

CYNTHIA ARRAYA WILTSHIRE, Ed.D.
Curriculum Vitae

The University of Texas at El Paso
College of Education
Department of Teacher Education
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<https://orcid.org/0000-0003-2129-1735>

POSITIONS

2021-present Assistant Professor of Early Childhood Education
Department of Teacher Education
The University of Texas at El Paso
El Paso, TX

Director
[The Wiltshire Lab for Teachers and Children](#)
The University of Texas at El Paso
El Paso, TX

2016-2021 Graduate Research Assistant
Neurocognition, Early Experience, and Development (NEED) Lab
PI: Dr. Kimberly G. Noble, M.D., Ph.D.
Teachers College, Columbia University
New York, NY

Baby's First Years (BFY) Study: A Randomized Controlled Trial of Poverty Reduction
The BFY Study is an ongoing study seeking to understand causal relationships between poverty reduction and brain development in young children. Responsibilities included communicating with participating mothers, in both English and Spanish, who may have had questions or concerns regarding the study-provided debit card.

Building Understanding of Developmental Differences across Years (BUDDY) Study
The BUDDY Study is an ongoing study seeking to understand the brain, language, and memory development of 200 children in New York City through the first three years of life. Responsibilities included recruiting, scheduling, and conducting experimental visits, in both English and Spanish, in the NEED Lab or in mothers' homes. Experimental responsibilities included consenting participants, administering questionnaires and the NIH Toolbox, sampling hair to ascertain cortisol measurements and cheek swabs to ascertain epigenetic material, electroencephalography (EEG), administration of parent-child interaction and language development assessments.

Baby Behavior, Language, and EEG (BabBLE) Study

The BabBLE study looked to understand the relationship between children's early experiences and language, memory, and brain development in 6-12-month-old infants. Responsibilities included recruiting and conducting experimental visits in the NEED Lab both in English and Spanish. Experimental responsibilities included tasks of Deferred Imitation (DI) and language assessment (Preschool Language Scale-5), live-coding of Visual Paired Comparison (VPC), Speech Discrimination (SD) and resting state EEG, and sampling hair to ascertain maternal cortisol measurements.

2018-2019 Research Assistant
City University of New York Research Foundation
PI: Dr. Debbie Sonu, Ed.D.
Hunter College
New York, NY

A Multi-Site Study on Teacher Conceptualizations of Childhood: Memories, Artifacts, and Cultural Tropes

The multi-site study sought to understand early childhood and elementary teacher's conceptualizations of childhood. Responsibilities included recruiting for, facilitating and conducting focus groups during which pre-service teachers brought and discussed artifacts tied to their conceptions of contemporary childhood, transcription of audio recordings, and thematic coding of teacher journals.

EDUCATION

2021 Ed.D., Early Childhood Education
Teachers College, Columbia University
New York, NY

2017 M.S., Neuroscience and Education
Teachers College, Columbia University
New York, NY

2006 M.A., Childhood Education
New York University
New York, NY

1997 B.A., Biology
University of Virginia
Charlottesville, VA

GRANTS

AWARDED

2024 Institute of Education Sciences
U.S. Department of Education (\$587,216)
Early Career Development and Mentoring Program for Faculty at Minority-Serving Institutions (84.305B)
Project Title: *Associations Between Mexican-American Early Childhood Education*

Teacher Stress and Mexican-American Child Executive Function and Vocabulary (Award Number: R305B240034)

- 2023 [ChangeX's](#) United States Community Play Fund supported by the [LEGO Foundation](#) and by [Playful Learning Landscapes](#) Community Engaged [Fraction Ball Court](#) Design and Implementation (\$1750)
- 2022 The University of Texas at El Paso
College of Education Research Venture Fund (\$4971.76)
- 2022 National Research Center on Hispanic Children and Families
Professional Development Grant: Early career faculty at Hispanic Institutions or Emerging Hispanic Serving Institutions (\$1200)
- 2021 The University of Texas at El Paso
University Research Institute Grant (\$4848)
- 2019 Teachers College, Columbia University
Dean's Grant for Student Research (\$1,625)
- 2019 Teachers College, Columbia University
Vice President's Grant for Diversity & Community Initiatives (\$1000)

