

# KAMILAH B. LEGETTE

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## Education

2015      Ph.D. in Human Development and Family Studies, University of North Carolina at Greensboro  
2011      M.A. in Counselor Education, University of North Carolina at Charlotte  
2006      B.A in Psychology, Spelman College

## Employment

2025 -      Assistant Professor in School Psychology  
              Rutgers University

2021-2025    Assistant Professor of Psychology  
              University of Denver

2018-2021    Postdoctoral Research Fellow (NIH T<sub>32</sub>)  
              Center for Developmental Science and Frank Porter Graham Child Development Institute,  
              University of North Carolina at Chapel Hill and North Carolina State University

2015-2018    Postdoctoral Fellow  
              Duke University

## Publications

\*Graduate Student; \*\*Undergraduate Student

- Legette, K.B.** & Anyon, Y. (2025) Race conscious approaches addressing the ecologies of racial discipline disparities: Promoting school professionals' understanding of individual and institutional racism. *Urban Education*
- King, E. & **Legette, K.B.** (2025) Investigating Links Among Early Childhood Teachers' Beliefs about Child Emotion, Gender, and Race. *Journal of Research in Childhood Education*
- Legette., K.B.**, & Supple, A. (2025) Profiles of teachers' racial inequity beliefs: Associations with racialized perceptions of Black and White children's behaviors. *Journal of Educational Psychology*
- King, E., & **Legette, K.B.** (2025). Exploring the intersection of White parents' racial inequity beliefs, gendered emotion expectations, and children's social emotional competence. *Race and Social Problems*.
- Legette, K.B.** & King, E. (2024). The role of educators' racial beliefs in developing relationships with White preschool children. *Early Childhood Research Quarterly*.
- Toro, J., **Legette, K.B.**, Christophe, K., Pasco, M., Miller-Cotto, D., & Want, M. (2024). When ethnic-racial discrimination spills over and predicts the school adjustment of non-discriminated adolescents: The mediating role of classroom climate. *Developmental Psychology*.
- Garner, P., & **Legette, K.B.** (2024). A mixed-methods approach to identify elements of culturally-attuned teacher-student relationship interventions. *Psychology in the Schools*. <https://doi.org/10.1002/pits.23197>
- Griffin, C., Bañales, J., Hope, E., & **Legette, K.B.** (2024). Black adolescents' experiences with racial socialization, racial identity, and critical reflection of need for school change of racial inequity.

