

Jessica E. Vick Whittaker
Curriculum Vitae

Jessica E. Vick Whittaker, PhD
Research Associate Professor
Director of Birth to Eight Initiatives
Center for Advanced Study of Teaching and Learning
University of Virginia
405 Emmet St. South, #248
Charlottesville, VA 22904
Phone: 434-243-4905; Fax: 434-243-4947
Email: jwhittaker@virginia.edu

EDUCATION

Ph.D., Human Development, May 2008
University of Maryland, College Park, MD
Dissertation: *Teacher-child relationships: Examining relations among children's risks, relationships, and externalizing behaviors in Head Start* (Chairperson: Brenda Jones Harden)

Graduate Certificate in Measurement, Statistics and Evaluation, May 2007
University of Maryland, College Park, MD

B.A., Psychology, May 2000
Duke University, Durham, NC

PROFESSIONAL POSITIONS

Director of Birth to Eight Initiatives. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2021 – present)

Research Associate Professor. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2019 – present)

Affiliated Faculty. Applied Developmental Psychology and Education Psychology, Curry School of Education, University of Virginia, Charlottesville, VA (July, 2012 – present)

Research Assistant Professor. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2012 – June 2019)

Research Scientist. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2010 – June, 2012)
Mentor: Amanda P. Williford, Ph.D.

Post Doctoral Research Associate. Center for Advanced Study of Teaching and Learning, University of Virginia (July, 2009 – June, 2010).
Mentor: Mable B. Kinzie, Ph.D.

Consultant. Child Trends, Washington, DC. (June, 2008 – July, 2015)

Senior Research Analyst. National Center for Children and Poverty (NCCP), Columbia University, New York, NY (July, 2008 – June, 2009)

Research Assistant. Department of Human Development, University of Maryland, College Park, MD (August, 2003 – May, 2008)

RESEARCH INTERESTS

Developing and evaluating school-based intervention programs aimed at supporting children's academic and social-emotional skills; Understanding classroom processes that promote and the development of school readiness skills; Measurement of the quality of early care and learning environments

PUBLICATIONS

*All articles were peer reviewed. *Indicates a current or former graduate student or postdoctoral fellow*

Journal Articles

Jirout, J., Ruzek, E., Vitiello, V., **Whittaker, J. E.**, & Pianta, R. C. (in press). School enjoyment and the relation to the development of general knowledge. *Child Development*.

Burchinal, M., Pianta, R., Ansari, A., **Whittaker, J.**, & Vitiello, V. (2023). Kindergarten academic and social skills and exposure to peers with pre-kindergarten experience. *Early Childhood Research Quarterly*, 62(1), 41-52.

*Hofkens, T., **Whittaker, J. V.**, Pianta, R. C., Vitiello, V., & Ruzek, E. (2022). Pathways of mathematics achievement in preschool: Examining executive function and task orientation. *Applied Developmental Psychology*, 81, 1-11.

Vitiello, V., Nguyen, T., Ruzek, E., Pianta, R., & **Whittaker, J.** (2022). Discontinuities between pre-K and kindergarten classroom experiences: Do they predict children's social-emotional skills and self-regulation? *Early Childhood Research Quarterly*, 59, 287-299.

Vitiello, V., Nguyen, T., Ruzek, E., Pianta, R., & **Whittaker, J.** (2022). Differences between pre-k and kindergarten contexts and achievement across the kindergarten transition. *Journal of Applied Developmental Psychology*, 80, 1-11.

Curenton, S. M., Rochester, S. E., Sims, J., Ibekwe-Okafor, N., Iruka, I. U., García-Miranda, A. G., & **Whittaker, J.** (2022). Equitable sociocultural interactions in prekindergarten

- classrooms: Classroom composition makes a difference. *Child Development*, 93, 681-698.
- *Lu, M., **Whittaker, J. V.**, Ruzek, E., Pianta, R. C., & Vitiello, V. (2022, online first). Fostering early motivation: The influence of teacher-child relationships and interactions on motivation in the kindergarten classroom. *Early Education and Development*.
- Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V., & Ruzek, E. (2022). Preschool teachers' emotional exhaustion in relation to classroom instruction and teacher-student interactions. *Early Education and Development*, 31(1), 107-120.
- *Partee, A., Williford, A., & **Whittaker, J.** (2021). Implementing Banking Time with teachers and preschoolers displaying disruptive behaviors: Links between consultant-teacher alliance, implementation fidelity, and dyadic teacher-child interactions. *School Mental Health Journal*, 14(2), 1-16.
- Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V. E., Ruzek, E., & Zhang, J. (2021). Does the timing of kindergarten absences matter for children's early school success? *School Psychology*, 36, 131-141.
- *Kehoe, K. F., McGinty, A. S., Williford A. P., **Whittaker, J. V.** (2021). Behavioral self-regulation as a protective factor for children showing early signs of reading risk: Using kindergarten entry assessment (KEA) data to predict first-grade reading achievement. *Early Education and Development*, 32(7), 994-1015.
- Pianta, R. C., Ansari, A., **Whittaker, J. E.**, Vitiello, V., Ruzek, E., & DeCoster, J. (2021). Enrollment in public-prekindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. *Early Childhood Research Quarterly*, 54, 60-71.
- *Nguyen, T., *Hofkens, T., Pianta, R.C., Vitiello, V.E., **Whittaker, J.V.**, & Ruzek, E. (2020). Cumulative experience of educational assets from preschool through first grade and the social-emotional well-being of English and Spanish speaking children. *Perspectives on Early Childhood Psychology and Education*, 5(1), 103-138.
- *Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V., & Ruzek, E. (2020). Persistence and convergence: The end of kindergarten outcomes of pre-k graduates and their non-attending peers. *Developmental Psychology*, 56(11), 2027-2039.
- *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*, 29(4), 1071-1091.
- Whittaker, J. V.**, Kinzie, M., Vitiello, V., DeCoster, J., *Mulcahy, C., & *Barton, E. (2020). Impacts of an early childhood mathematics and science intervention on teaching practices and child outcomes. *Journal for Research on Educational Effectiveness*, 13(2), 177-212.