SUBMITTED, PENDING

- 2025 Supporting Public K-12 School Leaders' Health and Well-being Through Positive Psychology Interventions
Texas A&M University
Targeted Proposal Teams (TPT): Collaborative Seed Grants
PI: Su-Keene, Co-PIs: Kahn, **Wiltshire**, Keene, DeMatthews
\$60,000

SUBMITTED, NOT FUNDED

- 2024 Characterizing Latine Early Childhood Educator Teacher Stress
National Academy of Education/Spencer Postdoctoral Fellowship Award
\$70,000
Semi-Finalist
PI: Wiltshire
- 2023 Characterizing Early Childhood Education Teacher Stress
National Academy of Education/Spencer Postdoctoral Fellowship Award
\$70,000
PI: Wiltshire
- 2023 Research to Prepare and Sustain Teachers, Counselors, and Principals in the Paso del Norte Region: A Continuum of Care and Well-being
The University of Texas at El Paso: UTEP Research Excellence Program Office of the Provost & Office of Research and Sponsored Projects
\$850,329
PI: Wiltshire, Co-PIs: Corrola, Han, Peña, Rincones, Rocha, Shin, Strobel, Sun
- 2022 Examining K – 12 Teacher Stress from a Psychological and Physiological Perspective

Spencer Foundation
\$49,495
PI: McCarthy, **Co-PI: Wiltshire**

2022 Early Childhood Education Teacher Stress: How the well runs dry
Russell Sage Foundation
\$30,000
PI: Wiltshire

2022 Early Career Interdisciplinary Scholars Fellowship Program
Society for Research in Child Development
\$7,500
PI: Wiltshire

2021 Characterizing Perceived and Physiological Early Childhood Education Teacher Stress
Caplan Foundation for Early Childhood
\$30,000
PI: Wiltshire

AWARDS

2024 American Educational Research Association
Early Education and Childhood Development Special Interest Group
Service Award

2022 American Educational Research Association
Division E Travel Award

2021 American Educational Research Association
Brain, Neurosciences, and Education Special Interest Group
Service Award

2020 Teachers College, Columbia University
Research Dissertation Award Fellowship (\$6,000)

2019 Teachers College, Columbia University
General Scholarship Recipient (\$10,206)

2019 Teachers College, Columbia University
Provost's Grant for Conference Presentation & Professional Development (\$500)

2019 Teachers College, Columbia University
Student Leadership Grant (\$500)

2018 Teachers College, Columbia University
Minority Scholarship Recipient (\$8175)

2017 Teachers College, Columbia University
Departmental Scholarship Recipient (\$9432)

2017 Teachers College, Columbia University

General Scholarship Recipient (\$4536)

PUBLICATIONS

Underlined authors indicate student status.

Sanchez, D., Sandre, A., Amarante, M., **Wiltshire, C. A.**, & Noble, K. G. (2025). Screen Exposure, Sleep Quality, and Language Development in 6-month-old Infants. *Frontiers in Developmental Psychology*. 2, 1477476.

Su-Keene, E., **Wiltshire, C. A.**, & Ajomabe, J. (*under review*, Teachers and Teaching). Is it all Sunshine and Rainbows? Comparing stressors, mental health, and intentions to leave between elementary and secondary teachers.

Lee, J. Y., Clark, E., **Wiltshire, C. A.**, & Haslip, M. J. (*under review*, Teachers and Teacher Education). Resilience in Early Head Start: The changing role of teacher well-being and structural features in interaction quality across the COVID-19 divide.

Wiltshire, C. A., & Merz, E. C. (*in preparation*). Associations between Working Conditions, Self-Efficacy, and Hair Cortisol Concentration in Preschool Teachers.

