

NATALIA A. PALACIOS

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ACADEMIC APPOINTMENTS

2019 – 2024 **Program Coordinator**, Educational Psychology & Applied Developmental Sciences
2017 – Present **Associate Professor with Tenure**
2010 – 2017 **Assistant Professor**
School of Education and Human Development, University of Virginia
Program in Educational Psychology & Applied Developmental Sciences (EP-ADS)
Department of Leadership, Foundations, & Policy

AFFILIATIONS

2017 – Present **Faculty Affiliate**, Center for the Study of Race and Education in the South,
2017 – 2019 **Faculty Affiliate**, Program in Language Education in Multilingual Contexts (LEMC)
School of Education and Human Development, University of Virginia

EDUCATION

2003 – 2009 **Ph.D. in Human Development and Social Policy**
School of Education and Social Policy, Northwestern University
2007 **M.A. in Human Development and Social Policy**
School of Education and Social Policy, Northwestern University
1997 – 2001 **B.A. with Honors in Psychology**, Brown University, 2001

PUBLICATIONS: REFEREED JOURNAL ARTICLES

Graduate Student are underlined; Postdoctoral Fellows are marked by *Asterisk

PUBLISHED (in chronological order)

1. Bohlmann, N., **Palacios, N.**, Oh, M., & Bell, B. (2025). Academic outcomes of English learners in monolingual and dual language programs. *Journal of Applied Developmental Psychology*, 101, 1-14. <https://doi.org/10.1016/j.appdev.2025.101869>
IF: 2.2, CiteScore: 5.1
2. Paulick, J., & **Palacios, N.** (2025). Preparing for equitable family and community engagement through home visiting: Linking culturally responsive/sustaining pedagogy and developmental frameworks. *Advances in Child Development and Behavior*, 69, 255-278.
<https://doi.org/10.1016/bs.acdb.2025.07.007>
CiteScore: 4.3; Palacios invited to submit to *Advances in Child Development and Behavior*

3. **Palacios, N.**, Paulick, J., Kibler, A., & Blatt, A. (2025). Humanizing students: Teacher reflections before and after home visits. *Teachers College Record*, 127(4), 116-143.
<https://doi.org/10.1177/01614681251347426>
IF: 1.3, 5 yr-IF: 1.6
4. **Palacios, N.**, Bohlmann, N., Bell, B., *Oh, M., & Yue, Y. (2024). Does early elementary dual language instruction deliver as promised? *AERAOpen*, 10.
<https://doi.org/10.1177/23328584241264513>
IF: 3.5, 5 yr-IF: 3.8; Google Scholar Citation: 1, Web of Science Citation: 1
5. **Palacios, N.**, & Paulick, J. (2024). Supporting Latinx immigrant children and families in the transition to elementary school. *Child Development Perspectives*, 18, 155-162.
<https://doi.org/10.1111/cdep.12512>
IF: 5.1, 5 yr-IF: 8.6; Google Scholar Citation: 3, Web of Science Citation: n/a
6. **Palacios, N.**, Hill, T., Dugan, S., Kibler, A., & Paulick, J. (2024). Bilingual Latina siblings supporting siblings: Shared reading as a context for supporting cognitive self-regulation. *Hispanic Journal of Behavioral Sciences*, 45, 123-148. <https://doi.org/10.1177/07399863241231321>
IF: 1.2, 5 yr-IF: 1.6; Google Scholar Citation: n/a, Web of Science Citation: n/a
7. Bohlmann, N., & **Palacios, N.** (2023). Examining child, family, classroom, and school factors associated with Latinx children's early science achievement. *Early Education and Development*, 35, 783-804. <https://doi.org/10.1080/10409289.2023.2233369>
IF: 2.1, 5 yr-IF: 2.9, CiteScore: 5.5; Google Scholar Citation: 5, Web of Science Citation: n/a
8. Paulick, J., Kibler, A., & **Palacios, N.** (2023). Understanding literacies in Latinx families: Teachers using home visits to reimagine classroom practices. *The Reading Teacher*, 76, 578-585.
<https://doi.org/10.1002/trtr.2178>
IF: 1.4, 5 yr-IF: 1.28, CiteScore: 2.5; Google Scholar Citation: 11, Web of Science Citation: 2
9. Hill, T.Y., & **Palacios, N.** (2021). The influence of parental warmth and stress on reading through approaches to learning: Racial/ethnic variation. *Infant & Child Development*, 30(2), 1-21.
<https://doi.org/10.1002/icd.2210>
IF: 2.8, CiteScore: 2.8; Google Scholar Citation: 17, Web of Science Citation: 7
10. **Palacios, N.**, & Bohlmann, N. (2020). Self-regulation mediates the associations between demographic characteristics and Latino children's early achievement. *Journal of Applied Developmental Psychology*, 70, 1-16. <https://doi.org/10.1016/j.appdev.2020.101166>
IF: 2.2, CiteScore: 5.1; Google Scholar Citation: 18, Web of Science Citation: 8
11. Paulick, J., Quinn, A., Kibler, A., **Palacios, N.**, & Hill, T. (2020). Lesson for teachers: A wordless picturebook in the hands of one Mexican immigrant family. *TESOL Journal*, 11(3), 1-23.
<https://doi.org/10.1002/tesj.513>
IF: 1.3, CiteScore: 3.3; Google Scholar Citation: 9, Web of Science Citation: 5
12. Kibler, A., Paulick, J., **Palacios, N.**, & Hill, T. (2020). Shared book reading and bilingual decoding in Latinx immigrant homes. *Journal of Literacy Research*, 52(2), 180-208.
<https://journals.sagepub.com/doi/pdf/10.1177/1086296X20915511>

