

## CURRICULUM VITAE

**HELYN KIM**

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### **EDUCATION**

- 2016      **PhD**; Education (Educational Psychology: Applied Developmental Sciences);  
University of Virginia
- 2012      **MA**; Applied Developmental Psychology; George Mason University
- 2007      **MA**; Early Childhood Developmental Risk (Birth-5);  
Pre-K Primary Education (K-3<sup>rd</sup>); University of Virginia
- 2006      **BA**; Psychology; University of Virginia

### **RESEARCH EXPERIENCE**

- 2017-Present    **Global Economy and Development, Center for Universal Education—Post-  
Doctoral Fellow**  
The Brookings Institution, Washington, DC
- 2016-2017      **Global Economy and Development, Center for Universal Education—Senior  
Research Associate**  
The Brookings Institution, Washington, DC
- 2012-2016      **Center for Advanced Study of Teaching and Learning (CASTL):  
Foundations of Cognition and Learning (FOCAL) Lab—Graduate Research  
Assistant**  
University of Virginia, Charlottesville, VA
- 2010-2012      **Development In School Contexts—Graduate Research Assistant**  
George Mason University, Fairfax, VA
- 2005-2007      **Social Development Lab—Undergraduate Research Assistant**  
University of Virginia, Charlottesville, VA

### **PUBLICATIONS**

**\*Denotes mentored student**

#### **Peer-Reviewed Articles**

- Greenberg, J. E., Carlson, A. G., **Kim, H.**, Winsler, A. W., & Curby, T. W. (2019). Early visual-spatial integration skills predict third grade achievement among low-income, ethnically diverse children. *Early Education & Development*. doi:10.1080/10409289.2019.1636353

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- Cameron, C. E., **Kim, H.**, Duncan, R. J., Decker, D. R., & McClelland, M. M. (2019). Improvement in EF and visuo-motor integration predicts kindergarten achievement. *Journal of Applied Developmental Psychology*, 62, 135-144. doi:10.1016/j.appdev.2019.02.004
- Ross, K. M., **Kim, H.**, Tolan, P., & Jennings, P. A. (2019). An exploration of the normative growth trajectory of social and emotional skills for adolescence. *Journal of Applied Developmental Psychology*, 62, 102-115.
- \*Doromal, J. B., Cottone, E. A., & **Kim, H.** (2019). Validation of the DESSA in low-income kindergarten children. *Journal of Psychoeducational Assessment*. 37, 40-54. doi:10.1177/0734282917731460
- Kim, H.**, Cameron, C. E., Adams, C., West, H., Mashburn, A., & Grissmer, D. (2018). Using an individualized observational measure to understand children's interactions in low-income kindergarten classrooms. *Journal of Psychoeducational Assessment*. doi:10.1177/0734282918819579
- Brock, L. L., **Kim, H.**, Kelly, C. L., Mashburn, A., & Grissmer, D. W. (2018). Theory of mind directly and indirectly facilitates kindergarten adjustment via verbal ability, executive function, and emotion knowledge. *Psychology in the Schools*, 56, 176-193. doi:10.1002/pits.22216
- Brock, L. L., **Kim, H.**, & Grissmer, D. (2018). Longitudinal associations among executive function, visuomotor integration, and achievement in a high risk sample. *Mind, Brain, and Education*. doi:10.1111/mbe.12164
- Brock, L. L., **Kim, H.**, Gutshall, C., & Grissmer, D. (2018). The development of theory of mind: Predictors and moderators of improvement in kindergarten. *Early Child Development and Care*. doi:10.1080/03004430.2017.1423481
- Kim, H.**, & Care, E. (2017). Considering authenticity of skills assessments. *Journal of Educational Assessment in Africa*.
- Care, E., **Kim, H.**, & Scoular, C. (2017). 21<sup>st</sup> century skills in 20<sup>th</sup> century classrooms. *Educadores*. Oct-Dec, 30-44.
- Rowe, E. W., Curby, T. W., & **Kim, H.** (2017). Variance in teacher ratings of children's adjustment. *Journal of Psychoeducational Assessment*. Online first publication. doi:10.1177/0734282917728235
- Kim, H.**, Duran, C. K., Cameron, C. E., & Grissmer, D. (2017). Developmental relations among motor and cognitive processes and mathematics skills. *Child Development*, 89, 476-494. doi:10.1111/cdev.12752

