

**José R. Palma, Ph.D.**  
**CURRICULUM VITAE**

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**EDUCATION**

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- 2021      **Ph.D.**, Educational Psychology, Quantitative Methods in Education program,  
University of Minnesota. Emphasis on educational measurement.  
Dissertation: *Modeling response processes in early literacy measures*.  
Advisor: Michael C. Rodríguez
- 2007      **B.A.**, Psychology, University of Minnesota
- 2002      **A.A.**, General Studies, Minnesota West Community & Technical College

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**RESEARCH INTERESTS**

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- Psychometric properties of items and tests to support use and interpretation
- Test design and application
- Diversity and inclusion in assessment development
- Accessibility of assessment for students with disabilities and English learners
- Classroom assessment
- Assessment in bilingual early education

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**PROFESSIONAL EXPERIENCE**

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*Note. Ordered by end-date.*

- 2023 - Present      *Accountability, Climate, Equity, and Scholarship (ACES) Assistant Professor*,  
Department of Teaching, Learning, and Culture, Texas A&M University
- 2021 - 2023      *Provost Early Career Fellow*, Department of Educational Psychology, The  
University of Texas at Austin
- 2020 - 2021      *Psychometrician*, International Joint Commission on Allied Health Personnel in  
Ophthalmology, Woodbury, Minnesota
- 2012 - 2020  
2020      *Graduate Research Assistantships*, University of Minnesota  
Department of Educational Psychology, Chan Zuckerberg Initiative  
Social Emotional Learning Mapping project
- 2019 - 2020      Department of Educational Psychology, Minnesota Youth Development  
Research Group
- 2018 - 2019      The Graduate School, Student Learning Outcomes in Graduate  
Education project
- 2017 - 2018      The Institute of Community Integration, Research and Training Center  
on Outcome Measures
- 2014 - 2018      Department of Educational Psychology, IGDILab

2017	Department of Educational Psychology, Initiative on Culturally Responsive Assessment for American Indian Students
2013 - 2014	College of Education and Human Development Achievement Gap Initiative
2012 - 2014	Center for Early Education and Development
2015 - 2016	<i>Research Investigator</i> , Michigan State University, Teacher Education and Development Study in Mathematics (TEDS-M), Lansing, Michigan
2011 - 2012	<i>Measurement Intern</i> , Department of Research, Assessment and Evaluation, Saint Paul Public Schools, Saint Paul, Minnesota
2008 - 2010	<i>ELL Educator</i> , Saint Paul Public Schools, Saint Paul, Minnesota
2009	<i>Team Lead Teacher</i> , Kaleidoscope Place, Minneapolis, Minnesota
2001 - 2002	<i>Student Assistant and Tutor</i> , AmeriCorps, Worthington, Minnesota

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## FUNDED GRANTS

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### Grants: University Sources – Total Awards = \$10,800

2. *Engaging UT students from historically underrepresented populations in creating an assessment tool for global skills development.* (PI: Devin Walker; Co-PI: 2022 - 2023). \$5,400. Seed Grant for Actions that Promote Community Transformation, Office of the Executive Vice President and Provost, The University of Texas at Austin.
1. *A collaborative approach between teachers and measurement specialists in developing an evidence-centered assessment framework in AP World History.* (PI, 2022 - 2023). \$5,400, The Vice Provost for Diversity Office, The University of Texas at Austin.

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## GRANT REQUESTS UNDER REVIEW & Historical Unfunded Proposals

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6. *PEEC-a-BOO (Prelinguistic Early Expressive Communicators Building on Everyday Opportunities).* (Co-PI at 5-14.84% effort, with PI Mollie Romano, FSU, submitted September 2023 for 2024-2028). [\$1,967,855, under review]. NCSER, IES.
5. *Massively Open Online Virtual Learning for Science of Teaching Reading (MOOV-STR).* (Co-Investigator, with PI Emily Cantrell, TAMU, submitted September 2023 for 2024 - 2028). [\$1,999,542, under review]. NCSER, IES.
4. *The redesign and development of the Indicadores Dinámicos del Éxito en la Lectura 2.0.* (Measurement Specialist, PI: Lillian Durán, submitted August 2020 for 2021 - 2025). [\$2,000,000 not funded]. USDE, IES.
3. *Developing reading screening measures in Spanish to improve accuracy and fairness in the assessment of English Learners.* (Measurement Specialist, PI: Lillian Durán, submitted for 2020 - 2023). [\$499,997 not funded]. The Spencer Foundation.
2. *Developing a dual language (Spanish and English) version of Read it Again-PreK.* (Measurement Specialist, PI: Lillian Durán, submitted August 2014). [not funded]. ECPP, IES.
1. *Understanding educational reform in Guatemala: A bottom-up and top-down approach.* (PI, 2011). [\$10,000 not funded]. Global Spotlight & Strategy Alliance, University of Minnesota.