IF: 1.4, 5 yr-IF: 2.5; Google Scholar Citation: 18, Web of Science Citation: 12
Winner of the 2021 Arthur Applebee Award for Distinguished Research Article from the
Literacy Research Association (LRA)

13. Kibler, A., **Palacios, N.**, Paulick, J., & Hill, T. (2020). Languageing 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>
IF: 2.5, 5 yr-IF: 3.6, CiteScore: 5.8; Google Scholar Citation: 10, Web of Science Citation: 4
14. Hill, T., & **Palacios, N.** (2020). Older sibling contribution to younger children's working memory and cognitive flexibility. *Social Development*, 29, 57-72. <https://doi.org/10.1111/sode.12400>
IF: 1.6, CiteScore: 3.8; Google Scholar Citation: 15, Web of Science Citation: 6
15. 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.
<https://doi.org/10.1177/016146811912100704>
IF: 1.3, 5 yr-IF: 1.6, CiteScore: 3.2; Google Scholar Citation: 9, Web of Science Citation: n/a
16. 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*, 111, 645-656. <https://doi.org/10.1080/00220671.2017.1389682>
IF: 2.0, 5 yr-IF: 2.5, CiteScore: 3.5; Google Scholar Citation: 88, Web of Science Citation: 18
17. 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.
<https://doi.org/10.1177/016146811812000604>
IF: 1.3, 5 yr-IF: 1.6, CiteScore: 3.2; Google Scholar Citation: 4, Web of Science Citation: 1
18. **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. <http://dx.doi.org/10.1080/02568543.2016.1272509>
IF: 1.3, 5 yr-IF: 1.8, CiteScore: 3.1; Google Scholar Citation: 25, Web of Science Citation: 2
19. **Palacios, N.**, Kibler, A. K., & Simpson Baird, A. (2017). Childcare, language use, and vocabulary of second-generation Latino immigrant children growing up in a new immigrant enclave in the United States. *Early Child Development and Care*, 187, 690-706.
<https://doi.org/10.1080/03004430.2016.1223074>
IF: 1.0, 5 yr-IF: 1.4, CiteScore: 3.3; Google Scholar Citation: 15, Web of Science Citation: 4
20. 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. <https://doi.org/10.1080/00220671.2015.1034352>
IF: 2.0, 5 yr-IF: 2.5, CiteScore: 3.5; Google Scholar Citation: 34, Web of Science Citation: 5
21. 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. <http://dx.doi.org/10.1080/00220671.2015.1075187>

