VITA
KATHRYN J. LINDHOLM-LEARY, Ph.D.

EDUCATION:

Ph.D. 9/78 - 3/81, University of California, Los Angeles – Developmental Psychology
M.A. 9/76 - 6/77, University of California, Los Angeles – Developmental Psychology
B.A. 9/72 - 6/76, University of California, Santa Barbara – Psychology, Linguistics

SELECTED PROFESSIONAL EXPERIENCE:

2011- Professor Emerita, Child Development, College of Education, San José State Univ.
1996-2010 Professor, Child Development, College of Education, San José State University.
1996 Visiting Scholar, School of Education, Stanford University.
1991 - 1996 Assoc Professor, Child Development, College of Education, San José State Univ.
1988 - 1994 Research Associate, Center for the Study of Families, Children and Youth, Stanford University.
1988 - 1991 Asst Professor, Child Development, College of Education, San José State Univ.
1985 - 1988 Assistant Research Psychologist, UCLA, Center for Language Education and Research. Research coordinator for large project on dual language education; development of research projects, data analyses, report preparation.
Winter, 1987 Visiting Professor, Stanford University.

SELECTED PROFESSIONAL ACTIVITIES:

2015 - Consultant and evaluator, Alisal Union School District – for bilingual program development and improvement for EL students.
2015 Consultant, National Academy of Sciences. Preparation of paper reviewing research on the academic and language development of ELLs.
2014 - Consultant, Eastern Carolina University, Dual Language university/community/district coop
2013 - Technical consultant and evaluator, Oregon Department of Education, Dual Language Program Collaborative in 8 Oregon school districts.
2013 - Consultant and evaluator, Family Engagement Institute, Foothill-DeAnza Community College District – for Family Engagement and Transitional Kindergarten Projects.
2013- 2014 Planning team, Dual Language Researcher Convocation, Utah.
2013- Editorial consultant, Educational Policy
2012- Editorial board, Journal of Immersion and Content-Based Language Education.
2009- Consultant, UCLA Lab School, dual language project.
2009 Consultant, Administration for Children and Families, US Dept of HHS.
2009 Consultant, Bilingual Education World Languages Project, Chicago Public Schools.
2008- Evaluation leader for SOBRATO Early Literacy program—a tri-county collaborative for English language learners.
2008- Consultant to nine schools and school districts to help develop more appropriate programs and assessments for ELL students.
2008 Assistant Program Development leader for PROMISE Preschool initiative
2007 Consultant, Canadian Language and Literacy Research Network, Research Policy Paper.
2006- Evaluation leader for PROMISE Initiative—a six county collaboration for English language learners.
2006- Consultant, California State Department of Education, development of paper for Professional Paper Series on English Language Learners.
2006 Educational Testing Service Working Advisory Group on English Language Learners.
2006 Two-Way CABE Preschool Think Tank.
2006 Consultant to six school districts to help develop more appropriate programs for ELL students and assistance with ELL Master Plan.

2006 Charter School advisory for program evaluation and making a case to retain the charter: Multicultural Learning Center, Canoga Park, CA.

2005- Charter School advisory for program development at four California schools.

2005-06 Consultant to California State Department of Education, preparation of electronic toolkit on evaluation and assessment in dual language education programs.

2005 Consultant to Superintendent, Portland Public Schools, Oregon to develop position paper for meeting needs of ELL students in Portland schools.

2002-03 Consultant to the National Clearinghouse for English Language Acquisition, Wash DC, monograph on effective characteristics & standards in Dual Language Education.

2002 Panel of Experts on Instructional Approaches Based on Scientific Research Appropriate to Students of Limited English Proficiency, University of Illinois at Chicago, IL.

2001-05 Consultant to Center for Applied Linguistics, Washington DC, Language Learning and Academic Achievement Synthesis Team.

2000 Consultant to the US Department of Education to develop Title VII regulations for Dual Language Education Programs.

2000 Consultant to the US Department of Education, Secretary Riley's speechwriter, on Dual Language Education.

2000 Consultant to the National Clearinghouse for Bilingual Education and the US Department of Education to develop a monograph on Dual Language Education.