- Pianta, R. C. **Whittaker, J. E.**, Vitiello, V., Ruzek, E., Ansari, A., Hofkens, T., & DeCoster, J., (2020). Children's gains in school readiness skills in pre-K: Associations with teacher-student interactions, teacher practices, and exposure to academic content. *Applied Developmental Psychology, 66*, 1-10.
- 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*, 44-56.
- Curenton. S. M., Iruka, I. U., Humphries, M., Jensen, B., Durden, T., Rochester, S., Sims, J., **Whittaker, J.**, & Kinzie, M. B. (2019). Validity for the assessing the Classroom Sociocultural Equity Scale (ACSES) in early childhood classrooms. *Early Education and Development, 31*(2), 269-288.
- *Sandilos, L. E., **Whittaker, J. V.**, Vitiello, V. E., & Kinzie, M. B. (2019). Exploring preschoolers' school readiness profiles: A latent transition approach. *Journal of Applied Developmental Psychology, 62*, 185-198.
- *Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V. E., & Ruzek, E. A. (2019). Starting early: The benefits of attending early childhood education programs at age 3. *American Educational Research Journal, 56*(4), 1495-1523.
- Ruzek, E., Jirout, J., Schenke, K., Vitiello, V., **Whittaker, J. V.**, & Pianta, R. C. (2019). Pre-K children's academic orientations: A new child survey measure. *Early Childhood Research Quarterly, 50*(2), 55-66.
- Vitiello, V. E., **Whittaker, J. V.**, Mulcahy, C., Kinzie, M. B., & Helferstay, L. (2019) Reliability and Validity of the Preschool Science Observation Measure. *Early Education and Development, 30*(2), 196-215.
- 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.
- LoCasale-Crouch, J., Williford, A., **Whittaker, J.**, DeCoster, J., & *Alamos, P. (2018). Does fidelity of implementation account for changes in teacher-child interactions in a randomized control trial of *Banking Time*? *Journal of Research on Educational Effectiveness, 11*(1), 35-55.
- Whittaker, J. V.**, Williford, A. P., *Carter, L., Vitiello, V., & *Hatfield, B. E. (2017). The teacher-child structured play task measure: Using a standardized task to measure the quality of teacher-child dyadic interactions in preschool. *Early Education and Development, 29*(2), 266-287.

- *Barton, E. A., **Whittaker, J. V.**, Kinzie, M. B., Decoster, J., & *Furnari, E. (2017). Understanding the relationship between teachers' use of online demonstration videos and fidelity of implementation in MyTeachingPartner-Math/Science. *Teaching and Teacher Education, 67*, 189–201.
- Williford, A. P., LoCasale-Crouch, J., **Whittaker, J. V.**, DeCoster, J., *Hartz, K. A., *Carter, L. M., Wolcott, C. S. & Hatfield, B. E. (2017). Changing teacher-child dyadic interactions to improve preschool children's externalizing behaviors. *Child Development, 88*(5), 1544-1553.
- *Furnari, E., **Whittaker, J. V.**, Kinzie, M., & DeCoster, J. (2016). Factors associated with accuracy in pre-kindergarten teacher ratings of students' mathematics skills. *Journal of Psychoeducational Assessment, 35*(4), 1-14.
- Campbell, S. B., Denham, S. A., Howarth, G. Z., Jones, S. M., **Whittaker, J. V.**, Williford, A. P., Willoughby, M., T., Yudron, M., & Darling-Churchill, K.* (2016). Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations, *Journal of Applied Developmental Psychology, 45*, 9-41. *all authors contributed equally to this paper
- Whittaker, J. V.**, Kinzie, M. B., Williford, A., & DeCoster, J. (2016). Effects of MyTeachingPartner-Math/Science on teacher-child interactions in prekindergarten. *Early Education and Development, 27*(1), 110-127.
- Kinzie, M. B., **Whittaker, J. V.**, *McGuire, P., *Lee, Y., & *Kilday, C. R. (2015). Pre-Kindergarten mathematics & science: Design-based research on curricular development. *Teachers College Record, 7*, 1-40.
- Williford, A. P., *Sanger, C. E., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2015). Program and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors. *Prevention Science, 16*(8), 1054-1063.
- Halle, T., **Whittaker, J.**, Zepeda, M., Rothenberg, L., Anderson, R., Wessel, J., & Daneri, P. (2014). The social-emotional development of Dual Language Learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly, 29*(4), 734-749.
- Kinzie, M. B., **Whittaker, J.**, Williford, A., DeCoster, J., *Kilday, C. R., *McGuire, P., & Lee, Y. (2014). MyTeachingPartner-Math/Science pre-kindergarten curricula and teacher supports: Associations with children's math and science learning. *Early Childhood Research Quarterly, 29*, 586-599.
- Whittaker, J. E.** (2014). Good thinking! What educators can do to foster children's reasoning and problem solving. *Young Children, 69*(3), 80-89.
- Westbrook, T. R., Jones Harden, B., Holmes, A. K., Meisch, A. D., & **Whittaker, J.**

- (2013). Physical discipline use and child behavior problems in low-income, high-risk African American families. *Early Education and Development*, 24(6), 923-945.
- Williford, A. P., **Whittaker, J. E.**, Vitiello, V. E., & Downer, J. T. (2013). Children's engagement within the preschool classroom and their development of self-regulation. *Early Education and Development*, 24(2), 162-187.
- *Kilday, C. R., Kinzie, M. B., Mashburn, A. J., & **Whittaker, J. V.** (2012). Accuracy of teacher judgments of preschoolers' math skills. *Journal of Psychoeducational Assessment*, 30(2), 148-159.
- *Lee, Y., Kinzie, M. B., & **Whittaker, J. E.** (2012). Impact of online support for teachers' open-ended questioning in pre-k science activities. *Teaching and Teacher Education*, 28, 568-577.
- Jones Harden, B., & **Whittaker, J.** (2011). The early home environment and developmental outcomes for young children in the child welfare system. *Children and Youth Services Review*, 33(8), 1392-1403.
- Whittaker, J. E.**, Jones Harden, B., See, H. M., Meisch, A., & Westbrook, T. (2011). Family risks and protective factors: Predicting Early Head Start toddlers' social-emotional functioning. *Early Childhood Research Quarterly*, 26(1), 74-86.
- Whittaker, J. E.**, Jones Harden, B. (2010). Beyond ABCs and 123s: Enhancing teacher-child relationship quality to promote children's behavioral development. *National Head Start Association Dialog*, 13(3), 185-191.
- Whittaker, J. E.**, & Jones Harden, B. (2010). Teacher-child relationships and children's externalizing behaviors in Head Start. *National Head Start Association Dialog*, 13(3) 141-167.
- Jones Harden, B., D'Amour, A., **Vick, J. E.**, & Pandohie-Johnson, L. (2008). Measuring Parenting Attitudes of Substitute Caregivers: The Development of the *Foster Parent Attitudes Questionnaire (FPAQ)*. *Children and Youth Services Review*, 30, 879-892.
- Book Chapters
- Whittaker, J.** & Hamre, B. (2014). Evaluating professional development in early childhood mathematics. In H. Ginsburg, M. Hyson, & T. Woods (Eds.) *Preparing early childhood teachers to teach math* (p. 173-198). Baltimore, MD: Brookes Publishing.
- Whittaker, J. E.**, & Pianta, R. C. (2012). Assessing early childhood classrooms. In B. Wasik & B. Van Horn (Eds.), *Handbook on Family Literacy – 2nd Edition* (pp. 401-416). New York, NY: Routledge.
- Kinzie, M. B., **Whittaker, J. E.**, *Kilday, C., & Williford, A.P. (2012). Designing effective

