

**RENEWAL
OF AN
EXTERNAL RESEARCH AGREEMENT
BETWEEN
NATALIA PALACIOS, Ph.D.; NATALIE BOHLMANN, Ph.D.; AND ROSS LARSEN, Ph.D.
AND THE
UTAH STATE BOARD OF EDUCATION
FOR THE PURPOSES OF
DATA SHARING**

Renewal 1 to Original Agreement dated August 19, 2019

TO BE ATTACHED TO AND MADE A PART OF the above numbered External Research Data Sharing Agreement by and between Natalia Palacios, Natalie Bohlmann, and Ross Larsen, requestors and the UTAH STATE BOARD OF EDUCATION, also referred to as USBE in agreement.

THE PARTIES AGREE TO AMEND THE DATA SHARING AGREEMENT AS FOLLOWS:

1. **Contract Period:**
 August 19, 2019 (Original STARTING date)
 August 19, 2020 (Current ENDING date)
August 19, 2021 (NEW ENDING DATE)
 August 19, 2024 (Absolute Agreement Termination date)
2. **Effective Date:** August 19, 2020
3. **Attachments:** Data Sharing Agreement dated August 19, 2019

All conditions and terms in the original agreement and previous amendments or renewals remain the same.

IN WITNESS WHEREOF, the parties sign and cause this Renewal to be executed.

DocuSigned by:
Natalia Palacios _____ Date 8/19/2020
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Natalie Palacios, Ph.D.
Requesting Organization: Curry School of Education & Human Development, University of Virginia

Natalie L. Bohlmann _____ Date 8/18/20
Digitally signed by Natalie L. Bohlmann
Date: 2020.08.18 11:08:40 -06'00'

Natalie Bohlmann, Ph.D.
Requesting Organization: College of Education, Montana State University Billings

DocuSigned by:
Ross Larsen _____ Date 8/19/2020
413A07E0B02148...

Ross Larsen, Ph.D.
Requesting Organization: David O. McKay School of Education, Brigham Young University

Date _____
Sydnee Dickson, Ed.D
State Superintendent of Public Instruction
Utah State Board of Education

APPENDIX A – USBE Application for External Research Data Sharing Agreement

Contact Information:

Utah State Board of Education
Dr. Whitney Phillips
Chief Privacy Officer
Whitney.phillips@schools.utah.gov
801-538-7523

I. External Researcher Information

A. Natalia Palacios, Ph.D.
Associate Professor, Educational Psychology and Applied Developmental Sciences
Curry School of Education and Human Development, University of Virginia
Research 1 Institution
417 Emmet St. S, PO BOX 400265
Charlottesville, VA 22903
434 924-7865
npalacios@virginia.edu
<https://curry.virginia.edu/natalia-palacios>

Natalie Bohlmann, Ph.D.
Associate Professor, Educational Foundations
College of Education, Department of Educational Theory and Practice,
Montana State University Billings
State Funded Four-year University
1500 University Ave., COE 201
Billings, MT 59101
406 657-2308
nbohlmann@msubillings.edu

Ross Larsen, Ph.D.
Assistant Professor, Instructional Psychology and Technology
David O. McKay School of Education, Brigham Young University
Research 1 Institution
150 McKay
Provo, UT 84602
801 422-2637
Ross.Larsen@byu.edu
<https://education.byu.edu/directory/view/ross-larsen>

- B. Curriculum vitae for external researchers Drs. Natalia Palacios, Natalie Bohlmann, and Ross Larsen are attached.

II. Purpose

- A. **Project Summary:** English learners (ELs) are exposed to a wide variety of programs--dual language immersion programs (DLI), sheltered instruction, full immersion, partial immersion, etc.--with mixed evidence about which programs improve English oral language proficiency, bilingualism, and long-term achievement. To improve the long-term achievement outcomes of ELs, it is necessary to identify which programs are currently best serving EL students. Hence, we propose an exploratory study examining differences in EL achievement across different program types (RQ 1-2). This study will leverage state data to explore differences in Spanish speaking ELs' achievement related to language program experienced in the early elementary period. Additionally, Utah is one of the first states to systematically offer DLI instruction, which is thought to benefit ELs by leveraging student's home language and the language of instruction to support long-term learning. Hence, we propose examining whether students (EL and non-EL) achieve greater oral-language proficiency in both languages within DLI classrooms and whether this, in turn, is associated with higher achievement outcomes (RQ3).
 - 1. **Project Title:** English Learners and Bilingualism: Examining Programs to Improve Oral Proficiency and Achievement in Elementary School?
 - 2. **Potential benefits to USBE:** We are offering to provide USBE with a formal report of the findings. The research proposes to compare program effectiveness in developing language and academic skills for English and Dual Language Learners and to further explore the nature of the relation between oral language proficiency and academic outcomes for students enrolled in State funded Dual Language Immersion programs. Results from this work could be beneficial in guiding USBE in making program recommendations to School Districts and impact state policy and funding decisions on related programmatic offerings.
 - 3. **Potential Risks to USBE:** There are no known risks to USBE that will arise as a result of this research. The only possible risk, depending upon the results of the study, might be an added level of complexity in recommended program offerings serving English language learners within the state and that a potential cost benefit analysis by the state may be in order.
 - 4. **Will the requestor use this data for marketing purposes?**
 - a. The data will not be used for marketing purposes.
 - 5. **Will the requestor sell this data?**
 - a. The data will not be sold.

III. Roles

- A. The Data Steward for this use case is Dr. Ross Larsen, BYU University
- B. USBE's Data Quality manager is Aaron Brough.

- C. Data may only be accessed, viewed, or used by the Researcher staff identified in this Appendix. Researcher may identify additional staff who require access to Data and provide that request to USBE in writing for review and consideration.

Researcher staff with permission to view, access, or use Data include:

- Dr. Natalia Palacios, University of Virginia
- Dr. Natalie Bohlmann, Montana State University Billings

IV. Request

- A. Categorical first grade program type variable (DLI, sheltered instruction, full or partial immersion, etc). WIDA level and raw score in first grade (2014-2015). DIBELS assessment in third grade (2016-2017), AAPPL in English and Spanish in 4th grade for DLI students (2017-2018), and SAGE reading and math achievement assessments in fifth grade (2018-2019).
- B. Fall 2019
The sample includes all first grade Spanish speaking students identified as ELs in the 2014-2015 academic year, and will include data through 5th grade (2018-2019). Only students with WIDA ACCESS scores and instructional program type in first grade will be included in the study for RQ 1 & 2. The sample for RQ 3 will include all first grade students in DLI programs in the 2014-2015 (both EL and non-EL), including data through 5th grade (2018-2019).

Level	Variable
School	LEA Number, School number, Schedule year type, % FRPL
Teacher	Teacher/Class, Class Size
Student	Student Number (ID), Birth Date, Gender, Ethnicity, Limited English, Economic Disadv, FRPL status, Migrant, Immigrant, Homeless, First enroll in US, ELL Native Language, ELL Parent Language, Gifted, 504 Services, Reading grade level fall, Reading grade level spring, Title 1 – Math, Title 1 – ELA, NCLB supp serv lang, NCLB supp sev math
Student	ELL Instruction Type
Student	Statewide student identifier (SSID)

Student	Begin year ROGL composite score (DIBELS composite)
Student	End year ROGL composite score (DIBELS composite)
Student	WIDA ACCESS score
Student	RISE/SAGE scores ELA
Student	RISE/SAGE scores Math
Student	DLI status (0 = no, 1 = yes)
Student	AAPL score

Additional Information: AAPPL data in both Spanish and English for all students (EL and non-EL) in Spanish Dual Language Immersion programs

V. Output

A. We will produce research papers that will be published in high tier journals as well as practitioner papers and a report for USBE as outlined below:

2 Research Papers

(1) What are the 3rd grade early literacy skills of Spanish-English ELs who experienced different types of Language support programs and how do they relate to students' 5th grade reading and math achievement? (paper 1)

(2) Do Spanish-English ELs in dual language immersion programs have higher levels of 5th grade reading and math achievement compared to students in non-DLI programs? Do students' WIDA scores in first grade mediate the association between program type and 5th grade reading and math achievement? (paper 1)

(3) For ALL students (EL and non-ELs) participating in Utah's Spanish-English DLI programs, do students' 4th grade English and Spanish language scores predict 5th grade reading and math achievement? And do children who have greater oral-language proficiency in both languages have better achievement outcomes in 5th grade? (paper 2)

2 Practitioner publications

These publications would be aligned with the research papers but would combine findings from questions 1 and 2 in a single publication. Question 3 would be addressed separately.

Report for USBE

We will also provide a report in the form of a white paper of the findings with policy recommendations to USBE.

VI. Data Linkage

- A. We are requesting data from the UTRex database as well as AAPPL data for students all students enrolled in Spanish-English DLI programs in the state. The AAPPL data contains SSID (State Student IDentifer) that can be matched to the internal USBE Student ID. There is a crosswalk that will be used to match the two.

VII. Participating Agencies

- A. The Utah State Board of Education (USBE) will be sharing data with Researchers at Brigham Young University, University of Virginia, and Montana State University.

VIII. Duration of Study

- A. The study referenced in this Appendix will end on June 30th, 2025.

IX. Research Questions, Variables of Interest, and Analytic Approach

Question	Variables	Analysis
(1) What are the 3rd grade early literacy skills of Spanish-English ELs who experienced different types of Language support programs and how do they relate to students' 5th grade reading and math achievement?	Categorical first grade program type variable (DLI, sheltered instruction, full or partial immersion, etc). WIDA level and raw score in first grade. DIBELS assessment in third grade, and RISE/SAGE reading and math achievement assessments in fifth grade. Child level demographics: (FRPL), Student gender, student age), School level demographics: (School level ID, School level FRPL, % minority).	Analysis will rely on structural equation modeling (SEM) that will account for missing data using FIML. Additionally, mediation analysis within an SEM framework will employ 95% confidence intervals and bootstraps methods.

(2) Do Spanish-English ELs in dual language immersion programs have higher levels of 5th grade reading and math achievement compared to students in non-DLI programs? Do students' WIDA scores in first grade mediate the association between program type and 5th grade reading and math achievement?

Categorical first grade program type variable (DLI, sheltered instruction, full or partial immersion, etc). WIDA level and raw score in first grade. DIBELS assessment in third grade, and RISE/SAGE reading achievement assessments in fifth grade. Child level demographics: (FRPL), Student gender, student age, School level demographics (School level ID, School level FRPL, % minority).

Analysis will rely on structural equation modeling (SEM) that will account for missing data using FIML. Additionally, mediation analysis within an SEM framework will employ 95% confidence intervals and bootstraps methods.

(3) For ALL students (EL and non-ELs) participating in Utah's Spanish-English DLI programs, do students' 4th grade English and Spanish language scores predict 5th grade reading and math achievement? And do children who have greater oral-language proficiency in both languages have better achievement outcomes in 5th grade?

