

**Mariela M. Páez**  
*Curriculum Vitae*

Associate Professor  
Lynch School of Education and Human Development  
Boston College  
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**Education**

*Harvard University*, Graduate School of Education, Cambridge, MA  
Ed.D. in Human Development and Psychology, 2001  
Ed.M. in Human Development and Psychology, 1996

*Tufts University*, Department of Child Study, Medford, MA  
M.A. in Child Study, 1995

*Cornell University*, College of Human Ecology, Ithaca, NY  
B.S. in Human Development and Family Studies, 1992

**Professional Positions**

- 2009 - *Associate Professor, Department of Teaching, Curriculum, and Society, Lynch School of Education and Human Development, Boston College, Chestnut Hill, MA.*
- 2003-2008 *Assistant Professor, Department of Teacher Education, Special Education, and Curriculum and Instruction, Boston College, Chestnut Hill, MA.*
- 2001-2005 *Investigator, Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children, Harvard Graduate School of Education, Cambridge, MA. Dr. Patton Tabors, Principal Investigator. Working on a longitudinal study funded by the National Institute of Child and Health Development and the Department of Education.*
- 1999-2000 *Research Assistant, Projects in Language Development, Harvard Graduate School of Education, Cambridge, MA. Dr. Catherine E. Snow, Director. Assisted in designing a study to investigate the language and literacy development of young Spanish-speaking children.*
- 1997-2000 *Senior Research Assistant, Longitudinal Immigrant Student Adaptation Study, Harvard Graduate School of Education, Cambridge, MA. Drs.*

Marcelo and Carola Suárez-Orozco, Principal Investigators. Research on an interdisciplinary five-year longitudinal study that investigated immigrant student adaptation among Chinese, Dominican, Haitian, Mexican, and Central American recent arrivals.

- 1996-1999 **Research Assistant**, *Head Start Language Diversity Project, Harvard Graduate School of Education, Cambridge, MA*. Dr. Catherine E. Snow and Dr. Patton Tabors, Co-Directors. Conducted research evaluating the quality of Head Start programs as part of the *New England Quality Research Center for Head Start (NEQRC)*.
- 1994-1995 **Developmental Specialist**, *Early Intervention Program, Cambridge / Somerville, MA*. Conducted intakes and developmental assessments of infants and toddlers. Delivered home and center-based services for families and children ages birth to three years of age who are at-risk for developmental delay.
- 1993-1994 **Research Assistant**, *Child Study Department, Tufts University, Medford, MA*. Dr. Martha Julia Sellers, Director. Conducted research on a project studying the adaptation and acculturation of immigrant children and their families.
- 1993-1994 **Intern**, *Even Start Family Literacy Program, Somerville, MA*. Developed and implemented literacy learning activities for Spanish-speaking families during weekly home visits.
- 1993 **Teacher Assistant**, *East Somerville School, Somerville, MA*. Developed and implemented activities to enhance the language and literacy skills of Spanish-speaking fourth graders enrolled in a bilingual program.
- 1992-1994 **Teacher**, *Eliot-Pearson Children's School, Tufts University, Medford, MA*. Served as a team preschool teacher in an early childhood laboratory school committed to developmental, multicultural, and inclusive education.
- 1991-1992 **Research Assistant**, *Language Acquisition Laboratory, Cornell University, Ithaca, NY*. Dr. Barbara Lust, Director. Conducted research evaluating the acquisition of grammar in monolingual and bilingual children.

### Research Grants

- 2018-2019- Boston College Research Grant. Páez, Principal Investigator of *Teachers Language Use in Pre-K Programs serving Dual Language Learners (DLLs)*. A study investigating language use for teachers

across Head Start, public and private pre-K programs applying a Systematic Functional Linguistic perspective.

- 2014-2015 Boston College Research Grant. Páez, Principal Investigator of *Early Childhood Practices that Promote Learning and Development among Dual Language Learners (DLLs)*. A study investigating high quality practices of early childhood teacher across different types of programs.
- 2009 and 2010 American Recovery and Reinvestment Act of 2009 and 2010 Summer Research Supplement (National Institutes of Child Health and Human Development, NICHD). Páez, Principal Investigator of the *Early Childhood Intervention Study - Improving the Language and Literacy Skills of Spanish-English Bilingual Kindergartners*. Funded \$33,304
- 2007-2011 *Early Childhood Intervention Study: Improving the Language and Literacy Skills of Spanish-English Bilingual Kindergartners*. Páez, Principal Investigator. (National Institute for Child Health and Human Development, NICHD). A longitudinal intervention study designed to improve the language and literacy development of young bilingual students. Funded \$1,090,000.
- 2007-2011 *Teaching Academic Language in the Content Areas: Enhancing Achievement for English Language Learners*. Páez and Homza, Co-Investigators. (US Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students). A national professional development grant used to better prepare and support teachers in providing effective instruction to Limited English Proficient students. Funded \$1,490,000.
- 2005-2007 *Oral Language Skills in Monolingual and Bilingual Preschoolers*. Páez and Rinaldi, Co-Investigators. (Boston Collaborative Fellows Program, Lynch School of Education). A two-year research project designed to gain a better understanding of preschoolers' oral language development for a group of bilingual and monolingual students served in two types of language programs. Funded \$100,000.
- 2004-2005 *Early Childhood Study of Language and Literacy Development*. Páez, Principal Investigator. (Center for Applied Linguistics, NICHD/IES). An analysis of the influence of preschool language development on low-income bilingual children's development of literacy. Funded \$23,549.
- 2003-2004 *Acquiring Literacy in English: Early Childhood Language*. Páez, Principal Investigator. (Harvard University). An analysis of factors related to growth in language and literacy skills from preschool to second grade, with a particular focus on low-income students at risk for developing reading difficulties. Funded \$22,551.