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- Kim, H.** & Cameron, C. E. (2016). Implications of visuospatial skills and executive function for learning mathematics: Evidence from children with autism and Williams syndrome. *AERA Open Special Topics: Neuroscience, Learning, and Educational Practice*, 2, 1-16. doi:10.1177/2332858416675124
- Kim, H.**, Byers, A., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. W. (2016). Unique contributions of attentional control and visuomotor integration on concurrent teacher-reported classroom functioning in early elementary students. *Early Childhood Research Quarterly*, 36, 379-390. doi:10.1016/j.ecresq.2016.01.018
- Kim, H.**, Carlson, A. G., Curby, T. W., & Winsler, A. W. (2016). Relations among motor, social, and cognitive skills in young children with developmental disabilities. *Research in Developmental Disabilities*, 53-54C, 43-60. doi:10.1016/j.ridd.2016.01.016
- Kim, H.**, Schmidt, K. M., Murrah, W. M., Cameron, C. E., & Grissmer, D. (2015). A Rasch analysis of the KeyMath-3 Diagnostic Assessment. *Journal of Applied Measurement*, 16(4), 365-378.
- Kim, H.**, Murrah, W. M., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. (2015). Psychometric properties of the teacher-reported Motor Skills Rating Scale. *Journal of Psychoeducational Assessment*, 33, 640-651.

### Book Chapters

- Care, E., & **Kim, H.** (2018). The explicit nature of educational goals for the 21<sup>st</sup> century. In C. Wyatt-Smith & L. Adie (Eds.), *Innovation and accountability in teacher education: The new space for collaborative professionalism*. Springer Singapore.
- Care, E., & **Kim, H.** (2018). Assessment of 21<sup>st</sup> century skills: The issue of authenticity. In E. Care, P. Griffin, & M. Wilson (Eds.), *Assessment and Teaching of 21<sup>st</sup> Century Skills, Vol. 3: Research and applications* (pp. 21-39). Springer International Publishing.

### BRIEFS AND REPORTS

- Kim, H.**, Care, E., & Vista, A. (in press). Assessment in sub-Saharan Africa: Capturing 21<sup>st</sup> Century Skills. *UNESCO; Brookings Institution*.
- Care, E., Vista, A., & **Kim, H.** (2019). [Assessment of transversal competencies: Current tools in the Asian region](#). *UNESCO; Brookings Institution*.
- Care, E., **Kim, H.**, Vista, A., & Anderson, K. (2019, Jan). [Education system alignment for 21<sup>st</sup> century skills](#). *Brookings Institution*.
- Vista, A., **Kim, H.**, & Care, E. (2018, Oct). [Use of data from 21<sup>st</sup> century skills assessments: Issues and key principles](#). *Brookings Institution*.

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Grissmer, D., Brock, L., Duran, C., Mashburn, A., Cottone, E., **Kim, H.**, Murrah, W., Cameron, C., Deutsch, N., Blodgett, J., Cordier A., Dormal, J., Walker K. (2018), *Final Report: The Evaluation of the WINGS After-School Socio-Emotional Program for At-Risk Urban Children*, Social Innovation Fund, Corporation for National and Community Service, <https://www.nationalservice.gov/impact-our-nation/evidence-exchange/>

Kwauk, C., Braga, A., **Kim, H.**, Dupuy, K., Bezu, S., & Knudsen, A. (2018, June). [Non-formal girls' life skills programming: Implications for policy and practice](#). *Brookings Institution*.

Dupuy, K., Bezu, S., Knudsen, A., Halvorsen, S., Kwauk, C., Braga, A., & **Kim, H.** (2018, April). [Life skills in non-formal contexts for adolescent girls in developing countries](#). *Brookings Institution and Chr. Michelsen Institute*.

Anderson, K., Hegarty, S., Henry, M., **Kim, H.**, & Care, E. (2018, February). [Breadth of learning opportunities: A fresh approach to evaluating education systems](#). Washington, D. C.: Center for Universal Education, Brookings Institution.

Care, E., **Kim, H.**, Anderson, K., & Gustafsson-Wright, E. (2017, April). [Skills for a changing world: National perspectives and the global movement](#). Washington, D.C.: Center for Universal Education, Brookings Institution.

**Kim, H.**, & Cameron, C. E. (2017). [Implications of visuospatial skills and executive functions for learning mathematics: Evidence from children with Autism and Williams syndrome](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

**Kim, H.**, Carlson, A. G., Curby, T. W., & Winsler, A. (2016). [Motor, social, and cognitive skills among pre-kindergarten children with developmental disabilities](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

Care, E., Anderson, K., & **Kim, H.** (2016, September). [Visualizing the breadth of skills movement across education systems](#). Washington, D.C.: Center for Universal Education, Brookings Institution.