IF: 2.0, 5 yr-IF: 2.5, CiteScore: 3.5; Google Scholar Citation: 65, Web of Science Citation: 8

22. **Banse, H., Palacios, N.,** Merritt, E., & Rimm-Kaufman, S. (2016). 5 strategies for scaffolding math discourse with ELLS. *Teaching Children Mathematics*, 23, 100-108.
<http://www.jstor.org/stable/10.5951/teacchilmath.23.2.0100>
Google Scholar Citation: 26, Web of Science Citation: n/a
Winner of the 2016-2017 Linking Research and Practice Outstanding Publication Award
from *The National Council of Teachers of Mathematics*
23. **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. <https://doi.org/10.1177/0739986316658865>
IF: 1.2, 5 yr-IF: 1.6; Google Scholar Citation: 19, Web of Science Citation: 8
24. 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. <https://doi.org/10.1016/j.linged.2016.06.001>
IF:1.6 , CiteScore: 2.8; Google Scholar Citation: 59, Web of Science Citation: 26
25. Maier, M., Bohlmann, N., & **Palacios, N.** (2016). Cross-language association in the development of preschoolers' receptive and expressive vocabulary. *Early Childhood Research Quarterly*, 36, 49-63. <https://doi.org/10.1016/j.ecresq.2015.11.006>
IF: 3.2, CiteScore: 7.0; Google Scholar Citation: 46, Web of Science Citation: 13
26. **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>
IF: 2.0, 5 yr-IF: 2.5; Google Scholar Citation: 32, Web of Science Citation: 5
27. Simpson Baird, A., Palacios, N., & Kibler, A. (2016). The cognate and false cognate knowledge of young emergent bilinguals. *Language Learning*, 66, 448-470. <https://doi.org/10.1111/lang.12160>
IF: 4.67; Google Scholar Citation: 40, Web of Science Citation: 17
28. **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>
IF: 1.2, 5 yr-IF: 2.1, CiteScore: 4.1; Google Scholar Citation: 7, Web of Science Citation: 3
29. Bohlmann, N., Maier, M., & **Palacios, N.** (2015). Bidirectionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. *Child Development*, 86, 1094-1111. <https://doi.org/10.1111/cdev.12375>
IF: 3.9, CiteScore: 9.2; Google Scholar Citation: 206, Web of Science Citation: 110
30. 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. <https://doi.org/10.1177/1468798414551949>

IF: 1.3, 5 yr-IF: 2.2; Google Scholar Citation: 28, Web of Science Citation: 8

31. 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. <https://doi.org/10.1002/tesq.151>
IF: 3.0, 5 yr-IF: 4.67, CiteScore: 6.4; Google Scholar Citation: 60, Web of Science Citation: 21
32. 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. <https://doi.org/10.1002/tesq.96>
IF: 3.0, 5 yr-IF: 4.67, CiteScore: 6.4; Google Scholar Citation: 20, Web of Science Citation: 4
33. D'Angelo, A. V., **Palacios, N.**, & Chase-Lansdale, P. L. (2012). Latino immigrant differences in father involvement with infants. *Fathering*, 10, 178-212.
Google Scholar Citation: 35
34. **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://doi.org/10.1037/a0012863>
IF: 3.1, 5 yr-IF: 5.0; Google Scholar Citation: 148, Web of Science Citation: 54
35. 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. https://doi.org/10.1207/S15327922PAR0203_05
IF: 2.3, 5 yr-IF: 2.2, CiteScore: 5.5; Google Scholar Citation: 471, Web of Science Citation: 102