2000-2005 *Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children*. Tabors, Principal Investigator and Páez, Investigator. (US Department of Education, National Institute for Child Health and Human Development and the Office for Educational Research and Improvement). Longitudinal, mixed-method study that investigated the factors that influence the course of English and Spanish literacy development for young Spanish-speaking children from low-socioeconomic backgrounds. Funded \$1,300,000.

## Publications

### Books

López, L. M. & Páez, M. M. (2021). *Teaching Dual Language Learners (DLLs): What Early Childhood Educators Need to Know*. Baltimore, Maryland: Brookes Publishing.

Suárez-Orozco, M., & Páez, M. (Eds.). (2002, 2008). *Latinos: Remaking America*. University of California Press and the David Rockefeller Center for Latin American Studies at Harvard University, Berkeley, CA.

### Peer Reviewed Articles

Hammer, C. S., Burchinal, M., Hong, S. S., LaForett, D. R., Páez, M., Buysse, V., Espinosa, L., Castro, D., & López, L. M. (2020). Change in language and literacy knowledge for Spanish–English dual language learners at school-entry: Analyses from three studies. *Early Childhood Research Quarterly*, 51, 81-92.

Howard, E., Páez, M., August, D., Arteagoitia, I., Pizzo, L., Green, J. D., González, E. M., & Artzi, L. (2014). Effective vocabulary instruction for Spanish-speaking students. *Journal of Bilingual Education Research & Instruction*, 16(1), 1-17.

Howard, E., Páez, M., August, D. L., Barr, C. D., Kenyon, D., & Malabonga, V. (2014). The importance of SES, home and school language and literacy practices, and oral vocabulary in bilingual children's English reading development. *Bilingual Research Journal*, 37, 120-141.

Buysse, V., Peisner-Feinberg, E., Páez, M., Hammer, C. S. & Knowles, M. (2014). Effects of early education programs and practices on the development and learning of Dual Language Learners: A review of the literature. *Early Childhood Research Quarterly*, 29, 765-785.

McCabe, A., Tamis-LeMonda, C. S., Bornstein, M. H., Cates, C. B., Golinkoff, R. M., Hirsh-Pasek, K., Hoff, E., Kuchirko, Y., Melzi, G., Mendelsohn, A., Páez, M.,

- Song, L., & Wishard Guerra, A. (All but two lead authors are alphabetized) (2013). Multilingual children: Beyond myths towards best practices. *SRCD Policy Report*, 27(4).
- Castro, D.C., **Páez, M.M.**, Dickinson, D.K., & Frede, E. (2011). Promoting language and literacy in young Dual Language Learners: Research, practice and policy. *Child Development Perspectives*, 5(1), 15-21.
- Páez, M.** (2009). Predictors of English language proficiency among immigrant youth. *Bilingual Research Journal*, 32, 168-187.
- Carhill, A., Suárez-Orozco, C. & **Páez, M.** (2008). Explaining English language proficiency among adolescent immigrant students. *American Educational Research Journal*, 45, 1155-1179.
- Páez, M.** (2008). English language proficiency and bilingual verbal ability among Chinese, Haitian and Dominican immigrant students. *Equity & Excellence in Education*, 41(3), 311-324.
- Rinaldi, C. & **Páez, M.** (2008). Preschool matters: Predicting reading difficulties for Spanish-speaking students in first grade. *Learning Disabilities: A Contemporary Journal*, 6(1), 71-84.
- Uccelli, P. & **Páez, M.** (2007). Narrative and vocabulary development of bilingual Children from kindergarten to first grade: Developmental changes and associations among English and Spanish skills. *Language, Speech, and Hearing Services in Schools*, 38(3), 225-236.
- Páez, M.**, Tabors, P. O., & López, L. M. (2007). Dual language and literacy development of Spanish-speaking preschool children. *Journal of Applied Developmental Psychology*, 28(2), 85-102.
- Páez, M.** & Rinaldi, C. (2006). Predicting English word reading skills for Spanish-speaking students in first grade. *Topics in Language Disorders*, 26(4), 338-350.
- Tabors, P. O., **Páez, M.**, & López, L. M. (2003). Dual language abilities of Spanish-English bilingual four-year olds: Initial finding from the Early Childhood Study of Language and Literacy Development of Spanish-speaking children. *NABE Journal of Research and Practice*, 1, 70-91.
- Suárez-Orozco, M., & **Páez, M.** (2002). Latinos in the 21<sup>st</sup> Century. *Harvard Journal of Hispanic Policy*, 14, 49-76.
- Tabors, P. O., Aceves, C., Bartolomé, L., **Páez, M.**, & Wolf, A. (2000). Language development of linguistically diverse children in Head Start classrooms: Three ethnographic portraits. *NHSA Dialog*, 3 (3), 409-440.

