical concerns. *International Journal of Bilingual Education and Bilingualism*, 24(4), 457-480. <https://doi.org/10.1080/13670050.2018.1476456>
- (9) 2020 **Bernstein, K.A.**, Katznelson, N.\*, Amezcua, A.\*, Mohamed, S.\*, & Alvarado, S.L.\* Equity/social justice, instrumentalism/neoliberalism: Dueling discourses of dual language in principals' talk about their programs. *TESOL Quarterly*, 54(3), 652-684. <https://doi.org/10.1002/tesq.582>
- (8) 2019 Di Ferrante, L., **Bernstein, K.A.**, & Gironzetti, E. Towards decentering English: Practices and challenges of a multilingual academic journal. *Critical Multilingualism Studies*, 7(1), 105-123. [cms.arizona.edu/index.php/multilingual/article/view/177](https://cms.arizona.edu/index.php/multilingual/article/view/177)
- (7) 2018 **Bernstein, K. A.** The perks of being peripheral: English learning and participation in a preschool classroom network of practice. *TESOL Quarterly*, 52(4), 798-844. <https://doi.org/10.1002/tesq.428>
- (6) 2017 Katznelson, N\*. & **Bernstein, K. A.** Rebranding bilingualism: The shifting discourses of language education policy in California's 2016 election. *Linguistics and Education*, 40, 11-17. <https://doi.org/10.1016/j.linged.2017.05.002>

- (5) 2017 **Bernstein, K.A.** Writing their way into talk: Emergent bilinguals' emergent literacy practices as pathways to peer interaction and oral language growth. *Journal of Early Childhood Literacy*, 17(4). <https://doi.org/10.1177/1468798416638138>
- (4) 2016 **Bernstein, K.A.** "Misunderstanding" and (mis)interpretation as strategic tools in intercultural interaction between pre-school children. *Applied Linguistics Review*, 7(4), 471-494. <https://doi.org/10.1515/applirev-2016-0021>
- (3) 2016 **Bernstein, K.A.** Poststructuralist potentialities for studies of subjectivity and second language learning in early childhood. *Contemporary Issues in Early Childhood*, 17(2), 174-191. <https://doi.org/10.1177/1463949116647287>
- (2) 2016 Jimenez-Silva, M., **Bernstein, K.A.**, & Baca, E\*. An analysis of how restrictive language policy in Arizona is represented on the Department of Education's and three individual school districts' websites. *Education Policy Analysis Archives*, 24(105), 1-38. <https://doi.org/10.14507/epaa.24.2291>
- (1) 2015 **Bernstein, K.A.**, Hellmich, E.A., Katznelson, N., Shin, J., & Vinall, K. Introduction to the Special Issue: Critical perspectives on neoliberalism in second/foreign language education. *L2 Journal*, 7(3), 3-14. <https://escholarship.org/uc/item/9xp597qb>

### Book Chapters (Peer Reviewed)

- (3) In press **Bernstein, K.A.**, Johnson, J. & Bhattacharya, U. Transcription as ethics: (Re)presenting young children's complex communicative repertoires in applied linguistics research. In P. De Costa, A. Ahmed, & C. Ciniglia (Eds.), *Ethical issues in applied linguistics research*. John Benjamins.
- (2) 2024 **Bernstein, K.A.**, Henderson, K.I., Chaparro, S. & Alvarez, A. (In Press). Creating DLBE Programs that Center Equity in the Face of School Choice Policies. In G. Delavan, J. Freire, & K. Menken (Eds.) *Overcoming the Gentrification of Dual Language, Bilingual and Immersion Education: Solutions-Oriented Research and Stakeholder Resources for Real Integration*. Multilingual Matters.
- (1) 2019 **Bernstein, K.A.** Accountability and ethics-in-practice in complex, multi-participant studies. In D. Warriner & M. Bigelow (Eds.) *Critical reflections on research methods power and equity in complex multilingual contexts* (pp 123-138). Bristol, UK: Multilingual Matters.

### Handbook Chapters (Invited; Editor Reviewed)

- (2) 2024 Katznelson, N., **Bernstein, K.A.** & Henderson, K.I. Discourses in dual language bilingual education. In Freire, J., de Jong, E., & Alfaro, C. *The Handbook of Dual Language Bilingual Education*. Routledge.

- (1) 2019 **Bernstein, K. A.**, & Hamman-Ortiz, Laura. Bilingualism and multilingualism. In S. Laviosa & M. González-Davies (Eds.), *The Routledge handbook of translation and education* (pp. 11–28). Routledge.

### Journal Articles (Not peer reviewed)

- (1) 2020 Di Ferrante, L. & **Bernstein, K. A.** Six years of E-JournALL: Reflections on open access, international, multilingual applied linguistics publishing. *EuroAmerican Journal of Applied Linguistics and Language*, 7(2), 1-8.  
<http://doi.org/10.21283/2376905X.12.229>

