

Robert C. Pianta

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Education

Ph.D., Psychology, University of Minnesota, Minneapolis, MN, 1986
M.A., Special Education, University of Connecticut, Storrs, CT, 1978
B.S., Special Education, University of Connecticut, Storrs, CT, 1977

Professional Positions

Dean, Curry School of Education and Human Development, University of Virginia, Charlottesville, VA, 2007-present.
Director, National Center for Research in Early Childhood Education, University of Virginia, Charlottesville, 2006-present.
Founding Director, Center for Advanced Study of Teaching and Learning, University of Virginia, 2005-present.
Professor, Department of Psychology, College of Arts and Sciences, University of Virginia, 2005-present.
Visiting Scholar, Bernerd School of Education, University of the Pacific, Stockton, CA, October 2005-June 2006.
Professor, Department of Human Services, Curry School of Education and Human Development, University of Virginia, 1997-present.
Adjunct Professor, Stavanger University College, Stavanger, Norway, 2002-2006.
Visiting Associate Professor, Institute of Child Development, University of Minnesota, 1993-1994.
Associate Professor, Curry Programs in Clinical and School Psychology, Curry School of Education, University of Virginia, 1991-1997.
Assistant Professor, Curry Programs in Clinical and School Psychology, Curry School of Education, University of Virginia, 1986-1991.
Special Education Resource Teacher, Bloomfield Middle School, Bloomfield, CT, 1978-1981.
Licensed Psychologist, Commonwealth of Virginia, 1988-2001.

Honors and Awards

Top 200 RHSU Edu-Scholar Public Influencers, *Education Week*, 2019.
Most Read Education Research Article of 2018, AERA, *Does attendance in private schools predict student outcomes at age 15? Evidence from a longitudinal study*.
Outstanding Alumni Achievement Award, University of Minnesota, 2016.
Senior Scientist Award, 2014 American Psychological Association, Division 16.
Early Childhood Excellence Award, Fordham University, 2014.
Distinguished Alumnus 2014, Neag School of Education, University of Connecticut.
Article of the Year, National Association of School Psychology 2013, *Observations of effective-teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System-Secondary*.
RHSU Edu-Scholar Public Presence Ranking, (Top 20) "Most Influential Scholars in Education Policy," *Education Week*, 2011 – 2016.
Fellow, American Educational Research Association, Class of 2011.

Distinguished Alumnus Award 2007, Psychology in the Schools Training Program, University of Minnesota.
 Distinguished Lecturer, Early Childhood Education, Shanghai, China, April 2007.
 Harris Visiting Scholar, University of Minnesota, May 2006.
 100 Most Distinguished Alumni, College of Education and Human Development, University of Minnesota, 2006.
 Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC, 2005-2006.
 ASHA Editor's Award 2004, *American Journal of Speech Language Pathology*, American Speech-Language-Hearing Association.
 Novartis US Foundation Professor of Education, Curry School of Education, University of Virginia, 2003-present.
 Outstanding Professor of the Year 2003, Curry School of Education, University of Virginia.
 William Clay Parrish, Jr. Endowed Chair, Curry School of Education, University of Virginia, 2000-2003.
 Best Article Award, *Journal of School Psychology*, Society for the Study of School Psychology, 2003.
 AERA Review of Research Award, American Educational Research Association, April 2002.
 Lucille E. Michie Award, Curry Programs in Clinical and School Psychology, University of Virginia, 2001.
 Theodore D. Tjossem Memorial Lecture, Center for Human Development and Disability, University of Washington, 1997.
 Sesquicentennial Award, Center for Advanced Study, University of Virginia, 1993-1994.
 Fellow, Institute on Human Development and Psychopathology, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, Summer 1990.
 Graduate School Fellowship, University of Minnesota, 1981-1982, 1985-1986.
 Eva O. Miller Fellowship, University of Minnesota, 1983-1984.
 University Scholar, University of Connecticut, 1976-1978.

Selected Funded Research Grants

Pianta, R. C. (2017-2019). *Features of Early Childhood Education Coaching Interventions that Mediate and Moderate Impacts on Teacher-Child Interactions and Child Outcomes*. Washington, DC: U.S. Department of Education. \$599,222.
 Hamre, B, Allen, J., Pianta, R.C., & Cohen, J. (2017-2020). *MTP-Team: A Scalable, Web-supported Peer-Learning Program For Implementing the My Teaching Partner-Secondary Approach*. Washington, DC: U.S. Department of Education. \$1,399,969.
 Rimm-Kaufman, S., Pianta, R.C., Wyckoff, J. (2017-2021). *University of Virginia Education Science (VEST) Interdisciplinary Post-Doctoral Training Program*. Washington, DC: U.S. Department of Education. \$695,425.
 Pianta, R. C. (2016-2021). *Building an Effective PK-3 Education System: Actionable Aspects of Policies, Programs and Processes that Promote Children's Learning in the Nation's 11th Largest School District*. Washington, DC: U.S. Department of Education. \$4,499,464.
 Pianta, R. C. (2016-2018). *National Education Researcher Database (NERD)*. Kansas City, Missouri: Ewing Marion Kauffman Foundation. \$187,500.
 Pianta, R. C. (2016-2018). *Head Start Classroom Age Composition and Children's Early Learning and Development: Understanding When and Why it Matters*. Columbus, OH: Ohio State University. \$15,336.
 Pianta, R. C. & Downer, J. (2016 – 2017). *Contexts Inside and Outside of School Walls as Predictors of Differential Effectiveness in Preschool Professional Development*. Northwestern University. \$18,775.
 Pianta, R. C. & Downer, J. (2014-2016). *Recasting the Challenges of Classroom Management: Strengthening Capacity of Teacher-Student Interactions to Engage Diverse Learners*. New York, NY: The William T. Grant Foundation. \$24,994.
 Pianta, R. C., & Hamre, B. (2015-2016). *Design for Impact in Early Childhood Education (ECE) Initiative*. Boston, MA: New Profit, Inc. \$153,710.
 Pianta, R. C. (2013-2015). *Tools for Effective Classroom Relationships*. New York, NY: The Atlantic Philanthropies. \$350,000.
 Kinzie, M., & Pianta, R. (2012-2016). *Efficacy of MyTeachingPartner Math Science*. Washington, DC: U.S. Department of Education. \$3,498,767.

- Pianta, R. C., & LoCasale-Crouch, J. (2011-2012). *New Designs for Teacher Preparation in PK-3*. Los Altos, CA: The David & Lucile Packard Foundation. \$50,000.
- Pianta, R. C., & Hamre, B. (2011). *Measures of Effective Teaching Spring Re-Scoring*. Seattle, WA: Bill & Melinda Gates Foundation. \$47,874.
- Pianta, R. C. (2011-2015). *Impact Evaluation of Teacher and Leader Evaluation Systems*. Washington, DC: American Institutes for Research. \$339,178.
- Pianta, R. C., Downer, J., & Hamre, B. (2010-2016). *National Center on Quality Teaching and Learning*. University of Washington. \$1,651,745.
- Williford, A. P., & Pianta, R. C. (2010-2014). *Examining the Efficacy of Banking Time*. Washington, DC: U.S. Department of Education. \$2,688,025.
- Pianta, R. C. (2009-2012). *Child Care and Early Education Quality Features*. Princeton, NJ: Mathematica Policy Research. \$76,601.
- Pianta, R. C. (2009-2011). *Improving Child Care Quality in Virginia: An Evolution of the Star Quality Initiative*. Washington, DC: U.S. Department of Health and Human Services Administration for Children and Families. \$49,871.
- Pianta, R. C., & Hamre, B. (2008-2012). *Toward an Understanding of Classroom Context: A Validation Study*. Princeton, NJ: Educational Testing Service. \$69,060.
- Pianta, R. C., Hamre, B., Downer, J., & Mashburn, A. (2007-2009). *Empirical and Theoretical Issues in Classroom Observation*. New York: W. T. Grant Foundation. \$200,000 direct costs.
- Pianta, R. C. (2008-2009). *Collective Action to Improve Outcomes for Low-Income Students*. Chicago, IL: Spencer Foundation. \$50,000 direct costs.
- Kinzie, M., & Pianta, R. C. (2007-2011). *Mathematics and Science for At-Risk Children*. Washington, DC: U.S. Department of Education. \$1,772,797 direct costs.
- Pianta, R. C., Justice, L., & Hamre, B. K. (2006-2012). *National Center for Research on Early Childhood Education*. U.S. Department of Education. \$12,395,073.
- Allen, J. P., & Pianta, R. C. (2006-2010). *Recasting the Secondary School Classroom as a Context for Positive Youth Development*. New York: W. T. Grant Foundation. \$1,251,445 direct costs.
- Pianta, R. C. (2006-2007). *Appalachian Regional Educational Lab/CNAC*. Washington, DC: The CNA Corporation. \$191,466 direct costs.
- Pianta, R. C. (2006-2007). *MyTeachingPartner Pilot in Greater Richmond*. Richmond, VA: United Way of Greater Richmond. \$36,245 direct costs.
- Pianta, R. C. (2006-2007). *Professional Development Training and Evaluation in Wyoming Preschools*. Cheyenne, WY: Wyoming Department of Education. \$14,349 direct costs.
- Pianta, R. C. (2006-2015). *Executive Leadership Program for Senior-Level Educator Teams*. New York: The Wallace Foundation. \$5,000,000.
- Pianta, R. C. (2006). *Early Educational Opportunities and Learning Outcomes in Virginia*. Richmond, VA: Virginia Department of Education. \$15,000 direct costs.
- Pianta, R. C. (2005-2012). *Observational assessment of young children's competence*. Washington, DC: National Institute of Child Health and Human Development. \$1,662,543 direct costs.
- Justice, J., Pence, K., Wiggins, A., Rimm-Kaufman, S., Fan, X., & Pianta, R. C. (2005-2008). *Efficacy of Conversational Responsiveness Preschool Intervention*. Washington, DC: U. S. Department of Education, Institute of Education Sciences. \$1,400,000 direct costs.
- Pianta, R. C. (2004-2007). *Standardized classroom observations from pre-k to 3rd grade: A mechanism for improving classroom quality and practices, consistency of P-3 experiences, and child outcomes*. New York: Foundation for Child Development. \$200,000 direct costs.
- Justice, L., Kaderavek, J., Rimm-Kaufman, S., Fan, X., Invernizzi, M., & Pianta, R. C. (2005-2009). *Print referencing efficacy*. U.S. Department of Education, Institute of Educational Sciences: Reading Scale-Up Competition. \$2,299,967 direct costs. Co-Investigator.
- Pianta, R. C. (2005-2007). *The NICHD Study of Early Child Care and Youth Development. Phase IV*. National Institute of Child Health and Human Development, U-10 HD 25449. \$596,309 direct costs.
- Pianta, R. C. (2005-2006). *Professional development training and evaluation in Wyoming preschools*. Wyoming Department of Education. \$33,900 direct costs.
- Pianta, R. C., & Hamre, B. (2004-2006). *APA/IES Postdoctoral Education Research Training Fellowship*. American Psychological Association, Washington, DC. \$110,000 direct costs.

- Pianta, R. C., Kinzie, M., Justice, L., Pullen, P., Fan, X., & Lloyd, J. (2003-2008). *Web Training: Pre-K Teachers, Literacy, and Relationships*. Effectiveness of Early Childhood Program, Curricula, and Interventions, National Institute of Child Health and Human Development. \$3,717,837 direct costs.
- Justice, L., Pianta, R. C., Rimm-Kaufman, S. (2003-2007). *Short- and long-term outcomes of the language-focused curriculum for Head Start children*. U.S. Department of Education, Institute of Educational Sciences. \$993,763 direct costs. Co-Investigator.
- Pianta, R. C. (2004-2006). *National Center for Early Development and Learning. State-Wide Early Education Program Study (SWEEP)*. Subcontract to the University of North Carolina—Chapel Hill. Office of Educational Research and Improvement, U.S. Department of Education. \$133,346 direct costs.
- Pianta, R. C. (2004-2005). *The NICHD Study of Early Child Care and Youth Development: Phase III*. National Institute of Child Health and Human Development, U-10 HD 25449. \$3,219,000 direct costs.
- Pianta, R. C. (2001-2004). *National Center for Early Development and Learning*. Subcontract to the University of North Carolina—Chapel Hill. Office of Educational Research and Improvement, U.S. Department of Education. \$1,288,604 direct costs.
- Pianta, R. C. (1999-2004). *The NICHD Study of Early Child Care and Youth Development*. Extension of Cooperative Agreement. National Institute of Child Health and Human Development, U-10 HD 25449. \$3,219,000 direct costs.
- Pianta, R. C., Lloyd, J., Invernizzi, M., Justice, L., & Pullen, P. (2002-2003). *Pre-Kindergarten Curriculum: Literacy and Relationships*. Early Childhood Education and School Readiness Planning Grants, National Institutes of Health. \$125,000 direct costs.
- Turner, S., & Pianta, R. C. (2002-2003). *Virginia Schools and Students Longitudinal Micro Database*. Bankard Fund for Political Economy. \$18,605 direct costs.
- Rimm-Kaufman, S., Pianta, R. C., & La Paro, K. (2000-2002). *Effects of the Responsive Classroom Approach on children's school outcomes*. Northeast Foundation for Children. \$197,000.
- Lloyd, J., & Pianta, R. C. (1997-2002). *Studies on literacy skills and practices for high-risk four-year olds*. Co-Investigator, Subcontract to Center for Improvement in Early Reading Achievement, Office of Educational Research and Improvement. \$120,000/year direct costs.
- Pianta, R. C. (1996-2001). *Kindergarten Transitions Core*. Subcontract to National Center on Early Learning Development, University of North Carolina, Chapel Hill. Office of Educational Research and Improvement, U.S. Department of Education. \$671,013 total direct costs.
- Pianta, R. C. (1995-1999). *The NICHD Study of Early Child Care: Phase II*. Extension of Cooperative Agreement U-10 HD 25449. \$1,829,084 direct costs.
- Pianta, R. C. (1995). *The NICHD Study of Early Child Care*. Supplement to Cooperative Agreement U-10 HD 25449. \$237,992 direct costs.
- Pianta, R. C., & Marvin, R. S. (1992-1995). *Child-parent attachment and family relationships in young children with epilepsy*. National Institute for Disability and Rehabilitation Research. \$365,000 direct costs.
- Marvin, R. S., & Pianta, R. C. (1990-1993). *Attachment in children with motor impairments*. National Institute of Health. \$526,000 direct costs.
- Pianta, R. C. (1990-1991). *Parental and family coping patterns and their relation to adjustment in children with epilepsy*. Epilepsy Foundation of America. \$16,810.
- Pianta, R. C. (1989-1990). *Mother-child interaction patterns and their relation to adjustment in children with epilepsy*. Epilepsy Foundation of America. \$24,635.
- Pianta, R. C. (1988-1992). *Training teachers to deal with children at risk for socioemotional and behavior problems*. Commonwealth Center for Research on Teaching, Curry School of Education, University of Virginia. \$40,000.
- Marvin, R. S., & Pianta, R. C. (1988). *Development of attachment in children with severe cerebral palsy*. University of Virginia Medical School Small Grant. \$8,000.

