CURRICULUM VITAE

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Commonwealth Professor of Education
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EDUCATION

1996	Harvard University, Department of Psychology, Ph.D. in Developmental Psychology Dissertation: *Infant Predictors of Kindergarten Behavior: The Contribution of Inhibited and Uninhibited Temperament Types.*
1993	Harvard University, Master of Arts, Department of Psychology
1990	University of Wisconsin, Madison; Bachelor of Science, Honors Degree in Psychology

PROFESSIONAL EXPERIENCE

2023-present	Chair of the Department of Educational Leadership, Foundations, and Policy
2021-present	Commonwealth Professor of Education
2013-2021	Professor of Education
2008-2019	Coordinator for the Graduate Programs in Educational Psychology-Applied Developmental Science
2008-present	Director of the IES-funded Virginia Education Science Training (VEST) Post-Doctoral Programs
2008-present	Faculty Joint Appointment, Department of Psychology, University of Virginia
2004-present	Co-Director/Director of the IES-funded VEST Programs • Leads/Co-Leads VEST Doctoral Programs funding 100+ doctoral students in 3 UVA Schools/Departments • Co-Leads Summer Undergraduate Research Program funded 85 Students over 11 years; designed for students under-represented in education science • Co-Leads and Supports Pathway Programs with 3 HBCUs for 6 years

2006-2013 Associate Professor of Education with tenure, Department of Educational Leadership, Foundations, and Policy and Center for Advanced Study of Teaching and Learning, School of Education, University of Virginia.

2004-2008 Associate Director for Doctoral Program: Risk and Prevention in Education Science

2000-2006 Assistant Professor of Education, Department of Educational Leadership, Foundations, and Policy, School of Education, University of Virginia.

1996-2000 Post-doctoral Research Associate, School of Education, University of Virginia, Charlottesville, VA, investigating transition to kindergarten with Dr. Robert Pianta.

1990-1996 Research Assistant at Harvard Infant Study, Cambridge, MA, investigating behavioral and psychophysiological correlates of behavioral inhibition with Dr. Jerome Kagan.

1993-1996 Research Coordinator, Intergenerational Reading Project, American Academy of Arts and Sciences, Cambridge Public Schools, and Harvard University, investigating effects of a reading intervention program for first graders with Dr. Jerome Kagan.

1987-1990 Research Assistant at Harlow Primate Laboratory, Madison, WI, investigating effects of prenatal stress on development with Dr. Mary Schneider.

1988 & 1989 Summer Research Assistant at New England Regional Primate Research Center, Southboro, MA, investigating temperament differences in three species of macaque monkeys with Dr. Melinda Novak.

PUBLICATIONS

Refereed Publications * indicates authorship by a doctoral, post-doctoral, or masters trainee

Pfister, T. A.*, Rimm-Kaufman, S. E., Deutsch, N. L., & Sandilos, L. E. (2026). "The most important part of empathy is… being able to help": Empathy definitions and teaching practices in middle school. *Applied Developmental Science, 1*, 15-34.

Ward-Seidel, A. R.*, Rimm-Kaufman, S. E., Bell, B., Sandilos, L. E. (2025). Belonging contributes to compassion: A longitudinal study of middle school students' prosocial competencies. *Journal of Applied Developmental Psychology, 99,* 101834. Advance online publication. https://doi.org/10.1016/j.appdev.2025.101834

Sandilos, L. E., Rimm-Kaufman, S. E., Soland, J., & Truong, J. M. (2025). A mixed methods study examining how classroom experiences cultivate respect in middle school students. *Applied Developmental Science*, 1-22. Advance online publication. https://doi.org/10.1080/10888691.2025.2491399

Rimm-Kaufman, S. E., Soland, J., & Kuhfeld, M. (2024). Social and emotional competency development from fourth to 12th grade: Relations to parental education and gender. *American Psychologist.* Advance online publication. https://dx.doi.org/10.1037/amp0001357

Pfister, T. A.*, Deutsch, N. L., Rimm-Kaufman, S. E., & Sandilos, L. E. (2024). "They're going through something, too": The challenges and opportunities of empathy and prosocial behavior in middle school. *The Journal of Early Adolescence*, Advance online publication: https://doi.org/10.1177/02724316241288912

Perez-Edgar, K., Morrison, F. & Rimm-Kaufman, S. E. (2024). Revisiting Jerome Kagan and his research legacy: An introduction to a special issue of *Developmental Psychology. Developmental Psychology, 60*(11), 1949-1957.

Ward-Seidel, A. R.*, Rimm-Kaufman, S. E., Sandilos, L. E. (2024). Schoolwork with Purpose: A mixed methods study on youths' perspective on what makes learning meaningful. *Journal of Adolescent Research,* Advance online publication: https://doi.org/10.1177/074355842412802

Carter, E., Molina, E., Pushparatnam, A., Rimm-Kaufman, S., Tsapali, M., & Wong, K. K. Y. (2024). Evidence-based teaching: effective teaching practices in primary school classrooms. *London Review of Education*, 22(1).

Doyle, N. B.*, Downer, J. T., & Rimm-Kaufman, S. E. (2024). Understanding teachers' emotion regulation strategies and related teacher and classroom factors. *School Mental Health*, 1-14.

Lapan, C., Rimm-Kaufman, S. E., & Merritt, E. G. (2024). Promoting fourth-grade students' autonomy, competence, and relatedness through service-learning. *Applied Developmental Science*, *28*(1), 58-81.

Merritt, E. G., Weinberg, A. E., Lapan, C., & Rimm-Kaufman, S. E. (2024). Igniting kid power: the impact of environmental service-learning on elementary students' awareness of energy problems and solutions. *Energy Research & Social Science*, *116*, 103670.

Pfister, T. A.*, Rimm-Kaufman, S. E., Merritt, E. G., & Konold, T. R. (2024). Empowering community-changers: Developing civic efficacy in elementary classrooms, *Applied Developmental Science*, *28*(1), 33-45.

Dignath, C., Rimm-Kaufman, S. E., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: A meta-analytic study. *Educational Psychology Review, 34,* 2609-2660.

Soland, J., Rimm-Kaufman, S. E., Kuhfeld, M. & Ventura-Abbas, N.* (2022). Empirical benchmarks for social and emotional skills. *Child Development, 93*(4), 1129-1144.

Rimm-Kaufman, S. E., Merritt, E. G., Lapan, C., DeCoster, J., Hunt, A.* & Bowers, N.* (2021). Can service-learning boost science achievement, civic engagement, and social skills?: A randomized controlled trial of Connect Science. *Journal of Applied Developmental Psychology*, https://doi.org/10.1016/j.appdev.2020.101236

Merritt, E. G., Harkins, T. & Rimm-Kaufman, S. E. (2021). Empowering elementary students through environmental service-learning. *CLEARING: The Journal of Community-Based Environmental Literacy Education,* 8-11.

Hunt, A.*, Rimm-Kaufman, S. E., Merritt, E. G., & Bowers, N.* (2020). "Because the sun is really not that big" An exploration of fourth graders tasked with arguing from evidence. *Elementary School Journal, 121(*2), 1-24.

Rimm-Kaufman, S. E. & Jodl, J. (2020). Educating the whole learner: Mobilizing whole child advocates behind the neuroscience of learning and development. *Educational Leadership, 77*(8), 28-34.

Henderson, L., Silver, B. R., Booren, L., Rimm-Kaufman, S. E. & Wyckoff, J. (2020). Fostering faculty diversity by supporting access to graduate study in education. *Journal of College Student Development, 61*(5), 663-666.

Sandilos, L. E., Baroody, A. E., Rimm-Kaufman, S. E., & Merritt, E. G. (2020). English learners' achievement in mathematics and science: Examining the role of self-efficacy. *Journal of School Psychology, 79,* 1-15.

Rimm-Kaufman, S. E. & Merritt, E. G. (2019). Let's power our future: Integrating science and social and emotional learning to improve collaborative discourse and science understanding. *Science and Children, 57*(1), 52-60.

Bowers, N.*, Merritt, E.G., & Rimm-Kaufman, S.E. (2019). Exploring teacher adaptive expertise in the context of elementary school science reforms. *Journal of Science Teacher Education*, doi: 10.1080/1046560X.2019.1651613.

Merritt, E., Bowers, N.*, & Rimm-Kaufman, S. (2019). Making connections: Elementary students' ideas about energy resources. *Renewable Energy, 138*, 1078-1086.

Rimm-Kaufman, S. E., Donnan, M. F., Garcia, D., Snead-Johnson, M., Kotulka, E. & Sandilos, L.* (2018). A partnered approach to school change in a rural community: Reflections and recommendations. *Foundation Review, 10*(4), 103-118.

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.

Banse, H. W.*, Curby, T. W., Palacios, N. A., & Rimm-Kaufman, S. E. (2018). How should fifth-grade mathematics teachers start the school year? Relations between teacher-student interactions and mathematics instruction over one year. *Teachers College Record*, *120*(6), 1-36.

Henderson Pinter, H.*, Merritt, E. G.*, Berry III, R. Q., & Rimm-Kaufman, S. E. (2018). The importance of structure, clarity, representation, and language in elementary mathematics instruction. *Investigations in Mathematics Learning*, *10*(2), 106-127.

Leis, M.*, Rimm-Kaufman, S. E., Paxton, C. L. C.*, & Sandilos, L. (2017). Building trust through Leading Together: Initial findings from the study of a community and trust-building intervention. *Journal of School Leadership, 27,* 841-869.

Abry, T.*, Rimm-Kaufman, S. E., & Curby, T. W.* (2017). Are all program components created equal? Relations between specific social and emotional learning program practices and teacher-student interaction quality. *Prevention Science, 18*(2), 193-203.

Sandilos, L. E.*, Rimm-Kaufman, S. E., & Cohen, J. J. (2017). Warmth and demand: The relation between students' perceptions of the classroom environment and achievement growth. *Child Development, 88*(4), 1321-1337.

Pinter, H.H.*, Merritt, E.G.*, Berry III, R. Q. & Rimm-Kaufman, S.E. (2017). The importance of structure, clarity, representation and language in elementary math instruction. *Investigations in Mathematics Learning.* doi: 10.1080/19477503.2017.1375354.

Banse, H.W.*, Palacios, N.P.*, Merritt, E. G.* & Rimm-Kaufman, S.E. (2017). Scaffolding English language learners' mathematical talk in the context of Calendar Math. *The Journal of Educational Research, 110*(2), 199-208.

Merritt, E. G.*, Rates, C.*, Greiner, J., Baroody, A.*, & Rimm-Kaufman, S. (2017). "We need trees to line the river to save our little friends": Environmental literacy development through service-learning. *Children, Youth and Environments, 27*(1), 67-90.

Merritt, E. G.*, Palacios, N. A.*, Banse, H.*, Rimm-Kaufman, S. E. & Leis, M.* (2017). Teaching practices in grade 5 mathematics classrooms with high-achieving English learner students. *The Journal of Educational Research, 110*(1), pp. 17-31. doi: 10.1080/00220671.2015.1034352

Rimm-Kaufman, S. E. (2016). Applications of psychological safety to developmental science: Reflections and recommendations for next steps. *Research on Human Development.* doi: 10.1080/15427609.2016.1145392

Banse, H. W.*, Palacios, N. A., Merritt, E.G.* & Rimm-Kaufman, S. E. (2016). 5 strategies for scaffolding math discourse with ELLs. *Teaching Children Mathematics,* 23(2), 100-108. Received the NCTM Linking Research and Practice Outstanding Publication Award.

Baroody, A. E.*, Rimm-Kaufman, S. E., Larsen, R. A.*, & Curby, T. W. (2016). A multi-method approach for describing the contributions of student engagement on fifth grade students' social competence and achievement in mathematics. *Learning and Individual Differences, 48,* 54-60. doi: 10.1016/j.lindif.2016.02.012

Griggs, M. S.*, Mikami, A. Y. & Rimm-Kaufman, S. E. (2016). Classroom quality and student behavior trajectories in elementary school. *Psychology in the Schools, 53*(7), 690-704. doi: 10.1002/pits.21941

Rimm-Kaufman, S. E., Baroody, A.*, Larsen, R.*, Curby, T. W.*, & Abry, T.* (2015). To what extent do teacher-student interaction quality and student gender contribute to fifth graders' engagement in mathematics learning? *Journal of Educational Psychology, 107*(1), 170-185. doi: http://dx.doi.org/10.1037/a0037252

Martin, D. P.* & Rimm-Kaufman, S. E. (2015). Do student self-efficacy and teacher-student interaction quality contribute to emotional and social engagement in fifth grade math? *Journal of School Psychology, 53*(5), 359-373.

Ottmar, E.R.*, Rimm-Kaufman, S.E., Larsen, R. A.*, & Berry, R.Q. (2015). Mathematical knowledge for teaching, standards-based mathematics teaching practices, and student achievement in the context of the Responsive Classroom Approach. *American Educational Research Journal, 52*(4), 787-821. doi: 10.3102/0002831215579484

Leis, M.*, Schmidt, K. & Rimm-Kaufman, S. E. (2015). Using the partial credit model to evaluate the student engagement in mathematics scale. *Journal of Applied Measurement, 16*(3), 251-267.