Wiltshire, C. A., Okocha, A., Yuremi, M., Shafir, E., Lew-Williams, C., & Potter, C. E. (*in preparation*). *Perceived Sources of Support and Strain for Parents of Young Children in Under-Resourced U.S. Communities.*

Wiltshire, C. A., Yuremi, M., Dettmer, A. M., & Kim, S. (*in preparation*). Hispanic PreK Teacher Stress and Lived Experiences: A Comparative Case-Study Along the U.S.-Mexico Border.

McCarthy, C. J., **Wiltshire, C. A.**, Weppner, C., Lambert, R. G. (*in preparation*). Comprehensively Understanding K-12 Teacher Occupational Health: A Mixed-Method Exploration of Well-being and Intentions to Leave.

Mavrides Calderon, M., **Wiltshire, C. A.**, & Orozco, A. M. (*in preparation*). Urban Early Childhood Educators Under Pressure: Exploring Effective Coping Mechanisms for Stressful Mandates.

Fincham, E. N., **Wiltshire, C. A.**, & Reeves, A. F., (*in preparation*). Surveillance and Deceit in Early Childhood Teaching: Must “Good” Teachers Lie?.

Wiltshire, C. A., & Scott, M. (2024). Building Executive Function Skills Through Games. *YC: Young Children*, 79(2).

Martí-Castaner, M., Merz, E. C., **Wiltshire, C. A.**, Melvin, S. A., Henry, K., Landers, C., Jones, S. M., Noble, K. G., & Duch, H. (2024). *Frontiers in Psychology*. Benefits of the Getting Ready for School Intervention for Children’s School Readiness Skills.

Wiltshire, C. A., Pinilla, R. K., & Garcia, H. J. (2024). Engendering Playful Purpose in Pre-Service Early Childhood Educator Preparation: Why Community-Engaged Courses Matter. (2024). *Education Sciences*. 14(12), 1387.

Wiltshire, C. A. (2023). Early Childhood Education Teacher Workforce: Stress in relation to identity and choices. *Early Childhood Education Journal*. 1-14.

- Wiltshire, C. A.** (2023). Early Childhood Education Teacher Well-Being: Performance as a Means of Coping. *Early Childhood Education Journal*, 1-15.
- Wiltshire, C. A.**, Fields, H., & Kim, S. (2023). PreKindergarten Teacher Well-being in Rural West Texas. *National Network of Research-Practice Partnerships Extra*, 5(1), 9-16.
- Wiltshire, C. A.** (2023). Infant Screen Use: How and why do 6-month-old infants interact with a screen? What do we know? [Child and Family Blog](#).
- Wiltshire, C. A.** (2023). Review of *Child Care Justice: Transforming the System of Care for Young Children* by Maurice Sykes and Kyra Ostendorf. Teachers College Record.
- Wiltshire, C. A.**, Troller-Renfree, S. V., Giebler, M. A., & Noble, K. G. (2021). Associations among average parental educational attainment, maternal stress, and infant screen exposure at 6 months of age. *Infant Behavior and Development*, 65, 101644.
- Troller-Renfree, S. V., Brito, N. H., Desai, P. M., Leon-Santos, A. G., **Wiltshire, C. A.**, Motton, S. N., Meyer, J., Isler, J. R., Fifer, W. P., & Noble, K. G. (2020). Infants of Mothers with Higher Physiological Stress Show Alterations in Brain Function. *Developmental Science*, 23(6), e12976.
- Merz, E. C., **Wiltshire, C. A.**, & Noble, K. G. (2019). Socioeconomic Inequality and the Developing Brain: Spotlight on Language and Executive Function. *Child Development Perspectives*, 13(1), 15-20. [A top-cited paper in Child Development Perspectives in 2019-2020]

PEER REVIEWED CONFERENCE PROCEEDINGS

Underlined authors indicate student status.