2000 Consultant to California State Department of Education, preparation of chapter on assessment in dual language education programs.

2000 - Editorial board, The International Journal of Bilingualism and Bilingual Education

2000 - Editorial consultant to Educational Psychology.

Assistance with Program Design, Presentations to Board of Education, Administrators and School Staff and Parents, Local and State Education Agencies and School Districts – in 15 states and 60 school districts

SELECTED PERSONAL PUBLICATIONS:

Books:

Genesee, F., Lindholm-Leary, K.J., Saunders, W., and Christian, D. (2006). Educating English Language Learners. NY: Cambridge University Press.

Lindholm-Leary, K. J. (2001). Dual Language Education. Avon, England: Multilingual Matters.

Christian, D., Montone, C., Lindholm, K., and Carranza, I. (1997). Profiles in Two-Way Immersion Education. Washington, D.C.: Delta Systems, Inc. and ERIC Clearinghouse on Languages and Linguistics.

Chapters:

Lindholm-Leary, K. (in press). Developing Spanish in dual language programs: Preschool through twelfth grade. In K. Potowski (Ed.), *Handbook of Spanish as a Minority/Heritage Language*. New York NY: Routledge.

Lindholm-Leary, K. (2016). Bilingualism and academic achievement in children in dual language programs. In E. Nicoladis & S. Montanari (Eds.), *Lifespan perspectives on bilingualism*. Washington DC: APA Books.

Lindholm-Leary, K., (2016) Bilingual and biliteracy skills in young Spanish-speaking low-SES children: Impact of instructional language and primary language proficiency. In T.M. Hickey and A-M. Truscott de Mejia (Eds.) *Immersion Education in the Early Years* Abingdon: Routledge.

Genesee, F., & Lindholm-Leary, K. (2011). The education of English language learners. In K. Harris, S. Graham, & T. Urdan (Eds.), APA *Educational Psychology Handbook, Vol III*, pp. 499-526. Washington DC: APA Books.

Lindholm-Leary, K. (2011). Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement, and Student Attitudes. In D. Tedick, Christian, D., & Fortune, T. (Eds.), *Immersion education: Practices, policies, possibilities*. Avon, England: Multilingual Matters.

Lindholm-Leary, K., & Genesee, F. (2010). Alternative Educational Programs For English Language Learners. In California Department of Education (Eds.), *Improving Education for English Learners: Research-Based Approaches*, pp. 323-382. Sacramento: CDE Press.

Lindholm-Leary, K. J., & Howard, E. (2008). Language and academic achievement in two-way immersion programs. In T. Fortune & D. Tedick (Eds.) *Pathways to bilingualism: Evolving perspectives on immersion education*. Avon, England: Multilingual Matters.

Genesee, F., & Lindholm-Leary, K. (2007). Dual language education in Canada and the USA. In J. Cummins & N. Hornberger (Eds.), *Encyclopedia of Language and Education, Volume 5: Bilingual Education*. Norwell, MA: Springer.

Lindholm-Leary, K. J., & Borsato, G. (2006). Academic achievement. In F. Genesee, K. Lindholm-Leary, W. Saunders, and D. Christian (Eds.), *Educating English Language Learners*, pp. 157-179. NY: Cambridge University Press.

Lindholm-Leary, K. J., & Molina, R. (2006). The power of two-way bilingual immersion programs in promoting educational success in Latino communities. In L. Diaz Soto (Ed.). Praeger handbook of Latino education. Westport, CT: Praeger.

Lindholm-Leary, K. J., & Ferrante, A. (2005). Follow-up study of middle school two-way students: Language proficiency, achievement and attitudes. In R. Hoosain & F. Salili (Eds.), Language in multicultural education. Greenwich, CT: Information Age Publishing, pp. 157-179.

Journal Articles:

Lindholm-Leary, K. (2016). Students' perceptions of bilingualism in Spanish and Mandarin dual language programs. International *Multilingual Research Journal, 10*(1), 59-70.