- Garner, P.W., & **Legette, K.B.** (2023). Teachers' social emotional learning competencies and social justice teaching beliefs and associations with children's prosocial behavior and community engagement. *Child & Youth Care Forum.* [https://doi.org/10.1207/s15566935eed1702\\_3](https://doi.org/10.1207/s15566935eed1702_3)
- Legette, K. B.**, Halberstadt, A. B., & \*Cassidy, C. (2023). Reducing racialized opportunity gaps through teachers' anti-racism social-emotional competency training and education. *Theory Into Practice.* <https://doi.org/10.1080/00405841.2023.2258736>
- Hughes, S., Sun., W., Garner, P.W., **Legette, K.B.**, & Halberstadt, A.G. (2023). Context matters as racialization evolves: Exploring bias in preservice teacher responses to children. *American Education Research Journal.* <https://doi.org/10.3102/00028312231200016>
- Legette, K.B.**, Supple, A., & Halberstadt, A.G. (2023). Racism and inequity beliefs (RIB): Initial validation. *Urban Review.* Doi: <https://doi.org/10.1007/s11256-023-00663-8>
- Legette, K.B.**, Iruka, I.U., Halberstadt, A.G. & \*Forte, A. (2023). Recognizing systemic and individual racial bias in teachers as a first step towards anti-racist schools. *Teaching and Teacher Education.* <https://doi.org/10.1016/j.tate.2023.104213>
- Legette, K.B.** & Anyon, Y. (2023). Just go to the office! An intersectional exploration of the role of race and gender in discipline referral reasons. *Race, Ethnicity, and Education.* doi: <https://doi.org/10.1080/13613324.2023.2192946>
- Legette, K.B.**, Supple, A., Harris, J., & Halberstadt A.G. (2023). Teachers' racialized anger in the classroom: Implications for discipline disparities. *Journal of School Psychology.* doi: <https://doi.org/10.1016/j.jsp.2023.05.004>
- Holiday, S., **Legette, K.B.**, Kuhn, L., Zgourou, E., Yazejian, N., & Iruka., I. (2023) Lead teacher, assistant teacher, and peer racial/ethnic match and child outcomes for Black children enrolled in high-quality early care and education programs. *Early Childhood Research Quarterly.* Doi: [10.1016/j.ecresq.2023.03.001](https://doi.org/10.1016/j.ecresq.2023.03.001)
- Clark, T., Salas-Wright, C., **Legette, K.B.**, Belgrave, F., Vaughn, M. (2022). Far from a monolith: A typology of externalizing behavior among African American youth. *Social Psychiatry and Psychiatric Epidemiology.* doi: [10.1007/s00127-021-02136-3](https://doi.org/10.1007/s00127-021-02136-3)
- Legette, K.B.**, Rogers, L.O., & Warren, C.A. (2022). Humanizing student-teacher relationships for Black children: Implications for teachers' social-emotional training. *Urban Education.* doi: [10.1177/0042085920933319](https://doi.org/10.1177/0042085920933319).
- Saleem, F., **Legette, K.B.**, & Byrd, C. (2022). Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescent. *Journal of School Psychology.* doi: <https://doi.org/10.1016/j.jsp.2022.01.001> *Article of the Year*
- Legette, K.B.**, Halberstadt, A.G., & \*Majors, A. T. (2021). Teachers' understanding of racial inequity beliefs in the classroom predicts perceptions of students' behaviors. *Contemporary Educational Psychology.* doi: <https://doi.org/10.1016/j.cedpsych.2021.102014>
- Byrd, C., & **Legette, K.B.** (2021). School ethnic-racial socialization and adolescent ethnic-racial identity. *Cultural Diversity and Ethnic Minority Psychology.* doi: [10.1037/cdp0000449](https://doi.org/10.1037/cdp0000449)

- Legette, K.B., & Kurtz-Costes, B. (2020).** Curricular tracking, students' academic identity, and school belonging. *Journal of Early Adolescence Research*. doi: <https://doi.org/10.1177/0272431620977659>
- Legette, K.B. (2020).** A social-cognitive perspective of the consequences of school track placement on youth outcomes. *Educational Psychology Review*. doi: [10.1007/s10648-020-09521-5](https://doi.org/10.1007/s10648-020-09521-5)
- Legette, K.B., & Kurtz-Costes, B. (2020).** Math track placement and reflected classroom appraisals influence changes in early adolescents' math self-concept. *Educational Psychology*. doi: 10.1080/01443410.2020.1760212
- Legette, K. (2018).** School tracking and youth self-perceptions: Implications for academic and racial identity. *Child Development*, 89, doi: [10.1080/01443410.2020.1760212](https://doi.org/10.1080/01443410.2020.1760212)

## **Book Chapters**

- Legette, K.B. & Halberstadt, A.G. (Forthcoming)** A.G. Teachers' cognitive and affective racial biases impact decisions in the classroom. In F. López, J. DeCuir-Gunby, & D. Gray (Eds). *Handbook of Educational Psychology*. Abingdon, UK: Routledge
- Legette, K.B., Harris, J., Griffin, C., & Hope, E. (2022).** Incorporating critical consciousness in teachers' social-emotional training: Implications for reducing racialized opportunity gaps. In N. Yoder & A. Skoog-Hoffman (Eds.), *Advances in motivation and achievement* (pp. 366-379). Emerald Publishing Limited
- Buehler, C., & **Legette, K. (2016).** Family adjustment issues. In M. K. Holt & A. E. Grills (Eds.), *Critical issues in school-based mental health: Evidence-based research, practice, and interventions* (pp. 118-131). New York: Routledge.