**Kim, H.**, Byers, A. I., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. W. (2016). [Attentional control and visuomotor integration uniquely contribute to children's successful classroom functioning](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

**Kim, H.**, Schmidt, K. M., Murrah, W. M., Cameron, C. E., & Grissmer, D. (2015). [A rasch analysis of the KeyMath3-Diagnostic Assessment](#). Research brief prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

**Kim, H.**, Murrah, W. M., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. (2014). [Psychometric properties of the teacher-reported Motor Skills Rating Scale](#). Research brief

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prepared by the Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia.

### MEDIA/BLOG POSTS

**Kim, H.**, Tsangala, J. M., \*Hedidar, W., & Care, E. (2019, 08/14). [Integrating 21<sup>st</sup> century skills in the classroom in the Democratic Republic of Congo](#). *Brookings Institution*.

**Kim, H.**, & Ross, K. M. (2019, 08/09). [How do social and emotional skills develop in youth?](#) *Brookings Institution*.

Roberts, A., & **Kim, H.** (2019, 05/06). [To promote success in schools, focus on teacher well-being](#). *Brookings Institution*.

**Kim, H.**, Care, E., & Ruscelli, D. (2019, 04/25). [A collaborative approach to teaching and assessing 21<sup>st</sup> century skills in Africa](#). *Brookings Institution*.

**Kim, H.** (2019, 02/12). [To teach or not to teach? It's a little more complicated than that](#). *Brookings Institution*.

**Kim, H.**, Care, E., & Vista, A. (2019, 01/30). [Education systems need alignment for teaching and learning 21<sup>st</sup> century skills](#). *Brookings Institution*.

Care, E., Vista, A., **Kim, H.**, & Scoular, C. (2018, 10/19). [Collaborative capacity building in 21<sup>st</sup> century skills assessment: Reflections from Mongolia](#). *Brookings Institution*.

Vista, A., Care, E., & **Kim, H.** (2018, 6/14). [Working with countries in Asia to raise awareness of 21<sup>st</sup> century skills in classroom](#). *Brookings Institution*.

Truong, F. R., Carlson, A. G., & **Kim, H.** (2018, 4/13). [Teaching preschoolers learning strategies: 'What' meets 'how'](#). *Brookings Institution*.

Anderson, K., **Kim, H.**, Hegarty, S., & Henry, M. (2018, 4/6). [Can we assess if school and classroom practice align with national educational goals?](#) *Worlds of Education: Education International*.

**Kim, H.**, & Care, E. (2018, 3/27). [Learning progressions: Pathways for 21<sup>st</sup> century teaching and learning](#). *Brookings Institution*.

Cameron, C. E., Hirsh-Pasek, K. H., & **Kim, H.** (2018, 3/1). [Meet executive function: How to learn in the age of information overload](#). *Brookings Institution*.

Anderson, K., **Kim, H.**, & Hegarty, S. (2018, 2/23). [Can we assess if school and classroom practices align with national educational goals?](#) *Brookings Institution*.

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- Care, E., & **Kim, H.** (2018, 1/30). [From ivory towers to the classroom: How can we make academic research useful in the real world?](#) *Brookings Institution*.
- Barnett, T., Lawless, B., **Kim, H.**, & Vista, A. (2017, 12/12). [Complementary strategies for teaching collaboration and critical thinking skills](#). *Brookings Institution*.
- Mills, K., & **Kim, H.** (2017, 10/31). [Teaching problem solving: Let students get “stuck” and “unstuck”](#). *Brookings Institution*.
- Care, E., **Kim, H.**, & Vista, A. (2017, 10/17). [How do we teach 21<sup>st</sup> century skills in classrooms?](#) *Brookings Institution*.
- \*Roth, A., **Kim, H.**, & Care, E. (2017, 08/31). [New data on the breadth of skills movement: Over 150 countries included](#). *Brookings Institution*.
- Aga Khan Foundation (2017, April). [Investing in growing skills for a changing world](#). *Aga Khan Foundation*.
- Kim, H.**, & Scoular, C. (2017, 04/27). [Learning progressions: Road maps for 21<sup>st</sup>-century students—and teachers](#). *Stanford Social Innovation Review*.
- \*Horton, S., **Kim, H.**, & Care, E. (2017, 04/26). [New data on the breadth of skills movement: Consolidation](#). *Brookings Institution*.
- Kwauk, C., Braga, A., & **Kim, H.** (2017, 04/03). [Skills for a “gendered” world: Adding a gender perspective to the skills debate](#). *Brookings Institution*.
- Kim, H.**, McGivney, E., & Care, E. (2017, 03/28). [Science of learning: Why do we care?](#) *Brookings Institution*.
- Kim, H.**, & Kwauk, C. (2017, 03/14). [Let’s not forget the essential link between psychology and education](#). *Brookings Institution*.
- Kim, H.**, Care, E., & Ditmore, T. D. (2017, 01/24). [New data on the breadth of skills movement in education](#). *Brookings Institution*.
- Care, E., & **Kim, H.** (2017, 01/17). [Let’s aspire, but be realistic: What skills can be taught for the 21<sup>st</sup> century?](#) *Brookings Institution*.
- Booren, L. M. (2014, 12/5). [Student Profile: Helyn Kim Returns to Curry to Focus on Researching Early Foundational Skills](#). *University of Virginia, Curry School of Education*.
- Booren, L. M. (2014, 4/1). [Members from VEST participate in key role at CRC](#). *University of Virginia, Curry School of Education*.

