

Judy Hicks Paulick, Ph.D.

Assistant Professor

UVA School of Education and Human Development

Elementary Teacher Education

Department of Curriculum, Instruction, and Special Education

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EDUCATION

- 2008-2014 **Stanford University, Stanford, CA**
Ph.D. in Curriculum and Teacher Education, School of Education
Dissertation: Not “Just Play”: Playful learning, teacher language, and free choice time in Head Start Preschools
Committee: Claude Goldenberg, Ira Lit, Connie Juel, Deborah Stipek
- 2006-2008 **University of Wyoming, Laramie, WY**
K-6 Literacy Specialist Endorsement
- 2001-2002 **Harvard University, Cambridge, MA**
EdM in International Education Policy
Advisor: Suzanne Grant Lewis
- 1997-1999 **Chapman University, Manhattan Beach, CA**
Multiple Subjects Teaching Credential
- 1993-1997 **Cornell University, Ithaca, NY**
B.A. in American Studies and Psychology
Cum Laude

ACADEMIC APPOINTMENTS

- 2016-present **University of Virginia, Charlottesville, VA**
Assistant Professor, Curriculum, Instruction and Special Education
- 2020-present *Program Coordinator*, Elementary and Early Childhood Teacher Education MT and BSED programs
- 2014-2016 **Stanford University, Stanford, CA**
Postdoctoral Fellow, Stanford Teacher Education Program

PUBLICATIONS

*Indicates a co-author who was a doctoral student or post-doctoral fellow at the time the research was initiated

**Denotes a practitioner-oriented article

REFEREED ARTICLES

Paulick, J., *Hill, T.Y., & *Lucas, M. (conditionally accepted). Teachers centering families and building rapport during home visits. *American Educational Research Journal*.

Palacios, N., *Hill, T., *Dugan, S., Kibler, A., & **Paulick, J.** (conditionally accepted). Latina siblings supporting siblings: Shared reading as a context for modeling cognitive self-regulation. *Hispanic Journal of Behavioral Sciences*.

*Lucas, M., *Quinn, A., Palacios, N., **Paulick, J.**, & Kibler, A. (accepted). Parent-teacher communication about bilingualism and biliteracy during home visiting. *International Journal of Bilingual Education*.

Paulick, J., Palacios, N., & Kibler, A. (2023)** Understanding literacies in Latinx Families: Teachers using home visits to reimagine classroom practice. *Reading Teacher*. 76(5), 578-585.

<https://doi.org/10.1002/trtr.2178>

Paulick, J., *Quinn, A., & *Davis, C. (2023). Developing culturally responsive teaching self-efficacy through engaged, asset-based teacher preparation. *Teaching Education*.

<https://doi.org/10.1080/10476210.2023.2215166>

Paulick, J., Park, S., & *Cornett, A. (2022). Power dynamics and positioning in teacher home visits with marginalized families. *American Journal of Education*, 129 (2), 53-78.

<https://www.journals.uchicago.edu/doi/full/10.1086/721872>

Paulick, J., Karam, F., & Kibler, A. (2022)** Artifacts of literacies in home visiting: Exploring cultural models and curricular connections. *Language Arts*, 99(6) 390-401.

<https://www.proquest.com/docview/2705026114/fulltextPDF/F9E7AFD9285B4D2DPQ/1?accountid=14678>

*Blain, C., *Cornett, A., & **Paulick, J.** (2022). Exploring the nature of teacher educator attitudes and engagement within an anti-bias community of practice. *The Teacher Educators' Journal*, 15(1), 1-20.

<https://files.eric.ed.gov/fulltext/EJ1344646.pdf>

Park, S., & **Paulick, J.** (2021). Relationship-building home visits: An inquiry into home visits as a practice of culturally sustaining pedagogy in urban schools. *Urban Education*, 47(4), 801-834.

<https://doi.org/10.1177/0042085921998416>

*Quinn, A., & **Paulick, J.** (2021). Nonfiction reading instruction of early-career teachers: Prevalence, quality, and characteristics. *Reading Research Quarterly*, 57(1), 227-253.