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## MANUSCRIPTS UNDER PEER-REVIEW & IN PREPARATION

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5. Arizmendi, G. D., **Palma, J. R.**, & Baker, D. L. (under review). Predicting science and social studies vocabulary learning in Spanish-English bilingual children. *Scientific Studies of Reading*.
4. Baker, D. L., **Palma, J. R.**, & Smolkowski, K. (in preparation). Direct effects of bilingual decoding and word automaticity on reading comprehension for first-grade bilingual students. *Scientific Studies of Reading*.
3. **Palma, J. R.**, Rodríguez, M. C., Elliot, S. N., Roach, A. T., & Kettler, R. J. (in preparation). Using the think-aloud methodology for the validation of item modifications to improve test accessibility.
2. **Palma, J. R.**, & Rodríguez, E. (in preparation). Examining variability of language development in bilingual students from a language disorder perspective, the language of exposure at home and school, and other related environmental factors. *Journal of Speech, Language, and Hearing Research*.
1. **Palma, J. R.** (in preparation). Evidence from student response processes and implications for the development of early literacy measures: An explanatory IRT study. *Educational Assessment*.

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## PEER-REVIEWED JOURNAL ARTICLES

*Note.* Students are underlined.

5. Trujillo Ronquillo, B., Flores Luna, J., **Palma, J.**, Salazar, S., Salazar, D., Ríos, J., Incaroca, C. (2019). Interpretación de la evaluación piloto del Registro Internacional de Paramédicos (IPR) para proveedores de salud prehospitalaria en Ecuador durante los años 2017-2018. *Revista de Investigación Académica y Educación Instituto Superior Tecnológico Cruz Roja Ecuatoriana*, 3(1), 11-19.
4. Durán, L., Wackerle-Hollman, A., Kohlmeier, T., Brunner, S., **Palma, J.**, & Callard, C. (2019). Individual Growth and Development Indicators-Español: Innovation in the development of Spanish oral language universal screening measures. *Early Childhood Research Quarterly*, 48(3), 155-172. DOI: [10.1016/j.ecresq.2019.02.001](https://doi.org/10.1016/j.ecresq.2019.02.001)
3. Wackerle-Hollman, A., Durán, L., Brunner, S., **Palma, J.**, Kohlmeier, T., & Rodríguez, M. C. (2019). Developing a measure of Spanish psychological awareness for preschool age children: Spanish Individual Growth and Development Indicators. *Educational Assessment*. DOI: 10.1080/10627197.2018.1545570
2. Van Boekel, M., Bulut, O., Stanke, L., **Palma Zamora, J. R.**, Nickodem, K., Kang, Y., & Jang, Y. J. (2016). Effects of participation in school sports on academic and social functioning. *Journal of Applied Developmental Psychology* 46, 31-40. DOI: [10.1016/j.appdev.2016.05.002](https://doi.org/10.1016/j.appdev.2016.05.002)
1. Bulut, O., **Palma, J.**, Rodríguez, M.C., & Stanke, L. (2015). Evaluating measurement invariance in the measurement of Developmental assets in Latino English Language groups across developmental stages. *Sage Open* 1-18. DOI: [10.1177/2158244015586238](https://doi.org/10.1177/2158244015586238)

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## BOOKS & CHAPTERS

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1. Rodríguez, M.C., Tatto, M.T., **Palma, J.**, & Nickodem, K. (2018). A comparative international study of differences in beliefs between future teachers and their teacher educators. In M.T. Tatto, M.C. Rodríguez, W. Smith, M. Reckase, & K. Bankov (Eds.), *Exploring the mathematics education of teachers using TEDS-M Data* (pp. 165-192). Springer. [https://doi.org/10.1007/978-3-319-92144-0\\_6](https://doi.org/10.1007/978-3-319-92144-0_6)

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## INVITED & NON-PEER REVIEWED PUBLICATIONS

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3. **Palma, J. R.** (2021). *Modeling response processes in early literacy measures*. (Doctoral Dissertation). Available from ProQuest Dissertation and Theses Database (UMI: 28771192).
2. Rodríguez, M. C., Chávez, C., Do, T., Miranda, A., **Palma, J. R.**, & Smith, M. (2020). *The sociocultural contexts of learning: A literature review*. Chan Zuckerberg Initiative. <https://conservancy.umn.edu/handle/11299/217178>
1. Rodríguez, M.C., Nickodem, K., **Palma, J. R.**, Stanke, L., & Minnesota Assessment Group (2016). *Analyzing and reporting achievement gaps: guidance for Minnesota schools*. <http://www.edmeasurement.net/MAG/MN%20Guidance%2020160308.pdf>

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## PEER-REVIEWED PRESENTATIONS

*Note.* Students are underlined.