## CONFERENCE/INVITED PRESENTATIONS

## CURRICULUM VITAE

- Kim, H.**, & Care, E. (2020, Mar). Using classroom-based assessments to teach and assess 21<sup>st</sup> century skills. Paper submitted in M. Giacomazzi (chair), Cultivating and Assessing Critical Thinking in sub-Saharan Africa, Comparative & International Education Society (CIES) 2020, Miami, FL.
- Kim, H.**, Cameron, C. E., Doromal, J. B., Mace, A. (2019, Oct). *Multiple social-emotional learning components at kindergarten entry contribute to teacher SEL ratings through first grade*. Poster presented at 2019 Social & Emotional Learning Exchange, Chicago, IL.
- Kim, H.** (2019, July). *Optimizing Assessment for All: Measuring 21<sup>st</sup> Century Skills*. FHI360 Evidence that Matters Seminar Series, Washington, DC.
- Kim, H.** (2019, July). *Classroom-based assessment of 21<sup>st</sup> century skills*. Presentation given at the TALENT Workshop on classroom-based formative assessment, Addis Ababa, Ethiopia.
- Kim, H.**, & Care, E. (2019, April). *Optimizing Assessment for All: Implementation challenges to assessment teaching of 21<sup>st</sup> century skills*. Paper presented in E. Care (chair), Advocacy needs in implementation of 21<sup>st</sup> century skills in education systems at Comparative & International Education Society (CIES) 2019, San Francisco, CA.
- McClelland, M. M., Cameron, C. E., **Kim, H.**, Duncan, R. J., & Becker, D. (2019, March). *The role of executive function and motor skills in academic success among children in the US*. Paper presented in S. Gestsdottir (chair), The integration of self-regulation and other school-related competencies in early and long-term educational success, at Society for Research in Child Development (SRCD) 2019, Baltimore, MD.
- Care, E., **Kim, H.**, & Vista, A. (2018, August). *Tests and test items associated with 21<sup>st</sup> century skills: A look at eight countries in Asia*. Paper presented at the plenary session at Reforming educational assessment: A renewed agenda, Association for Educational Assessment in Africa 2018, Maseru, Lesotho.
- Kim, H.**, & Care, E. (2018, August). *A critical look at continuous assessment*. Paper presented at Reforming educational assessment: A renewed agenda, Association for Educational Assessment in Africa 2018, Maseru, Lesotho.
- Anderson, K., Cabrera, F., Hegarty, S., Henry, M., **Kim, H.**, Care, E., & Kinyanjui, J. (2018, March). *Breadth of learning opportunities: A fresh approach to evaluating education systems*. Paper presented at Re-mapping Global Education: South-North Dialogue, Comparative & International Education Society (CIES) 2018, Mexico City, MX.
- Kim, H.** (2017, Nov). *Skills for a changing world*. Invited Guest Speaker. Spring 2018 Colloquia Series. George Mason University.

