

Judy Hicks Paulick, Ph.D.
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Charlottesville, VA 22904-4260
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EDUCATION

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

APPOINTMENTS

- 2016-present **University of Virginia, Charlottesville, VA**
Assistant Professor, Curriculum, Instruction and Special Education
- 2014-2016 **Stanford University, Stanford, CA**
Postdoctoral Fellow, Stanford Teacher Education Program

PUBLICATIONS

REFEREED ARTICLES

Paulick, J., Karam, F., & Kibler, A. (in press). Artifactual literacies in home visiting: Exploring cultural models and curricular connections. *Language Arts*.

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

Paulick, J., Park, S., & *Cornett, A. (conditionally accepted). Teachers and parents negotiating power dynamics during home visits. *American Journal of Education*.

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

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

Kibler, A., **Paulick, J.**, Palacios, N., & *Hill, T. (2020). Shared book reading in immigrant homes: Complexifying decoding. *Journal of Literacy Research*, 52(2), 180-208.

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

Kibler, A., Palacios, N., **Paulick, J.**, & *Hill, T. (2020). Linguaging among Latinx siblings in immigrant homes: Implications for teaching literacy. *Theory into Practice*, 59(1), 42-52.

*Cornett, A., **Paulick, J.**, & Van Hover, S. (2020). Utilizing home visiting to support differentiated instruction in an elementary classroom. *School Community Journal*, 30(1), 107-138.

Myers, J. & **Paulick, J.** (2020). Examining decision-making in higher education: A study of teacher educators' choices within writing methods courses. *Excellence in Education*, 9(1), 5-31.

Paulick, J. (2019b). Teacher talk during children's play in Head Start preschools: Differences in quantity, differences in quality. *NHSA Dialog*, 22(2), 22-38.

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

Paulick, J. (2019a). Articulating high quality free choice time in Head Start preschools: A framework to support professional development and classroom observations. *NHSA Dialog*, 22(1), 1-26.

Goldenberg, C., **Hicks, J.**, & Lit, I. (2013). Dual language learners: Effective instruction in early childhood. *American Educator*, 37(2), 26-29.

REFERREED CHAPTERS AND REPORTS

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

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

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

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

NON-REFEREED PUBLICATIONS

Cohen, J., Cushing, M., Darcy, L., Hayes, L., **Paulick, J.**, & Waddell, K. (2022). Tools for equitable reading instruction: Text-based comprehension.

Cohen, J., Cushing, M., Darcy, L., Hayes, L., **Paulick, J.**, & Waddell, K. (2022). Tools for equitable reading instruction: Foundational reading.

Paulick, J. (2019c). Supporting dual language learners' language development using relevant teacher talk during playtime. *NHSA Dialog*, 22(2).

Bailey, S., McCarthy, R., Barko-Alva, K., Bender, J., Carson, J., Childress, C. Krause, G., Krause, T., Massaro, V., Mendizabal, P., Montalvo, L., Moran-DeWald, E., Murphy-Judy, K., **Paulick, J.**, Preusse-Burr, B., Staudt, B., Yeskey, L. (2019). *K-12 Dual Language Immersion Guidance in Virginia*. Richmond, VA: Virginia Department of Education.

Paulick, J. (2019d). Gentle facilitation of free choice time: Supporting children's development during authentic play. *NHSA Dialog*, 22(1).

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

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

MANUSCRIPTS UNDER REVIEW

Paulick, J., *Hill, T.Y., & *Lucas, M. (revise and resubmit). Asset-framed teacher home visits: Teachers validating families in service of authentic relationships.

Lucas, M., Quinn, A., Palacios, N., **Paulick, J.**, & Kibler, A. (revise and resubmit). Parent-teacher communication about bilingualism and biliteracy during home visiting.

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

Sebastian, R. & **Paulick, J.** (under review). "You're both human": Supporting teachers' engagement with families.

PUBLICATIONS IN PREPARATION

Paulick, J., Sebastian, R. & *Davis, C. Relationship-building talk moves during teachers' interactions with families.

Paulick, J. & Park, S. Culturally sustaining home visits. *Encyclopedia of Social Justice in Education*.

FUNDED GRANTS

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

Title: Capturing Family Perspectives During Home Visiting

Role: **Faculty Sponsor** (PIs, Melissa Lucas and Arnaldo Sandoval)

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

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

Title: Assessing the Teaching of Foundational Reading Skills

Role: **Co-Principal Investigator** (PI, Julie Cohen)

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

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

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

Role: **Principal Investigator**

Objective: Supporting current pK-5 teachers in a large, diverse school in conducting culturally responsive home visits. Using simulation technology to build and assess relationship-building talk moves.

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

Title: Mentoring Novice Teachers: Facilitating Engagement and Growth

Role: **Principal Investigator**

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

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

Title: Supporting Elementary Teachers' Engagement with Minoritized Families

Role: **Principal Investigator**

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

VIVA Course Redesign Grant (2020-21) **\$29,500**

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

Role: **Co-Principal Investigator** (PI: Adria Hoffman)

Objective: Creating and studying, along with colleagues at 3 VA institutions, an interactive Open Education Resource for future and novice teachers to learn how to engage in culturally responsive family and community engagement.