Leis, M.* & Rimm-Kaufman, S. E. (2015). Principal actions related to increases in teacher-principal trust. *Journal of School Public Relations, 36*(3), 260-291.

Wanless, S. B.*, Rimm-Kaufman, S. E., Abry, T.*, Larsen, R. A.* & Patton, C. L.* (2015). Engagement in training as a mechanism to understanding fidelity of implementation of the Responsive Classroom approach. *Prevention Science, 16*(8), 1107-1016. doi: 10.1007/s11121-014-0519-6

Rimm-Kaufman, S. E., Larsen, R. A.*, Curby, T. W.*, Baroody, A. E.*, Merritt, E.*, Abry, T. S.*, Ko, M., Thomas, J. & DeCoster, J. (2014). Efficacy of the Responsive Classroom approach: Results from a 3-year, longitudinal randomized controlled trial. *American Education Research Journal, 52*(3), 567-603. doi: 10.3102/0002831214523821

Baroody, A. E.*, Rimm-Kaufman, S. E, Larsen, R. A.*, & Curby, T. W.* (2014). The link between Responsive Classroom training and student-teacher relationship quality in the fifth grade: A study of fidelity of implementation. *School Psychology Review, 43*(1), 69-85.

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Ottmar, E. R.*, Decker, L. E.*, Cameron, C. E.*, Curby, T. W.* & Rimm-Kaufman, S. E. (2014). Classroom instructional quality, exposure to mathematics instruction and mathematics achievement in fifth grade. *Learning Environments Research, 17*(2), 243-262.

Walkowiak, T.*, Berry, R. Q., Meyer, J. P., Rimm-Kaufman, S. E., & Ottmar, E. R.* (2014). Introducing an observational measure of standards-based mathematics teaching practices: Evidence of validity and score reliability. *Educational Studies in Mathematics, 85*, 109-128. doi: 10.1007/s10649-013-9499-x

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Baker, C. E.*, & Rimm-Kaufman, S. E. (2014). How homes influence schools: Early parenting predicts African American children's classroom social-emotional functioning. *Psychology in the Schools, 51*(7), 722-735. doi: 10.1002/pits.21781

Brock, L. L.*, Rimm-Kaufman, S. E., & Wanless, S. B.* (2014). Delay of gratification in first grade: The role of instructional context. *Learning and Individual Differences, 29,* 81-88. doi: http://dx.doi.org/10.1016/j.lindif.2013.10.012

Curby, T. W.*, Rimm-Kaufman, S. E., & Abry, T.* (2013). Do emotional support and classroom organization earlier in the year set the stage for higher quality instruction? *Journal of School Psychology, 51, 557-569.* doi: 10.1016/j.jsp.2013.06.001

Griggs, M. S.*, Rimm-Kaufman, S. E., Merritt, E. G.*, & Patton, C. L.* (2013). The Responsive Classroom approach and fifth grade students' math and science anxiety and self-efficacy. *School Psychology Quarterly, 28*(4), 360-373. doi:10.1037/spq0000026

Ottmar, E.R.*, Rimm-Kaufman, S.E, Berry, R.Q., & Larsen, R. A. A.* (2013). Results from a randomized controlled trial: Does the Responsive Classroom approach impact the use of standards-based mathematics teaching practices? *Elementary School Journal, 113*(3), 434-457. doi: 10.1086/668810

Ottmar, E. R.*, Decker, L. E.*, Ponitz, C. C.*, Curby, T.*, & Rimm-Kaufman, S. E. (2013).Classroom instructional quality, exposure to mathematics instruction, and mathematics achievement in fifth grade. *Learning Environments Research.* doi: 10.1007/s10984-013-9146-6

Wanless, S. B.*, Patton, C.S.*, Rimm-Kaufman, S.E., Deutsch, N.L. (2013). Setting-level influences on implementation of the Responsive Classroom approach. *Prevention Science, 14*(1), 40-51. doi: 10.1007/s11121-012-0294-1

Baker, C. E.*, Cameron, C. E.*, Rimm-Kaufman, S. E., & Grissmer, D. (2012). Family and sociodemographic predictors of school readiness among African American boys in kindergarten. *Early Education and Development, 23*(6), 833-854.

Merritt, E. G.*, Wanless, S. B.*, Rimm-Kaufman, S. E., Cameron, C.*, & Peugh, J. (2012). The contribution of teachers' emotional support to children's social behaviors and self-regulatory skills in first grade. *School Psychology Review, 41*(2), 141-159.

McTigue, E. M., Rimm-Kaufman, S. E. (2011). The Responsive Classroom approach and its implications for improving reading and writing. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, *27*(1), 5-24.

Ponitz, C.* & Rimm-Kaufman, S. E. (2011). Contexts of Reading Instruction: Implications for Literacy Skills and Kindergarteners' Behavioral Engagement. *Early Childhood Research Quarterly, 26,* 157-168.

Merritt, E.*, Rimm-Kaufman, S. E., Berry, R. Q., Walkowiak, T.*, Ottmar, E. M.* (2010). A reflection framework for teaching mathematics. *Teaching Children Mathematics, 17*(4), 238-248.

Rimm-Kaufman, S. E. & Hamre, B. (2010).The role of psychological and developmental science in efforts to improve teacher quality. *Teacher College Record, 112*(12), 2988-3023.

Brock, L. L.*, Rimm-Kaufman, S. E. & Nathanson, L.* (2009).The contributions of 'hot' and 'cool' executive function to children's academic achievement and learning-related behaviors, and engagement in kindergarten. *Early Childhood Research Quarterly, 24*(3), 337-349.

Curby, T. W.*, Rimm-Kaufman, S. E., & Ponitz, C. C.* (2009). Teacher-child interactions and children's achievement trajectories across kindergarten and first grade. *Journal of Educational Psychology, 101*(4), 912-925.

Nathanson, L., Rimm-Kaufman, S.E., & Brock, L.L. (2009). Kindergarten adjustment difficulty: The Contribution of children's effortful control and parental control. *Early Education and Development, 20*(5), 775-798.

Ponitz, C. C.*, Rimm-Kaufman, S. E., Brock, L. L.* & Nathanson, L.* (2009). Early adjustment, gender differences, and classroom organizational climate in first grade. *The Elementary School Journal, 110*(2), 142-162.

Ponitz, C. C.*, Rimm-Kaufman, S. E., Grimm, K. J.*, & Curby, T. W.* (2009). Kindergarten classroom quality, behavioral engagement, and reading achievement. *School Psychology Review, 38*, 102-120.

Rimm-Kaufman, S. E., Curby, T.*, Grimm, K.*, Nathanson, L.*, & Brock, L.* (2009).The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom. *Developmental Psychology, 45*(4), 958-972.

Rimm-Kaufman, S. E., & Ponitz, C. C.* (2009). Introduction to the special issue on data-based investigations of the quality of preschool and early child care environments. *Early Education and Development, 20,* 201-210.

Rudasill, K. M.*, & Rimm-Kaufman, S. E. (2009). Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. *Early Childhood Research Quarterly*, *24*, 107-120.

Brock, L. L.*, Nishida, T. K.*, Chiong, C*. & Grimm, K. J.*, & Rimm-Kaufman, S. E. (2008). Children's perceptions of the classroom environment and social and academic performance: A longitudinal analysis of the contribution of the Responsive Classroom approach. *Journal of School Psychology, 46,* 129-149.

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Decker, L.* & Rimm-Kaufman, S. E. (2008). Personality characteristics and teacher beliefs among pre-service teachers. *Teacher Education Quarterly, 35*(2), 45-64.

Graham, J.*, Haidt, J., & Rimm-Kaufman, S. E. (2008). Ideology and intuition in moral education. *European Journal of Developmental Science, 2*(3), 269-286.

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Sawyer, B. E.* & Rimm-Kaufman, S. E. (2007). Teacher collaboration in the context of the Responsive Classroom approach. *Teachers and Teaching: Theory and Practice, 13*(3), 211-245.

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Rimm-Kaufman, S. E., Storm, M. D.*, Sawyer, B. E.*, Pianta, R. C., & La Paro, K. M. (2006). The Teacher Belief Q-Sort: A measure of teachers' priorities and beliefs in relation to disciplinary practices, teaching practices, and beliefs about children. *Journal of School Psychology, 44,* 141-165.

Rudasill, K. M.*, Rimm-Kaufman, S. E., Justice, L. M., & Pence, K. (2006). Temperament and language skills as predictors of teacher-child relationship quality in preschool. *Early Education and Development, 17*(2), 271-291.

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Books

Rimm-Kaufman, S. E., Strambler, M. J., Schonert-Reichl, K. A. (2023). *Social and Emotional Learning in Action: Creating Systemic Change in Schools.* Guilford Press.

Rimm-Kaufman, S. E. (2021). *SEL from the Start.* New York City, NY: W.W. Norton.

Book Chapters

Rimm-Kaufman, S. E. (2026). Socio-emotional learning. Promising synergies with academic development in early adolescence. In M. Becker, C. Dignath, L.M. Bihler, H. Gaspard, N., McElvany (Eds), (pp.15-33) Munster/New York: Waxman.

Sandilos, L.E. & Rimm-Kaufman, S.E. (2025). School readiness and the transition to kindergarten: Developmental domains, systemic influences, and the role of context. *Encyclopedia on Early Childhood Development.* 2nd Edition.

Rimm-Kaufman, S. E., Merritt, E. G. & Youngs, P. (2024). Integration of social and emotional learning and academics: Opportunities for synergy in mathematics and science instruction. In J. Mahoney, C. Domitrovich, and J. Durlak (Eds.), *The Handbook of Social and Emotional Learning, 2nd Edition,* (pp.245-259). New York, NY: Guilford.

Rimm-Kaufman, S. E. & Hulleman, C. S. (2015). Social and emotional learning in elementary school settings: Identifying mechanisms that matter. In J. Durlak, R. Weissberg, C. Domitrovich, & T. Gullotta (Eds.), *The Handbook of Social and Emotional Learning.* New York, NY: Guilford Press.

Larsen, R. A.*, Wanless, S. B.*, Rimm-Kaufman, S. E. & Curby, T. W.* (2015). Direct and indirect effects of principal leadership on teacher quality and mathematics achievement in the context of the Responsive Classroom approach. In M. DiPaola & W. K. Hoy (Eds.), *Leadership and School Quality, Research and Theory in Educational Administration.* Charlotte, NC: Information Age Publishing.

Hulleman, C. S., Rimm-Kaufman, S. E., Abry, T.* (2013). Innovative methodologies to explore implementation. Whole-part-whole: Construct validity, measurement, and analytical issues for fidelity assessment in education research. In T. G. Halle, A. J. Metz, and I. Martinez-Beck (Eds.), *Applying Implementation Science in Early Childhood Programs and Systems,* (pp. 65-93). Baltimore, MD: Paul H. Brookes Publishing Co.

Rimm-Kaufman, S. E. & Wanless, S. B.* (2012). An ecological perspective to understanding the early development of self-regulatory skills, social skills, and achievement. In R. C. Pianta (Ed.), *Handbook of Early Childhood Development,* (pp. 299-323). New York: The Guilford Press.

Pianta, R. C. & Rimm-Kaufman, S. E. (2006). The social ecology of the transition to school: Classrooms, families, and children. In K. McCartney & D. Phillips (Eds.), *Handbook of Early Childhood Development*, (pp. 490-507). Malden, MA: Blackwell Publishing.

Pianta, R. C. & Rimm-Kaufman, S. E., & Cox, M. J. (1999). An ecological approach to conceptualizing the transition to kindergarten. In R. C. Pianta & M. J. Cox (Eds.), *The Transition to Kindergarten: Research, Policy, Training and Practice* (pp. 3-12). Baltimore, MD: Paul Brooks Publishers.

Selected Publications for Partner Organizations and Educators including Manuals, Measures, Op-Eds and Websites

Work covered by news outlets including Collaborative for Academic, Social and Emotional Learning (CASEL blog post), Edutopia, EdWeek, Character.org, Architectural Digest (about school transition), New York Times among others.

Gehlbach, H., Pagan, O., Schwartz, N., Papay, J. & Rimm-Kaufman, S. (2025). Reprioritizing Relationships: Using teacher professional learning to strengthen classroom connections. Research Partnership for Professional Learning. https://rpplpartnership.org/internal-resource/teacherstudentrelationships/

Rimm-Kaufman, S. E. (2025). The SEL paradox in middle school: What every educator needs to know. Collaborative for Academic, Social and Emotional Learning (CASEL) Blog, Chicago, IL. https://casel.org/blog/exchange-sneak-peek-the-sel-paradox-in-middle-school-what-every-educator-needs-to-know/

Pfister, T.A., Rimm-Kaufman, S.E., Sandilos, L.E. (2025). What middle schoolers can teach us about empathy. Greater Good Magazine, Berkeley, CA.