44. **Palma, J. R.** & Baker, D. L. (2023, July). *Understanding the relation between early reading components in Spanish and English on the prediction of reading in both languages*. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Port Douglas, Australia.
43. **Palma, J. R.** & Rodríguez, M. C. (2023, April). *Understanding how first-generation doctoral students experience graduate education*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
42. **Palma, J.**, Baker, D. L., & Andress, T. (2023, April). *Understanding student responses to an item from a sociocultural perspective: Implications for measurement*. Presented at the annual meeting of the National Council of Measurement in Education, Chicago, IL.
41. Kim, Y-S., Wolters, A., Baker, D. L., **Palma, J. R.**, Silverman, R. D., Proctor, P., Kuo, A., Hsieh, H., Rivera-Orelleana, Haring, J., Goodrich, M., Fitton, L., Pratt, A., & Thayer, L. (2023, February). *Advancing understanding of bilingual and multilingual learners' language and reading development*. Presented at the Pacific Coast Research Conference, Coronado, CA. [Not presented].
40. **Palma, J. R.** (2022, April). *Modeling response processes in an early literacy measure: An explanatory IRT approach*. Paper presented at the annual meeting of the National Council of Measurement in Education, San Diego, CA.
39. Flores, J., Trujillo, B., **Palma, J.**, Fuentes, E., Miranda, A., & Olvera, D. J. (2021, January). *Feasibility and psychometric validity of the Spanish basic and advanced EMS certification exams*. Presented at the annual meeting of the National Association of EMS Physicians, Virtual Presentation.

38. Chavez, C., Rodríguez, M.C., & **Palma, J. R.**, & Smith, M. (2020, April). *Somali student developmental skills, supports, and aspirations, given the number of Somali students in a district*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA. (Conference canceled).  
<https://conservancy.umn.edu/handle/11299/226040>
37. McKenna, K., Corry, M., Robinson, E., Tritt, P., Jenison, S., Emerton, C., & **Palma, J. R.** (2019, August). *Do team-lead experiences of paramedic students influence critical thinking?* Presented at the annual meeting of the National Association of EMS Educators, Fort Worth, TX.
36. **Palma, J. R.**, Smith, A., Miranda, A., Rodríguez, M.C. (2019, April). *Teacher-school support, academic goals, and proportion of Latino students: How do they interact?* Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.  
<https://conservancy.umn.edu/handle/11299/203275>
35. Ersan, O., **Palma, J. R.**, Kang, Y. (2019, April). *Measurement invariance of noncognitive measures across unique populations by explanatory IRT*. Paper presented at the annual meeting of the National Council of Measurement in Education, Toronto, ON, Canada.
34. Tatto, M.T., Rodríguez, M.C., **Palma, J. R.**, & Nickodem, K. (2019, April). *A comparative international study of beliefs of future teachers and their teacher educators*. Paper presented at the American Educational Research Association annual meeting, Toronto, ON, Canada.
33. Flores, J., Gomez, A., & **Palma, J. R.** (2018, November). *Continuing education improves performance on the International Paramedic Registry cognitive exam in Latin American countries*. Presented at the Annual Emergency Medical Services World Expo -the Prehospital Care Research Forum. Nashville, TN.
32. Malonzo, M., Tilden, L. M., Marquez, F., Walker, S., Willoughby, J., Hoffman, N., Sliter, T., Shoulders, M., & **Palma, J. R.** (2018, September). *Do students in a flipped classroom perform better on cognitive exams: The answer to the big flipping question*. Presented at the annual meeting of the National Association of Emergency Medical Technician Educators, Washington, DC.
31. **Palma, J. R.** (2018, July). *Multilevel measurement of educational disparities*. Presented at the Eleventh International Test Commission Conference, Montreal, Canada.  
<https://conservancy.umn.edu/handle/11299/195433>
30. Wang, Q., **Palma, J.**, Wackerle-Hollman, & McConnell, S. (2018, July). *Comparing the key position and item difficulty relationship in alphabetical knowledge and phonological awareness measures*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, England.
29. **Palma, J. R.**, Kang, Y., Bulut, O., & Rodríguez, M. C. (2018, April). *Measurement invariance in non-cognitive measures: A validity approach using explanatory item response modeling*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York City, NY.
28. Wang, Q., **Palma, J. R.**, & Wackerle-Hollman, A. (2018, March). *Investigating the psychometric and content characteristics of common items across languages: Spanish and English picture*

