

NATALIA A. PALACIOS

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ACADEMIC APPOINTMENTS

Associate Professor (2017 – Present)

Assistant Professor (2010 – 2017)

Curry School of Education, University of Virginia

Program in Educational Psychology & Applied Developmental Sciences (EP-ADS)

Department of Leadership, Foundations, & Policy

PROFESSIONAL AFFILIATIONS

Faculty Affiliate (2017 – Present)

Center for the Study of Race and Education in the South, University of Virginia

Faculty Affiliate (2017 – 2019)

Curry School of Education, University of Virginia

Program in Language Education in Multilingual Contexts (LEMC)

Department of Curriculum, Instruction, and Special Education

EDUCATION

Ph.D. in Human Development and Social Policy, 2009

School of Education and Social Policy, Northwestern University

M.A. in Human Development and Social Policy, 2007

School of Education and Social Policy, Northwestern University,

B.A. with Honors in Psychology, Brown University, 2001

PUBLICATIONS: REFEREED JOURNAL ARTICLES

Graduate Students are Underlined

PUBLISHED (in chronological order)

1. **Palacios, N.**, & Bohlmann, N. (2020). School readiness of Latino children: Implications of self-regulatory processes for early reading and mathematics achievement. *Journal of Applied Developmental Psychology*. <https://doi.org/10.1016/j.appdev.2020.101166>

2. Paulick, J., Quinn, A., Kibler, A., **Palacios, N.**, & Hill, T. (In Press). Lesson for teachers: A wordless picturebook in the hands of one Mexican immigrant family. *TESOL Journal*.
3. Kibler, A., Paulick, J., **Palacios, N.**, & Hill, T. (2020). Shared book reading and bilingual decoding in Latinx immigrant homes. *Journal of Literacy Research*.
<https://journals.sagepub.com/doi/pdf/10.1177/1086296X20915511>
4. Kibler, A., **Palacios, N.**, Paulick, J., & Hill, T. (2020). Linguaging among Latinx siblings in immigrant homes: Implications for teaching literacy. *Theory into Practice. Special Issue: Equity in Teaching Academic Language*, 59, 42-52. <https://doi.org/10.1080/00405841.2019.1665409>
5. Hill, T. & **Palacios, N.** (2019). Older sibling contribution to younger children's working memory and cognitive flexibility. *Social Development*. doi: 10.1111/sode.12400 [early view]
6. Banse, H., **Palacios, N.**, & Martin, A. (2019). How do effective upper elementary teachers of English Learners show support? *Teachers College Record*, 121(7), 1-42.
<http://www.tcrecord.org/content.asp?contentid=22688>
7. Banse, H. & **Palacios, N.** (2018). Supportive classroom environments for Latino English language learners: Grit, ELL status, and the classroom context. *The Journal of Educational Research*. doi: 10.1080/00220671.2017.1389682
8. Banse, H., Curby, T., **Palacios, N.**, & Rimm-Kaufman, S. (2018). How should fifth-grade mathematics teachers start the school year? Relations between teacher-student interactions and mathematics instruction over a school year. *Teachers College Record*, 120(6), 1-36.
<http://www.tcrecord.org/content.asp?contentid=22161>
9. **Palacios, N.** (2017). Why all teachers matter: The relationship between long-term teacher and classroom quality and children's reading achievement. *Journal of Research in Childhood Education*, 31, 178-198. doi: <http://dx.doi.org/10.1080/02568543.2016.1272509>
10. **Palacios, N.**, Kibler, A. K., & Simpson Baird, A. (2017). Childcare, language use, and vocabulary of second-generation Latino immigrant children. *Early Child Development and Care*, 187, 690-706. doi: 10.1080/03004430.2016.1223074
11. Merritt, E., **Palacios, N.**, Banse, H., Rimm-Kaufman, S. & Leis, M., (2017). Teaching practices in grade 5 mathematics classrooms with high-achieving English learner student. *The Journal of Educational Research*, 110, 17-31. doi: 10.1080/00220671.2015.1034352
12. Banse, H., **Palacios, N.**, Merritt, E., & Rimm-Kaufman, S. (2017). Scaffolding English language learners' mathematical talk in the context of calendar math. *The Journal of Educational Research*, 110, 199-208. doi: <http://dx.doi.org/10.1080/00220671.2015.1075187>
13. Banse, H., **Palacios, N.**, Merritt, E., & Rimm-Kaufman, S. (2016). 5 strategies for scaffolding math discourse with ELLS. *Teaching Children Mathematics*, 23, 100-108. doi:

<http://www.jstor.org/stable/10.5951/teacchilmath.23.2.0100>

Winner of the 2016-2017 Linking Research and Practice Outstanding Publication Award from
The National Council of Teachers of Mathematics