## Book Chapters

- Pizzo, L., & Páez, M. (2017). Early Childhood Education and Care for Dual Language Learners. In E. Dearing & E. Votruba-Drzal (Eds.), *The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies* (pp. 187-210). Hoboken, NJ: Wiley Press.
- Páez, M. & Hunter, C. (2015). Bilingualism and Language Learning for Immigrant-Origin Children and Youth. In C. Suárez-Orozco, M. Abo-Zena, & A. Kerivan Marks (Eds.), *Transitions: The Development of Children of Immigrants*. New York, NY: New York University Press.
- Castro, D.C., Espinosa, L., & Páez, M. M. (2011). Defining and measuring quality in Early Childhood practices that promote Dual Language Learners' development and learning. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality Measurement in Early Childhood Settings*. Baltimore, MD: Brookes Publishing.
- Páez, M., Paratore Bock, K., & Pizzo, L. (2011). Supporting the language and early literacy skills of English Language Learners: Effective practices and future directions. In S. B. Neuman & D. Dickinson (Eds.), *Handbook of Early Literacy Research: Vol. 3* (pp. 136-152). New York, NY: Guilford Press.
- Paratore, J., R., Krol-Sinclair, B., Páez, M., & Paratore-Bock, K. (2010). Supporting literacy learning in families for whom English is an additional language. In G. Li & P. Edwards (Eds.), *Best practices in ELL instruction* (pp. 299-327). New York, NY: Guilford Press.
- Páez, M. (2008). One child, two languages: A forward to the second edition. In Tabors, P. O., *One child two languages* (2<sup>nd</sup> Ed., pp. xi-xiv). Baltimore, MD: Brookes Publishing.
- Tabors, P. O. & Páez, M. (2008). One child, two languages: A study guide for early childhood educators of children learning English as a second language. In Tabors, P. O., *One child two languages* (2<sup>nd</sup> Ed., pp. 223-244). Baltimore, MD: Brookes Publishing.
- Páez, M. (2005). Effective educational practices for early childhood education. In *Conversations in Excellence 2004* (pp.36-58). Washington, DC: National Catholic Educational Association.
- Snow, C. E., & Páez, M. (2004). The Head Start classroom as an oral language environment: What should the performance standards be? In Zigler, E. & Styfco,

S. (Eds.), *The Head Start Debates* (pp. 113-128). Baltimore, MD: Brookes Publishing.

### Other

Baker, M. & Páez, M. (2018). *Language use patterns across program types: Head Start, public pre-K, and private preschool programs with Dual Language Learners*. Washington, DC: Migration Policy Institute.

Páez, M. & Albert, L. R. (2012). Cultural Consciousness. In Bank, J. (ED.) *Encyclopedia of diversity of education* (510-11). Thousand Oaks, CA: Sage Publications.

Albert, L. R. & Páez, M. (2012). Cultural Hybridity. In Bank, J. (ED.) *Encyclopedia of diversity of education* (523-25). Thousand Oaks, CA: Sage Publications.

Homza, A., Páez, M., Brisk, M. E., & Proctor, P. (2008). *Massachusetts State Training: From language to literacy: Reading and Writing for English language learners in sheltered elementary classrooms*. Chestnut Hill, MA: Lynch School of Education, Boston College.

Miccio, A., Tabors, P., Páez, M., Hammer, C., & Wagstaff, D. (2005). Vocabulary development in Spanish-speaking Head Start children of Puerto Rican descent. In J. Cohen, K. McAlister, K. Rolstad, & J. MacSwan (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism*. Somerville, MA: Cascadilla Press.

Páez, M. (2001). *Language and the Immigrant Child: Predicting English Language Proficiency for Chinese, Dominican, and Haitian Students*. Unpublished doctoral dissertation, Harvard Graduate School of Education, Cambridge, MA.

Páez, M. (1999). *Between worlds: Puerto Rican mothers' beliefs and expectations regarding their children's schooling and language learning processes*. Unpublished master's Thesis, Harvard University, Cambridge, MA.

### Manuscripts Under Review

Páez, M., Mendez, J., LaForett, D., Gillanders, C., Castro, D., Hammer, C. S., & Sanchez, M. (under review). Family contexts of young Dual Language Learners: A review of language and literacy practices of DLL families. *Early Childhood Research Quarterly*.

Páez, M., Pizzo, L., Venkatesh, K., Hunter, C. & Marling, A. D. (under review). Vocabulary instruction for English Language Learners: Bridging home and school learning through an intervention program.

### Manuscripts in Preparation

**Páez, M.** & Malloy, C. (in preparation). Teachers' language use with dual language learners across three types of early childhood programs.

Pizzo, L. & **Páez, M.** (in preparation). Improving the language and literacy skills of Bilingual kindergarteners: Implementation fidelity and sustainability of a research-based vocabulary intervention program. Manuscript in preparation.

**Páez, M.** & Andrade, P. (in preparation). Bilingual students' patterns of vocabulary growth from pre-K through first grade: Home and school factors that impact oral language development. Manuscript submitted for publication.

## **Presentations**

### **Invited Keynotes and Addresses**

**Páez, M.** (2021, April). *Preparing Educators to Work with Dual Language Learners and Multilingual Students*. Invited Keynote address at the Massachusetts Association of Colleges for Teacher Education (MACTE), MA.

**Páez, M.** (2021, January). *Early Literacy for Bilingual Students*. Invited lecture as part of the MASS Literacy Webinar Series, Massachusetts Department of Elementary and Secondary Education, MA.

**Páez, M.** (2020, August). *Teaching Dual Language Learners: Exemplary Practices*. Invited Keynote address at the Embracing Multilingualism Conference, Worcester Public Schools, MA.

**Páez, M.** (2020, June). *Exemplary Practices for Dual Language Learners*. Invited address at the College of Education at University of Oregon, OR,

**Páez, M.** (2020, June). *Exemplary Practices for Dual Language Learners: Developing Language and Literacy Skills*. Invited Keynote address at the TWIN-CS Academy Conference, Roche Center for Catholic Education, Boston College.

