

Paola A. Guerrero-Rosada

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Education

University of Michigan, Ann Arbor, MI Ph.D. in Education and Psychology	Expected May 2023
University of Michigan, Ann Arbor, MI M.Sc., Psychology	May 2020
Universidad de Los Andes, Bogotá, Colombia M.Sc., Psychology	May 2015
Universidad del Valle, Cali, Colombia. B.A., Psychology	May 2005

Research Interests

Early Childhood Education Quality; Equitable Access to Early Education; Program and Policy Evaluation; Measurement, Causal Inference

Fellowships

National Academy of Education/Spencer Dissertation Fellowship	2022
Rackham Predoctoral Fellowship, University of Michigan	2022
VIZA Fellowship, Psychology Department, University of Michigan	2019
International Student Fellowship, Rackham Graduate School, University of Michigan	2018
Equity and Inclusion Student Fellowship, Association for Public Policy Analysis and Management (APPAM)	2018

Awards and Scholarships

Dissertation Funding Award, Society for Research in Child Development (SRCD)	2022
Conference Mentored Travel Award, Society for Research on Educational Effectiveness (SREE)	2022
Intersection of Racial Equity and Time-Series Methods Conference Scholarship, U. of Delaware	2022
Building Future Faculty Program, North Carolina State University	2022
Summer Training Award, ICPSR Summer Program in Quantitative Methods of Social Research	2018, 2022
Summer Research Award, Psychology Department, University of Michigan	2020 – 2022
Conference Travel Award, Rackham Graduate School, University of Michigan	2019, 2022

Peer-Reviewed Publications

- Weiland, C., Moffett, L., **Guerrero-Rosada, P.**, Weissman, A., Zhang, K., Maier, M., Snow, C., McCormick, M., & Hsueh, J. (In press). *Is child-level measurement the key to improving the predictive validity of observational measures in early education classrooms?* *Early Childhood Research Quarterly*.
- McCormick, M., Pralica, M., Weiland, C., Hsueh, J., Moffett, L., **Guerrero-Rosada, P.**, Weissman, A., Zhang, K., Snow, C., Maier, M., Taylor, A., Sachs, J. (2022). Does Kindergarten Instruction Matter for Sustaining the PreK Boost? Evidence from Individual- and Classroom-level Survey and Observational Data. *Developmental Psychology*. <https://doi.org/10.1037/dev0001358>
- Guerrero-Rosada, P.**, Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C., & Maier, M. (2021). Null relations between CLASS scores and gains in children's language, math, and executive function skills: A replication and extension study. *Early Childhood Research Quarterly*, 54, 1–12. <https://doi.org/10.1016/j.ecresq.2020.07.009>

- McCormick, M.P., Pralica, M., **Guerrero-Rosada, P.**, Weiland, C., Hsueh, J., Condliffe, B., Sachs, J., Snow, C. (2020). Can center-based care reduce summer slowdown prior to kindergarten? Exploring variation by family income, race/ethnicity, and Dual Language Learner status. *American Educational Research Journal*, 1 – 36. <https://doi.org/10.3102/0002831220944908>
- Ponguta, A., Maldonado-Carreno, C., Lynn Kagan, S., Yoshikawa, H., Nieto, A.M., Aragon, C.A., Mateus, A. Rodriguez, A.M., Motta, A., Ramirez-Varela, L., **Guerrero, P.**, Escallon, E. (2019). Adaptation and application of the Measuring Early Learning Quality and Outcomes (MELQO) framework to Early Childhood Education Settings in Colombia. *Zeitschrift für Psychologie*, 227, 105–112. <https://doi.org/10.1027/2151-2604/a000361>
- Ospina, V., **Guerrero, P.**, & Cantor, J. (2017). Agency trajectories of young children: A proposal for the analysis of everyday caregiving practices. *Psicología desde el Caribe*, 34 (3).
- Maldonado-Carreño, C.; **Guerrero, P.** & Solano, A. (2016). Entre el cuidado y la educación: trayectorias profesionales de maestras de educación inicial en Colombia (Between care and early childhood education: professional trajectories of early childhood teachers in Colombia). In S. Romero-Contreras & S. Concha (Eds.), *Formación docente en el área de lenguaje. Experiencias Latinoamericanas*. Universidad Diego Portales.
- Maldonado-Carreño, C. & **Guerrero, P.** (2015). *La educación inicial desde la perspectiva de los derechos: Una mirada a los procesos en el aula (Early childhood education from rights perspective: a review of processes in classrooms)*. Revista de Asuntos Públicos, School of Government. Universidad de los Andes.