14. **Palacios, N.**, Kibler, A. K., Yoder, M., Simpson Baird, A., & Bergey, R. (2016). Older sibling support of younger siblings' socio-emotional development: A multiple-case study of second-generation Mexican and Honduran children's initiative and co-construction. *Hispanic Journal of Behavioral Sciences*, 38, 395-419. doi: 10.1177/0739986316658865
15. Kibler, A., **Palacios, N.**, Simpson Baird, A., Bergey, R., & Yoder, M. (2016). Bilingual Latin@ children's exposure to language and literacy practices through older siblings in immigrant families. *Linguistics and Education*, 35, 63-77. doi: 10.1016/j.linged.2016.06.001
16. Maier, M., Bohlmann, N., & **Palacios, N.** (2016). Evidence for cross-language transfer among dual language preschoolers. *Early Childhood Research Quarterly*, 36, 49-63. doi:10.1016/j.ecresq.2015.11.006
17. **Palacios, N.**, & Kibler, A. (2016). Oral English language proficiency and reading mastery: The role of home language and school supports. *The Journal of Educational Research*, 109, 122-136. <http://dx.doi.org/10.1080/00220671.2014.927341>
18. Simpson Baird, A., **Palacios, N.**, & Kibler, A. (2016). The cognate and false cognate knowledge of emergent bi-literate Latino preschoolers. *Language Learning*, 66, 448-470. DOI: 10.1111/lang.12160
19. **Palacios, N.**, Kibler, A., Simpson Baird, A., Parr, A., & Bergey, R., (2015). An examination of language practices during mother-child play activities among Latino immigrant families. *International Multilingual Research Journal*, 9, 197-219. <http://dx.doi.org/10.1080/19313152.2015.1048543>
20. Bohlmann, N., Maier, M., & **Palacios, N.** (2015). Bidirectionality in vocabulary and self-regulation/compliance: Comparisons between monolingual and dual language learners in preschool. *Child Development*, 86, 1094-1111. doi: 10.1111/cdev.12375
21. Simpson, A., Kibler, A., & **Palacios, N.** (2015). 'Yo te estoy ayudando; estoy aprendiendo tambien/I am helping you; I am learning too': A bilingual family's community of practice. *Journal of Early Childhood Literacy*, 15, 147-176. doi: 10.1177/1468798414551949
22. Kibler, A., **Palacios, N.**, & Simpson, A. (2014). The influence of older siblings on language use among second-generation Latino preschoolers. *TESOL Quarterly*, 48, 164-175. doi: 10.1002/tesq.151
23. Kibler, A., Salerno, A., & **Palacios, N.** (2014). 'But before I go to my next step': A longitudinal study of adolescent English language learners' transitions in oral presentations. *TESOL Quarterly*, 48, 222-251. doi: 10.1002/tesq.96

24. D'Angelo, A. V., **Palacios, N.**, & Chase-Lansdale, P. L. (2012). Latino immigrant differences in father involvement with infants. *Fathering, 10*, 178-212.
25. **Palacios, N.**, Gutmannova, K., & Chase-Lansdale, P. L. (2008). Early reading achievement of children in immigrant families: Evidence from the ECLS-K. *Developmental Psychology, 44*, 1381-1395. <http://dx.doi.org/10.1037/a0012863>
26. García Coll, C. T., Akiba, D. A., **Palacios, N.**, Bailey, B., Silver, R., DiMartino, L., & Chin, C. (2002). Parental involvement in children's education: Lessons from three immigrant groups. *Parenting: Science and Practice, 2*, 303-324. doi: 10.1207/S15327922PAR0203_05

PUBLICATIONS: CHAPTERS IN EDITED VOLUMES

27. Paulick, J., **Palacios, N.**, & Kibler, A. (Accepted). Family-teacher partnerships to support culturally and linguistically marginalized families. In S. Tatalović Vorkapić & J. Locasle-Crouch (Eds), *Supporting children's well-being during the early childhood transition to school*. Hershey, PA: IGI Global.
28. Hill, T. Y., **Palacios, N.**, Lucas, M., Dugan, S., Kibler, A.K., & Paulick, J. (2020). Latinx siblings' social emotional support during shared reading. In M. Vasquez-Domingue & L. Cardozo-Gaibisso (Ed.), *Handbook of research advancing language equity practices within immigrant communities* (pp. 194-218). Hershey, PA: IGI Global. DOI: 10.4018/978-1-7998-3448-9.ch011
29. **Palacios, N.**, Kibler, A. K., & Simpson Baird, A. (2018). Childcare, language use, and vocabulary of second-generation Latino immigrant children. In O. N. Saracho (Ed.), *Research in Young Children's Literacy and Language Development: Language and Literacy for Different Populations*. New York: Routledge. (Reprint from Palacios, N., Kibler, A. K., & Simpson Baird, A., 2017).
30. **Palacios, N.** (2012). The development of an immigrant advantage in the early school trajectories of Latino preschoolers from low-income immigrant families: The role of language and context. In C. García Coll and A. Marks (Eds.), *Is Becoming an American a Developmental Risk?* Washington, DC: American Psychological Association (APA) Books.
31. Chase-Lansdale, P. L., Valdovinos D'Angelo, A., & **Palacios, N.** (2007). A multidisciplinary perspective on the development of young children in immigrant families. In J. E. Lansford, K. Deater-Deckard, & M. H. Bornstein (Eds.), *Immigrant Families in Contemporary Society* (pp. 137-156). New York: Guilford Press.
32. García Coll, C.T., Szalacha, L. A. & **Palacios, N.** (2005). Children of Dominican, Portuguese and Cambodian immigrant families: Academic attitudes and pathways during middle childhood. In C.R. Cooper, C. T. García Coll, W. T. Bartko, H. Davis, & C. Chatman (Eds.), *Developmental Pathways through Middle Childhood: Rethinking Contexts and Diversity as Resources* (pp. 207-233). Mahwah, NJ: Lawrence Erlbaum.