curricula and teacher professional development for early childhood mathematics and science. In C. Howes, B. Hamre, & R. Pianta (Eds.), *Effective Early Childhood Professional Development: Improving Teacher Practice and Child Outcomes* (pp. 31 – 59). Baltimore, MD: Brookes Publishing.

Hyson, M., & **Whittaker, J.** (2012). Professional development in early childhood systems. In S. L. Kagan, & K. Kauerz (Eds.), *Early Childhood Systems: Transforming Early Learning* (pp. 104-118). New York, NY: Teachers College Press.

Hyson, M., **Whittaker, J.**, Zaslow, M., Leong, D., Bedrova, E., Hamre, B., & Smith, S. (2011). Measuring the quality of environmental supports for young children's social and emotional competence. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality Measurement in Early Childhood Settings* (pp. 105 – 134). Baltimore, MD: Brookes Publishing.

Jones Harden, B., **Whittaker, J.**, Hancock, G., & Wang, K. (2010). Quality of the early caregiving environment and developmental outcomes for preschool children in the child welfare system during infancy. In M.B. Webb, K.L. Dowd, B. Jones Harden, J. Landsverk, & M. Testa (Eds.), *Child Welfare and Child Well-Being: New Perspectives from the National Survey of Child and Adolescent Well-Being* (pp. 55 – 82). New York, NY: Oxford University Press.

Zaslow, M., Tout, K., Halle, T., **Whittaker, J.**, & Lavelle, B. (2010). Emerging research on early childhood professional development. In S. B. Neuman, & M. L. Kamil (Eds.), *Preparing Teachers for the Early Childhood Classroom* (19 – 48). Baltimore, MD: Brookes Publishing.

MANUSCRIPTS UNDER REVIEW OR IN PROGRESS

LoCasale-Crouch, J., Chamberlain, C., Lenahan, T., Downer, J., Williford, A., & **Whittaker, J.** (under review). Examining the association between neighborhood conditions and school readiness across low & highly segregated school attendance boundaries. *Frontiers in Education*.

Yang, Q., Ansari, A., Purtell, K. M., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V. E. (under review). Classroom skill compositions and preschoolers' academic and executive function outcomes. *Early Childhood Research Quarterly*.

Ansari, A., Zimmermann, K., Pianta, R., **Whittaker, J.**, Vitiello, V., & Ruzek, E. (under review). The first grade outcomes of pre-k attendees: Examining benefits as a function of environments, outcomes, and subgroups. *American Educational Research Journal*.

Vitiello, V. E., Basuel, N. K., White, E. S., **Whittaker, J. E.**, Ruzek, E. A., & Pianta, R. C. (accepted pending accompanying policy brief). The transition from pre-k to kindergarten: Parent, teacher, and administrator perspectives. *NHSA Dialog*.

*Mulcahy, C., **Whittaker, J. V.**, Kinzie, M. B., DeCoster, J., & Vitiello, V. (revise and resubmit). The role of inhibitory control and relationships with teachers in children's engagement in the classroom. *Early Childhood Research Quarterly*.

*Mulcahy, C., **Whittaker, J. V.**, Vitiello, V., & Kinzie, M. (revise and resubmit). Executive function, engagement, and mathematical achievement: Relations in classrooms with varying math instruction. *Journal of Applied Developmental Psychology*.

Whittaker, J. V., Hofkens, T., Vitiello, V., Pianta, R. C. (in progress). Patterns of readiness at school entry and their association with kindergarten academic and social-emotional outcomes.

Whittaker, J. V., DeCoster, J., Vitiello, V., & Pianta, R. C. (in progress). Longitudinal associations between executive function and mathematics skills in young children: Are there differences for English Language Learners?

Whittaker, J. V., DeCoster, J., Vitiello, V., Kutaka, T., Soland, J., & Williford, A. (in progress) Understanding children's mathematics readiness at school entry: Developing and validating a statewide kindergarten mathematics assessment.

POLICY-RELATED BRIEFS, REPORTS, and PRODUCTS

Williford, A., **Whittaker, J.**, Conway, J., Richardson, T., & Howard., L. (January, 2022). Virginia's Kindergarten Readiness Program Adapts to Make Data Relevant During COVID-19. Retrieved from https://futureofchildren.princeton.edu/sites/futureofchildren/files/williford_et_al.pdf

Gosse, C., McGinty, A., **Whittaker, J.**, Vitiello, G. (October, 2021) *LinkB5: Linking Virginia's Birth To 5 Early Childhood Care and Education Communities* [Flyer]. Virginia Preschool Development Grant Birth-5, LinkB5 Data Portal Team. Retrieved from https://vecf.org/wp-content/uploads/2021/11/2021_LinkB5_2_pg_FINAL.pdf.