Lindholm-Leary, K., & Genesee, F. (2014). Student outcomes in one-way and two-way immersion and indigenous language education. *Journal of Immersion and Content-Based Language Education, 2*(2), 165-180. DOI: 10.1075/jicb.2.2.01lin

Lindholm-Leary, K. (2014). Bilingual and biliteracy skills in young Spanish-speaking low-SES children: impact of instructional language and primary language proficiency. *International Journal of Bilingual Education and Bilingualism 17*(2), 144-159. DOI: 10.1080/13670050.2013.866625

Lindholm-Leary, K. (2013). Dual language instruction in the U.S. *Americas Quarter, Update on Policy, 7,* 97-98.

Genesee, F., & Lindholm-Leary, K. (2013). Two case studies of content-based language education. *Journal of Immersion and Content-Based Language Education, 1*(1), 3–33.

Lindholm-Leary, K. (2012). Success and challenges in dual language education. *Theory into practice, 51*(4), pp. 256-262. DOI:10.1080/00405841.2012.726053

Lindholm-Leary, K., & Hernández, A. (2011). Achievement and language proficiency of Latino students in dual language programmes: native English speakers, fluent English/previous ELLs, and current ELLs, *Journal of Multilingual and Multicultural Development, 32*(6), 531-545.

Lindholm-Leary, K.J., & Block, N. (2010). Achievement in predominantly low-SES Hispanic dual language schools. *International Journal of Bilingual Education and Bilingualism, 13*(1), 1-18.

Lindholm-Leary, K. J., Hargett, G., & Lambert, J. (2007). How to evaluate your dual language program: A beginner's toolkit. *Multilingual Educator*, pp. 26-27.

Lindholm-Leary, K. J., Hardman, L., & Meyer, P. (2007). What makes two-way programs successful at the elementary and middle school levels. *Language Magazine: The Journal of Communication and Education,* 6(5), 10-23.

Lindholm-Leary, K.J. (2006). Resultats de l'alumnat que participa en programes de llengua dual als estats units (Student achievement in dual language programs in the US). *Quaderns d'avaluació, 6*, 78-94.

Lindholm-Leary, K. J., & Borsato, G. (2005). Hispanic high schoolers and mathematics: Follow-up of students who had participated in two-way bilingual elementary programs. *Bilingual Research Journal, 29*, 641-652.

Anderson, M., Lindholm-Leary, K., Wilhelm, P., Ziegler, M., & Boudreaux, N. (2005). Meeting the challenges of No Child Left Behind in U.S. immersion education. ACIE Newsletter 8(3), Bridge insert, 1-8. Retrieved December 18, 2006, from www.carla.umn.edu/immersion/acie/vol8/bridge_vol8_no3.pdf

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2005). English language learners in U.S. schools: An overview of research findings. *Journal of Education for Students Placed at Risk, 10*(4), 363-385.

Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership, 62*, 56-59

Lindholm-Leary, K. J. (2003). Dual language achievement, proficiency, and attitudes among current high school graduates of two-way programs. *NABE Journal, 26*, 20-25.

Lindholm, K. J. (1993). Un modelo educacional de éxito para estudiantes inmigrantes de origen latino [A successful educational model for Latino immigrant students]. *Revista de Psicología social y personalidad* [Journal of Social Psychology and Personality], *9*, 85-94.

Lindholm, K. J., & Aclan, Z. (1991). Bilingual proficiency as a bridge to academic achievement: Results from bilingual/immersion programs. *Journal of Education, 173*, 99-113.
Reprinted in U.S. Department of Education, *Advances in Education Research*. Washington, DC: National Clearinghouse for Bilingual Education.

Special Projects, Technical Reports, and Papers:

U.S. Office of Bilingual Education and Minority Languages Affairs/Office of English Language Acquisition: *Over 150 Evaluation Reports*

Lindholm-Leary, K.J. (2010). *PROMISE Initiative Student Outcomes*. San Bernardino, CA: PROMISE Design Center. http://www.promise-initiative.org/report-on-findings

Lindholm-Leary, K., and PROMISE Preschool county staff. (2010). PROMISE Preschool Resource Guide.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). *Guiding Principles for Dual Language Education* (2nd ed.). Washington, DC: Center for Applied Linguistics.