PUBLICATIONS: REPORTS

Cabrera, N. J. & **The SRCD Ethnic and Racial Issues Committee***. (2013). Positive development of minority children. *Social Policy Report*, 27(2), 1-22

*At the time the article was written, I was a member of the Ethnic and Racial Issues Committee

GRANTS

FUNDED

Co-I (2019 - 2024). Examining the Efficacy of RULER on School Climate, Teacher Well-being, Classroom Climate, and Student Outcomes. Summary: To evaluate the effectiveness of RULER, a school-wide emotion-focused intervention designed to provide opportunities for teacher and students to enhance socio-emotional skills. Institute for Education Science (IES; J. Downer, PI), \$3,299,999.

Co-PI (1/2012 - 1/2013). *The Literacy and Language Practices of Latino Families of Preschool Age Children in the New Latino Diaspora: An Ethnographic Exploration*. Summary: An ethnographic project to explore the literacy and language practices of a subsample of Latino children and families using observational methods. Spencer Foundation Award (A. Kibler, Co-PI), \$39,589.

PI (1/2011 – 5/2011). *Technology for the Latino Family Study (LFS)*. Summary: Funds to purchase iPads and hire programmer used for data collection during Phase 1 of the Latino Family Study. Excellence in Diversity Fellowship Funding, University of Virginia, \$1000.

PRESENTATIONS

Graduate Students are underlined

INVITED PRESENTATIONS

Palacios, N. (October, 2019). Home visiting for teachers and families in dual language program: Fostering Open Dialogue. Invited talk presented at the Community Psychology Lecture Series, at the University of Virginia, Charlottesville, October 21, 2019.

Palacios, N. (2018). Commentary on inaugural lecture delivered by Joanna Lee Williams—The Transformative power of diversity in education is enormous: Challenges and opportunities in the 21st century. Society for Research in Child Development Inaugural Lecture on Child Development in a Diverse Majority, University of Virginia, Charlottesville, VA, July 17, 2018. [<https://vimeo.com/283855892>]

Palacios, N., & Bohlmann, N. (2018). Do cognitive flexibility, working memory, and behavioral regulation help us understand the achievement of Latino children? Invited paper presented at the

Second Bilingual Research Conference, Children's Learning Institute, University of Texas Houston, Houston, TX, May 10-11, 2018.

- Palacios, N.** (September, 2016). Latino Family Study: key interaction between focal children and mothers and siblings. Invited talk presented at the Community Psychology Brown Bag, at the University of Virginia, Charlottesville, September 20, 2016.
- Palacios, N., Kibler, A., Simpson Baird, A., Parr, A., & Bergey, R.** (April, 2014). A qualitative examination of language practices during mother-child play activities among Latino immigrant families. Invited paper presented at the Applied Developmental Program Spring Colloquia Series, George Mason University, Fairfax, VA, April 9, 2014.
- Palacios, N. & Kibler, A.** (May, 2013). The language use of second-generation Latino preschoolers with mothers and older siblings. Invited poster presented at the Inaugural Bilingual Research Conference, Children's Learning Institute, The University of Texas—Houston, Houston, TX, May 16-17, 2013.
- Palacios, N., & Kibler, A.** (October, 2011). Language development of linguistically diverse children. Invited talk presented at the pre-conference workshop organized by the Virginia Dept. of Behavioral Health and Developmental Services and VCU's Partnership for People with Disabilities, Building bridges: Diagnosis and treatment of developmental disabilities in racially, culturally, and linguistically diverse communities, Richmond, VA, October 20.
- Palacios, N.** (September, 2011). Culture, language, and schools: Studying the language development of Latino immigrant children and families. Invited talk presented at the Community Psychology Brown Bag, at the University of Virginia, Charlottesville, September 6.
- Palacios, N.** (August, 2011). Culture and language: Understanding the transition to school among Latino immigrant children and families. Invited paper presented at the symposium, Developmental Issues in Immigration, at the annual convention of the American Psychological Association, Washington, DC, August 4-7.
- Palacios, N., & Kibler, A.** (April, 2011). Dual language learners: Early childhood and the transition to school. Invited talk presented at the Creciendo Juntos Workshop on Early Childhood and Language Development, Charlottesville, VA, April 14.
- Palacios, N.** (March, 2009). Low-income Latino preschoolers: Immigrant differences at school entry. Invited paper presented at the conference on The Immigrant Paradox in Education and Behavior: Is Becoming American a Developmental Risk?, at the Center for the Study of Human Development, Brown University, Providence, RI, March 6 -7.
- Chase-Lansdale, P. L., Valdovinos D'Angelo, A., & **Palacios, N.** (May, 2006). A multidisciplinary perspective on the development of young children in Mexican American immigrant families. Invited paper presented at the conference on Immigrant Families in America, at the Center for Child and Family Policy, Duke University, Raleigh, NC, May 19-20.