Manuscripts Under Review / in Preparation

- Guerrero-Rosada, P.**, Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C., & Maier, M. (In preparation). *Time use in prekindergarten classrooms: Instructional profiles and associations with children's academic gains*.
- Guerrero-Rosada, P.**, Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C., & Maier, M. (In preparation). *Is the difficulty level of language, literacy, and math instruction associated with children's gains in kindergarten?*
- Guerrero-Rosada, P.**, Penfold, L., Dahbi, M., Xia, Y., Taylor, A., Weiland, C., Snow, C., Sachs, J., McCormick, M. (In preparation). *Scaling Quality in a Universal Pre-K program: Teacher Perceptions of Curriculum and Coaching Supports*.

Policy Briefs

- Guerrero-Rosada, P.**, Duke, N., Ponce, I., González, V., Villalón, E. (2022). [¡Todos a leer! Prácticas esenciales para la enseñanza de la lectoescritura en Puerto Rico](#). San Juan, P.R. In collaboration with Flamboyant Foundation.
- Weiland, C., & **Guerrero-Rosada, P.** (2022). [Equitable Measurement of Pre-K Classroom Quality: What We Know, Gaps in the Field, and Promising Directions](#). New York, NY: MDRC (with support of Gates Foundation).
- Weiland, C., Greenberg, E., Bassok, D., Markowitz, A., **Guerrero-Rosada, P.**, Luetmer, G., Abenavoli, R., Gomez, C., Johnson, A., Jones-Harden, B. and Maier, M., McCormick, M., Morris, P., Nores, M., Philips, D., Snow, C. (2021). [Historic Crisis, Historic Opportunity: Using evidence to mitigate the effects of the COVID-19 crisis on young children and early care and education programs](#). Ann Arbor, MI and Washington, DC: Gerald R. Ford School of Public Policy and Urban Institute.
- Guerrero-Rosada, P.**, Weiland, C., Taylor, A., Penfold, L., Snow, C., Sachs, J., McCormick, M. (2021). [Effects of COVID-19 on early childhood education centers: Descriptive evidence from Boston Universal Prekindergarten Initiative](#). Ann Arbor, MI: Education Policy Initiative.