**Páez, M.** (2020, June). *Early Education and Care: Focus on Latinos in MA*. Invited presentation for In Pursuit of Equity, Accountability and Success (PEAS), Latinx students in Massachusetts through the Latino Education Institute, Worcester, MA.

**Páez, M.** (2019, May). *Supporting Dual Language Learners in Early Childhood Programs*. Invited presentation at the Office of Head Start expert workgroup meeting The Latest Science on Dual Language Learning, Washington, DC.

**Páez, M.** (2018, November). *You are Welcome to Learn Here: Effective Education for Immigrant Youth*. Invited keynote presentation at the Breakthroughs in Education event, Google at Cambridge, MA: Breakthrough Greater Boston.



- Páez, M. M.** (2018, May). *Serving Dual Language Learners in Head Start, Private and Public Preschool Programs*. Presented at the Second Bilingual Research Conference (BRC), The Children's Learning Institute at The University of Texas Health Science Center at Houston: The National Science Foundation.
- Páez, M.** (2017, December). *Early Childhood and Dual Language Learners: Promising Practices and Future Directions*. Invited Keynote address at the Illinois 41<sup>st</sup> Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students, Chicago, IL.
- Páez, M. M. & Baker, M.** (2017, November). *Language Use Patterns Across Program Types: Head Start, Public Pre-K, and Private Preschool Programs with Dual Language Learners*. Invited presentation at the symposium Supporting Dual Language Learner Success in Super-Diverse ECEC Programs at the Migration Policy Institute (MPI), Washington, DC.
- Páez, M. M.** (2017, February). *Language and Literacy Development for Dual Language Learners (DLLs): Building Home-School Connections*. Invited presentation at the Harvard Graduate School of Education Joint Doctoral Colloquium, Education Policy and Learning & Development, Harvard University, Cambridge, MA.
- Páez, M.** (2016, October). *Exemplary Teaching Practices for Young Dual Language Learners*. Invited presentation to the Network of Private Preschool Directors meeting at the Early Childhood Learning Lab (ECLL), Boston University, MA.
- Páez, M. M.** (2016, February). *Language and Literacy Development for Dual Language Learners (DLLs): Building Home-School Connections*. Presented at the Faculty Scholars Luncheon, Lynch School of Education, Boston College.
- Páez, M.** (2015, September). *Connecting families with curriculum and learning in the classroom*. Invited presentation at the Boston Public Schools Kindergarten Conference "Building Home-School Connections", Boston, MA.
- Páez, M.** (2015, February). *Early childhood practices that promote Dual Language Learners (DLLs) Development and Learning*. Invited Keynote address at the Citywide Professional Day "50 Years of Opportunity: Head Start 1965-2015", Head Start and Children Services, Action for Boston Community Development, Boston Marriott Copley, MA.
- Páez, M.** (2014, December). *Language and literacy development for Dual Language Learners (DLLs): Developmental and Intervention Research Findings*. Invited lecture at the New Directions in Education Research Speaker Series at Brown University, RI.
- Paez, M. M.** (2014, October). *Dual Language Learners and Early Childhood Education*. Invited commentary at the Lynch School of Education 15th Annual Symposium,

Boston College, Chestnut Hill, MA.

- Páez, M.** (2013, May). *Promoting oral language development in young Dual Language Learners (DLL): Current issues and directions for future research*. Invited Keynote address at the Bilingual Research Conference: Helping Each Child Become a Star. Hosted by the Children's Learning Institute at the University of Texas, Houston, TX.
- Páez, M.** (2012, February). *Oral language and vocabulary development for young dual language learners*. Invited presentation at the Massachusetts Association for Bilingual Education (MABE) Collaboration Series, Framingham, MA.
- Páez, M.** (2012, January). *Vocabulary instruction for English language learners: Bridging home and school learning*. Invited presentation at the Language and Literacy Speaker Series, Harvard Graduate School of Education, Cambridge, MA.
- Páez, M.** (2011, October). *Language and literacy development for Spanish-speaking children: A longitudinal perspective*. SRCD Strategic Planning Meeting: Infant's Learning Multiple Languages. New York University.
- Páez, M.** (2011, June). *Helping families support the language and literacy skills of English Language Learners: Effective practices and future directions*. Invited presentation at the Research-to-Practice Conference: Sharing Knowledge to Enable Effective Parenting. Co-convened by The Achievement Gap Initiative at Harvard University, and the Children's Defense Fund, Cambridge, MA.
- Páez, M.** (2009, October). *Preschool language experiences and interventions: Themes and future research*. Invited discussant at the Meeting National Academy of Sciences Panel Workshop on The Role of Language in School Learning: Implications for Closing the Achievement Gap, Menlo Park, CA.
- Páez, M.** (2007, October). *Designing effective early childhood education programs for linguistically and culturally diverse children*. Invited presentation at the Sixth Summit on English Language Acquisition, Washington, DC. Sponsored by The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA), U.S. Department of Education.
- Páez, M.** (2005, April). English language proficiency and language diversity among immigrant students. In M. Suárez-Orozco and C. Suárez-Orozco (Co-chairs), *Rethinking immigration and education in the era of accountability*. Invited to presidential symposium at the meeting of the American Educational Research Association, Montreal, Canada.
- Páez, M.** (2005, October). *English language proficiency and language diversity among immigrant students*. Invited presentation at the panel *Rethinking immigration and*

*education: What all teachers need to know.* Sponsored by Title III Project ALL and the Office of Practicum Experiences and Teacher Induction at Lynch School of Education, Boston College.