García Coll, C. T. & **Palacios, N.** (April, 2003). Culture as an explanatory construct in the development of children of color. Invited Symposium presented at the Society for Research in Child Development, Tampa, FL, April 24-27.

PEER-REVIEWED PRESENTATIONS

Lucas, M., Quinn, A., Paulick, J., **Palacios, N.**, & Kibler, A. (May, 2020). *Teachers and families in two-way immersion programs: Discussing language & literacy development*. Flash-talk to be presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico, May 4-6, 2020.

Hill, T. Y., **Palacios, N.**, Lucas, M., Dugan, S., Kibler, A.K., & Paulick, J. (May, 2020). *"Like pink panther-but it's black": Older sibling warmth and responsiveness supporting social emotional skills during reading*. Poster to be presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico, May 4-6, 2020.

Paulick, J., **Palacios, N.**, Kibler, A., Hill, T.Y. & Lucas, M. (April, 2020). Developing home visiting skills to support equity-oriented collaboration with linguistically diverse families. Paper to be presented in Roundtable, *Foregrounding Silenced Voices: Understanding and Supporting Schools' and Teachers' Engagement with Linguistically Marginalized Families*, at the AERA 2020 Annual Meeting, San Francisco, CA.

Hill, T.Y. & **Palacios, N.** (February, 2020). The influence of parental warmth and stress on reading achievement through Approaches to Learning: Variation by race/ethnicity. Poster to be presented at the 2020 Society for Personality and Social Psychology Convention Parenting and Family Dynamics Preconference, New Orleans, LA.

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

Hill, T. & **Palacios, N.** (March, 2019). Family socialization in Black and White families in relation to the development of self-regulation. Paper presented at the symposium, *Socialization of Cognitive and Socioemotional Development Across Cultures* (chaired by Hill & **Palacios**), at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.

Hill, T. & **Palacios, N.** (March, 2019). Familial supports and parental investments: Supporting Latino children's self-regulation development. Paper presented at the symposium at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.

Bohlmann, N. L., & **Palacios, N.** (March, 2019). An ecological perspective on Latino children's early elementary science achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.

- Hill, T., & **Palacios, N.** (June, 2018). Proximal older siblings: Potential resources for developing kindergarten working memory and cognitive flexibility of younger siblings. Poster presented at the National Research Conference on Early Childhood, Arlington, VA, June 25-27, 2018.
- Hill, T.Y. & **Palacios, N.** (April, 2018). Establishing the association between older siblings and younger children's working memory and cognitive flexibility in kindergarten. Poster presented at the AERA 2018 Annual Meeting, New York, NY.
- Kibler, A., **Palacios, N.**, Paulick, J., & Hill, T. (April, 2018). Languaging with Siblings: Dynamic Apprenticeships Into and Beyond School-valued Practices in Mexican and Honduran Immigrant Homes. Paper presented at the American Education Research Association Annual Meeting, New York, NY, April 13-17, 2018.
- Banse, H., & **Palacios, N.** (April, 2017). How do effective teachers of Latino ELLs show support? Paper presented at the symposium, Bilingual Education Program, Policies and Practices, at the American Education Research Association Annual Meeting, San Antonio, TX, April 27-May 1.
- Palacios, N.**, & Bohlmann, N. (April, 2017). The mediating role of self-regulation: Latino children's home-language, parental foreign-born status, and early achievement. Paper presented at the symposium, The School Readiness of Latino Children: Importance of Self-Regulation for Early Achievement (chaired by Bohlmann & **Palacios**), at the biennial meeting of the Society for Research in Child Development, Austin, TX, April 6-8, 2017.
- Banse, H., & **Palacios, N.** (April, 2017). Supportive classrooms for Hispanic English language learners: Gritty ELLs benefit from teacher's care and control. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX, April 6-8, 2017.
- Banse, H., & **Palacios, N.** (February, 2016). Supportive Classroom Environments for Hispanic ELLs: Gritty ELLs Benefit from Care and Control. Looking Back & Looking Forward conference: 20th Anniversary of the Garcia Coll and Colleagues' Integrative Model for the Study of Developmental Competencies in Minority Children, Tempe, AZ, February 4-5, 2016.
- Palacios, N.**, Kibler, A., Simpson Baird, A., Parr, A., & Bergey, R. (April, 2015). An examination of language practices during mother-child play activities among Mexican Immigrant families. Roundtable presentation at the American Education Research Association Annual Meeting, Chicago, IL, April 16-20, 2015.
- Kibler, A., **Palacios, N.**, Simpson-Baird, A., & Bergey, R. (April, 2015). Latino children's exposure to school practices through older siblings in immigrant families. Roundtable presentation at the American Education Research Association Annual Meeting, Chicago, IL, April 16-20, 2015.
- Banse, H., Curby, T., **Palacios, N.**, & Rimm-Kaufman, S. (March, 2015). The longitudinal relations between domain-neutral and domain-specific instructional practices in fifth-grade mathematics classrooms. Poster presentation at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA, March 19-21, 2015.