### Policy Briefs

- (3) 2020 Ortiz, K., Norwood, J., Perrault, P., Farrand, K., Alvarado, S., Kilinc, S., **Bernstein, K.A.**, Kelley, M., & Deeg, M.T\*. Dual language immersion for young learners: Lessons in literacy and language acquisition for educators [Policy Brief]. <https://www.helios.org/Media/Default/Documents/BRIEF%20-%20DLL%20Florida%20FINAL%2009302020.pdf>
- (2) 2019 **Bernstein, K.A.**, Kilinc, S., Perrault, P., Ortiz, K., & Kelley, M.F. (2019). Helios Education Foundation’s Dual Language Learner Project: Early impacts of emergent literacy and language acquisition skills for educators and Pre-K students [Policy Brief]. <https://www.helios.org/news-media/publications/dual-language-learner-project>
- (1) 2017 Ortiz, K., Perrault, P., **Bernstein, K.A.**, Farrand, K., Kelley, M.F., Millinger, J., Adams, K., Kilinic, S., Troxel, M\*. Using dual language strategies in the early grades: An early examination of Helios Education Foundation’s initiative to increase literacy [Policy Brief]. <https://www.helios.org/news-media/publications/Using-Dual-Language-Strategies>

### Book Reviews

- (1) 2015 **Bernstein, K.A.** Review of “Manual of Language Acquisition,” edited by Christian Fäcke (2014), Berlin: De Gruyter. *EuroAmerican Journal of Applied Linguistics and Language*, 2(1), 84-89.

### Special Journal Issues Edited

- (1) 2015 Critical Perspectives on Neoliberalism in Second/Foreign Language Education. (co-edited with Emily Hellmich, Noah Katznelson, Jaran Shin, and Kimberly Vinall). Special Issue of *L2 Journal*.

## AWARDS AND HONORS

### National/International

- 2024 Best Research Article Award (2024), American Association for Applied Linguistics.
- For article: Kaveh, Y. M., **Bernstein, K. A.**, Cervantes-Soon, C., Rodriguez-Martinez, S.\*, & Mohamed, S\*. (2022). Moving away from the 4-hour block: Arizona's distinctive path to reversing its restrictive language policies. *International Multilingual Research Journal*, 16(2), 113–135.  
<https://doi.org/10.1080/19313152.2021.1973261>
  - nomination from Jeff McSwan, editor of the *International Multilingual Research Journal*
- 2022 (Nominated) James E. Alatis Prize for Research in Language Policy and Planning in Educational Contexts (2023), TIRF – The International Research Foundation for English Language Education
- For article: Kaveh, Y. M., **Bernstein, K. A.**, Cervantes-Soon, C., Rodriguez-Martinez, S.\*, & Mohamed, S\*. (2022). Moving away from the 4-hour block: Arizona's distinctive path to reversing its restrictive language policies. *International Multilingual Research Journal*, 16(2), 113–135.  
<https://doi.org/10.1080/19313152.2021.1973261>
  - nomination from Kate Menken, editor of *Language Policy*
- 2019 Emerging Scholar Award, Language and Social Processes Special Interest Group, American Educational Research Association (AERA)
- Nomination from Kate Anderson
- 2016 Best Dissertation Award, American Association of Applied Linguistics (AAAL)
- Nominations from Claire Kramsch and Erin Kearney

### University/College

- 2021 (Nominated) Outstanding Faculty Mentor Award, Graduate College, Arizona State University
- Nominations from Saida Mohamed (MLFTC) and Angélica Amezcua (College of Liberal Arts and Sciences)
- 2019 Outstanding Promising Research Scholar, Mary Lou Fulton Teachers College, Arizona State University
- 2013 Outstanding Graduate Student Instructor Award, UC Berkeley

## GRANTS

### Funded

- (9) 2024-2028 *Development and Testing of EYEPlay for Everyone: An Innovative Approach to Providing Professional Development in Drama-Based Instruction to Teachers and Caregivers of High-Needs Learners*
- Office of Elementary and Secondary Education. Department of Education, Education Innovation and Research (EIR) Grant
  - Role: Co-Principal Investigator (PI: Scott Marley)
  - \$3,999,999.00
- (8) 2023-2025 *EYEPlay ADAPT: Expanding A University-Theater-School District Partnership to Support Early Literacy for Preschoolers with Diverse Abilities through Drama*
- Spencer Foundation (Research-Practice Partnership Grant)
  - Role: Principal Investigator
  - \$399,388.00
- (7) 2018-2022 *Supporting Early Language Development of Preschool Children with Drama Integration*
- Department of Education – Arts in Education Grant
  - Role: Co-Principal Investigator (PI: Scott Marley)
  - \$2,228,135.00
- (6) 2018-2019 *Discourse as destiny in dual language education? A multi-scalar ethnography of language policy- Phase 1: Interviewing School Principals (Focus on California;)*
- Arizona State University Institute for Social Science Research (ISSR) Seed Grant
  - Role: Principal Investigator
  - \$6,395.00
- (5) 2018-2019 *Discourse as destiny in dual language education? A multi-scalar ethnography of language policy -Phase 1: Interviewing School Principals (Focus on Arizona)*
- Mary Lou Fulton Teachers College Internal Grant
  - Role: Principal Investigator
  - \$4,505.00
- (4) 2018-2019 *Teacher Beliefs about Multilingual Learners: Understanding Language Ideologies to Inform How We Teach about Language Learning*
- Mary Lou Fulton Teachers College Internal Grant
  - Role: Principal Investigator (with Kate Anderson)
  - \$7,297.00
- (3) 2016-2020 *EYEPlay for Dual Language Learners: Focus on Orange County, Florida Public Preschools*
- Helios Foundation
  - Role: Co-Principal Investigator (PI: Michael Kelley)
  - \$1,590,000.00