<https://doi.org/10.1002/rrq.390>

Kibler, A., **Paulick, J.**, Palacios, N., & *Hill, T. (2020). Shared book reading in immigrant homes: Complexifying decoding. *Journal of Literacy Research*, 52(2), 180-208. <https://doi.org/10.1177/1086296X20915511>

Paulick, J., *Quinn, A., Kibler, A. Palacios, N., & *Hill, T. (2020)** Lessons for teachers: A wordless picturebook in the hands of one Mexican immigrant family. *TESOL Journal*, 11(3). <https://doi.org/10.1002/tesj.513>

Kibler, A., Palacios, N., **Paulick, J.**, & *Hill, T. (2020). Language among Latinx siblings in immigrant homes: Implications for teaching literacy. *Theory into Practice*, 59(1), 42-52. <https://doi.org/10.1080/00405841.2019.1665409>

*Cornett, A., **Paulick, J.**, & Van Hover, S. (2020). Utilizing home visiting to support differentiated instruction in an elementary classroom. *School Community Journal*, 30(1), 107-138. <https://www.adi.org/journal/2020ss/CornettEtAlSS2020.pdf>

Myers, J. & **Paulick, J.** (2020). Examining decision-making in higher education: A study of teacher educators' choices within writing methods courses. *Excellence in Education*, 9(1), 5-31. <https://files.eric.ed.gov/fulltext/EJ1246798.pdf>

Paulick, J. (2019b). Teacher talk during children's play in Head Start preschools: Differences in quantity, differences in quality. *NHSA Dialog*, 22(2), 22-38. <https://journals.charlotte.edu/dialog/article/view/779>

Paulick, J., Myers, J., *Quinn, A., Couch, L., Dunkerly-Bean, J., Robbins, H., Sigler, H., & Ward- Parsons, A. (2019). A window into practice: Examining elementary writing methods instruction. *Teaching/Writing: The Journal of Writing Teacher Education*, 6(1), 57-75. <https://scholarworks.wmich.edu/wte/vol6/iss1/4>

Paulick, J. (2019a). Articulating high quality free choice time in Head Start preschools: A framework to support professional development and classroom observations. *NHSA Dialog*, 22(1), 1-26. <https://journals.charlotte.edu/dialog/article/view/750>

Goldenberg, C., **Hicks, J.**, & Lit, I. (2013)** Dual language learners: Effective instruction in early childhood. *American Educator*, 37(2), 26-29. <https://files.eric.ed.gov/fulltext/EJ1013928.pdf>

REFERREED CHAPTERS AND REPORTS

Paulick, J. & Park, S. (in press, 2024). Home visits. In R. Milner and J. Bennett (Ed.), *Encyclopedia of Social Justice in Education*. London: Bloomsbury.

Paulick, J., Palacios, N., & Kibler, A. (2020). Supporting culturally and linguistically diverse families with children's transition to school. In Vorkapic, S. & LoCosale-Crouch, J. (Eds.) *Supporting Children's Wellbeing During the Early Childhood Transition to School*. Hershey, PA: IGI Global. Reissued in

Research Anthology on Balancing Family-Teacher Partnerships for Student Success (2023).
<https://www.igi-global.com/gateway/chapter/315259>

*Hill., T., Palacios, N., *Lucas, M., *Dugan, S., Kibler, A., & **Paulick, J.** (2020). Latinx siblings' social emotional support during shared reading. In M. Vasquez-Domingue & L. Cardozo-Gaibisso (Ed.), *Handbook of Research on Advancing Language Equity Practices within Immigrant Communities* (194-218). Hershey, PA: IGI Global.

Goldenberg, C., Nemeth, K., **Hicks, J.**, Zepeda, M. & Cardona, L.M. (2013). Program elements and teaching practices for young dual language learners. in *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. Sacramento: California Department of Education.
<http://www.cde.ca.gov>.

Goldenberg, C., **Hicks, J.**, & Lit, I. (2013). Teaching young English learners. In R. Reutzel (Ed.) *Handbook of Research-based Practice in Early Childhood Education*. New York: Guilford Press.