- naming early literacy assessments* Presented at the bi-annual conference on Research Innovations in Early Intervention, San Diego, CA.
27. Kang, Y., Van Boekel, M., Bulut, O., Nickodem, K., **Palma, J. R.**, Vue, K., Jang, Y., & Rodríguez, M. C. (2017, April). *Interaction among gender, race/ethnicity, and school sports participation in youth development*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.  
<https://conservancy.umn.edu/handle/11299/194920>
  26. Nickodem, K., Van Boekel, M., Vue, K., Rodríguez, M. C., Bulut, O., **Palma, J. R.**, Kang, Y., & Jang, Y. (2017, April). *Investigating the role of support in athletes' and nonathletes' academic achievement: a structural modeling approach*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
  25. **Palma, J. R.**, Brunner, S., Wackerle-Hollman, A., Rodríguez, M. C., Durán, L., Kohlmeier, T., & Callard, C. (2016, July). *Evaluating child responses as a means for validation of construct representation on a Spanish verb task*. Presented at the annual conference of the Society for the Scientific Study of Reading in Porto, Portugal.
  24. Brunner, S., Kohlmeier, T., **Palma, J. R.**, Wackerle-Hollman, A., Durán, L., & Callard, C. (2016, July). *Impact of the language of instruction and language modeling on growth trajectories of Spanish-English dual language learner preschoolers' early literacy skills*. Presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
  23. Callard, C., Durán, L., Wackerle-Hollman, A., **Palma, J.**, Kohlmeier, T., Brunner, S. (2016, July). *IGDIs-Español: How do home language exposure, the language of instruction, and sex correlate with differential tier assignments on three measures of oral language?* Presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
  22. **Palma, J.**, Van Boekel, M., & Bulut, O. (2016, June). *Afterschool activity participation and the relation to developmental outcome*. Symposium on using developmental skills and supports to improve youth outcomes (M. C. Rodríguez, chair), presented at the Society for the Psychological Study of Social Issues annual meeting, Minneapolis, MN.  
<https://conservancy.umn.edu/handle/11299/195187>
  21. Guzman, R., Rodríguez, M.C., **Palma Zamora, J.** (2016, April). *Achieving goals: role of support and structure for Latino/a student post-high-school goals*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.  
<https://conservancy.umn.edu/handle/11299/194916>
  20. Nickodem, K., Van Boekel, M., Stanke, L., **Palma, J.** Vue, K., Bulut, O., Kang, Y., Chang, Y-F., & Rodríguez, M.C. (2016, April). *LGB students and school sports: a positive youth development approach*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
  19. Rodríguez, M.C., Vue, K., & **Palma, J.** (2016, April). *Measuring being bullied in the context of racial and religious DIF*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.  
<https://conservancy.umn.edu/handle/11299/194913>
  18. Stanke, L., Bulut, O., Rodríguez, M.C., & **Palma, J.** (2016, April). *Investigating linear and nonlinear item parameter drift with explanatory IRT models*. Paper presented at the annual

meeting of the National Council on Measurement in Education, Washington, DC.  
<https://conservancy.umn.edu/handle/11299/194915>