Selected Peer-Reviewed Conference Papers

- Guerrero-Rosada, P.,** Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C. (2022). Time use in prekindergarten classrooms: Instructional profiles from two different measures and associations with children's cognitive gains. In Meghan McCormick and Ximena Portilla (chairs): *Strengthening Measures of Early Learning to Be More Equitable, Scalable, and Impactful*. Paper presented at the Society for Research in Educational Effectiveness (SREE) annual conference – Arlington, VA.
- Guerrero-Rosada, P.,** Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C. (2021). Teacher-reported and observed instruction in early childhood: Which measure better predicts children's development? In Susan Sheridan (chair): *Teacher Practices and Individual Student Experiences: Measuring Influences on Pre-Kindergarten through Third Grade Students*. Paper session - SRCD.
- Maldonado-Carreño, C., Rey-Guerra, C., Jimenez, T., Plata, T., **Guerrero-Rosada, P.** (2021). Pre-Kindergarten Quality and Children's Academic Achievement in Third Grade: Evidence from Colombia. In Elizabeth Votruba-Drzal (chair): *Evidence of the benefits of early childhood programs on child development in international contexts*. Paper session – SRCD.
- Guerrero-Rosada, P.,** Weiland, C., Taylor, A., Penfold, L., Snow, C., Sachs, J., McCormick, M. (2020). Effects of COVID-19 on early childhood education centers: Descriptive evidence from Boston Universal Prekindergarten Initiative. In Stacy B. Ehrlich (chair): *Child Care in the time of COVID-19: New evidence from child care business owners, early educators, and parents to inform recovery efforts*. Paper session – Association for Public Policy Analysis and Management (APPAM) annual conference.
- Guerrero, P.,** Weiland, C., McCormick, M., Hsueh, J., Sachs, J., Snow, C. (2020). Advanced math and language instruction in preschool and kindergarten. Associations with academic gains and differences by children's demographic characteristics. In Michah Rothbart (chair): *Pre-Kindergarten: Alignment & Quality*. Paper session – Association for Education Finance and Policy (AEFP). Fort Worth, Texas.
- Guerrero, P.,** Weiland, McCormick, M., C., Snow, C., Hsueh, J., Sachs, J. (2019). Associations between classroom quality and early development. The moderating role of early gaps in language. In Christina Weiland (chair), *Disparities in early childhood education: Three observational approaches to literacy achievement and development*. Paper session - SRCD. Baltimore, Maryland.
- Guerrero, P.,** Maldonado, C. (2017). Instructional Interactions with Toddlers: An exploration of joint attention in daycare centers in Colombia. Paper session – AERA, San Antonio, TX.
- Maldonado-Carreno, C., Escallon, E., **Guerrero Rosada, P.** (2017). Evaluation of a Preschool Teacher's Professional Development Program in Colombia. Paper session – SRCD, Austin, TX.
- Cardozo, F., **Guerrero Rosada, P.,** Molano, A. (2017). Time-variant effects of friendship change on academic achievement: An exploratory social-network analysis in Colombia. Poster session, Austin, TX.
- Guerrero, P.,** Cardozo, F., Molano, A. (2017). De Cero a Siempre: Access to High-Quality Early Childhood Education in Colombia. Paper session – SRCD, Austin, TX.
- Guerrero Rosada, P.,** Maldonado-Carreño, C. (2017). Daycare classrooms quality and toddler's triadic interactions with their teachers: an observational study in Bogotá, Colombia. Poster session – SRCD, Austin, TX.
- Ospina, V., **Guerrero, P.** & Cantor, J. (2015). Trayectorias de Agenciamiento de Niños Menores de Dos Años: Una Propuesta Para el Análisis de Interacciones Cotidianas en Contextos de Cuidado (Agency Trajectories in Toddlers: A method for analyzing daily interactions in early care centers). Paper presented in Colombian Congress of Psychology.
- Maldonado-Carreno, C., **Guerrero Rosada, P.,** Votruba-Drzal, E., Betancur, L. (2015). Early Childhood Development and Preschool Quality in Bogotá, Colombia. Paper session– SRCD, Philadelphia, PA.
- Guerrero, P.** & Maldonado-Carreño, C. (2015). Instructional Interactions with Toddlers: An Exploration of Joint Attention in Day Care Centers in Colombia. Poster session – SRCD, Philadelphia, PA.

Research Experience

Graduate Student Research Assistant. Expanding Children's Early Learning (ExCEL) P-3. PI: Dr. Christina Weiland (University of Michigan) and Dr. JoAnn Hsueh (MDRC)	2017 - Present
Graduate Student Research Assistant. Building a Strong and Equitable Mixed-Auspice Prekindergarten System (MAPS). PI: Dr. Christina Weiland (University of Michigan) and Dr. Catherine Snow (Harvard Graduate School of Education)	2017 - Present
Co-PI. Evaluation of a Professional Development Program for Preschool Teachers in Colombia (aeioTU). With Dr. Carolina Maldonado and Dr. Eduardo Escallón. Interamerican Development Bank – Fundación Carulla	2015 - 2016
Project Manager. Measuring the Quality of Early Childhood Centers in Colombia PI: Drs. Carolina Maldonado, Hirokazu Yoshikawa, Lynn Kagan, Angélica Pongutá Ministry of National Education – ICFES. Universidad de Los Andes, Colombia	2015 - 2016
Research Assistant. Early childcare education and children's development in Colombia PI: Dr. Carolina Maldonado and Dr. Elizabeth Votruba-Drzal. Fondo de Apoyo a Profesores Asistentes, Universidad de Los Andes	2013 – 2014
Project Manager. Corporación Niñez y Conocimiento, Colombia Led a research team implementing the scale-up of a professional development program for teachers in family-based care settings in two cities (Bogota and Cali, Colombia)	2010 - 2013

Teaching and Mentoring Experience

Graduate Student Instructor

Introduction to Psychology. University of Michigan, Ann Arbor Designed lesson plans, conducted discussion sections, supported evaluations design, graded students written production, held office hours, provided individualized support to students (Average teaching evaluations: 4.5)	2018 – 2019
Advanced Research Methods (Practice Lab). Universidad de Los Andes, Colombia Designed and conducted lab sessions for Advanced Research Methods using Stata and SPSS (Class for Master and Ph.D. students in Psychology, Sociology, Education, and Policy Science) Created syllabi, lesson plans, scripts, taught and graded sections, held office hours, co-authored a comprehensive guide to navigate software	2014 – 2015

Instructor of record

Developed course syllabi, created lesson plans and evaluations, taught class sessions, conducted office hours, and graded coursework. All classes were project-based research designs, and I supported students throughout all phases of their independent projects.