Pianta, R. C., **Whittaker, J. V.**, Vitiello, V., & Ansari, A. (2021). Invest in programs that boost children's learning and development. Retrieved from [Invest in programs that boost children's learning and development \(brookings.edu\)](https://www.brookings.edu/~/media/2021/07/07/invest-in-programs-that-boost-childrens-learning-and-development)

Pianta, R. C., **Whittaker, J. V.**, Vitiello, V., Ansari, A., Helferstay, L., & Lyulchenko, M. (2021). Summary of Findings from the Fairfax Pre-k to 3rd Grade Study 2016-2021. CASTL Research Brief. Retrieved from <https://earlylearningnetwork.unl.edu/wp-content/uploads/2021/10/211026-UVA-FP3-Brief.pdf>

Williford, A. P., Alamos, P. **Whittaker, J. E.**, & Accavitti, M. R. (2021). Who's Left Out of Learning? Racial Disparities in Teachers' Reports of Exclusionary Discipline Strategies Beyond Suspensions and Expulsions. (EdWorkingPaper: 21-472). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/pep2-w676>

- Kehoe, K. F., McGinty, A. S., Williford, A. P., & **Whittaker, J. V.** (2021). Self-Regulation Partially Offsets Risk of Reading Failure.
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- Williford, A., Wolcott, C., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2015). What Predicts How Well Teachers Implement Banking Time with Disruptive Preschoolers? CASTL Research Brief.
http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_Amanda_Williford_et_al._%282015%29.pdf
- Whittaker, J. V.**, Sweeny, B., & Weaver, W. (2015). *Mathematics Preschool Curriculum Consumer Report*. Prepared for the Office of Head Start, by the National Center on Quality Teaching and Learning under grant #90HC0002.
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- Halle, T., & **Whittaker, J. E.**, & Anderson, R. (2010). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures – Second Edition*. Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Kinzie, M., Pianta, R.C., Whittaker, J.V., Foss, M.J., Pan, E., Lee, Y., Williford, A.P., & Thomas, J. B. (2010). *MyTeachingPartner—Math/Science Curricula and Implementation System*. A pre-school math and science curricula and professional development package. Unpublished curriculum, University of Virginia.
- Zaslow, M., Tout, K., Halle, T., **Whittaker, J.**, & Lavelle, B. (2010). *Toward the identification of features of effective professional development for early childhood educators*. Prepared by Child Trends for the U.S. Department of Education, Office of Planning, Evaluation, and Policy Development.
- Cooper, J. L., & **Vick, J.** (2009). *Promoting Social-Emotional Well-Being in Early Intervention Services: A Fifty-state View*. New York, NY: National Center for Children in Poverty.

- Cooper, J. L., Masi, R., & **Vick, J.** (2009). *Social and Emotional Development in Early Childhood: What Every Policymaker Should Know*. New York, NY: National Center for Children in Poverty.
- Forry, N., **Vick, J.**, & Halle, T. (2009). *Evaluating, Developing, and Enhancing Domain-Specific Measures of Child Care Quality. Research-to-Policy, Research-to-Practice Brief*. Research brief prepared by Child Trends for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.
- Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J. & **Vick, J.** (2009). *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B)*. Research brief prepared by Child Trends for the Council of Chief State School Officers.
- Halle, T., Hair, E., Nuenning, M., Weinstein, D., **Vick, J.**, Forry, N., & Kinukawa, A. (2009). *Primary child care arrangements of U.S. infants: Patterns of utilization by poverty status, family structure, maternal work status, maternal work schedule, and child care assistance*. Research brief prepared by Child Trends for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.
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GRANTS AND EXTERNAL AWARDS

Current

- 2021 – current *Preschool Development Grant Birth-to-5 Expansion Advisement, Data System Build and Administration, Evaluation and Data Use* (Co-PI with C. Gosse)
Funded by the Virginia Department of Education; \$2,315,200 (Total Funds).
Development of a data system for collecting access and quality indicators of early childhood care and education (ECCE) programs, sharing best practices, and evaluation design and data use for continuous improvement.
- 2019-2022 *Improving Teacher-Student Relationships to Help Close the Racial Discipline Gap for Young Students* (Co-PI with A. Williford)
Funded by the William T. Grant Foundation; \$599.193 (Total Funds).
Randomized controlled trial to study whether an intervention designed to improve the quality of teacher-child relationships can reduce discipline disparities.
- 2019-2023 *Assessing the use of assessments: Data use, classroom practices, and student gains in school divisions using a math kindergarten readiness assessment* (PI:

Vitiello)

Funded by Institute of Education Sciences; \$1,399,974 (Total Funds).

Exploratory study to better understand whether and how the use of formal and informal math assessments is associated with greater child math gains.

2020-current *Statewide Implementation of the Virginia Kindergarten Readiness Program*
Co-Investigator (Co-PI with A. Williford)

Funded by the Virginia Department of Education; \$1,750,000 (Yearly Total

Funds). Virginia statewide implementation of an expanded pre-kindergarten and kindergarten assessment system that includes literacy, mathematics, social skills and self-regulation.

2016-2022 *Building an effective pk-3 education system: Actionable aspects of policies, programs, schools, and classroom processes that promote children's learning in the nation's 11th largest school district.* Co-Principal Investigator (Co-PI with R. Pianta)

Funded by the Institute of Education Sciences; \$4,499,464 (Total Funds).

Longitudinal study of classroom processes and child outcomes with over 2,000 students followed across pre-k – 3rd grade in the 11th largest school-district in the country.

Completed

2016-2019 *Online Course and Coaching to Increase Teachers' Effectiveness in Supporting Children's Executive Function and Mathematics*

Principal Investigator

Funded by the Heising-Simons Foundation; \$749,681 (Total Funds). Developing a year-long online intervention to improve teachers' interactions and instruction related to mathematics and executive function.

2018-2019 *Development of a Video Library of Mathematics Teaching Exemplars to Support Teachers' Mathematics Instruction*

Principal Investigator

Funded by the Heising-Simons Foundation; \$50,000 (Total Funds). Developing a video library of over 120 clips that show math teaching exemplars and developmental progressions of students' math learning and executive function skills across the early years.

2011-2018 *Efficacy Trial of MyTeachingPartner-Mathematics/Science Curricula and Implementation Support System.*

Principal Investigator (M. Kinzie 2011-2015, J. Whittaker 2016-2018)

Funded by Institute of Education Sciences; \$3,449,424 (Total Funds). Conducting a randomized controlled trial of math and science curricula and professional development supports with 1,266 students in 140 classrooms.