- Simpson, A., Palacios, N., & Kibler, A. (Dec. 2014). Preschool dual language learners' English-Spanish cognate knowledge. Paper presented at Literacy Research Association's 64th Annual Conference, Marco Island, FL, December 3-6, 2014.
- Bohlmann, N., Maier, M., & **Palacios, N.** (July, 2014). Bidirectionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. Poster presented at Head Start's 12th National Research Conference on Early Childhood, Washington, DC, July 7-9, 2014.
- Kibler, A., **Palacios, N., & Simpson Baird, A.** (2014). The influence of older siblings on language use among second-generation Latino preschoolers. Roundtable presentation at the American Education Research Association Annual Meeting, Philadelphia, PA, April 3-7, 2014.
- Simpson Baird, A., Palacios, N., & Kibler, A. (2014). Preschool dual language learners' English-Spanish cognate knowledge and vocabulary development. Poster presentation at the Doctoral Student Forum at the Teachers of English to Speakers of Other Languages International Convention & English Language Expo, Portland, OR, March 26-29, 2014.
- Simpson Baird, A., Kibler, A., & Palacios, N. (March, 2014). 'Yo te estoy ayudando; estoy aprendiendo tambien/I am helping you; I am learning too': A bilingual family's community of practice. Paper to be presented at a round table at the annual conference of the American Association for Applied Linguistics, Portland, OR, March 22-25, 2014.
- Merritt, E., **Palacios, N., & Rimm-Kaufman, S.** (May, 2013). Examining effective mathematics teaching practices for fifth grade English learners. Paper presented at a symposium at the annual convention of the American Educational Research Association, San Francisco, CA, April 27-May 1, 2013.
- Simpson, A., Palacios, N., & Kibler, A. (April, 2013). Language use among low-income immigrant families with young children. Paper presented as a symposium at the annual convention of the American Educational Research Association, San Francisco, CA, April 27-May 1, 2013.
- Palacios, N., Kibler, A., & Simpson, A.** (April, 2013). Language use of second generation immigrant children: The role of childcare context. Paper presented at the symposium at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 18- 20, 2013.
- Maier, M., Bohlmann, N., & **Palacios, N.** (April, 2013). Cross-linguistic transfer in the development of preschoolers' receptive and expressive vocabulary. Paper presented at the symposium, Language Development Among Low-Income Language Minority Preschoolers (chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 18-20, 2013.
- Bohlmann, N., Maier, M., & **Palacios, N.** (April, 2013). Bi-directionality in self-regulation and expressive vocabulary: Comparisons between monolingual and DLLs in preschool. Paper presented at the symposium, Language Development Among Low-Income Language Minority

Preschoolers (chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 18- 20, 2013.

Simpson, A., Palacios, N., & Kibler, A. (March, 2013). Immigrant children's language and literacy practices: The role of family routines. Paper presented at a symposium at the annual convention of the TESOL International Convention, Dallas, TX, March 20-23.

Palacios, N. (August, 2012). Immigration, child development and early education in the twenty-first century. Paper presented at the symposium, New Direction in Ethnic Minority Research, at the annual convention of the American Psychological Association, Orlando, FL, August 3.

Palacios, N., & Kibler, A. (February, 2012). Family routines and languages practices: Findings from a new immigrant study of Latino preschoolers. Paper presented at the symposium, Bilingual Language Development (chaired by **Palacios**), at the Society for Research in Child Development Themed Meeting on Positive Development of Minority Youth, Tampa, February 9-11.

Palacios, N. (May, 2011). The long-term influence of teacher quality on reading outcomes throughout elementary schools. Poster presented at the annual meeting of the Association for Psychological Science, Washington D.C., May 26-29.

Palacios, N. (April, 2011). Development of oral English language proficiency and reading mastery: The role of home language use and school supports. Paper presented at the symposium, The achievement of English language learners: Contextual influences during the transition to elementary school (symposium organized and chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Quebec, Canada, March 31-April 2.