17. **Palma, J.**, Brunner, S., Wackerle-Hollman, A., & Durán, L. (2015, November). *Developmental trajectories of Spanish-English Bilingual Preschoolers: Exploring ability & language of instruction*. Presented at the annual convention of the American Speech-Language-Hearing Association, Denver, CO. *Meritorious Poster Submission recognition for extraordinary and innovative work*.
16. Bulut, O., Van Boekel, M., Stanke, L., **Palma, J.**, Nickodem, K., Vue, K., Chang, Y.F., Latterell, N., Rodríguez, M.C. (2015, April). *Effects of participation in school sports on academic and social outcome variables*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
15. Vue, K., Van Boekel, M., Chang, Y.F., Rodríguez, M.C., **Palma, J.**, Stanke, L., Latterell, N., & Nickodem, K. (2015, April). *Measuring ethnic diversity in schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.  
<https://conservancy.umn.edu/handle/11299/194911>
14. Tatto, M.T., Rodríguez, M.C., & **Palma, J.** (2015, March). *Factoring in the teacher educators: Views about learning to teach mathematics to diverse students*. Presented at the annual meeting of the Comparative and International Education Society, Washington, DC.
13. Wackerle-Hollman, A., Durán, L., **Palma, J.**, Brunner, S. (2014, October). *Understanding the impact of language acquisition and use on early literacy achievement*. Presented at the annual conference of the Council for Exceptional Children's Division of Early Childhood, St. Louis, MO.
12. **Palma, J.**, Van Boekel, M., Stanke, L., Vue, K., Bulut, O., Cabrera, J. C., & Rodríguez, M. (2014, April). *Examining after-school activities: do breadth and intensity matter?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. <https://conservancy.umn.edu/handle/11299/194905>
11. Bulut, O., Van Boekel, M., **Palma, J.**, Stanke, L., & Rodríguez, M.C. (2014, April). *Investigating the effects of school sports on academic and social outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
10. Cabrera, J.C., Rodríguez, M.C., **Palma, J.**, & Stanke, L. (2014, April). *The influence of individual, family-related, and structural factors on Latino students' academic performance: An ethnic breakdown*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. <https://conservancy.umn.edu/handle/11299/194906>
9. **Palma, J.**, Brunner, S., Wackerle-Hollman, A., Kohlmeier, T., Durán, L., & Callard, C. (2014, February). *On the dynamic process of test development and methodological challenges of preschool assessment of Spanish- Spanish-English bilinguals*. Presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
8. Stanke, L., **Palma, J. R.**, Bulut, O., & Rodríguez, M.C. (2013, April). *Investigating measurement invariance assumption using item parameter drift across grade levels and ELL groups*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA. <https://conservancy.umn.edu/handle/11299/194901>

7. Bulut, O., Stanke, L., Rodríguez, M.C., **Palma, J.**, Vue, Y., & Cabrera, J.C. (2013, April). *Examining item parameter drift as a source of construct shift*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
6. Vue, Y., Stanke, L., **Palma, J.**, Cabrera, J.C., Bulut, O., Latterell, N., & Rodríguez, M.C. (2013, April). *Using school climate to positively develop youth*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. <https://conservancy.umn.edu/handle/11299/194903>
5. Potter, L., Besner, A., **Palma, J.**, Bradfield, T., & McConnell, S. (2013, February). *Using a partial credit model with picture naming IGDIs 2.0*. Presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
4. Schmitt, B., Albano, A., **Palma, J.**, Rodríguez, M. C., & McConnell, S. (2012, November). *Examining the effects of guessing on estimates of child ability level*. Presented at the 29<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families, Division of Early Childhood, Council on Exceptional Children, Minneapolis, MN.
3. **Palma, J.**, Rodríguez, M.C., Cabrera, J.C., Albano, A., Vue, Y., & Stanke, L. (2012, April). *Effects of external assets and socio-economic status on academic performance: a multiple regression analysis*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada. <https://conservancy.umn.edu/handle/11299/194897>
2. Warshawsky, A.J., Rodríguez, M.C., Cabrera, J.C., **Palma, J. R.**, Albano, A.D., & Vue, Y. (2012, April). *Attitudes toward school and school plans given levels of family alcohol, substance, and physical abuse*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
1. **Palma, J.**, Rodríguez, M.C., Elliot, S.N., Roach, A.T., & Kettler, R.J. (2012, April). *The think-aloud method for the validation of item modifications to improve test accessibility*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada.

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## WORKSHOPS

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3. Coding sociocultural contexts in item responses. October 2023. Workshop conducted for the Measuring the Language and Vocabulary Acquisition in Science of Latinx Students (MELVA-S) at the University of Texas at Austin.
2. *Item analysis*. July 2012. Workshop conducted with the Guatemala Ministry of Education and USAID Guatemala, Guatemala City. Junior consultant.
1. *Scaling theory and practice*. July 2011. Workshop conducted with the Guatemala Ministry of Education and USAID Guatemala, Guatemala City. Junior consultant.