**Páez, M.** (2004, June). *Effective educational practices for early childhood education.* Invited keynote speaker at the SPICE conference: Conversations in Excellence, Catholic Schools and Early Childhood Education, Boston College.

**Páez, M., & Sheinberg, N.** (1998, May). *Bilingual children in mainstream classroom: Educational implications.* Invited lecture at Brown University, School of Education, Providence, RI.

### **Presentations**

**Páez, M. M.** (2021, April). *Dual Language Learners' school readiness skills, classroom experiences, and parental influences in early childhood settings.* Symposium Chair and Discussant, Society for Research in Child Development Biennial Meeting, Virtual.

**Páez, M. M.** (2020, October). *Encountering Change: A Conversation on Early Learning in the Midst of COVID-19.* Panel member for Jumpstart's Read for the Record Virtual Panel, Jumpstart, U.S.

**Páez, M. & Baker, M.** (2019, April). *Tailoring Curriculum for Dual Language Learners in Public Pre-K Classrooms.* Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

**Páez, M., Malloy C. & Barbieri, O.** (2018, July). *Teacher's Language Use with Dual Language Learners across Three Types of Early Childhood Programs.* In P. Proctor (chair), *Bilingual learners in the U.S. context: Findings from instructional research on language use and development.* Symposium paper presented at the 45th International Systemic Functional (ISF) Congress, Chestnut Hill, MA.

**Páez, M. & Baker, M.** (2018, April). "Challenges in Serving Dual Language Learners in Head Start, Private and Public Preschools." Presentation at the American Educational Research Association Annual Meeting, New York, NY.

**Páez, M.** (2017, October). *Whole Child, Whole Person Summit: Redefining Achievement, Education, and Well-Being.* Program Committee member, Conference Moderator, and Symposium Chair, Boston College and ASCD, Boston, MA.

**Páez, M. & Baker, M.** (2017, April). "Serving Dual Language Learners Across Different Types of Programs: Head Start, Private and Public Preschools." Presentation at the Society for Research in Child Development Biennial Meeting, Austin, TX.

**Páez, M. M.** (2016, July). Expanding our Knowledge of Dual Language Learners for

Improving Practice and Policy: A Poster Symposium in Honor of Patton Tabors. Symposium Co-Chair, The Administration of Children and Families (ACF) National Research Conference on Early Childhood, Washington DC: Administration of Children and Families (ACF).

**Páez, M., & Pizzo, L.** (2016, July). Improving the oral language skills of Dual Language Learners: Developmental and Intervention Research Findings, In M. Páez and L. López, (Co-Chairs), *Expanding our Knowledge of Dual Language Learners for Improving Practice and Policy: A Poster Symposium in Honor of Patton Tabors*. Poster Symposium conducted at the ACF National Research Conference on Early Childhood Research. Washington, DC.

Pizzo, L., & **Paez, M. M.** (2016, April). Curriculum Based Vocabulary Assessment for Young Bilingual Students. Presented at the American Educational Research Association (AERA) Annual Meeting, Washington, DC: American Educational Research Association (AERA).

**Páez, M.** (2015, November). Developmental and intervention research supporting the language and literacy development of DLLs. In D. Castro (Chair), *Extending the Legacy: A tribute to Patton Tabor's Work on the Early Education of Dual Language Learners*. Symposium at the 2015 Annual Meeting of the National Association for the Education of Young Children (NAEYC)

**Páez, M.** (2014, December). *States of Success: Achievements and Aspirations*, Organizer and Moderator, Lynch School of Education at Boston College, Chestnut Hill, MA.

**Páez, M.** (2014, July). *Language Experiences and Development for Dual Language Learners*. Symposium Chair and Discussant, Head Start's 12th National Research Conference on Early Childhood, Washington DC.

Venkatesh, K., **Páez, M. M.**, & Li, Z. (2014, April). *The Development of Vocabulary and Comprehension in Spanish-speaking English Learners (ELLs)*. Presentation at the 2014 Annual Meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Venkatesh, K., Hunter, C., & **Páez, M.** (2013, May). *Vocabulary instruction for English Language Learners: An intervention program*. Presentation at the 2013 Annual Meeting of the Massachusetts Association of Teachers of Speakers of Other Languages. Framingham, Massachusetts.

**Páez, M.** (2012, June). *Implications of the National Early Literacy Report for Preschool Literacy*. Symposium Chair, Head Start's Eleventh National Research Conference, Washington, DC.