SCHOLARSHIP

Refereed and Reviewed Journal Articles

Advance Online Publication and In Press

- Ansari, A., Pianta, R. C., Whittaker, J. E., Vitiello, V., & Ruzek, E. (in press). Persistence and convergence: The end of kindergarten outcomes of pre-k graduates and their non-attending peers. *Developmental Psychology*.
- Ansari, A., Pianta, R. C., Whittaker, J. E., Vitiello, V., Ruzek, E., (in press). Enrollment in public-prekindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. *Early Childhood Research Quarterly*.
- Ansari, A., Hofkens, T. L., & Pianta, R. C. (2020). Absenteeism in the first decade of education forecasts civic engagement and educational and socioeconomic prospects in young adulthood. *Journal of Youth and Adolescence*. Advance Online Publication. <https://doi.org/10.1007/s10964-020-01272-4>
- Nguyen, T., Ansari, A., Pianta, R.C., Whittaker, J.V., Vitiello, V.E., & Ruzek, E. (2020). The Classroom Relational Environment and Children's Early Development in Preschool. *Social Development*. Advance Online Publication. <https://doi.org/10.1111/sode.12447>
- Pianta, R. C. Whittaker, J. E., Vitiello, V., Ruzek, E., Ansari, A., Hofkens, T., & DeCoster, J. (2020). Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. *Journal of Applied Developmental Psychology*, 66. Advance Online Publication. doi.org/10.1016/j.appdev.2019.101084
- Vitiello, V. E., Basuel, N. K. N., White, E. S., Whittaker, J. E., Ruzek, E., & Pianta, R. C. (in press). The transition from pre-k to kindergarten: Parent, teacher, and administrator perspectives. *NHSA Dialog*.
- Ruzek, E., Jirout, J., Schenke, K., Vitiello, V., Whittaker, J. V., & Pianta, R. C. (2019, online first). Pre-K children's academic orientations: A new child survey measure. *Early Childhood Research Quarterly*.

Published

- Pianta, R. C., Hamre, B. K., Nguyen, T. (2020). Measuring and improving quality in early care and education. *Early Childhood Research Quarterly*, 51, 285-287.
- Ruzek, E., Jirout, J., Schenke, K., Vitiello, V., Whittaker, J., Pianta, R. (2020). Using self report surveys to measure PreK children's academic orientations: A psychometric evaluation. *Early Childhood Research Quarterly*, 50(2), 55-66. <https://doi.org/10.1016/j.ecresq.2018.10.012>
- Vitiello, V.E., Pianta, R.C., Whittaker, J.E., & Ruzek, E., (2019). Alignment and misalignment of classroom experiences from pre-k to kindergarten. *Early Childhood Research Quarterly*, 52(part B), 44-56. <https://doi.org/10.1016/j.ecresq.2019.06.014>
- Ansari, A., Pianta, R. C. (2019). School absenteeism in the first decade of education and outcomes in adolescence. *Journal of School Psychology*, 76, 48-61. <https://doi.org/10.1016/j.jsp.2019.07.010>
- Ansari, A., Pianta, R. C. Whittaker, J. V., Vitiello, V. E., & Ruzek, E. A. (2019). Starting early: The benefits of attending early childhood education at age 3. *American Educational Research Journal*, 56(4), 1495-1523. <https://doi.org/10.3102/0002831218817737>
- Goble, P., Pianta R.C., & Sabol, T.J. (2019). Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. *Applied Developmental Science*, 23(4), 353-370. doi: 10.1080/10888691.2018.1436439
- Goble, P., Sandilos, L. E., & Pianta, R. C. (2019). Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start? *Journal of School Psychology*, 73, 101-113. <https://doi.org/10.1016/j.jsp.2019.03.006>

- Ansari, A., & Pianta, R. (2018). Classroom age composition and the early learning of preschoolers. *The Journal of Educational Research*, 112(2), 234-242. <https://doi.org/10.1080/00220671.2018.1514356>
- Ansari, A., & Pianta, R. (2018). Teacher-child interaction quality as a function of classroom age diversity and teachers' beliefs and qualifications. *Applied Developmental Science*, 23(3), 294-304. doi: 10.1080/10888691.2018.1439749
- Ansari, A., & Pianta, R. C. (2018). Variation in the long-term benefits of child care: The role of classroom quality in elementary school. *Developmental Psychology*, 54(10), 1854-1867. <http://dx.doi.org/10.1037/dev0000513>
- Ansari, A., & Pianta, R. C. (2018). Effects of an early childhood educator coaching intervention on preschoolers: The role of classroom age composition. *Early Childhood Research Quarterly*, 44, 101-113.
- Ansari, A., & Pianta, R. C. (2018). The role of elementary school quality in the persistence of preschool effects. *Children and Youth Services Review*, 86, 120-127. doi: 10.1016/j.childyouth.2018.01.025
- Cash, A. H., Ansari, A., Grimm, K. J., Pianta, R. C., (2018). Power of two: The impact of 2 years of high quality teacher child interactions. *Early Education and Development*, 30(1), 60-81. <https://doi.org/10.1080/10409289.2018.1535153>
- LoCasale-Crouch, J., Jamil, F., Pianta, R. C., Rudasill, K., & DeCoster, J. (2018). Observed quality and consistency of fifth graders' teacher-student interactions: Associations with feelings, engagement and performance in school. *SAGE Open*, 8(3). doi.org/10.1177/2158244018794774
- Pianta, R. C., & Ansari, A. (2018). Does attendance in private schools predict student outcomes at age 15? Evidence from a longitudinal study. *Educational Researcher*, 47(7), 419-434. doi.org/10.3102/0013189X18785632
- Pianta, R. C., Whittaker, J., Vitiello, V., Ansari, A., & Ruzek, E. (2018). Classroom process and practices in public pre-k programs: Describing and predicting educational opportunities in the early learning sector. *Early Education and Development*, 29(6), 797-813. <https://doi.org/10.1080/10409289.2018.1483158>
- Sandilos, L. E., Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms? *Early Childhood Research Quarterly*, 42, 280-290. doi: 10.1016/j.ecresq.2017.10.009
- Erturk Kara, H. G., Gonen, M. S., & Pianta, R. (2017). The examination of the relationship between the quality of teacher-child interaction and children's self-regulation skills. [Hacettepe Universitesi Egitim Fakultesi Dergisi-Hacettepe University Journal of Education] *Hacettepe University Journal of Education*, 32(4), 880-895. doi:10.16986/HUJE.2016018694
- Goble, P., & Pianta, R. C. (2017). Teacher-Child interactions in free choice and teacher-directed activity settings: Prediction to school readiness. *Early Education and Development*, 28(8), 1035-1051. doi: 10.1080/10409289.2017.1322449
- Gregory, A., Ruzek, E., Hafen, C. A., Mikami, A. Y., Allen, J. P., & Pianta, R. C. (2017). My Teaching Partner-Secondary: A video-based coaching model. *Theory into Practice*, 56(1), 38-45. doi:10.1080/00405841.2016.1260402
- Pianta, R., Hamre, B., Downer, J., Burchinal, M., Williford, A., LoCasale-Crouch, J., . . . Scott-Little, C. (2017). Early childhood professional development: Coaching and coursework effects on indicators of children's school readiness. *Early Education and Development*, 28(8), 956-975. doi: 10.1080/10409289.2017.1319783
- Sumrall, T. C., Scott-Little, C., Paro, K. M., Pianta, R. C., Burchinal, M., Hamre, B., . . . Howes, C. (2017). Student teaching within early childhood teacher preparation programs: An examination of key features across 2- and 4-year institutions. *Early Childhood Education Journal*, 45(6), 821-830. doi: 10.1007/s10643-016-0830-x
- Williford, A. P., Carter, L. M., Maier, M. F., Hamre, B. K., Cash, A., Pianta, R. C., & Downer, J. T. (2017). Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacher-child interactions. *Journal of Early Childhood Teacher Education*, 38(1), 102-118. doi:10.1080/10901027.2016.1269028
- Brabeck, M. M., Dwyer, C. A., Geisinger, K. F., Marx, R. W., Noell, G. H., Pianta, R. C., . . . Worrell, F. C. (2016). Assessing the assessments of teacher preparation. *Theory into Practice*, 55(2), 160-167. doi:10.1080/00405841.2015.1036667

- Downer, J. T., Goble, P., Myers, S. S., & Pianta, R. C. (2016). Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. *Early Childhood Research Quarterly*, 37, 26-38. doi:10.1016/j.ecresq.2016.02.007
- Gregory, A., Hafen, C. A., Ruzek, E., Amori, Y. M., Allen, J. P., & Pianta, R. C. (2016). Closing the racial discipline gap in classrooms by changing teacher practice. *School Psychology Review*, 45(2), 171-191. doi:10.17105/SPR45-2.171-191
- Hatfield, B. E., Burchinal, M. R., Pianta, R. C., & Sideris, J. (2016). Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills. *Early Childhood Research Quarterly*, 36, 561-571. doi:10.1016/j.ecresq.2015.09.005
- LoCasale-Crouch, J., DeCoster, J., Cabell, S. Q., Pianta, R. C., Hamre, B. K., Downer, J. T., . . . Roberts, A. (2016). Unpacking intervention effects: Teacher responsiveness as a mediator of perceived intervention quality and change in teaching practice. *Early Childhood Research Quarterly*, 36, 201-209. doi:10.1016/j.ecresq.2015.12.022
- Locasale-Crouch, J., Vitiello, G., Hasbrouck, S., Aguayo, Y. C., Schodt, S. C., Hamre, B., . . . Romo, F. (2016). Cómo medir lo que importa en las aulas de primera infancia: Un enfoque sobre las interacciones educadora-niño [Measuring what matters in early childhood classrooms: A focus on teacher-child interactions]. *Pensamiento Educativo*, 53(1), 1-14. doi:10.7764/PEL.53.1.2016.6
- Pianta, R. C. (2016). Teacher-Student interactions: Measurement, impacts, improvement, and policy. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 98-105. doi:10.1177/2372732215622457
- Pianta, R., Downer, J., & Hamre, B. (2016). Quality in early education classrooms: Definitions, gaps, and systems. *Future of Children*, 26(2), 119-137.
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning & Instruction*, 42, 95-103. doi:10.1016/j.learninstruc.2016.01.004
- Allen, J. P., Hafen, C. A., Gregory, A. C., Mikami, A. Y., & Pianta, R. (2015). Enhancing secondary school instruction and student achievement: Replication and extension of the My Teaching Partner – Secondary intervention. *Journal of Research on Educational Effectiveness*, 8(4), 475-489. doi:10.1080/19345747.2015.1017680
- Cash, A. H., Cabell, S. Q., Hamre, B. K., DeCoster, J., & Pianta, R. C. (2015). Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. *Teaching & Teacher Education*, 48, 97-105. doi:10.1016/j.tate.2015.02.003
- Hafen, C. A., Hamre, B. K., Allen, J. P., Bell, C. A., Gitomer, D. H., & Pianta, R. C. (2015). Teaching through interactions in secondary school classrooms: Revisiting the factor structure and practical application of the classroom assessment scoring system-secondary. *The Journal of Early Adolescence*, 35(5-6), 651-680. doi:10.1177/0272431614537117
- Jamil, F. M., Sabol, T. J., Hamre, B. K., & Pianta, R. C. (2015). Assessing teachers' skills in detecting and identifying effective interactions in the classroom. *Elementary School Journal*, 115(3), 407-432. doi:10.1086/680353
- Roberts, A. L., LoCasale-Crouch, J., DeCoster, J., Hamre, B. K., Downer, J. T., Williford, A. P., & Pianta, R. C. (2015). Individual and contextual factors associated with pre-kindergarten teachers' responsiveness to the MyTeachingPartner coaching intervention. *Prevention Science*, 16(8), 1044-1053. doi:10.1007/s11121-014-0533-8
- Sabol, T. J., & Pianta, R. C. (2015). Validating Virginia's quality rating and improvement system among state-funded pre-kindergarten programs. *Early Childhood Research Quarterly*, 30, 183-198. doi:10.1016/j.ecresq.2014.03.004
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Selected NICHD Early Child Care Research Network Journal Articles

Note that individual investigators' names appear only on a corporate-author banner. Papers listed are a subset of the total number of corporate papers for which Pianta had a substantial role in producing the manuscript according to Steering Committee policy.

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Pianta, R. C. (1986). *The longitudinal effects of stressful maternal life events and conditions on the developmental outcomes of a high risk sample in the first grade*. (Doctoral dissertation, University of Minnesota, Department of Psychology).