- Wiltshire, C. A.** (2025). *Hispanic Pre-K Teacher Stress and Lived Experiences: A Comparative Case-Study Along the U.S.-Mexico Border*. Proceedings of the 2025 American Educational Research Association (AERA) Annual Meeting: Research, Remedy, and Repair: Toward Just Education Renewal. Denver, CO.
- Mavrides Calderon, M., & **Wiltshire, C. A.** (2025). *Urban Early Childhood Educators Under Pressure: Exploring Effective Coping Mechanisms for Stressful Mandates*. In Symposium: *Obscured Truths and Tensions of ECCE (Early Childhood Care and Education) Professionals: That Which an Obedient Professional Conceals*. Proceedings of the 2025 American Educational Research Association (AERA) Annual Meeting: Research, Remedy, and Repair: Toward Just Education Renewal. Denver, CO.
- E. N. Fincham, **Wiltshire, C. A.**, & Fellner, A. R. (2025). *Teacher Lies: Negotiating Professional Expectations and Regulatory Frameworks in ECCE*. In Symposium: *Obscured Truths and Tensions of ECCE (Early Childhood Care and Education) Professionals: That Which an Obedient Professional Conceals*. Proceedings of the 2025 American Educational Research Association (AERA) Annual Meeting: Research, Remedy, and Repair: Toward Just Education Renewal. Denver, CO.

- Weppner, C., **Wiltshire, C. A.**, Lambert, R. G., McCarthy, C. J., Trevino, C., Glenn, W., Skinner, H., Ellalasingham, D., Tian, Y., & Miller, T. (2025). *An Exploratory Investigation of Psychological and Physiological Indicators of K–12 Teacher Stress*. In Paper Session: *Focus on Teacher Stress*. Proceedings of the 2025 American Educational Research Association (AERA) Annual Meeting: Research, Remedy, and Repair: Toward Just Education Renewal. Denver, CO.
- Pinilla, R. K., **Wiltshire, C. A.**, & Garcia, H. J. (2025). *Engendering Playful Purpose in Preservice Early Childhood Educator Preparation: Why Community-Engaged Courses Matter*. In Roundtable Session: *Community at the Core: Uplifting Community-Engaged Teacher Preparation*. Proceedings of the 2025 American Educational Research Association (AERA) Annual Meeting: Research, Remedy, and Repair: Toward Just Education Renewal. Denver, CO.
- Wiltshire, C. A.** (2024). *Early Childhood Education Teacher Stress: Obscured truths and tensions of race*. Proceedings of the 2024 American Educational Research Association (AERA) Annual Meeting: Dismantling Racial Injustice and Constructing Educational Possibilities: A Call to Action. Philadelphia, PA
- Wiltshire, C. A.** (2024). *Physiological and Psychological Stress: Fully measuring teacher well-being*. In Symposium: *The Needs of Many: Generating Varied and Rich Data through Building and Nurturing a Strong Research-Practice Partnership in Education*. Proceedings of the 45th International Conference of the Stress, Trauma, Anxiety, and Resilience Society: Surviving and Thriving in a Turbulent World. Charlotte, NC
- McCarthy, C. J., Lambert, R. G., **Wiltshire, C. A.**, Weppner, C., Glynn, W., Trevino, C., Miller, T., & Tian, T. (2024). *Understanding Teacher Stress from a Psychological and Physiological Perspective*. Proceedings of the 45th International Conference of the Stress, Trauma, Anxiety, and Resilience Society: Surviving and Thriving in a Turbulent World. Charlotte, NC
- Wiltshire, C. A.** (2024). *Understanding Teacher Stress from a Psychological and Physiological Perspective*. Proceedings of the 45th International Conference of the Stress, Trauma, Anxiety, and Resilience Society: Surviving and Thriving in a Turbulent World. Charlotte, NC
- Wiltshire, C. A.** & Pinilla, R. K. (2024). *Engendering Playful Purpose in the Education of Pre-Service Early Childhood Education Teachers: Why courses in play matter*. Proceedings of the 2024 Texas Early Childhood Summit. College Station, TX
- Pinilla, R. K. & **Wiltshire, C. A.** (2024). *Playful STEM Learning in ECE: Whosits and Whatsits*. Proceedings of the 2024 Texas Play and Development Conference. College Station, TX
- Wiltshire, C. A.**, Reeves Fellner, A., Rabadi-Raol, A., Mavrides-Calderon, M. (2023). In Symposium: *Early Childhood Education Spaces: (Un)Truths Revealed, Future Directions Imagined*. Proceedings of the 2023 American Educational Research Association (AERA) Annual Meeting: Interrogating Consequential Research in Pursuit of Truth. Chicago, IL
- Wiltshire, C. A.** (2023). In Symposium: *Early Childhood Education Spaces: (Un)Truths Revealed, Future Directions Imagined*: Teacher Stress: Truths Seen and Unseen. Proceedings of the