Pfister, T.A., Truong, J.M., Harford, A., Jones, D., Simpson, W. Sandilos, L.E. & Rimm-Kaufman, S.E. (2023). How do we ensure that students of color feel respected? Greater Good Magazine, Berkeley, CA.

Rimm-Kaufman, S.E., Sandilos, L.E, Truong, J. M., Sox, D. M., Ward-Seidel, A. R., Jones, D., Harford, A., Simpson, W. & Pfister, T. A. (2023). What middle school youth say about their experiences at EL Education and Comparison Schools. ExCEL Project Follow-Up Report. University of Virginia and Temple University. (89 page technical report prepared for EL Education.)

Rimm-Kaufman, S.E. (2022). Op-Ed: New test scores show students lost a lot of ground in the pandemic. Overreacting won't help. *Los Angeles Times*.

Rimm-Kaufman, S.E., Sandilos, L.E, Pfister, T.A., Ward-Seidel, A.R., Ventura-Abbas, N., Graney, M., Thompson, C.I. (2022). A mixed-methods study examining the contribution of EL Education on ethical character in middle school students. ExCEL Project Final Report, University of Virginia and Temple University. (150 page technical report prepared for EL Education summarizing a 4-year project) See summary for EL Education stakeholders.

Ward-Seidel, A. & Rimm-Kaufman, S. E. (2022). Four ways to help students cultivate integrity. Greater Good Magazine, Berkeley, CA.

Rimm-Kaufman, S.E. & Sandilos, L.E. (2022). What middle schoolers can teach us about respect. Greater Good Magazine, Berkeley, CA. (Selected as 1 of 10 "Best Education Articles of 2022" by Greater Good.)

Rimm-Kaufman, S. E. & Thomas, K. (2021). How white middle class teachers can apply psychology to teach students who are different from them. (Education Practice Brief and Podcast.) https://apadiv15.org/education-practice-briefs/

El Mallah, S., Rimm-Kaufman, S. E. & Waite, W. (2021). Social and emotional learning in early adolescence. Remaking Middle School Learning Series. (Learning Modules for Middle School Educators. Youth Nex, University of Virginia.

Harkins, T.+, Merritt, E.+, Rimm-Kaufman, S.E.,+ Hunt, A. & Bowers, N. (2019). *Connect Science.* Unpublished Manual, University of Virginia, Arizona State University & Harkins Consulting, LLC, Charlottesville, Virginia. (300 page manual for teachers; lessons that integrate service-learning, social and emotional learning and science. + indicates shared first authorship.)

Harkins, T., Lubetkin, M., McGregor, R., Coolman, F., Vislosky, E., Merritt, E., & Rimm-Kaufman, S.E. (2019). *Connect Science Blueprint.* Unpublished Manual, University of Virginia, Arizona State University, & Harkins Consulting, LLC, Charlottesville, Virginia. (Web-based materials)

Hunt, A., Harkins, T., Merritt, E., Rimm-Kaufman, S.E. (2019). *Connect Science Professional Development Guide.* Unpublished Manual, University of Virginia, Arizona State University, & Harkins Consulting, LLC, Charlottesville, Virginia. (Manual describing a 5-day professional development and coaching.)

Molina, E., Pushparatnam, A. Rimm-Kaufman, S. E. & Wong, K. K. (2018). Evidence-based teaching: Effective teaching practices in primary school classrooms. World Bank Group: Policy Research Working Papers. https://doi.org/10.1596/1813-9450-8656

Rimm-Kaufman, S.E. & Sandilos, L. (2015). Improving Students' Relationships with Teachers to Provide Essential Support for Learning. Published on-line.

Rimm-Kaufman, S.E., Leis, M. & Paxton, C. (2014). Innovating together to improve the adult community in schools: Results from a two-year study of the initial implementation of Leading Together. Published on-line.

Rimm-Kaufman, S. E. & Thomas, J. (2013). Progress monitoring tool for the *Responsive Classroom* approach. Turner's Falls, MA: Northeast Foundation for Children.

Berry, R. Q., Rimm-Kaufman, S. E., Ottmar, E. R., Walkowiak, T. A., & Merritt, E. G. (2010). The Mathematics Scan (M-Scan): A Measure of Mathematics Instructional Quality. Unpublished Measure, University of Virginia.

Cameron, C. C. & Rimm-Kaufman, S. E. (2010). The States of Engagement Measure. Unpublished Measure, University of Virginia.

Rimm-Kaufman, S. E., (2010). The *Responsive Classroom* approach for improving interactions with children. *Better: Evidence-based Education, 2*(2), 10-11.

Rimm-Kaufman, S. E., Walkowiak, T.A., & Ottmar, E.R. (2010). Mathematics time sampling measure (MTSM). Unpublished Measure, University of Virginia.

Abry, T., Brewer, A., Sawyer, B., Nathanson, L. & Rimm-Kaufman, S. E. (2007). Classroom Practices Observational Measure (C-POM): An Observational Measure of Fidelity of Implementation of the Responsive Classroom Approach. Unpublished Measure, University of Virginia.

Rimm-Kaufman, S.E. (2007). Improving Students' Relationships with Teachers to Provide Essential Support for Learning. Published on-line at:
http://www.apa.org/education/k12/relationships.aspx
More than 250,000 page views from January, 2011-August, 2014.

Brock, L. L. & Rimm-Kaufman, S. E. (2006). Children's self-regulation and school readiness: the transition to kindergarten. *Children and Families: The Magazine of the National Head Start Association, 20*(1),42-48.

Rimm-Kaufman, S. E. (2006). *Social and academic learning study on the contribution of the Responsive Classroom approach*. Turner Falls, MA: Northeast Foundation for Children. (Summary of research on *Responsive Classroom* for practitioners.)

Rimm-Kaufman, S. E. (2005). *Observed Classroom Engagement Scale (OCES).* Unpublished Measure, University of Virginia.

Rimm-Kaufman, S. E. (2005). Preparing for the transition to kindergarten: A developmental perspective. *Children and Families: The Magazine of the National Head Start Association, 19*(3), 58-64.

Rimm-Kaufman, S. E. (2004). School transition and school readiness: An outcome of early childhood development. In *Encyclopedia on Early Childhood Development*, *Centre of Excellence for Early Childhood Development Website*. http://www.excellence-earlychildhood.ca/documents/Rimm-KaufmanANGxp.pdf

Ervin, B. E., Storm, M., Droessler, S. & Rimm-Kaufman, S. E. (2003). *Preparation of test questions for Prentice Hall website*. http://wps.prenhall.com/chet_mcdevitt_childdevel_2/0,7994,827590-,00.html

Rimm-Kaufman, S. E. (2002). Infant schools in England. In J. W. Guthrie (ed.), *Encyclopedia of Education,* (2nd ed., pp. 1133-1136). New York: Macmillan Reference.

Rimm-Kaufman, S. E. (2001). Challenges in assessing program implementation. *Newsletter of the Virginia Center for Educational Policy Studies, 1*(1), p. 1-2.

Rimm, S. E., Markow, D. B., & Balaban, M. T. (1992). The revision process: A tool for conceptual development. *On Teaching and Learning.* (Invited Paper.)

GRANTS

Grants Awarded as Principal Investigator

Rimm-Kaufman, S. E., Jirout, J., Wahl, R. & Soland, J. (July 2024-September 2025). *Building Faculty Capacity to Cultivate Character in the School of Education and Human Development at the University of Virginia.* Educating Character Initiative ($50,000).

Rimm-Kaufman, S. E., Palacios, N. & Pianta, R. (September 2021-August 2025). *University of Virginia Education Science Training Program in English Language Learning* (EL-VEST). Institute of Education Sciences, U.S. Department of Education ($784,000).

Rimm-Kaufman, S.E. & El Mallah, S. (June 2021-June 2023). *Valor and Compass Camp Early Stage Evaluation.* Valor Collegiate Academies ($251,344).

Rimm-Kaufman, S.E., Wyckoff, J. & Pianta, R. (September 2019-August 2025). *The Virginia Education Sciences Pre-Doctoral Training Program.* Institute of Education Science, U.S. Department of Education ($4.6 million).

Rimm-Kaufman, S.E. & El Mallah, S. (May 1, 2019-August 31, 2021). *Valor and Compass Camp Early Stage Evaluation.* Valor Collegiate Academies ($226,535).

Rimm-Kaufman, S.E., Sandilos, L.E. & Miller, B. (October, 2018-September, 2021). *Becoming Ethical People: A Study of Character Development among Students in EL Education Schools.* Templeton Foundation (Total Award: $976,000 with $706,000 to UVA).

Rimm-Kaufman, S.E., Wyckoff, J. & Pianta, R. (September, 2017-August 2021). *The University of Virginia Education Science (VEST) Interdisciplinary Post-Doctoral Training Program.* Institute of Education Science, U.S. Department of Education ($695,425).

Rimm-Kaufman, S.E., Merritt, E.G., Harkins, T., DeCoster, J. (July, 2015-June, 2018). *Improving Teacher Capacity to Implement High Quality Service Learning in Elementary Science Classrooms.* Institute for Education Sciences, U.S. Department of Education ($1.5 million).

Rimm-Kaufman, S.E. (May, 2015-February, 2016). *UVA-Alleghany Highlands Collaborative Strategic Development Effort.* Alleghany Foundation. ($85,000).

Rimm-Kaufman, S.E., Pianta, R. C., & Wyckoff, J., (September, 2013-August, 2017). *University of Virginia. University of Virginia Post-Doctoral Interdisciplinary Training Program in Education Science.* Institute for Education Sciences, U.S. Department of Education. ($681,095).

Rimm-Kaufman, S.E. (January, 2012-December, 2014). *Building Supports for Student Engagement in Learning during the Late Elementary School Years.* DuBarry Foundation. ($300,000)

Rimm-Kaufman, S.E. & Merritt, E. (August, 2012-July, 2013). *Development of an Environmentally-Based Community Service Learning Project.* Youth Nex, University of Virginia ($40,000)

Rimm-Kaufman, S. E. (July, 2012-June, 2014). *Leading Together.* Center for Courage & Renewal Northeast, Wellesley College. ($40,000)

Rimm-Kaufman, S. E., Wyckoff, J. & Pianta, R. C. (July, 2010-June, 2013). *Interdisciplinary Post-Doctoral Research Training Program.* Institute for Education Sciences, U.S. Department of Education. ($652,686)

Rimm-Kaufman, S. E., Fan, X., Berry, R. (September, 2008-August, 2012). *Classroom Processes, Students' Engagement in Mathematics Instruction, and Mathematics Achievement.* National Science Foundation-Research and Evaluation on Education in Science and Engineering. ($999,926)

Rimm-Kaufman, S. E., Fan, X, Berry, R. & Justice, L. (March, 2007-February, 2012). *The efficacy of the Responsive Classroom approach for improving teacher quality and children's academic performance.* Institute for Education Sciences, U.S. Department of Education, Teacher Quality-Mathematics. ($2,814,668)

Rimm-Kaufman, S. E., Fan, X, Berry, R. & Justice, L. (March, 2007-February, 2011). Supplement to *The efficacy of the Responsive Classroom approach for improving teacher quality and children's academic performance.* Institute for Education Sciences, U.S. Department of Education, Teacher Quality-Mathematics. ($90,720)

Rimm-Kaufman, S. E. (January, 2005-December, 2006). *A multi-disciplinary and developmental framework for research on teachers.* Carnegie Corporation. ($50,000)

Rimm-Kaufman, S. E. (January, 2005-December, 2008). *Classroom social processes and children's behavioral self-regulation.* National Science Foundation, Developmental and Learning Sciences. ($300,000)

Rimm-Kaufman, S. E. & Hench, E. P. (September, 2003-December, 2004). *Early training in the Responsive Classroom approach and its relation to classroom practices, teachers' beliefs and child behavior.* Mini-grant from Teachers for a New Era, Carnegie Corporation. ($10,000)

Rimm-Kaufman, S. E., Pianta, R. C., & La Paro, K. M. (January, 2001-December, 2005). *A study of the effectiveness of the Responsive Classroom approach.* DuBarry Foundation. ($230,000)

Grants Awarded as Co-Investigator

Downer, J. & Rimm-Kaufman, S.E. (July, 2018-June, 2023). *Examining the Efficacy of RULER on School Climate, Teacher Well-Being, Classroom Climate, and Student Outcomes.* U.S. Department of Education, Institute for Education Sciences. ($3,299,999)

McGinty, A. & Rimm-Kaufman, S.E. (September 2019-August 2020). *Preventing reading failure: Gaps in realizing the potential of current investments.* Spencer Foundation. ($50,000)

Pianta, R. C., Wyckoff, J., & Rimm-Kaufman, S. E. (September, 2014-August, 2019). *University of Virginia Interdisciplinary Doctoral Training Program in Education Sciences.* U.S. Department of Education, Institute for Education Sciences. ($3,940,827)