NON-REFEREED PUBLICATIONS

Cohen, J., Cushing, M., Darcy, L., Hayes, L., **Paulick, J.**, & Waddell, K. (2022). Tools for equitable reading instruction: Text-based comprehension.
<https://myuva.sharepoint.com/:w:/s/teriproject/EcUxl1goaQxMkZJ3CysPngUB2K0Ki8wwY2DFVJeDGlyTHg?e=di9g9N&CID=830da34d-cbdf-a943-b996-a545cef24585>

Cohen, J., Cushing, M., Darcy, L., Hayes, L., **Paulick, J.**, & Waddell, K. (2022). Tools for equitable reading instruction: Foundational reading.
https://myuva.sharepoint.com/:w:/s/teriproject/EQhg1z_uzv5CvbT5us-x20IBNfDDkPIHTqOiuYktRGz7qg?e=Qj2XRF&CID=e9eba8b3-3b10-dbc2-597a-2e8d18b4876d

Paulick, J. (2019). Supporting dual language learners' language development using relevant teacher talk during playtime. *NHSA Dialog*, 22(2). <https://journals.charlotte.edu/dialog/article/view/844>

Bailey, S., McCarthy, R., Barko-Alva, K., Bender, J., Carson, J., Childress, C. Krause, G., Krause, T., Massaro, V., Mendizabal, P., Montalvo, L., Moran-DeWald, E., Murphy-Judy, K., **Paulick, J.**, Preusse-Burr, B., Staudt, B., Yeskey, L. (2019). *K-12 Dual Language Immersion Guidance in Virginia*. Richmond, VA: Virginia Department of Education.
<https://vdoe.prod.govaccess.org/home/showdocument?id=20763>

Paulick, J. (2019). Gentle facilitation of free choice time: Supporting children's development during authentic play. *NHSA Dialog*, 22(1). <https://journals.charlotte.edu/dialog/article/view/806>

Jirout, J., Vitiello, V., Zumbrunn, S., & **Paulick, J.** (2018). Curiosity in Classrooms (CiC) Coding Protocol. *Databrary*. Retrieved November 30, 2021 from <http://doi.org/10.17910/b7.1377>

Hicks, J. & Goldenberg, C. (2014). What factors do administrators need to know to choose the best program models for the population, resources, and staff abilities they have? In K. Nemeth (Ed.) *Young dual language learners: A guide for preK-3 leaders*. NJ: Caslon.

MANUSCRIPTS UNDER REVIEW

Paulick, J. (under review). Accessing families' literacies: A framework for equitable home visits. In C. Compton-Lilly, P. Edwards, & G. Li (Eds.), *International Handbook of Literacies in Families and Communities*.

Paulick, J., Sebastian, R. & *Davis, C. (revise and resubmit). Examining teacher candidates' responses to parental disclosures during simulated conferences and home visits. *Teaching and Teacher Education*.

Palacios, N. & **Paulick, J. (revise and resubmit).** Bridging home and school for Latinx immigrant children during the transition to school. *Child Development Perspectives*.

Sebastian, R. & **Paulick, J. (under review).** You're both humans: Supporting teacher candidates' engagement with families. *Action in Teacher Education*.

Palacios, N., & **Paulick, J. (under review).** Family, School, and Community Partnership to support Latinx immigrant children's school readiness. In R. Ceballo & D. Rivas-Drake (Eds.), *Growing Up Latino/a/x in the Land of Liberty: Drawing on Community and Culture to Face Contextual Challenges*. Oxford Press.

MANUSCRIPT IN PROGRESS (to be submitted fall, 2023)

Paulick, J., Quinn, A., Whittaker, J., Vitiello, V., Pianta, R. Factors influencing Kindergarten families' perceptions of home-school interactions.

FUNDED GRANTS

EXTERNAL FUNDING

Charles and Lynn Schusterman Family Foundation (2020-23) **\$1,248,208**

Title: *Assessing the Teaching of Foundational Reading Skills*

Role: **Co-Principal Investigator** (PI, Julie Cohen) – *co-author framing document and two tools; validate instruments*

Objective: Develop observational measures of standards-aligned, equity-focused teaching practices in elementary reading and analyze the relationship between observational scores and a range of teacher, classroom, and school level variables.