2023 American Educational Research Association (AERA) Annual Meeting:
Interrogating Consequential Research in Pursuit of Truth. Chicago, IL

- Wiltshire, C. A.** (2023). In Roundtable Session: *Teachers' Experiences and Journeys of Stress*: The Early Childhood Education Teacher Workforce: Journeys of Stress, Identity, and Choice. Proceedings of the 2023 American Educational Research Association (AERA) Annual Meeting: Interrogating Consequential Research in Pursuit of Truth. Chicago, IL
- McGee, A., **Wiltshire, C. A.**, Hatton-Bowers, H. (2023). Early Childhood Education Teacher Psychophysiology and Teacher Stress: Prior Findings, Current Studies, and Future Directions. *Psychoneuroendocrinology*, 153, 106134.
- Wiltshire, C. A.** (2022). Early Childhood Education Teacher Psychophysiology and Teacher Stress: Prior Findings, Current Studies, and Future Directions. Proceedings of the 2022 International Society for Psychoneuroendocrinology (ISPNE) 52nd Annual Meeting. Chicago, IL.
- Wiltshire, C. A.** (2022). Breaking Down Silos: Early childhood educators exploring neuroscience. 2022 Annual Meeting of the Texas Association for the Education of Young Children. San Antonio, TX.
- Wiltshire, C. A.** (2022). Associations Between Head Start Teacher Stress, Teacher Warmth, and Children's Ability to Regulate Emotion. Proceedings of the 2022 American Educational Research Association (AERA) Annual Meeting: Cultivating Equitable Education Systems for the 21st Century. San Diego, CA
- Wiltshire, C. A.** (2022). Head Start Teacher Stress: "I wear a mask." Proceedings of the 2022 National Head Start Association (NHSA) Annual Conference. Baltimore, MD
- Wiltshire, C. A.** (2021). Challenging Notions of Care. Proceedings of the 5th Annual Curriculum and Teaching Graduate Student-Led Conference, To Tell You the Truth(s): Of that which we are (not) capable. Teachers College, Columbia University, New York, NY
- Wiltshire, C. A.** (2020). Who's Minding the Children?: A 19 year-old Preservice Teacher's Perspective on the State of Childhoods. Proceedings of the 19th Annual American Association for the Advancement of Curriculum Studies (AAACS) Conference, From Instrumentality to Criticality: A Call to Articulate a "Language" of Ethical Engagement. University of San Francisco, San Francisco, CA
- Wiltshire, C. A.** (2020). Quiet Childhoods, Loud Children. Proceedings of the 4th Annual Curriculum and Teaching Graduate Student-Led Conference, Facing Climate: Affecting change in our classrooms, communities, cities, and world. Teachers College, Columbia University, New York, NY
- Gerth van den Berg, S. M., & **Wiltshire, C. A.** (2020). Community Through Craft, Slowly Stitching: Curriculum & Teaching's Community Quilt Project. Proceeding of the 4th Annual Curriculum and Teaching Graduate Student-Led Conference, Facing Climate: Affecting change in our classrooms, communities, cities, and world. Teachers College, Columbia University, New York, NY
- Wiltshire, C. A.** (2019). Lessons from Mary. Proceedings of the 27th Annual Reconceptualizing Early