Categorical first grade program type variable (DLI, sheltered instruction, full or partial immersion, etc). WIDA level and raw score in first grade. DIBELS assessment in third grade, AAPPL in English and Spanish in 4th grade, and RISE/SAGE reading achievement assessments in fifth grade. Child level demographics: (FRPL), Student gender, student age, School level demographics: (School level ID, School level FRPL, % minority). EL flag (1:EL student, 0:Non-EL). L1 flag (1:Spanish, 2:English,)

Analysis will rely on structural equation modeling (SEM) that will account for missing data using FIML. Additionally, mediation analysis within an SEM framework will employ 95% confidence intervals and bootstraps methods.

X. Regulations that Apply

- A. FERPA (34 CFR Part 99, section 99.3)
- B. The Student Data Protection Act, U.C.A §53A-1-1401 *et seq.* ("SDPA").

XI. Signatures

To further the collection and analysis of Utah educational Data, USBE and Researcher agree to the cooperative sharing of Data between the Parties pursuant to the conditions set forth herein.

Signature:  Date: 7/11/2019

Primary Researcher Title: Associate Professor

Organization: Curry School of Education and Human Development, University of Virginia

Signature: Natalie L Bohlmann Date: 7/11/2019

Primary Researcher Title: Associate Professor

Organization: College of Education, Montana State University Billings

Signature: Ross Larson Date: 7/11/2019

Primary Researcher Title: Assistant Professor

Organization: David O. McKay School of Education, Brigham Young University

External Research Data Sharing Agreement between the Utah State Board of Education (USBE) and Ross Larsen, Ph.D., (data steward) and Natalia Palacios, Ph.D., and Natalie Bohlmann, Ph.D., (researchers)

This Research Data Sharing Agreement (Agreement) is entered into by and between the Utah State Board of Education (USBE), 250 East 500 South Salt Lake City, UT 84114 and

Ross Larsen, Ph.D. whose address is David O. McKay School of Education, Brigham Young University, 150 McKay, Provo, UT 84602;

Natalia Palacios, Ph.D., whose address is Curry School of Education and Human Development, University of Virginia, 417 Emmet St. S, PO BOX 400265, Charlottesville, VA 22903; and

Natalie Bohlmann, Ph.D. whose address is College of Education, Montana State University Billings, 1500 University Ave., COE 201, Billings, MT 59101

(Researchers), each individually a Party and together the Parties.

I. Definitions

- A. "Aggregate Data" means data collected and reported at the group, cohort, or institutional level that is aggregated using protocols that are effective for preserving the anonymity of each individual included in the data.
- B. "Data" includes Student Personally Identifiable Information and Educator Data.
- C. "Data Breach" means unauthorized or unintentional use, exposure, disclosure, or loss of Data.
- D. "Data Governance" means the oversight of data quality, data management, data policies, business process management, and risk management surrounding the handling of Data, and includes a set of processes that ensures that important Data assets are formally managed throughout the Party's department, organization, or enterprise.
- E. "Data Governance Manager" means the individual responsible for the implementation and oversight of the Party's data management goals, standards, practices, processes, and policies.
- F. "Data Owner" is the individual with responsibility and authority for an entrusted data resource. The data owner takes ownership of the operational, technical, and informational management of the PII.
- G. "Data Steward" means the entity responsible for combining two data sets from different sources, and managing the resultant data set. If a USBE data system is being used, then USBE is the Data Steward. If another entity is doing the calculations or derivations, then that entity becomes the Data Steward.

- H. "Destroy" means to remove Data from Researcher's systems, paper files, records, databases, and any other media regardless of format, in accordance with the standard detailed in NIST Special Publication 800-88 Guidelines for Media Sanitization so that Data is permanently irretrievable in the Researcher's normal course of business.
- I. "Educator Data" includes, but is not limited to, the educator's name; any unique identifier, including social security number; and other information that, alone or in combination, is linked or linkable to a specific educator.
- J. "Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g" means the federal law that protects the privacy of students' personally identifiable information.
 - a. "Incident" means an accidental or deliberate event that results in or constitutes an imminent threat of the unauthorized access, loss, disclosure, modification, disruption, or destruction of communication and information resources of the State pursuant to Student Data Protection Act, U.C.A §53A-1-1401 *et seq.* ("SDPA").

Incidents include, but are not limited to (i) successful attempts to gain unauthorized access to a State system or Data regardless of where such information is located; (ii) unwanted disruption or denial of service; (iii) the unauthorized use of a State system for the processing or storage of data; (iv) changes to State system hardware, firmware, or software characteristics without the State's knowledge, instruction, or consent; or (v) a breach of this Agreement that results in the misuse or unauthorized disclosure of Data.

- K. "Student Data Protection Act", U.C.A §53A-1-1401 *et seq.* ("SDPA") Utah state statute that became effective on May 10, 2016.
- L. "Student Personally Identifiable Information (PII)" means information that is collected, maintained, generated, or inferred and that, alone or in combination, personally identifies an individual student or the student's parent or family. PII also includes other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.
- M. "Targeted Advertising" means selecting and sending advertisements to a student based on information obtained or inferred over time from the student's online behavior, use of applications, or PII. Targeted Advertising does not include advertising to a student at an online location based on the student's current visit to that location or in response to the student's request for information or feedback and is without the collection and retention of a student's online activities over time. Targeted Advertising also does not include adaptive learning, personalized learning, or customized education.

II. Purpose and Scope of Agreement

- A. USBE is the state education agency responsible for the implementation of education laws adopted by the State of Utah. In fulfillment of law found in the Utah Revised Statutes, USBE is charged with collecting and securely maintaining data on students enrolled in the state's Local Education Agencies (LEAs).
- B. USBE and Researcher enter into this Research Data Sharing Agreement (Agreement) to share and exchange Data for the purposes of conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- C. This Agreement applies to all data sharing between Researcher and USBE. Specific data to be shared are outlined in attached appendices, along with the purpose of data sharing, data ownership and conditions and/or regulations governing the usage of the shared data, requirements for shared data retention/destruction, and Party processes for implementing these actions.
- D. This Agreement shall expire in 12 months from the date of execution. Any Party desiring to extend the Agreement shall give at least 90 days advance notice by providing a notice of intent to renew to the other Party. Renewal shall only take place after review and possible update by both Parties. Renewals may only be in 12-month increments and the Agreement may not extend beyond a term of 5 years.
- E. This Agreement shall be used exclusively for those uses permitted under the Family Education Rights and Privacy Act (FERPA), Utah's Student Data Transparency and Security Act, and any other pertinent federal or state statutes and regulations.

III. General Provisions

- A. Pursuant to Utah's Student Data Protection Act, USBE and LEAs cannot share student PII for the sole purpose of conducting external research.
- B. USBE reserves all right, title, and interest, including all intellectual property and proprietary rights, in and to Data and all related content.
- C. Researcher shall comply with the Family Education Rights and Privacy Act (FERPA), Utah's Student Data Protection Act, and any other pertinent federal or state statutes and regulations.
- D. Researcher shall immediately forward to USBE's principal representative any request or demand from a third party for Data in the possession of Researcher.
- E. Upon request of USBE or of the Utah State Board of Education, Researcher shall submit its data processing facilities for an audit of the measures referred to in this Agreement by USBE or by a USBE-approved delegate.

- F. Researcher shall send USBE a written notice that includes a clear explanation of the proposed changes prior to making a material change to Researcher's privacy policies.

IV. Use of Data

- A. Researcher shall not use or share Data beyond the purposes set forth in the Appendices. Any request to use or share Data outside of this Agreement must be submitted in writing to USBE and USBE and Researcher will have to amend this Agreement or add additional Appendices that fully describe the new uses or sharing of Data.
- B. In the event the Agreement requires Researcher to store, process or transfer Data, Researcher shall store, process, and transfer Data only in or to facilities located within the United States.
- C. During the term of this Agreement, if USBE requests the destruction of data collected, generated or inferred as a result of this Agreement, Researcher shall Destroy the information within five calendar days after the date of the request unless:
- D. If Researcher seeks to share or publically release Data, Researcher must de-identify or aggregate student-level data prior to releasing the data publically. The following requirements apply for Data to be considered Aggregate Data:
 - 1. Data to be aggregated or de-identified shall include not only direct identifiers, such as names, student IDs, but also any other sensitive and non-sensitive information that, alone or combined with other information that is linked or linkable to a specific individual, would allow identification.
 - 2. Researcher agrees to not report or publish Subject Data in any manner that discloses students' identities in accordance with the Family Educational Rights and Privacy Act (FERPA), 34 CFR 99-31 (a) (6), such as publishing performance data for subgroups of students with a count, also known as n-size, less than 10. Researcher agrees not to make any effort to discover the identity of a subject.
 - 3. Simple removal of direct identifiers from the Data to be released shall not constitute adequate de-identification.
 - 4. Researcher shall de-identify Data to remove cumulative re-identification risks.
 - 5. Researcher shall remove all Data that in conjunction with previous data releases and other reasonably available information, including publicly available directory information and de-identified data releases from education records and other sources would allow for identification of a particular student.
 - 6. Researcher shall have specific steps and methods used to de-identify or aggregate Data to protect the confidentiality of individuals. Researcher shall, at

the request of USBE, provide USBE with a document that lists the steps and methods Researcher shall use to de-identify Data.

- E. Prior to public dissemination/release, Researcher shall provide an electronic copy of each report or publication researcher produces using USBE data to the USBE's State Superintendent of Public Instruction at least 10 business days prior to the public release reports or documentation generated as a result of using. USBE will ensure that access to the report is permitted on a need-to-know basis only for this verification purpose and will protect the report from public dissemination or release.
- F. USBE reserves the right to receive a final copy of the research report and post that report on USBE's public facing website.
- G. Researcher understands that the USBE may publish annotated bibliographic information about the researcher's work but will not reproduce the report for distribution outside of the USBE without express written permission from the copyright holder.

V. Disallowed Activities

- A. Researcher shall not disclose Data to any third party.
- B. Researcher may not use Data in a manner that is inconsistent with Researcher's privacy policy.
- C. Researcher shall not sell Data, except that this prohibition does not apply to the purchase, merger, or other type of acquisition of Researcher, or any assets of Researcher, by another entity, so long as the successor entity continues to be subject to the provisions of this Agreement.
- D. Researcher shall not use or share Data with any party for the purposes of Targeted Advertising to students.
- E. Researcher shall not use Data to create a personal profile of a student other than for supporting the purposes authorized by USBE or with the consent of the student (provided that the student is over the age of 18) or the student's parent or legal guardian.
- F. Researcher shall not publish reports with a cell size of less than 10 or that includes Data that has not been aggregated or de-identified as specified in this Agreement. Any Data that is not properly de-identified or aggregated and is publically released by Researcher will be considered an Incident.
- G. Researcher shall not maintain or forward PII to or from any other facility or location outside of the Researcher's organization.
- H. There shall be no disclosure of Data to government agencies outside of the state.