VIVA (Virtual Library of Virginia) Course Redesign Grant (2020-23) **\$29,500**

Title: *Creating an Interactive Family and Community Engagement OER for Future and Novice Teachers*

Role: **Co-Principal Investigator** (PI, Christine Spence) – *author sections of textbook; update anti-bias module for inclusion in materials; study implementation*

Objective: Create and study, along with colleagues at 3 VA institutions, an interactive Open Education Resource (textbook) for future and novice teachers in VA and beyond to learn how to engage in culturally responsive family and community engagement.

Virginia Department of Education Clinical Faculty Program Grant (2020) **\$27,495**

Title: *Mentoring Novice Teachers: Facilitating Engagement and Growth*

Role: **Principal Investigator** – write grant proposal; plan and implement multi-day PD for 40 mentor teachers

Objective: Support mentor teachers in developing coaching skills: engage in difficult conversations with mentees, use the CLASS tool to support mentee growth, and support mentees in engaging respectfully and responsively with culturally and linguistically diverse families.

INTERNAL (UVA or Stanford) FUNDING

Double Hoo Research Grant (2021-22) **\$2,200**

Title: *Capturing Family Perspectives During Home Visiting*

Role: **Faculty Sponsor** (PIs, Melissa Lucas and Arnaldo Sandoval) – train all researchers/observers, organize observations and interviews, support student researchers.

Objective: Capture and understand culturally and linguistically marginalized families' perspectives during home visiting through observations and family interviews.

Jefferson Trust at University of Virginia (2020-22) **\$10,000**

Title: *'Stepping Out' into Deeper Understandings of Marginalized Families: Home Visits in Service of Equity*

Role: **Principal Investigator** – write grant proposal; plan and enact PD with 90 school staff; lead development of materials

Objective: Support current pK-5 teachers in a large, diverse school in conducting culturally responsive home visits. Collaborate with teachers to create sustainable, teacher-led training.

UVA School of Education Innovative, Developmental, Exploratory Award (IDEA) (2019-20) **\$10,000**

Title: *Supporting Elementary Teachers' Engagement with Minoritized Families*

Role: **Principal Investigator** – write grant proposal and manage all aspects of organizing, recruiting, enacting, and studying this community of practice

Objective: Work with teacher educators from across Virginia to create, pilot, and study an anti-bias module for preservice teachers to engage in culturally responsive practice.

University of Virginia Provost's Flash Funds Grant (2017-19) **\$8,570**

Title: *Supporting Local Teachers and Curry Teacher Candidates to Engage with Diverse Families*

Role: **Principal Investigator** – write grant proposal and manage all aspects of curriculum development, teaching, and studying

Objective: Develop a culturally responsive home visiting curriculum focused on relationship-building and assets-framing; train and study 15 mentor teachers.

4-VA Foundation (2017-18) **\$10,000**

Title: *In Search of Effective Practices and Pedagogies in Elementary Writing Methods Courses in the Commonwealth*

Role: **Co-Principal Investigator** (other Co-PI, Joy Myers) – *write grant proposal, recruit participants, conduct observations, surveys, interviews, analysis, and write papers*

Objective: Survey, interview, and observe the writing methods instruction of teacher educators across universities in Virginia.

Stanford University Dissertation Support Grant (2013) **\$6,000**

FELLOWSHIPS

Gerald J. Lieberman Fellowship, Stanford University. (2013) **\$50,000**

Awarded to a single doctoral student from the Graduate School of Education whose research accomplishments, teaching, and service demonstrate their potential for becoming an academic leader.

I. James and Viola Lewis Quillen Fellowship, Stanford University. (2009) **\$12,000**

AWARDS

2021	Arthur J. Applebee Award for Excellence in Research on Literacy Literacy Research Association's premier annual award to honor an outstanding article in literacy research
2020, 2021, 2022, 2023	Lasting Legacy Award, School of Education and Human Development, University of Virginia For outstanding contributions to the academic and professional development of students
2013	Award for Outstanding Teaching and Mentoring Graduate School of Education, Stanford University Honors two doctoral students per year for exceptional contributions

REFEREED NATIONAL CONFERENCE PRESENTATIONS

*Indicates a co-author who was a doctoral student or post-doctoral fellow at the time the research was initiated

Paulick, J. (2023). Relationship-building, asset-framed home visits in elementary teacher preparation. Presentation at the annual convention of the American Educational Research Association. Chicago, IL.