Pianta, R. C., Rimm-Kaufman, S. E. & Wyckoff, J. (September, 2009-August, 2014). *University of Virginia Interdisciplinary Doctoral Training Program in Education Sciences.* U.S. Department of Education, Institute for Education Sciences. ($5,000,000)

Snell, M. E., Stanton-Chapman, T. L., Voorhees, M., Rimm-Kaufman, S., & Mashburn, A. (2008-2011) *Building Social Competence for School Success through a Continuum of Positive Behavior Support.* Institute of Education Sciences, U.S. Department of Education. ($1,500,000)

Gregory, A. & Rimm-Kaufman, S., (April, 2006-December, 2006) *Parenting predictors of school success from kindergarten to 12th grade.* Robin Hood Foundation. ($20,000)

Justice, L., Kaderavek, J., Rimm-Kaufman, S. E., Fan, X., Invernizzi, M., & Pianta, R. C. (June, 2005-May, 2009). *Print referencing efficacy.* U. S. Department of Education, Institute of Education Sciences. ($2,627,000)

Justice, L., Pence, K., Wiggins, A., Fan, X., Rimm-Kaufman, S. & Pianta, R. (June, 2005-May, 2009). *Effectiveness of the Hanen Intervention.* U. S. Department of Education, Institute of Education Sciences. ($1,400,000)

Pianta, R. C., Rimm-Kaufman, S. E. & Justice, L. M. (September, 2004-August, 2009). *University of Virginia interdisciplinary doctoral training program in education sciences.* U.S. Department of Education, Institute for Education Sciences. ($4,800,000)

Justice, L., Pianta, R. C., & Rimm-Kaufman, S. E. (July, 2003-June, 2007). *Preschool language and literacy evaluation. Study of a language-focused curriculum.* U.S. Department of Education, Institute of Education Sciences. ($1,300,000)

PRESENTATIONS

Selected Invited Talks

Rimm-Kaufman, S.E. (2025, February). Social-Emotional and Academic Development: Are these synergistic or competing goals? Invited speaker for the Learning Research & Development Center. University of Pittsburgh, Pittsburgh, PA.

Rimm-Kaufman, S.E. (2024, November). Integration of SEL and Academic Learning. Plenary Session Panelist for the Collaborative for Academic, Social and Emotional Learning, Chicago, IL.

Rimm-Kaufman, S. E. (2024, July). Social-Emotional and Academic Development: Are these synergistic or competing goals. Dortmund Symposium on Empirical Educational Research, Dortmund, Germany.

Rimm-Kaufman, S. E. (2022, September). Leveraging Social and Emotional Learning to Create Equitable Opportunities for Youth in Schools. IDeA Center Retreat, University of Frankfurt, Frankfurt, Germany.

Rimm-Kaufman, S. E. (2022, June). Let's Meet the Moment: How *Girls on the Run* can support girls to meet their most pressing needs. Invited talk at the Girls on the Run Summit. Minneapolis, MN.

Rimm-Kaufman, S. E., (2022, March). Learning with Purpose: A New Approach to Integrate Social-Emotional and Academic Learning. Invited talk: Applied Developmental Science, George Mason University.

Rimm-Kaufman, S. E. (2020, November). SEL from the Start: Supporting the Development of Social and Emotional Skills Even in this Challenging COVID-19 World. Invited presentation for Learning & the Brain Conference, On-line due to COVID.

Rimm-Kaufman, S. E. & El Mallah, S. (2019, November). Does your model work? Presentation at the NewSchools Venture Fund Community of Practice, Houston, IL. (Presentation to educational entrepreneurs).

Rimm-Kaufman, S. E. (2019, June). Positioning *Girls on the Run* as a Social and Emotional Learning Program. Invited talk at the Girls on the Run Summit. Baltimore, MD.

Rimm-Kaufman, S. (2019, January). Addressing issues of generalizability in a goal 3 efficacy study of the RULER program. Institute for Education Sciences Principal Investigator Meeting, Washington, DC.

Rimm-Kaufman, S. E. (2018, September). Do teachers matter for children's development? Lessons learned from looking inside classrooms. Invited keynote address for German Psychological Science Conference.

Rimm-Kaufman, S. E. (2017, November). Using relationships with purpose: Three principles to embed social and emotional learning into classrooms, schools, and districts. Invited presentation for the Future of Children, Princeton University.

Rimm-Kaufman, S. E. (2016, March). New *and old* approaches to boost engagement and learning in elementary school classrooms. Invited presentation for Florida Center for Reading Research, Florida State University.

Rimm-Kaufman, S. E. (2016, March). New *and old* approaches to boost engagement and learning in elementary school classrooms. Invited presentation for Department of Human Development and Quantitative Methods, University of Maryland.

Rimm-Kaufman, S. E. (2015, November). Why teaching students social-emotional skills boosts math and science learning. Invited presentation for Learning & the Brain Conference, The Science of Character: Raising Student Self-Regulation, Resilience and Respect in Children and Teens, Boston, MA.

Rimm-Kaufman, S. E. (2015, April). Why relationships matter and what you can do to make them work at your schools. Invited presentation for Making Caring Common, Programs in Professional Education, Harvard School of Education, Cambridge, MA.

Rimm-Kaufman, S. E. (2015, March). Looking inside classrooms to find the critical ingredients for high quality mathematics instruction. Invited presentation for the Edith Sullivan Memorial Speaker Series at Portland State University, Portland, OR.

Rimm-Kaufman, S. E. (2015, January). Understanding and measuring classroom experiences. Invited presentation for International Meeting on Motivation, University of California-Irvine, Irvine, CA.

Rimm-Kaufman, S. E. (2014, May). Lessons Learned from Looking Inside Classrooms: Results from the Responsive Classroom Efficacy Study. Invited presentation at Center for Educational Policy Analysis, Stanford University.

Rimm-Kaufman, S. E. (2013, April). Looking inside classrooms to find answers: Results from the Responsive Classroom Efficacy Study. Invited presentation at Northwestern University, Evanston, IL.

Rimm-Kaufman, S. E. (2012, October). Results from a three year randomized controlled trial of the *Responsive Classroom* approach. Invited presentation at New York University, New York, NY.

Rimm-Kaufman, S. E. (2012, October).Families of middle school students. Panel chaired at Youth Nex Conference, Charlottesville, VA.

Rimm-Kaufman, S. E. (2011, October). Classroom processes, students' engagement in mathematics instruction, and mathematics achievement. Invited presentation for Principal Investigator Meeting for National Science Foundation, Washington, D.C.

Rimm-Kaufman, S. E. (2011, February).The contribution of teacher-child interactions to children's engagement and learning in school. Invited presentation at George Mason University colloquium series, Fairfax, VA.

Rimm-Kaufman, S. E. (2010, April).The contribution of teacher-student interactions to children's engagement and learning in school. Invited presentation at the University of Miami, Miami, FL.

Rimm-Kaufman, S. E. (2010, April). Transition to Kindergarten: Supporting children's adjustment to school. Invited presentation at Miami Head Start Agency, Washington, DC.

Rimm-Kaufman, S. E. (March, 2008). Evidentiary Basis for a Social and Emotional Learning Intervention: The *Responsive Classroom* Approach. Invited presentation at George Mason University colloquium series, Fairfax, VA.

Rimm-Kaufman, S.E., (January, 2008). Social and Emotional Development: Comments and Recommendations on the 2008 Texas Preschool Benchmarks. Talk presented for preschool stakeholders, Houston, TX.

Rimm-Kaufman, S. E., (December, 2007).*The kindergarten year: Classroom social processes and children's development of self-regulatory and academic skills.* Talk presented at the University of Pennsylvania, Philadelphia, PA.

Rimm-Kaufman, S. E., (April, 2007).*Responsive Classroom efficacy study*. Talk presented at the Provost Speaker Series at the University of Virginia, Charlottesville, VA.

Rimm-Kaufman, S. E. (2006, November).The transition to kindergarten: Classrooms and families. In *Critical non-school contexts and their links to schools*. Invited presentation in symposium at the conference sponsored by Harvard University; Closing the Achievement Gap: Linking Families, Schools, and Communities, Cambridge, MA.

Rimm-Kaufman, S. E. (2006, April).*Classroom contexts and the development of children's social and self-regulatory skills*. Presentation at the Carnegie Mellon University Education Brown Bag, Pittsburgh, PA.

Rimm-Kaufman, S. E. (2006, April). *Classroom social processes and children's development of social and academic skills in the context of the Responsive Classroom approach*. Presentation at the Carnegie Mellon University Speaker Series, Pittsburgh, PA.

Rimm-Kaufman, S. E. (2005, March). *Transition to kindergarten: Linking children, schools, families, and communities*. Invited presentation at the conference sponsored by the Brookings Institution and the Woodrow Wilson School of Public and International Affairs at Princeton University; School Readiness: Closing Racial and Ethnic Gaps, Princeton, NJ.

Rimm-Kaufman, S. E. (2004, October). *Going to kindergarten: Transition models and practices*. Keynote presentation at the NHSA's Eighth Annual Transition Conference, Washington, D.C.

Selected Other Presentations

Fowler, L., Lipinski, H., Seidel, D., Tran, A. & Rimm-Kaufman, S. (2025, April). Making teaching matter: Student guidance on how to cultivate character in your classrooms. Center for Teaching Excellence Conference, University of Virginia.

Rimm-Kaufman, S.E. (2024, April). Integrating Social and Academic Learning. Webinar for the Collaborative for Academic, Social and Emotional Learning.

Rimm-Kaufman, S.E. (2023, April). Systemic Approaches to Social and Emotional Learning. University of Virginia K12 Advisory Council.

Rimm-Kaufman, S.E. (2023, January). Strategies toward Systemic Social and Emotional Learning. Arizona Professional Preparation Board. Tuscan (on-line).

Rimm-Kaufman, S.E. (2022, June). Social and Emotional Learning. Podcast on Inside Education with Sean Delaney. Dublin, Ireland.

Rimm-Kaufman, S.E., Sandilos, L.E., Pfister, T.A., Ward-Seidel, A.R. (2022, December). Cultivating Ethical Character: What does the research say about EL Education? Presentation at the EL Education National Conference.

Becton, S., Boardman, S. & Rimm-Kaufman, S. E. (2022, March) Demystifying systemic social and emotional learning: Academic integration. Thought leadership webinar at CASEL.

Rimm-Kaufman, S. E. (2021, December). *What does the research say about EL Education.* Presentation to EL Education staff, Board of Directors, and Summit Conference Attendees.

Rimm-Kaufman, S. E. (2012, August). *Understanding new research and findings on the* Responsive Classroom *approach.* UVA School of Education & Human Development Webinar with a national audience of over 900 attendees.

Rimm-Kaufman, S. E. (2009, December). Synthesis of comments: Preparing Adults to Promote Children's Social and Emotional Learning. Presented at the Collaborative for Academic, Social and Emotional Learning Forum, 2009. Washington, DC.

Selected Peer-Reviewed National and International Conference Papers and Poster Presentations

Rimm-Kaufman, S.E. (2025, May). Creating supportive workplaces for early educators: Exploring well-being and innovative measures. Discussant in Symposium at Society for Research in Child Development, Minneapolis, MN.

LeBeouf, L., Downer, J. Rimm-Kaufman, S., Elzie, X. & DeCoster, J. (2025, May). School-level impacts of a universal emotion-focused approach to improving K-6 students' social-emotional skills and behavior. Society for Research in Child Development, Minneapolis, MN.

Ward-Seidel, A.R., Rimm-Kaufman, S. E., Bell, B. A., & Sandilos, L. (2025, April 25). *Belonging Contributes to Compassion: A Longitudinal Study of Middle School Students' Prosocial Competencies*. American Education Research Association (AERA) 2025 Annual Meeting: Research, Remedy, and Repair: Toward Just Education Renewal, Denver, CO.

Rimm-Kaufman, S.E. (2024, September). What matters in development and why? Examining students' social and emotional competence, teacher-student interaction quality, and social and emotional learning programming across grade bands of PreK-12. Symposium at the Society for Research on Educational Effectiveness. Washington, DC.

Rimm-Kaufman, S.E. (2024, April). Cultivation of respect in middle school: Students' definition of respect and how teachers teach respect in EL Education and comparison schools. In J. Harris & N. Deutsch (Chairs) "R-E-S-P-E-C-T, Find Out What It Means to Me" Respect as a Developmental Need of Adolescence. Society for Research on Adolescence. Chicago, IL.

Rimm-Kaufman, S.E. (2023, November). Introduction to systemic social and emotional learning. In S. E. Rimm-Kaufman (Chair) SEL in Action: Creating Systemic Change in Schools. Symposium at Social and Emotional Learning Exchange. Atlanta, GA.

Rimm-Kaufman, S.E. (2023, April). Systemic approaches to creating school change. In S. E. Rimm-Kaufman (Chair), Five perspectives on leveraging systemic social and emotional learning to create equity in schools. Symposium at American Education Research Association.