Childhood Education (RECE) Conference, Border/Lands and (Be)Longings | Tierras Fronterizas y (Ser)Pertenece, New Mexico State University, Las Cruces, NM

Wiltshire, C. A. (2019). The Sociocultural Nature of Emotion Regulation: “It’s okay. Take a deep breath.” Proceedings of the 3rd Annual Curriculum and Teaching Graduate Student-Led Conference, Our Stories: Locating (counter)narratives in education. Teachers College, Columbia University, New York, NY

PEER REVIEWED POSTER PRESENTATIONS

Underlined authors indicate student status.

Wiltshire, C. A., Okocha, A., Yuremi, M., Shafir, E., Lew-Williams, C., & Potter, C. E. (2025). *Perceived Sources of Support and Strain for Parents of Young Children in Under-Resourced U.S. Communities*. In Poster Session: Panel 9. Family Context & Processes. Proceedings of the 2025 Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN.

Naime, G. M., & **Wiltshire, C. A.** (2025). *Hispanic Early Childhood Educator Stress: Navigating Cultural Expectations at School and at Home*. In Poster Session: Panel 8. Education, Schooling. Proceedings of the 2025 Biennial Meeting of the Society for Research in Child Development. Minneapolis, MN.

Custode, S., Potter, C. E., **Wiltshire, C. A.**, Lew-Williams, C. (2024). Effects of Financial Concern on Infants’ Real-Time Home Language Experiences. 24th Annual Meeting of the International Congress of Infant Studies. Glasgow, Scotland.

Quijas, M., & **Wiltshire, C. A.** (2024). A Comparative Case Study of Early Childhood Education Teacher Well-being. College of Education Research Symposium. University of Texas at El Paso, El Paso, TX

Quijas, M., **Wiltshire, C. A.**, Okocha, A., Lew-Williams, C., & Potter, C. E. (2023). Examining Sources of Familial Challenges and Support in Under-Resourced Environments. ARMADILLO Conference. Texas State University, San Marcos, TX

Wiltshire, C. A., Giebler, M. A., Troller-Renfree, S. V., & Noble, K. G. (2021). Associations among socioeconomic status, maternal stress, and infant screen exposure at 6 months of age. Society for Research in Childhood Development, 2021 Virtual Biennial Meeting.

PRESENTATIONS

INVITED TALKS

2025 Columbia University, School of Professional Studies
Pre-College Programs
Early Childhood Education: Matters of Executive Function
Guest of Dr. Amanda Reeves Fellner

2025 Yale School of Medicine, Child Study Center
Human & Animal Integrated Research (HAIR) Lab
Early Childhood Education Teacher Well-Being: Psychological and Physiological Stress Along the U.S.-Mexico Border
Guest of Dr. Amanda M. Dettmer, Ph.D. (Principal Investigator)

2024	Early Matters El Paso
2024	Canutillo Independent School District
2023	Early Matters El Paso
2023	Round Rock Independent School District
2023	Socorro Independent School District
2022	The University of Texas at El Paso, <i>Department of Psychology Colloquium Series</i>
2022	West Texas Reading Symposium, <i>Education Service Center Region 19</i>
2019	Teachers College, Columbia University, <i>Department of Curriculum & Teaching</i>
2018	Teachers College, Columbia University, <i>Department of Curriculum & Teaching</i>