**Páez, M.** (2012, June). *Case Studies of Dual Language Preschool Programs:*

- Implementation Evaluation*. Symposium Chair, Head Start's Eleventh National Research Conference, Washington, DC.
- Páez, M.** (2012, June). *Critical Examination of Language Exposure and Use with Spanish-Speaking Dual Language Learner Children*. Symposium Discussant, Head Start's Eleventh National Research Conference, Washington, DC.
- Páez, M., Pizzo, L., & Vankatesh, K.** (2012, April). Dual language intervention for improving the vocabulary skills of bilingual kindergarteners: A longitudinal study. In D. August (Chair), *The Development of Vocabulary and Comprehension in Spanish-Speaking English-Language Learners*. Symposium conducted at the 2012 annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Páez, M.** (2012, April). Bilingual children's vocabulary development in English and Spanish: A longitudinal perspective. In Y. Uchikoshi and S. Marinova-Todd (Chairs), *Effect of Vocabulary on Literacy From Pre-K Through Grade 2: Spanish, Cantonese, and Tagalog English Language Learners*. Symposium conducted at the 2012 annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Pizzo, L. & **Páez, M.** (2012, April). *Improving the language and literacy skills of bilingual kindergarteners: Implementation fidelity and sustainability of a research-based vocabulary intervention program*. Poster presented at the 2012 annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Páez, M. & Venkatesh, K.** (2011, August). *Oral language and vocabulary development for ELLs*. Invited presentation at the Boston Public Schools English as a Second Language Institute. Randolph, MA.
- Páez, M.** (2011, July). *From Baby Talk to Academic Language: A Festschrift Poster Symposium in Honor of Catherine Snow*. Poster Symposium Organizer, the 12<sup>th</sup> International Congress for the Study of Child Language, Montreal, Canada.
- Páez, M.** (2011, July). *Patterns of Language and Literacy Development for Spanish-speaking Children*. Poster presented at the 12<sup>th</sup> International Congress for the Study of Child Language, Montreal, Canada.
- Pizzo, L., **Páez, M.**, & Dudley-Marling, A. (2011, April). *Vocabulary Instruction for English Language Learners: Bridging Home and School Learning through an Intervention Program*. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Páez, M.** (2011, March). *Oral language and early literacy development of Spanish-speaking children: A longitudinal perspective*. Paper presented at the Society for

Research on Child Development Conference, Montreal, Canada.

**Páez, M.,** Gómez, L., & Hunter, C. (2011, March). *The Development of Vocabulary and Comprehension in Spanish-speaking English-language Learners*. Paper presented at the Society for Research on Child Development Conference, Montreal, Canada.

Pizzo, L., & **Páez, M.** (2010, May). Improving the language and literacy skills of Spanish-English bilingual kindergarteners. In D. August (Chair), *The Vocabulary Instruction and Assessment of Spanish Speakers Program of Research: Overview and Findings*. Symposium conducted at the 2010 annual meeting of the American Educational Research Association, Denver, CO.

**Páez, M.,** Pizzo, L., & Bock, K.P. (2009, June). *Vocabulary instruction through home-school connections: Findings from an intervention program for Spanish-English bilingual students*. Presentation at the SSSR 2009 meeting, Boston, MA.

**Páez, M.** (2008, June). *Developing language and literacy in second language learners*. Plenary Chair, Head Start's Ninth National Research Conference, Washington, DC.

**Páez, M.** (2008, June). *Language and literacy research with English language learners: Connections between research and practice*. Symposium Chair, Head Start's Ninth National Research Conference, Washington, DC.

**Páez, M.** & Suarez Munist, O. (2008, March). *Bilingual children's vocabulary skills in English and Spanish from preschool to first grade*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

**Páez, M.** (2007, March). *Language assessment of young bilingual children: Issues and considerations for research*. Paper presented at the Society for Research on Child Development conference, Boston, MA.

**Páez, M.** (2007, March). *Contextualizing Latino child development: Variations across Sub-Groups*. Symposium Chair, Society for Research on Child Development conference, Boston, MA.

**Páez, M.** & Rinaldi, C. (2006, October). *Predicting reading difficulties for bilingual students in first grade: A longitudinal analysis*. Paper presented at the 14<sup>th</sup> Annual World Congress on Learning Disabilities, Boston, MA.

**Páez, M.** (2006, June). *Language and literacy in preschool children*. Symposium Chair, Head Start's Eight National Research Conference, Washington, DC.

**Páez, M.** (2006, June). *Young children's development in the context of cultural and linguistic diversity*. Symposium Chair, Head Start's Eight National Research Conference, Washington, DC.

- Páez, M.** (2006, June). Interlinguistic relationships in the language and literacy development of Spanish-English bilingual children. In S. Barrueco (chair), *Language, cognition, and context: Multiple dimensions of early bilingual development*. Symposium conducted at Head Start's Eight National Research Conference, Washington, DC.
- Páez, M. & López, L.M.** (2005, November). *Bilingual children's language and literacy skills in English and Spanish from preschool to first grade*. Paper presented at the meeting of the National Reading Conference, Miami, FL.
- Tabors, P. & **Páez, M.** (2005, July). Language and literacy development from pre-kindergarten to 1st grade in Spanish-English bilinguals. In M. Innocenti, (Chair), *Longitudinal predictors of English and Spanish growth in Spanish-speaking U.S. preschool-aged children*. Symposium conducted at the X International Congress for the Study of Child Language, Berlin, Germany.
- Páez, M.** (2005, March). *Immigrant youth and language development*. Featured panelist at the Third Annual Alumni of Color Conference, Harvard Graduate School of Education, Cambridge, MA.
- Páez, M.** (2004, July). Bilingual language and literacy development of Spanish-speaking children in Head Start. In Tabors, P. (Chair), *Spanish-speaking Children in Head Start Classrooms: What is Gained, What is Lost?* Head Start's Seventh National Research Conference, Washington, DC.
- Páez, M.,** Tabors, P., & Porche, M. (2004, February). *Bilingual children's vocabulary growth in English and Spanish from preschool to kindergarten*. Presentation at the annual meeting of the National Association for Bilingual Education, Albuquerque, NM.
- Tabors, P., & **Páez, M.** (2003, April). Dual language and early literacy development of Spanish-speaking preschoolers. In August, D. (Chair), *Linguistic and developmental influences on the English literacy acquisition of native Spanish speakers*. Colloquium presented at the 4<sup>th</sup> International Symposium on Bilingualism, Arizona State University, Tempe, AZ.
- Tabors, P., **Páez, M.,** López, L., & Quiroz, B. (2003, January). *Early Childhood Study of Language and Literacy Development of Spanish-speaking Children: Preschool year findings*. Symposium presented at the annual meeting of the National Association for Bilingual Education, New Orleans, LA.
- Snow, C.E., & **Páez, M.** (2002, August). *Oral language development and demographic change*. Presentation at the Institute for Statewide Literacy Initiatives, Harvard Graduate School of Education, Cambridge, MA.