PUBLICATIONS: CHAPTERS IN EDITED VOLUMES

Graduate Student are underlined; Postdoctoral Fellows are marked by *Asterisk

36. **Palacios, N.**, & Paulick, J. (In Press). 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.
37. Paulick, J., **Palacios, N.**, & Kibler, A. (2023). Family-teacher partnerships to support culturally and linguistically marginalized children's successful transition to school. In *Research Anthology on Balancing Family-Teacher Partnerships for Student Success* (pp. 308-326). Hershey, PA: IGI Global. DOI: 10.4018/978-1-6684-7601-7.ch015. (Reprint from Paulick, **Palacios**, & Kibler, 2020).
38. Paulick, J., **Palacios, N.**, & Kibler, A. (2020). Family-teacher partnerships to support culturally and linguistically marginalized children's successful transition to school. In S. Tatalović Vorkapić & J. LoCasale-Crouch (Eds), *Supporting children's well-being during the early childhood transition to school* (pp. 303-321). Hershey, PA: IGI Global. DOI: 10.4018/978-1-7998-4435-8.ch014
39. 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

40. **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* (pp. 392-408). New York: Routledge. (Reprint from **Palacios, N.**, Kibler, A. K., & Simpson Baird, A., 2017).
41. **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.
42. 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.
43. 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

PUBLICATIONS: MANUSCRIPTS UNDER REVIEW

Graduate Student are underlined; Postdoctoral Fellows are marked by *Asterisk

1. Lucas, M., **Palacios, N.**, Quinn, A., Paulick, J., & Kibler, A. (R&R). Parent-teacher communication about bilingualism and biliteracy during home visiting. *International Journal of Bilingualism*.
2. *Oh, M., **Palacios, N.**, Bohlmann, N., & Bell, B. (Under Review). Diversity among Spanish-English dual language learners in Utah: Exploring biliteracy profiles and later academic achievement. *TESOL Quarterly*.
3. *Smith, J., **Palacios, N.**, Paulick, J., & Kibler, A. (Under Review). Windows into family worlds: Teacher reflections after home visits with Mexican and Honduran students.

FUNDED GRANTS

Postdoctoral Fellows are marked by *Asterisk

- PI (2025 – 2028). *Home Visiting: Teachers' and Latine Families' Perspectives*. Summary: Get inside “black box” of teacher home visits with Latine families to understand how these visits are enacted, whether they meet the needs of families, and how they may shape beliefs about families and instructional practices. William T. Grant Foundation (Paulick, J., & Kibler, A., Co-PIs), \$525,057.
- PI (2024 - 2027). *Waived English Learners: A Multi-State Exploration of an Overlooked English Learner Subgroup*. Summary: Using state level data to examine characteristics of the Waived EL population (i.e., those eligible but decline EL services) and examine the timing to reclassification, outcomes, and overlap between Waived EL status and special education receipt. Spencer Foundation Large Grants Program (*Oh, M., Bell, B., Mancilla-Martinez, J., Co-PIs), \$374,999.
- Co-PI (2023 – 2024). *Conference: Disclosing Failure, Benefit or Hazard for STEM Women Faculty? Advancing an Equity and Inclusion Perspective*. Summary: This conference will gather women from across the social science to identify the benefits and challenges associated with failure disclosure, considering questions of power, gender, race and ethnicity in the competitive contexts of academe. U.S. National Science Foundation (NSF; PI: Fraser, G.), \$299,487.
- Co-PI (2021 - 2025). *The University of Virginia Post-Doctoral Education Science Training Program on English Learners (EL-VEST)*. Summary: Building capacity for rigorous research on English learner and research-practice-partnerships focused on English learners through postdoctoral training. Institute for Education Sciences (Rimm-Kaufman, S., PI), \$783,998.
- 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 Student