TEACHING EXPERIENCE

THE UNIVERSITY OF TEXAS AT EL PASO

2025	Instructor of Record (fall), Department of Teacher Education Doctoral Teacher Education 6319: Teacher Stress and Well-being: Realities and Implications
2024	Instructor of Record (fall), Department of Teacher Education Early Childhood Education Development 4357: Play and Learning in the Early Years
2023	Instructor of Record (spring, fall), Department of Teacher Education Early Childhood Education Development 4357: Play and Learning in the Early Years Instructor of Record (fall), Department of Teacher Education Early Childhood Education Development 5358: Play, Games, and Toys in Education, Birth-8
2022	Instructor of Record (spring, fall), Department of Teacher Education Each Childhood Education Development 4357: Play and Learning in the Early Years
2021	Instructor of Record (fall), Department of Teacher Education Early Childhood Education Development 4300: Responsive Class Management

STUDENT MENTORSHIP

Doctoral Student Advisor to:

Caroline Hudson Weppner, The University of Texas, College of Education, Department of Educational Psychology

Dissertation Committee Member (2024-present), *Exploring the Nexus of Teacher Stress: A Comparative Case Study of Physiological and Psychological Dynamics in Educational Contexts*

Md. Kamal Hossain, UTEP, College of Education, Teaching, Learning, and Culture Ph.D. Candidate (2023-present)

Jullette Frazer-Sadaar, UTEP, College of Education, Teaching, Learning, and Culture Ph.D. Candidate (2024-25)

Undergraduate Student Advisor to:

Anna V. Rascon-Prieto, UTEP, College of Sciences, IES-appointed Research Assistant (2024-present); Campus Office of Undergraduate Research Initiatives (COURI) Faculty-Student Mentorship Awardee (2025-26); Council on Undergraduate Research UTEP Representative (May, 2026; Washington, D.C.)
Lizbeth Acosta Flores, UTEP, College of Nursing, Campus Office of Undergraduate Research Initiatives (COURI) Faculty-Student Mentorship Awardee (2024-25)
Derek D. Emmett, UTEP, College of Health Sciences, Speech-Language Pathology
 Senior Thesis Committee Member (2022-23), *The Effects of an Intervention Using Pokémon Trading Card Game on the Decoding Abilities of Children*

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

2020 Instructor of Record (fall), Department of Curriculum & Teaching
 Curriculum & Teaching 4080: Risk & Resiliency in Early Development, Birth to 8

2019 Student Teacher Supervisor (spring), Department of Curriculum & Teaching
 Curriculum & Teaching 5118: Infant/Toddler Practicum

2019 Teaching Assistant (summer), Department of Biobehavioral Sciences
 Biobehavioral Sciences: Issues in Social Neuroscience

2018 Student Teacher Supervisor (spring), Department of Curriculum & Teaching
 Curriculum & Teaching 4708a: Observation and Student Teaching in Early Childhood/Early Childhood Special Education

EARLY CHILDHOOD EDUCATION

2014-2017 92Y Nursery School
 Assistant Teacher
 New York, NY

2012-2014 Avenues: The World School
 Head English Teacher, Nursery
 New York, NY

2005-2012 92Y Nursery School
 Associate Teacher
 New York, NY

2004-2005 P.S. 77, Lower Lab School
 P.S. 198, Isador & Ida Straus School
 Student Teacher
 New York, NY

2003-2004 92Y Nursery School
 Student Teacher
 New York, NY

MIDDLE AND UPPER SCHOOL SCIENCE INSTRUCTION

2000-2001 Collegiate School

Richmond, VA

1997-1998 The Steward School
Richmond, VA

New York State Teacher Certification

2006 Multi-Subject CST (002)
2005 Elementary ATS-W (090)
2004 Liberal Arts and Sciences Test (LAST) (001)

ADDITIONAL TRAINING AND EXPERIENCE

2016 fMRI Visiting Fellowship
Massachusetts General Hospital/Harvard-MIT Health Sciences and Technology Martinos
Center for Biomedical Imaging
Boston, MA