- (2) 2015-2019 *Early Years Educators at Play (EYEPlay) Dual Language Learning Program: Arizona*
- Helios Foundation
  - Role: Co-Principal Investigator (PI: Michael Kelley)
  - \$721,000.00
- (1) 2013-2014 *Learning English as an L2 in PreK: Socialization, acquisition, and identity*
- The International Research Foundation for English Language Education (IRF) Doctoral Dissertation Grant
  - \$3,018.00

### Pending

- 2023 *Development and Testing of SciPlay: An Innovative Approach to Providing Drama-Based Science Instruction to Diverse Preschool Children*
- National Science Foundation
  - Role: Co-Principal Investigator (PI: Scott Marley)
  - \$1,984,915.00
  - Submitted November 8, 2023

### Unfunded

- (10) 2022 *Development and Testing of EYEPlay for Preschool Teachers and Caregivers of Children with High-Communication Needs*
- Department of Education - Institute of Education Sciences (IES)
  - \$1,999,754.00
  - Role: Co-Principal Investigator (PI: Scott Marley)
  - Submitted 8 September, 2022
- (9) 2022 *Development and Testing of EYEPlay for Everyone: An Innovative Approach to Providing Professional Development in Drama-Based Instruction to Teachers and Caregivers of High-Needs Learners*
- Office of Elementary and Secondary Education. Department of Education, Education Innovation and Research (EIR) Grant
  - \$4,000,000
  - Role: Co-Principal Investigator (PI: Scott Marley)
  - Submitted 21 July, 2022
- (8) 2022 *Literacy@Play: Transforming Arizona's Early Learning Landscape through Community-Driven, Drama-Based Literacy*
- Lego Foundation

- \$30,000,000
  - Role: Principal Investigator
  - Submitted 17 May, 2022
- (7) 2021 *Using Drama to Support Language, Literacy, and Socioemotional Development for Diverse Learners in Arizona Preschools: A Partnership between Arizona State University and Childsplay Theatre Company*
- Spencer Foundation
  - \$400,000
  - Role: Principal Investigator
  - Submitted 8 December, 2021
- (6) 2021 *Supporting Early Language Development of Preschool Children with Drama Integration: An Experimental Evaluation of Early Years Educators at Play (EYEPlay)*
- Brady Education Foundation
  - \$375,000
  - Role: Principal Investigator
  - 20% effort
  - Submitted 7 July, 2021
- (5) 2021 *Development and Testing of EYEPlay Online: An Innovative Approach to Providing Virtual Professional Development in Drama-Based Instruction to Distance Learners*
- Institute of Educational Sciences (IES) Development and Innovation Grant
  - \$2,000,000
  - Role: Co-Principal Investigator (PI: Scott Marley)
  - 8.3% effort
  - Submitted 20 August, 2020
- (4) 2019 *Discourse as destiny in dual language education? A multi-scalar ethnography of language policy*
- Spencer Foundation, Postdoctoral Fellowship
  - Role: Principal Investigator
  - \$70,000.00
- (3) 2017 *Preparing future interdisciplinary faculty with expertise in early intervention services and supports*
- U.S. Department of Education, Office of Special Education Programs: Personnel Preparation in Special Education, Early Intervention, and Related Services
  - Role: Co-Principal Investigator (PIs: Jeanne Wilcox, Nancy Scherer)
  - \$1,000,000.00

- (2) 2016 *The effects of short-term international study in Reggio Emilia on preservice teachers' views of cultural, linguistic, and pedagogical diversity*
- Spencer Foundation
  - \$50,000.00
  - Role: Co-Principal Investigator (PI: Lindsey Moses)
  - \$50,000.00
- (1) 2015 *Arizona's teachers of English language learners: Choice, commitment, and courage to continue*
- Spencer Foundation
  - Role: Co-Principal Investigator (PI: Margarita Jimenez-Silva)
  - \$50,000.00

## CONFERENCE ACTIVITY

### Presentations (Refereed)

- (48) 2023 Bernstein, K.A, & Henderson, K.I., Chaparro, S., & Alvarez, A. “Creating dual language bilingual education programs that center equity in the face of school choice policies” La Cosecha (Annual Conference of the Dual Language Education Association of New Mexico). Albuquerque, NM. Nov 8-11.
- (47) 2023 Bernstein, K.A, & Henderson, K.I. “Discourses here, there, everywhere! Making sense of discourses in dual language bilingual education.” La Cosecha (Annual Conference of the Dual Language Education Association of New Mexico). Albuquerque, NM. Nov 8-11.
- (46) 2023 Restrepo, M. A., Marley, S.C., Van Huisstede, L., Pierce, M., Bernstein, K., & Kelley, M. (2023, June). “An examination of mediators of socioeconomic status effects on literacy, language, and emotion competencies.” Annual Symposium on Research in Child Language Disorders (SRCDD). Madison, WI. June 1-3.
- (45) 2023 Close, K., Bernstein, K. A., Anderson, K. T., & Rodriguez-Martinez, S. “Teacher beliefs about multilingual learners: How language ideologies shape teachers’ hypothetical policymaking.” American Educational Research Association (AERA). Chicago, IL. April 13-16.
- (44) 2023 Marley, S., Van Huisstede, L., Kelley, M., Bernstein, K., Restrepo, M. A., & Millinger, J. “Does professional development in drama-based instruction influence preschool teachers' developmental knowledge, teaching self-efficacy, and beliefs about drama?” American Educational Research Association (AERA). Chicago, IL. April 13-16.
- (43) 2023 Pizziconi, S., Petrocelli, E., Ghia, E., Di Ferrante, L., & Bernstein, K.A. “Educators’ language ideologies in comparison: the Italian and American