INVITED PRESENTATIONS

- Palacios, N.** (2025). Righting the wrongs of developmental science: The case of minoritized populations. Invited panelist honoring Dr. Cynthia Garcia Coll, Society for Research in Child Development, Minneapolis, MN, May 1-3.
- Palacios, N.,** Paulick, J., Kibler, A., & Lucas, M. (October, 2021). Engaging families through home visiting: A culturally informed approach. Invited talk presented at the Applied Developmental Psychology Program 2021 Fall Colloquia Series, at George Mason University, Fairfax, VA, October 13, 2021.
- Palacios, N.** (April, 2021). Pushing the boundaries: A Conversation on the future of anti-bias research and practice in education. Convener and moderator, The Race & Education Lecture Series, Center for Race and Public Education in the South, University of Virginia, Charlottesville, April 21, 2021. [<https://youtu.be/yqe5zf7DCn8>]
- 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

- Paulick, J., & **Palacios, N.** (2025). Lessons learned from home visiting studies to support culturally responsive/sustaining pedagogy. Paper presented in the symposium, Preparation for equitable family and community engagement that leads to culturally responsive/sustaining pedagogy, at the American Education Research Association (AERA) 2025 Annual Meeting, Denver Colorado, April 23-27, 2025.
- Bohlmann, N., **Palacios, N.**, Oh, M. H., Bell, B. (2025). Fifth-grade academic outcomes of English learners in bilingual programs: The mediating effect of third grade literacy. Paper presented in the symposium, How do early experiences shape literacy growth in bilingual and DLL populations? (chaired by **Palacios**), at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT, March 23-25, 2023.

- Oh, M. H., **Palacios, N.**, Bohlmann, N., & Bell, B. (2024). Heterogeneity among Spanish-English dual language learners in Utah: Linking dual language profiles to academic achievement. Paper presented the National Research Conference on Early Childhood, Arlington, VA, June 24-26, 2024.
- Paulick, J., **Palacios, N.**, Kibler, A., & Blatt, A. N. (2024). Teachers making sense of families'/children's asses through home visiting. Paper presented in the symposium, Educators Working Toward Equitable, Collaborative, Engagement with Historically Marginalized Skills, at the American Education Research Association (AERA) 2024 Annual Meeting, Philadelphia, PA.
- Palacios, N.**, Bohlmann, N., Bell, B., & Yitong, Y. (2023, March 23-25). A propensity matched comparison of early literacy outcomes for elementary-age ELs in different language programs. Paper presented at the symposium, Do Dual Language Experiences Benefit the Academic and Literacy Outcomes of Spanish-Speaking ELs? at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT, March 23-25, 2023.
- Lucas, M., **Palacios, N.**, & Bell, B. A. (2022, September 21-24). *The effect of English Learner status on teachers' perceptions of student social skill development*. Poster to be presented at the Society for Research in Educational Effectiveness (SREE) Conference, Arlington, VA.
- Palacios, N.** (2022, May 2-4). Discussant for paper symposium. Symposium, Innovative program and policies to promote the well-being of economically disadvantaged immigrant children and parents), presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico.
- Lucas, M., Quinn, A., Paulick, J., **Palacios, N.**, & Kibler, A. (2022, May 2-4). Teachers and Families in Two-Way Immersion Programs: Discussing Language and Literacy Development. Flash talk presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico.
- Lucas, M., & **Palacios, N.** (2022, May 2-4). From struggling to thriving: Teachers' perceptions of school climate profiles & Latinx student-teacher relationship quality. Poster presented at the Society for Research in Child Development (SRCD) Special Topics Meeting, Rio Grande, Puerto Rico.
- Lucas, M. & **Palacios, N.** (2022, April 21-26). *Profiles of Teachers' Perceptions of School Climate in Elementary School among Teachers serving Latinx Students*. Paper presented during Student and Educator School Climate Perceptions: Dynamics and Correlates, at the American Education Research Association (AERA) Annual Meeting.
- Lucas, M., **Palacios, N.**, Quinn, A., Paulick, J., & Kibler, A. (2021, April 9-12). *Parent-teacher communication about bilingualism and biliteracy during home visits*. Roundtable presented during Parent Voices in Multilingual Contexts, at the American Education Research Association (AERA) Annual Meeting, Virtual Conference.
- Paulick, J., **Palacios, N.**, & Kibler, A., Hill, T. Y., & Lucas, M. (2021, April 9-12). *Asset-framed teacher home visits: Supporting equity-oriented partnerships with diverse families*. Paper