2011 International Infant-Toddler Study Group
Reggio Children
Reggio Emilia, Italy

RESEARCH CERTIFICATION AND ASSESSMENT PROFICIENCIES

Head-Toes-Knees-Shoulders (HTKS; HTKS-R) (Spanish, English)
Certification, 2025

Receptive One Word Picture Vocabulary Test-4 (Spanish, English)

Individual Growth and Development Indicators – Parent Child Interactions (IGDI-PCI)
Certification, 2017

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

Preschool Language Scale (PLS)-5

Language Environment Analysis (LENA)

Visual Paired-Comparison Paradigm (VPC)

Deferred Imitation Paradigm (DI)

Speech Discrimination Paradigm (SD)

NIH Toolbox

Hair Cortisol Sampling

Electroencephalography (EEG)

Epigenetic Sampling

SERVICE

THE UNIVERSITY OF TEXAS AT EL PASO

2025-2027 College of Education Curriculum Committee
Member

Library Liaison
Department of Teacher Education Representative

2024-2026 University Senate
Bilingual Education, Early Childhood Education, Literacy and Sociocultural Studies
(BELSS)
College of Education Senator

2023-2025	Women's Council to the President Member
2023-2024	University Senate Bilingual Education, Early Childhood Education, Literacy and Sociocultural Studies (BELSS) College of Education Senator (<i>Alternate</i>)
2023	Department of Teacher Education Workload Policy Committee Co-Chair College of Education Safety Committee Member
2021-2024	University Senate Student Welfare Committee College of Education Representative
2021-2023	Department of Teacher Education Undergraduate Committee Member
2022-2023	Annual Queer(in)g Our Classroom Community Event Organizing Member, Event and Planning Committee

BOARD MEMBERSHIPS

2025	National Research Center on Hispanic Children & Families Invited
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EDITORIAL REVIEW BOARD MEMBERSHIP

2023-present	<i>Early Childhood Education Journal</i>
2023-2025	<i>Journal of Trauma Studies in Education</i>

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

2025-2027	Early Education and Childhood Development Special Interest Group Junior Member-at-Large Elected
2023-2025	Early Education and Childhood Development Special Interest Group Communications Officer Appointed
2022-present	Early Education and Childhood Development Special Interest Group (<i>Invited</i>) Stress, Coping, and Resilience Special Interest Group (<i>Invited</i>) Reviewer

AD-HOC REVIEWER

Children

Cognitive Research: Principles and Implications

Early Childhood Research Quarterly

Early Education and Development

Teachers and Teaching Education

EL PASO, TX COMMUNITY ENGAGEMENT

2022-present The J Center for Early Learning
Board Member

2022-2024 Insights El Paso
Board Member

2023-2024 ChangeX, LEGO, Playful Learning Landscapes, the University of Texas at El Paso and
Philosophic Systems Institute
Community Engaged Fraction Ball Court Design

PROVIDING OPPORTUNITIES FOR WOMEN IN EDUCATION RESEARCH

2022-2023 Small Liberal Arts Colleges/Principally Undergraduate Institutions (SLAC/PUI) Working
Group
Member

2020-2021 Graduate Student Hub Volunteer
Small Liberal Arts Colleges/Primarily Undergraduate Institutions (SLAC/PUI) Hub
Volunteer

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

2020-2021 Food Pantry Volunteer
Columbia University

2019-2020 Student Member-at-Large (elected position)
Brain, Neurosciences, and Education Special Interest Group
American Educational Research Association

2018-2021 Organizing Committee Member
Curriculum & Teaching Graduate Student-Led Conference
Graduate Student Collaborative
Teachers College, Columbia University

2018-2021 First Year Doctoral Student Mentor
Graduate Student Collaborative
Teachers College, Columbia University

PROFESSIONAL MEMBERSHIPS

American Educational Research Association; National Association for the Education of Young Children;
Providing Opportunities for Women in Educational Research; Reconceptualizing Early Childhood
Education; Society for Research in Child Development; Texas Association for the Education of Young
Children; National Association for the Education of Young Children