2013-2017 *Supporting Young Children's School Readiness and Reduced Disruptive*

- Behaviors: An Online Course to Enhance Early Care Teacher-Child Interactions*
Co-Principal Investigator (PI: J. LoCasale-Crouch)
Funded by Institute of Education Sciences; \$1,499,729 (Total Funds). Developed and tested an intervention using a randomized controlled trial, to improve the quality of teacher-child interactions in over 60 toddler classrooms.
- 2015-2017 *Evaluation of the Quality Collaborative Early Education PD Pilot*
Principle Investigator
Funded by Bruhn-Morris Family Foundation; \$242,532 (Total Funds). Formative evaluation of intervention designed to improve the quality of teacher-child interactions with 78 preschool teachers across varied early care and education sectors.
- 2015-2016 *A Vision for Innovation in Early Childhood Educator Certification: A Minnieland Academy/UVA Microcredential Pilot*
Principal Investigator
Funded by Minnieland Academy; \$25,000 (Total Funds). Development and pilot testing of microcredential for early childhood educators.
- 2010-2016 *Head Start Center on Quality Teaching and Learning*
Senior Personnel (R. Pianta, Principal Investigator)
Funded by USDHHS, Office of Head Start; \$9,455,239 (Total Funds). Developed a national center designed to ensure that the federal investment in Head Start is helping foster children's learning and readiness for school.
- 2010-2015 *Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Reduce Children's Disruptive Behavior.*
Co-Investigator (A. Williford, Principal Investigator)
Funded by Institute of Education Sciences; \$2,688,025 (Total Funds).
Randomized controlled trial of an intervention designed to improve the quality of teacher-child interactions for 470 children in 183 classrooms at risk for developing disruptive behaviors in a diverse sample of preschool programs.
- 2007-2012 *Pre-K Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality.*
Co- Principal Investigator (M. Kinzie, Principal Investigator)
Funded by Institute of Education Sciences; \$1,794,876 (Total Funds). Developed and field tested a math and science curricula and online professional development system with 444 children in 42 classrooms.
- 2006-2008 *Teacher-child relationships: Examining relations among children's risks, relationships, and externalizing behaviors in Head Start.*
Principal Investigator
Funded by US Department of Health and Human Services Head Start Graduate Student Dissertation Award; \$50,000 (Total Funds). Examined associations among teacher-child relationships and externalizing behaviors in 100 Head Start

classrooms.

PEER REVIEWED RESEARCH PRESENTATIONS

**Indicates a current or former graduate student or postdoctoral fellow.*

LoCasale-Crouch, J., Chamberlain, C., Lenahan, T., Downer, J., Williford, A., & **Whittaker, J.** (2022, June). *Differential neighborhood experiences of resources by race/ethnicity: Unpacking critical mechanisms associated with children's school readiness skills.* Poster to be presented at the National Research Conference for Early Childhood.

Chamberlain, C., Lenahan, T., LoCasale-Crouch, J., Williford, A., Downer, J., & Whittaker, J. (2022, June). *How does the quality of early childhood programs in an elementary school's neighborhood relate to children's school readiness skills?* Poster to be presented at the National Research Conference for Early Childhood.

Alamos, P., *Parker, K., *Robinson, A., Williford, A., **Whittaker, J.**, & *Accavitti, M. (2022, June). *Who's left out of learning? Racial disparities in teachers' reports of exclusionary discipline strategies beyond suspensions and expulsions.* Poster to be presented at the National Research Conference for Early Childhood.

LoCasale-Crouch, J., Chamberlain, C., Lenahan, T., Downer, J., Williford, A., & **Whittaker, J.** (2022, May). *Do children's school readiness skills vary from access to and quality of the Virginia Preschool Initiative in their school feeder pattern?* Paper to be presented at the Society for Prevention Research.

Whittaker, J. V., Hofkens, T., Vitiello, V., & Pianta, R. C. (2021, April). *Patterns of readiness at school entry and their association with kindergarten academic and social-emotional outcomes.* Paper presented at the biennial meeting of the Society for Research in Child Development.

Vitiello, V., Pianta, R. C., & **Whittaker, J. V.** (2021, April). *Differentiation of time and teaching in kindergarten: Associations with literacy and math gains.* Paper presented at the biennial meeting of the Society for Research in Child Development.

Jirout, J., Ruzek, E., **Whittaker, J. V.**, & Pianta, R. C. (2021, April). *School enjoyment and its relation to the development of general knowledge.* Paper presented at the biennial meeting of the Society for Research in Child Development.

Pianta, R. C., Ansari, A., **Whittaker, J. V.**, Vitiello, V., & Ruzek, R. (2021, April). *Persistence and convergence: The end of kindergarten outcomes of preschool graduates and their non-attending peers.* Paper presented at the biennial meeting of the Society for Research in Child Development.

Whittaker, J. V., Neesen, K., & Kiley, R. (2020, November). *Developing and evaluating online coursework and coaching for teachers to facilitate integration of EF and mathematics skill development.* Accepted at the biennial National Research Conference on Early

Childhood.

- Vitiello, V., & **Whittaker, J. V.** (2020, November). *Defining and measuring high-quality science teaching using the Preschool Science Observation Measure*. Presented at the biennial National Research Conference on Early Childhood.
- Vitiello, V., Pianta, R. C., **Whittaker, J. V.**, & Ruzek, E. (2020, November). *Alignment of educational experiences from pre-k to kindergarten*. Presented at the biennial National Research Conference on Early Childhood.
- Partee, A., Williford, A. P., & **Whittaker, J. V.** (2020, November). *Implementing Banking Time with teachers and preschoolers displaying disruptive behaviors: Links between consultant-teacher alliance, implementation fidelity, and dyadic teacher-child interactions*. Presented at the biennial National Research Conference on Early Childhood.
- Vitiello, V., **Whittaker, J. V.**, & Williford, A. P. (2020, November). *Development of a statewide, comprehensive Kindergarten Readiness Assessment: Early findings From Virginia*. Presented at the biennial National Research Conference on Early Childhood.
- Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V., & Ruzek, E. (2020, November). *The antecedents and outcomes of absenteeism in the early childhood years*. Presented at the biennial National Research Conference on Early Childhood.
- *Lu, M., **Whittaker, J. V.**, Ruzek, E., Pianta, R. C., & Vitiello, V. (2020, November). *Fostering early motivation: The influence of teacher-child interactions and relationships on motivation in the kindergarten classroom*. Presented at the biennial National Research Conference on Early Childhood.
- Whittaker, J. V.**, *Hofkens, T., Pianta, R. C., Vitiello, V., & Ruzek, R. (2019, March). *Examining associations between executive function, classroom engagement, and mathematics outcomes: Does gender play a role?* Paper presented at the biennial meeting of the Society for Research in Child Development.
- *Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V., & Ruzek, E. (2019, March). *Starting Early: The benefits of attending early childhood education programs at age 3*. Paper presented at Biennial meeting of the Society for Research in Child Development.
- *Nguyen, T., *Ansari, A., **Whittaker, J.V.**, Pianta, R.C., Vitiello, V., & Ruzek, E. (2019, March). *Classroom interactions, teacher-child relationships, and children's early learning in preschool*. Paper presented at Biennial meeting of the Society for Research in Child Development.
- Pianta, R.C., Ruzek, E., **Whittaker, J.V.**, Vitiello, V., & *Ansari, A. (2019, April). *Attendance in public pre-kindergarten increases school readiness skills at kindergarten entry*. Paper presented at Annual meeting of the American Educational Research Association.