Palacios, N. (April, 2009). Why all teachers matter: The cumulative influence of teacher quality on children's reading achievement. Paper presented at the symposium, Classroom quality and the early development of at-risk children (symposium organized and chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Denver, CO, April 1-4.

Palacios, N. (May, 2008). Development of English language proficiency and reading mastery: Home and school context. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL, May 22-25.

Palacios, N., Guttmanova, K., & Chase-Lansdale, P. L. (March, 2007). Early reading achievement of children in immigrant families: Evidence from the ECLS-K. Paper presented in the symposium, The development of young children in immigrant families, at the biennial meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1.

Guttmanova, K., **Palacios, N.,** Valdovinos D'Angelo, A., & Chase-Lansdale, P. L. (March, 2007). School success among low-income, urban youths from immigrant and non-immigrant families. Paper presented in the symposium, The role of immigration in the academic success of adolescents and young adults, at the biennial meeting of the Society for Research in Child Development, Boston, MA, March 28-April 1.

Palacios, N., Guttmannova, K., & Chase-Lansdale, P. L. (June, 2006). Immigrant differences in early reading achievement: Evidence from the ECLS-K. Poster presented at the Institute for Education Sciences Research Conference, Washington D.C., June 14-16.

Bachman, H. J., **Palacios, N.**, & Chase-Lansdale, P. L. (April, 2006). Family and child strengths that promote early reading and math proficiency. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 7-11.

Bachman, H. J., **Palacios, N.**, & Chase-Lansdale, P. L. (March, 2006). Family and child strengths that promote early reading and math proficiency in low-income minority preschoolers. Poster presented at the annual meeting of the Population Association of America, Los Angeles, CA, March 30-April 1.

Akiba, D.A., Dimartino, L., **Palacios, N.**, & Rodriguez, S. (April, 2001). Children from immigrant families: Multiplicity of identities. Symposium presented at the Society for Research in Child Development, Minneapolis, MN, April 19-22.

OTHER PRESENTATIONS

Ochs, E. (April, 2017). Ethical blindspots in ethnographic and developmental approaches to the language gap debate. Invited Address on interdisciplinary research (chaired by **Palacios**), at the Society for Research in Child Development, Baltimore, MD, March 21-23.

Hill, T., & **Palacios, N.** (Nov, 2017). “Little” big sisters promoting the working memory and cognitive flexibility of younger siblings. Paper presented at the Diversifying Scholarship Conference, University of Virginia.

Palacios, N. (June, 2017). English language learners in the classroom. Symposium on High Quality Early Childhood Education, Early Education Task Force of Charlottesville-Albemarle, Charlottesville, VA, June 14, 2017.

Blair, C. (April, 2017). The development of self-regulation in early childhood: An applied psychobiological model. Invited Address on Poverty, Inequality, and Developmental Science (chaired by **Palacios**), at the Society for Research in Child Development, Austin, TX, April 6-8, 2017.

Palacios N. & Banse, H. (May, 2015). Does grit mediate mathematics achievement for English language learners? Poster presentation at the IES Social Policy and Research on Cognition and Mathematics Education Conference, UC-Berkeley, May 29-30, 2015.

Banse, H., Curby, T., **Palacios, N.**, & Rimm-Kaufman, S. (March, 2015). The complexity of teaching fifth-grade mathematics: Longitudinal relations between teacher-student interactions and mathematics instruction. Paper presentation at the Curry Research Conference (CRC), University of Virginia, Charlottesville, VA, March, 27, 2015.

Simpson, A., Palacios, N., & Kibler, A. (February, 2014). Preschool dual language learners' English-Spanish cognate knowledge and vocabulary development. Paper to be presented at the Curry Research Conference (CRC), University of Virginia, Charlottesville, VA, February, 14, 2014.

Banse, H., Palacios, N., Merritt, E., Leis, M. & Rimm-Kaufman, S. (February 2014). Discourse efforts: Incorporating conversation in Calendar Math for ELL students. Poster to be presented at the Curry Research Conference (CRC), University of Virginia, Charlottesville, VA, February, 14, 2014.

Palacios, N., Kibler, A., & Simpson, A. (October, 2012). Video analysis of literacy and language practices in Latino families with preschool age children." Presentation at *CASTL Works In Progress Meeting*, October 26, 2012.

García Coll, C. T., Modell, J., Bailey, B., Akiba, D. A., Chin, C., Silver, R., **Palacios, N.**, Dimartino, L., & Lemos, T. (November, 2001). Parental involvement in children's education: Lessons from three immigrant groups. Presentation at the Yale University Bush Center in Child Development and Social Policy, New Haven, CT.