VI. Data Security

- A. Researcher shall maintain a comprehensive information security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of Data. At a minimum, the information security program shall include the requirements listed in this Section VI – Data Security.
- B. Researcher shall provide physical and logical protection for all related hardware, software, applications, and data that meet or exceed industry standards and requirements as set forth in this Agreement. Researcher shall take full responsibility for the security of all Data in its possession, and shall hold USBE harmless for any damages or liabilities resulting from the unauthorized disclosure or loss thereof. Researcher shall provide for the security of Data, in a form acceptable to USBE, including, without limitation, non-disclosure, use of appropriate technology, security practices, computer access security, data access security, data storage encryption, data transmission encryption, security inspections, network firewalls, intrusion detection (host and network), data security logging and monitoring systems, and audits.
- C. Researcher shall provide USBE or its designated representatives with access, subject to Researcher's reasonable access security requirements, for the purpose of inspecting and monitoring access and use of Data and evaluating physical and logical security control effectiveness.
- D. Researcher shall perform, in a form reasonably acceptable to USBE, current background checks on all of its respective employees and agents identified as requiring access to Data in the Appendices. The background checks must include, but are not limited to the following areas: County, State, National and Federal Criminal Records and a Sex Offender Registry Search. A background check performed within thirty (30) calendar days prior to the date such employee or agent begins performance or obtains access to Data shall be deemed to be current.
- E. Researcher shall have strong access controls, including role-based access to ensure that only authorized individuals have access to Data.
- F. Workstations and other data processing devices must automatically lock when not in use, and must be manually locked when left unattended.
- G. Researcher shall protect all Data with a complex password. Researcher shall ensure passwords are confidential and prohibit the sharing of passwords. Passwords must not be written down or stored in an unsecure location. Researcher shall periodically change passwords and shall ensure passwords are not reused. Researcher shall have password locks for laptops and mobile devices.
- H. Researcher shall disable and/or immediately delete unused and terminated user accounts. Researcher shall periodically assess account inactivity for potential stale accounts.

- I. Researcher shall not share Data on display screens, during demonstrations or presentations, or when sharing screen shots for troubleshooting or other purposes.
- J. Researcher shall implement annual intrusion penetration/vulnerability testing.
- K. Researcher shall encrypt Data at rest on central computing systems. Researcher shall also encrypt any backup, backup media, removable media, tape, or other copies. In addition, Researcher shall fully encrypt disks and storage for all laptops and mobile devices.
- L. Researcher shall provide annual, mandatory security awareness and Data handling training for all of its employees handling Data pursuant to this Agreement.
- M. Researcher shall install and maintain on computers accessing or processing Data appropriate endpoint security anti-virus and anti-malware software. Researcher shall ensure all Researcher's data processing systems, servers, laptops, PCs, and mobile devices are regularly scanned and have all security patches applied in a timely manner.
- N. Researcher shall use a secure method such as Secure File Transfer Protocol (SFTP) or comparable method to transmit Data. Researcher shall never send Data via email or transport Data on removable media.
- O. Researcher shall have physical security in buildings housing Data, along with controlled physical access to buildings and/or data centers.
- P. Researcher's devices used to copy or scan hard copies of Data must have encrypted storage. Researcher shall scrub storage devices when equipment is retired. Hard copies containing data are discouraged and must be physically secured, not left unattended, and physically *destroyed*.
- Q. Researcher shall protect Data stored in cloud-based systems in the same manner as local Data. Use of free cloud based services is prohibited. Data shall use secondary encryption to protect Data in cloud storage. Cloud environments, when employed by Researcher, must be fully documented by Researcher and open to USBE inspection and verification. Access to Researcher's cloud based computing environments is only permitted via restricted access, by VPN or least privileged access lists, and never accessible directly via the Internet.

VII. Transparency Requirements

- A. Researcher shall facilitate access to and correction of any factually inaccurate student data in response to a request from a LEA or from USBE.
- B. Researcher acknowledges that USBE will post this Agreement to USBE's website.

VIII. Data Governance Plans

- A. Researcher agrees to have in place a Data Governance plan with support and participation from across the organization that details the organization's policies and procedures to protect privacy and data security, including ongoing management of data collection, processing, storage, maintenance, use, and destruction. USBE has the right to conduct audits or other monitoring of Researcher's Data Governance policies, procedures, and systems.

- B. If, through these monitoring activities, vulnerability is found, Researcher must take timely appropriate action to correct or mitigate any weaknesses discovered. If Researcher's current data security policies and procedures are not posted on an externally facing website, they will be provided to USBE if requested and must include the minimum security policies and procedures set forth below:
 - 1. Privacy and Security Policies and Procedures
 - 2. Identification of a Privacy and Security Board and Officer
 - 3. Management Oversight of Privacy and Security Programs
 - 4. Sanctions for Violations of Policies and Procedures
 - 5. Reporting Potential Problems in Privacy and Security
 - 6. Incident Response and Incident Response Mitigation
 - 7. Privacy and Security Training
 - 8. Access Control, Minimum Necessary Access and Verification for Access to Data
 - 9. Password Management
 - 10. Transmitting Sensitive Information Securely including Faxing and Email
 - 11. Log-in Monitoring
 - 12. Workstation Security Configuration
 - 13. Device and Media Control
 - 14. Securing Materials with Data
 - 15. Encryption
 - 16. Authorizations for Personal Health Information, if applicable
 - 17. Permitted Uses and Disclosures of PHI, if applicable
 - 18. HIPAA Status, if applicable
 - 19. Business Associate Status, if applicable
 - 20. Designating Sensitive Information
 - 21. Risk Assessments and Management
 - 22. Change Control Procedures
 - 23. Audit and Evaluation Procedures

IX. Data Retention and Destruction

- A. USBE may terminate this Agreement at any time, for its own convenience, for any reason, with written notice to the Requester. The Requester may terminate this Agreement for any reason, with 30 days written notice to the State.

- B. Upon request by USBE made before or within thirty (30) calendar days after termination of the Agreement, Researcher shall make available to USBE a complete and secure (i.e. encrypted and appropriately authenticated) download file of all Data.
- C. USBE retains the right to use the established operational services to access and retrieve Data stored on Researcher's infrastructure at its sole discretion.
- D. Following the termination of this Agreement, Researcher shall, within thirty (30) calendar days, *destroy all data collected*, generated, or inferred as a result of this Agreement. Researcher shall certify to USBE in writing that the data has been destroyed.

X. Individual Duties

- A. Researcher agrees to obtain formal Institutional Review Board (IRB) approval.
- B. All involved Data Owners will participate in the determination to provide Data based on USBE polices and applicable laws and regulations. Data Owners will also participate in any validation and risk assessments as defined in this Agreement.
- C. The Data Owner takes ownership of the operational, technical, and informational management of the Data.
- D. Each Party's Data Governance Manager is authorized, after following approved internal Data Governance policies, to approve the use of Data.
- E. The Data Steward shall manage the source system, and ensure the integrity and safety of the Data at all times.
- F. The Data Steward shall follow all security requirements outlined in this Agreement, to prevent the use or disclosure of Data not authorized by either this Agreement or the attached appendices.
- G. The Data Steward agrees to abide by all applicable state and federal laws and regulations, including FERPA, HIPAA, Utah's Student Data Protection Act, and others as specified in attached Appendices.

XI. Data Linkage

- A. If Researcher will link USBE's Data with Data from another source, the result could be a new data set with potentially unique regulations and conditions governing its use. Prior to linking the Data, Researcher will provide detailed information to USBE outlining the Data being linked and the other sources for Data.
- B. The Data Steward will classify the linked data based on security or privacy risks. This could include evaluating the method of release, on the likelihood of identifying individuals from the linked Data, if linking the Data will violate any laws or regulations, or if the new data set meets the original request.

- C. Based on the results of the risk assessment, USBE may refuse to provide Researcher with some or all of the requested Data in its sole discretion in order to mitigate any risks identified.
- D. Should USBE consent to the Data being linked, the Data Steward shall apply additional constraints as necessary to the usage of the new data set.
- E. Detailed information on the Data being linked, the other sources of Data, and any additional constraints shall be documented in the Appendix.

XII. Unauthorized Uses, Disclosures or Breaches

- A. If Researcher becomes aware of an Incident, misuse of Data, or unauthorized disclosure involving any Data, it shall notify the USBE within one (1) calendar day and cooperate with USBE regarding recovery and remediation of the Incident, and the necessity to involve law enforcement, if any.
- B. Researcher shall determine the cause of an Incident and produce a remediation plan to reduce the risk of incurring a similar type of breach in the future. Researcher shall present its analysis and remediation plan to USBE within ten (10) calendar days of notifying USBE of an Incident. USBE reserves the right to adjust this plan, in its sole discretion. If Researcher cannot produce its analysis and plan within the allotted time, USBE, in its sole discretion, may perform such analysis and produce a remediation plan, and Researcher shall reimburse USBE for the reasonable costs thereof.
- C. Unless Researcher can establish that Researcher is not the cause or source of the Incident, Researcher shall be responsible for the cost of notifying each person whose data may have been compromised by the Incident.
- D. Disclosure of Data by Researcher for any reason may be cause for legal action by third parties against Researcher, USBE, or their respective agents. Researcher shall indemnify, save, and hold harmless USBE, its employees, and agents against all claims, damages, liability, and court awards including costs, expenses, and attorney fees incurred because of any act or omission by Researcher, or its employees, agents, Subcontractors, or assignees pursuant to this Agreement. Notwithstanding any other provision of this Agreement, Researcher shall be liable to USBE for all direct, consequential, and incidental damages arising from an Incident caused by Researcher.
- E. In the event of an Incident, Researcher shall provide USBE or its designated representatives with access seven (7) days a week, twenty-four (24) hours a day, for the purpose of evaluating, mitigating, or resolving the Incident.

XIII. Data Accuracy

- A. The Data provided are the best and most complete documentation available. USBE does not ensure 100% accuracy of all records and fields. Some data fields, including those that are not used, may contain incorrect or incomplete Data. USBE and Researcher will

report any systematic problems with the Data to the Data Owner. Data that has been manipulated or re-processed by either USBE or Researcher is the responsibility of that Party.

XIV. No Financial Obligation

- A. Except for the Researcher’s financial indemnity obligation to USBE in the case of damages caused by Researcher’s data security breach, this Agreement includes no additional financial terms. The terms of any financial liability that arises from data processing activities carried out in support of the responsibilities covered herein must be negotiated separately and to the mutual satisfaction of the Parties. Neither Party is authorized to enter into any arrangements or agreements for or on behalf of the other Party which could involve financial liability.

XV. Survival

- A. The respective rights and obligations of parties shall survive the termination of this Agreement with respect to Data previously shared.

XVI. Effective Date and Term

- A. This Agreement shall take effect upon its signing by all Parties.
- B. This Agreement may be amended at any time by mutual agreement of all Parties.
- C. All parties will conduct an independent review of this Agreement on an annual basis.
- D. This Agreement shall expire 12 months from the date of execution. It may be extended in yearly increments by mutual agreement of the parties up to a maximum term of 5 years. If a Party desires to extend this agreement, it must provide a notice of intent to renew no later than 90 days prior to expiration of the agreement. Under no circumstances shall the agreement be back dated or made to apply retroactively.