Rimm-Kaufman, S.E. (2023, March). Unpacking the black box of early interventions through broadened measurement of implementation fidelity. Discussant for symposium at the Society for Research in Child Development. Atlanta, GA.

Pfister, T. A., Rimm-Kaufman, S. E., Sandilos, L. E. & Deutsch, N. (2022, September). "Honoring Their Experiences": A qualitative exploration of teaching empathy in EL Education middle schools. Poster presented at 2022 Society for Research in Educational Effectiveness.

Ward-Seidel, A. R., Pfister, T., Sandilos, L. & Rimm-Kaufman, S.E. (2022, September). What do adolescents say about meaningful schoolwork? A mixed-methods quasi-experimental study of the EL Education Schoolwide model. Society for Research in Educational Effectiveness. Washington, DC.

Sandilos, L. E. Rimm-Kaufman, S. E., & Thompson, C. I. (2022, April). How do teachers cultivate student respect during the middle school years? In Rimm-Kaufman, S. E. (Chair). Creating good human beings: New perspectives on cultivating ethical character in Expeditionary Learning Middle Schools. Symposium at the American Education Research Association, San Diego, CA.

Pfister, T. A., Rimm-Kaufman, S. E., Sandilos, L. E., & Thompson, C. (2022, April). "Honoring their experiences": Transformative empathy in middle school settings. Paper presented at the 2022 AERA Annual Meeting, San Diego, CA.

Pfister, T. A., Deutsch, N., & Rimm-Kaufman, S. E. (2022, April). "We want to do better": Exploring the potential of transformative social-emotional learning curriculum in middle school. Paper presented at the 2022 AERA Graduate Student In-Progress Research Gala.

Sandilos, L. E., Rimm-Kaufman, S. E., Hunt, A., Thompson, C. I., Soland, J. (2021, April). Do classroom experiences contribute to middle schoolers' development of ethical character? In Sara Rimm-Kaufman (Chair) Strength-Based Approaches to Cultivate Social and Emotional Skills and Ethical Character in Middle School Students. Symposium at the Society for Research on Child Development, On-line.

Pfister, T., Rimm-Kaufman, S., Sandilos, L., Thompson, C. I., Lee, B. (2021, April). It shaped her to be more protective: Adults and middle school students' perspectives on empathy. Poster presentation at the Society for Research on Child Development, On-line.

Rimm-Kaufman, S. (2019, October). The impact of Connect Science: A program integrating social and emotional learning, science, and service-learning. Paper presented at the SEL Exchange, Chicago, IL.

Rimm-Kaufman, S. Merritt, E., Lapan, C., DeCoster, J., & Hunt, A. E. (2019, March). The impact of Connect Science: A program integrating social and emotional learning, science, and service-learning. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, Maryland.

Rimm-Kaufman, S., Merritt, E., Lapan, C., DeCoster, J. & Hunt, A. (2019, March). Results from an early efficacy study of Connect Science, a project-based learning program designed to integrate social and academic learning. Paper presented at the meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Lapan, C., McGregor, R., Merritt, E.M. & Rimm-Kaufman, S.E. (2019, March). Promoting fourth grade students' autonomy, competence, and relatedness through service-learning. Poster presentation at Society for Research on Child Development. Baltimore, MD.

Hunt, A., Olais, J., & Rimm-Kaufman, S. E. (2019, March). Engaging all students in elementary science: The importance of supportive classrooms for English Learners. Poster presentation at Society for Research on Child Development. Baltimore, MD.

Hunt, A., Olais, J., & Rimm-Kaufman, S. E. (2019, March). Classroom composition and the role of classroom supportiveness for English Learners in science. Poster presentation at Society for Educational Effectiveness. Washington, DC.

Rimm-Kaufman, S. E. & Sandilos, L.E. (2018, April) School improvement efforts emanating from a research-practice partnership in rural schools. American Educational Research Association, New York, NY.

Rimm-Kaufman, S.E., Merritt, E., Hunt, A., Lapan, C., DeCoster, J. (2018, April). Efficacy study of Connect Science: A program integrating social and emotional learning, science and service-learning. Presentation at the American Education Research Association, New York, NY.

Rimm-Kaufman, S. E. (2016, April). Examining implementation, process, and outcomes of cultivating awareness and resilience in education for teachers, a mindfulness-based intervention. Presentation at the American Education Research Association, Washington, DC.

Merritt, E. M., Rates, C., Baroody, A. E. & Rimm-Kaufman, S. E. (2016, April). Hoping for clean water: Emerging environmental literacy during a service-learning program. Poster presentation at the American Education Research Association, Washington, DC.

Rimm-Kaufman, S. E., Sandilos, L. E. & Leis, M. with Donnan, M.F., Garcia, D., Kotulka, E. & Snead Johnson, M. (2016, August). A partnered approach to using data to improve rigor and relationships in rural schools. Poster presented at American Psychological Association, Denver, CO.

Sandilos, L. E. & Rimm-Kaufman, S. E. (2015, August). Examining the effects of teachers' warmth and demand on African American students' achievement. Poster presented at American Psychological Association, Toronto, Canada.

Yoon, G. Y., Rimm-Kaufman, S. E., Morten, E. G. & Matthews, M. D. (2015, August). Emerging attitudes toward women in the military at West Point. Poster presented at American Psychological Association, Toronto, Canada.

Rimm-Kaufman, S. E. (2015, May). Examining the impact of school-based prevention programs on teachers: Findings from three randomized trials. Discussant for symposium (Chair: C. Bradshaw) at Society for Prevention Research, Washington, DC.

Baroody, A. E., Rimm-Kaufman, S. E., Larsen, R. A. & Curby, T. W. (2015, March). Contributions of three student engagement measures on fifth grade students' social competence and achievement in math class. Paper presented at Society for Research in Child Development, Philadelphia, PA.

Leis, M., Rimm-Kaufman, S. E. (2015, March). Using the partial credit model to evaluate the student engagement in mathematics scale. Poster presented at Society for Research in Child Development, Philadelphia, PA.

Ottmar, E. R., Baroody, A. E., Rimm-Kaufman, S. E. (2015, March). Can social and emotional learning interventions help decrease the gender achievement gap in mathematics? Paper presented at Society for Research in Child Development, Philadelphia, PA.

Rimm-Kaufman, S. E. & Merritt, E. G. (2014). Does the Responsive Classroom approach combined with standards-based mathematics contribute to student mathematics achievement? Paper presented an invited symposium (Chair: S. Rimm-Kaufman) at the Society for Research in Educational Effectiveness, Washington, DC.

Pieri, J. W., Wanless, S. B., Marks, D., & Rimm-Kaufman, S. E. (2013). Individualizing intervention coaching to increase fidelity of implementation. Paper presented at the Society for Prevention Research, San Francisco, CA.

Wanless, S. B., Rimm-Kaufman, S. E., Abry, T., Larsen, R. A., & Patton, C. L. (2013). Predictors of engagement in training as a pathway to understanding implementation of the Responsive Classroom approach. Paper presented at the Society for Prevention Research, San Francisco, CA.

Wanless, S.B., Paxton, C., Patton, C., Rimm-Kaufman, S.E., Scharphorn, L. (2013, April). *Charting the pathways of high and low implementers of the Responsive Classroom Approach.* Paper presented at the American Educational Research Association, San Francisco, CA.

Paxton, C. Wanless, S.B., Rimm-Kaufman, S.E. (2013, April). *Coaches' use of relational and strategic support for teachers implementing the Responsive Classroom® Approach.* Paper presented at the American Educational Research Association, San Francisco, CA.

Abry, T., Rimm-Kaufman, S. E.,& Thomas, J. (2013, April). *Teacher Efficacy: A predictor and outcome of the use of child-centered practices associated with Responsive-Classroom Approach.* Society for Research in Child Development, Seattle, Washington.

Baroody, A., Rimm-Kaufman, S. E., Curby, T., Larsen, R. (2013, April).*The role of fidelity in fifth-grade student-teacher relationship quality within the context of a Responsive Classroom intervention.* Society for Research in Child Development, Seattle, Washington.

Rimm-Kaufman, S. E., Baroody, A., Larsen, R., Curby, T., Abry, T. (2013, April).*The*

Contribution of classroom social interactions and child attributes in fifth graders' experience of engagement in mathematics classrooms. Society for Research in Child Development, Seattle, Washington.

Rimm-Kaufman, S. E., Merritt, E. (2013, April). *Does the Responsive Classroom approach combine with standards-based mathematics contribute to students' mathematics achievement?* Society for Research in Child Development, Seattle, Washington.

Rimm-Kaufman, S. E., Larsen, R., Curby, T., Baroody, A., Merritt, E., Abry, T., Ko, M. & Thomas, J. (2012, September). *Efficacy of the Responsive Classroom Approach: Results from a three year, longitudinal randomized controlled trial.* Society for Research in Educational Effectiveness, Washington, D.C.

Abry, T., Rimm-Kaufman, S. E., & Larsen, R. A. (2012, April).*The effects of the Responsive Classroom approach on teacher-student interactions: The importance of implementation fidelity.* Paper presented at the American Education Research Association, Vancouver, B.C.

Baroody, A. E., Rimm-Kaufman, S. E., Larsen, R. A. A., & Curby, T. W. (2012, April). *Predictors and consequences of engagement in mathematics: A comparison of girls and boys.* Paper presented at the American Educational Research Association, Vancouver, British Columbia, Canada.

Merritt, E. G., Rimm-Kaufman, S. E. & Walkowiak, T. A. (2012, April). *The importance of mathematics instructional for children from low-income families.* Paper presented at the Interactive Paper Session. National Council of Teachers of Mathematics (NCTM) Research Presession, Philadelphia, PA.

Ottmar, E.R., Rimm-Kaufman, S.E., & Larsen, R. (2012, April). *Relations between mathematical knowledge for teaching, mathematics instructional quality, and student achievement in the context of the Responsive Classroom (RC).* Paper presented at the National Council of Teachers of Mathematics Research Pre-session, Philadelphia, PA.

Rimm-Kaufman, S. E. (2012, April).*Considering teachers' beliefs and teachers' attitudes about social and emotional learning: Correlates and consequences.* Chaired roundtable session at American Education Research Association, Vancouver, B.C.

Rimm-Kaufman, S. E., Curby, T. W., Abry, T. & Larsen, R. A. (2012, April). Do specific practices from the *Responsive Classroom* approach predict quality of teacher-student interactions? Paper presented at the American Education Research Association, Vancouver, B.C.

Abry, T., Rimm-Kaufman, S.E., Hulleman, C., Thomas, J.B., Ko, M. (2012, March). *The how and for whom of program effectiveness: Unpacking the responsive classroom approach in relation to academic achievement.* Paper presented at the Society for Research in Educational Effectiveness, Washington, D.C.

Brock, L.L., Rimm-Kaufman, S.E., Wanless, S.B. (2011, April). *Delay inhibition, working memory, and instructional context: Relations to achievement, behavior, and engagement in first grade.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Rimm-Kaufman, S.E., Ottmar, E.R., & Merritt, E. (2011, April).*Preliminary findings from the M-Scan: A measure of mathematics instructional quality.* A symposium presented at the National Council for Teachers in Mathematics Conference, Research Pre-session, Indianapolis, IN.

Ottmar, E. R., Rimm-Kaufman, S. E., & Walkowiak, T. A. (2011, April).*Mathematics Teacher Self-Efficacy, Knowledge, and Mathematics Instructional Quality.* Presented at Research Pre-session for National Council of Teachers of Mathematics Annual Meeting, Indianapolis, IN.

Ottmar, E.R., Rimm-Kaufman, S.E., & Berry, R.Q. (2011, April).*The contributions of mathematical knowledge for teaching and two constructs of mathematics teacher self-efficacy, and the impact of social-emotional learning intervention on mathematics instructional quality.* Paper presented at the National Council for Teachers in Mathematics Conference, Research Pre-session, Indianapolis, IN.

Ottmar, E.R., Rimm-Kaufman, S.E., & Berry, R.Q. (2011, April).*Predictors of mathematics instructional quality.* Poster presented at the Society for Research in Child Development Conference, Montreal, Canada.