presented during Engaging Culturally and Linguistically Diverse Families, at the American Education Research Association (AERA) Annual Meeting, Virtual Conference.

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 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 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 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). Languageing 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.,** Guttmannova, 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.
- Guttmannova, 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

- Palacios, N.** (May, 2022). Featured speaker on panel discussing Dr. Cynthia Garcia Coll: Frameworks, Perspectives, & Relevance for Today, webinar coordinated by the Foundation for Child Development Scholars of Color Series.
- 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 presented at the Yale University Bush Center in Child Development and Social Policy, New Haven, CT.

TEACHING: Courses

Examining the Effectiveness of Social Innovation (EDLF 3200)

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy
School of Education and Human Development, University of Virginia
Fall 2025

Foundation of Educational Research (EDLF 7300)

Graduate Course; Department of Educational Leadership, Foundations, and Policy
School of Education and Human Development, University of Virginia
Fall 2023

Immigrant Youth and Families (EDLF 3610)

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy
School of Education and Human Development, University of Virginia
Spring 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024

Child Development (EDLF 7200)

Graduate Course; Department of Educational Leadership, Foundations, and Policy
School of Education and Human Development, University of Virginia
Spring 2016, 2018, 2020, 2022, 2024

Educational Psychology (EDLF 7150)

Graduate Course; Department of Educational Leadership, Foundations, and Policy
School of Education and Human Development, University of Virginia
Fall 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2025

Child Growth and Development (EDLF 3150)

Undergraduate Course; Department of Educational Leadership, Foundations, and Policy
School of Education and Human Development, University of Virginia
Spring 2012*, 2013*, 2015, 2016, 2017, 2019, 2020, 2021, 2023
*Co-taught with Dr. Joanna Williams in 2012 & 2013

Introduction to Educational Psychology (EDLF 3160)

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

PROFESSIONAL SERVICE: National

Service to Journals

2022 – 2024 Consulting Editor, Editorial Board, *Child Development*

2021 – 2024	Consulting Editor, Editorial Board, <i>Cultural Diversity & Ethnic Minority Psychology</i>
2017– 2019	Associate Editor, Monograph Matters, <i>Monographs of the Society for Research in Child Development</i>
2014 – 2021	Editorial Board, AERA Open
2017, 2015	Action/Article Editor, SAGE Open
2008 – Present	Ad Hoc Reviewer (in alphabetical order) <i>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</i>

Conference Reviewer

American Educational Research Association, Annual Meeting	
2017, 2016, 2014	Second Language Research SIG Reviewer
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)
2020, 2016, 2013	Biennial Meeting Reviewer
2012	Society for Research in Child Development, Conference on the Positive Development of Minority Children, Reviewer

Funding Reviewer

2020-2025	Institute for Education Sciences (IES), Reading, Writing, Language (Principal member; 5-year term)
2022	Institute for Education Sciences (IES), Reading, Writing, Language, Review Panel Chair
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

2025 – 2031	Member-at-large, Governing Council, Society for Research in Child Development
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2023 – 2027	Member of the Publications Committee, Society for Research in Child Development
2023	Member-at-Large, Steering Committee of the Society for Research in Child Development Latinx Caucus
2022 – 2023	Member, Task Force on Publications and Ethical Behavior, Society for Research in Child Development
2021 – 2024	President of the Board, Center for Children’s Law and Policy, Washington D.C.
2018	Member of Nominations Committee, Society for Research in Child Development
2018 – Present	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 – 2021	Secretary of the Board, Center for Children’s Law and Policy, Washington D.C.
2012 – 2024	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, School, and Charlottesville