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## PUBLISHED RESEARCH MONOGRAPHS

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2. Rud, J., Martin, L., & **Palma, J.** (2015). GIFT research phase III recidivism outcomes: Final report on GIFT research. Minneapolis, MN: A Hennepin County-University of Minnesota partnership. <https://conservancy.umn.edu/handle/11299/227032>
1. Rud, J., Martin, L., & **Palma, J.** (2012). GIFT phase II early outcomes: Does GIFT reduce the risk of re-offense for program participants? <https://conservancy.umn.edu/handle/11299/227031>

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## TECHNICAL REPORTS & MANUALS

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4. Wackerle-Hollman, A., Durán, L., Rodríguez, M. C., Brunner, S., Kohlmeier, T., Callard, C., & **Palma, J.** (2018). *Spanish Individual Growth and Development Indicators: IGDI-Español*. Center for Early Evaluation & Development, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201548>
3. Wackerle-Hollman, A., Durán, L., Rodríguez, M. C., **Palma, J.**, & Brunner, S. (2014). *Technical report #3: Evaluating S-IGDI measures: Iterative decision-making in the development process*. Center for Early Evaluation & Development, University of Minnesota. <https://innovation.umn.edu/igdi/project-archive/spanish-igdis/>
2. Wackerle-Hollman, A., Durán, L., Brunner, S., **Palma, J.**, Kohlmeier, T., Callard, C., Rodríguez, M.C., & McConnell, S. (2014). *Technical report #2: On demonstrating construct validity using Wilson's model to create S-IGDI pilot measures*. Center for Early Evaluation & Development, University of Minnesota. <https://innovation.umn.edu/igdi/project-archive/spanish-igdis/>
1. Wackerle-Hollman, A., Brunner, S., Durán, L., McConnell, S., **Palma, J.**, Kohlmeier, T., Callard, C., & Rodríguez, M.C. (2012). *Technical report #1: The development of early literacy skills in bilingual and Spanish-speaking preschool-age children: a literature review*. Center for Early Evaluation & Development, University of Minnesota. <https://innovation.umn.edu/igdi/project-archive/spanish-igdis/>

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## INVITED PRESENTATIONS

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*Note. Students are underlined.*

20. Ramos, G., **Palma, J. R.**, & Lee, S. (2023, May). *Applying evidence-centered assessment framework in AP world history: A case study of a classroom in California*. The University of Texas Research Week.
19. **Palma, J. R.** (2023, March). *Understanding student responses to items from a sociocultural perspective: Implications for measurement*. The Texas Universities' Educational Statistics and Psychometrics (TUESAP), Austin, TX.
18. **Palma, J. R.**, Walker, D., & Romeo, A. (2022, November). *Engaging students from historically underrepresented groups in creating a global skills development assessment tool*. Diversity, Equity, & Inclusion Community Fair, Office of the Executive Vice President and Provost, The University of Texas at Austin.
17. **Palma, J. R.** (2022, September). *Research equity: As a scientific form of inquiry*. Presented at the TexCEP Bull Sessions. Texas Center for Equity Promotion, College of Education, The University of Texas at Austin.

16. **Palma, J. R.** (2021, October). *Modeling response processes in early literacy measures*. Presented at the Quantitative Methods (QM) Colloquium. QM Program, College of Education, The University of Texas at Austin.
15. **Palma, J. R.** & Voight, C. (2019, March). *Assessment of student learning outcomes in the University of Minnesota graduate education: Initial findings on the developments, challenges, and future direction*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
14. Ersan, O., **Palma, J. R.**, Kang, Y., & Rodríguez, M.C. (2019, March). *Measurement invariance for noncognitive measures across unique populations by explanatory IRT*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
13. **Palma, J. R.** (2019, February). *Why are educational disparities a measurement problem?* Presentation at the College Readiness and Achievement Gaps (CRAG talks). College of Education and Human Development, University of Minnesota.
12. **Palma, J. R.** (2018, March). *Measurement invariance in non-cognitive measures: Validity approach using explanatory item response modeling*. Presentation to the Minnesota Departments of Education, Health, Human Services, and Public Safety staff. Department of Human Services, St. Paul, MN.
11. **Palma, J. R.**, Vue, K., & Song, W. (2017, June). *Developmental skills supports, and challenges from the 2013 and 2016 Minnesota Student Survey: Hmong students*. Educational Equity in Action: A statewide convening at the University of Minnesota. Minneapolis, MN.
10. **Palma, J. R.** & Lamm, R. (2017, June). *Developmental skills supports and challenges from the 2013 and 2016 Minnesota Student Survey: GLBQ students*. Educational Equity in Action: A statewide convening at the University of Minnesota. Minneapolis, MN.
9. **Palma, J. R.**, & Rodríguez, M. C. (2017, March). *Multilevel measurement of educational disparities: A student-based decision-making approach*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
8. **Palma, J. R.**, Brunner, S., Wackerle-Hollman, A., Rodríguez, M. C., Durán, L., Kohlmeier, T., & Callard, C. (2016, March). *Evaluating child responses as a means for validation of construct representation on a Spanish verb task*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
7. Rodríguez, M. C., **Palma, J.**, Vue, K., Van Boekel, M., Nickodem, K., & Stanke, L. (2015, November). The work from the Minnesota Youth Development Research Group was presented to the Minnesota Student Survey Interagency Team, St. Paul, MN.
6. **Palma, J.**, Brunner, S., Rodríguez, M.C., & Wackerle-Hollman, (2015, March). *Estimating Detectable Growth in Spanish-English Bilingual Preschoolers' Early Literacy Skills*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.
5. Brunner, S., **Palma, J.**, & Wackerle-Hollman, A. (2014, March). *Attending to continuums of language exposure when designing Spanish Individual Growth & Development Indicators (S-IGDI)*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.