Paulick, J., *Sebastian, R., & *Blain, C. (2023). The heart of family engagement: Talk moves for trust-building during conferences and home visits. Presentation at the annual convention of the American Educational Research Association. Chicago, IL.

*Sebastian, R., & **Paulick, J.** (2023). You're both humans: supporting teachers' engagement with families. Presentation at the annual convention of the American Educational Research Association. Chicago, IL.

Paulick, J. (2022). The role of families and communities in culturally sustaining literacy instruction. Presentation at the annual convention of the Literacy Research Association. Phoenix, AZ.

Paulick, J., *Lucas, M., *Hill, T., Palacios, N., & Kibler, A. (2022). Developing home visiting skills to support equity-oriented collaboration with linguistically diverse families. Presentation at the annual convention of the American Educational Research Association. San Diego, CA.

Paulick, J., *Sebastian, R., & *Blain, C. (2022). Using mixed-reality simulations to develop preservice teachers' family engagement skills. Presentation at the annual convention of the American Educational Research Association. San Diego, CA.

*Blain, C., *Cornett, A., & **Paulick, J.** (2022). Exploring the nature of teacher educator attitudes and engagement within an anti-bias community of practice. Presentation at the annual convention of the American Educational Research Association. San Diego, CA.

Paulick, J., Park, S., & *Cornett, A. (2022). Examining and interrupting the power dynamics between teachers and diverse families during home visits. International Roundtable on School, Family, and Community Partnerships. San Diego, CA.

Karam, F., **Paulick, J.**, Kibler, A. (2022). Everyday objects and home visits: Windows into diverse cultural models. Presentation at the annual convention of TESOL. Withdrawn because of Covid-related issues.

Paulick, J., Karam, F., & Kibler, A. (2021). Teachers' artifactual literacies in support of asset pedagogies: Seeing families' cultural models during home visits. Presentation at the annual convention of the Literacy Research Association. Atlanta, GA.

Paulick, J. (2021). Relationship-building virtual home visits: Disrupting false narratives and inviting partnership. Presentation at the annual convention of the Literacy Research Association. Atlanta, GA.

Paulick, J., Palacios, N., Kibler, A., *Lucas, M., *Hill, T. (2021). Asset-framed teacher home visits: Supporting equity-oriented partnerships with diverse families. Presentation at the annual convention of the American Educational Research Association. Virtual conference.

*Lucas, M., Palacios, N. *Quinn, A.M., **Paulick, J.**, Kibler, A. (2021). Parent-teacher communication about bilingualism and biliteracy during home visiting. Presentation at the annual convention of the American Educational Research Association. Virtual conference.

Paulick, J. & *Quinn, A. (2020). Re-imagining the elementary teaching seminar: Hands-on anti-bias work to support engaging with families and communities. Presentation at the annual convention of the American Association of Colleges for Teacher Education. Atlanta, GA.

Paulick, J. & *Quinn, A. (2020). Engaging with diverse families and communities: Hands-on training in the teaching seminar. Presentation at the annual convention of the American Educational Research Association. San Francisco, CA (Conference cancelled due to COVID-19).

Paulick, J., Palacios, N., & Kibler, A. (2020). Developing home visiting skills to support equity-oriented collaboration with linguistically diverse families. Presentation at the annual convention of the American Educational Research Association. San Francisco, CA (Conference cancelled due to COVID-19).

*Lucas, M., *Quinn, A., **Paulick, J.**, Palacios, N., & Kibler, A. (2020). Teachers and families in two-way immersion programs: Discussing language and literacy development. Society for Research in Child Development, Special Topics Meeting, Rio Grande, Puerto Rico (Conference rescheduled due to COVID-19).

Paulick, J., *Quinn, A., Kibler, A., Palacios, N., *Hill, T. (2019). What a multilingual family can teach researchers and teachers about engaging with wordless picturebooks. Presentation at the annual convention of the Literacy Research Association. Tampa, FL.