- context.” American Association of Applied Linguistics (AAAL). Portland, OR. March 17-21.
- (41) 2023 Johnson, J., Bernstein, K., & Bhattacharya, U. “Transcription as ethics: (Re)presenting young children’s complex communicative repertoires in applied linguistics research.” American Association of Applied Linguistics (AAAL). Portland, OR. March 17-21.
- (41) 2023 Bernstein, K. A., Rodriguez-Martinez, S., Close, K., & Anderson, K. T. “Teacher beliefs about multilingual learners: How language ideologies shape teachers’ hypothetical policymaking.” American Association of Applied Linguistics (AAAL). Portland, OR. March 17-21.
- (40) 2022 Bernstein, K., Van Huisstede, L., Gao, Y. B., Pierce, M., Ippolito, E., Marley, S., Restrepo, M. A., Millinger, J., Brantley, K. & Gantwerker, J. “Gesture like a kitten and you won’t forget your tale: How drama-based storytime supports preschoolers’ narrative retells.” Literacy Research Association (LRA). Phoenix, AZ. Nov 29- Dec 2.
- (39) 2022 Cervantes-Soon, C., Bernstein, K. A., Kaveh, Y. M., Rodriguez-Martinez, S., & Mohamed, S. “The Arizona way to reinstate bilingual education: small changes, major consequences.” American Educational Research Association (AERA). San Diego, CA. April 22-25.
- (38) 2022 Bernstein, K., Van Huisstede, L., Gao, Y. B., Pierce, M., Ippolito, E., Marley, S., Restrepo, M. A., & Kelley, M., & Millinger, J. “Two hands, one bowl of milk: effects of drama-based storytime on preschoolers’ story comprehension/ recall.” American Educational Research Association (AERA). San Diego, CA. April 22-25.
- (37) 2022 Van Huisstede, L., Bernstein, K., Gao, B., Pierce, M., Ippolito, E., Marley, S. C., Restrepo, M. A., & Millinger, J. “Embodiment during story re-telling supports character emotion recall in preschoolers.” [Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination: Expanding Perspectives, St. Louis, Missouri. April 1-2.
- (36) 2022 Bernstein, K.A. “On being answerable: Ethical in-the-moment decision-making during classroom-based TESOL research.” TESOL International. Pittsburgh, PA. March 23-27.
- (35) 2022 Bernstein, K. A., Kaveh, Y. M., Cervantes-Soon, C., Rodriguez-Martinez, S., & Mohamed, S. “Preventing damage, restoring choice: Arizona’s distinctive path to reversing its restrictive bilingual education policies.” American Association of Applied Linguistics (AAAL). Pittsburgh, PA. March 19-22.
- (34) 2021 Bernstein, K., Gao, B., Pierce, M., Marley, S., Van Huisstede, L., Millinger, J., Adams, R., Restrepo, A., & Kelley, M. “It’s All the Senses?: Preschool Teachers’

Theories of Embodied Learning During Drama-infused Story Time.” American Educational Research Association (April 8-12).

- (33) 2021 Alvarez, A., Bernstein, K.A., Chaparro, S. & Henderson, K. “In the age of choice’: Effects of School Choice Policies on Dual Language Bilingual Education.” American Association of Applied Linguistics (AAAL). March 28-31.
- (32) 2021 Bernstein, K.A. “Language ideologies at play: Peer-to-peer socialization into language and identity understandings in a multilingual preschool” American Association of Applied Linguistics (AAAL). March 28-31.
- (31) 2020 *(cancelled)* Bernstein, K., Katznelson, N\*, Amezcua, A.\*, & Mohamed, S.\* "Well, I'm an Immigrant, So": Evidentiality and Epistemological Positioning in Principals' Narratives About Their Dual-Language Programs.” American Educational Research Association (AERA). San Francisco, CA. April 17-21, 2020.
- (30) 2020 *(cancelled)* Farrand, K., Deeg, M.T.\*, Bernstein, K. & Kelley, M. “Leveraging the Role of Paraprofessionals as Co-Teachers in the Pre-K Classroom Through Drama-Based Professional Development.” American Educational Research Association (AERA). San Francisco, CA. April 17-21, 2020.
- (29) 2020 *(cancelled)* Bernstein, K.A. “Language ideologies at play: Multilingual preschool children's peer-to-peer socialization of beliefs about language.” American Association of Applied Linguistics (AAAL). Denver, CO. March 28-31, 2020.
- (28) 2020 *(cancelled)* Alvarez, A., Bernstein, K.A., Chaparro, S. & Henderson, K. “In the age of choice’: Effects of School Choice Policies on Dual Language Bilingual Education.” American Association of Applied Linguistics (AAAL). Denver, CO. March 28-31, 2020.
- (27) 2019 Bernstein, K.A., Katznelson, N., Amezcua, A.\*, Mohamed, S.\*, & Alvarado, S.L.\* “Local, global, profit, pride: Competing discourses in Arizona principals’ talk about their dual language programs” Literacy Research Association (LRA). Tampa, FL. Dec 2-5.
- (26) 2019 Millinger, J., Adams, K., & Bernstein, K.A. “Story Drama for Language Acquisition: Practical Strategies for Teaching Artists.” American Alliance for Theater & Education. New York, NY. August 1-5.
- (25) 2019 Bernstein, K.A. & Katznelson, N. “The sloganization of multilingualism: New possibilities or empty promises?” American Association of Applied Linguistics (AAAL). Atlanta, GA. March 9-12.
- (24) 2018 Bernstein, K.A. “Addressing the diversity gap in children’s literature with preservice teachers.” Literacy Research Association (LRA). Indian Wells, CA. November 28-December 1.