## **Grants**

### Current

**Public Good Funding;** University of Denver (PI: Kamilah Legette)  
2023-2024  
Promoting Positive Schooling Experiences in Denver Public Schools  
\$15,000

**Spencer Foundation** (Co-PI: Kamilah Legette)  
Examining Race Conscious Approaches in Promoting Equity in School Discipline  
Requested Amount: \$75, 000

### Received

**Professional Research Opportunities for Faculty;** University of Denver (PI: Kamilah Legette)  
2022-2023  
Exploring Links Between Inclusive Classroom Climate and Black Youth Racial Identity  
Award Amount: \$45,000

**Internalization Grant;** University of Denver (PI: Kamilah Legette)  
An Intersectional and International Approach Examining Race/Ethnicity, Class, and Child Mental Health  
2022-2023  
Award Amount: \$1,400

**The Center for Transformational Schools;** University of California, Los Angeles (Co-PI: Kamilah Legette)  
2021-2022  
California Multitiered Systems of Support

Award Amount: \$100,000

**Child Development Foundation: Promising Scholar** (PI: Kamilah Legette)

2021-2022

Teachers' Racialized Behavioral Appraisals: Exploring Emotion Regulation as a Mechanism to Reduce Racial Disparities in Discipline

Award Amount: \$15,000

**CAHSS Diversity Equity and Inclusion Grant;** University of Denver (PI: Kamilah Legette)

2021-2022

Award Amount: \$1,500

**Marsico Grant;** University of Denver (PI: Kamilah Legette)

2021-2022

Invited Speaker: Dr. Danielle Busby

Award Amount: \$2,150

**Non-laboratory Scholarship/Research Program: North Carolina State University** (Co-PI: Kamilah Legette)

2020-2021

Teachers' Role in the Promotion of a Positive Racial School Climate

Award Amount: \$12,200

**Presentations**

Invited Presentations

**Legette, K.B.** (2023). *Implementing race-conscious approaches to improving school climate: Introducing an equity-oriented restorative justice resource library*. Presented as part of symposium "New Approaches to Promote Supportive and Inclusive Classrooms/Schools" with Drs. Jena Doom and Kathryn Fox at the Healthy Outcomes from Positive Experiences (HOPE) Summit, Virtual

**Legette., K.B.** (2023). *Racial bias influences children's development and racialized schooling experiences*. Invited talk at the Midwestern Psychological Association, Chicago, Illinois

Farkas, T., **Legette, K.B.**, Anyon, Y., Melero, A., Morales, N. (2022). *Equity-oriented restorative justice*. Presented as part of webinar for The Center for the Transformation of Schools, University of California Los Angeles

**Legette, K.B.** (2018). *Contextual influences on adolescent development*. Department of Psychology. University of North Carolina at Chapel Hill.

**Legette, K.B.** (2017). *Implications of student tracking and teachers' racial perceptions on students' academic identity*. Undergraduate Admissions Office. Duke University.

**Legette, K.B.** (2016). *A step by step guide in using semi-structured interviews to conduct research*. Research on Education and Development of Youth. Duke University.

Selected Conference Presentations

**Legette, K.B. & Rozenman, M.** (2025). *It's in their Feelings: Implications of teachers emotions on racialized discipline*. Paper presented at the annual meeting for American Educational Research Association. Denver, CO

**Legette, K.B.** (2025) *Teachers racialized perceptions of Black and White children: The role of emotion*. Paper presented at the annual meeting for Western Psychological Association. Las Vegas, NV