Measures and Materials

- Pianta, R. C., Hamre, B., LoCasale-Crouch, J., & La Paro, K. (2014). *Classroom Assessment Scoring System—Infant [CLASS]*. Baltimore: Brookes Publishing.
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Special Issues of Journals Edited

- Developmental perspectives on school outcomes for risk and non-risk populations. (1997). Special Issue of the *Journal of School Psychology*, 35(1).
- Developmental perspectives and the practice of school psychology. (1996). Special Issue of the *Journal of School Psychology*, 34(3).
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Selected Research/Presentations/Conferences/Keynotes

- Pianta, R.C., Ruzek, E., Whittaker, J.V., Vitiello, V., & Ansari, A. (April, 2019). Attendance in public pre-kindergarten increases school readiness skills at kindergarten entry. Presented at Annual meeting of the American Educational Research Association.
- Pianta, R. C. (2019, April). Keynote: *Assignment: Impact! Creating the foundation for success*. Fourth Annual San Antonio Regional Public PK-12 Education Forum, San Antonio, TX.
- Pianta, R. C. (2019, March). Paper Symposium: *Teachers' instructional interactions mediate effects of targeted feedback on students' school readiness skills*. Society for Research in Child Development (SRCD) 2019 Biennial Meeting, Baltimore, MD.
- Pianta, R. C. (2019, February). Keynote: *Presidential Invited Speaker: Observation and improvement of teacher-student interactions: Translating developmental science to educational policy and practice*.

- Southwest Educational Research Association 42nd Annual Meeting, San Antonio, TX.
- Pianta, R. C. (2018, December). Panelist: *How to improve Pedagogical practices to foster integral development of all students*. Universidad Católica, Santiago, Chile.
- Pianta, R. C. (2018, February). Symposium Discussant and Panelist: *Understanding the effects of classroom processes on child outcomes in pre-kindergarten*. Society for Research on Educational Effectiveness 2018 Conference, Washington, D.C.
- Pianta, R. C. (2018, June). Keynote: *Teacher-student interactions: measurement, impacts, improvement, and policy*. Seminar: Educational relationship as the architrave of development, University of Bergamo, Bergamo, Italy.
- Pianta, R. C. (2018, February). Keynote: *Teacher-student interactions: measurement, impacts, improvement, and policy*. Regional Workshop, International Society for the Study of Behavioural Development (ISSBDD). *Università Cattolica del Sacro Cuore*, Milan, Italy.
- Pianta, R. C. (2018, January). Panelist: *What we have learned about Washington's role*. Bush-Obama School Reform: Lessons Learned Conference, American Enterprise Institute, Washington, D.C.
- Pianta, R. C. (2017, June). *Pre K-3rd grade: what does the research have to say?* The Future of Children conference, *Starting Early: Creating a Comprehensive P-3 Approach to Achieve Quality and Continuity*. Princeton University, Princeton, NJ.
- Pianta, R. C. (2017, March). *Getting to higher quality settings: Measurement, practice, and policy*. Pathways to Strong Early Learning Environments: Making High-Impact Decisions and Leading Improvements. Harvard Graduate School of Education, Cambridge, MA.
- Pianta, R. C. (2016, March). *Improving teacher-child interactions: Professional development and classroom observation*. IV Iberoamerican Attachment Network Conference, Bogota, Colombia.
- Pianta, R. C. (2016, March). Panelist, Innovation U: Unlocking the university-as incubator. SXSWedu. Austin, TX.
- Pianta, R. C. (2015, October). *Classroom experiences for promoting students' learning and development: Observation and improvement of teacher-child interactions*. 5th International Seminar: Creating Opportunity, Academic Circle on Educational Improvement, Universidad de los Andes. Santiago, Chile.
- Pianta, R. C. (2015, March). Symposium: *Intervention impacts on the nature and quality of teacher-student interactions: Implications for scale-up and efficiency*. Society for Research on Child Development, Biennial Meeting, Philadelphia, PA.
- Pianta, R. C. (2014, July). Plenary Lecture: *Ensuring children's success in school: Effective teacher-child interactions in early education*. International Conference on Child Development in School & Community Settings, Rotterdam, The Netherlands.
- Pianta, R. C. (2013, October). Keynote: *Risky teacher-student relationships—Analyses and interventions*. Pre-Conference Workshop: *Investigating and improving teacher-student relationships in the classroom*. Teacher-Student Relationships within the Educational System; German Institute for Human Rights and the University of Potsdam. Potsdam, Germany.
- Pianta, R. C. (2013, July). Dean's Lecture: *Improving impacts of classrooms: Professional development and observation of teacher-student interactions*. University of Melbourne, Australia.
- Pianta, R. C. (2013, July). Keynote: *Elevating the capacity of classroom experiences for promoting students' learning and development: Observation and improvement of teacher-child interactions*. Social Psychology of the Classroom Conference, Auckland, New Zealand.
- Pianta, R. C. (2013, May). Guest Speaker: *The critical need for an integrated early childhood & K-12 education strategy*. Education Counsel and the National Public Education Support Fund (NPESF), Washington, DC.
- Pianta, R. C. (2013, May). Keynote: *Improving impacts of classrooms: Professional development and classroom observation*. University of Florida College of Education and Miami-Dade County Public Schools Retreat, Tampa, FL.
- Pianta, R. C. (2012, October). *Improving impacts of classrooms: Professional development and classroom observation*. University of California, Berkeley, CA.
- Pianta, R. C. (2012, September). Robbie Case Public Lecture: *Elevating the capacity of classroom experiences for promoting students' learning and development: Observation and improvement of teacher-student interactions*. University of Toronto, Ontario, Canada.
- Pianta, R. C. (2012, June). *Improving and understanding impacts of classrooms: Teacher-child interaction, observation and professional development*. Canadian Institute for Advanced Research:

- Experience-Based Brain and Biological Development, Ontario, Canada.
- Pianta, R. C. (2012, June). *Design of 21st century school model*. Bahcesehir University, Istanbul, Turkey.
- Pianta, R. C. (2012, June). *Early learning roundtable*. U.S. Department of Education, Washington, DC.
- Pianta, R. C. (2012, May). *What does it take to improve quality and impact of early care and education?* Educational Testing Services, Princeton, NJ.
- Pianta, R. C. (2012, April). *Building the relational capacity of early care and education*. Zero to Three Conference, Washington, DC.
- Pianta, R. C. (2012, March). William C. Friday Distinguished Lecture: *Improving impacts of classrooms: Professional development and classroom observation*. University of North Carolina at Chapel Hill.
- Pianta, R. C. (2012, March). *What does it take to improve quality and impact of early care and education?* Educare Learning Network meeting, Kansas City, MO.
- Pianta, R. C. (2012, March). Panelist: *Observations and teacher effectiveness, Multiple measures of effective teaching*. SREE Spring 2012 Conference, Washington, DC.
- Pianta, R. C. (2011, May). Keynote: *What do we know about quality? What works to improve quality and produce better child outcomes?* National Smart Start Conference, Greensboro, NC.
- Pianta, R. C. (2011, April). Discussant and Presenter, *Changing classroom processes and practices to improve outcomes for students: Intervention strategies and outcomes; Interplay between biological and behavioral reactivity and social experiences across different school contexts; Effective approaches for improving quality and school readiness*, Society for Research in Child Development Conference, Montreal, Canada.
- Pianta, R. C. (2011, March). *Frameworks for using QRIS data to improve quality: Systems, program and alignment*, 2011 National QRIS Conference, Washington, DC. Also presented at Florida Early Learning Advisory Council meeting, Tampa, FL, June 2011.
- Pianta, R. C. (2011, March). *Access and quality: Ensuring impacts of investments in early education and care*. First 5 California and the Water Cooler Joint Conference on Early Learning, Research, Practice, and Policy. Consultant to First 5 California, Sacramento, CA. Also presented at University of Pennsylvania, Philadelphia, PA, January 2011.
- Pianta, R. C. (2011, February). *Improving impacts of classrooms: Professional development and classroom observation*, NASP Convention-Distinguished Lecture, San Francisco, CA.
- Pianta, R. C. (2011, February). *Building better teachers: Transforming P-12 education*, Head Start Summit, Baltimore, MD.
- Pianta, R. C. (2011, January). *Using standardized observation to measure and improve teacher effectiveness*, U.S. Department of Education, Washington, DC.
- Pianta, R. C., & Allen J. P. (2010, December). *My Teaching Partner: Impacts and classroom practices and students*, William T. Grant Foundation Intervention Grantees Meeting, Washington, DC.
- Pianta, R. C. (2010, November). *National Center for Research on Early Childhood Education findings*. Fifth Annual Leadership Symposium, National Center for Research on Early Childhood Education, Arlington, VA.
- Pianta, R. C. (2010, October). Co-Chair, National Expert Panel: *The importance of integrating developmental sciences knowledge into educator preparation curriculum*. NCATE Developmental Sciences Briefing, Washington, DC.
- Pianta, R. C. (2010, July). *The state of pre-K research: Advances made and unanswered questions*. Partner Network Meeting, Pre-K Now, Washington, DC.
- Pianta, R. C. (2010, July). *Access to quality: The key issue in ensuring impacts of early childhood education and care investments*. Birth to Five Policy Alliance National Meeting, Denver, CO.
- Pianta, R. C. (2010, June). *Caregivers and children: Understanding relationships, understanding development*. Head Start's Tenth National Research Conference, Washington, DC.
- Pianta, R. C. (2010, April). Barbara Lemann Lecture: *Improving impacts of classrooms: Professional development and classroom observation*. Tulane University Health Sciences Center, New Orleans, LA. Also presented at The Institute for Research on Education Policy & Practice Colloquium, Stanford University School of Education, Stanford, CA; Bank Street College of Education, New York, NY, February 2009; New York University Proseminar, New York, NY, September 2009; Center for Developmental Science, University of North Carolina at Chapel Hill, October 2010; Georgia State University, Atlanta, GA, October 2010; American Psychological Association Division 15 - Educational Psychology Program, Washington, DC, August 2011; and Rutgers Edward J. Bloustein School of Planning and Public Policy, New Brunswick, NJ, November 2011.

- Pianta, R. C. (2010, March/April). Discussant and Presenter, *Coaching and coursework impacts on preschool teachers' interactions with children*, Society for Research in Child Development Conference, Montreal, Canada.
- Pianta, R. C. (2010, February). Keynote: *Improving classroom impact*. Association Montessori International – USA, Jacksonville, FL.
- Pianta, R. C. (2009, December). *Standardized observation and improvement of teacher-child interactions: CLASS and MyTeachingPartner*. National Summit on the Science of Professional Development in Early Childhood Education, Georgetown University, Washington, DC.
- Pianta, R. C., & Comer, J. (2009, November). National Expert Panelist, *The lack of application of child and adolescent development knowledge and how this hinders student learning in schools*, NCATE/FCD, Washington, DC.
- Pianta, R. C. (2009, November). *Classroom experiences and learning outcomes for DLL students: An agenda for educators, practitioners, and policymakers*, National Center for Research on Early Childhood Education, Arlington, VA.
- Pianta, R. C. (2009, November). *Standardized observation of teachers' interactions with children: The Classroom Assessment Scoring System; Improving the quality and impact of teacher-child interactions: MyTeachingPartner, The Initiative for Applied Education Research*, Jerusalem, Israel.
- Pianta, R. C. (2009, October). *Impact of high-quality Pre-K on longer term outcomes and school systems*. First Five Years Fund Panel Discussion, Washington, DC.
- Pianta, R. C. (2009, October). Panelist and Discussant: *How has/should a developmental perspective inform the field of prevention science?* 36th Minnesota Symposium on Child Psychology, Minneapolis, MN.
- Pianta, R. C. (2008, December). *Making the most of early learning: Children and teachers in the classroom*, National Conference of State Legislatures, Atlanta, GA.
- Pianta, R. C., Burchinal, M., Hamre, B., & Meisels, S. (2008, November). *Enhancing the quality of teacher-child interactions and their effects on children's learning*, NAEYC Conference, Dallas, TX.
- Pianta, R. C. (2008, November). *Instructional, organizational, and emotional support for achievement*, Education Trust Conference, Washington, DC.
- Pianta, R. C. (2008, November). *Looking inside classrooms: What do we know about quality teaching?* Education Policy Initiative, University of Michigan, Ann Arbor, MI.
- Pianta, R. C. (2008, October). Expert Panelist, *Evolution of teaching*, NASBE Annual Conference, Arlington, VA.
- Pianta, R. C. (2008, October). *Increasing the application of knowledge about child and adolescent development and learning in educator preparation*, NCATE/FCD National Expert Panel, Arlington, VA.
- Pianta, R. C. (2008, October). Presenter and Expert Panelist, *Strategies for professional development of the early childhood workforce: What are we learning from research?*, A Working Meeting on Recent School Readiness Research: Guiding the Synthesis of Early Childhood Research, NCATE, Washington, DC.
- Pianta, R. C., & Downer, J. (2008, June). *Improving the quality of teacher-child interactions through focused observation and consultation: MyTeachingPartner*. National Association for the Education of Young Children, New Orleans, LA.
- Pianta, R. C., & Downer, J. (2008, June). *Improving the quality of teacher-child interactions through focused observation and consultation: MyTeachingPartner*. National Association for the Education of Young Children, New Orleans, LA.
- Pianta, R. C. (2008, June). *Classroom interactions, credentials, and child outcomes: Improving early education*, Head Start's Ninth National Research Conference, Washington, DC.
- Pianta, R. C. (2008, May). National Expert Panel for NCATE, *Increasing the application of knowledge about child and adolescent development in educator preparation programs*, Washington, DC.
- Pianta, R. C., & Hamre K. (2008, May). *Conceptualization, measurement, and improvement of classroom processes: Standardized observation as a metric for teacher quality and effectiveness*, Conference on Teacher Quality, Northwestern University, Evanston, IL.
- Pianta, R. C. (2008, April). *Opportunity in early education: Improving the quality of teacher-child interactions through classroom observation and professional development*, University of Nebraska, Lincoln, NE.
- Pianta, R. C. (2008, April). Keynote: *How can we improve child outcomes in Head Start through teacher-child relationships?* National Head Start Association, Nashville, TN.