- (23) 2018 Bernstein, K.A. "Old immigration stories as contexts for new ones: Teacher sense-making of refugee students and families" American Anthropological Association (AAA). November 14-18.
- (22) 2018 Bernstein, K. A.. "'You from Cuba, like me?': Centrality, legitimacy, and raciolinguistics in preschool children's experiments with their peers' home languages." American Educational Research Association (AERA). New York, NY. April 13-17.
- (21) 2018 Troxel, M.\* & Bernstein, K. A.. "'Who's the Beautifullest?': Exploring Preschool Discourses Surrounding Issues of Beauty and Color." American Educational Research Association (AERA). New York, NY. April 13-17.
- (20) 2018 Bernstein, K. A. "What does "historicity" mean for a 4-year-old?: Symbolic representation, action, and power in preschoolers' peer interactions." American Association of Applied Linguistics (AAAL). Chicago, IL. March 24-27.
- (19) 2017 Katznelson, N. & Bernstein, K.A. "Multilingualism as national threat or natural resource? Marketing language policy to California voters" International Association of Applied Linguistics (AILA) World Congress. Rio de Janeiro, Brazil. July 24-28.
- (18) 2017 Bernstein, K. A., Farrand, K., Kilinc, S., Kelley, M. F., Marley, S. C., & Troxel, M. "Language ideologies of Arizona preschool teachers in new dual language classrooms." American Educational Research Association (AERA). San Antonio, TX. April 27 – May 2.
- (17) 2017 Bernstein, K. A., Baca, E., Jimenez-Silva, M. "Before the Fall: Pre-Prop 58 Representations of 1998–2002 "English-Only" Laws on Arizona/ California/Massachusetts Department of Education Websites: A Critical Discourse Analysis." American Educational Research Association (AERA). San Antonio, TX. April 27 –May 2.
- (16) 2017 Bernstein, K. A. "The Mysterious Case of Pre-K's "Best" Language Learner: When Words Just Aren't Enough." American Educational Research Association (AERA). San Antonio, TX. April 27 – May 2.
- (15) 2017 Baca, E. & Bernstein, K. A. "15 Years Later: An Analysis of How Restrictive Language Policies Are Interpreted by Arizona Districts." American Educational Research Association (AERA). San Antonio, TX. April 27 – May 2.
- (14) 2017 Katznelson, N. & Bernstein, K.A. "Rebranding bilingualism: Shifting Discourses in Language Education Policy in California's 2016 Election." American Association of Applied Linguistics (AAAL). Portland, OR. March 17-21.
- (13) 2017 Bernstein, K.A. & Troxel, M. "'Watermelon in Korean' & 'Bad-news Turkish': A discourse-analytic-meets-social-network approach to understanding how

preschoolers make sense of linguistic diversity.” American Association of Applied Linguistics (AAAL). Portland, OR. March 17-21.

- (12) 2016 Bernstein, K.A & Katznelson, N. “From moral monolingualism to marketplace multilingualism: Contrasting policy discourses in California’s 1998 bilingual education ban and the coming 2016 repeal vote.” *Critical Approaches to Discourse Analysis Across Disciplines (CADAAD)*. Catania, Italy. Sept 5-7.
- (11) 2016 Bernstein, K.A. & Kearney, E. “Miss ‘XieXie’ Goes to PreK and Joy ‘Speaks’ Nepali: A repertoire approach to preschoolers’ use and meta-use of multiple codes.” American Association of Applied Linguistics (AAAL). Orlando, FL. April 9-12.
- (10) 2016 Bernstein, K.A. “(Mis)Interpretations and ‘Misunderstandings’: A Tale of Power, Positioning, and Conversational Subterfuge in a Multicultural PreK.” American Educational Research Association (AERA). Washington, DC. April 8-13.
- (9) 2015 Bernstein, K.A. “Early Collaborative Writing as a Means to Oral Second Language Development for English Learners in PreK.” International Linguistic Association (ILA). New York, NY. April 24 -26.
- (8) 2014 Bernstein, K.A. “Writing their Way into Talk: Preschool English Learners Coopt Literacy Practices as Tools for Social Interaction.” Literacy Research Association (LRA). Marco Island, FL. December 3-6.
- (7) 2014 Bernstein, K.A. “Learning English as an L2 in Head Start: Identity, Centrality, and Language Acquisition.” American Educational Research Association (AERA). Philadelphia, PA. April 2-7.
- (6) 2014 Bernstein, K.A. “Preschoolers’ Talk About Languages in Classrooms Where Teachers Don’t Talk About Languages.” American Educational Research Association (AERA). Philadelphia, PA. April 2-7.
- (5) 2014 Bernstein, K.A. “Learning English as an L2 in PreK: A Multilingual and Multimodal Perspective on Identity, Interaction, and Acquisition.” American Association of Applied Linguistics (AAAL). Portland, OR. March 22-25.
- (4) 2013 Bernstein, K.A. “The social negotiation of affiliation and disaffiliation: Peer positioning in preschoolers’ classroom discourse.” Jean Piaget Society. Chicago, IL. June 5-7.
- (3) 2013 Bernstein, K.A. “Negotiating Sameness and Difference: Subject Positioning in Preschoolers’ Classroom Discourse.” American Educational Research Association (AERA). San Francisco, CA. April 27- May 1.
- (2) 2012 Bernstein, K.A. “When the Discourse of ‘Doing School’ Meets the Discourse of ‘Doing Science’: Subject Positioning in a High School Scientific Argumentation