XVII. Cost (OPTIONAL)

Researcher agrees to pay fees in the amount of \$__ for the preparation or delivery of the Research Data (this payment may be required in advance). Payment shall be made to: (If this provision is used, then Para. XV should be deleted for modified)

XVIII. Signatures

To further the collection and analysis of Utah educational Data, USBE and Researcher agree to the cooperative sharing of Data between the Parties pursuant to the conditions set forth herein.

Signature: 

Date: 8/19/19.

Sydnee Dickson, PhD
State Superintendent of Public Instruction
Utah State Board of Education

Title: Natalie Palacios, Ph.D.

Requesting Organization: Curry School of Education and Human Development, University of Virginia

Signature: 

Date: 7/11/2019

Title: Natalie Bohlmann, Ph.D.

Requesting Organization: College of Education, Montana State University Billings

Signature: *Natalie L Bohlmann*

Date: 7/11/2019

Title: Ross Larsen, Ph.D.

Requesting Organization: David O. McKay School of Education, Brigham Young University

Signature: *Ross Larsen*

Date: 7/11/2019

Natalie L. Bohlmann, Ph.D.

NATALIE L. BOHLMANN
Associate Professor
Department of Educational Theory and Practice
College of Education
Montana State University - Billings

EDUCATION

- 2007
Ph.D. University of California Berkeley, Department of Psychology
Program: Developmental Psychology
Dissertation: *First Grade Children's Self-Judgments of their Mathematics Ability: The Role of Cognitive Development and Classroom Environment.*
- 2001
M.A. San Diego State University, Department of Psychology
Program: Developmental Psychology
Thesis: *The Effects of Feedback on Perseverative Errors in Problem Solving with 3 to 5-year-old Children*
- 1993
California State University Stanislaus, College of Education
Professional Clear Multiple Subjects Teaching Credential
- 1992
B.A. University of California, San Diego
Double Major: Psychology & Sociology Minor: General Literature

ACADEMIC POSITIONS

- 2016-present, *Associate Professor, Department of Educational Theory and Practice*
College of Education, Montana State University
- 2007-2010, *Assistant Professor, Department of Educational Theory and Practice*
2012-2016 College of Education, Montana State University
- 2010-2012 *Research Fellow, Center for Advanced Study of Teaching & Learning*
Curry School of Education, University of Virginia

RESEARCH AND TEACHING INTERESTS

Research. Research interests focus on teacher-child interactions in promoting self-regulatory, academic and social development in monolingual and dual language populations.

Teaching. Educational Foundations Faculty: primary courses include Education Psychology, Human Development in Education, Research Design and Interpretation. Course design, instruction and evaluation of students including online access to course material and grades.

HONORS AND AWARDS

- Creative and Research Endeavors (CARE) Research Grant, Montana State University, Billings, 2019
Faculty Award for Exceptional Support of Students with Disabilities, Montana State University, Billings, 2014
Research and Creative Endeavor (RACE) Grant, Montana State University, Billings, 2009
IHD Dissertation Research Grant, University of California Berkeley, 2005

Natalie L. Bohlmann, Ph.D.

Outstanding Graduate Student Instructor Award, University of California Berkeley, 2004
Institute of Human Development Research Grant, University of California Berkeley, 2003
Runner-up WAGS/UMI Distinguished Master's Thesis Award, San Diego State University, 2001

SCHOLARSHIP

Refereed Publications

- Bohlmann, N., Downer, J., et al. (2018). Observing children's engagement: Examining factorial validity of the inCLASS across demographic groups. *Journal of Applied Developmental Psychology*. doi:10.1016/j.appdev.2018.08.007
- Sabol, T., Bohlmann, N., & Downer, J. (2017). Low-income ethnically diverse children's engagement as a predictor of school readiness above preschool classroom quality. *Child Development*. doi:10.1111/cdev.12832
- Maier, M., Bohlmann, N., & Palacios, N. (2016). Cross-linguistic transfer in the development of preschoolers' receptive and expressive vocabulary. *Early Childhood Research Quarterly*, 36, 49-63.
- Bohlmann, N., & Downer, J. (2015). Self-regulation and task engagement as predictors of emergent language and literacy skills. *Early Education & Development*, 27, 18-37.
- Bohlmann, N., Maier, M., & Palacios, N. (2015). Bi-directionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. *Child Development*, 86(4), 1094-1111.
- Bohlmann, N. & Weinstein, R. (2013). Classroom context, teacher expectations, and cognitive level: Predicting children's math ability judgments. *Journal of Applied Developmental Psychology*, 34, 288-298.
- Bohlmann, N. & Fenson, L. (2005). The effects of feedback on perseverative errors in preschool aged children. *Journal of Cognition and Development*, 6, 119-131.
- Bohlmann, N. (1998). Cooperative teaching: A model for teacher collaboration. *Teaching and Change*, 5, 199-224.
- Bohlmann, N. (1997). Nonroutine math problems in a highly diverse first-grade classroom. *Teaching and Change*, 4, 123-135.

Books

Hecimovic, T., Bohlmann, N., & Lord, R. (2010). *Human Development in Education*. (ISBN 978-0-7575-8223-3). Dubuque, Iowa: Kendall Hunt Publishing

Manuscripts under Review

Palacios, N., & Bohlmann, N. (2018). School readiness of Latino children: Implications of cognitive flexibility, working Memory, and behavioral regulation for early reading and mathematics achievement. *Journal of Applied Developmental Psychology*.

Conference Presentations & Posters

Bohlmann, N., & Palacios, N. (2019, March). *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.

Natalie L. Bohlmann, Ph.D.

Palacios, N., & Bohlmann, N. (2018, May). *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.

Palacios, N. & Bohlmann, N. (2017, April). The mediating role of self-regulation: Latino children's home-language, parental foreign-born status, and early achievement. In N. Bohlmann & N. Palacios (co-chairs), *School Readiness of Latino Children: Importance of Self-Regulation for Early Achievement*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Bohlmann, N. & Snow, D. (2016, March). *Measures of a PDS Cohort*. Paper presented at the National Association of Professional Development Schools National Conference, Washington, DC.

Bohlmann, N., Maier, M., & Palacios, N. (2014, July). *Bidirectional Relations between Expressive Vocabulary and Self-regulation for English Monolingual and DLL preschoolers*. Poster presented at the Head Start National Research Conference, Washington DC.

Downer, J., Bohlmann, N., Maier, M., Williford, A., & Booren, L. (2014, April). Observing preschool children's engagement with teachers, peers and tasks in a large, diverse sample [of early childhood education classrooms]. In K. Barghaus (chair), *Advancements in Assessing the Early Educational Experiences of Diverse Children and Families Living in Poverty*. Paper symposium conducted at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Bohlmann, N., Downer, J., Sabol, T. (2013, April). Contribution of engagement with teachers, peers, and tasks to variation in school readiness development during preschool and the role of instructional context. In J. T. Downer (chair), *Understanding How Children's Engagement in Different Preschool Classroom Contexts Contributes to Social and Academic Development*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Bohlmann, N., Maier, M., & Palacios, N. (2013, April). Bi-directionality in self-regulation and expressive vocabulary: Comparisons between monolingual and dual language learners in preschool. In N. Palacios (chair), *Language Development among Low-Income Language Minority Preschoolers*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Maier, M., Bohlmann, N., & Palacios, N. (2013, April). Cross-linguistic transfer in the development of preschoolers' receptive and expressive vocabulary. In N. Palacios (chair), *Language Development among Low-Income Language Minority Preschoolers*. Paper symposium at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Downer, J., Bohlmann, N., Maier, M., Booren, L., Williford, A., & Pianta, B. (2013, April). Using the inCLASS to observe children's engagement with teachers, peers and tasks: Measurement invariance and predictive validity. In J. A. Griffin (chair), *Developing the next generation of preschool outcome measures: The Interagency School Readiness Measurement Consortium*. Poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Cabell, S., Bohlmann, N., Booren, L., DeCoster, J., & Williford, A. (2013, April). *Variation in Children's Engagement in Conversational Exchanges with Teachers and Peers across*

Natalie L. Bohlmann, Ph.D.

Preschool Classroom Settings. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Bohlmann, N., Downer, J., Booren, L., Maier, M., & Williford, A. (2012, June). *Using the Individualized Classroom Assessment Scoring System (inCLASS) to measure preschool children's engagement with teachers, peers and tasks: Examining measurement invariance across gender, ethnicity, and poverty status in three samples*. Poster presented at the Head Start National Research Conference, Washington DC.

Downer, J., Vitiello, V., Williford, A., & Bohlmann, N. (2011, September). Language and literacy development in preschool: Children's engagement with teachers, peers & tasks. In M. K. Lerkkanen (chair), *Learning and Development in Early Childhood*. Paper symposium conducted at the European Association for Research on Learning and Instruction, Exeter, England.

Bohlmann, N. Gillette, P. & Langer, J. (2010, April). *Young Children's Adding and Subtracting Objects*. Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.

Bohlmann, N. (2009, April). *Examining Teacher Differentiation and Expectancy Communication in Primary Mathematics Instruction*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Bohlmann, N. (2008, March). The role of cognitive development and classroom environment in young children's self-judgments of mathematics ability. In J. C. Turner (chair), *Contemporary Considerations of Cognition, Understanding, and Identity in Mathematics*. Paper symposium presented at the American Educational Research Association Annual Meeting, NYC, NY.

Bohlmann, N. & Langer, J. (2005, May). *Children's Understanding of Addition and Subtraction*. Poster presented at the Berkeley/Stanford/Santa Cruz Developmental Psychology talks, Berkeley, CA.

Bohlmann, N. (2001, April). *The Effects of Feedback on Perseverative Errors in Problem Solving with 3 to 5-year-old Children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

TEACHING EXPERIENCE

University Level

- 2016-present, *Associate Professor*, Department of Educational Theory and Practice, Montana State University Billings
Courses: Human Growth & Development, Advanced Human Growth & Development, Educational Psychology, Critical Issues in Education
- 2007-2010, *Assistant Professor*, Department of Educational Theory and Practice, Montana State University Billings
2012-2016
Courses: Human Growth & Development, Educational Psychology, Graduate Research Design & Interpretation.
- 2001-2005 *Graduate Student Instructor*, Psychology Department, University of California Berkeley
Courses: Teaching Psychology, Developmental Psychology, Data Analysis in Psychology, Introduction to Psychology.

Natalie L. Bohlmann, Ph.D.

1999- 2000 *Graduate Student Instructor*, Psychology Department, San Diego State University
Course: Data Analysis in Psychology

K-12 Education

1997- 1999 *Mentor Teacher*, Third and Fourth Grade, The Children's School, La Jolla, CA,
•Functioned as Mentor in a two-teacher classroom. Rewrote and implemented fourth grade curriculum to align with State Standards. Conducted teacher research on cooperative teaching methods.