- Pianta, R. C. (2008, April). *The value of teacher/child relationships in improving child outcomes*. National Head Start Association Conference, Nashville, TN.
- Pianta, R. C. (2008, March). Roundtable discussion, *Identifying thresholds of preschool quality that maximize children's development*, SREE, Crystal City, VA.
- Douglas, K., Roller, C., & Pianta, R. (2008, March). *The science of observing child-teacher interactions in PK-3rd grade classrooms*. American Educational Research Association, New York, NY.
- Henry, A., Mashburn, A., Grimm, K., & Pianta, R. (2008, March). *Identifying thresholds of preschool quality that maximize children's development*. Poster/roundtable discussion. Annual Research Conference, Society for Research on Educational Effectiveness, Crystal City, VA.
- Pianta, R. (2008, January). *Developing the next wave of quality measures for early childhood and school-age programs*. Presenter/Panelist, Office of Planning, Research and Evaluation and the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Washington, DC.
- Meisels, S., Pianta, R., Jones, J., & Moore, M. (2007, November). *How assessment and standards can support states' learning goals for young children*. NAEYC 2007 Annual Conference & Expo, Chicago, IL.
- Pianta, R., (2007, September). Participant, Wingspread Conference, *Using research to improve outcomes for young children: Challenges, strategies, and effective action*. Sponsored by The Johnson Foundation, NAEYC, and SRCD, Racine, WI.
- Pianta, R. (2007, September). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. Minnesota State Department of Education, Minneapolis, MN.
- Pianta, R. (2007, July). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. International Attachment Conference, Braga, Portugal.
- Pianta, R. (2007, July). *Effects of web-mediated professional development*. School Reform and Beyond Design Conference, Ann Arbor, MI.
- Pianta, R. (2007, May). Keynote: *Conversations to make the most of early childhood education*. Ready at Five Partnership School Readiness Symposium, Columbia, MD.
- Lima, Olivia, Downer, J., Pianta, R., Houlihan, E., & Hamre, B. (2007, March). *Observational assessment of children in a preschool environment*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Downer, J., Hamre, B., Pianta, R., & Hadden, S. (2007, March). *Predicting the quality of teacher-child interactions in pre-kindergarten classrooms: Patterns across activity settings*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Mashburn, A., Pianta, R., Downer, J., & Hamre, B. (2007, March). *MyTeachingPartner: Effects of a web-based intervention to improve teacher quality*. Poster symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Jerome, E. M., Hamre, B. K., & Pianta, R. C. (2007, March). *Teacher-child relationships from kindergarten to sixth grade: Trajectories of conflict and closeness*. Student poster symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Hamre, B. K., & Pianta, R. C. (2007, March). *Growth models of classroom quality over the course of the year in preschool programs*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Driscoll, K., & Pianta, R. (2007, March). *Banking time in Head Start: Effectiveness of an intervention designed to promote supportive teacher-child relationships*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Wilson, H. K., Pianta, R. C., & Stuhlman, M. W. (2007, March). *The role of classroom climate in the development of social competencies in the first grade*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Mashburn, A., Hamre, B., Pianta, R., & Downer, J. (2007, March). *Three dimensions of child-teacher interactions in PK-third grade classrooms*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Pianta, R., & Hamre, B. (2007, March). *Using web-based feedback to improve teacher-child interactions in pre-kindergarten*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Jacobson, L., & Pianta, R. (2007, March). *Executive function skills and children's academic and social*

- adjustment to middle school*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- LoCasale-Crouch, J., & Pianta, R. C. (2007, March). *Systemic, standardized observation in early childhood teacher development*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Pianta, R. C. (2007, February). *Using classroom observations to assess the quality of teacher-student interactions*. Classroom Measurement Meeting, sponsored by The Spencer Foundation & W. T. Grant Foundation, Chicago, IL.
- Pianta, R. C. (2007, January). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. Great Expectations Conference, sponsored by the Chicago Metro AEYC and the Erikson Institute, Chicago, IL.
- Pianta, R. C. (2007, January). *Quality issues in early childhood teacher preparation*. Faculty Forum: Early Childhood Quality Network and Ohio Department of Education, Columbus, OH.
- Pianta, R. C. (2006, November). *NAECS/SDE: Making early education opportunities work for kids and teachers: Professional development and observation*. NAEYC Annual Conference, Atlanta, GA.
- Pianta, R. C. (2006, November). *Updates from the Interagency School Readiness Consortium: Lessons learned about providing professional development*. NAEYC Annual Conference, Atlanta, GA.
- Pianta, R. C. (2006, June). *Observing interactions in classrooms: Experiences from two national-level studies*. National Children's Study Federal Advisory Committee Meeting, Bethesda, MD.
- Pianta, R. C. (2006, May). *Transition planning and ready schools: Frameworks, policies, and practices for connecting families, programs, and schools*. Milwaukee United for Successful Transitions. Milwaukee Public Schools, Milwaukee, WI.
- Konold, T. R., & Pianta, R. C. (2006, April). *Measuring method variance in child behavior observations: A comparison of mothers, fathers, and teachers*. American Educational Research Association (Division E), San Francisco, CA.
- Pianta, R. C. (2006, April). *Enhancing the transition to kindergarten: Linking children, families, and schools*. Fairfax Future: Investing in School Readiness, Fairfax, VA.
- Pianta, R. C. (2006, January). *Observations in classrooms: Implications and outcomes*. National Association of State Boards of Education, Alexandria, VA.
- Pianta, R. C. (2005, November). *Kids and teachers: The ingredients of success in school*. Florida Educational Research Association, Miami, FL.
- Pianta, R. C. (2005, April). Discussant, Paper Symposium: *Kindergarten experiences and early academic trajectories: New evidence from the ECLS-K*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Chair, Paper Symposium: *What can the study of schools and schooling contribute to understanding development and how it can be studied?* Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Co-author, Paper Symposium: *State prekindergarten systems: Linking policies, implementation, quality, and child outcomes*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Participant, Discussion Hour: *Overcoming obstacles in conducting school-based research*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Co-author, Paper Symposium: *Early child care and children's development in the primary grades: Results from three large longitudinal studies*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Discussant, Paper Symposium: *Antecedents of the early teacher-child relationship*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Co-author, Poster Session: *Classroom process and early achievement*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Early, D., Bryant, D., Howes, C., Burchinal, M., Pianta, R., Clifford, R., & Barbarin, O. (2005, April). Paper Symposium: *Ready to learn? Predictors of children's gains in pre-kindergarten programs and the implications for policy*. Society for Research in Child Development, Atlanta, GA.
- Downer, J., La Paro, K., Rimm-Kaufman, S., & Pianta, R. (2005, April). Poster: *Teacher-child behaviors in the kindergarten classroom: A two-level analysis*. Society for Research in Child Development, Atlanta, GA.
- Pianta, R. C. (2005, February). *The social ecology of the transition to school: Classrooms, families, and*

- children*. Center for Developmental Science, University of North Carolina at Chapel Hill.
- Pianta, R. C. (2005, January). *Social and relational processes in elementary school classrooms*. Psychology Department, University of North Carolina—Greensboro, Greensboro, NC.
- Pianta, R. C. (2004, November). *School as context for development: Readiness and relationships*. The School Readiness Conference, Family Life Project, University of North Carolina at Chapel Hill.
- Pianta, R. C. (2004, June). *NCEDL's multi-state study of pre-kindergarten: Characteristics, quality, & practices*. Head Start's 7th National Research Conference, Washington, DC.
- Pianta, R. C. (2004, April). *Ready schools: The transition to school and quality of experiences in K-12 classrooms*. NIH Human Development Conference, Fairfax, VA.
- Pianta, R. C. (2004, March). *Research on child-teacher relationships, classroom process, and observation: Toward aligning accountability, professional development, and access to quality*. School of Education, University of Wisconsin, Madison, WI.
- Pianta, R. C. (2004, February). *Going to kindergarten: Transition models and practices*. Transition Forum, Child and Family Policy Center, Association for Children of New Jersey, New Jersey Education Association, and the New Jersey Department of Education, Rutgers University, NJ.
- Pianta, R. (2004, February). *Conceptualizing and assessing readiness from both sides: What we know about children and classrooms at entry to school*. Panel member, presenter. American Association for the Advancement of Science, Seattle, WA.
- Pianta, R. (2004, January). *Children's experiences in pre-k, kindergarten, and early elementary classrooms*. National Association of State Boards of Education, Alexandria, VA.
- Pianta, R. C. (2003, October). *Social and relational processes in elementary school classrooms*. Center for Children, Relationship, and Culture. University of Maryland, College Park, MD.
- Pianta, R. C. (2003, October). *Social and relational processes in elementary school classrooms*. Human Development and Psychology, Graduate School of Education, Harvard University, Cambridge, MA.
- Pianta, R. C. (2003, September). *Children's experiences in pre-k, kindergarten, and early elementary classrooms*. Foundation for Child Development. New York, NY.
- Pianta, R. C. (2003, May). *Enhancing the transition to kindergarten: Linking children, families, and schools*. Keynote address. Responsive Full-Day Kindergartens: Preparing for Children and Families, Massachusetts Department of Education, Marlboro, MA.
- Pianta, R. C. (2003, May). *Going to kindergarten: Transition models and practices and quality of classroom settings*. Fourth National Meeting of the School Readiness Indicators Initiative, Kansas City, MO.
- Pianta, R. C. (2003, May). *Observing in early educational classrooms: Lessons for policy, educational research, and the future of professional development*. Northwestern University, Evanston, IL.
- Pianta, R. C. (2003, May). *Quality of teacher-child relationships: The implications of observational research for re-designing professional development*. Spring Scientific Meeting: Relationship-based child care; What we know and what we need to know. Zero to Three: National Center for Infants, Toddlers and Families, Washington, DC.
- Pianta, R. (2003, April). *Starting school from low-income homes*. Discussant. Society for Research on Child Development, Tampa, FL.
- Pianta, R., & Early, D. (2003, April). *Preschool teachers and classrooms: Results from the National Center for Early Development and Learning Six-State Study*. The Child-Care Workforce. Society for Research on Child Development, Tampa, FL.
- Wiechel, J., Pianta, R., Hughes, K., Espinosa, L., & Eagertson, H. (2002, November). *Kindergarten: Gate or gateway?* President's Seminar, National Association for the Education of Young Children, New York, NY.
- Bryant, D., Clifford, R., Early, D., Pianta, R., Ritchie, S., Trammel, C., Hawley, S., French, A., Gallagher, C., Denno, D., & Henderson, K. (2002, November). *What is Pre-K? Preliminary findings from a six state pre-kindergarten study*. National Association for the Education of Young Children, New York, NY.
- Pianta, R. C. (2002, October). *Experiences in P-3 classrooms: The implications of observational research for redesigning early education*. Foundation for Child Development, New York, NY.
- Pianta, R. C. (2002, April). *Validity and value of research on the transition of children into kindergarten—What parents need to know*. Symposium presented at the American Educational Research Association, New Orleans, LA.
- Pianta, R. C. (2002, March). *It's about child care and so much more....* Congressional Briefing: The

- Congressional Child Care Caucus. Consultant to the Society for Research in Child Development and the American Psychological Association, Washington, DC.
- Pianta, R. C. (2001, August). *Early teacher-child relationships and children's social and academic performance through eighth grade*. Xth European Conference on Developmental Psychology, Uppsala, Sweden.
- Pianta, R. C., & Friedman, S. (2001, June). *The NICHD Study of Early Child Care: Findings and discussion*. NAEYC's 10th Annual Conference: National Institute for Early Childhood Professional Development, Washington, DC.
- Pianta, R. C. (2001, May). *Social, emotional, and cognitive school readiness*. Congressional Briefing: The Congressional Child Care Caucus, "Early childhood care and education: What policymakers need to know," Consultant to the Society for Research in Child Development and the American Psychological Association, Washington, DC.
- Pianta, R. C. (2001, May). *Enhancing relationships between teachers and children*. Central Virginia Association for the Education of Young Children, Charlottesville, VA.
- Pianta, R. C. (2001, May). *Transition to school: Building links among families, schools, and communities*. Presentation at the Annual Innovative strategies for All Young Children Conference, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2001, April). *What large-scale surveys can and cannot tell us about education policy issues*. Panel discussant, Symposium, Annual meeting of American Educational Research Association, Seattle, WA.
- NICHD Early Child Care Research Network. (2001, April). *Experiences in first grade classrooms: The other side of school readiness*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN (Pianta presenter).
- Stuhlman, M., & Pianta, R. C. (2001, April). *Assessing teacher child relationships through narratives: Associations with behaviors in the classroom*. Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.
- Pianta, R. C. (2001, April). *Longitudinal studies of competence and educational outcomes*. Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.
- Pianta, R. C. (2001, April). *The other side of school readiness: Observations in first grade classrooms in the NICHD Study of Early Child Care*. Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.
- Pianta, R. C. (2000, October). *Social processes in early education: Relationships between children and teachers*. Colloquium offered at the University of Delaware, Newark, DE.
- Stuhlman, M., & Pianta, R. (2000, June). *A narrative approach to assessing child-teacher relationships: Associations with behavior in classrooms*. A poster presented at the Ninth Annual Conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Pianta, R. C. (2000, June). *Bringing the study of teachers and classrooms to prevention science*. Roundtable discussion at Annual Meeting of the Society for Prevention Research, Montreal, Canada.
- Pianta, R. C. (2000, February). *Schools that work for all children: Relationships and resilience*. Keynote speaker, The Twelfth Collaborative Conference for Special Education, Courage to Risk, Colorado Springs, CO.
- Lloyd, J. W., Pianta, R. C., Lundren, K., & Burgess, K. (1999, December). *Predicting phonemic awareness in kindergarten: teachers' ratings of children's skills in preschool*. Paper presented at National Reading Conference, Orlando, FL.
- Sheeran, T., Marvin, R. S., & Pianta, R. C. (1999, August). *Mental models of marital relationships: Evaluating the spouse relationship interview*. Poster presented at the American Psychological Association Annual Convention, Boston, MA.
- NICHD Early Child Care Research Network. (1999, August). *Child care and cognitive and socioemotional development through the preschool years*. Paper presented at the American Psychological Association Annual Convention, Boston, MA.
- Pianta, R. C. (1999, August). *Promoting literacy before and after school entry: Classroom activities and transition practices*. Presentation at American Psychological Association Annual Convention, Boston, MA.
- Pianta, R., Rimm-Kaufman, S., Sayre, M., La Paro, K., & Hamre, B. (1999, June). *Research studies on the transition to kindergarten*. Poster presented at the Annual Project Directors' Meeting, NIECDE,