Activity.” International Society for the Psychology of Science and Technology. Pittsburgh, PA. July 20-22.

- (1) 2012 Bernstein, K.A. “Drink When I Drink and Eat When I Eat: Identity Negotiation in Classroom Discourse.” UC Language Consortium Biennial Conference. San Diego, CA. April 23-25.

### **Sessions Organized**

- (7) 2018 “Language and Social Processes Mentoring Workshop and Roundtable Conversations: Creating Dialogue Across ‘Generations’ of Scholars.” American Educational Research Association (AERA). New York, NY. April 13-17.
- (6) 2018 “Symbolic Competence and Young Multilingual Speakers: What’s at Stake in Applying Theories Developed about Adult Languageing to Young Children’s Interactions?”. Co-chaired with Johnson, J. American Association of Applied Linguistics (AAAL) annual conference. Chicago, IL. March 24-27.
- (5) 2017 “Reflexive Multimodal Transcription of Young Children: What Is Made Visible and Possible to Theorize.” American Educational Research Association (AERA). San Antonio, TX. April 27 – May 2.
- (4) 2017 “Language and Social Processes Mentoring Workshop and Roundtable Conversations: Creating Dialogue Across ‘Generations’ of Scholars.” American Educational Research Association (AERA). San Antonio, TX. April 27 – May 2.
- (3) 2016 “Language and Social Processes Mentoring Workshop and Roundtable Conversations: Creating Dialogue Across ‘Generations’ of Scholars.” American Educational Research Association (AERA). Washington, DC. April 8-13.
- (2) 2015 “Language and Social Processes Mentoring Workshop and Roundtable Conversations: Creating Dialogue Across ‘Generations’ of Scholars.” American Educational Research Association (AERA). Philadelphia, PA. April 16-20.
- (1) 2014 “On Being and Becoming Multilingual: Preschoolers’ Language Practices at Home and at School.” American Association of Applied Linguistics. Portland, OR. March 22-25.

### **STUDENT MENTORING**

#### **PhD Dissertations (Chair)**

Sepide Pazhouli. (Co-Chair with Dr. Yalda Kaveh – in progress). Doctor of Philosophy in Learning, Literacies, and Technologies. Mary Lou Fulton Teachers College, Arizona State University.

Brandon Yuhas (in progress). Doctor of Philosophy in Educational Policy and Evaluation. Mary Lou Fulton Teachers College, Arizona State University.

Saida Mohamed (2023). Doctor of Philosophy in Learning, Literacies, and Technologies. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *A Study of Somali Families' Literacy Practices: Three Somali Families living in Nairobi, Kenya*

- Awarded 2022-2023 American Association of University Women American Dissertation Fellowship (\$20,000)

### **EdD Dissertations (Chair)**

Tanya Hodges. (2019). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Breaking Down Barriers Through the "STEAM" College Success Program: Increasing STEM Bachelor's Degrees for First-Generation Hispanic Students of the Desert Southwest.*

- Awarded Outstanding Graduate Student, EdD program, Spring 2019

Katherine Tabor Lawson Vaughn. (2019). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Building an Inclusive Library through Staff Training.*

Richard Thomas. (2019). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *The Boys in the Back: Using Culturally Responsive Teaching to Connect with Latino Male Students in Middle School.*

Kristy Kulhanek. (2019). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Transfer Student Engagement: Understanding the Experiences of First-Semester Transfer Students.*

Aaron Dee Ayers. (2019). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Peer-Mentoring for New International Students: A Study on Utilizing a Peer-Mentoring Program to Assist New Students Experiencing Acculturation.*

### **PhD Committees (Member)**

Theresa Moen. (in progress). Doctor of Philosophy in Speech and Hearing Sciences. College of Health Solutions, Arizona State University.

Lindsey Brown (in progress). Doctor of Philosophy in Educational Policy and Evaluation. Mary Lou Fulton Teachers College, Arizona State University.

Lin Yan (in progress). Doctor of Philosophy in Learning, Literacies, and Technologies. Mary Lou Fulton Teachers College, Arizona State University.

Noelle Kerber. (in progress) Doctor of Philosophy in Spanish Applied Linguistics. School of International Letters and Cultures, Arizona State University.