*Cornett, A., **Paulick, J.**, & van Hover, S. (2019). Beyond the ivory tower and schoolhouse doors: Expanding notions of place with teacher home visits. Presentation at the annual convention of the College and University Faculty Assembly Annual. Austin, TX.

Paulick, J., & *Quinn, A. (2018). The power and potential of multiple grammars in language arts methods. Presentation at the annual convention of the Literacy Research Association. Indian Springs, CA.

Myers, J., & **Paulick, J. (2018).** Examining teacher educators' decision making within writing methods courses. Presentation at the annual convention of the Literacy Research Association. Indian Springs, CA.

Paulick, J., Johnson, E., *Kayser, A., *Cornett, A. (2018). Preparing preservice teachers to engage with communities through work in the elementary teaching seminar. Presentation at the 19th Annual Roundtable on School, Family, and Community Partnerships. New York, NY.

Kibler, A., **Paulick, J.**, Palacios, N., & *Hill, T. (2018). Transcultural syncretic fluency practices: Dynamic sibling apprenticeships into and beyond reading fluency in Mexican and Honduran immigrant homes. Presentation at the annual convention of the American Educational Research Association. New York, NY.

Paulick, J. & Myers, J. (2018). Investigating writing methods preparation for elementary teacher candidates. Presentation at the annual convention of the American Association of Colleges for Teacher Education. Baltimore, MD.

Paulick, J. & Myers, J. (2017). Bridging the theory-practice gap in elementary teacher preparation. Presentation at the annual convention of the Literacy Research Association. Tampa, FL.

Paulick, J. (2017). Playing with words: Teacher language during children's playtime. Presentation at the annual convention of the American Educational Research Association. San Antonio, TX.

Paulick, J. (2016). Illustrating the range of teacher language during child-directed playtime in Head Start preschools. Presentation at the annual convention of Literacy Research Association. Memphis, TN.

Paulick, J. (2016). The teacher as touchstone and guidepost: Facilitating child-directed playtime in Head Start preschool classrooms. Presentation at the annual convention of the American Educational Research Association. Washington, D.C.

Paulick, J. (2015). Teacher talk during unstructured playtime: Supporting children's language development. Presentation at the annual convention of Literacy Research Association. San Diego, CA.

Paulick, J. (2014). Time to play? Playtime and language development. Presentation at the annual convention of WIDA. Atlanta, GA.

Hicks, J. (2014). Tell me more: Teacher language during playtime in Head Start classrooms. Presentation at the annual convention of the American Education Research Association. Philadelphia, PA.

Hicks, J. (2014). Playful learning playtime: Preparing teachers to "do" playtime well. Presentation at the annual convention of the American Association of Colleges for Teacher Education. Indianapolis, IN.

Hicks, J. (2014). Playtime in preschools: Developing language equitably for DLLs? Presentation at the annual convention of the National Association of Bilingual Education. San Diego, CA.

Hicks, J. (2013). Taking a closer look at play: Measuring elements of Playful Learning in early childhood settings. Presentation at the annual convention of the American Education Research Association. San Francisco, CA.

Hicks, J. (2012). Is literacy a choice? Language, literacy, and equity in choice-based preschool. Presentation at the annual convention of the International Reading Association. Chicago, IL.

REGIONAL CONFERENCE PRESENTATIONS AND INVITED TALKS

Paulick, J. (2023). Culturally sustaining family engagement and classroom relationships. Literacy Research Association's Culturally Sustaining Literacy Pedagogy Webinar Series. September 11, 2023.

Paulick, J. (2023). Panelist for Re-Invisioning Family Engagement in a Post-pandemic Landscape. Reading is Fundamental Webinar Series. August 31, 2023.

Paulick, J., *Quinn, A., *Blain, C., Cipolletti, L., Gustafson, G., Sharifian, M., Sigler, H. (2020). Assets-framing and cultural competence-building through hands-on work in the Elementary Teaching Seminar. Presentation at the ATE-VA Conference. Richmond, VA.