- Washington, DC.
- Weiss, K. L., Pianta, R. C., & Marvin, R. S. (1999, April). *Patterns of family adaptation to childhood chronic illness*. Poster presented at the Seventh Florida Conference on Child Health Psychology, Gainesville, FL.
- Burgess, K., Lundgren, K., Lloyd, J., & Pianta, R. C. (1998, December). *Literacy instruction for at-risk preschoolers: Self-reported teacher beliefs and practices*. Paper presented at the National Reading Conference, Austin, TX.
- Rimm-Kaufman, S. E., & Pianta, R. C. (1998, July). *Differences in family involvement between kindergarten and preschool*. Poster presented at Head Start's Fourth National Research Conference. Washington, DC.
- Pianta, R. C. (1998, April). *A national perspective on entry to school: The National Center for Early Development and Learning's Transition Practices Survey*. Symposium presented at the American Educational Research Association Annual Meeting, San Diego.
- Rimm-Kaufman, S., Pianta, R. C., & Cox, M. J. (1998, April). *Teacher judgments of success in the transition to kindergarten*. Paper presented at the American Educational Research Association Annual Meeting, San Diego.
- Early, D., & Pianta, R. C. (1998, April). *Kindergarten transition practices: Relations with teacher and classroom characteristics*. Paper presented at the American Educational Research Association Annual Meeting, San Diego.
- Pianta, R. C. (1997, April). *The effects of early deprivation: Investigations of a continuum of caregiving experiences*. Symposium discussant, Biennial meeting of the Society for Research in Child Development. Washington, DC.
- Pianta, R. C. (1997, April). *Family relationships in children with disabilities and chronic medical conditions*. Theodore D. Tjossem Memorial Lecture, Center on Human Development and Disability, University of Washington, Seattle, WA.
- Pianta, R. C. (1996, April). *Social influences on school adjustment*. Symposium discussant. Annual meeting of the American Educational Research Association. New York, NY.
- Pianta, R. C. (1996, April). *Children's relationships with teachers: Assessment, continuity, and linkages with school adjustment*. Symposium discussant. Annual meeting of the American Educational Research Association. New York, NY.
- Pianta, R. C. (1995, October). *Relationship-based psychopathology in the preschool years*. Paper presented at the annual meetings of the American Academy of Child and Adolescent Psychiatry. New Orleans, LA.
- Pianta, R. C., Morog, M. C., & Marvin, R. S. (1995, March). *Adult attachment status and mothers' behavior with their spouses*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Pianta, R. C. (1995, March). *The Pictorial Scale of Perceived Competence and Acceptance: A discussion*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Morog, M. C., Pianta, R. C., & Marvin, R. S. (1994, October). *Adult attachment status, parents' reaction to diagnosis, and child attachment status in children with a disability*. Paper presented at International Conference on Attachment, Toronto.
- Pianta, R. C., & Marvin, R. S. (1994, September). *Parent-child interaction patterns*. Paper/workshop presented at the Epilepsy Foundation of America National Leadership Conference, Alexandria, VA.
- Marvin, R. S., & Pianta, R. C. (1993, October). *Assessing parents' success in grieving their child's diagnosis*. Paper/workshop presented at the annual meeting of The American Association of Cerebral Palsy and Developmental Medicine, Nashville, TN.
- Pianta, R. C., & Marvin, R. S. (1993, March). *Patterns of parents' reactions to their child's diagnosis: Relations with parent-child interaction*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- Lothman, D. J., & Pianta, R. C. (1993). *Mother-child interaction as a regulator of social development in children with epilepsy*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- Marvin, R. S., & Pianta, R. C. (1992, October). *Assessing parents' success in grieving their child's diagnosis*. Paper/workshop presented at the annual meeting of The American Association of Cerebral Palsy and Developmental Medicine, San Diego, CA.

- Pianta, R. C., & Marvin, R. S. (1991, December). *Parents' representations of relationships and attachment behavior in children with cerebral palsy*. Symposium presented at the Biennial Training Institute of the National Center for Clinical Infant Programs, Washington, DC.
- Pianta, R. C., & Artilles, A. (1991, September). *Research on children at-risk for failure in school*. Universidad de Landivar, Guatemala City, Guatemala, C. A.
- Pianta, R. C., & Steinberg, M. (1991, April). *Relationships between children and kindergarten teachers: Associations with home and classroom behavior*. Paper presented at symposium "Relationships between Children and Non-Parental Adults: Research in School and Day Care Settings," R. Pianta (chair) at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Pianta, R. C., Lothman, D. L., & Clarson, S. (1990, November). *Predicting social behavior in children with epilepsy using measures of mother-child interaction, child behavior, and medical risk*. Poster presented at the Annual Meeting of the American Epilepsy Society, San Diego, CA.
- Lothman, D., Pianta, R. C., Clarson, S., & Fowler, P. (1989, December). *Mother-child interaction in children with epilepsy: Relations with child competence*. Poster presented at the annual meeting of the American Epilepsy Society, Boston, MA.
- Pianta, R. C. (1989, April). *Assessment of attachment behaviors in children with moderate to severe motor impairments*. Paper presented at symposium "Using the Strange situation with Special Populations," B. Vaughn (chair) at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Pianta, R. C., & Castaldi, J. (1989, April). *Stability of depressive symptoms in five and six year old children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Castaldi, J., & Pianta, R. C. (1989, March). *Depressive symptoms in five year old children*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Pianta, R. C. (1987, April). *The relationship between different classifications of maternal stress and children's first grade outcomes*. Research display presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Pianta, R. C., & Egeland, B. (1987, April). *Continuity and discontinuity in maternal caregiving at 6, 24 and 42 months in a high risk sample*. Research display presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Pianta, R. C. (1987, March). *Developmental research on a high risk sample: Implications for practice*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Pianta, R. C. (1986, September). *The longitudinal effects of maternal life stress on the developmental outcomes of first grade children*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Pianta, R. C., & Egeland, B. (1985, April). *The effects of family intactness on children's developmental outcomes*. Research display presented at the biennial meeting of the Society for Research in Child Development Biennial Meeting, Toronto, Ontario, Canada.
- Erickson, M., & Pianta, R. C. (1984, April). *Behavior problems in young children: Early identification and prevention*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Pianta, R. C. (1984, April). *Environmental effects on preschool intellectual development: Implications for intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Ysseldyke, J., & Pianta, R. C. (1983, March). *Psychoeducational decision-making: Generalizations and implications for training and practice*. Paper presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.
- Cherkes, M., & Pianta, R. C. (1978, March). *Information processing: An approach to diagnosis and instruction*. Paper presented at the Gatlinburg Conference for Research in Mental Retardation, Gatlinburg, TN.

Selected Professional and Public Service Presentations

- Pianta, R. C. (2020, February). *Teacher-student interactions: Measurement, impacts, improvement, and policy*. Merrill Palmer Skillman Institute Research Colloquia Series, Wayne State University.

- Pianta, R. C. (2019, September). *Teacher-student interactions: Measurement, impacts, improvement, and policy*. Universidad de Los Andes, Bogota, Colombia.
- Pianta, R. C. (2019, January). Keynote: *Closing learning gaps: Linking early education and elementary school to make a lasting difference for children*. Prek-3 Summit, WHRO, Norfolk, VA.
- Pianta, R. C. (2018, October). Panelist: *Teacher Development and Retention*. 2018 Virginia Education Summit, Joint Meeting of the Senate Education & Health and House Education Committees. Virginia State University. Fredericksburg, VA.
- Pianta, R. C. (2018, February). Panelist: *Shaping your research career to influence policy and practice*. University of Missouri. Columbia, MO.
- Pianta, R. C. (2018, January). Panelist: *Imagine the future of urban education and mental health*. Institute of Human Development and Social Change. New York University. New York, NY.
- Pianta, R. C. (2018, January). Panelist: *Envisioning the future: Diversity and inclusion in higher education*. 2018 Bicentennial and Community Martin Luther King Celebration. University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2017, December). Panelist: *Early Childhood Education*, 2017 Virginia Education Summit, Health and House Education Committees. Richmond, VA.
- Pianta, R. C., & McAuliffe, T. (2017, October). *Teacher shortages in the Commonwealth: Fireside chat with Governor McAuliffe and Dean Pianta*. University of Virginia, Charlottesville, VA.
- Pianta, R.C. (2017, May). *The New Primary Grades? Connecting Early Childhood and Elementary Education*. Education Writers Association. Washington, DC.
- Pianta, R.C. (2017, March). Keynote: *Attachment Goes to School: Fostering Secure Relational Experiences for Educational and Lifelong Benefit*. The Lourie Center for Children's Social & Emotional Wellness. Bethesda, MD.
- Pianta, R. C. (2016, September). *Early Childhood Education: Current Issues and Future Directions*. Texas Christian University. Fort Worth, TX.
- Pianta, R. C. (2016, July). Keynote: *Observation and Improvement of Teacher-child Interactions in Early Education Classrooms*. Beijing, China.
- Pianta, R. C. (2016, April). *Elevating the Capacity of Classroom Experiences for Promoting Students' Learning and Development: Observation and Improvement of Teacher-child Interactions*. Copenhagen, Denmark.
- Pianta, R. C. (2015, December). Keynote/Webinar: *Classroom experiences for promoting students' learning and development: Observation and improvement of teacher-child interactions*. Leuven, Belgium.
- Pianta, R. C. (2015, November). Panelist: *Early Childhood Education / What the Research Shows*. Education Summit, The Virginia House Committee on Education. Charlottesville, VA.
- Pianta, R. C. (2015, November). *Design for Impact in ECE Initiative*. Early Learning Convening, New Profit. New York, NY.
- Pianta, R. C. (2015, October). *Relevance, determinants and improvement of interactions in early childhood education and care*. Fundación Educacional Oportunidad, Gabriela Mistral Cultural Center. Santiago, Chile.
- Pianta, R. C. (2014, November). *Elevating the capacity of classroom experiences for promoting students' learning and development: Observation and improvement of teacher-child interactions*. Southern Regional Education Board, Louisville, KY.
- Pianta, R. C. (2014, October). *Improving teacher-student interactions: Classroom observation and professional development*. Center of Excellence Research Consortium. Columbia, SC.
- Pianta, R. C. (2013, April). Invited Presenter. *Tom Talks: Innovate Charlottesville. Innovate the World*. Charlottesville, VA.
- Pianta, R. C. (2013, February). Keynote speaker, Community Breakfast, Children, Youth, & Family Services, Charlottesville, VA.
- Pianta, R. C. (2012, September). *The cost factor: Making evaluation systems more efficient*. Panelist, Revisiting Teacher Evaluation: A Leadership Forum on Using Data to Improve Teaching and Learning. Carnegie Foundation for the Advancement of Teaching, Washington, DC.
- Pianta, R. C. (2012, July). *How much faith should we have in observation as an evaluation tool? What have we done right and wrong when it comes to observation?* Discussant. Teacher Quality 2.0: Getting evaluation design right: Developing and implementing better educator evaluation systems. American Enterprise Institute for Public Policy Research, Washington, DC.

- Pianta, R. C. (2012, January). *Teacher Performance in the Classroom*. Teaching Quality Workshop, Inter-American Development Bank, Washington, DC.
- Pianta, R. C. (2011, April). *Using observation to improve teaching and learning*, Inaugural Symposium, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2011, March). *Building better teachers: Academic, social, and emotional benefits of positive student-teacher interaction*. Atlanta Speech School, Atlanta, GA.
- Pianta, R. C. (2011, January). *Leadership and decision-making for effective classroom teaching*. Professional Development, New York City Department of Education, New York, NY.
- Pianta, R. C. (2010, November). *Improving impacts of classrooms: Professional development and classroom observation*. Virginia Association of Elementary School Principals Annual Conference, Williamsburg, VA.
- Pianta, R. C. (2010, August). *Building an effective early education system: High-quality classrooms and supportive transitions*, The University of Tokyo, Tokyo, Japan.
- Pianta, R. C. (2010, May). *Quality and impacts of pre-K: Observing and improving teacher-child interactions*. The Texas School Ready! Summit, Children's Learning Institute, Austin, TX.
- Pianta, R. C. (2010, April). *Classroom observation at scale: Classroom Assessment Scoring System (CLASS)*. Teacher Evaluation Working Group, The Parthenon Group, Memphis, TN.
- Pianta, R. C. (2009, February). *Kids & teachers: What makes for success in school*, Venable PTO, Charlottesville, VA.
- Pianta, R. C., & Bowman, B. (2008, November). *Effective professional development with early education teachers preK-3*, Institute on Pre-K, Harvard University, Boston, MA.
- Pianta, R. C. (2008, September). Panelist, Connecticut Governor's Forum: *Linking ready kids to ready schools*, Hartford, CT.
- Pianta, R. C. (2008, February). *Current trends in early care and education*. Panelist/Presenter, Women United in Philanthropy, Charlottesville, VA.
- Pianta, R. (2007, December). *School readiness and the transition to kindergarten in the era of accountability*. Faculty Author Series, University of Virginia, Colonnade Club, Charlottesville, VA.
- Pianta, R. (2007, November). *School readiness and the transition to kindergarten*. Charlottesville Preschool, Charlottesville, VA.
- Pianta, R. (2007, September). *How can research and practice in school psychology matter for helping students and teachers?* 2007 Distinguished Alumni Presentation, University of Minnesota, Minneapolis, MN.
- Pianta, R. (2007, September). *Quality in early care and education: It's all about relationships*. McEvoy Lecture, University of Minnesota, Minneapolis, MN.
- Pianta, R. (2007, July). *Covering pre-k: Finding stories that truly matter*. Harold W. McGraw Jr. Annual Seminar for Reports New to the Education Beat, Hechinger Institute on Education and the Media, New York, NY.
- Pianta, R. (2007, June). *Aligning children's development with teacher competencies*. The Governor's Early Childhood Summit: Aligning the Continuum of Early Childhood Development, Richmond, VA.
- Pianta, R. (2007, April). Distinguished Guest Lecture Series, East China Normal University, Shanghai, China.
- Pianta, R. C. (2006, November). *Ready schools: Transition practices and quality classrooms*. Pre-kindergarten Staff Development Day, Norfolk, VA. Sponsored by United Way of South Hampton Roads, Norfolk Public Schools, and Smart Beginnings South Hampton Roads Coalition.
- Pianta, R. C., & Hamre, B. (2005, November). *Pathways to early school success: Early learning strategies for low-income children*. National Center for Children in Poverty, New York, NY.
- Pianta, R. C. (2006, September). Invited panelist, *The health of democracy at home and abroad*, The Miller Center and the University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2006, January). *Going to kindergarten: Key skills and experiences*. Success by 6 Summit, Coalition of the Shenandoah Valley, James Madison University, Harrisonburg, VA.
- Pianta, R. C. (2005, November). *Transition planning and ready schools: Frameworks, policies, and practices*. Child Care Solutions, Syracuse, NY.
- Pianta, R. C. (2005, October). *MyTeachingPartner*. Academy for Educational Development Symposium, Charlottesville, VA.
- Pianta, R. C. (2005, October). *Ready schools: Transition practices and quality classrooms*. Indiana Institute on Disability and Community / Early Childhood Center, Indiana University, Indianapolis, IN.