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

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

Role: **Principal Investigator**

Objective: Developed a culturally responsive home visiting curriculum focused on relationship-building and assets-framing; trained and studied 15 mentor teachers.

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

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

Role: **Co-Principal Investigator**

Objective: Surveyed, interviewed, and observed the writing methods instruction of teacher educators across universities in Virginia.

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

FELLOWSHIPS

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

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

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

AWARDS

2021	Arthur J. Applebee Award for Excellence in Research on Literacy Literacy Research Association
2020, 2021	Lasting Legacy Award School of Education and Human Development, University of Virginia
2013	Award for Outstanding Teaching and Mentoring Graduate School of Education, Stanford University
2004	Instructor of the Year Tonga Institute of Education

NATIONAL CONFERENCE PRESENTATIONS

Paulick, J., *Lucas, M., *Hill, T., Palacios, N., & Kibler, A. (2022). Developing Home Visiting Skills to Support Equity-Oriented Collaboration with Linguistically Diverse Families. Presentation at the annual convention of the American Educational Research Association. San Diego, CA.

Paulick, J., Sebastian, R., & *Blain, C. (2022). Using Mixed-Reality Simulations to Develop Preservice Teachers' Family Engagement Skills. Presentation at the annual convention of the American Educational Research Association. San Diego, CA.

Blain, C., Cornett, A., & **Paulick, J.** (2022). Exploring the Nature of Teacher Educator Attitudes and Engagement Within an Anti-Bias Community of Practice. Presentation at the annual convention of the American Educational Research Association. San Diego, CA.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REGIONAL CONFERENCE PRESENTATIONS AND INVITED TALKS

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

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

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

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

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

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

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

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

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

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

TEACHING

- 2016-Present **Instructor:**
 EDIS 5300: Elementary Language Arts Methods
 EDIS 5871: Elementary Seminar: Engaging with Families and Communities;
 Developing as a Professional
 EDIS 5881: Teaching Internship: Elementary
- 2011-2016 **Teaching Fellow:** 2015, 2014; **Teaching Assistant:** 2012, 2011
 Autumn Teaching Seminar: "Curriculum Development"

Teaching Fellow: 2015, 2014, 2013; **Teaching Assistant:** 2012, 2011
 Winter Teaching Seminar: "Assessment"

Teaching Assistant: 2011-2015
 Spring Teaching Seminar: Home-School Partnerships and the Political Context of
 Schooling
- 2010-2016 **Lecturer: 2015; Teaching Assistant: 2010-2014**
 Curriculum and Instruction: Reading Development

Lecturer: 2015; Teaching Fellow: 2013; Teaching Assistant: 2012, 2010
 Curriculum and Instruction: Reading Pedagogy

Teaching Assistant: 2010
 Curriculum and Instruction: Writing Instruction and Critical Literacies
- 2009-2011 **Teaching Assistant**
 Educational Sociology: "Seeing A Child Through Literacy"
- 2002-2004 **Lecturer:** Tonga Institute of Education, Nuku'alofa Tonga
- 2000-2001 **Teaching Fellow:** Jarrow Montessori School, Boulder CO
- 1997-2000 **Teacher and Grade Level Chair:** Third Grade, C.A. Dickison Elementary School,
 Compton CA

PROFESSIONAL ORGANIZATION MEMBERSHIPS

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

NATIONAL SERVICE

Editorial Review Board, Reading Teacher

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

Conference Proposal Reviewer, Literacy Research Association, American Educational Research Association, American Association of Colleges for Teacher Education

2022-present: co-Chair, *Family School Community Partnerships SIG*, American Educational Research Association

2022-present: co-Facilitator, *Culturally Sustaining Literacy Pedagogy Study Group*, Literacy Research Association.

2020-2022: co-Chair-elect, *Family School Community Partnerships SIG*, American Educational Research Association

2018-2020: Program co-Chair, *Family School Community Partnerships SIG*, American Educational Research Association

2018-2019: Dissertation Award co-Chair, *Family School Community Partnerships SIG*, American Educational Research Association

Discussant, American Educational Research Association, Literacy Research Association

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

Ad Hoc Consultant, SRI Education

Ad Hoc Consultant, Educational Testing Services

Ad Hoc Consultant, Stanford Teacher Education Program

UNIVERSITY OF VIRGINIA SERVICE

Coordinator, Elementary and Early Childhood Teacher Education – undergraduate and graduate programs

Member of the UVA-EHD Budget Committee and the UVA-EHD Budget Advisory Committee

Member of the Teacher Education Data Committee

Member of Teacher Education Clinical Partnership Committee

Member of Reading/Literacy subgroup of Teacher Education

Member of Culturally Responsive Teaching subgroup of Teacher Education

Admissions Committee, Teacher Education

Orientation Committee, Teacher Education

CISE PhD Recruitment Committee

Faculty Marshall, Inauguration of President James Ryan; Final Exercises