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- Cameron, C. E., **Kim, H.**, Duncan, R., Becker, D., & McClelland, M. M. (2017, Oct.). *Bidirectional and co-developing associations of cognitive and academic skills during kindergarten*. Paper presented in M. M. McClelland (chair), Executive Function Across the Life-Span, Society for the Study of Human Development (SSHD), Providence, RI.
- McClelland, M., Cameron, C. E., **Kim, H.**, Duncan, R., Becker, D., Geldhof, G. J.,...& Dick, A. (2017, Oct.). *Executive function across the life-span*. Paper presented at Society for the Study of Human Development 2017 Conference, Providence, RI.
- Anderson, K., & **Kim, H.** (2017, Aug). *Skills for a changing world*. Invited presentation at Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL). Pátzcuaro, Michoacán de Ocampo, México
- Kim, H.**, & Care, E. (2017, Aug). *Considering authenticity of skills assessments*. Paper presented at Enhancing the Quality of Practical Skills Assessment Association for Educational Assessment in Africa 2017, Uganda.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *The development of theory of mind: Predictors and moderators of improvement in kindergarten*. Paper presented in Intersecting Social-Emotional and Academic Domains: Observational Studies of Contexts and Personal Characteristics roundtable session, 2017 American Educational Research Association Annual Conference, San Antonio, TX.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *Longitudinal associations among executive function, visuomotor integration, and achievement: Timing is everything*. Paper presented in Data-Driven Approaches in Educational Neuroscience paper session, 2017 American Educational Research Association Annual Conference, San Antonio, TX.
- West, H., Adams, C., & **Kim, H.** (2017, April). *Classroom quality as a predictor of classroom behavior in a sample of socio-demographically at-risk students*. Poster presented at 2017 Society for Research in Child Development Conference, Austin, TX.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *Mental representation, theory of mind, and social skills: Cross-lagged associations across kindergarten and first grade*. Poster presented at 2017 Society for Research in Child Development Conference, Austin, TX.
- Brock, L. L., **Kim, H.**, & Adams, C. (2017, April). *Self-regulation, perspective-taking, and student-teacher relationships in kindergarten*. Paper presented in C. Mulcahy (chair), Self-regulation and student-teacher relationships: Variable and person-centered approaches examining connections to development, 2017 Society for Research in Child Development Conference, Austin, TX.
- Kim, H.**, Cameron, C. E., \*Doromal, J. B., & Grissmer, D. W. (2017, April). *Patterns of behavioral self-regulation in low-income kindergarten children: Integrating variable- and person-centered approaches*. Paper accepted for C. Mulcahy (chair), Self-regulation and student-teacher relationships: Variable and person-centered approaches examining

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connections to development, 2017 Society for Research in Child Development Conference, Austin, TX.

Care, E., Luo, R., & **Kim, H.** (2017, March). *Transversal competencies in the Asia Pacific region*. Paper presented in **H. Kim** (chair), Visualizing the breadth of skills movement across education systems, 2017 Comparative and International Education Society (CIES) Annual Meeting, Atlanta, GA.

**Kim, H.**, Anderson, K., & Care, E. (2017, March). *Mapping as an introduction to the ubiquity of mission*. Paper presented in **H. Kim** (chair), Visualizing the breadth of skills movement across education systems, 2017 Comparative and International Education Society (CIES) Annual Meeting, Atlanta, GA.

**Kim, H.** (2016, Oct.). Invited Panelist. Launch reception: *Bridging the skills gap: Insights from educators, employers, and youth in Latin America and the Caribbean*. FHI360 and R4D, Washington, D.C.

Care, E., Anderson, K., & **Kim, H.** (2016, Sept.). *Visualizing the breadth of skills movement across education systems*. Report presented in Reception: Skills for a Changing World: Acknowledging progress and building momentum, 71<sup>st</sup> session of United National General Assembly, New York City, NY.

**Kim, H.**, \*Doromal, J. B., & Cameron, C. E. (2016, July). *Patterns of behavioral self-regulation in low-income kindergarten children: A person-centered approach*. Poster presented at 2016 National Research Conference for Early Childhood, Washington, DC.

**Top Scoring Student Poster Abstract; Invitation to Submit to ECPN Student Poster Contest:**  
Ross, K. M., **Kim, H.**, Tolan, P., & Jennings, P. A. (2016, May). *A longitudinal investigation of social and emotional development in adolescence by gender*. Poster presented at 2016 Society for Prevention Research Annual Conference, San Francisco, CA.

### **Gold Medal Winner—Distinctions for Poster Presentations:**

**Kim, H.**, Duran, C. A. K., Cameron, C. E., & Grissmer, D. (2016, April). *Longitudinal associations among three cognitive processes and children's mathematical ability in early elementary school*. Poster presented at the 5<sup>th</sup> Annual Joint Conference of the Upstate Chapters of the American Statistical Association (UP-STAT), Buffalo, NY.