TEACHING: Courses Taught

Immigrant Youth and Families (EDLF 3610)

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy
Curry School of Education, University of Virginia,
Spring 2017, 2018, 2019, 2020

Child Development (EDLF 7200)

Graduate Course; Department of Educational Leadership, Foundations, and Policy
Curry School of Education, University of Virginia,
Spring 2016, 2018, 2020

Educational Psychology (EDLF 7150)

Graduate Course; Department of Educational Leadership, Foundations, and Policy
Curry School of Education, University of Virginia,
Fall 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020

Introduction to Educational Psychology (EDLF 3160)

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy
Curry School of Education, University of Virginia
Fall 2010, 2011, 2012, 2013, 2016, 2017, 2018, 2019; Spring 2011, 2012, 2013, 2015

Child Growth and Development (EDLF 3150)

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy
Curry School of Education, University of Virginia,
Spring 2012, 2013, 2015, 2016, 2017, 2019, 2020 [Co-taught with Dr. Joanna Williams in 2012 & 2013]

Problems and Issues in Language, Literacy & Cultural Studies (EDIS 7400—Guest Lecturer)
Graduate Course; Department of Curriculum, Instruction, and Special Education
Curry School of Education, University of Virginia,
Fall 2010

PROFESSIONAL SERVICE: National

Service to Journals

- 2021 Consulting Editor, Editorial Board, *Cultural Diversity & Ethnic Minority Psychology*
- 2017 – 2019 Associate Editor, Monographs Matters, *Monographs of the Society for Research in Child Development*
- 2014 – Present Editorial Board, *AERA Open*
- 2017, 2015 Action/Article Editor, *SAGE Open*
- 2008 – Present Ad Hoc Reviewer (in alphabetical order)
Applied Psycholinguistics; Assessment for Effective Intervention; Child Development; Child Development Perspectives; Cultural Diversity & Ethnic Minority Psychology; Developmental Psychology; Early Childhood Research Quarterly; Exceptionality; Journal of Applied Developmental Psychology; Journal of Early Childhood Teacher Education; Journal of Latinos and Education; Learning and Individual Differences; Merrill-Palmer Quarterly; Parenting: Science & Practice

Conference Reviewer

- American Educational Research Association, Annual Meeting
2017, 2016, Second Language Research SIG
2014
- 2017, 2016 Language and Social Processes SIG
2016 Division E, Counseling & Human Development

- Society for Research in Child Development
2018-2019 Panel Review Co-Chair (Panel #18: School Readiness/Childcare)
2016, 2013 Biennial Meeting
2012 Society for Research in Child Development, Conference on the Positive Development of Minority Children

Funding Reviewer

- 2021 – 2025 Institute for Education Sciences (IES), Reading, Writing, Language (Principal member; 5-year term)
- 2018 – 2020 Institute for Education Sciences (IES), Reading, Writing, Language (Standing member; 3-year term)
- 2017 Institute for Education Sciences (IES), Reading, Writing, Language (Reviewer; 1-year term; Panel 2)

Award Reviewer

- 2015, 2014 American Psychological Association, Minority Fellowship Initial Review Committee
- 2012 – 2019 Society for Research in Child Development, Student and Early Career Council, Dissertation Funding Award

Service to Professional/National Organizations

- 2018 Member of Nominations Committee, Society for Research in Child Development
- 2018 – 2019 Member of the Awards/Biennial Conference subcommittee, SRCD Latino Caucus
- 2015 – 2019 Student and Early Career Council (SECC) Co-Chair, Society for Research in Child Development (SRCD)
- 2015 – 2017 SECC Representative to Governing Council, Society for Research in Child Development (SRCD)
- 2017 – Present Secretary of the Board, Center for Children’s Law and Policy, Washington D.C.
- 2012 – Present Board Member, Center for Children’s Law and Policy, Washington D.C.
- 2011 – 2014 SECC Representative to the Ethnic & Racial Issues Committee, Society for Research in Child Development (SRCD)
- 2005 Junior Mentor, Frances Degen Horowitz Millennium Scholars Program (Boston) Society for Research in Child Development (SRCD)
- 2002 – 2003 Program Coordinator, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development (SRCD)

PROFESSIONAL SERVICE: University, Curry, and Charlottesville

Member of Search Committee

- 2018 – 2019 Language Education/Secondary/Multilingual Populations, Tenure Track or Tenured Assistant or Associate Professor Search, Curriculum, Instruction and Special Education, Curry School of Education
- 2018 – 2019 Dual/Foreign Language Education, Tenure Track Assistant Professor Search, Curriculum, Instruction and Special Education, Curry School of Education
- 2016 – 2017 ELL Education, non-tenure track Assistant Professor Search, Curriculum, Instruction and Special Education, Curry School of Education
- 2014 Clinical/School Psychology Assistant or Associate Professor, Human Services, Curry School of Education
- 2013 – 2014 Clinical/School Psychology Tenured Associate or Professor, Human Services, Curry School of Education
- 2012 – 2013 Language Education (Foreign/Second) Assistant or Associate Professor Search Committee, Curriculum, Instruction and Special Education, Curry School of Education
- 2012 Associate Dean for Research, Faculty Development, and Doctoral Studies Search Committee, Curry School of Education
- 2012 Associate Professor Search Committee, Center for Advanced Study of Teaching and Learning
- 2012 Research Scientist Search Committee I and II, Youth-NEX
- 2012 Lecturer Search Committee, Kinesiology, Curry School of Education