1996-1997 *Lead Teacher*, Third Grade, International School Amsterdam, Netherlands
•Revised third grade curriculum to align with International Schools Curriculum Project. Worked with ESL specialist to develop an inclusion program using a co-teaching model. Acted as science coordinator and wrote the lower school science curriculum.

1993- 1996 *First Grade*, Parklawn Elementary School, Fairfax County, Virginia,
•Directed inservice presentations in science and language arts. Served as district Area II First Grade Science Coordinator. Conducted teacher research on teaching problem solving to children.

PROFESSIONAL SERVICE

At Montana State University, Billings

Faculty Administration Collaborative Committee (COE faculty representative), 2018-2019

Department Rank and Tenure Committee (Chair), 2017-2019

University Curriculum Committee (Member), 2017-2019

University Academic Standards Committee (Member), 2017-2019

University Honors Council (Member), 2016-2019

COE College Curriculum Committee (Chair), 2017-2019

COE Graduate Programs Committee (Lead), 2016-2019

CAEP Standard II, Clinical Partnerships Committee (Member), 2016-2019

Clinical Partnerships & Practices Committee (Chair), 2008-2010; 2012-2015

Inclusive Curricula & Program Impact Committee (Member), 2012-2015

Professional Development Committee (Member), 2015-2017

Creative and Research Endeavors Committee (Member), 2013-2017

Career Services Advisory Board (Member), 2013-2017

Professional Core Program Area Committee (Member), 2013-2015

University Student Teaching Supervisor, 2013-2015

College of Education Scholarship Committee (Member), 2014-2015

Elementary Education Committee (Member), 2012-2013; 2016-2018

Library Committee (Member), 2009-2010

Youth Development Training Project (PI), 2009-2010

Montana 21st Century Grant (Faculty Consultant), 2007-2008

Natalie L. Bohlmann, Ph.D.

At University of California, Berkeley
Project HELP family math nights, 2005

Child Care Consultant, Institute of Human Development, 2004-2005

Community

Board of Directors (Member), Boys and Girls Club of Yellowstone Co., 2013-2019

Montana State Office of Public Instruction, Chapter 58 Review Committee (Member), 2014

Billings Out of School Time Task Force (Member), United Way of Yellowstone Co., 2007-2010

Profession

Reviewer of manuscripts for *Journal of Applied Developmental Psychology*, 2018-2019

Reviewer of manuscripts for *Early Childhood Research Quarterly*, 2017-2019

Reviewer of manuscripts for *Early Education and Development*, 2016-2019

SELECTED PROFESSIONAL WORKSHOPS

Montana Educator Performance Appraisal System & Danielson Framework Train the Trainer (August, 2017), Montana Office of Public Instruction, Billings, MT

Montana Educator Performance Appraisal System Training (2013-2014 quarterly workshops), Montana Office of Public Instruction, Great Falls, MT

Classroom Assessment Scoring System (CLASS), Elementary (PreK & K-3) Observation Training (summer & fall, 2011), Teachstone, Charlottesville, VA

Advanced Longitudinal Data Analysis Workshop (August, 2011), Longitudinal Research Institute, University of California, Davis

Mixed Quantitative/ Qualitative Methods Workshop (May, 2011), Tom Weisner, UCLA presented at Curry School of Education, University of Virginia

Individualized Classroom Assessment Scoring System (inCLASS) Observation training (October, 2010), CASTL, Charlottesville, VA

Hierarchical Linear Models, Data Analysis Training (December, 2005) Center for Statistical Consultation and Research, University of Michigan, Ann Arbor

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Society for Research in Child Development

NATALIA A. PALACIOS

Bavaro Hall, Rm. 234-D
417 Emmet Street South, P.O. Box 400265
Charlottesville, VA 22904

Office: 434-924-7865
Email: nap5s@virginia.edu

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 – Present)
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. 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>

2. 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
3. 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>
4. **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>
5. **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
6. 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
7. 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>
8. 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
9. **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
10. 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
11. 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

12. **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>
13. 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
14. **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>
15. 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
16. 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
17. 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
18. 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
19. D’Angelo, A. V., **Palacios, N.**, & Chase-Lansdale, P. L. (2012). Latino immigrant differences in father involvement with infants. *Fathering*, *10*, 178-212.
20. **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>
21. 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

22. **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).

23. **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.
24. 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.
25. 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.

UNFUNDED (only last 3 years)

Co-PI (2018-2020). *Moving from Hogar to Enseñanza: Developing Culturally Sustaining Pedagogy through Home Visiting and Curriculum Development*. SpAencer Foundation (PI: J. Paulick). \$50,000.

PI (2018-2021). *Supporting Elementary Teachers to Engage in Culturally Sustaining Pedagogy through Home Visiting and Curriculum Development*. Spencer Foundation (co-PIs: A. Kibler, J. Paulick), \$600,000.

PI (2018-2021). *Investigating Dual Language Immersion Program as Key Tool for Reducing Achievement Gaps Between EL and non-EL Students*. William T. Grant Foundation (co-PI: N. Bohlmann), \$650,000.

PI (2015-2017). *The Language of Mathematics Instruction in Classrooms with English Language Learners*. Summary: Using qualitative methods, the study identifies characteristics of teaching practices associated with the academic success of ELLs in fourth grade. Spencer Foundation (co-PI: S. Rimm-Kaufman), \$49,999.

PRESENTATIONS

Graduate Students are underlined>

INVITED PRESENTATIONS

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

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.
- 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., Guttmanova, 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

Child Development (EDLF 7200)

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

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

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 [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

- 2017 – Present 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, 2014 Second Language Research SIG
- 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

- 2018-Present Institute for Education Sciences (IES), Reading, Writing, Language (Standing Panel; 3-year term)
- 2017 Institute for Education Sciences (IES), Reading, Writing, Language (Panel 2)

Award Reviewer

- 2015, 2014 American Psychological Association, Minority Fellowship Initial Review Committee
- 2012 – Present 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 – Present Member of the Awards/Biennial Conference subcommittee, SRCD Latino Caucus
- 2015 – Present Student and Early Career Council (SECC) Co-Chair, Society for Research in Child Development (SRCD)
- 2015 – Present 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)

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

2017 – 2018 Chair, PhD/Doctoral Studies Committee, Curry School of Education
2015 – Present Member of 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

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

Mentorship

2018 – Present Doctoral Student (Melissa Lucas); expected graduation 2022
2018 Dissertation Committee (Pilar Alamos)
2017 Dissertation Committee (Carolina Melo)
2016 – Present Doctoral Students (Tatiana Hill); expected graduation 2020
2015 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 <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 <i>Brown University</i>
2001	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
Association for Psychological Science
American Educational Research Association

ADDITIONAL INFORMATION

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

Ross Larsen

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Education

Texas A&M University, College Station, TX (May 2010)

- Ph.D., Educational Psychology-Research and Measurement
- Dissertation: *Second level cluster dependencies: A comparison of modeling software and missing data techniques*

Committee: Dr. Victor Willson (Co-Chair), Dr. Bob Hall (Co-Chair), Dr. Mike Speed, Dr. Suojin Wang.

Brigham Young University, Provo, UT.

- M.S., Statistics (August 2006)
- Dissertation: *Food shelf life: Estimation and experimental design*

Committee: Dr. Bruce Schaalje (chair), Dr. Scott Grimshaw, Dr. John Lawson.

- B.S., Biostatistics. Minor Psychology (August 2004)
- Dean's List. August 2004

Professional and Teaching Experience

Brigham Young University

Instructional Psychology and Technology Department (2014- current)

Assistant Professor

Teaches classes on intermediate/advanced statistics. Develops structural equation modeling curriculum.

Virginia Commonwealth University (2013-2014)

Foundations of Education Department

Assistant Professor

Taught classes on intermediate/advanced statistics. Provides statistical support for entire department.

University of Virginia (2012-2013)

The U.V.A. Center to Promote Effective Youth Development

Research Associate

Consultant on grants and articles dealing with youth violence, attention-deficit disorder, and teacher misperception of student ability

University of Virginia

(2010-2012)

Institute for Education Science Post-Doctoral Fellow

Primary Methodologist on the *Responsive Classroom Efficacy Study*

Randomized Control Trial Funded by the Institute for Education Sciences; Rimm-Kaufman (PI).

Center for the Advanced Study of Teaching and Learning

- Conducted primary intent-to-treat data analyses, led and contributed to lab meetings, consulted on methodological issues relating to Bayesian statistics, structural equation modeling, missing data techniques, reliability, and longitudinal data analysis.
- Mentored four doctoral students on multilevel, longitudinal, and structural equation modeling

Mentors: Dr. Sara Rimm-Kaufman, Dr. Xitao Fan

Instructor and Course Developer.

- Missing Data Techniques four day Intensive Workshop for Faculty, Postdoctoral, Doctoral Students in the Social Sciences (multiple imputations, full information maximum likelihood)

Texas A&M

Pre-Doctoral Fellow

(2009-2010)

Primary Methodologist on the *School Leadership Improvement Study*

Randomized Control Trial. Goddard (PI).

Education Leadership Research Center, Texas A&M, College Station

- Analyzed data for study to ascertain whether the School Leadership increases student achievement outcomes.

Mentor: Dr. Roger Goddard

Instructor and Course Co-Developer.

- Quantitative Methods II. Multiple regression, factor analysis, and manuscript preparation (literature review, methods section, results section, discussion)

Instructor

- Introductory Statistics for undergraduates (t-test, categorical data analysis, simple linear regression, ANOVA)

Brigham Young University

(2001-2006)

Instructor

- Principles of Statistics (Salt Lake Center) Classes of thirty undergraduates

Course and Teacher Assistant.

- Principles of Statistics, taught weekly labs. Promoted to 'Course Assistant' after 2 years and helped manage 20+ teacher assistants

Research and Consulting Positions

Methodologist Consultant, *Social Innovation Fund, JBS International* (2015-Present)

- Reads and critiques grant submissions for methodological rigor and accuracy.

Primary Methodologist, MERC VaSTEM Connect (2013)

- Evaluated effectiveness of intervention designed to improve teacher quality in STEM subjects.

Contracted Project Director. *HERE! Initiative Implementation Process Evaluation*. (2013)

- Primary data analyst on truancy reduction program involving district and court intervention

Primary Methodologist, *A Matter of Balance*

Department of Social and Behavioral Health, Texas A&M, College Station (2009-2010)

- Analyzed data to determine the effectiveness of *A Matter of Balance*, an intervention designed to reduce the number of falls of senior citizens in the state of Texas.

Mentor: Dr. Marcia Ory

Primary Methodologist, *Evaluation of Nursing Homes' Propensity for Outdoor Activity*

Department of Architecture, Texas A&M, College Station (2008-2009)

- Determined which factors were the most effective in increasing outdoor activity of the residents in nursing homes. Results presented in pamphlet form to nursing homes and architecture students.