Lucas, M.*, Quinn, A.*, **Paulick, J.**, & Kibler, A. (2019). Teachers and families in two-way immersion: Discussing language and literacy development. Presentation at the Virginia TESOL Conference. Charlottesville, VA.

Hoffman, A., **Paulick, J.**, *Quinn, A., Geyer, S., Casey, E. (2019). Supporting emerging professionals' engagement with communities. Presentation at the Innovations in Pedagogy Summit. University of Virginia.

Paulick, J., & *Quinn, A. (2019). Preparing Virginia's preservice teachers to engage in assets-framed ways with minoritized families and communities. Presentation at the convention of the Virginia Association of Colleges for Teacher Education. Richmond, VA.

*Cornett, A., Van Hover, S., & **Paulick, J.** (2018). Supporting and enriching learners: Home visits and culturally responsive teaching. Presentation at the annual conference of the Virginia Council for the Social Studies. Roanoke, VA.

*Quinn, A. & **Paulick, J.** (2018). Illuminating power systems, valuing minoritized students. Innovations in Pedagogy Summit. University of Virginia.

Paulick, J. & Myers, J. (2018). Considering effective instruction in elementary teacher preparation: The case of writing methods. Presentation at the convention of the Virginia Association of Colleges for Teacher Education. Williamsburg, VA.

Paulick, J. (2017). Moving from PACT to EdTPA: Foregrounding student learning. Presentation to the Stanford Teacher Education Program. Stanford, CA.

Williamson, P., Sullivan, S., & **Paulick, J.** (2015). Beyond subject matter knowledge: Knowing who we teach. Presentation at Stanford's Year of Learning: Great Teaching Showcase. Stanford, CA.

Paulick, J. (2014). Research describing and supporting Playful Learning: Why we need it and how we might study it. Bing Summer Institute. Stanford, CA.

TEACHING

2016-Present

Instructor:

EDIS 5300/5861: Elementary Language Arts Methods/Seminar – *writing craft and methods, culturally responsive/sustaining language arts instruction, critical literacies, children's literature, supporting emergent bilinguals, supporting struggling writers*

EDIS 5871: Elementary Seminar: Engaging with Families and Communities; Developing as a Professional – *liberatory family engagement, conferences, home visits, community resource visits, preparing a professional portfolio, preparing for job market*

EDIS 5881: Teaching Internship: Elementary – *communities of practice, difficult conversations, observation cycles, professional communication*

2020-2022	EDIS 6990: Elementary Professional Capstone: Diversity, Equity, and Inclusion in Elementary Teaching – <i>working in solidarity with children and families who identify as BIPOC, LGBTQ+, religiously diverse, multilingual</i>
2011-2016	<p>Teaching Fellow: 2015, 2014; Teaching Assistant: 2012, 2011</p> <p>Autumn Teaching Seminar: “Curriculum Development”</p> <p>Teaching Fellow: 2015, 2014, 2013; Teaching Assistant: 2012, 2011</p> <p>Winter Teaching Seminar: “Assessment”</p> <p>Teaching Assistant: 2011-2015</p> <p>Spring Teaching Seminar: Home-School Partnerships and the Political Context of Schooling</p>
2010-2016	<p>Lecturer: 2015; Teaching Assistant: 2010-2014</p> <p>Curriculum and Instruction: Reading Development</p> <p>Lecturer: 2015; Teaching Fellow: 2013; Teaching Assistant: 2012, 2010</p> <p>Curriculum and Instruction: Reading Pedagogy</p> <p>Teaching Assistant: 2010</p> <p>Curriculum and Instruction: Writing Instruction and Critical Literacies</p>
2009-2011	<p>Teaching Assistant</p> <p>Educational Sociology: “Seeing A Child Through Literacy”</p>
2002-2004	Lecturer: Tonga Institute of Education, Nuku’alofa Tonga
2000-2001	Teaching Fellow: Jarrow Montessori School, Boulder CO
1997-2000	Teacher and Grade Level Chair: Third Grade, C.A. Dickison Elementary School, Compton CA

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Educational Research Association
 Literacy Research Association
 American Association of Colleges for Teacher Education
 Virginia Association of Colleges for Teacher Education