- Legette, K.B. & Anyon, Y. (2025)** *A systematic review of race conscious policies and practices to reduce discipline disparities.* Paper presented at the Athens Institute in Athens, Greece.
- Legette, K.B. & Halberstadt, A. (2024).** *Using a conceptual model to advance racial equity in schools.* Paper presented as part of symposium at the Society for Research in Child Development Anti-Racist Developmental Science Summit. Panama City, Panama
- Legette, K.B. & Anyon, Y. (2024).** *A systematic review of race-conscious systemic and mindset approaches to reduce racial inequities in school discipline.* Paper presented as part of symposium at the Society for Research in Child Development Anti-Racist Developmental Science Summit. Panama City, Panama
- Legette, K.B. & Storage, D. (2024).** *Exploring early adolescents' internalizing symptoms over time: Effects of teachers' racial beliefs.* Paper presented as part of symposium at the Society for Research in Adolescence. Chicago, Illinois
- Legette, K.B., Supple, A., & Beauplan, Y. (2023).** *Profiles of teachers' racialized beliefs: Associations with perceptions of Black and White children's behaviors.* Paper presented as part of symposium at the Society for Research in Child Development Conference. Salt Lake City, Utah
- \*Martin, S., O'Neal, C., Cooke, A., **Legette, K.B.**, & Halberstadt, A. (2023). *Anti-racist behaviors, inequity beliefs, and racialized emotion biases in teachers.* Poster presented at the Society for Research in Child Development Conference. Salt Lake City, Utah
- \*Finch, E., \*Cassidy, C., & **Legette, K.B.** (2023). *Reported school climate and feelings of belonging for Latinx students: Moderation of feelings of belonging by parent's academic aspirations and expectations.* Poster presented at the Society for Research in Child Development Conference. Salt Lake City, Utah
- Hong, S., **Legette, K.B.**, Kuhn, L., Zgourou, E., Kainz, K., Yazejian, N., & Iruka, I. (2023). *Racial/Ethnic match and language and social outcomes for Black children enrolled in high-quality preschools.* Paper presented at the Society for Research in Child Development Conference. Salt Lake City, Utah
- \*Cohen, B., \*Cassidy, C., & **Legette, K.B.** (2023). *Examining the Link between Teachers' Racial Beliefs and Perceptions of Students' Social-Emotional Competencies.* Paper presented at the Midwestern Psychological Association. Chicago, Illinois
- Legette, K.B. (2022).** *What do teachers (not) see: Teachers' perceptions of students' racialized school experiences.* Paper presented at the Society for Research in Child Development Special Topics Meeting: Construction of the 'Other'. Rio Grande, Puerto Rico
- Legette, K.B., & Halberstadt, A. (2022).** *The complexity of racism: Teachers' understanding of systemic racism and their complicity in perpetuating inequity.* Paper presented at the Society for Research in Child Development Special Topics Meeting: Construction of the 'Other'. Rio Grande, Puerto Rico
- Legette, K.B., Halberstadt, A.G., Garner, P., & Hughes, S. (2022).** *The anger teacher see: Implications for student-teacher interactions.* Paper presented at the Society for Research in Adolescence Conference. New Orleans, LA
- King, E., \*PankeyT.TR., & **Legette, K.B.** (2021). *How We Talk about Feelings with Young Children: Gendered and Racialized Assumptions about Emotions.* Poster presented at the Zero to Three Annual Conference.

- Legette, K.B.,** Halberstadt, A.G., & \*Majors, A. T. (2021). *Teachers' racial inequity beliefs (but not efficacy) predict perceptions of students' behaviors*. Paper presented at the annual meeting for American Educational Research Association. Virtual.
- Legette, K.B.,** Wang, G., & Kurtz-Costes, B. (2020). *White parents' racial socialization predicted by racial attitudes and beliefs*. Poster to be presented at the bi-annual meeting for Society for Research in Adolescence. San Diego, CA. (Canceled due to COVID-19)
- Legette, K.B.,** Halberstadt, A., Hope, E., & Harris, J. (2020). *Teachers' social-emotional training (SET): Perceived but not actualized benefits for Black children*. Paper to be presented at the annual meeting for American Educational Research Association. San Francisco, CA (Canceled due to COVID-19)
- Griffin, C., Hope, E., Harris, J., **Legette, K.B.** (2020). Demystifying the presence and impact of the racial socialization in schools. Paper to be presented at the annual meeting for Society for Research Adolescence. San Diego, CA (Canceled due to COVID-19)
- Legette, K.B.** & Kurtz-Costes, B. (2020). *Math track placement and reflected classroom appraisals influence changes in early adolescents' math self-concept*. Poster to be presented at the annual meeting for the Association of Psychological Science. Chicago, IL. (Canceled due to COVID-19)
- Legette, K.B.,** Halberstadt, A., & Hope, E. (2019). *Disobedience: Teachers' racialized perceptions and students' perceived racial discrimination*. Paper presented at the biannual meeting of the Society for Research Child Development. Baltimore, MD
- Legette, K.B.** & Kurtz-Costes, B. (2019). *Predicting adolescents' math self-concept through school tracking and students' reflected classroom appraisals*. Poster presented at the biannual meeting of the Society for Research Child Development. Baltimore, MD
- Persons, E., **Legette, K.B.,** & Harris, A. (2017). *Do Perceptions of the learning environment matter for students' orientation toward STEM?* Paper presented at the annual meeting for the American Sociological Association. Montreal, Canada.
- Legette, K.B.,** & Crosby, D. (2015). *Influences of neighborhood racial and class composition on the neighborhood experiences and future orientation of Black youth*. Poster selected as special Poster Session 9 with Reception: Focusing on the Strategic Plan at the biannual meeting of the Society for Research on Adolescence. Philadelphia, Pennsylvania.
- Legette, K.B.,** & Crosby, D. (2014). *School tracking practices and student outcomes*. Poster presented at the biannual meeting of the Society for Research on Adolescence, Austin, Texas.
- Legette, K.B.,** & Crosby, D. (2014). *Neighborhood influences on the future orientation of Black and Latino youth*. Poster presented at the biannual meeting of the Society for Research on Adolescence, Austin, Texas.
- Legette, K.B.,** & Crosby, D. (2013). *Links among teacher beliefs, tracking, and students' academic self-efficacy beliefs*. Poster presented at the Graduate Research Expo, Greensboro, NC.