Mentor: Dr. Susan Rodiek

Primary Methodologist, *Social Studies Reading and Vocabulary Intervention*

Department of Educational Psychology, Texas A&M, College Station (2009-2010)

- Analyzed results of an intervention, gave evidence that they increased vocabulary scores.

Mentor: Dr. Deborah Simmons

Statistical Consultant Intern

Intel, Phoenix Arizona.

(Summer 2004 & Summer 2005)

- Provided statistical support on a variety of company projects.
- Won divisional award on an experimental design to study the allocation of factory starts.

Mentor: Michael Mahaney

First, Equal Author Publications, or Student First Author

Jones, E., Larsen, R., Sudweeks, R. R., Young, K. R., & Gibb, G. S. (2018). Evaluating Paraeducator-led Reading Interventions in Elementary School: A Multi-Cutoff Regression-Discontinuity Analysis. *Journal of Research on Educational Effectiveness*, 11(4), 507-534.

Henrie, C. R., Bodily, R., Larsen, R., & Graham, C. R. (2018). Exploring the potential of LMS log data as a proxy measure of student engagement. *Journal of Computing in Higher Education*, 1-19.

*The first 2 authors are students with co-first authorship

Bodily, R., **Larsen, R.**, & Warne, R. T. (2018). Piecewise propensity score analysis: A new method for conducting propensity score matching with polytomous ordinal independent variables. *Archives of Scientific Psychology*, 6(1), 14-20.
<http://dx.doi.org/10.1037/arc0000035>

Jamil, F. M., **Larsen, R. A.**, & Hamre, B. K. (2018). Exploring longitudinal changes in teacher expectancy effects on children's mathematics achievement. *Journal for Research in Mathematics Education*, 49(1), 57-90.

Manwaring, K. C., **Larsen, R.**, Graham, C. R., Henrie, C. R., & Halverson, L. R. (2017). Investigating student engagement in blended learning settings using experience sampling and structural equation modeling. *The Internet and Higher Education*, 35, 21-33.

Spackman, J. S., & **Larsen, R.** (2017). Evaluating the Impact of Social Media Marketing on Online Course Registration. *The Journal of Continuing Higher Education*, 65(3), 151-165.

Larsen, R., Wanless, S., Rimm-Kaufman, S. E., & Curby, T.W. (2015) Direct and Indirect Effects of Principal Leadership on Teacher Quality and Mathematics Achievement in the Context of the *Responsive Classroom* Approach In DiPaola, M. F and Hoy, W. K. *Leadership and school quality*. Charlotte, NC: InfoAge.

Warne*, R. T., **Larsen, R.** (2014). Evaluating a proposed modification to the Guttman rule for determining the number of factors in an exploratory factor analysis. *Psychological Test and Assessment Modeling*, 56, 104-123.

*Equal first authorship

Before BYU

Larsen, R. (2011). Missing data imputation versus full information likelihood with second level dependencies. *Structural Equation Modeling: A Multidisciplinary Journal*, 18:4, 649-662. doi:10.1080/10705511.2011.607721

Larsen, R., Warne, R. (2010). Estimating confidence intervals for eigenvalues in exploratory factor analysis. *Behavior Research Methods*, 42(3), 871-876. doi:10.3758/BRM.42.3.87

Larsen, R. A. A. (2010). *Second Level Cluster Dependencies: A Comparison of Modeling Software and Missing Data Techniques*. Texas A&M University.

Larsen, R. A., Schaalje, G. B. & Lawson, J. S. (2010). Food shelf life: Estimation and optimal design. *Journal of Statistical Computation and Simulation*, 80(2), 143-157.
doi:10.1080/00949650802549135

Other Publications

- Graham, C. R., Borup, J., Pulham, E., & **Larsen, R.** (2019). K–12 Blended Teaching Readiness: Model and Instrument Development. *Journal of Research on Technology in Education*, 1-18.
- Uka, F., von Suchodoletz, A., **Larsen, R.**, Gunzenhauser, C. (in press) Exploring a bidirectional model of executive functions and fluid intelligence. *Intelligence*,
- von Suchodoletz, A., Barza, L., & **Larsen, R. A.** (2019). Examination of teacher–child interactions in early childhood education programmes in the United Arab Emirates. *International Journal of Early Years Education*, 1-16.
- Hilton III, J., **Larsen, R.**, Wiley, D., & Fischer, L. (2019). Substituting open educational resources for commercial curriculum materials: Effects on student mathematics achievement in elementary schools. *Research in Mathematics Education*, 21(1), 60-76.
- von Suchodoletz, A., Rojas, N. M., Nadyukova, I., **Larsen, R. A.**, & Uka, F. (2019). Exploring Diurnal Cortisol Rhythms of Kindergarten Teachers in Kosovo and Ukraine. *American journal of community psychology*, 1-12.
- Jensen, B., Mejía-Arauz, R., Grajeda, S., Toranzo, S. G., Encinas, J., & **Larsen, R.** (2018). Measuring cultural aspects of teacher–child interactions to foster equitable developmental opportunities for young Latino children. *Early Childhood Research Quarterly*.
- Downs, K. R., Caldarella, P., **Larsen, R. A.**, Charlton, C. T., Wills, H. P., Kamps, D. M., & Wehby, J. H. (2018). Teacher Praise and Reprimands: The Differential Response of Students at Risk of Emotional and Behavioral Disorders. *Journal of Positive Behavior Interventions*, 00(0), 1-13 doi:1098300718800824.
- von Suchodoletz, A., Jamil, F. M., **Larsen, R. A.**, & Hamre, B. K. (2018). Personal and contextual factors associated with growth in preschool teachers' self-efficacy beliefs during a longitudinal professional development study. *Teaching and Teacher Education*, 75, 278-289.
- Baroody, A. E., Ferretti, C., & **Larsen, R.** (2018). Promoting low-income preschoolers' school readiness through a text messaging intervention. *Journal of Children and Poverty*, 24(2), 123-143.
- Veletsianos, G., Kimmons, R., **Larsen, R.**, Dousay, T. A., & Lowenthal, P. R. (2018). Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talk comments. *PLoS one*, 13(6), e0197331.
- Nielsen, P. L., Bean, N. W., & **Larsen, R. A. A.** (2018). The Impact of a Flipped Classroom Model of Learning on a Large Undergraduate Statistics Class. *Statistics Education Research Journal*, 17(1). 121-140.

- Caldarella, P., **Larsen, R. A.**, Williams, L., Wills, H., Kamps, D., & Wehby, J. H. (2018). Effects of CW-FIT on Teachers' Ratings of Elementary School Students at Risk for Emotional and Behavioral Disorders. *Journal of Positive Behavior Interventions*, 20(2), 78-89.
- Cancio, E. J., **Larsen, R.**, Mathur, S. R., Estes, M. B., Johns, B., & Chang, M. (2018). Special Education Teacher Stress: Coping Strategies. *Education and Treatment of Children*, 41(4), 457-481.
- Graham, C. R., Borup, J., Pulham, E., & **Larsen, R.** (2017). *K-12 blended teaching readiness: Phase 1 instrument development*. Retrieved from <https://mvlri.org/wp-content/uploads/2017/11/k12-blended-teaching-readiness-phase-1-instrument-development.pdf>
- Salloum, S. J., Goddard, R. D., & **Larsen, R.** (2017). Social Capital in Schools: A Conceptual and Empirical Analysis of the Equity of Its Distribution and Relation to Academic Achievement. *Teachers College Record*, 119(7), 1-7.
- Caldarella, P., **Larsen, R. A.**, Williams, L., Wehby, J. H., Wills, H., & Kamps, D. (2017). Monitoring academic and social skills in elementary school: A psychometric evaluation of the Classroom Performance Survey. *Journal of Positive Behavior Interventions*, 19(2), 78-89.
- Baroody, A. E., Rimm-Kaufman, S. E., **Larsen, R. A.**, & Curby, T. W. (2016). A multi-method approach for describing the contributions of student engagement on fifth grade students' social competence and achievement in mathematics. *Learning and Individual Differences*, 48, 54-60.
- Garcia, J. M., Sirard, J. R., **Larsen, R.**, Bruening, M., Wall, M., & Neumark-Sztainer, D. (2016). Social and psychological factors associated with adolescent physical activity. *Journal of Physical Activity and Health*, 13(9), 957-963.
- Griffin, B. J., Garthe, R. C., Worthington Jr, E. L., Sullivan, T. N., **Larsen, R.**, Lavelock, C. R., & Davis, D. E. (2016). How positive processes function in negative relationships: Dispositional gratitude moderates the association between affective need and frequency of dating violence victimization. *The Journal of Positive Psychology*, 11(4), 388-398.
- LoCasale-Crouch, J., DeCoster, J., Cabell, S. Q., Pianta, R. C., Hamre, B. K., Downer, J. T., Hattfield, B. E., Larsen, R. A., ... & LaParo, K. (2016). Unpacking intervention effects: Teacher responsiveness as a mediator of perceived intervention quality and change in teaching practice. *Early childhood research quarterly*, 36, 201-209.
- Garthe, R. C., Sullivan, T. N., **Larsen, R. A. A.** (2015). Bidirectional associations between perceived parental support for violent and nonviolent responses and early adolescent aggressive and effective nonviolent behaviors. *Journal of Adolescence*, 45, 183-195.