4. Wackerle-Hollman, A., Brunner, S., **Palma, J.**, Durán, L., & Rodríguez, M. C. (2014, March). *Understanding the impact of language acquisition and use on early literacy achievement within an RTI model*. 2014 CEHD Research Day, Minneapolis, MN.
3. Brunner, S., **Palma, J.**, & Wackerle-Hollman, A. (2014, February). *Minimizing bias in early literacy assessments for Spanish-English Bilingual Preschool Students*. Presented at the Minnesota School Psychologists Association Midwinter Conference, Minneapolis, MN.
2. LeBeau, B.C., & **Palma, J.** (2013, May). *Linking the 3rd-grade reading MAP and Mondo assessments: A logistic regression analysis*. Paper presented at the St. Paul Public Schools Evaluation Roundtable, Saint Paul, MN.
1. **Palma, J.**, Brunner, S., Wackerle-Hollman, A., Rodríguez, M.C. & McConnell, S. (2013, March). *Comparing simultaneous and sequential Spanish-English bilingual children's item interpretations using think-aloud methodology: validity evidence for the S-IGDI picture naming task*. Presented at the Educational Psychology Graduate Student Research Day, Minneapolis, MN.

## CURRENT TEXAS A&M RESEARCH & INSTRUCTIONAL PARTNERSHIPS

Andrew Kwok & Paola Guerrero-Rosada, TAMU TLAC (Develop and validate a goal analysis rubric for IEP quality and student literacy outcomes)

## RESEARCH ROLES.

*Note.* Ordered by end-date.

2010 - Present	<i>Research Investigator</i> , the Minnesota Youth Development Research Group (MYDRG), Minneapolis, Minnesota
2021 - 2023	<i>Postdoctoral Fellow Affiliate</i> , Texas Center for Equity Promotion, The University of Texas at Austin
2009	<i>Research Intern</i> , the Center for Homicide Research, Minneapolis, Minnesota
2006-2007	<i>Undergraduate Research Assistant</i> , Psychology Department, University of Minnesota

## HONORS & AWARDS.

*Note.* Ordered by end-date.

2020 - 2021	Chan Zuckerberg Initiative Graduate Fellowship
2018	CEHD Bruininks-Hagstrum Graduate Fellowship, University of Minnesota
2011 - 2018	Graduate & Professional Student Travel Award, CEHD University of Minnesota
2015	ASHA Meritorious Poster Recognition Award recognition for extraordinary and innovative work for the poster: <i>Developmental trajectories of Spanish-English bilingual preschoolers.: Exploring ability and language of instruction.</i>
2015	CEHD Multicultural Recognition for Student Award, University of Minnesota
2013	QME Leadership Award, Dept. of Educational Psychology, University of Minnesota
2011 - 2012	Department of Educational Psychology International Travel Award, University of Minnesota
2010	Diversity of Views & Experiences fellowship, University of Minnesota