- Pianta, R. C. (2005, September). *Observing interactions in classrooms: The ingredients of school success*. Erikson Institute, Chicago, IL.
- Pianta, R. C. (2005, May). Keynote, Workshop Leader: *Ready schools: Transition practices and quality classrooms*, Massachusetts Department of Education, Marlboro, MA.
- Pianta, R. C. (2005, April). *Transition planning and ready schools*. The Council of Chief State School Officers (CCSSO), St. Louis, MO.
- Pianta, R. C. (2005, March). *Kids and teachers: What makes for success in school?*, Engaging the Mind, UVA's Statewide Community Lecture Series, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2005, February). *Going to kindergarten: Transition models and practices*. Georgia Partnership for Successful School Transition, SmartStart Georgia, Atlanta, GA.
- Pianta, R. C. (2004, November). *Going to kindergarten: Transition models and practices*. Office of Early Childhood education, Ohio Department of Education, Columbus, OH.
- Pianta, R. C. (2004, November). *Going to kindergarten: Transition models and practices*. Issues Regarding Transition to Kindergarten and Building Bridges for Smooth Transition. Stark County Educational Service Center, Canton, OH.
- Pianta, R. (2004, November). *What's going on in pre-k and primary grade classrooms?* The Pew Seminar on Coverage of Early Childhood Education, Hechinger Institute on Education and the Media, Columbia University, Singer Island, FL.
- Pianta, R. C. (2004, September). *Teacher-child relationships*. Professional Development Meeting, Fairfax County Public Schools, Fairfax, VA.
- Pianta, R. C. (2004, June). *The National Center for Early Development and Learning's multi-state study of pre-kindergarten: Quality, practices and child outcomes*. NAEYC's Professional Development Institute, Baltimore, MD.
- Pianta, R. C. (2004, March). *Successful kindergarten transition*. SERC Transition to Kindergarten Conference, Connecticut Department of Education, Rocky Hill, CT.
- Pianta, R. C. (2004, February). *Going to kindergarten: Transition models and practices*. Association for Children of New Jersey, New Jersey Education Association, New Jersey Department of Education, and Child and Family Policy Center, Newark, NJ.
- Pianta, R. C. (2004, January). *Children's experiences in pre-k, kindergarten, and early elementary classrooms*. National Association of State Boards of Education, Alexandria, VA.
- Pianta, R. C. (2004, January). *Enhancing relationships between children and teachers*. Fairfax County Public Schools, Alexandria, VA.
- Pianta, R. C. (2003, November). *Going to kindergarten: Transition models and practices*. University of Western Sydney, Sydney, Australia.
- Pianta, R. C. (2003, November). *Transition to school: Building links among families, schools, and communities*. Ohio Department of Education, Center for Students, Families, Communities, Office of Childhood Education, Columbus, OH.
- Pianta, R. C. (2003, September). *Getting children ready for school—What's needed?* Keynote presentation, Partnership for Children Readiness Conference. Charlottesville, VA.
- Pianta, R. C. (2003, June). *Student-teacher relationships*. Three-day workshop presented to teachers and administrators from the school district of Atri, Italy. Atri, Italy.
- Pianta, R. C. (2003, April). *Large-scale observations of first and third grade classrooms: What kids and teachers do and whether it relates to teachers' credentials and experience*. Curry Spring Speaker Series on Risk and Prevention, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2002, October). *NICHD and NCEDL Overview: Early Child Care and Children's Development Prior to School Entry*. Presentation to the Netherlands Child Care Delegation. The Netherlands Embassy, Washington, DC.
- Pianta, R. C. (2002, April). *Curry's initiative in risk and prevention*. Presentation in conjunction with the Office of Development and the Curry School of Education Foundation. New York, NY.
- Pianta, R. C. (2002, September). *Children's early literacy and relationships with adults*. Virginia Department of Education, Roanoke, VA.
- Pianta, R. C. (2002, September). *Research that matters for children and families: Interdisciplinary, large-scale long-term studies in community-based settings*. Texas A&M University, College Station, TX.
- Pianta, R. C. (2002, July). *Early learning: Transition to kindergarten*, Best Schools Leadership Initiative, Summer Academy. Keynote speaker/Workshop presenter, New Hampshire Department of Education, Concord, NH.

- Pianta, R. C. (2002, April). *Nurturing the seedling*. Three-part workshop for the Ready to Learn Task Force for parents, administrators, and community/social workers. Keynote speaker, Breakfast of Champions, "Cultivating Community: Sowing Seeds for Success!" Department of Education, Dover, NH.
- Pianta, R. C. (2002, April). *Being helpful to children and families*. Keynote address, John L. Snook Child Advocate Award Breakfast, Children, Youth & Family Services, Inc., Charlottesville, VA.
- Pianta, R. C. (2002, March). *Transition to school: Building links among families, schools, and communities*. Maryland Department of Education, Howard County, MD.
- Pianta, R. C. (2001, October). *Banking time*. First Annual Conference for Parents, Head Start, Title I, Bright Stars and Family Support, Charlottesville, VA.
- Pianta, R. C. (2001, September). *Relationships between teachers and children: Effects on child outcomes and implications for research, practice, and policy*. Department of Psychology, University of South Carolina, Columbia, SC.
- Pianta, R. C. (2001, July). *Enhancing the transition to kindergarten*. Governor's Institute for Early Childhood Educators. Juniata College, Huntingdon, PA.
- Pianta, R. C. (2001, March). *The relationship model of transition*. New Hampshire Department of Health and Human Services, Head Start Conference, Manchester, NH.
- Pianta, R. C. (2001, February). *Relationships between children and teachers in elementary school: Assessment and prediction of children's academic and social outcomes*. University of Minnesota, Minneapolis, MN.
- Pianta, R. C. (2000, December). *Research on readiness and the transition to school*. Pennsylvania State University, Harrisburg, PA.
- Pianta, R. C. (2000, December). *Transition to school: Building links among families, schools, and communities*. Ready at Five Conference, Maryland State Department of Education, Baltimore, MD.
- Pianta, R. C. (2000, October). *Banking Time*. Charlottesville Schools Professional Development Conference, Charlottesville, VA.
- Pianta, R. C. (2000, October). *Enhancing relationships between children and teachers: How to build resilience in schools*. Charlottesville City Schools, Charlottesville, VA.
- Pianta, R. C. (2000, August). *The kindergarten transition*. Workshop presented at the National Head Start Association Conference, Washington, DC.
- Hamre, B., La Paro, L., & Pianta, R. (2000, June). *System for observing classroom quality in pre-kindergarten and the early grades*. A poster presented at the Ninth Annual Conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Pianta, R. C. (2000, June). *Enhancing relationships between children and teachers: How to build resilience in schools*. Albemarle County Leadership Retreat 2000, Charlottesville, VA.
- Kraft-Sayre, M., Rimm-Kaufman, S., & Pianta, R. (2000, June). *Collaborative intervention to build relationships and smooth the transition to kindergarten*. A poster presented at the Ninth Annual Conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Pianta, R. C., & Kraft-Sayre, M. (2000, May). *Hartford Foundation for Public Giving, Brighter Futures Initiative, Transition to School Projects*. Hartford, CT.
- Pianta, R. C. (2000, May). *Viewing families of children with special needs*. Innovative Strategies Conference, Curry School of Education, University of Virginia, Charlottesville, VA.
- Panel discussant. (2000, May). George Graham Conference. Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2000, February). *Building stronger relationships between parents and children*. Workshop offered at The Twelfth Collaborative Conference for Special Education, Courage to Risk, Colorado Springs, CO.
- Pianta, R. C. (2000, February). *Enhancing relationships between children and teachers: how to build resilience in schools*. Workshop offered at The Twelfth Collaborative Conference for Special Education, Courage to Risk, Colorado Springs, CO.
- Pianta, R. C. (2000, February). *Developmental Approaches to School-Age Children with Emotional Disturbances*. Colloquium offered to the Bedford County School System and Centra Health, Bedford, VA.
- Pianta, R. C. (1999, November). *Best practices in transition to school programs*. Workshop presented to the Hartford Foundation for Public Giving, Hartford, CT.

- Pianta, R. C. (1999, November). *Social processes in early education: Relationships between teachers and children*. Colloquium offered at the University of North Carolina at Chapel Hill, School of Education.
- Pianta, R. C. (1999, October). *Investing in the education of young children*. Presented at The Rotary Club, Charlottesville, VA.
- Pianta, R. C. (1999, May). *Applying the construct of resilience in schools*. Workshop presented at the New Jersey Association of School Psychologists Conference, Jamesburg, NJ.
- Pianta, R. C. (1999, May). *Banking time*. Workshop, Innovative Strategies for All Young Children, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (1999, May). *What lies ahead for school psychology; building schools that work for all children*. Keynote speaker, New Jersey Associations of School Psychologists, Jamesburg, NJ.
- Pianta, R. C. (1999, May). *Promoting relationships: A key to prevention*. Keynote speaker, Innovative Strategies for All Young Children, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (1998, October). *Ready, set, go: Preparing children for school success*. Workshop presented at Parents' Day, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C., & Gercke, N. (1998, October). *Predicting adjustment to school from data collected at school entry: The Charlottesville City School Kindergarten Screening Program*. Virginia Department of Education Research and Testing Conference, Tysons Corner, VA.
- Pianta, R. C. (1998, April). *Use and effects of child care in the United States: Results from the NICHD Study of Early Child Care*. Paper presented at the Virginia State Department of Education State Operated Programs Conference, Richmond.
- Pianta, R. C. (1998, March). *Child care, families, and children's competencies at age 3: Findings from the NICHD Study of Early Child Care*. Paper presented at Celebrating Literacy: Early Childhood Best Practices Conference, University of Virginia Department of Continuing Education, Charlottesville.
- Pianta, R. C. (1997, April). *Assessing parents' representational models of relationships with their children*. Theodore D. Tjossem Memorial Workshop, Center on Human Development and Disability, University of Washington, Seattle, WA.
- Pianta, R. C. (1996, March). *Relationship-based approaches in early intervention*. School of Education, University of North Carolina at Chapel Hill.
- Pianta, R. C. (1995, April). *Starting school ready to learn: What we know about children and contexts from birth to school age*. Education Day, Curry School of Education, University of Virginia.
- Pianta, R. C. (1995, May). *Observational assessment of the quality of child care*. Lynchburg Task Force on Child Care Quality. Lynchburg, VA.
- Pianta, R. C. (1994, November). *Society's stake in preschool*. Paper presented at the Conference on Preschool for At-Risk Children, Sponsored by the Urban League, Charlottesville, VA.
- Pianta, R. C. (1994, October). *Relationships, risk, and chronic illness in children*. Institute of Child Development, University of Minnesota.
- Pianta, R. C. (1994, March). *Attachment and parenting in children with cerebral palsy*. Grand Rounds, Department of Pediatrics, Methodist Hospital, St. Louis Park, MN.
- Pianta, R. C. (1994). *Relationship-based approaches to assessment of children*. Grand Rounds, Department of Pediatrics, PHP, Minnetonka, MN.
- Pianta, R. C. (1992, November). *Assessment of severe emotional disturbance*. Charlottesville City Schools.
- Pianta, R. C. (1992, March). *Relationships and risk*. Psychology Department, Tulane University, New Orleans, LA.
- Pianta, R. C. (1991, May). *Children with severe emotional disturbance: Assessment and intervention*. Bedford County Schools, Bedford, VA.
- Pianta, R. C. (1991, October). *A conversation with the editors of early childhood journals*. University of Wisconsin Early Schooling Conference, Madison, WI.
- Pianta, R. C., & Erickson, M. F. (1990, April). *Family focused assessment and intervention with children from birth to five years*. Pre-convention workshop. National Association of School Psychologists Annual Meeting, San Francisco, CA.
- Pianta, R. C. (1990, November). *Attachment relationships between children and adults--implications for educators*. Annual meeting of the Virginia Association of Independent Schools, Richmond, VA.

- Pianta, R. C. (1989, October). *A briefing on strategies and programs for preparing teachers to meet the needs of at-risk students*. Virginia Association of Colleges of Teacher Education, Virginia Beach, VA.
- Pianta, R. C. (1989, October). *Naturalistic assessment of infants, toddlers and preschool children*. Virginia Psychological Association, Richmond, VA.
- Pianta, R. C. (1989, May). *Child neglect: Research, assessment and intervention*. Prince William County Social Services, Manassas, VA.
- Eisenhart, C., & Pianta, R. (1989, October). *Teacher preparation programs for at risk children*. Conference on meeting the needs of at-risk students, Longwood College, Danville, VA.
- Pianta, R. C. (1988, October). *Early identification and treatment of childhood disorders*. Central Virginia Interagency Council, Lynchburg, VA.