- Kofler, M. J., **Larsen, R.**, Sarver, D. E., & Tolan, P. H. (2015). Developmental trajectories of aggression, prosocial behavior, and social–cognitive problem solving in emerging adolescents with clinically elevated attention-deficit/hyperactivity disorder symptoms. *Journal of abnormal psychology*, 124(4), 1027-1042. doi:<http://dx.doi.org/10.1037/abn0000103>
- von Suchodoletz, A., **Larsen, R. A.**, Gunzenhauser, C., & Fäsche, A. (2015). Reading and spelling skills in German third graders: Examining the role of student and context characteristics. *British Journal of Educational Psychology*, 85(4), 533-550. doi:10.1111/bjep.12090
- von Suchodoletz, A. v., Gunzenhauser, C., and **Larsen, R. A. A.** (2015). Observing children's interactions in kindergarten classrooms: The Individualized Classroom Assessment Scoring System. *German Journal for Early Education* (4), 211-217. doi:10.1026/2191-9186/a000207
- von Suchodoletz, A., Gunzenhauser, C., & Larsen, R. A. (2015). Die Beobachtung von Interaktionen im Kindergartenalltag. *Frühe Bildung*.
- Warne, R. T., **Larsen, R.**, Anderson, B., & Odasso, A. J. (2015). The impact of participation in the Advanced Placement program on students' college admissions test scores. *Journal of Educational Research*, 108(5), 400-416.
- von Suchodoletz, A., Uka, F., & **Larsen, R. A.** (2015). Self-regulation across different contexts: Findings in young Albanian children. *Early Education and Development*, 26(5-6), 829-846.
- Ottmar, E. R., Rimm-Kaufman, S. E., **Larsen, R. A.**, & Berry, R. Q. (2015). Mathematical knowledge for teaching, standards-based mathematics teaching practices, and student achievement in the context of the responsive classroom approach. *American Educational Research Journal*, 52(4), 787-821.
- Wanless, S. B., Rimm-Kaufman, S. E., Abry, T., **Larsen, R. A.**, & Patton, C. L. (2015). Engagement in training as a mechanism to understanding fidelity of implementation of the responsive classroom approach. *Prevention Science*, 16(8), 1107-1116.
- Baroody, A. E., Rimm-Kaufman, S. E., **Larsen, R.**, & Curby, T. W. (2014). The link between Responsive Classroom training and student-teacher relationship quality in the fifth grade: A study of fidelity of implementation. *School Psychology Review*, 43(1) 69-85.
- Warne, R.T. & **Larsen, R.** (2014). Evaluating a proposed modification of the Guttman rule for determining the number of factors in an exploratory factor analysis. *Psychological Test and Assessment Modeling* 56, 104-123.
- Rimm-Kaufman, S. E., Baroody, A. E., **Larsen, R. A.**, Curby, T. W., & Abry, T. (2014). To What Extent Do Teacher–Student Interaction Quality and Student Gender Contribute to

Fifth Graders' Engagement in Mathematics Learning? *Journal of Educational Psychology* 107(1) 170-185. doi: 10.1037/a0037252

Rimm-Kaufman, S. E., **Larsen, R.**, Curby, T. W., Baroody, A. E., Merritt, E., Abry, T. S., Ko, M., Thomas, J., & DeCoster, J. (2014). Results from a three year longitudinal randomized controlled trial of the Responsive Classroom approach. *American Education Research Journal*. doi:10.3102/0002831214523821

Tolan, P. H., & Larsen, R. (2014). Trajectories of Life Satisfaction During Middle School: Relations to Developmental-Ecological Microsystems and Student Functioning. *Journal of Research on Adolescence*, 24(3), 497-511.

Wanless, S. B., Rimm-Kaufman, S. E., Abry, T., **Larsen, R. A.**, & Patton, C. L. (2014). Engagement in Training as a Mechanism to Understanding Fidelity of Implementation of the Responsive Classroom Approach. *Prevention Science*, 1-10. doi:10.1007/s1121-014-0519-6

Before BYU

Abry, T., Rimm-Kaufman, S. E., **Larsen, R.**, & Brewer, A. J. (2013). The influence of fidelity of implementation on teacher-student interaction quality in the context of a randomized controlled trial of the Responsive Classroom approach. *Journal of School Psychology*, 51, 437-453. doi:http://dx.doi.org/10.1016/j.jsp.2013.03.001
Nominated for the JSB article of the year.

Ottmar, E. R., Rimm-Kaufman, S. E., Berry, R.Q., & **Larsen R.** (2013) Does the responsive classroom approach affect the use of standards-based mathematics teaching practices? Results from a randomized controlled trial. *The Elementary School Journal* 113(3) 434-457. doi:10.1086/668768

Smith, M. L., Maitland II, J. J., Wilson, K. L., Menn, M., & **Larsen, R.** (2012). Perceived Accuracy of Popular Culture Magazine Content and Perceptions of Female Sexual Response: A Pilot Study. *Journal of Health Behavior and Public Health*, 1(2), 8-16.

Ottmar, E. R., Rimm-Kaufman, S. E., **Larsen, R.**, & Merritt, E. G. (2011) Relations between Mathematical Knowledge for Teaching, Mathematics Instructional. *Education*, 35(5), 330-351.

Merritt, E. G., Rimm-Kaufman, S. E., Berry, R. Q., Walkowiak, T. A., & **Larsen, R. A.** (2011). The Contribution of Mathematics Instructional Quality and Class Size to Student Achievement for Third Grade Students from Low Income Families. *Society for Research on Educational Effectiveness*.

Hairrell, A., Rupley, W. H., Edmonds, M., **Larsen, R.**, Simmons, D., Willson, V., Byrns, G. & Vaughn, S. (2010). Examining the impact of teacher quality on fourth-grade students' comprehension and content-area achievement. *Reading and Writing Quarterly* 27(3) 239-260. doi:10.1080/10573569.2011.560486

- Smith, M. L., Wade, A. F., Ory, M. G. & **Larsen, R.** (2010). Older women in a statewide evidence-based falls prevention program: Who enrolls and what benefits are obtained? *Women's Health Issues* 20 (6) 427-434. doi:10.1016/j.whi.2010.07.003
- Miller, R. J., Goddard, Y. L., Goddard, R., **Larsen, R.**, & Jacob, R. (2010). Instructional Leadership: A Pathway to Teacher Collaboration and Student Achievement. Online Submission.
- Goddard, Y. L., Miller, R., **Larsen, R.**, Goddard, R., Madsen, J., & Schroeder, P. (2010). Connecting Principal Leadership, Teacher Collaboration, and Student Achievement. Online Submission.
- Simmons, D. C., Hairrell, A., Edmonds, M., Vaughn, S., **Larsen, R.**, Willson, V., Rupley, W. & Byrns, G. (2010). A comparison of multiple-strategy methods: Effects on fourth-grade students' general and content-specific reading comprehension and vocabulary development. *Journal of Research on Educational Effectiveness* 3 121-156. doi:10.1080/19345741003596890
- Smith, M. L., McKyer, E. L. & **Larsen, R.** (2009). Factor structure and psychometrics of the Adolescent Health Risk Behavior survey instrument. *American Journal of Health Behavior* 34(3) 328-339. Retrieved from <http://tinyurl.com/5sf6zzy>.
- Smith, M. L., Ory, M. G., Wade, A., Mounce, C., & **Larsen, R. A.** (2009, October). Factors influencing outcomes of an evidence-based falls prevention program for Texas seniors. In *Gerontologist* (Vol. 49, pp. 422-422). 1030 15th st NW, ste 250, Washington, DC 20005202-842 USA: Gerontological Soc Amer.
- Ory, M. G., Smith, M. L., Wade, A., Mounce, C., **Larsen, R. A.**, Quinn, C., ... & Parrish, R. (2009, October). Building state-wide capacity for falls prevention programs: Texas falls prevention coalition. In *Gerontologist* (Vol. 49, pp. 423-423). 1030 15th st NW, ste 250, Washington, DC 20005202-842 USA: Gerontological Soc Amer.
- Mier, N., Tanguma, J., Topolski, T., **Larsen, R.**, Alen, M., Villarreal, E. K., & Ory, M. G. (2009, June). Validation of an Exercise Instrument for US-Mexico Border Spanish Speakers. In *Diabetes* (Vol. 58, pp. A287-A287). 1701 N Beauregard St, Alexandria, VA 22311-1717 USA: Amer Diabetes Assoc.
- Hairrell, A., Vaughn, S., Edmonds, M., Swanson, E., Simmons, D., **Larsen, R.**, ... & Willson, V. (2009). The Effects of a Parsimonious Comprehension and Vocabulary Intervention on Student Learning. Society for Research on Educational Effectiveness.
- Wilson, L. D., Willson, V. L., Manon, J. R., **Larsen, R.**, Li, Y., & Roseman, J. E. (2009). Factors influencing middle grades students' algebra learning: Multiple research perspectives. In Annual Meeting of the American Educational Research Association (AERA), San Diego, California.

Reports

Porter, M.R. & Larsen, R. (August, 2013). *HERE! Initiative Implementation Process Evaluation: Final Report*. Prepared for the City of Hampton, Hampton City Public Schools, the 8th Judicial District Juvenile and Domestic Relations Court, the Hampton-Newport News Community Services Board, the Hampton Department of Human Services, and the Hampton Comprehensive Services Act Office.

Senechal, J., Turner, A., Marrs, S., & Larsen, R. (2013). *VA STEM CoNNECT 2012-2013 final evaluation report*. Richmond, VA: Metropolitan Educational Research Consortium. Virginia Commonwealth University

Peer-Reviewed Presentations

*Cline, J., *Lefrandt, J., *Gancinia, A., *Kane, D., **Larsen, R.**, & **Allen, G. E. K.** (2017). Anxiety, depression, and the role of spirituality and religiosity among Native Hawaiians and Pacific Islander college students. Poster presented at the 2017 APA Convention, Washington, DC, Div. 17, CCPTP-SAG for SERD (Section on Ethnic and Racial Diversity).

Baroody, A. E., Ferretti, C., Larsen, R. A., & Radliff, S. (2017, April). *Promoting parent engagement and children's achievement through texting*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Caldarella, P., **Larsen, R. A.**, Williams, L., Wills, H. P., Kamps, D., & Wehby, J. (2016, Oct). *Effects of CW-FIT on teachers' ratings of elementary school students at risk for emotional and behavioral disorders*. Paper presented at the annual Teacher Educators for Children with Behavior Disorders, Tempe, Arizona.

Anderson, N.*, **Larsen, R. A. A.**, & Sudweeks, R., (2016, March) *Cognitive Predictors of Sexual Abstinence: An SEM Approach*. Poster presented at the annual Mentored Research Conference, BYU, Provo – Honorable Mention

Henneberger, A. K., Futch Ehrlich, V. A., Hafen, C. A., Maier, M. F., Lovegrove, P. J., & **Larsen, R.**, Tolman, P., (2016, March) *Society for Research on Adolescence, Peer substance use norms and substance use in adolescence: The moderating role of internal assets*. Baltimore, MD.

Jenkins, J. L., **Larsen, R. A. A.**, Bodily, R., Sandberg, D., Williams, P., Stokes, S., Harris, S., Valacich, J. L. (2015, August). A Multi-Experimental Examination of Analyzing Mouse Cursor Trajectories to Gauge Subject Uncertainty. *Americas Conference on Information Systems*

Baroody, A. E., Rimm-Kaufman, S. E., **Larsen, R. A.**, & Curby, T. W. (2015, March). *Contributions of three student engagement measures on fifth grade students' social competence and achievement in math class*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA

Fäsche, A., **Larsen, R.**, & von Suchodoletz, A. v. (2014, August). *Early home and preschool learning environments and the development of early literacy skills: Impact of children's behavioral self-regulation*. Poster presented at the 3rd Biennial EARLI SIG 5 Conference in Jyväskylä, Finland. (Winner of the Outstanding JURE poster award)

Uka, F., von Suchodoletz, A. v., **Larsen, R.** (2014, August). Challenges on measuring self-regulation: Do direct measures and informant ratings assess the same construct? Poster to be presented at the EARLI SIG5 conference, Jyväskylä, Finland.

Before BYU

Wanless, S.B. Rimm-Kaufman, S.E., Abry, T., **Larsen, R.**, Patton, C.L. (2013, May) *Predictors of Engagement in Training as a Pathway to Understanding Implementation of the Responsive Classroom Approach*. Paper presented at Society for Prevention Research in San Francisco, CA.