Walkowiak, T. A., Berry, R. Q., & Rimm-Kaufman, S. E. (2011, April). *Third grade teachers' instructional quality, knowledge, and efficacy during mathematics.* Presented at Research Pre-session for National Council of Teachers of Mathematics Annual Meeting, Indianapolis, IN

Merritt, E.G., Rimm-Kaufman, S.E., Wanless, S.B., Berry, R.Q., Ottmar, E.R., Walkowiak, T., Fan, X. (2011, March). *Mathematical discourse community in third grade mathematics classrooms as a predictor of achievement.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Rimm-Kaufman, S. E. (2011, September).*Policy relevant research for elementary schools.* Symposium chaired at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

Ottmar, E., Rimm-Kaufman, S. Larsen, R., & Merritt, E. G. (2011, September).*Relations between mathematical knowledge for teaching, mathematics instructional quality, and student achievement in the context of the* Responsive Classroom (RC) *approach*. Paper presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

Merritt, E., Rimm-Kaufman, S., Berry, R. Q., Walkowiak, T. & Larsen, R. (2011, September).*The contribution of mathematics instructional quality and class size to student achievement for third grade students from low-income families.* Poster presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

Griggs, M. S., Rimm-Kaufman, S. E., Merritt, E. G., & Patton, C. L. (2011, September). *To what extent does the* Responsive Classroom *approach modify fifth grade students' anxiety and efficacy in mathematics and science?* Poster presented at the semi-annual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

Abry, T., Rimm-Kaufman, S. E., Larsen, R. A. & Brewer, A. J. (2011, September).*Applying new methods to the measurement of fidelity of implementation: Examining the critical ingredients of the*

Responsive Classroom *approach in relation to mathematics achievement.* Poster presentation at the Society for Research in Educational Effectiveness, Washington, D.C.

Abry, T., Rimm-Kaufman, S.E., Cameron Ponitz, C., & Peugh, J.L. (2011, March).*The contribution of fidelity of implementation of the Responsive Classroom approach on teacher-student interaction quality in the first year of an experimental field trial.* Poster presented at the biannual meeting of the Society for Research on Educational Effectiveness, Washington D.C.

Rimm-Kaufman, S. E., Wanless, S.B., Patton, C. S., & Deutsch, N. L. (2011, March).*Teachers' accounts of the process of teacher change: Examining fidelity of implementation.* In S.B. Wanless (Chair), Supporting fidelity of implementation in social emotional learning interventions. Symposium presented at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Merritt, E.G., Rimm-Kaufman, S.E., Wanless, S.B., Berry, R.Q., Ottmar, E.R., Walkowiak, T., Fan, X. (2011, March). *Mathematical discourse community in third grade mathematics classrooms as a predictor of achievement.* Poster presented at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Berry, R.Q., Walkowiak, T.A., Ottmar, E.R., & Rimm-Kaufman, S.E. (2011, January). *Mathematics scan (M-Scan): Using a quantitative observational measure to describe mathematics instructional quality.* Paper presented at the Association of Mathematics Teacher Educators Conference, Irvine, CA.

McCracken, E. R., Berry, R. Q. & Rimm-Kaufman, S. E. (2010, June).*The relations between pedagogical content knowledge, two constructs of mathematics teacher efficacy, and mathematics instructional quality.* Poster presentation at the Institute for Education Science Research Conference, Washington, DC.

Merritt, E., Wanless, S., Ponitz, C., & Rimm-Kaufman, S. (2010, June). *The contribution of teachers' emotional support to children's social behaviors in first grade.* Poster presentation at the Institute for Education Science Research Conference, Washington, DC.

Rimm-Kaufman, S. E., Abry, T., Ponitz, C., Thomas, J., Berry, R., Fan, X. & Wanless, S. (2010, June).*Results from year one of a randomized controlled trial: Teachers' use of the Responsive Classroom approach and observed teacher quality.* Poster presentation at the Institute for Education Science Research Conference, Washington, DC.

Walkowiak, T. A., Berry, R. Q., McCracken, E. R., Rimm-Kaufman, S. E., Merritt, E. G., & Meyer, J. P. (2010, April). *Introducing an observational measure of mathematics instructional quality.* National Council for the Teachers of Mathematics, San Diego, CA.

Walkowiak, T. A., Berry, R. Q., McCracken, E. R., Rimm-Kaufman, S. E., & Meyer, J. P. (2009, September) *The Validation of an Observational Measure of Mathematics Instruction*. Poster Presentation at the Psychology of Mathematics Education Conference, North American Chapter, Atlanta, GA.

Ponitz, C. C., & Rimm-Kaufman, S. E. (2009, June). *Child engagement and individualized instruction contexts: Identifying predictors of kindergarten reading achievement*. Poster presentation at the Institute for Education Sciences Meeting, Washington, DC.

Rimm-Kaufman, S., Berry, R., McCracken, E., Merritt, E., & Walkowiak, T. (2009, June).*Conducting systematic classroom observations in a randomized controlled trail to examine Responsive Classroom approach outcomes.* Poster presented in Washington, DC: Institute for Education Sciences Conference.

Ponitz, C. C. & Rimm-Kaufman, S. E. (2009, April). *The contribution of child engagement and classroom context on children's kindergarten reading achievement*. Paper presented in Pagani, L. and Fitzpatrick, C. (Chairs), Self-investment in academic success: Characteristics and outcomes of child and adolescent learning-related behaviors. Society for Research in Child Development biennial meeting, Denver, CO.

Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L., &Nathanson, L. (2009, April). *Child and classroom organizational climate contributors to first grade outcomes.* Paper presented at the American Educational Research Association annual meeting, San Diego, CA, April 2009.

Zoller, G. E., Curby, T. W., Brock, L., Ponitz, C. C., & Rimm-Kaufman, S. E. (2009, April).*Profiles of first graders' shyness and self-control: Relations to their academic engagement and peer relationships*. Poster presented at Society for Research in Child Development biennial meeting, Denver, CO.

Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L. L., &Nathanson, L. (2008, June). *Gender, early school adjustment, and classroom management in predicting first-grade success.* Poster presented at the Institute for Education Sciences Annual meeting, Washington, D.C.

Rimm-Kaufman, S. E., Berry, R., Fan, X., McCracken, E. & Walkowiak, T. (2008, June).*The efficacy of the Responsive Classroom approach for improving teacher quality and children's academic performance.* Poster presented at the Institute of Education Sciences Research Conference, Washington, D.C.

Curby, T.W., Cameron Ponitz, C., Rimm-Kaufman, S.E., & Grimm, K. (2008, March) *How kindergarten classroom quality translates into reading achievement: The critical role of student engagement.* Paper presented at the American Educational Research Association, New York, NY.

Downer, J., Chomat-Mooney, L., Pianta, R. C., Grimm, K. J., Mashburn, A., Curby, T. W., Hamre, B. K., Rimm-Kaufman, S. E. (2008, March). *Examining issues of reliability and validity in the measurement of classroom processes.* Paper presented at the American Educational Research Association, New York, NY

Rimm-Kaufman, S. E. (2008, March).Efficacy of the *Responsive Classroom* approach, a social and emotional learning intervention, for improving children's academic achievement. In A. Mikami (Chair), *Day to day classroom influences that promote children's social competence.* Symposium conducted at the meeting of the Society for Research on Educational Effectiveness, Crystal City, VA.

Rimm-Kaufman, S. E. (2008, March).*Efficacy of the Responsive Classroom Approach: What does the current research say?* Paper presented at the American Educational Research Association, New York, NY.

Rimm-Kaufman, S. E. & Hamre, B. (2008, March).*Improving Teacher Quality: What promising insights can be learned from developmental and psychological science?* Symposium and paper presented at the American Educational Research Association, New York, NY.

Brown, J., Henry, D., Hamre, B., Seidman, E., Schoeny, M., Pianta, R., Rimm-Kaufman, D., Jones, S., LaRusso, M. &Aber, L. (2007, June).*Targeting social settings to advance prevention and developmental science.* Paper presented at the meeting of the Society for Community Research and Action, Pasadena, CA.

Rimm-Kaufman, S. E. (2007, April).Discussant for A. Jewkes & M. McClelland(Chairs), *Contextual and cultural influences on children's behavioral self-regulation.* Symposium conducted at the meeting of the Society for Research in Child Development, Boston, MA.

Rimm-Kaufman, S.E., Curby, T.W., Nathanson, L., & Brock, L.L. (2007, April). The relative contribution of children's self-regulatory abilities and classroom quality in predicting engagement in kindergarten. In C. Li-Grining (Chair), *Views from the field: Studying young children's self-regulation in socioeconomic and educational contexts.* Symposium conducted at the meeting of the Society for Research in Child Development, Boston, MA.

Rimm-Kaufman, S. E. & Downer.(2007, April).How do classroom conditions and children's risk for school problems contribute to children's engagement in learning? In S. Rimm-Kaufman & J. Hughes (Chairs), *Contemporary perspectives on children's engagement in learning.* Symposium conducted at the meeting of the Society for Research in Child Development, Boston, MA.

Brock, L. L., Rimm-Kaufman, S. E., & Nathanson, L. (2007, March).*The contributions of 'hot' and 'cool' executive function on children's academic achievement and adaptive classroom behaviors.* Poster session presented at the meeting of the Society for Research in Child Development Conference, Boston, MA.

Curby, T.W., Rudasill, K.M., Rimm-Kaufman, S.E., and Konold, T.R., (2007, March). *The role of social competence in predicting gifted enrollment.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Nathanson, L. & Rimm-Kaufman, S. (2007, March). *The contribution of student-teacher relationships and child shyness to contingent interactions between students and teachers in kindergarten.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Pianta, R. C., Rimm-Kaufman, S. E., & Justice, L. J. (2006, December).*Doctoral training program in Risk and Prevention in Education Science.* Poster session presented at the meeting of the Society for Research in Educational Effectiveness, Lansdowne, VA.

Brock, L. L., Decker, L. & Rimm-Kaufman, S. E. (2006, October).*The Responsive Classroom approach: Promoting social and academic learning through character education*. Paper presented at the meeting of the Character Education Partnerships, Washington, D.C.

Brock, L. L., Curby, T. W. & Rimm-Kaufman, S. E. (2006, June).*Predicting rural kindergarten children's classroom behaviors from a battery of self-regulatory tasks.* Poster session presented at the National Head Start Research Conference, Washington, D.C.

Brock, L. L., Nishida, T. K., Rimm-Kaufman, S. E., Chiong, C. & Grimm, K. J. (2006, June).*Children's perceptions of the classroom environment and social and academic performance: A longitudinal analysis of the contribution of the Responsive Classroom® approach.* Poster session presented at the Institute for Education Sciences Research Conference, Washington, DC.

Decker, L. & Rimm-Kaufman, S. (2006, June). *Personalities and teacher beliefs among pre-service teachers.* Poster session presented at the Institute for Education Sciences Research Conference, Washington, D.C.

Nathanson, L., Rimm-Kaufman, S. E., & Brock, L. L. (2006, June). *Child, preschool, and family predictors of difficulty with the transition to kindergarten in a rural sample.* Poster session presented at the National Head Start Research Conference, Washington, D.C.

Nathanson, L., Rimm-Kaufman, S. E., Brock, L. L., Kim, H., & Klass, A. (2006, June). *Transition to kindergarten: Parent-reported self-regulation and parenting style as predictors of teacher-reported transition difficulty.* Poster session presented at the Institute for Education Sciences Research Conference, Washington, DC.

Nathanson, L., Rimm-Kaufman, S. E., & Fuller, S. M. (2006, June). *Home initiated family-school communication in preschool and kindergarten.* Poster session presented at the Institute for Education Sciences Research Conference, Washington, DC.

Skibbe, L., Decker, L. & Rimm-Kaufman, S. (2006, June). *The contribution of the Responsive Classroom approach to classroom quality and teaching practices.* Poster session presented at the Institute for Education Sciences Research Conference, Washington, DC.

Brock, L. L.& Rimm-Kaufman, S. E., (2006, April).*Children's perceptions of the classroom environment and social and academic performance: a longitudinal analysis of the contribution of the Responsive Classroom approach.* Paper presented at the meeting of the American Education Research Association, San Francisco, CA.

Decker, L. & Rimm-Kaufman, S. (2006, April). *Personalities and beliefs among pre-service teachers.* Poster session presented at the meeting of the American Educational Research Association, San Francisco, California

Decker, L., Skibbe, L. & Rimm-Kaufman, S. E. (2006, April).*The contribution of the Responsive Classroom approach to classroom quality and teaching practices.* Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

Rimm-Kaufman, S. E. (2006, April).*How the Responsive Classroom approach promotes social and academic learning*. Paper presented at the meeting of the Association for Supervision and Curriculum Development, Chicago, IL.

Rimm-Kaufman, S. E., Fan, X., Chiu, Y. I., & You, W. (2006, April).*School-wide use of the Responsive Classroom approach and children's achievement*. Paper presented at the meeting of the American Education Research Association, San Francisco, CA.

Decker, L. Rimm-Kaufman, S., Chiu, Y., Skibbe, L., & Brock, L. (2005, October).*The contribution of the Responsive Classroom approach for building a classroom and school culture of character*. Paper presented at the meeting of the Character Education Partnership, Atlanta, GA.

Rudasill, K. M., Justice, L. M., & Rimm-Kaufman, S. E. (2005, June). *Temperament and language as predictors for teacher-child relationship quality*. Poster session presented at the Symposium on Research in Child Language Disorders, Madison, WI.

Rudasill, K. M., Rimm-Kaufman, S. E., & Justice, L. M. (2005, June). *Temperament and teacher-child relationship quality*. Poster session presented at the meeting of the Society for Research on Children's Language Development, Madison, WI.