Yuchan (Blanche) Gao. (2023). Doctor of Philosophy in Learning, Literacies, and Technologies. Mary Lou Fulton Teachers College, Arizona State University. *Game-Mediated Second Language Learning in a Secondary Content Class: Exploring Opportunities for Languageing through Social Interaction.*

Angélica Amezcua. (2021). Doctor of Philosophy in Spanish Applied Linguistics. School of International Letters and Cultures, Arizona State University. Dissertation: *The role of the Spanish heritage course in supporting Latinx students in higher education: A look at students' types of capital through a Community Cultural Wealth framework.*

Jamie Lopez. (2021). Doctor of Philosophy in Family & Human Development. Sanford School of Social and Family Dynamics, Arizona State University. Dissertation: *The Role of Early Parenting Practices, Home Environment, and Children's Regulation in Predicting Language Development in Emerging Bilingual Children.*

Xue Qiao. (2021). Doctor of Philosophy in Learning, Literacies, and Technologies. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Identity Work of Elementary English Language Learners in a Mainstream Science Classroom.*

Megan Troxel Deeg. (2021). Doctor of Philosophy in Learning, Literacies, and Technologies. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Becoming Central: The Participation and Positioning of Seventh-Grade Emergent Bilinguals During Drama-based Pedagogy.*

Alexis Vollmer Rivera. (2018). Doctor of Philosophy in Spanish Applied Linguistics. School of International Letters and Cultures, Arizona State University. Dissertation: *Fostering social change through community engagement: A critical insight into strategic knowledge and identity during domestic professional internships in Spanish for specific purposes*

Elizabeth Schildkret. (2017). Doctor of Philosophy in Theater for Youth. Herberger Institute for Design and the Arts, School of Film, Dance and Theatre, Arizona State University. Dissertation: *Translanguaging in the Borderlands: Language Function in Theatre for Young Audiences Written in Spanish and English in the United States.*

### **EdD Dissertations (Member)**

David Alexander. (in progress). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University.

Brittany Schroeder. (2021). Doctor of Education in Leadership & Innovation. Mary Lou Fulton Teachers College, Arizona State University. Dissertation: *Bilingual Family Math Club: School + Families = Success*

### **Undergraduate Honors Thesis Committees (Chair)**

Hadley Crookenden (in progress). *Discourse Analysis of Parental Right's Educational Policies in Arizona.*

## Undergraduate Honors Thesis Committees (Member)

- Angeli Sirilan (2022). *Old Problems Require Modern Solutions: A Survey-Based Study on Aging and Elective Cosmetic Surgery*.
- Ryleigh Hait. (2020). *Preschool Children's Identity Construction and Understandings About Language*.
- Claire Gacad. (2016). *Creating a Peer-Mediated Social Story for Young Children with Autism Spectrum Disorder*.
- Amanda Ryan. (2016). *Social and Behavioral Effects of Childhood Shyness*.

## UNIVERSITY TEACHING

- ECD 321 Foundations in Language, Literacy, and Culture in Early Childhood (\*course coordinator for all instructors)
- DCI 691 Discourse Analysis
- HUL 494 Arizona State University (ASU) Humanities Lab, "Only English?: Is One Language Enough?"
- BLE 529 Language Assessment and Evaluation of ESL/BLE Students
- TEL 799 Dissertation
- BLE 220 Foundations of Structured English Immersion (ESL)
- SPE 317 Teaching Culturally and Linguistically Diverse Exceptional Students

## PK-12 TEACHING

- 2006-2010 Preschool Teacher  
Temple Emanu-el Preschool, San Francisco, CA
- 2005-2006 Teaching Assistant, Early Childhood Centre  
International School of Brussels, Brussels, Belgium

## PROFESSIONAL SERVICE

### National/International

#### *Leadership*

- 2023-present Associate Editor, *Anthropology and Education Quarterly*
- 2020-2023 Co-Editor-in-Chief, *Euro.American Journal of Applied Linguistics and Languages*
- 2022-2023 Committee Member, Mid-Career Scholar Award Subcommittee, Second Language Research Special Interest Group (SIG), AERA
- 2022- 2023 Conference Strand Coordinator, Language, Culture, and Socialization, American Association of Applied Linguistics (AAAL)
- 2021- 2024 Editorial Board Member, *TESOL Quarterly*
- 2019- 2023 Committee Member, Emerging Scholar Award Selection Committee, Language and Social Processes Special Interest Group (SIG), AERA

- 2018- 2022 Editorial Board Member, *English Teaching: Practice and Critique*  
 2015- 2020 Associate Editor, *Euro.American Journal of Applied Linguistics and Languages*  
 2015- 2018 Co-chair, Language and Social Processes Special Interest Group of AERA  
 Mentoring Program  
 2013- 2015 English Language Coordinator, *Euro.American Journal of Applied Linguistics and Languages*  
 2013- 2015 Graduate Student Representative, Language and Social Processes Special Interest Group of AERA

#### *Mentorship*

- 2019-2023 Conference mentor, American Association of Applied Linguistics annual conference  
 2017-2022 Research mentor, American Educational Research Association AERA Language and Social Processes Special Interest Group Research Mentoring Program  
 2020, 2021 Proposal mentor, Literacy Research Association

#### *Grant/Fellowship Review*

- 2023 Reviewer, Insight Grants, Social Sciences and Humanities Research Council of Canada (SSHRC)  
 2023 Reviewer, Large Grant Program, Spencer Foundation  
 2022 Reviewer, Dissertation Fellowship Program, National Academy of Education (NAEd)/Spencer Foundation