TEACHING

Funded Training Grants

- Pianta, R.C., Pianta, R. C., Rimm-Kaufman, S., & Wyckoff, J. (2014-2019). *Virginia Education Sciences Predoctoral Training Program*. U.S. Department of Education. \$3,931,552.
- Pianta, R. C., Rimm-Kaufman, S., & Wyckoff, J. (2009-2014). *UVA Interdisciplinary Predoctoral Training Program in Educational Sciences*, U.S. Department of Education. \$1,975,766 direct costs.
- Pianta, R. C. (2006-2010). *Interdisciplinary postdoctoral research training fellowship in education sciences*. U.S. Department of Education. \$592,865 direct costs.
- Pianta, R., Rimm-Kaufman, S., & Justice, L. (2004-2009). *Interdisciplinary Doctoral Training Program in Risk and Prevention*. Institute of Educational Sciences, U.S. Department of Education, Washington, DC. \$4,655,503 direct costs
- Pullen, P., Snell, M., Pianta, R. C., & Justice, L. (2002-2007). *Interdisciplinary training for early childhood and development risk*. U.S. Department of Education, Office of Special Education and Rehabilitation Services. \$1,500,000 direct costs.
- Snell, M., & Pianta, R. C. (1997-2000). *Interdisciplinary training for early intervention and preschool personnel*. U.S. Department of Education, Office of Special Education and Rehabilitation Services. \$569,494 total direct costs
- Pianta, R. C., & Marvin, R. S. (1997-1999). *An early intervention training curriculum on parent-child relationships*. U.S. Department of Education, Office of Special Education and Rehabilitation Services. \$393,990 total direct costs.
- Pianta, R. C. (1992-1997). *Interdisciplinary specialty training of master's personnel in intervention with infants, toddlers, and families*. U.S. Department of Education, Office of Special Education and Rehabilitation Services. \$580,000 total direct costs.
- Pianta, R. C., & Hrnrcir, E. (1989-1992). *Multidisciplinary preparation of pre-service personnel in intervention with infants and families*. (HO29Q90012) U.S. Department of Education, Office of Special Education. \$225,000 total direct costs.

Courses Taught

University of Virginia

- EDHS 1100 *Intro to Youth and Social Innovations*, Fall 2015
- EDIS 8500 *Proseminar: Innovations in Education*, Spring 2015
- EDHS 1100 *Introduction to Youth and Social Innovations*, Fall 2014
- PSYC 359: *Research in Psychology*, Fall 2009-present
- EDLF 730: *Foundations of Educational Research*, Fall 2009-Spring 2010
- EDHS 788: *Field Project for ECDR Students*, Spring 2007-2008
- EDHS 976: *Research Design in Education Sciences*, Spring 2005-2007
- EDHS 976: *Seminar in School/Clinical Psychology -- Social and Affective Processes in the Development of Young Children*, 1993-2005.
- USEM171: *Society's Response to Children in Need*, Guest lecturer, Spring 1998.

- EDHS 976: *Seminar in School/Clinical Psychology -- Developmental Psychopathology in Infancy*, 1990-1993.
- EDHS 865: *Child Psychotherapy*, 1986-2005.
- EDHS 589: *Psychoeducational Assessment and Intervention with Young Children At Risk for School Failure*, Division of Continuing Education, 1987, 1989, 1990.
- EDHS 864: *Individual Intervention II: Techniques of Individual Psychotherapy*, 1986-1989.
- EDHS 863: *Individual Intervention I: Principles of Individual Psychotherapy*, 1986-1989.
- EDIS 590: *Assessment and Intervention with Infants with Special Needs*, Co-instructor with E. Hrnair, Spring 1990.
- EDHS 589: *Child Abuse*, Summer 1987.
- EDHS 589: *Psychological Assessment of Infants and Young Children*, Division of Continuing Education, Summer 1988.

Other Institutions

- CPSY 5310: *Sadness, Grief and Depression in Children and Adolescents*, University of Minnesota, Institute of Child Development, Summer 1985.
- EPSY 5849: *Assessment of the Preschool Child*, University of Minnesota, Department of Educational Psychology, Spring 1985.
- PSYCH: *Psychology of Adjustment*, St. Mary's Junior College, Minneapolis, MN, Winter 1985.
- PSYS 5313: *Psychoeducational Assessment from Infancy to Preschool*, University of Minnesota, Department of Psychoeducational Studies, Summer 1984.

Webinars

- Pianta, R. C. (2016, February). *Early Childhood Education*. Webinar, the Hunt Institute.
- Pianta, R. C. (2013, January). *Educator Effectiveness Models: Models and Considerations*. Webinar, SchoolNet, Inc.
- Pianta, R. C. (2012, September). *Assessment of improving teacher effectiveness PK-3*. Webinar, National Governors Association Center for Best Practices.
- Pianta, R. C. (2012, September). *Classroom practices that really make a difference for early learners*. Webinar, Hatch Early Learning Experts.
- Pianta, R. C. (2012, September). *Paid early childhood caregivers and educators*. Webinar, Broader Bolder Approach to Education, Economic Policy Institute, Washington, DC.
- Pianta, R. C. (2012, June). NCSL Early Learning Webinar: Robert Pianta. Children and Families Program, National Conference of State Legislatures, Denver, CO.
- Pianta, R. C. (2011, November). One size can't fit all—Developing smart policies to evaluate pre-K-3 teacher effectiveness. *Pre-K Now Webinar*.
- Pianta, R. C. (2011, April). *Recalibrating professional development for teacher success*, *Education Week Webinar*.
- Pianta, R. C. (2008, June). *Outcomes and accountability in pre-K: Understand the debate*, ECE Teach for America Webinar.

Supervision of Clinical Training

- Therapy team leader, Child-Parent Psychotherapy. Center for Clinical Psychology Services, University of Virginia, Curry School of Education, 1991-1993.
- Therapy supervisor. Center for Clinical Psychology Services, University of Virginia, Curry School of Education, 1986-1993.
- Assessment supervisor. Center for Clinical Psychology Services, University of Virginia, Curry School of Education, 1986-1993.
- Therapy team leader, Play Therapy. Center for Clinical Psychology Services, University of Virginia, Curry School of Education, 1986-1991.

SERVICE

Service to the University of Virginia and Curry School of Education

Chair, Dean Search Committee, School of Nursing, University of Virginia, 2018-2019.
Member, Search Committee, Executive Vice President, Provost, University of Virginia, 2018.
Chair, Leadership Council for Organizational Excellence, Office of the Executive Vice President and Chief Operating Officer, University of Virginia, 2013-2017.
Member, Dean Search Committee, Frank Batten School of Leadership and Public Policy, University of Virginia, 2013.
Participant, Branding Advisory Group, Office of Communications, University of Virginia, 2014-2015.
Member, Five-Year Review Committee for Vice President and Chief Student Affairs Officer, University of Virginia, 2013.
Charter Member, Board of Governors in the Academic of Education Arts and Sciences. BAM Radio Network, 2012.
Member, University Calendar Committee, University of Virginia, 2011-present.
Chair, Review Committee for the reappointment of Greg Roberts, Dean of Admissions, University of Virginia, 2011-2012.
Member, University Budget Model Steering Committee, 2011.
Member, Presidential Inaugural Steering Committee, University of Virginia, 2010-2011.
Chair, Committee on the Inaugural Academic Conference, University of Virginia. 2010-2011.
Expert Panel Member, Child Development & Behavior Branch, Rockville, MD, July 2008.
Member, Provost Search Committee, University of Virginia, Spring 2007.
University of Virginia Representative, The Joint Legislative Audit and Review Commission (JLARC), Virginia Preschool Initiative, Richmond, VA, 2007.
Director, Interdisciplinary Education Sciences Pre-Doctoral Training Program, Curry School of Education, 2004-2016.
Research Advisory Council, 2005-present; Research Facilitator, 2005-present, Teachers for a New Era, University of Virginia.
Chair, Dean Search Committee, Curry School of Education, University of Virginia, 2006.
Member, Search Committee, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia, 2005.
Member, Search Committee, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia, 2004.
Representative, Organization of Institutional Affiliates, American Educational Research Association, Washington, DC, October 2004-present.
Member, Search Committee, Curry School Foundation Director, Curry School of Education, University of Virginia, 2003.
Member, Search Committee, Grants Administrator, Curry School of Education, University of Virginia, 2003.
Coordinator, Curry Spring Speaker Series on Risk and Prevention, Curry School of Education, University of Virginia, Spring 2003.
Chair, Strategic Planning, Initiative on Risk and Prevention, Curry School of Education, University of Virginia, 2001-2004.
Chair, Search Committee, Curry Programs in Clinical and School Psychology, University of Virginia, 2001-2002.
Member, Search Committee, Early Childhood and Developmental Risk, Curry School of Education, University of Virginia, 2001.
Member, Institutional Review Board for the Behavioral Sciences, University of Virginia, 2000-2004.
Member, Promotions Committee, Curry School of Education, 1999-2002.
Member, Quantitative Methods Search Committee, Curry School of Education, 1999.
Chair, Academic Affairs Committee, Curry School of Education, 1996-1997.
Academic Affairs Committee, Curry School of Education, 1995-1997.
Talbot Chair Search Committee, Curry School of Education, 1994.
Director, Infant and Family Intervention Training Project, Curry School of Education, 1988-1997.

Service to the Profession: Local, National, and International

Member, External Review Panel, College of Education, University of Texas, Austin, TX, October 2017.

Member, Finance/Audit Committee, Society for Research in Child Development (SRCD), Washington, DC, 2015-2021.

Member, Commonwealth Council on Children's Success, Virginia Department of Education, 2014-2016.

Member, Visiting Committee, Harvard Graduate School of Education, 2015 –

Consultant, Louisiana Department of Education Teacher Preparation Accountability Workgroup, 2016-2017.

Amazon Early Childhood "Off the Grid" Task Force, Seattle, WA, January 2017.

Advisory Board, Implementation Research in Early Childhood Education, Foundation for Child Development. 2116 -

Board Member, Deans for Impact, Austin, TX. 2014 -

Participant, Next Generation Testing and Learning Summit, Early Learning Lab, San Francisco, CA. 2016

Member, Finance Committee, Society for Research in Child Development, 2015-

Consultant, Bill and Melinda Gates Foundation, Seattle, WA, September 2013.

Invited Participant, Southern Regional Educator Board (SREB) Teacher Preparation Meeting, Atlanta, GA, May 2013.

Consultant, Louisiana State Department of Education, Baton Rouge, LA, April 2013.

Lunch with the Leader, 2013 Biennial Meeting, SRCD, Seattle, WA.

Member, AERA Distinguished Contributions to Research Education Award. 2013-2015.

Member, APA Task Force on Applying Psychological Science to the Analysis of Data for Program Improvement, 2012.

Member, National Early Education Council, Jumpstart, Boston, MA, 2012-2016.

Faculty Consultant, National Conference of State Legislatures, Denver, CO, 2012.

Member, Head Start National Research Advisory Board, Washington, DC, 2009-2011.

Member, Center for American Progress Early Childhood Education Advisory Committee, Washington, DC, 2011-2015.

Member, Scientific Advisory Board for the Legacy for Children, National Institute for Early Education Research, Rutgers University (NIEER), New Brunswick, NJ, 2009-2018.

Member, Steering Committee, Rothschild Foundation, Jerusalem, Israel, 2009-2010.

Member, First School National Advisory Board, Chapel Hill, NC, 2009-2011.

Member, Advisory Group, International Reading Association and Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2009-2010.

Consultant, Technical Work Group, Office of Planning, Research, and Evaluation in the Administration for Children and Families, Washington, DC, October 2009.

Member, Technical Review Panel for Early Childhood Longitudinal Study, Westat, Rockville, MD, 2008-2010.

Member, Advisory Board, *Parents Magazine*, 2008-2016.

Member, External Review Panel, Steinhardt School of Culture, Education, and Human Development (Dean Mary Brabeck), New York University, New York, NY, March 2008.

Member, Committee on Research and Dissemination, American Association of Colleges for Teacher Education, Washington, DC, 2008-2011.

Member, Advisory Board, Washington Kids Count Project, Seattle, WA, 2008-2010.

Chair, Smart Beginnings Leadership Council, United Way, Charlottesville, VA, 2007-present.

Member, Opportunity to Start Strong, Commonwealth of Virginia, Office of the Governor, Richmond, VA, 2007-2010.

Member, Governor's Working Group on Early Childhood Initiatives, Richmond, VA, 2007-2010.

Consultant, The Family Life Project, University of North Carolina at Chapel Hill, 2007-2010.

Member, Committee on Early Childhood Mathematics, Center for Education, National Research Council, National Academies of Science, Washington, DC., 2007-2008.

Member, Scholars Selection Committee, William T. Grant Foundation, Washington, DC, 2007-2016.

Consultant, Observational Measurement of Classroom Quality, Spencer Foundation & W. T. Grant Foundation, Chicago, February 2007.

Consultant, Teaching as a Clinical Practice, Carnegie Foundation, Washington, DC, January 2007.

Member, Federal Advisory Committee, National Children's Study, Rockville, MD, 2007-2008.

Member, Committee on Early Childhood Education, National Research Council National Academies, Washington, DC, 2006-2007.

Advisor, PK-3 Research and Evaluation Forum, Foundation for Child Development, New York, NY, December 2006-2007.

Member, Professional Development Task Force, Start Strong Council, Virginia Department of Education, Richmond, VA, 2006-present.

Consultant, Appalachian Regional Education Laboratory, Washington, DC, April 2006.

Consultant, Department of Human Development, Teachers College, Columbia University, New York, NY, January 2006.

Member, Advisory Board, Integrative Research Activities for Developmental Science (IRADS), Center for Developmental Science, University of North Carolina at Chapel Hill, 2006-2011.

Consultant, Foundation for Child Development, New York, NY, 2005.

Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC, November 2005-2007.

Chair, Research Roundtable, *Child and adolescent development research and teacher education: Evidence-based pedagogy, policy, and practice*, National Institute of Child Health and Human Development and the National Council for the Accreditation of Teacher Education, Washington, DC, 2006.

Consultant, Erikson Institute, Chicago, IL, 2005-2006.

Participant, Ready Schools Planning Meeting, W. K. Kellogg Foundation, Washington, DC, July 2005.

Consultant, Center for Human Growth and Development, University of Michigan, Ann Arbor, MI, August 2005.

Reviewer/Consultant, Child Development Framework Project, PBS Parents, Washington, DC, 2005.

Consultant, *Discipline and the Power of Relationships*, Family Communications, Inc., Pittsburgh, PA, May 2005.

Proposal reviewer, The Spencer Foundation, Chicago, IL, 2005.