### **AERA Classroom Observation Special Interest Group Exemplary Paper Nomination:**

**Kim, H.**, Cameron, C. E., Adams, C., & West, H. (2016, April). *Validating an individualized child observational measure in low-income kindergarten classrooms*. Paper presented in B. L. Alford (chair), Classroom observations: Instruments, application, and findings, 2016 American Educational Research Association Annual Conference, Washington, DC.

Cameron, C. E., **Kim, H.**, Duncan, R. J., Decker, D. R., & McClelland, M. M. (2016, April). *Improving in EF and visuo-motor integration predicts kindergarten achievement:*

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*Evidence from Two U.S. States.* Poster presented at 2016 American Educational Research Association Annual Conference, Washington, DC.

- Kim, H.,** Duran, C. A. K., Cameron, C. E., & Grissmer, D. (2016, April). *Developmental relations among three cognitive processes and mathematics achievement in young children.* Roundtable presented at 2016 American Educational Research Association Annual Conference, Washington, DC.
- Ross, K. M., **Kim, H.,** & Tolan, P. (2016, April). *A look into the normative growth trajectory of social and emotional skills for adolescence.* Paper presented in J. Allen (chair), Longitudinal pathways for emotional development across adolescence, 2016 Society for Research on Adolescence Annual Conference, Baltimore, MD.
- Kim, H.** (2015, November). *Deconstructing the foundations of learning in early childhood.* Early Childhood Research Center: Early Learning and Development Seminar Series, Graduate School of Education, University at Buffalo, The State University of New York.
- Kim, H.,** Duran, C. A. K., Cameron, C. E., & Grissmer, D. (2015, May). *Longitudinal relations among sensorimotor coordination, visual attention and perception, visuo-motor integration, and mathematics achievement in young children.* Poster presented at 2015 American Psychological Association Annual Conference, New York, NY.
- Kim, H.** (2015, April). *Visuomotor integration: A new predictor of classroom self-regulation.* Poster presented at 2015 American Educational Research Association Annual Conference, Chicago, IL.
- \*Mullany, W., **Kim, H.,** Cottone, E. A., & Cameron, C. E. (2015, March). *Exploring teacher spatial language use in the classroom context and its relation to children's spatial skills.* Poster presented at 2015 Curry Research Conference, Charlottesville, VA.
- Brock, L. L., **Kim, H.,** Adams, C., Mashburn, A., & Grissmer, D. (2015, March). *Theory of mind as an indicator of school readiness: The role of perspective-taking in a sample of low-income kindergartners.* Poster presented at 2015 Society for Research in Child Development Conference, Philadelphia, PA.
- Cameron, C. E., **Kim, H.,** Mashburn, A., Adams, C., West, H., & Grissmer, D. (2015, March). *Classroom conditions to consider when testing the impacts of an after-school SEL program on kindergartners' classroom engagement.* Paper presented in R. Bulotsky Shearer (chair), Helping young children to positively engage in early childhood classrooms: Findings from three social-emotional learning programs, 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Cameron, C. E., & **Kim, H.** (2015, March). *Beyond initial level, does improvement in EF and visuomotor skills predict kindergarten achievement gains?.* Poster presented at a Special Evening Poster Session on the Strategic Plan at 2015 Society for Research in Child Development Conference, Philadelphia, PA.