Search Committees

2022	Education Leadership, Foundations and Policy (EDLF) Administrator search, School of Education and Human Development
2021– 2022	Search Chair, Youth and Social Innovation, Tenure Track or Tenured Assistant or Associate Professor Search, Human Services, School of Education and Human Development
2021	Endowed Chair in Early Childhood Education and Endowed Chair in Education and Neuroscience, Tenured Associate or Full Professor Search, School of Education and Human Development
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 12 th “Reflective Conversation Community Event
2015, Jan.	Planning Committee and Presenter, January Teaching and Diversity Workshop, Curry School of Education
2014, Aug.	Presenter, <i>New Approaches to Thinking About Diversity in Schools</i> , Faculty Retreat, Curry School of Education
2014, March	Faculty Presenter, Diversity and Excellence Panel, Office of the Vice President for Research, University of Virginia

EHD Promotion & Tenure Committees

Pre-tenure Review

2023	Member, Internal Review Committee for Dr. Colby Hall
2019	Member, Internal Review Committee for Dr. Jamie Jirout
2018	Member, Internal Review Committee for Dr. Rachel Wahl

Promotion to Associate Professor

2023	Member, Internal Review Committee for Dr. Jonee Wilson
2022	Member, Internal Review Committee for Dr. Natoya Haskins
2021	Member, Internal Review Committee for Dr. Ginny Vitiello
2019	Member, Internal Review Committee for Dr. Rachel Wahl

EHD School Committees

2022 – 2024	Chair, PhD Studies Committee, School of Education and Human Development
2019 – 2024	Program Coordinator, Educational Psychology: Applied Developmental Psychology Program
2017 – 2018	Chair, PhD/Doctoral Studies Committee, Curry School of Education
2015 – 2024	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 – 2021	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, 2022	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
2022, 2017, 2015	Reader, School of Education and Social Policy Hooding Ceremony
2014, 2021	Poster Judge, Curry Research Conference, University of Virginia
2014	Curry Research Conference, Job Panel– <i>Job Talks & Interviews</i>
2013 – 2014	MLK Event Planning Committee
2012 – 2019	Facilitator, Graduate Essay Writing Workshop, Summer Undergraduate Research Program, University of Virginia

Mentorship

Postdoctoral Fellow

2024 – 2026	Julie Smith, EL-VEST Postdoctoral Fellow
2022 – 2024	Min Oh, EL-VEST Postdoctoral Fellow

Doctoral Mentees & Dissertation Committees Chaired

2018 – 2022	Doctoral Student – Melissa Lucas; graduation Summer 2022 Lucas Comprehensive Exam Chair (2021) Lucas Dissertation Committee Chair (2021-2022)
2016 – 2020	Doctoral Students – Tatiana Hill; graduation Summer 2020 Hill Comprehensive Exam Chair (2019) Hill Dissertation Committee Chair (2019-2020)
2013 – 2017	Doctoral Student Mentee – Holland Banse; graduation Summer 2017 Banse Comprehensive Exam Chair (2016) Banse Dissertation Committee Chair (2016-2017)

Dissertation Committee Member

2024 – Present	Dissertation Committee – Yuqi Zhang, Virginia Commonwealth University
2024 – Present	Dissertation Committee – Analia Marzoratti, University of Virginia
2023 – Present	Dissertation Committee – Matthew Lowery, University of Virginia
2020 – 2025	Dissertation Committee – Jieun Sung, University of Virginia
2021 – 2022	Dissertation Committee – Mayaris Cubides, University of Virginia
2021 – 2022	Dissertation Committee – Miray Seward, University of Virginia
2021 – 2022	Dissertation Committee – Karen Kehoe, University of Virginia
2020 – 2021	Dissertation Committee – Ashley Hunt, University of Virginia
2017 – 2018	Dissertation Committee – Pilar Alamos, University of Virginia
2016 – 2017	Dissertation Committee – Carolina Melo, University of Virginia
2014 – 2015	Dissertation Committee – Ashley Simpson Baird, University of Virginia