- Whittaker, J. V.**, Pianta, R. C., Vitiello, V., & Ruzek, E. (2018, June). *Alignment of early childhood policy and classroom processes and practices in a large, diverse, public school district*. Paper presented at the National Research Conference on Early Childhood, Washington, DC.
- Pianta, R. C., Vitiello, V., **Whittaker, J. V.**, & Ruzek, E. (2018, June). *Understanding the effects of classroom processes on child outcomes in pre-kindergarten*. Paper presented at the National Research Conference on Early Childhood, Washington, DC.
- LoCasale-Crouch, J., Hamre, B., *Romo, F., **Whittaker, J. V.** (2018, June). *The Effective Classroom Interactions Course for early care teachers: Preliminary results from a randomized control trial*. Paper presented at the National Research Conference on Early Childhood, Washington, DC.
- *Mulcahy, C., *Barton, E. A, Whittaker, J. V., & Kinzie, M. B. (2018, June). *Teacher perspectives on adaptations made in a math and science curricular intervention*. Paper presented at the National Research Conference on Early Childhood, Washington, DC.
- *Mulcahy, C., **Whittaker, J.**, & Kinzie, M. (2018, April). *Executive function, engagement, and mathematical achievement in pre-kindergarten: Relations in classrooms with varying math instruction*. Paper presented at the American Educational Research Association meeting, New York, NY.
- Pianta, R.C., Vitiello, V., **Whittaker, J.**, & Ruzek, E. (2018, February). *Understanding the effects of classroom processes on child outcomes in pre-kindergarten*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.
- Whittaker, J. V.**, Vitiello, V., & DeCoster, J. (2017, April). *Implementing a math and science curricular intervention: Do some children benefit more than others?* Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- *Mulcahy, C., **Whittaker, J. V.**, Kinzie, M., & DeCoster, J. (2017, April). *Do Preschool Children's Inhibitory Control and Relationships with Teachers Predict their Classroom Engagement?* Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- *Barton, E., **Whittaker, J. V.**, Kinzie, M., DeCoster, J., & *Furnari, E. (2017, April). *Early childhood teachers' use and perceptions of online demonstration videos as curricular support for fidelity of implementation*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- *Barton, E., **Whittaker, J. V.**, Kinzie, M. B., DeCoster, J., & *Furnari, E. (2016, February). *Understanding the relationship between use of online professional development supports and fidelity of implementation in MyTeachingPartner-Math/Science*. UVa Curry School of Education Research Conference, Charlottesville, Virginia.

- Williford, A. P., **Whittaker, J. V.**, & Locasale-Crouch, J. (2015, September). *Examining the impacts of Banking Time to reduce preschool children's disruptive behaviors*. Paper symposium presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.
- LoCasale-Crouch, J., Williford, A., **Whittaker, J. V.**, DeCoster, J., Wolcott, C., & *Carter, L. (2015, May) *Variation in teachers' BankingTime implementation and improved teacher practice and child outcomes: The role of the teacher-consultant relationship*. Paper presented at Society for Prevention Research, Washington, DC.
- Whittaker, J. V.**, Kinzie, M. B., Williford, A. W., & DeCoster, J. (2015, April). *MyTeachingPartner – Math/Science: Exploring associations between pre-k teachers' implementation and the quality of classroom interactions*. Poster symposium presented at the Society for Research in Child Development, Philadelphia, PA.
- Williford, A. P., **Whittaker, J. V.**, & Locasale-Crouch, J. (2015, April). *Improving behavioral outcomes for preschoolers displaying disruptive behavior: Examining the impacts of Banking Time*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Locasale-Crouch, J., Williford, A. P., **Whittaker, J. V.**, *Wolcott, C. E., & *Carter, L. M. (2015, April). *Variation in teachers' implementation of Banking Time: Association with teacher practice and children's disruptive behavior*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Whittaker, J. V.**, Kinzie, M. B., Williford, A. W., & *Kilday, C. R. (2014). *MyTeachingPartner – Math/Science: Supporting early childhood educators' intentional teaching of mathematics and science in pre-kindergarten*. Poster presented at the Head Start Research Conference, Washington, DC.
- Williford, A. P., *Carter, L., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2014). *The impact of Banking Time on teacher-child interaction quality in preschool*. Paper presented at the Society for Prevention Science meeting, Washington, DC.
- Whittaker, J. V.**, Kinzie, M. B., & Williford, A. W. (2013). *Math and science teaching quality in pre-k: Effects of MyTeachingPartner-Math/Science*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Whittaker, J. V.**, & Hamre, B. K. (2013). *Evaluating early childhood math*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Hamre, B. K., **Whittaker, J. V.**, *Jamil, F., & DeCoster, J. (2013). *The role of instructional interactions, curriculum, materials, and instructional time on children's language and literacy development in preschool*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