Baroody, A., Rimm-Kaufman, S. E., Curby, T., **Larsen, R.** (2013, April). *The role of fidelity in fifth-grade student-teacher relationship quality within the context of a Responsive Classroom intervention*. Society for Research in Child Development, Seattle, Washington.

Rimm-Kaufman, S. E., Baroody, A., **Larsen, R.**, Curby, T., Abry, T. (2013, April). *The Contribution of classroom social interactions and child attributes in fifth graders' experience of engagement in mathematics classrooms*. Society for Research in Child Development, Seattle, Washington.

Rimm-Kaufman, S. E., **Larsen, R.**, Curby, T., Baroody, A., Merritt, E., Abry, T., Ko, M. & Thomas, J. (2012, September). *Efficacy of the Responsive Classroom Approach: Results from a three year, longitudinal randomized controlled trial*. Society for Research in Educational Effectiveness, Washington, D.C.

Baroody, A. E., Rimm-Kaufman, S. E., **Larsen, R. A.**, & Curby, T. W. (2012, April). *Predictors and consequences of engagement in mathematics: A comparison of girls and boys*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Ottmar, E.R., Rimm-Kaufman, S.E., & **Larsen, R.** (2012, April). *Relations between mathematical knowledge for teaching, mathematics instructional quality, and student achievement in the context of the Responsive Classroom (RC)*. Paper presented at the National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.

Rimm-Kaufman, S. E., Curby, T. W., Abry, T. & **Larsen, R. A.** (2012, April). *Do specific practices from the Responsive Classroom approach predict quality of teacher-student interactions?* Paper presented at the American Education Research Association, Vancouver, B.C.

Abry, T., Rimm-Kaufman, S. E., **Larsen, R.** & Brewer, A. J. (2011, September). *Applying new*

methods to the measurement of fidelity of implementation: Examining the critical ingredients of the Responsive Classroom[®] approach in relation to mathematics achievement. Poster presented at the semi-annual meeting of the Society for Research on Educational Effectiveness (SREE), Washington D.C.

Wanless, S.B., **Larsen, R.**, Son, S-H. (2011, October). *Multi-group analyses in crosscultural research: Remaining open to cultural differences in the age of globalization.* In Post, D. (Chair), *Transformative Learning and Teaching: Innovative Practices.* Paper presented at the Comparative and International Education Society's (CIES) Eastern Regional Conference, Pittsburgh, Pennsylvania.

Wanless, S.B., **Larsen, R.**, Son, S-H. (2011, October). *Multi-group analyses in crosscultural research: Remaining open to cultural differences in the age of globalization.* In Post, D. (Chair), *Transformative Learning and Teaching: Innovative Practices.* Paper presented at the Comparative and International Education Society's (CIES) Eastern Regional Conference, Pittsburgh, Pennsylvania.

Merritt, E., Rimm-Kaufman, S., Berry, R., Walkowiak, T. & **Larsen, R.** (2011, September,). *The contribution of mathematics instructional quality and class size to student achievement for third grade students from low-income families.* Poster session at the semi-annual meeting of the Society for Research in Educational Effectiveness, Washington, D.C.

Ottmar E. R., Rimm-Kaufman, S. E., **Larsen, R.** & Merritt, E. G. (2011, September). *Relations between Mathematical Knowledge for Teaching, Mathematics Instructional Quality, and Student Achievement in the Context of the Responsive Classroom[®].* Paper presented at the semi-annual meeting of the Society for Research in Educational Effectiveness, Washington D.C.

Goddard, Y., Miller, R., **Larsen, R.**, Goddard, G., Jacob, R., Madsen, J. & Schroeder, P. (2010, November). *Connecting principal leadership, teacher collaboration, and student achievement.* Paper presented at The Annual Meeting of the American Educational Research Association in Denver, CO.

Larsen, R., Willson, V. (2010, November). *Modeling second level cluster dependency in multilevel models.* Paper presented at The Annual Meeting of the American Educational Research Association in Denver, CO.

Willson, V., **Larsen, R.** & Hall, B. (2010, February). *The Behrens-Fisher problem solved as a Multigroup SEM Analysis.* Paper presented at Southwest Educational Research Association in New Orleans, LA.

Ory, M., Smith, M. L., Wade, A., Mounce, C., **Larsen, R.**, Prochaska, J. D. & Parrish, R. (2009, November). *Falls prevention as a pathway to successful aging: Statewide implementation and dissemination of an evidence-based program.* Symposium presentation presented at the American Public Health Association Annual Conference, Philadelphia, PA.

- Smith, M. L., Ory, M., Wade, A., Mounce, C., **Larsen, R.** & Prochaska, J. D. (2009, November). *Successful evidence-based programming for older racial and ethnic minority participants: Implications for program implementation and dissemination*. Poster presented at the American Public Health Association Annual Conference, Philadelphia, PA.
- Smith, M. L., Wade, A., Mounce, C., Prochaska, J. D., **Larsen, R.**, Horel, S. & Ory, M. (2009, November). *Successful evidence-based programming for older rural participants: Geographic variations*. Paper presented at the American Public Health Association Annual Conference, Philadelphia, PA.
- Smith, M. L., Wade, A., Mounce, C., Prochaska, J. D., **Larsen, R.** & Ory, M. (2009, November). *Characteristics and benefits for older women in an evidence-based falls prevention program*. Presented at the American Public Health Association Annual Conference, Philadelphia, PA.
- Ory, M., Wade, A., Mounce, C., **Larsen, R.**, Prochaska, J., Smith, M. L. & Parrish, R. (2009, June). *Promoting a falls free America: A state-wide evidence-based falls prevention program*. Presented at the International Society for Behavioral Nutrition and Physical Activity Annual Meeting, Lisbon, Portugal.
- Willson, V. L., **Larsen, R.** & Li, Y. (2009, April). *Factors influencing middle grades students' algebra learning: A Multilevel quantitative analysis perspective- results of quantitative study*. Presentation at Annual Meeting of the American Educational Research Association. San Diego, CA.
- Hairrell, A., Simmons, D., **Larsen, R.** & Vaughn, S. (2009, March). *The effects of a parsimonious vocabulary and comprehension intervention on content and reading comprehension*. Paper presented at the semi-annual meeting of the Society for Research for Educational Effectiveness, Washington, DC.
- Smith, M. L., McKyer, E. J. & **Larsen, R.** (2009, March). *Factors influencing adolescent alcohol, tobacco, and marijuana use: A biopsychosocial model*. Poster presented at the American Academy of Health Behavior Annual Conference, Hilton Head, SC.
- Larsen, R.** (2009, February). *African-American graduation rates at the university level: How to better facilitate future meta-analysis*. Paper presented at Southwest Educational Research Association. San Antonio, TX.
- Salloum, S.J., Goddard, R. D., & **Larsen, R.** (2008, March) *A conceptual and empirical analysis of the role of social capital in high school academic achievement*. American Education Research Association, New York, NY.

Speeches

- Larsen, R.** (2014, Jan). *To Cluster or not to Cluster: When is Multilevel Modeling Necessary?* Talk given at the SOE Research Colloquium at Virginia Commonwealth University

Rimm-Kaufman, S. E., **Larsen, R.** (2013, Jan). *Results from a Randomized Controlled Trial of a School-Based Intervention: the Responsive Classroom Approach*. Talk given to the Quantitative Psychology department at University of Virginia.

Awards

Nancy Peery Marriott Outstanding Teacher Award. (2018) David O. McKay School of Education Brigham Young University. (\$1000)

Teacher Writing Beliefs, Motivation, and Instructional Practices and Student Writing Perceptions, Motivation, Self-Regulation, and Achievement. (2014). William T. Grant Foundation. (\$24,979, not funded).
Larsen (Co-PI)

Anderson, N.*, **Larsen, R. A. A.**, & Sudweeks, R., (2016, March) *Cognitive Predictors of Sexual Abstinence: An SEM Approach*. Poster presented at the annual Mentored Research Conference, BYU, Provo – Honorable Mention

Jenkins, J. L., **Larsen, R. A. A.**, *Bodily, R., *Sandberg, D., *Williams, P., *Stokes, S., *Harris, & S., Valacich, J. L. (2015). *A Multi-Experimental Examination of Analyzing Mouse Cursor Trajectories to Gauge Subject Uncertainty*. Paper presented at the Americas Conference on Information Systems (AMCIS), Fajardo, Puerto Rico. – 1st runner up for best paper.

Evaluating the Feasibility of Central Executive Training for Individuals with ADHD (resubmission November, 2013).NIH R34 MH102499-01 (\$711,000, not funded)
Larsen (Co-I)

ADHD and Executive Function: Relationship to Driving Mishaps (submitted June, 2013) NIH R01 HD080171-01 (\$1.9 million)
Larsen (Consultant)

HERE! Initiative Implementation Process (August 2013)
Truancy Reduction Program
Larsen (Senior Collaborator)

AERA Beginning career Research Grant Program (Unfunded)
Larsen (PI)

Grants for Engaged Learning (Utah Valley University) (Unfunded)
Larsen (Senior Collaborator)

Honorable mention for *Charles E. Gibbs Leadership Prize for Best Paper Published in Women's Health Issues* in 2010, Jacobs Institute of Women's Health, The George Washington University (Authorship: Smith, Ory, **Larsen**).

Gibbs Leadership Prize Announcement: Best Manuscript of 2010. MG Ory, R Larsen, P Lantz, S Glied, RC Lindrooth, JS Tucker, JWR Lee, ... *Women's Health Issues* 21 (5), 330

Susan B. Anthony Aetna Award for Excellence in Research on Older Women and Public Health, 137th Annual Meeting of the American Public Health Association, November 7-11, 2009, Philadelphia, PA (*Authorship: Smith, Wade, Larsen, Ory*).

Erickson Foundation Award for Excellence in Research, 137th Annual Meeting of the American Public Health Association, November 7-11, 2009, Philadelphia, PA (*Authorship: Ory, Smith, Wade, Larsen*).

Service

Reviewer of manuscripts for *Educational Technology Research & Development* (ETRD)

Reviewer of manuscripts for *Educational Administration Quarterly* for methodological content.

Reviewer of manuscripts for *Early Education and Development*.

Reviewer of manuscripts for the *Journal of Gerontology*

Reviewer for the *SRCD Developmental Methodology conference* on the Missing Data Panel. Tampa Florida, February 2012.

Student representative to faculty for Educational Psychology Student Organization (EPSO) Texas A&M 2009-2010.

Certifications

What Works Clearinghouse Certification (WWC) Training (Summer 2011)

- Taught in criteria for reviewing articles for reports by the Department of Education.

Computer Software Expertise

Mplus

- Structural equation modeling, Longitudinal data analysis, Bayesian data analysis, Monte-Carlo simulations

SAS

- Data Management, Complex error structures, SAS Macro language, Monte-Carlo Simulations, Statistical analysis

R

- Advanced Bayesian Techniques

SPSS & JMP

- Data Analysis, Data Management, Experimental design arrays