Member, The National Early Childhood Accountability Task Force, The Pew Charitable Trusts, Washington, DC, 2005-2007.

Member, Learner-Centered Principles Task Force, American Psychological Association, Washington, DC, 2005-2006.

Member, Advisory Board, National Research Center for Rural Education Support (NRCRES), University of North Carolina, 2005-2010.

Member, IES Peer Review Panel, Predoctoral Interdisciplinary Research Training Program in the Education Sciences, Institute of Education Sciences, U.S. Department of Education, Washington, DC, 2005.

National advisor, Transforming Transitions to Kindergarten, Research & Training Center on Family Support and Children's Mental Health, Portland State University, Portland, OR, 2004-2005.

Consultant, *Design Options for Studying Head Start Quality Enhancements*, Administration for Children and Families, U.S. Department of Health and Human Services, July 2004-January 2005.

Representative, APA Division 7, Teachers' Needs Analysis Project, Washington, DC, May 2004.

Member, Scientific Review Panel, Latino Children, Preschooling, and Early Development Project, PACE, University of California—Berkeley, Berkeley, CA, December 2003-present.

Representative, Educational Leadership Conference, Division 7, American Psychological Association, Washington, DC, September 2003.

Advisor, Task Force on Evidence-Based Interventions in School Psychology, School Psychology Program, University of Wisconsin-Madison, Madison, WI, June 2003.

Member, Ready Schools Advisory Panel, HIGH/SCOPE Educational Research Foundation, Ypsilanti, MI, 2003.

Consultant, National Governors' Association Task Force on School Readiness, Washington, DC, 2003.

Panel Chair, Educational Issues, Society for Research in Child Development, Atlanta, GA, April 2005.

Member, Early Childhood Education Advisory Committee, The Norfolk Foundation, Norfolk, VA, 2003.

Reviewer, Committee to Select Distinguished Professors, University of North Carolina at Chapel Hill, March 2003.

Member, Head Start National Reporting System Technical Working Group, Department of Health and Human Services, Washington, DC, 2003-2005.

Member, Commission on NAEYC's Technical Resource Team, Washington, DC, 2003-2004.

Mentor/Consultant, AERA-Spencer Pre-dissertation Fellows Program, American Educational Research Association, Washington, DC, 2003-2005.

Contributor/Columnist, *Head Start Magazine*, July 2002–2003.

Reviewer, The Israel Science Foundation, Jerusalem, Israel, 2002.

Reader/Reviewer, Psychology Undergraduate Program, School of Psychology, Murdoch University, Murdoch, Western Australia, 2002.

Contributor/Consultant, Pathways Mapping Initiative, School Readiness Knowledge Base, Project on Effective Interventions, Harvard University, 2001-2002.

Consultant/Participant, *Promoting Full-Day Kindergarten*, Foundation for Child Development, New York City, NY, May 2002.

Consultant, American Institutes for Research, National Center for Education Statistics, Washington, DC, January-June 2002.

Reviewer/Member, Division 16 Convention Committee of the American Psychological Association, December 2001–January 2002.

Member, Advisory Council, Full-Day Kindergarten Study, Education Commission of the States, Denver, CO, 2001.

Consultant, Westat, Building Futures: Head Start Impact Study, U.S. Department of Health and Human Services, Rockville, MD, 2001-2003.

Consultant, Duke Center for Social Policy, Duke University, Durham, NC, February 2001.

Consultant, Classroom Observational Strategies, U.S. Department of Education, Title 1 Research Group, Washington, DC, April 2001.

Reviewer, Grant Proposal, National Science Foundation, Washington, DC, 2001.

Member, National Advisory Board, National Center for Family and Community Involvement in Schools, Southwest Educational Development Laboratory, Dallas, TX, 2000-2005.

Consultant, Ewing Marion Kauffman Foundation, Project on School Readiness, Kansas City, MO, December 1999.

Consultant, Child Mental Health Funders and Agencies Work Group, November 1999.

Member, Task Force on the Impact of Psychology on Preschool/Early Childhood Education, Board of Educational Affairs, American Psychological Association, 1999-2000.

Consultant, Hartford Foundation for Public Giving, Brighter Futures Initiative: Transition to School Project, 1998-2000.

Member, Commission on Children and Families, Charlottesville/Albemarle, 1998-1999.

Expert Panel on Pre-Kindergarten Standards for the State of California, Health and Education Communication Consultants, 1998-1999.

Consultant to Early Childhood Longitudinal Study—Birth Cohort, WESTAT and National Center for Educational Statistics, 1998-2000.

Promotions Review:

- University of California, Riverside, 2019.
- Ohio State University, 2019
- Tel Hai College, Upper Galilee, Israel, 2018
- University of Minnesota, 2018.
- Brown University, 2018.
- University of Minnesota, 2013.
- Harvard Graduate School of Education, 2012.
- Northwestern University, 2012.
- Academy of Finland, Helsinki, 2011-2012.
- Southern Illinois University School of Medicine, 2007.
- University of Toronto, Ontario, Canada, 2005.
- University of Haifa, Israel, 2004.
- Wayne State University, 2004.
- University of Maryland, 2004.
- State University of New York at Buffalo, 2003.
- The University of California at Los Angeles, 2003.
- The University of Chicago, 2003.
- The University of Delaware, 2003.
- George Mason University, 2003.
- Stanford University, 2003.
- Indiana University, School of Education, 2001-02.
- The University of Texas at Dallas, School of Human Development, 2000.
- University of Pittsburgh, Department of Psychology in Education, 2000.
- Georgia State University, College of Education, 2000.
- Harvard University, Graduate School of Education, 1999.
- University of California Los Angeles, Graduate School of Education, 1998, University of Minnesota School of Education, 1998.
- University of Washington School of Nursing, 1998.
- Wayne State University Department of Psychology, 1997.
- Harvard University Graduate School of Education, 1997.
- Cornell University Department of Human Development and Ecology, 1996.
- Tufts University Department of Child Study, 1994.
- Advisory Board, Costs, Quality, and Child Outcomes in Child Care Centers. Four-site study of child care, Yale University, University of North Carolina, University of Colorado Denver, University of California Los Angeles, 1995-1996.
- Consultant, Service Use, Need, and Outcomes in Child and Adolescent Psychopathology (UNOCAP). MacArthur Foundation Consultant to National Institute of Mental Health, 1995.
- Consultant, Child and family adaptation to chronic illness. NIH-funded research project, Joan Austin, Ph.D., Principal Investigator, 1994.
- Consultant, Epilepsy Foundation of America, Issues and answers: A guide for parents of children with seizures, Birth to Age Six and Age Six to Twelve, 1993.
- Consultant, National Institute for Disability and Rehabilitation Research, Research Priorities in Epilepsy, June 1991.
- Consultant, Adult Attachment and Adolescent Development Research Project, Pennsylvania Hospital, Diana Rosenstein, P.I., 1997
- Examiner, Doctoral Thesis, The University of New England, Armidale, NSW 2351, Australia, 1999.
- Grant review: National Institute of Mental Health B-START Program, 1998.
- Grant review: National Institute of Child Health and Human Development, Small Grants Special Emphasis Panel, 1997.
- Grant review: The Spencer Foundation, 1995.
- Grant review: The National Science Foundation, 1995, 1997.
- Grant review: National Institute of Child Health and Human Development, Special Competition on the Effects of After-School Care on the Development of Children, December 1992.
- Grant review: Field-initiated research competition. U.S. Department of Education, Office of Special Education, August 1991.

Grant review: Infant intervention training project competition, U.S. Department of Education, Office of Special Education, Division of Personnel Preparation, October 1989.

Society for Research in Child Development Panel Reviews:

- Children At Risk (3+ Years), 2001, Biennial Meeting
- Parenting, 1999, Biennial Meeting
- Family and Kinship Relations, 1997, Biennial Meeting
- Emotional Development, 1995,
- Infancy: Social and Emotional Process, 1993, Biennial Meeting
- Children At Risk, 1991, Biennial Meeting
- Developmental Psychopathology, 1987, Biennial Meeting, International Conference on Infant Studies

Advisory Board Member, Center for Early Education and Development, University of Minnesota, Institute of Child Development, 1985-1986.

Advisory Board, Bright Stars Preschool Program, Albemarle County Public Schools, 1996-1997.

Consultant, Charlottesville City Schools, Program for Four-Year-Olds, 1995-2000.

Chair, Appalachian Education Laboratory, Virginia Association of Colleges of Teacher Education Study Group on Students At-Risk, 1988-1990.

Virginia Interagency Coordinating Council Task Force on Personnel Preparation, Virginia Department of Mental Health, Mental Retardation and Substance Abuse, 1989-1990.

Kindergarten Readiness Assessment Review Panel, Virginia Department of Education, 1989-1990.

Consultant, Creating Nurturing Environments for At-Risk Students, Commonwealth Center for Research on Teaching, University of Virginia and James Madison University. Minigrant of \$5000 awarded to Donovan Steiner, Principal Investigator, Eastern Mennonite College, 1989-1990.

Service to the Profession: Editorial

Associate Editor, *AERA Open*, 2015-present.

Editor, *Journal of School Psychology*, 1999-2007.

Editorial Advisory Board, *Journal of Family Psychology*, 2003-2004.

Editorial Advisory Board, *School Psychology Review*, 1995-1998, 2000.

Advisory Editor, *Journal of School Psychology*, 1992-1998.

Editorial Board, *Exceptional Children*, 1994-1995.

Associate Editor, *Early Education and Development*, 1988-1999.

Field Reviewer:

- American Educational Research Journal*
- American Journal on Mental Retardation*
- Behavior Disorders*
- Child Development*
- Development and Psychopathology*
- Developmental Psychology*
- Exceptional Children*
- Exceptionality*
- Infant and Child Development*
- Infants and Young Children*
- Journal of Abnormal Child Psychology*
- Journal of Consulting and Clinical Psychology*
- Journal of Special Education*
- Merrill-Palmer Quarterly*
- Pediatrics*
- Personality and Social Psychology Bulletin*
- Psychological Bulletin*
- Remedial and Special Education*
- School Psychology Review*

Selected Media Interviews

- Pianta, R. C. (2017, May 30). "Free play or flashcards? New study nods to more rigorous preschools." *The New York Times*. Retrieved from https://www.nytimes.com/2017/05/30/us/preschool-academics-study.html?_r=0
- Pianta, R. C. (2017, May 8). "The hard truths and false starts about edtech efficacy research." *EdSurge*. Retrieved from <https://www.edsurge.com/news/2017-05-08-the-hard-truths-and-false-starts-about-edtech-efficacy-research>
- Pianta, R. C. (2017, February 8). "How much power will Betsy DeVos have? It depends." *USA Today*. Retrieved from <https://www.usatoday.com/story/news/2017/02/08/power-betsy-devos-education-secretary/97662132/>
- Pianta, R. C. (2017, February 4). "How to pick a preschool in less than an hour." *The New York Times*. Retrieved from https://www.nytimes.com/2017/02/04/opinion/sunday/how-to-pick-a-preschool-in-less-than-an-hour.html?_r=0
- Pianta, R. C. (2016, December 4). "Mississippi defies national trend; decreases scrutiny of early child care quality." *The Hechinger Report*. Retrieved from <http://hechingerreport.org/mississippi-defies-national-trend-decreases-scrutiny-early-child-care-quality/>
- Pianta, R. C. (2016, October 12). "Obama administration releases long-delayed regulations for teacher-preparation programs." *The Washington Post*. Retrieved from https://www.washingtonpost.com/local/education/obama-administration-releases-long-delayed-regulations-for-teacher-preparation-programs/2016/10/12/14049e10-8fee-11e6-9c52-0b10449e33c4_story.html?utm_term=.fe595f3994fc
- Pianta, R. C. (2013, February). "Universal preschool? Not so fast." *Mother Jones*. Retrieved from <http://www.motherjones.com/politics/2013/02/obama-universal-preschool-robert-pianta-highscope-oklahoma/>
- Pianta, R. C. (2013, February). "White House's proposed expansion of pre-school programs." *The Diane Rehm Show*, NPR, Washington, DC.
- Pianta, R. C. (2012, September). "Sunday Morning Wake-Up Call," WNRN (Rick Moore), Charlottesville, VA.
- Pianta, R. C. (2012, September). "Teachers' expectations can influence how students perform." *NPR Morning Edition* (Alix Spiegel). Retrieved from: www.npr.org/blogs/health/2012/09/17/161159263/teachers-expectations-can-influence-how-students-perform/
- Pianta, R. C. (2012, January). "Body, Mind and Child." *BAM Radio Network* (Rae Pica).
- Pianta, R. C. (2011, December). "Common Core Poses Challenges for Preschools." *Education Week* (Jaclyn Aubrzycki).
- Pianta, R. C. (2011, November). "Teacher Development at Center of New Center for American Progress Studies." *Huffington Post*.
- Pianta, R. C. (2011, January). Expert Interview with Andrea Mitchell, NBC Universal.

Print media

APA Monitor
The Boston Globe
Business Week
The Calgary Herald
The Cavalier Daily
Charlottesville Daily Progress
The Colorado Gazette
Education Week
International Herald Tribune
New York Times
The Orlando Sentinel

Parenting
Parents Magazine
The Plain Dealer
Redbook
Richmond Times-Dispatch
The Star-Ledger
U.S. News and World Report
University of Virginia News
Virginia Pilot
Wall Street Journal
Washington Post

Broadcast media

NBC-TV

ABC-TV

CNN-TV

NPR, "Insight" with Tom Graham

PBS, WETA, "Reading Rockets"

PBS, Invited guest, "Education News Parents Can Use," Early Childhood Education Good Start, Grow Smart," with Doris McMillon

MSNBC-TV

WVIR-TV

University of Virginia TV News

Professional Association Memberships

American Psychological Association, Regular Member, 1987–present.

National Association of School Psychologists Association, Member, 1986–present.

Society for Research on Educational Effectiveness, Member, 2006-present.

Society for Research in Child Development, Member, 1986-present.

Society for Prevention Research, Member, 2000-2002.

Society for the Study of School Psychology, 1996-present.

Council for Exceptional Children, Member, 1991-1999.