- Williford, A. P., LoCasale-Crouch, J., **Whittaker, J. V.**, & *Matthew, K. (2013). *Promoting positive teacher-child relationships to improve children's behavioral adjustment*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Halle, T., **Whittaker, J. V.**, Zepeda, M., Anderson, R., Rodrigues, K., Rothenberg, L., & Wessel, J. (2012, June). *Findings from a critical research review: Social-emotional development in Dual Language Learners*. Paper presented at the National Head Start Research Conference, Washington, DC.
- Williford, A. P., Locasale-Crouch, J., **Whittaker, J. E.** (2012, June). *Teacher's implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder*. Paper presented at the Society for Research Prevention, Washington, DC.
- Whittaker, J. V.**, *Hatfield, B., *Hartz, K., Williford, A., & LoCasale-Crouch, J. (2012, June). *Congruence of teacher and teaching assistant ratings of children's behavior problems*. Poster presented at the National Head Start Research Conference, Washington, DC.
- *Hartz, K., Locasale-Crouch, J., **Whittaker, J.**, Williford, A. (2012, June). *Implementation of Banking Time in Year One of a Randomized Controlled Trial*. Poster presented the Head Start Research Conference, Washington, DC.
- Kinzie, M., **Whittaker, J.**, Williford, A., *McGuire, P., *Lee, Y., & *Matthew, K. (2011, April). *MyTeachingPartner-Math/Science pre-kindergarten curricula and teacher supports: Associations with children's math learning*. Paper presented at the annual American Educational Research Association conference, New Orleans, LA.
- Whittaker, J. V.**, Kinzie, M. B., Williford, A., *Thunder, K., & *Bourassa, K. (2011, March). *The association between teacher-child relationship quality and children's mathematics skills in pre-kindergarten*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Kinzie, M., **Whittaker, J. E.**, & *Lee, Y. (2010, October). *Pre-kindergarten mathematics & science: Design-based research on curricular development*. Paper presented at the Association for Educational Communications and Technology, Anaheim, CA.
- *McGuire, P., Kinzie, M. B., *Kilday, C., & **Whittaker, J. V.** (2010, May). *Children's understanding of two-digit place value: A place for place value in pre-k mathematics instruction*. Paper presented at the annual American Educational Research Association conference, Denver, CO.
- Kinzie, M.B., **Whittaker, J. E.**, *Kilday, C., Pianta, R., *McGuire, P., *Pan, E., et al. (2010, March). *Pre-k math and science: Year 2 outcomes*. Poster presented at annual Institute of Education Sciences Research Conference, Washington, DC.

- Vick, J. E.**, & Jones Harden, B. (2009, April). *Teacher-child relationships: Examining the associations among risk, relationships and externalizing behaviors in Head Start*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Forry, N. D., Halle, T. G., Perper, K., Schultz, T., Wessel, J. K., Wandner, L. D., McSwiggan, M., & **Vick, J.** (2009, April). *Disparities in child outcomes among infants and toddlers: Effects of poverty, race, home language, and maternal education*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Westbrook, T. R., Forry, N. D., Dwyer, K. M., Halle, T., Hair, E., **Vick, J. E.**, Zaslow, M., Martinez-Beck, I. (2008, June). *Examining the relationship between child care quality and child outcomes across settings for low-income families*. Paper presentation at the Annual Head Start Research Conference, Washington, DC.
- Schultz, T., Halle, T., Forry, N., & **Vick, J.** (2008, May). *Trends, patterns, and disparities in early learning and development: Learning from the ECLS-B*. Presentation at the 0-5 Policy Alliance, Washington, DC.
- Denmark, N. M., **Vick, J. E.**, Tarkow, A. K. H., & Westbrook, T. (2008, July). *Family and child care instability trajectories: An examination of differential impacts on young children's behavior problems*. Poster presented at Biennial Meeting for the International Society for the Study of Behavioural Development, Würzburg, Germany.
- Vick, J.E.**, & Jones Harden, B. (2008, June). *A multi-method examination of teacher-child relationships and children's externalizing behaviors in Head Start*. Poster presented at Annual Head Start Research Conference, Washington, DC.
- Vick, J. E.**, Azevedo, R., Hoffman, N. (2007, April). *Teaching with Technology: Does Teaching Experience Matter?* Paper presented at the annual American Educational Research Association conference. Chicago, Ill.
- Vick, J. E.** (2007, April). *Family risks and protective factors: Pathways to Early Head Start toddlers' problem behaviors*. Poster presented at Biennial Meeting for Society for Research in Child Development, Boston, MA.
- Vick, J. E.** (2006, June). *Do parenting attitudes mediate the impact of cumulative risk on problem behaviors in Early Head Start toddlers?* Poster presented at Annual Head Start Research Conference, Washington, DC.
- Vick, J. E.**, Azevedo, R., & Hoffman, N. (2005, April). *Expert-novice differences in the understanding and detection of self-regulated learning with hypermedia*. Paper presented at the annual American Educational Research Association conference, Montreal, Canada.
- D'Amour, A., **Vick, J. E.**, Westbrook, T. (2005, August). *An examination of the influence of family resources and parental stress on maternal depression*. Poster presented

at annual American Psychological Association meeting, Washington, DC.

Vick, J. E. (2005, April). *Understanding the relationships between risk factors, maternal depression, and young children's social and emotional outcomes: An examination of Early Head Start mothers and infants*. Poster presented at Biennial Meeting for Society for Research in Child Development, Atlanta, GA.

Azevedo, R., Cromley, J. G., Winters, F. I., Moos, D. C., Greene, J. A., & **Vick, J. E.** (2005, April). *Adaptive scaffolding and students' self-regulated learning with hypermedia*. Paper presented at the annual America Educational Research Association conference, Montreal, Canada.

INVITED RESEARCH PRESENTATIONS

Whittaker, J. V. (2019, December). *Partnering to advance early childhood education and research*. Invited presentation at Minnieland Academy, Prince William County, VA.

Whittaker, J. V., & *Russo, J. (2018, October). *Assessing and supporting kindergarteners' mathematics readiness with the Virginia Kindergarten Readiness Program*. Invited presentation at the Virginia Council of Mathematics Specialists conference, Fredericksburg, VA.

Whittaker, J. V. (2016, October). *Supporting children's early math, science, and executive function by improving classroom interactions and instruction*. Invited presentation at the Heising Simons DREME Meeting, Washington, D.C.

Whittaker, J. V. (2016, May). *Enhancing interactions and instruction to improve children's early math and science*. Invited presentation at the University of Maryland, Center for Children, Relationships and Culture, Center Seminar Series, College Park, MD.

Whittaker, J. V. (2015, February). *Domain specific curriculum consumer reports*. Presented at the Head Start Early Childhood Education/Grantee Specialist meeting, San Diego, CA.

Whittaker, J. V. (2012, February). *Building a solid foundation for early learning: Engaging interactions and environments*. Presentation at the Native American Child and Family Conference, Albuquerque, New Mexico.

Williford, A. & **Whittaker, J. E.** (2010, August). *Teacher-child relationship quality: Key to improving child outcomes*. Early Childhood 2010: Innovations for the Next Generation Conference, Washington, DC.