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- \*Magana, Y., **Kim, H.**, & Cottone, E. A. (2014, November). *Instructors' quality of intervention deliverance as a component of intervention fidelity and a predictor of MIM-C intervention outcomes*. Poster presented at 2014 Annual Biomedical Research Conference for Minority Students, San Antonio, TX.
- Duran, C. K., **Kim, H.**, & Grissmer, D. (2014, October). *Dissecting achievement gaps over time in the NAEP mathematics assessment*. Paper presented at Northeastern Education Research Association 2014, Trumbull, CT.
- \*Magana, Y., **Kim, H.**, & Cottone, E. A. (2014, July). *Intervention fidelity: Examining the associations between fidelity and Minds in Motion intervention outcomes*. Poster presented at Leadership Alliance National Symposium 2014 Conferences, Stamford, CT.
- Kim, H.**, Cameron, C. E., Cottone, E. A., & Grissmer, D. W. (2014, February). *Early levels and gains in fine motor skills predict later mathematics achievement*. Paper presented at Curry Research Conference 2014, Charlottesville, VA.
- Carlson, A. G., **Kim, H.**, & Curby, T. W. (2013, September). *Kindergarten fine motor skills and executive function predict growth in academic achievement*. Paper presented at Society for Research on Educational Effectiveness Fall 2013 Conference, Washington, D.C.
- Rowe, E., Curby, T. W., & **Kim, H.** (2013, July). *Variance in teacher ratings of children's adjustment*. Poster presented at 2013 American Psychological Association Annual Convention, Honolulu, HI.
- Kim, H.**, Murrah, W. M., Cameron, C. E., & Grissmer, D. (2013, May). *Associations among teacher-reported children's motor and their social, and academic skills*. Poster presented at Association for Psychological Science Conference 2013, Washington, D.C.
- Kim, H.**, & Curby, T. W. (2013, April). *Comparisons of the relative contributions of early fine motor and attention skills on changes in academic achievement*. Poster presented at 2013 Society for Research in Child Development Conference, Seattle, WA.
- Kim, H.**, Murrah, W. M., Cameron, C. E., & Grissmer, D. (2013, February). *Associations among motor, social, and academic skills in young children*. Poster presented at Curry Research Conference 2013, Charlottesville, VA.
- Kim, H.**, Curby, T. W., Bader-Tables, R., Dolores, M., & Winsler, A. (2012, June). *Concurrent and longitudinal links between motor, social, and cognitive skills in preschool children with disabilities*. Poster presented at Head Start's Eleventh National Research Conference, Washington, D.C.
- Rimm-Kaufman, S. E., Nathanson, L., Brock, L., & **Kim, H.** (2006, June) *Child, preschool, and family predictors of difficulty with the transition to kindergarten in a rural sample*. Poster presented at Head Start's Eighth National Research Conference, Charlottesville, VA.

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### GRANT FUNDING

**Kim, H.**, & Care, E. (2019-2020). *Developing teacher and student measures of happiness factors*. Dream a Dream. Lead.

**Kim, H.** & Care, E. (2019-2020). *National level prioritizations regarding prioritization of skills and characteristics in students*. Center for Curriculum Redesign. Lead.

Care, E. (2017-2020). *Optimizing Assessment for All: Measuring 21<sup>st</sup> Century Skills*. Anonymous Funder. Post-Doctoral Fellow.

Grissmer, D. W., & Hulleman, C. (2013-2018, 1252463). *Developmental skills linked to math and science achievement: An interdisciplinary data-intensive approach to identification and improvement through experimental intervention*. NSF, DRL. Graduate research assistant.

Grissmer, D. W., & Mashburn, A. J. (2013-16). *Evaluation of the impacts and implementation of the WINGS for Kids social and emotional learning after-school program*. Edna McConnell Clark Foundation/Social Innovation Fund. Graduate research assistant.

Grissmer, D. W., & Mashburn, A. J. (2011-2015, R305A110703). *Efficacy of the WINGS after-school social and emotional learning (SEL) program*. IES, Goal 3, Graduate research assistant.

### PROFESSIONAL TRAINING

*Using Large-Scale Assessment Data for Secondary Analysis*. Falk Brese, IEA, Comparative and International Education Society (CIES), March 2017.

*Comparative and International Education Research Made Easy: How to Use Several Free Online Data Tools*. Sarah Guile, David Miller, and Yemurai Tsokodayi, American Institutes for Research, Comparative and International Education Society (CIES), March 2017.

*Value-Added Measures*. Dr. Susanna Loeb (Stanford University), University of Virginia, June 2016.

*Introduction to Web Scraping Techniques for Education Research*. Justin B. Doromal, M. A., University of Virginia, May 2016.

*Designing and implementing randomized control trials in education research*. Kelli Bird, M.A., University of Virginia, January 2016.

*Using Data to Create Common Ground and Inform Decision-Making in Schools & School Districts*. James P. Connell, President of Institute for Research and Reform in Education, University of Virginia, August 2015.

## CURRICULUM VITAE

*Statistical Mediation, Moderation, and Conditional Process Analysis*. Dr. Andrew F. Hayes (Ohio State University), University of Virginia, June 2015.

*Applied Latent Class Analysis*. Katherine Masyn (Georgia State University), Co-Sponsored by Association for Psychological Science (APS) and Society of Multivariate Experimental Psychology (SMEP), New York, NY, May 2015.

*CFP Consortium Call: The Job You Want—Paths to Academic and Non-Academic Careers*. Moderated by: Anna Johnson; Speakers: Erin Bumgarner, Terri Sabol, and Lindsey Hutchison, University-Based Child and Family Policy (CFP) Consortium, May 2015.