2002 Outstanding Two-Year Student Award in Physics & Mathematics, Minnesota West Community & Technical College

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## INSTRUCTIONAL ACTIVITIES

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### Invited Guest Lectures

- 2023 Graduate course: Assessment in Special Education (SED383); Department of Special Education, The University of Texas at Austin.
- 2023 Graduate course: Multicultural Counseling (EDP384C); Department of Educational Psychology, The University of Texas at Austin.
- 2023 Graduate course: Research Methods in Minoritized Populations (SW388R); Steve Hicks School of Social Work, The University of Texas at Austin.
- 2021 Graduate course: Curriculum Content & Organization, teaching procedures, materials, and research in elementary subjects (EDC 370E; The University of Texas at Austin).
- 2018, 2019, 2021 Graduate course: Principles of Educational & Psychological Measurement (EPSY 5221; University of Minnesota).
- 2020 Graduate course: Introducción al diseño de instrumentos de medición y validación de Información. Centro de Investigación y Docencia Económicas (CIDE), Aguascalientes, México.
- 2019 Undergraduate course: Community-Engaged Research Experiences in K-12 (EPSY 3105; University of Minnesota).
- 2015 - 2018 Graduate course: Survey Design, Sampling, and Implementation (EPSY 5244; University of Minnesota).

### Seminars

- 2022 Graduate Bilingual seminar (Principal instructor: Doris Baker). The University of Texas at Austin.

### Other Teaching Experience

- 2008 - 2010 *ELL Educator*, St. Paul Public Schools, Minnesota
- 2009 *Summer Teacher*, Kaleidoscope Place, Minneapolis, Minnesota

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## ADVISING & MENTORSHIP

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### Undergraduate Student Mentorship

- Gustavo Ramos, UT Austin (2023)  
Abigail Romeo, UT Austin (2022 - 2023)

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## PROFESSIONAL SERVICE

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### Service to the University of Texas at Austin

- TexCEP Undergraduate Scholars Workshop, The University of Texas at Austin, *Panelist* (2023)

TexCEP Internal Professional Development Committee, The University of Texas at Austin, *Member* (2022 - 2023)

### **Service to the University of Minnesota**

QME Faculty Search Committee, University of Minnesota (2017 & 2018)

Educational Equity in Action Statewide Convention, University of Minnesota, *Volunteer* (2016 - 2018)

Educational Measurement Club, University of Minnesota, *Club officer* (2012 - 2015)

### **Service to the discipline and profession**

American Education Research Association, *proposal reviewer* (2022 - 2023)

Minnesota Department of Education Assessment Advisory, *Item bias reviewer* (2017 - 2022)

ACT Technical and Advisory Committee, *Graduate student representative* (2017 - 2018)

### **Professional Affiliations**

Society for Scientific Study of Reading (2015 - Present)

American Educational Research Association (2010 - Present)

International Test Commission (2018 – Present)

National Council on Measurement in Education (2010 - Present)

Education Writers Association (2016 - 2017)

National Student Speech and Language Hearing Association (2015 - 2016)

Community of Scholars Program, University of Minnesota (2010 - 2021)

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## **COMMUNITY SERVICE & OUTREACH**

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### **External Service Activities**

PC United (pcnited.org), *Public Relations Lead* (2008 - 2019)

Education Writers Association, *Expert Panelist*. Standardized testing and opt-out movement in K-12 education. Washington, DC (2016)

Minnesota House of Education Committee, ELL Reform Bill, *Reviewer* (2014)

El Colegio High School and Youth Development Program, Strategy Building Committee, Minneapolis, Minnesota (2013)

Nobles County Integration Collaborative, International Festival, Children Activities. *Coordinator*, Worthington, Minnesota (2003 - 2004)

Youth Leadership for Vital Communities, Team Mentor, Worthington, Minnesota (2002)

### **Consulting Activities**

Measurement & Assessment Solutions, LLC, *Co-Founder* (2020 - Present)

The Science Museum of Minnesota, Project on Tools for Belonging: Developing shared measures to support science and natural history museums in creating visitor-centered spaces of belonging. [NSF Grant proposal submitted]. *Research Advisor* (2023)

International Joint Commission on Allied Health Personnel in Ophthalmology, Woodbury, Minnesota (2020 - 2021)

JSK Analytics, LLC, *Co-Founder & Analyst* (2019 - 2021)

Field Internship Student Data Acquisition Project (FISDAP; 2017 - 2021)  
IGDILab, Minneapolis, Minnesota (2019 - 2020)  
Search Institute, Minneapolis, Minnesota (2011 - 2012, 2020)  
Pearson, Inc, AIMS Web project (2017 - 2020)  
Early Learning Labs, LLC (2016)  
Accessible Testing, LLC (2015-2016)  
Urban Research & Outreach-Engagement Center, Hennepin County Department of Community  
Corrections & Rehabilitation, Gaining Independence for Females in Transition (GIFT) project  
(2013 - 2016)