Vick, J. E., Martella, J., & Morgan, L. (2009, June). *Proven strategies that provide firm footing for children on their pathway to school success*. Presentation at the National Association for the Education of Young Children Professional Development Institute, Charlotte, NC.

TEACHING/MENTORING EXPERIENCE

Faculty

- UVA EHD Faculty Mentor to Tara Hofkens (Research Assistant Professor; 2020 – present)
- UVA EDH Faculty Mentor to Stephanie Wormington (Research Assistant Professor; 2017- 2019)

Graduate

- Post-Doctoral Research Advisor
 - Tutrang Nguyen (2018-2020; with R. Pianta and D. Bassok)
- Doctoral Research Advisor
 - Christina Mulcahy; Ph.D., Graduate in Educational Psychology-Applied Developmental Science (Co-Advisor with Bridget Hamre) – August 2019
 - Successfully defended 3-paper style dissertation – June, 2018
A Child by Environment Perspective on How Children's Executive Function Skills and the Classroom Environment Support Early Math Learning
 - Emily Furnari; Ph.D. Graduate in Curriculum and Instruction (Co-Advisor with Mable Kinzie) – August, 2016
 - Successfully defended 3-paper style dissertation – March, 2106
Linking Early Childhood Teachers' Characteristics to their Perceptions of Students' Abilities and Responsiveness to Online Professional Development
- Master's Research Advisor
 - Jeannie Stouffer (2020-2021)
 - Monic Lu (2019-2020)
 - Emily White (2018-2019)
 - Sarah Story (2015-2016)
 - Yidan Wang (2014-2015)
- Committee Member
 - Shoronda Matthews, Ph.D. student in Educational Psychology-Applied Developmental Science
 - Karen Kehoe, Ph.D. student in Educational Psychology-Applied Developmental Science
 - Emily Barton, Ph.D. student in Curriculum and Instruction (2018)
 - Chelsea Duran, Ph.D. student in Educational Psychology-Applied Developmental Science (2018)
 - Helyn Kim, Ph.D. student in Educational Psychology-Applied Developmental Science (2016)
 - Youngju Lee, Ph.D. student in Curriculum and Instruction (2010)
- *MyTeachingPartner-Math/Science* Doctoral Student Research Meeting Facilitator, Curry School of Education, University of Virginia. Responsible for facilitating weekly meetings

with 5 doctoral students around topics such as writing effective literature reviews, data analysis, and writing manuscripts for publication (2009 – 2018)

Undergraduate

- Instructor for EDIS 3045 - Mathematics in Early Childhood: Understanding, Assessing, and Supporting Development – 3 credit course for undergraduate students (Spring 2020, Spring 2021)
- Research mentor to Manan Shah in the Educational Policy Associates Program
- Undergraduate student research coordinator, MyTeachingPartner-Math/Science, Curry School of Education, University of Virginia. Responsible for mentoring graduate and undergraduate research assistants for a randomized controlled trial of a preschool math/science intervention. Responsibilities include training, oversight of research tasks, career counseling, and providing feedback on conference presentations and manuscripts. (2009 – 2018)
- Primary Research Adviser for the Summer Undergraduate Research Program (SURP) in Educational Psychology and Applied Developmental Science (4 students, 2010 & 2012)
- Regular supervisor for Undergraduate Research Assistants, approximately 5-15 students per semester (2009 – present)

PROFESSIONAL AFFILIATIONS

- Member, Society for Research in Child Development
- Member, Society for Research in Educational Effectiveness

PROFESSIONAL SERVICE

- Invited member, Bill and Melinda Gates Foundation Pre-K Assessment Initiative Technical Advisory Group (2021-present)
- Invited member, Measures for Early Success Technical Advisory Group (2021-present)
- Co-Director of President Ryan's UVA/Charlottesville Early Education Coalition working group (2021 – present)
- Technical Advisor to the Charlottesville City Schools Reconfiguration Project (2021-present)
- Search committee member for CASTL Research Assistant Professor (2021)
- Invited Panel Member, National Academies of Sciences, Engineering, and Medicine Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade (2020)
- Task Force Member, School of Education and Human Development Faculty Review and Promotion Task Force (2020)
- Reviewer, Institute for Education Sciences, Early Childhood Education panel (2019, 2020)
- Member, Charlottesville/Albemarle Early Education Task Force (2019 – present)
- Virginia Department of Education Early Learning and Development Standards work group member (2019-2020)
- Virginia Math and Science Coalition Member (2017 – present)
- Project Lead the Way STEM program Advisory Board Member (2018-2019)
- Invited panelist for the Virginia Child Care Association Annual Meeting (2017)

- Search committee member for CASTL Center Administrator (2107)
- Presenter, Non-academic Career Panel, Curry School of Education (2016)
- Search committee member for CASTL Assistant Research Professor Faculty Search (2016)
- Search committee member for EP:ADS Assistant Research Professor Faculty Search (2106)
- Reviewer, Early Care and Education Scholars, Head Start Graduate Student Research Grants (2015)
- Provided consultation on adding self-regulation items on the National Survey of Children's Health (July, 2015)
- Reviewer, Society for Research in Child Development Conference (2012, 2014)
- Ad Hoc Reviewer: *Applied Developmental Psychology*
Child Development
Early Childhood Research Quarterly
Early Education and Development
Infant and Child Development
Learning and Individual Differences
National Head Start Association Dialog

- Faculty mentor for visiting scholar Dr. Kyoko Matsumura from Hyogo University of Teacher Education, Japan
- Reviewer, Head Start Research Conference (2007, 2009)
- Chair of University of Maryland, Department of Human Development Student Affairs Committee (2006-2008)
- Executive Board Member of University of Maryland, Department of Human Development Graduate Student Organization (2006-2008)

HONORS AND AWARDS

- 2019 Provost Award for Excellence in Public Service for improving early childhood education in Virginia with Jason Downer, Amanda Williford, Kathy Neesen, and Anita McGinty
- 2016 10 Most Cited Articles in Last 5 years for *Journal of Early Education and Development*: Williford, A. P., Whittaker, J. V., Vitiello, V. E., & Downer, J. T. (2013). Children's interactions within the preschool classroom and their development of self-regulation. *Early Education and Development*, 24(2), 162-187.
- 2010 Outstanding Instructional Design Practice, Association for Educational Communications & Technology, 2010 (Co-Investigator for *MyTeachingPartner-Mathematics/Science*, PI: Mable Kinzie)
- 2008 Phi Kappa Phi Honor Society