*Missing Values, SEM, & Growth Curves using Stata*. Dr. Alan Acock, Webinar Series, National Council on Family Relations, Sept-Oct 2014.

*R Workshop*. Dan Martin, University of Virginia, August 2014.

*Social Network Analysis*. Drs. Brian Junker (Carnegie Mellon University) and Tracy Sweet, (University of Maryland), University of Virginia, June 2014.

*Missing Data*. Dr. Craig Enders (Arizona State University), University of Virginia, May 2014.

*Grant Writing 101*. Dr. Catherine Bradshaw, University of Virginia, March 2014

*Meta-analysis*. Dr. Elizabeth Tipton (Columbia University), University of Virginia, July 2013.

*Hierarchical Linear Modeling*. Dr. Allison Atteberry, University of Virginia, June 2013.

### **UNIVERSITY TEACHING EXPERIENCE**

2014, Spring Teaching Assistant, EDLF 5500, Cognitive Psychology of Education  
Supervisor: Dr. Claire E. Cameron, University of Virginia

2011-2012 Laboratory Instructor, PSYC 300 – Statistics in Psychology  
Supervisor: Dr. Michael E. Hurley, George Mason University

### **RELATED PROFESSIONAL EXPERIENCE/SERVICE**

*National Geographic Learning-Cengage*, Advisory Board Member (2019)

*Teacher and Teacher Education*; Reviewer (2017)

*Educational Researcher*; Reviewer (2017)

*Developmental Psychology*; Reviewer (2016-present)

External peer reviewer for UNESCO report on [Assessment of Transversal Competencies: Policy and Practice in the Asia-Pacific Region](#) (2016)

*CASTL Academic Writing Group*; Coordinator, 2015; Member, 2012-2016.

*FOCAL Lab Works-In-Progress Meeting*; Coordinator (2015)

## CURRICULUM VITAE

*Graduate Student Summer Academic Writing Group*; Organizer (Summer 2014; 2015)  
*Summer Undergraduate Research Program*, Graduate Student Mentor (Summer 2014, 2015)  
*Learning and Individual Differences*; Reviewer (2014-present)  
*Early Childhood Research Quarterly*; Reviewer (2013-present)  
*Early Education and Development*; Reviewer (2012-present)  
*Curry Research Conference*; Proposal Reviewer (2013)  
*American Journal of Speech-Language Pathology*; Student Reviewer (2012)  
*Early Childhood Special Education Teacher*, Fairfax County Public Schools, VA (2007-2010)

### **EXPERIENCE WITH LARGE-SCALE DATA SETS**

Early Childhood Longitudinal Study-1998 Kindergarten Cohort (ECLS-K)  
National Assessment of Educational Progress (NAEP)

### **PROFICIENT IN THE USE OF THE FOLLOWING PROGRAMS**

SPSS  
MPLUS  
R  
STATA  
Microsoft Office (e.g., Word, Excel, PowerPoint)

### **PROFESSIONAL MEMBERSHIPS**

2016-current Comparative and International Education Society (CIES)  
2013-2015 Society for Research on Educational Effectiveness (SREE)  
2012-2017 American Educational Research Association (AERA); Division E & H Member  
2012-2016 Society for Research in Child Development (SRCD)

### **HONORS AND AWARDS**

2016 UP-STAT 2016 Conference Gold Medal Winner for Poster Presentations  
2016 American Educational Research Association (AERA), Classroom Observation  
Special Interest Group Exemplary Paper Nomination  
2012-2016 Virginia Education Science Training (VEST) Institute of Education Sciences Pre-  
Doctoral Fellowship, University of Virginia  
2012-2015 Vice President for Research and Graduate Studies Fellowship  
2012-2015 Education, Leadership, Foundation Fellowship  
2011-2012 Graduate Research Assistantship, George Mason University  
2010-2011 Graduate Teaching Assistantship, George Mason University  
2007 Early Childhood and Developmental Risk Program Fellowship, University of  
Virginia  
2006 Robert P. and Anne W. Buford Scholarship Recipient, University of Virginia  
2006 Virginia Council for Exceptional Children Teacher Candidate Scholar

## CURRICULUM VITAE

### CERTIFICATIONS

- 2011-present Classroom Assessment Scoring System (CLASS)
- 2007-2012 Virginia Teacher License, Early Childhood Developmental Risk (Birth-5 yrs),  
Pre-K Primary (K-3<sup>rd</sup>)
- 2008 Preschool Language Scale-Fourth Edition (PLS-4)
- 2008 Learning Accomplishment Profile-Diagnostic Edition (LAP-D)