Masters Secondary Advisor and Comprehensive Exam Committee Member

2024	Master Student Comprehensive Exam Committee – Sarah Aboufakher
2024	Master Student Comprehensive Exam Committee – Katie Christ
2024	Master Student Comprehensive Exam Committee – Dann Jaber
2021 – 2022	Master Student Mentee & Comprehensive Exam Committee – Yitong <i>Sophie</i> Yue
2021 – 2022	Master Student Mentee & Comprehensive Exam Committee – Hannah Melton
2019 – 2020	Master Student Mentee & Comprehensive Exam Committee – Mingming Huang

2014 – 2015	Master Student Mentee & Comprehensive Exam Committee – Michelle Yoder
2013 – 2014	Master Student Mentee & Comprehensive Exam Committee – Alyssa Parr
2012 – 2013	Master Student Mentee & Comprehensive Exam Committee – Holland Banse
2011 – 2012	Master Student Mentee & Comprehensive Exam Committee – Sara Chapman

Undergraduate Research Advisor

2025 – 2026	YSI Undergraduate Advisor (10 advisees)
2022 – 2024	YSI Undergraduate Advisor (10 advisees)
2018	YSI Undergraduate Research Mentee (Juliana Parra)
2017 – 2018	YSI Undergraduate Research Mentee (Stephanie Dugan)
2013	Summer Undergraduate Research Program (SURP) Mentor

Community At-Large

2025 – 2026	President of the Board of Directors, ReadyKids Charlottesville
2024 – 2025	Vice President of the Board of Directors, ReadyKids Charlottesville
2022 – Present	Board Member, ReadyKids, Charlottesville
2011– 2014	Advisory member, Creciendo Juntos Early Childhood Workgroup

HONORS AND AWARDS

2023, 2024	Lasting Legacy Award <i>Education Council, School of Education and Human Development, UVA</i>
2021	The Arthur Applebee Award for Distinguished Research Article <i>Literacy Research Association (LRA)</i>
2019	Excellence in Mentoring Award <i>Curry School of Education, University of Virginia</i>
2016 – 2017	Linking Research and Practice Outstanding Publication Award <i>The National Council of Teachers of Mathematics</i>
2017	Recognition of Service to Governing Council <i>Society for Research in Child Development</i>
2017	Certificate of Appreciation <i>The Student Virginia Education Association at UVA</i>
2017	Early Career Award <i>Latino Caucus of the Society for Research in Child Development</i>
2010 – 2011	Excellence in Diversity Fellow <i>University of Virginia</i>
2008 – 2009	Dissertation Year Fellowship <i>Northwestern University</i>
2004 – 2008	Multidisciplinary Program in Education Sciences <i>Institute for Education Sciences Fellowship</i>
2004 – 2008	Institute for Policy Research Graduate Research Assistantship <i>Northwestern University</i>
2003 – 2006	Mental Health Predoctoral Fellow <i>American Psychological Association Minority Fellowship</i>
2003 – 2006	University Scholar, <i>Northwestern University Graduate School</i>
2001	Davis Book Award in Psychology for Research, Clinical Psychology

2001	<i>Brown University</i> Frances Degen Horowitz Millennium Fellows Scholar <i>Society for Research in Child Development</i>
2000 – 2001	Undergraduate Teaching and Research Award <i>Brown University</i>
2000	Research at Brown Grant <i>Brown University</i>

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development
American Psychological Association
International Society for the Study of Behavioral Development

ADDITIONAL INFORMATION

Citizenship: Colombia, United States
Write and speak Spanish fluently
Knowledge of Stata, HLM, SPSS, Dedoose