• Pedagogical Practicum – Minor in Education, Universidad de los Andes, Colombia	2016
• Psychometrics – Psychology Department, Universidad ICESI, Colombia	2011 – 2013
• Cognition and Learning – Psychology Department, Universidad del Valle, Colombia	2009 – 2010
• Child Development – Psychology Department, Universidad del Valle, Colombia	2009 – 2010

Mentoring

Statistics Mentor, CPEP, University of Michigan	Present
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Offer academic support to first-year graduate students who need to strengthen conceptual basis of statistics and gain comfort with statistical software	
Diversity Writing Group Coordinator, CPEP, University of Michigan Coordinated and led writing for ten graduate students working on submitting manuscripts to scientific journals, coordinated writing workshops, and led peer-review sessions	Summer 2022
Dissertation Writing Group Leader, Sweetland Writing Center, University of Michigan Coordinated and led writing for four graduate students, facilitated peer review sessions	Winter 2022
Equity and Early Learning Lab – Undergraduate Research Opportunity Program (UROP), University of Michigan. Mentored undergraduate students in research activities	2017 – 2022
School of Education, Universidad de Los Andes. Mentored four undergraduate and graduate research assistants	2013 – 2017

Academic positions

Director of Undergraduate Programs – School of Education. Universidad de Los Andes, Colombia Structured, supervised, and assessed pre-service teacher training programs. Negotiated interdisciplinary design and attained all levels of approval for six academic degree programs in education	2016 – 2017
Special Programs Manager – School of Education. Universidad de Los Andes, Colombia Analyzed the current state of pre-service teacher training in Colombia and developed an evidence-based interdisciplinary design for innovative teaching education programs	2015

Consulting

Multisectoral Coalition for Reading - ¡Todos a Leer! A roadmap to support reading and writing in Puerto Rico	2022
Ministry of National Education (MEN) – Colombian Institute to Evaluation of Education (ICFES). “Design and Application of a Training Protocol for Coordinators, Enumerators, and Coders for Colombian Early Learning Quality Instrument (CELQI)”	2016 –2017
Brookings Institution. Support of MELQO Enumerators Training in Nicaragua	2016

Guest Lectures and Panels

Paths to the Professoriate: Pursuing A Career in Academia. Psychology Department, North Carolina State University	Oct 5, 2022
AERA EECD SIG Dissertation Grant Funding Session	Aug 31, 2022
Equitable Access to High-Quality Prekindergarten Centers. Educational Evaluation and Policy Analysis, North Carolina State University	Feb 8, 2022
Early Education Quality as a Mechanism for Equity. Project Outreach, Psychology Department. University of Michigan, Ann Arbor	Oct 26, 2021

Service

Membership Committee, Society for Research in Child Development	2022 – 2025
Admissions Committees. CPEP, University of Michigan	2020 – 2021
Colloquium Committee. CPEP, University of Michigan	2019 – 2022
Chair, Latinx Students Psychological Association, University of Michigan	2019 – 2020

Co-Chair, Latinx Students Psychological Association, University of Michigan	2018 – 2019
Recruitment Committees. CPEP, University of Michigan	2017 – 2018
Judge, Undergraduate Research Opportunity Program, University of Michigan	2018
Volunteer Mentor – En Nuestra Lengua, Ann Arbor	2017 – 2020

Skills

Languages: Spanish, English

Specialized training: Geo-spatial Analysis; Measurement, Scaling, and Dimensional Analysis; Multilevel Analysis; Longitudinal Analysis; Causal Inference

Statistical software: Stata, R, ArcGIS Pro, Qualtrics Survey Software

Professional Affiliations

Association for Public Policy Analysis and Management – APPAM

Society for Research in Child Development – SRCD

Association for Education Finance and Policy – AEFPP

Society for Research on Educational Effectiveness – SREE