Presentations to University Community

- 2017, Aug. Discussion Leader, session on “Race and Education” for August 12th “Reflective Conversation Community Event
- 2015, Jan. Planning Committee and Presenter, January Teaching and Diversity Workshop, Curry School of Education
- 2014, Aug. Presenter, *New Approaches to Thinking About Diversity in Schools*, Faculty Retreat, Curry School of Education
- 2014, March Faculty Presenter, Diversity and Excellence Panel, Office of the Vice President for Research, University of Virginia

Curry Committees

- 2019 – Present Program Coordinator, Educational Psychology: Applied Developmental Psychology Program
- 2017 – 2018 Chair, PhD/Doctoral Studies Committee, Curry School of Education
- 2015 – Present Member of PhD/Doctoral Studies Committee, Curry School of Education
- 2014 – 2016 Member of Diversity Action Committee, Curry School of Education
 - Planning sub-committee for Diversity & Equity Challenge (2015)
 - Coordinator of DAC workshop for the Curry Research Conference (2016)
- 2013 – 2015 Member of Curriculum and Program Review Committee, Curry School of Education
- 2012 – Present Member of Curry Awards Review Committee, Curry School of Education
- 2010 – Present Member of Steering Committee, Program in Educational Psychology and Applied Developmental Sciences, Curry School of Education
- 2010 – Present Affiliate, Virginia Education Science Training (VEST)

Academic Community

- 2020 Facilitator, Graduate Essay Writing Workshop, RISE Program
- 2019 – 2020 Faculty Executive Board, DREAMers on Grounds, University of Virginia
- 2018 Faculty Judge (Poster Session), Diversifying Research Conference, University of Virginia
- 2018, 2017 Reviewer, Elizabeth Munsterberg Koppitz Fellowship of the American Psychological Foundation, internal University of Virginia competition
- 2017, 2015 Reader, Curry School Hooding Ceremony
- 2014 Poster Judge, Curry Research Conference, University of Virginia
- 2014 Curry Research Conference, Job Panel–*Job Talks & Interviews*
- 2013 – 2014 MLK Event Planning Committee
- 2012 – 2019 Facilitator, Graduate Essay Writing Workshop, Summer Undergraduate Research Program, University of Virginia

Mentorship

- 2018 – Present Doctoral Student (Melissa Lucas); expected graduation 2022
- 2018 Dissertation Committee (Pilar Alamos)
- 2017 Dissertation Committee (Carolina Melo)
- 2016 – 2020 Doctoral Students (Tatiana Hill); graduation Summer 2020
- Hill Comprehensive Exam Chair (2019)

2015 Hill Dissertation Committee Chair (2019-2020)
 Dissertation Committee (Ashley Simpson Baird)
 2013 – 2017 Doctoral Student Mentee (Holland Banse); graduation Summer 2017
 Banse Comprehensive Exam Chair (2016)
 Banse Dissertation Committee Chair (2016-2017)
 2013 Summer Undergraduate Research Program (SURP) Mentor
 2014 – 2015 Master Student Mentee (Michelle Yoder)
 2013 – 2014 Master Student Mentee (Alyssa Parr)
 2012 – 2013 Master Student Mentee (Holland Banse)
 2011 – 2012 Master Student Mentee (Sara Chapman)

Community At-Large

2011 – 2014 Advisory member, Creciendo Juntos Early Childhood Workgroup

HONORS AND AWARDS

2019 Excellence in Mentoring Award
Curry School of Education, University of Virginia
 2016 – 2017 Linking Research and Practice Outstanding Publication Award
The National Council of Teachers of Mathematics
 2017 Recognition of Service to Governing Council
Society for Research in Child Development
 2017 Certificate of Appreciation
The Student Virginia Education Association at UVA
 2017 Early Career Award
Latino Caucus of the Society for Research in Child Development
 2010 – 2011 Excellence in Diversity Fellow
University of Virginia
 2008 – 2009 Dissertation Year Fellowship
Northwestern University
 2004 – 2008 Multidisciplinary Program in Education Sciences
Institute for Education Sciences Fellowship
 2004 – 2008 Institute for Policy Research Graduate Research Assistantship
Northwestern University
 2003 – 2006 Mental Health Predoctoral Fellow
American Psychological Association Minority Fellowship
 2003 – 2006 University Scholar
Northwestern University Graduate School
 2001 Davis Book Award in Psychology for Research, Clinical Psychology
Brown University
 2001 Frances Degen Horowitz Millennium Fellows Scholar
Society for Research in Child Development
 2000 – 2001 Undergraduate Teaching and Research Award
Brown University

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development
American Psychological Association
Association for Psychological Science
American Educational Research Association

ADDITIONAL INFORMATION

Write and speak Spanish fluently
Knowledge of STATA, HLM, SPSS, Dedoose