Rimm-Kaufman, S. E. & Chiu, Y. I. (2005, May).Promoting classroom social and academic competence: The contribution of the *Responsive Classroom* approach. In B. Hamre (Chair), *Classrooms as a context for prevention*. Symposium conducted at the meeting of the Society for Prevention Research, Washington, DC.

Rudasill, K.M., Rimm-Kaufman, S.E., & Justice, L.M. (2005, May).*Temperament and teacher-child relationship quality*. Poster session presented at the American Psychological Society Annual Conference, Los Angeles, CA.

Chiu, Y. I., Decker, L. & Rimm-Kaufman, S. E. (2005, April). The contribution of the *Responsive Classroom* approach. In D. Roosevelt (Discussant), *Investigating teacher authority, management beliefs, and control ideology*. Symposium conducted at the meeting of the American Education Research Association, Montreal, Canada.

Downer, J. T., La Paro, K. M., Rimm-Kaufman, S. E. (2005, April).*The contribution of classroom setting and quality of instruction to children's behavior in the kindergarten classroom*. Poster session presented at the meeting of the Society for Research in Child Development, Atlanta, GA.

Fuller, S. & Rimm-Kaufman, S. E. (2005, April). *Home-initiated family-school communication in preschool and kindergarten*. Poster session presented at the meeting of the Society for Research in Child Development, Atlanta, GA.

Rimm-Kaufman, S. E. & Chiu, Y. I. (2005, April). Promoting social and academic competence in the classroom: An intervention study examining the effectiveness of the *Responsive Classroom* approach. In B. Hamre & M. Stuhlman (Chairs), *Looking inside prekindergarten and early elementary classrooms: Interactions, relationships, and promoting positive development*. Symposium conducted at the meeting of the Society for Research in Child Development, Atlanta, GA.

Rimm-Kaufman, S. E. & Zhang, Y. (2004, June). *Father-school communication in preschool and kindergarten*. Poster session presented at the Head Start National Research Conference, Washington, D.C.

Rimm-Kaufman, S. E. (2004, April). *Family-school communication in preschool and kindergarten*. Roundtable presentation at the meeting of the American Educational Research Association, San Diego, CA.

Rimm-Kaufman, S. E. & Sawyer, B. E. (2004, April). *Elementary school teachers' beliefs and attitudes in relation to the Responsive Classroom approach*. Roundtable presentation at the meeting of the American Educational Research Association, San Diego, CA.

Rimm-Kaufman, S. E., Storm, M. D., Sawyer, B. E. &Pianta, R. C. (2004, April).The Teacher Belief Q-Sort. In S. E. Rimm-Kaufman (Chair), *Three new quantitative methods to measure classroom processes.* Symposium conducted at the meeting of the American Educational Research Association, San Diego, CA.

La Paro, K. & Rimm-Kaufman, S. E. (2003, April). *Classroom practices in kindergarten and first grade.* Poster session presented at the meeting of the Society for Research in Child Development, Tampa, FL.

Rimm-Kaufman, S. E. (2003, January). Predicting competent classroom behavior: The contribution of early behavioral attributes and qualities of teacher-child interactions. In M. Watson (Chair), *Attachment Theory and temperament: Preparing teachers to support students' moral growth and school success.* Symposium conducted at the American Association of Colleges of Teacher Education Conference in New Orleans, LA.

Rimm-Kaufman, S. E., Kraft-Sayre, M., Konold, T., &Pianta, R. C. (2002, June).*Family-school relationship during the transition to kindergarten: The contribution of a relationship-enhancing intervention.* Poster session presented at the Head Start National Research Conference, Washington, D.C.

Early, D. M., Rimm-Kaufman, S. E., & Saluja, G. (2001, April).*Wary* and non-wary children in child care settings. In S. E. Rimm-Kaufman, & D. M. Early (Chairs), *Behavioral outcomes for inhibited and uninhibited children: The role of caregiver child relationships.* Symposium conducted at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Rimm-Kaufman, S. E., Early, D. M., & Saluja, G. (2001, April).Bold children in the kindergarten classroom: The moderating role of the teacher. In M. Gunnar (Chair*), Exuberant children: Frontal lobe functioning, behavior regulation, and social context.* Symposium conducted at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Ho, M., Rimm-Kaufman, & Pianta, R. (2000, June). *Measuring family involvement: A comparison of two methods*. Poster session presented at Head Start's Fifth National Research Conference, Washington, D.C.

Kraft-Sayre, M., Rimm-Kaufman, S. E., &Pianta, R. C. (2000, June). *A collaborative intervention to build relationships and smooth the transition to kindergarten*. Poster session presented at Head Start's Fifth National Research Conference, Washington, DC.

Rimm-Kaufman, S. E., Early, D., Cox, M., & Saluja, G. (2000, April). *Children's wariness and boldness in the kindergarten classroom: The role of the classroom teacher.* Presentation at the meeting of the American Educational Research Association, New Orleans, LA.

Early, D., Rimm-Kaufman, S., Cox, M., & Saluja, G. (1999, April). *Understanding children's wariness in the transition to kindergarten.* Poster session presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.

Rimm-Kaufman, S. E. & Pianta, R. C. (1998, July). *Differences in family involvement between preschool and kindergarten.* Poster session presented at Head Start's Fourth National Research Conference, Washington, D.C.

Rimm-Kaufman, S. E., Pianta, R. C., & Cox, M. (1998, April). *Teacher judgments of success in the transition to kindergarten.* Presentation at the meeting of the American Education Research Association, San Diego, CA.

Descalzi, K. O., Rimm-Kaufman, S. E., & Pianta, R. C. (1998, February).*An eight-year longitudinal study of girls' disruptive behavior.* Poster session presented at the meeting of the Society for Research on Adolescence.

Sbarra, D., Rimm-Kaufman, S. E., & Pianta, R. C. (1998, February). *Psychosocial adjustment of adolescents with epilepsy: A six year follow-up study.* Poster session presented at the meeting of the Society for Research on Adolescence.

Rimm-Kaufman, S. E.(1996, October). *Infant predictors of kindergarten behavior.* Poster session presented at the Occasional Temperament Conference, Eugene, OR.

Rimm-Kaufman, S. E., Rosenstock, E. G., & Arcus, D. M. (1996, April). *Developmental outcomes of behavioral inhibition: How do inhibited and uninhibited children differ in their behavioral reactions to the entrance into kindergarten?* Poster session presented at the International Conference on Infant Studies, Providence, RI.

Schneider, M. L., Clark, S., Roughton, E. & Rimm, S. E. (1993, March). *Prenatal stress reactivity modifies postnatal stress reactivity in primate infants.* Poster session presented at the meeting of the Society for Research in Child Development, New Orleans, LA.

Rimm, S. E. &Kagan, J. (1992, October). *Temperature change on the hands and the face: A methodological study.* Poster session presented at the meeting of the Society for Psychophysiological Research, San Diego, CA.

Petto, A. J., Novak, M. A., Walsh, A., Rimm, S. E. (1992, June). *Comparing activity and space utilization in three species of macaques.* Presentation at the meeting of the American Society of Primatologists, Toronto, Canada.

Arcus, D. M., Rimm, S. E. (1992, May). *Does the behavior of high and low reactive infants differ in the home setting?* Poster session presented at the International Conference on Infant Studies, Miami, FL.

Schneider, M. L., Rimm, S. E., Roughton, E. C., & Rogers, S. J. (1991, April). *Mild maternal stress during pregnancy and developmental delays in rhesus monkey infants.* Poster session presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Rimm, S. E., Walsh, A., & Novak, M. (1989, March). *Species differences in temperament in newborn macaques*. Presentation at the meeting of the Canadian Society of Anthropologists, Montreal, Canada.

Walsh, A., Rimm, S. E., Novak, M., & Petto, A. (1989, March). *Species differences in responsiveness in adult macaques: Analysis of group-housed and individually housed monkeys*. Presentation at the meeting of the Canadian Society of Anthropologists, Montreal, Canada.

Presentations at Grant-Related Meetings

Rimm-Kaufman, S. (2019, January). Applying the Generalizer tool to a goal 3 efficacy study of the RULER program. Presentation in Washington, DC: Institute of Education Sciences Conference.

Rimm-Kaufman, S. (2018, January). Issues and considerations in training the next generation of education researchers. Presentation in Washington, DC: Institute of Education Sciences Conference.

Rimm-Kaufman, S., Berry, R., McCracken, E., Merritt, E., & Walkowiak, T. (2009, June) *Conducting Systematic Classroom Observations in a Randomized Controlled Trial to Examine Responsive Classroom Approach Outcomes.* Poster presented in Washington, DC: Institute of Education Sciences Conference.

Rimm-Kaufman, S. E., Fan, X, Berry, R. & Justice, L. (2007, June). *The efficacy of the Responsive Classroom approach for improving teacher quality and children's academic performance.* Poster session presented at the Institute of Education Science Project Director Meeting, Washington, D.C.

Pianta, R. C., Rimm-Kaufman, S. E. & Justice, L. M. (2005, July). *University of Virginia interdisciplinary doctoral training program in educational sciences*. Presentation at the Project Directors meeting for the Institute for Education Science Predoctoral Training Fellows, Washington, D.C.

Justice, L., Wiggins, A., Pence, K., Bowles, R., Rimm-Kaufman, S. E., Pianta, R., Rudasill, K.M., Beckman, A., & Scafiddi, N. (2005, March). *Site-specific research findings.* Poster session presented at the U.S. Department of Education PCER Consortium Meeting, Washington D.C.

Rimm-Kaufman, S. E., Justice, L. M., &Pianta, R. C. (2004, November).*University of Virginia interdisciplinary doctoral training program in educational sciences*. Presentation at the Project Directors meeting for the Institute for Education Science Predoctoral Training Fellows, Washington, D.C.

Pianta, R. C., Rimm-Kaufman, S., Kraft-Sayre, M. E., & LaParo, K. (1999, June). *Families and schools: The transition to kindergarten*. Poster session presented at the National Center for Early Development and Learning Project Directors' Meeting, Washington, D.C.

Selected Papers at State or Regional Meetings

Rimm-Kaufman, S.E. (June, 2017). Introduction to Connect Science: Bringing together science and social and emotional learning. Nashville Social and Emotional Learning Conference, Nashville, TN.

Rimm-Kaufman, S. E. (2014). *Using the Responsive Classroom approach in your Schools*. Webinar for the Virginia School Board Association.

Rimm-Kaufman, S. E. (2006, October).*Classroom social processes and children's development of self-regulatory abilities*. Talk presented at the Developmental Lunch in the Psychology Department at the University of Virginia, Charlottesville, VA.

Rimm-Kaufman, S. E. (2006, July).*The Responsive Classroom approach: What does the research say?* Presentation at the Responsive Classroom Schools Conference, Amherst, MA.

Rimm-Kaufman, S. E. (2005, May). *Findings from a quasi-experimental study of the Responsive Classroom approach*. Presentation for the board of the Northeast Foundation for Children, Turner Falls, MA.

Rimm-Kaufman, S. E. (2005, February). *Child self-regulation in kindergarten and first grade*. Presentation at the Partners in Educational Research Conference at the UVA School of Education, Charlottesville, VA.

Rimm-Kaufman, S. E. (2005, February). *Classrooms as a context for developing relationships*. Talk presented at the Community Lunch in the Department of Psychology at the University of Virginia, Charlottesville, VA.

Rimm-Kaufman, S. E. (2004, November). *Prioritizing relationships in the classroom: Outcomes for teachers and children*. Presentation for the Risk and Prevention Speaker Series, Charlottesville, VA.

Rimm-Kaufman, S. E. & Hamre, B. (2004, November). *Engagement as a mechanism for understanding the link between teacher preparation and children's achievement*. Presentation at the Teachers for a New Era Assessment Seminar and Carnegie Foundation Site Visit, Charlottesville, VA.

Rimm-Kaufman, S. E. (2004, May).*What to do about the shy guy? A critical look at child temperament in the classroom*. Presentation for the Virginia's Innovative Teaching Conference, Charlottesville, VA.

La Paro, K., Rimm-Kaufman, S. E., Snell, M. & Vorhees, M. (2001, May). *Building relationships with children*. Presentation for the Virginia's Innovative Teaching Conference, Charlottesville, VA.

Rimm-Kaufman, S. E. (1999, September).*What else does Jane learn in school?* Presentation at Matanuska-Susitna Women's Conference, Wasilla, AK.

Rimm-Kaufman, S. E. (1997, September). *Different times, common challenges: Career development of successful women over the last 50 years*. Presentation at the Matanuska-Susitna Women's Conference, Wasilla, AK.

Local Talks and Workshops

Conducted more than 50 local workshops, ranging in time from 1 hour to a full day, for families, teachers, and preschool boards on various topics including: Transition to Kindergarten, Creating a Theory of Change, Lifelong Learning, Family-School Relationships, Elementary School Classrooms, Gender Issues in School and the Workforce, Implementation-Based Design with School Leaders, and the *Responsive Classroom* approach.

TEACHING

EDLF 3150/7150: Introduction to Educational Psychology; Course taught for undergraduate and graduate students.