## Honors and Awards

- 2019 AERA-SRCD Middle Childhood Fellow
- 2019 AERA Division G Early Career Mentoring Meeting
- 2017 National Academy of Education /Spencer Postdoctoral Fellowship Finalist

## Teaching Experience

Instructor

PSYC 4080 Racism in Psychology, University of Denver  
 ASEM 2862 Racism, Schooling, & Development, University of Denver  
 PSYC 3701 Middle Childhood, University of Denver  
 PSYC 781 Contextual Influences on Children's Identity Development, Duke University  
 EDU 221 Schooling and Adolescent Development, Duke University  
 HDF 321 Issues in Parenting (Online), UNC-Greensboro

#### Co-Instructor

PSYC 781 Proseminar Developmental Science, UNC-Chapel Hill  
 HDF 303 Adolescent Development: From Puberty to Young Adulthood, UNC-Greensboro

### **Community Engagement**

**Legette, K.B.** (2023). *Bias in the Classroom: Implications for Children's Schooling Experiences*. Presented as part of the DPL-DU "Feed Your Mind" at the Ross University Hills Library.

**Legette, K.B.** (2019). *Using statistics to understand diversity and inclusion in the workplace and school*. The Winters Group: Diversity, inclusion, and cultural competence training.

**Legette, K.B.** (2018). *Bias in the classroom: Implications for students' academic identity*. Durham Academy Upper School.

**Legette, K.B.** (2017). *Schooling experiences, teachers' perceptions, and sixth graders academic identity*. Chapel Hill School District Research Division.

### **Service**

#### Editorial Board

2024 – Cultural Diversity & Ethnic Minority Psychology  
 2025- Journal of Experimental Education

#### Ad Hoc Reviewer

Social Development  
 Journal of Research on Adolescence  
 Developmental Psychology  
 Journal of Educational Psychology  
 Journal of Black Psychology  
 American Education Research Journal

#### University

2023 -2025 PROF Grant Reviewer, University of Denver  
 2021- 2025 Marsico Committee, College of Arts, Humanities, & Social Sciences, University of Denver  
 2022 -2025 Conversations in the Disciplines: Research, Writing, and Social Justice Panel, University Writing Program, University of Denver  
 2020-2021 Carolina Consortium on Human Development: Race, Equity, and Inclusion, FPG, UNC Chapel Hill  
 2018-2019 Institutional Review Board Departmental Review, Center for Developmental Science

#### Department

2022-2025 Created and Lead BLACKademics, Department of Psychology, University of Denver  
 2021-2023 Inclusive Excellence Committee, Department of Psychology, University of Denver  
 2020 Climate & Inclusion Committee, Department of Psychology and Neuroscience, UNC Chapel Hill

Mentorship

|           |                                                                                  |
|-----------|----------------------------------------------------------------------------------|
| 2022-2025 | Advising, PhD, University of Denver                                              |
| 2021-2025 | Microcredentials Faculty Sponsor, Department of Psychology, University of Denver |
| 2021-2025 | Task Supervisor, Graduate School of Social Work, University of Denver            |
| 2016-2017 | Advising, Undergraduate Child and Family Policy Certificate, Duke University     |