NATIONAL SERVICE

Editorial Review Board, American Educational Research Journal

Editorial Review Board, The Reading Teacher

Ad Hoc Journal Reviewer, American Educational Research Journal; Teaching and Teacher Education; The Reading Teacher; Urban Education; Journal of Literacy Research; Literacy Research: Theory, Methods, and Practice; The Teacher Educator; Journal of Studies in Educational Evaluation; Early Childhood Research Quarterly

Conference Proposal Reviewer, Literacy Research Association, American Educational Research Association—Division K and SIG #43, American Association of Colleges for Teacher Education

Family School Community Partnerships Special Interest Group (SIG), American Educational Research Association

Chair: 2022-present

Chair Elect: 2020-2022

Program Chair: 2018-2020

Outstanding Dissertation Award Committee Chair: 2018-2019

Culturally Sustaining Literacy Pedagogy Study Group, *Literacy Research Association*

Co-Facilitator: 2022-present

Co-PI: “More than a Conference” Grant through LRA, organizing a 5-part symposium series from August-December, 2023

Discussant, American Educational Research Association, Literacy Research Association

Session Chair, Literacy Research Association, American Educational Research Association, American Association of Colleges for Teacher Education

Ad Hoc Consultant, SRI Education; Educational Testing Services; Stanford Teacher Education Program

UNIVERSITY OF VIRGINIA SERVICE AND ENGAGEMENT

2020-Present: Program Coordinator, Elementary and Early Childhood Teacher Education – undergraduate and graduate programs

Additional Teacher Education service:

2017-present: Member of the Teacher Education Data Committee

2016-present: Member of Teacher Education Clinical Partnership Committee

2018-2020: Member of Reading/Literacy subgroup of Teacher Education

2017-present: Member of Admissions Committee, Teacher Education

2017-present: Chair of Orientation Committee, Teacher Education

EHD/UVA service beyond Teacher Education:

2017-2020: Member of the UVA-EHD Budget Committee and the UVA-EHD Budget Advisory Committee

2020-2022: CISE Diversity, Equity, and Inclusion Affinity Group

2019-2021: CISE PhD Recruitment Committee

2020-present: Faculty Marshall, Final Exercises and Inauguration of President James Ryan

2018-2019: IGNITE Scholar, Center for Teaching Excellence

2017-2018: Interim Program Coordinator, Language Education in Multilingual Contexts

ADVISING

UNIVERSITY OF VIRGINIA MASTERS STUDENT ADVISING

Advise an average of 35 Elementary Education MT advisees/year since 2016

Individual advising meetings and check-in surveys 3x/semester

Supporting job search, including serving as a reference – letters and phone calls

Facilitating Program Improvement Plans for struggling advisees

Nomination letters for awards and scholarships (~10/year)

UNIVERSITY OF VIRGINIA DOCTORAL ADVISING AND COMMITTEE PARTICIPATION

Alexa Quinn (Chair and Advisor) – Assistant Professor of Early, Elementary, and Reading Education:

James Madison University (Harrisonburg, VA) Winner of Gadsneder Dissertation Award for Qualitative Excellence, 2021

Katie Leigh (Chair and Advisor) – Undergraduate Degree Director: UVA Teacher Education

Charlotte Blain (Chair and Advisor) – Graduating from PhD program in Summer, 2023; ESOL Educational Specialist, Fairfax County Public Schools

Aaron Blatt (Chair and Advisor) – Completed first year of PhD program in Spring, 2023

Jacob Elmore (Committee Member) – Graduated from PhD program in Spring, 2023

Ariel Cornett (Committee Member) – Assistant Professor of Elementary and Special Education: Georgia Southern, University (Statesboro, GA)

Emily Wiseman (Committee Member) – Senior Research Consultant, Agile Teacher Lab, Harvard University (Cambridge, MA)

Melissa Lucas (Committee Member) – Postdoctoral Fellow at Yale Center for Emotional Intelligence (New Haven, CT)

Katie Waddell (Committee Member) – Manager, Academic Design Services, NWEA

Kristen Wilson (Committee Member) – Completed third year of PhD program in Spring, 2023

Portia Lawrence (Committee Member) – Graduating from EdD program in Spring, 2024