EDLF 5010: Childhood Learning and Development; Course taught for pre-service teachers and undergraduate and masters students.

EDLF 5500: Proseminar: Interdisciplinary Issues in Education Science; Course taught for doctoral students in Virginia Education Science Training Program.

EDLF 7290: Seminar in Educational Psychology; Course taught for doctoral students.

EDLF 7430: Education Science Seminar; Course taught for doctoral students.

EDIS 517: Social Issues: Schools, Classrooms, and Families; Course taught for pre-service teachers.

EDLF 726: Social Development in Context (12-20 students per semester). Course taught for masters and doctoral students.

Independent Study, Directed Research, Dissertation Research and/or Research Internship Courses. Courses taught for undergraduate, masters and doctoral students.

Head Teaching Fellow or Teaching Fellow for Six Undergraduate Courses, Department of Psychology, Harvard University.

Mentoring Experience

Mentor and Advisor for Doctoral Students (with subsequent job placement listed)
Brook Sawyer, PhD in 2004, Post-doctoral researcher, Thomas Jefferson University
Melissa Storm Edmiston, PhD in 2004, Research Associate, American Institute of Research
Shannon Fuller, PhD in 2005, Post-doc, Pediatric Neuropsychology, Texas Children's Hospital
Emily Morrison, PhD in 2005, Unit Clinic Director, Commonwealth Center for Children & Adolescents
Iris Chiu, PhD in 2006, Research Scientist, National Taiwan University
Kathy Rudasill, PhD in 2007, Assistant Professor, University of Louisville
Laura Brock, PhD in 2008, Post-doctoral Research Associate, University of Virginia
Timothy Curby, PhD in 2008, Assistant Professor, George Mason University
Lauren Decker, Ph.D. in 2008, Research Scientist, Edvance Research, Inc.
Lori Nathanson, Ph.D. in 2009, Post-doctoral Research Associate, Yale University
Michelle Yoon, PhD in 2010, Research Associate, University of Virginia Medical School
Claire Baker, PhD in 2010, Post-doctoral Research Associate, Duke University
Erin Ottmar, PhD in 2011, Post-doctoral Research Associate, University of Richmond
Jane McCartney, PhD in 2011, Consultant, Teachstone, Charlottesville, VA
Beverly Sweeney, PhD in 2011, Post-doctoral Research Associate, University of Virginia
Tashia Abry, PhD in 2012, Assistant Research Professor, Arizona State University
Eileen Merritt, PhD in 2012, Assistant Professor, Arizona State University
Carol Paxton, PhD in 2016, Researcher at Research and Evaluations Systems, South Hadley, MA
Micela Leis, PhD in 2016, Post-doctoral Fellow at Center for Creative Leadership, Greensboro, NC

Ashley Hunt, PhD in 2020, Researcher at McREL International
Theresa Pfister, Researcher at WestEd
Allison Ward-Seidel, current student

Mentor for Post-doctoral Trainees (with subsequent job placement listed)
Claire (Ponitz) Cameron, Research Scientist, CASTL, University of Virginia
Shannon Wanless, Assistant Professor at School of Education, University of Pittsburgh
Christine Patton, Research Associate, Harvard School of Education
Ross Larsen, Research Scientist, Assistant Professor, Brigham Young University
Alison Baroody, Assistant Professor, San Francisco State University
Lia Sandilos, Assistant Professor, Temple University
Krystal Thomas, Education Researcher, SRI
Shereen El Mallah, Assistant Professor at UVA School of Education & Human Development

Other Mentorship Activities
Mentor for Junior Faculty: Robert Berry, Ben Castleman, Lieny Jeon, Traci Kutaka, Natalia Palacios, Chauncey Smith, Tina Stanton-Chapman
Mentor for Masters Students
Mentor in the Summer Undergraduate Research Program (SURP), 2008, 2012, 2018
Mentor for Graduate Teaching Assistants

SERVICE

Membership in Professional Organizations

American Education Research Association, (2005-present)
American Psychological Association (1996-present)
American Psychological Science (1995-present)
Society for Research in Child Development (1992-present)

Service in Professional Organizations

Representative of the Board of Scientific Affairs on the Coalition for Psychology in Schools and Education for the American Psychological Association (2021-2023)
Program Chair in Social and Behavioral Context for Learning, Society for Research in Educational Effectiveness, Spring 2014
Editor for the Social and Emotional Exchange, Newsletter Editor for the Social and Emotional Learning Special Interest Group, American Education Research Association, 2011-2013.
Center for the Academic, Social and Emotional Learning (CASEL) Research Advisory Board, 2009-2011, 2023-present.
Society for Research in Child Development Strategic Planning Taskforce, 2004
American Psychological Association Taskforce in Teaching and Learning, 2006-2009

Editor
Guest Editor for a Special Issue of *Social and Emotional Learning: Research, Policy and Practice,* on the integration of academic, social, and emotional learning (2025)
Co-Editor for a Special Issue of *Developmental Psychology* in honor of Dr. Jerome Kagan (2024)

Special Issue of Early Education and Development on Data-Based Research on Quality in Early Childhood Environments (2007)
Associate Editor
Associate Editor for Perspectives Section of *Social and Emotional Learning: Research, Practice and Policy* (2021-present)
Early Education and Development (2007-2008)
Editorial Board
Journal of Research on Educational Effectiveness (2016-present)
Early Childhood Research Quarterly (2007-present)
Journal of School Psychology (2002-2007)
Early Education and Development (2006-2007)
Consulting Editor
Early Childhood Research Quarterly (2003-2006)
Guest Editorial Review
American Psychologist, Behavioral Disorders, Child Development, Developmental Psychology, Early Education and Development, Education Economics, Human Development, Journal of Educational Psychology, Monographs of Society for Research in Child Development, Social Development, School Psychology Review

Grant Review
Institute for Education Sciences, Panelist for Post-Doctoral Research Grant Panel, 2022
Institute for Education Sciences, Panel Moderator for Social and Behavioral Context Research Program, 2018, 2020
Institute for Education Sciences, Panel Moderator for Low-Cost, Short-Duration Evaluation of Education Interventions, 2019
Institute for Education Sciences, Standing Panelist for Social and Behavioral Context Research Program, 2015-2017
Institute for Education Sciences Panel Reviewer for Post-Doctoral Research Grant Panel, 2012
Templeton Foundation, 2019; Ad-hoc Reviewer
National Science Foundation Panel Reviewer, 2011; Ad-hoc Reviewer, 2009-2012
W.T. Grant Foundation; Ad-hoc Reviewer, 2010-2011
Institute for Education Sciences Panel Reviewer for Early Childhood Education Panel, 2010

Reviewer for Conference Proposals
Social and Emotional Learning Exchange, 2019, 2020
American Education Research Association, Social & Emotional Learning SIG, 2007, 2010-12
National Head Start Conference, 2004-2008
Society for Research in Child Development, 2004, 2006, 2008, 2010, 2012
National Association for the Education of Young Children, 2004
American Psychological Association, Division 7, 2002

Representative Service at University of Virginia and the School of Education & Human Development

Chair of School of Education & Human Development, Tenure & Promotion Committee, 2018-2019; 2022-23
Chair-Elect of School of Education Tenure & Promotion Committee, 2017-2018, 2021-2022
Member of UVA School of Education Tenure & Promotion Committee, 2016-2018, 2020-present

Chair of UVA School of Education & Human Development Faculty Council, 2014-2015
Member of the UVA University-Wide Provost Tenure & Promotion Committee, 2014-2016
Chair of the Doctoral Studies Committee, 2012-2013
Member of the UVA Faculty Salary Committee, 2012
Member of the Curry Undergraduate Program Planning Committee, Chair in 2011
Member of the Curry Doctoral Mentoring Committee, 2010-2012
Directed Graduate Programs in Educational Psychology-Applied Developmental Science, 2008-2019
Associate Director for Doctoral Program in Risk and Prevention in Education Sciences, 2004-2008
Research Advisory Board for Carnegie-funded *Teachers for a New Era* Project, 2004-2007
Chair or Member of Faculty Search Committees, 2002-present
Member of the Curry Committee on Technology, 2002-2003
Virginia Center for Educational Policy Studies, Member of the Board of Directors, 2001-2002
Member of the Academic Affairs Committee, 2002-2003
Mentor for the African American Affairs Faculty-Student Mentoring Program, 2000-2001

Research Consultant or Research Advisor

Learning Policy Institute – Reviewer (2024)
California Preschool Learning Foundations: Subject Matter Expert for state standards (2022-2023)
Member of the APA Coalition for Psychology in Schools and Education (2021-2023)
Harmony Program Research Advisory Group (2021-2022)
EL Education Research Advisory Group Member (2017-present)
World Bank Research Advisor for the TEACH Measure (2017-2020)
Consultant to Develop Strategic Plan for the Alleghany Highland School Districts (2016-2019)
Consultant for the Charlottesville Public Schools (2017, 2020-2021)
Consultant with Northeast Foundation for Children, developers of the Responsive Classroom approach; focused on translation of research into practice and intervention development.
Consultant with the Center for Courage & Renewal on the Development of the Leading Together intervention for school leaders with Chip Wood and Pamela Seigle, 2012-2014.
Senior Research Consultant for the Kindergarten Project, Arizona State University: 2011-2012.
Research Consultant for Evaluation of "Uncle Dan's Report Card," Topeka, KS: 2008, 2011-2012.

Participant in Specialized Training Experiences for Professional Growth

Using Data to Create Common Ground and Inform Decision-Making in Schools and School Districts, University of Virginia, 2015
Moderation and Mediation, University of Virginia, 2012
Missing Data, Society for Research in Child Development, 2011
Quasi-Experimental Designs, Northwestern University, 2007
Leadership in Academic Matters at University of Virginia, 2009
Hierarchical Linear Modeling, Spring Semester, 2010

HONORS AND AWARDS

2023 Fellow, American Psychological Association, Division 7 – Developmental Psychology
2021 Top 200 RHSU Edu-Scholar Public Influencers, Education Week.
2020 Received Commonwealth Chair, a University of Virginia Endowed Chair

2018 Winner of the *Linking Research and Practice Outstanding Publication Award* from the National Council for the Teachers of Mathematics in 2018 for: Banse, H. W., Palacios, N. A., Merritt, E.G. & Rimm-Kaufman, S. E. (2016). 5 strategies for scaffolding math discourse with ELLs. *Teaching Children Mathematics*, *23*(2), 100-108.
2016 Fellow, American Psychological Science
2016 Fellow, American Psychological Association, Division 15 – Educational Psychology
2011 Outstanding Professor Award, School of Education & Human Development, University of Virginia
2010 Winner of the *Linking Research and Practice Outstanding Publication Award* from the National Council for the Teachers of Mathematics in 2010 for: Merritt, E., Rimm-Kaufman, S. E., Berry, R. Q., Walkowiak, T., Ottmar, E. M. (2010). A reflection framework for teaching mathematics. *Teaching Children Mathematics, 17*(4), 238-248.
2009 *Awarded School Psychology Review Paper of the Year* for:
Ponitz, C. C., Rimm-Kaufman, S. E., Grimm, K. J., & Curby, T. W.(2009). Kindergarten classroom quality, behavioral engagement, and reading achievement. *School Psychology Review, 38*, 102-120.
2007 Awarded Honorable Mention for *Journal of School Psychology* Paper of the Year for: Rimm-Kaufman, S. E., Fan, X., Chiu, Y. I., & You, W. (2007). The contribution of the *Responsive Classroom* approach on children's academic achievement: Results from a three year longitudinal study. *Journal of School Psychology, 45,* 401-421.
2007 Joseph E. Zins Purpose Award for Early Career Contributions to Social and Emotional Learning, Presented in the inaugural year of the award by the Collaborative for Academic, Social and Emotional Learning (CASEL).
2004 Visiting Scholar, Summer, Educational Psychology, University of Wisconsin
2004 Virginia Student Education Association, Faculty of the Month
2002 University Teaching Fellow, Interdisciplinary Program in Course Development, Teaching Resource Center, University of Virginia
2002 Teaching Enhancement Award from the Curry School of Education
2002 Summer Grant-Writing Award from the Curry School of Education
1995 Graduate Society Dissertation Completion Fellowship
1994 Sackler Scholar Doctoral Fellowship
1994 Summer Graduate Fellowship for Dissertation Research
1994 Tally Fund for Dissertation Research
1992 George and Cecile Naumberg Pre-doctoral Fellowship
1990 Academic Excellence Award for Senior Thesis-Awarded to 20 undergraduates at UW-Wisconsin in 1990

SPECIAL INTEREST WRITING

Rimm, S. B., with Rimm-Kaufman, S. (2001). *How Jane Won.* Crown Publishing.

Rimm, S. B., with Rimm-Kaufman, S. E., & Rimm, I. J. (1999). *See Jane Win: The Rimm Report on How 1000 Girls Became Successful Women.* Crown Publishing. *New York Times Best Seller.*