- Tabors, P., & **Páez, M.** (2002, June). *Early Childhood Study of Language and Literacy Development of Spanish-speaking Children: Background and initial findings*. Poster presentation at The First Eight Years: Pathways to the Future: Implications for Research, Policy, and Practice, Head Start's Sixth National Research Conference, Washington, DC.
- Páez, M.**, Tabors, P., & López, L. (2002, March). *Early Childhood Study of Language and Literacy Development of Spanish-speaking Children*. Symposium presented at the 31<sup>st</sup> Annual International Bilingual/Multicultural Education Conference, National Association of Bilingual Education, Philadelphia, PA.
- Tabors, P., & **Páez, M.** (2001, February). The Early Childhood Study of Language and Literacy Development of Spanish-speaking Children. In McCardell, M., & Garcia, G. (Chairs), *Biliteracy Research Institute*, National Association of Bilingual Education, Phoenix, AZ.
- Páez, M.** (2000, June). Variations in teachers' and children's language use in bilingual and multilingual early childhood education classrooms. In Lopez, M. (Chair), *Continuities and Discontinuities in the Assessment of Young Bilingual Children: Lessons Learned and Future Directions for Research*, Head Start's Fifth National Research Conference, Washington, DC.
- Páez, M.** (2000, June). *Between worlds: Puerto Rican mothers' beliefs and expectations regarding their Head Start children's schooling and language learning processes*. Poster presentation at Head Start's Fifth National Research Conference, Washington, DC.
- Páez, M.**, & Tabors, P. O. (2000, June). *Teachers' beliefs and practices related to second language learning in Head Start classrooms*. Poster presentation at Head Start's Fifth National Research Conference, Washington, DC.
- Páez, M.** (2000, April). Who are the new immigrant students? A descriptive profile. In Suárez-Orozco, M. (Chair), *Immigrant Students: On the Cusp of the New Millennium*, American Educational Research Association Annual Meeting, New Orleans, Louisiana.
- Páez, M.** (1998, July). Portrait of a Spanish-English bilingual Head Start classroom. In C. E. Snow (Chair), *Language Development of linguistically diverse children in Head Start classrooms: Three ethnographic portraits*. Symposium presented at the Head Start's National Research Conference, Washington, DC.
- Páez, M.**, & Sheinberg, N. (1998, April). *The language contexts and language use patterns of two Puerto Rican children in a Head Start Bilingual Classroom*. Poster presented at the American Educational Research Association conference, San Diego, CA.



**Páez, M.** (1997, March). *Assessing minority children*. Invited lecture at Tufts University, Department of Child Study, Medford, MA.

Sellers, M. J., **Páez, M.**, & Sheinberg, N. (1995, May). *Bridges across cultures: Working with all families*. Paper presented at the “Vital Families: Studying and Serving American’s Children” conference, Tufts University, Medford, MA.

**Páez, M.**, & Sellers, M. J. (1995, March). *School adaptation of Hispanic immigrant children: A conceptual model*. Poster presented at the Society for Research in Child Development biennial meeting, Indiana.

### **Courses Taught**

*Child Development*. Undergraduate core course introducing students to the multiple dimensions of child development and the place of education in promoting healthy development for all children.

*Early Childhood Development and Learning*. Undergraduate teacher education course related to the early development and learning of children, with an emphasis on the in-depth understanding of children’s developmental stages and implementing developmentally appropriate practices.

*Curriculum and Models in Early Education*. Undergraduate course introducing models of early child education, emphasizing the ability to evaluate and integrate concepts from a variety of models.

*Teaching Process and Content in Early Education*. Undergraduate and graduate level courses addressing early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum.

*Fundamentals of Early Childhood Education*. Graduate course focus on the development and learning of children from birth through age eight. The course emphasizes an in-depth understanding of children’s developmental stages and developmentally appropriate practices with a particular focus on research.

*Bilingualism in Schools and Communities*. Undergraduate course to develop understanding of the process of language and literacy development of children and adolescents exposed to more than one language in the contexts of homes, schools, and communities.

*Bilingualism, Second Language and Literacy Development*. Graduate course regarding the process of language and literacy development of children (0-18 years) exposed to more than one language, including theory on language acquisition, key research on bilingualism, and implications for home and classroom practices.

*Foundations of Language and Literacy Development.* Graduate course required for students in the Reading Specialist licensure program and open to other students. The purpose of this course is to provide a comprehensive overview of major theories and research in language and literacy including topics such as the role of language in literacy learning, emergent literacy, reading fluency, reading comprehension, reading and writing models, and effective instructional models.