Lindholm-Leary, K., and Hargett, G. (2006). Evaluator's Toolkit for Dual Language Programs. Online (posted at www.cal.org/twi)

Webinars

Lindholm-Leary, K. (May, 2012). Sobrato Early Academic Literacy: Family Information and Child Outcomes. WestEd.

Lindholm-Leary, K., & Genesee, F. (February, 2011). Alternative Programs for English Learners. WestEd Schools Moving Up Webinar Series.

Selected Presentations at Professional Meetings [Over 175 presentations]

Lindholm-Leary, K. (March, 2016). The Critical Importance of Bilingualism. Featured Speaker, California Association for Bilingual Education, San Francisco, CA.

Lindholm-Leary, K. (March, 2016). The Transformative Power of Dual Language Programs. Keynote address, EL Alliance, Eugene, OR.

Lindholm-Leary, K. (April, 2015). Student Outcomes in Dual Language Programs. Paper prepared for American Educational Research Association annual meeting, Chicago, IL.

Lindholm-Leary, K. (March, 2015). Transforming ALL Students for Life: The Incredible Success of Two-Way/Dual Language Programs. Keynote address, San Diego County Dual Language Institute, San Diego, CA.

Lindholm-Leary, K. (June, 2014). 10 Things You Should Know about Promoting Success in Two-Way/Dual Language Education. Keynote address, 22nd Annual National Two-Way Bilingual Immersion Summer Conference, Sacramento, CA.

Lindholm-Leary, K. (April, 2014). Latest Research on PreK through Grade 12 EL Students in DL Programs. San Diego County Dual Language Institute, San Diego, CA.

Lindholm-Leary, K. (April, 2013). Understanding ELLs at Different English Proficiency Levels in Dual Language Programs. American Educational Research Assoc, San Francisco, CA.

Lindholm-Leary, K. (October, 2012). Understanding the Role of Assessment and Accountability in Dual Language Programs. Invited presentation, CARLA Conference, St Paul, Minnesota.

Lindholm-Leary, K. (March, 2011). Language and Literacy Skills in PreK – Grade 2 Students: Implications for TWI/Dual Programs. Featured Speaker, California Association for Bilingual Education, Long Beach, CA.

Lindholm-Leary, K., & Genesee, F. (March, 2011). Alternative Programs for English Learners. California Association for Bilingual Education, Long Beach, CA.

Lindholm-Leary, K. (January, 2011). Dual Language Success: The Significance of Language and Literacy. Keynote speaker. Texas AMIU Bilingual Conference, Austin, Texas.

Genesee, F., & Lindholm-Leary, K. (December, 2010). Oral Language Development in English Learners. Accountability Institute, Burlingame, CA.

Lindholm-Leary, K., & Hernandez, N. (April, 2009). Disaggregating Background Factors in the Achievement and Attitudes of Hispanic Students in Dual Language Programs. American Educational Research Association, San Diego, CA.

Lindholm-Leary, K. (April, 2009). How Sociocultural Context Influences Language, Literacy and Achievement in Two-Way Programs. AERA, San Diego, CA.

Lindholm-Leary, K., & Block, N. (March, 2008). Achievement in Predominantly Low-SES Hispanic Dual Language Schools. American Educational Research Association, NY.

Lindholm-Leary, K. (November, 2007). Research on Effective Programs and Program Features for EL Students. Invited presentation, Achievement Gap Summit, Sacramento, CA.

Lindholm-Leary, K. (April, 2005). Synthesis of the Scientific Research on the Academic Achievement of ELL Students. AERA, Montreal, Quebec, Canada.

Lindholm-Leary, K., & Borsato, G. (April, 2004). Mathematics Achievement of Middle-School Hispanic Students Participating in Two-Way Bilingual Programs. American Educational Research Association, San Diego, California.