#### *Journal Review*

- 2023- present Reviewer, *Review of Research in Education*  
 2023- present Reviewer, *Education Research Journal*  
 2023- present Reviewer, *Teachers College Record*  
 2022- present Reviewer, *Second Language Teacher Education*  
 2022- present Reviewer, *Educational Research for Policy and Practice*  
 2021- present Reviewer, *International Multilingual Research Journal*  
 2021- present Reviewer, *Journal of Multilingual and Multicultural Development*  
 2021- present Reviewer, *American Educational Research Journal*  
 2021- present Reviewer, *NABE Journal*  
 2021- present Reviewer, *Research in the Teaching of English*  
 2019-present Reviewer, *Journal of Language, Identity & Education*  
 2019- present Reviewer, *International Journal of Applied Linguistics*  
 2019- present Reviewer, *International Journal of Bilingual Education and Bilingualism*  
 2019- present Reviewer, *The Reading Teacher*  
 2018- present Reviewer, *Anthropology and Education Quarterly*  
 2018- present Reviewer, *Bilingual Research Journal*  
 2017- present Reviewer, *Linguistics and Education*  
 2017- present Reviewer, *Classroom Discourse*  
 2017- present Reviewer, *Education Policy Analysis Archives*  
 2017- present Reviewer, *English Teaching: Practice and Critique*  
 2017- present Reviewer, *Critical Inquiry in Language Studies*  
 2016- present Reviewer, *TESOL Quarterly*

2015- present Reviewer, *Journal of Early Childhood Literacy*  
2015- present Reviewer, *L2 Journal*

#### *Conference Review*

2016- present Reviewer, American Association of Applied Linguistics (AAAL) annual conference  
2015- present Reviewer, American Educational Research Association (AERA) annual conference  
2013- present Reviewer, Literacy Research Association (LRA) Annual Conference

#### *Book Proposal Review*

2023 Multilingual Matters  
2020 Routledge (Education list)

#### *Textbook Review*

2020 Multilingual Matters

#### *Encyclopedia/ Handbook/ Book Chapter Review*

2023 Encyclopedia of Applied Linguistics, 2nd Edition (Wiley-Blackwell)

### **University**

2023 Proposal Reviewer, Institute for Social Science Research (ISSR) Seed Grant Program  
2016- present Member (appointment by provost), ASU's Interdisciplinary Committee on Linguistics (ICOL); member of subcommittee for Speaker Series  
2018- 2021 Chair, ASU's Interdisciplinary Committee on Linguistics (ICOL)  
2017 (fall) Interim Chair, ASU's Interdisciplinary Committee on Linguistics (ICOL)

### **College**

2022-2025 Member, Tenure-Track Personnel Evaluation Committee  
2022-2023 Scheduling and Staffing Coordinator, Early Childhood/Special Education Program  
2020-2021 Scheduling and Staffing Coordinator, Early Childhood/Special Education Program  
2020-2021 Member, Student Issues Committee  
2017- 2020 Member, Admissions Committee, PhD program in Learning, Literacies, and Technologies  
2017 Member, Faculty Search Committee (Assistant Professor Bilingual Education)  
2017 Member, Faculty Search Committee (Associate Professor Bilingual Education)  
2016- present Course Coordinator - Emerging Language and Literacy (ECD321)  
2016- present Reviewer, Applications for Admission to PhD program in Learning, Literacies, and Technologies (each year, continuing)  
2016 Member, Faculty Search Committee (English Language Learner/Special Education search)

### **COMMUNITY SERVICE**

- 2022-present Community Representative, Early Childhood Development Policy Council. Chicanos Por La Causa. Phoenix, Arizona.
- 2019-2020 Volunteer. Children’s Arts Programming. Casa Alitas Shelter. Tucson, AZ.
- Planning and implementing art programming with children and parents who have made asylum claims and are staying at Alitas in Tucson while waiting to transit to other locations in US. Also, uniting children of Mexico, Guatemala, Honduras in mocking my Spanish. (“Palota? Que es una palota??? Es pelota!!!”)
- 2018 Presenter. “Asking good questions for language learners during book-reading.” First Things First Early Childhood Summit. August 27. Phoenix, Arizona.
- Presentation mainly to preschool heads and district PD coordinators. Provided resources to take back to their schools about asking deep thinking questions, but using simple language, during shared book reading.
- 2017- 2019 Volunteer Family Mentor, International Rescue Committee, Tucson, AZ
- Partnered with one family. Supported in school registration, getting driver’s license, exploring Tucson, homework, etc.
- 2017-2020 Professional development on engaging in culturally relevant work with students, for Read Better Be Better, Phoenix, AZ.
- Annual or biannual PD with site leads on selecting culturally relevant texts for after-school literacy program, as well as engaging in tricky conversations with children
- 2015 Classroom Volunteer, South End Settlements Community Preschool, Boston, MA
- 2012- 2014 Volunteer Home Educator, Community Assistance and Refugee Resettlement, Northern Area Multi-Service Center, Pittsburgh, PA
- 2014 Volunteer, Children’s Program, Women’s Center & Shelter of Greater Pittsburgh
- 2012- 2013 Classroom Volunteer, Head Start, Pittsburgh, PA

## **PROFESSIONAL MEMBERSHIPS**

American Association of Applied Linguistics  
 American Educational Research Association  
 Literacy Research Association  
 National Association for the Education of Young Children  
 National Association for Multicultural Education