### **Awards and Honors**

2006	Faculty Fellowship, Boston College
2002	Summer Research Fellow, Harvard University
1998-1999	Spencer Apprenticeship Grant, Harvard University
1995-1998	Bilingual/Multicultural Fellowship VII, Harvard University
1992-1994	Academic Merit Scholarship, Tufts University
1991-1992	Hilda and Walter Way Scholarship, Cornell University
1990-1991	Eleanor Roosevelt Grant, Cornell University, 1990-1991

### **State of Massachusetts Committee Positions**

2020-present	Massachusetts Literacy Champion, Massachusetts Department of Elementary and Secondary Education
2013-2018	<i>Appointed Member</i> , Early Literacy Expert Panel, established by Chapter 287 of the Acts of 2012, Massachusetts Executive Office of Education

### **External Board and Committee Positions**

2003-present	<i>Member</i> , National Early Education Council for Jumpstart Program, a national early childhood intervention program for preschool-age children from low-income families who are attending community-based early education and child care programs
2017-2019	<i>Member</i> , Board of Directors for Nurtury, the oldest serving early childhood education programs in the city of Boston, MA
2013-2014	<i>Member</i> , Program Committee, <i>Head Start's Twelfth National Research Conference</i>
2011-2012	<i>Member</i> , Program Committee, <i>Head Start's Eleventh National Research Conference</i>
2009-2010	<i>Member</i> , Program Committee, <i>Head Start's Tenth National Research Conference</i>
2007-2008	<i>Member</i> , Program Committee, <i>Head Start's Ninth National Research Conference</i>
2007-2017	<i>Member</i> , National ELL Literacy Research Committee, International Reading Association
2005-2006	<i>Member</i> , Program Committee, <i>Head Start's Eighth National Research Conference</i>

### **National Panels and Grant Reviewer**

2019	<i>Member</i> , Content Review Panel (CRP) for the Early Childhood Longitudinal Study, Kindergarten Class of 2022-23 (ECLS-K:2023).
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- 2008 *Grant Reviewer*, National Institute of Child Health and Human Development (NICHD)
- 2009 *Invited Participant*, The National Academies Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap, Menlo Park, CA, October 15-16, 2009
- 2008 *Member*, Roundtable on Supporting Positive Language and Literacy Outcomes for Young Language Minority Children (0 to 5 years of age), Office of Planning, Research and Evaluation (OPRE), the Office of the Assistant Secretary for Planning and Evaluation (ASPE), IES, and NICHD, Washington, DC, April 16-17, 2008
- 2002 *Member*, Roundtable on English Language Development of Bilingual Children, Secretary of Education and the National Institute of Child Health and Human Development, Washington, DC, August 2, 2002.

### **National Media Advisor**

- 2019-2022 *Advisor*, *Story Emporium; A Computational Literacy and Narrative Development*, WGBH project supported through a three-year National Science Foundation grant
- 2013-2014 *Advisor*, “Lola the Lion Tamer”, WGBH development project for a literacy-focused program, Dorothea Gillim, Executive Producer
- 2007-2010 *Member*, “Martha Speaks”, Literacy Project Advisory Board, WGBH Children’s Programming, Carol Greenwald, Executive Producer  
[https://www.youtube.com/watch?v=M590\\_YjK1YA](https://www.youtube.com/watch?v=M590_YjK1YA)

### **University Board and Committee Positions**

- 2003-present *Member*, Doctoral Student Admissions Committee, Department of Teacher Education, Special Education, and Curriculum and Instruction
- 2003-present *Member*, Masters Student Admissions Committee, Department of Teacher Education, Special Education, and Curriculum and Instruction
- 2020-present *Member*, Donovan Advisory Board, Lynch School of Education
- 2021-2023 *Member*, Faculty Awards Committee at the Lynch School of Education
- 2019-2021 *Member*, Promotion and Tenure Committee at the Lynch School of Education
- 2018-2019 *Member*, Formative Education Faculty Search Committee at the Lynch School of Education
- 2016-2019 *Member*, Provost’s Advisory Council
- 2015-2018 *Member*, CAEP Oversight Committee at the Lynch School of Education
- 2017-2018 *Member*, Faculty Search Committee for Department of Counseling, Developmental and Educational Psychology at the Lynch School of Education
- 2012-2018 *Member*, Committee on Sponsored Research at the Lynch School of Education
- 2014-2015 *Chair*, Education Policy Committee at the Lynch School of Education
- 2013-2014 *Member*, Education Policy Committee at the Lynch School of Education
- 2013-2014 *Member*, Faculty Search Committee for the Educational Research,

- Measurement and Evaluation Department at the Lynch School of Education
- 2012-2013 *Chair*, Faculty Search Committee (ELL Education and Bilingualism) for the Teacher Education, Special Education, Curriculum and Instruction Department at the Lynch School of Education
- 2010-2012 *Member*, Promotion and Tenure Committee at the Lynch School of Education
- 2010-2011 *Member*, Faculty Search Committee (History) for the Teacher Education, Special Education, Curriculum and Instruction Department at the Lynch School of Education
- 2008-2011 *Member*, Academic Standards Committee for the Lynch School of Education
- 2007-2008 *Member*, Faculty Search Committee for the Applied Developmental & Educational Psychology Department at the Lynch School of Education
- 2006-2008 *Member*, Faculty Awards Committee for the Lynch School of Education
- 2004-2006 *Member*, Faculty Search Committee for the Applied Developmental & Educational Psychology Department at the Lynch School of Education
- 2004-2006 *Member*, Educational Policy Committee for the Lynch School of Education

**Editorial Activities:**

Guest Editor for a special issue of the journal *Early Childhood Research Quarterly*—Supporting Family Engagement in Early Care and Education: Establishing Evidence for Models and Standards of Quality, 2019-present

Associate Editor, *British Journal of Educational Psychology*, 2013- 2015

Editorial Board Member, *Early Childhood Research Quarterly*, 2010-present

Ad Hoc Reviewing:

*Developmental Psychology*

*Early Childhood Education and Care*

*Journal of Teacher Education*

*Journal of Educational Policy*

*Topics in Language Disorders*

**Professional Affiliations**

American Educational Research Association

National Association for the Education of Young Children

Society for Research in Child Development

Institute for Language and Education Policy