Jessica E. Vick Whittaker, Ph.D.
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Director of Birth to Eight Initiatives
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EDUCATION

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

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

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

PROFESSIONAL POSITIONS

Research Professor. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2025 – present)

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

Research Associate Professor. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2019 – July, 2025)

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

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

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

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

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

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

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

RESEARCH INTERESTS

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

PUBLICATIONS

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

Journal Articles

*Stephens, C. Pianta, R. C., **Whittaker, J. V.**, & Vitiello, V. E. (2026). Links between teachers' occupational burnout and students' academic, social-behavioral, and executive function performance from preschool through first grade. *Early Childhood Research Quarterly, 76,* 468-479.

Vitiello, V., **Whittaker, J.**, & DeCoster, J. (in press). Reconsidering pre-k "fade-out": Evidence of score convergence across income levels and pre-k types. *Elementary School Journal.*

*Stephens, C., Fares, I., Michie, M., **Whittaker, J. V.**, & Bassok, D. (2026). Understanding the experiences of Non-English-Speaking families using child care subsidies: Evidence from Virginia. *Early Childhood Research Quarterly, 76,* 346-357.

*Nguyen, T., Pianta, R. C., **Whittaker, J.**, Vitiello, V., & Ruzek, E. (2026). Associations between classroom processes and students' academic outcomes from pre-kindergarten through first grade. *Early Childhood Education Journal.*

Burchinal, M., Pianta, R. C., Ansari, A., Bratsch-Hines, M., Cohen-Vogel, L., Stephens, C., Peisner-Feinberg, E., Vitiello, V., & **Whittaker, J.** (2026). Pre-Kindergarten classroom experiences and child outcomes through first grade. *Early Childhood Research Quarterly, 75,* 120-133.

LoCasale-Crouch, J., Lenahan, T., Shea, Z., Williford, A., **Whittaker, J.**, Zhang, Y., Xu, Y. (2025). Examining the relationship between community resources and early disability identification: Variation by child race/ethnicity. *Prevention Science, 26,* 999-1009.

*Ramirez, E., **Whittaker, J.**, DeCoster, J., Pianta, R. C., & Vitiello, V. (2025). Teacher-child relationship quality and kindergarten outcomes: An examination of the moderating role of classroom activity settings. *Early Childhood Research Quarterly, 72*(3), 295-306.

*Stephens, C., Pianta, R. C., **Whittaker, J.**, & Vitiello, V. (2025). Developmental assets at preschool entry that support Dual Language Learners' academic development from preschool through first grade. *Early Education and Development*, 1-24.

Pianta, R., Ansari, A., **Whittaker, J. E.**, Vitiello, V., & Burchinal, M. (2025). Early skills predict fourth-grade post-COVID-19 academic, inhibitory control, and social-emotional outcomes for students from diverse home language backgrounds. *The Elementary School Journal, 125*(3), 445-467.

Paulick, J., *Quinn, A., **Whittaker, J.**, Vitiello, V., & Pianta, R. C. (2024). Factors influencing kindergarten families' perceptions of home-school interactions. *Infant and Child Development, 33*(6), 1-12.

Whittaker, J. E., *Hofkens, T., Vitiello, V. E., Pianta, R. C., DeCoster, J., & *Ansari, A. (2024). Patterns of children's readiness at school entry and their association with kindergarten academic and social-emotional outcomes: Do classroom interactions matter? *Early Childhood Research Quarterly, 66,* 112-123.

Williford, A., Alamos, P., **Whittaker, J.**, & *Accavitti, M. (2023). Missing out: Kindergarten teachers' reports of soft exclusionary discipline practices. *Early Education and Development,* 1-20.

*Ansari, A., *Zimmermann, K., Pianta, R., **Whittaker, J.**, Vitiello, V., *Yang, Q. & Ruzek, E. (2023). The first grade outcomes of pre-k attendees: Examining benefits as a function of environments, outcomes, and subgroups. *American Educational Research Journal*, *60*(6), 1139-1173.

LoCasale-Crouch, J., *Romo-Escudero, F., *Clayback, K., Hamre, B., **Whittaker, J.**, & *Melo, C. (2023). Results from a randomized trial of the Effective Classroom Interactions for Toddler Educators professional development intervention. *Early Childhood Research Quarterly, 65,* 217-226.

*Yang, Q., *Ansari, A., Purtell, K. M., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V. E. (2023). Classroom skill compositions and preschoolers' academic and executive function outcomes. *Early Childhood Research Quarterly, 64,* 290-301.

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

Childhood Research Quarterly, *62*(1), 41-52.

*Nguyen, T., *Hofkens, T., Pianta, R.C., Vitiello, V.E., **Whittaker, J.V**., & Ruzek, E. (2023). Cumulative experience of educational assets from preschool through first grade and the social-emotional well-being of English and Spanish speaking children. *Perspectives on Early Childhood Psychology and Education, 5*(1), 103-138.

*Lu, M., **Whittaker, J. V**., Ruzek, E., Pianta, R. C., & Vitiello, V. (2023). Fostering early motivation: The influence of teacher-child relationships and interactions on motivation in the kindergarten classroom. *Early Education and Development*, *34*(3), 648-665.

Jirout, J., Ruzek, E., Vitiello, V., **Whittaker, J. E.**, & Pianta, R. C. (2022). The association between and development of school enjoyment and general knowledge. *Child Development, 94*(2), e119-e127.

Lenahan, T., LoCasale-Crouch, J., Chamberlain, C., Downer, J., Williford, A., **Whittaker, J.**, & Miller, L. (2022). Examining the association between neighborhood conditions and school readiness across low & highly segregated school attendance boundaries. *Frontiers in Education.*

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

Vitiello, V., *Nguyen, T., Ruzek, E., Pianta, R., & **Whittaker, J.** (2022). Differences between Pre-K and Kindergarten classroom experiences: do they predict children's social-emotional skills and self-regulation across the transition to kindergarten? *Early Childhood Research Quarterly, 59,* 287-299.

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

Curenton, S. M., Rochester, S. E., Sims, J., Ibekwe-Okafor, N., Iruka, I. U., García-Miranda, A. G., & **Whittaker, J.** (2022). Equitable sociocultural interactions in prekindergarten classrooms: Classroom composition makes a difference. *Child Development, 93*, 681-698.

*Ansari, A., Pianta, R. C., **Whittaker, J. E**., Vitiello, V., & Ruzek, E. (2022). Preschool teachers' emotional exhaustion in relation to classroom instruction and teacher-student interactions. *Early Education and Development*, *31*(1), 107-120.

*Partee, A., Williford, A., & **Whittaker, J.** (2021). Implementing Banking Time with teachers and preschoolers displaying disruptive behaviors: Links between consultant-teacher alliance, implementation fidelity, and dyadic teacher-child interactions. *School Mental Health, 14*(2), 1-16.

*Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V. E., Ruzek, E., & Zhang, J. (2021). Does the timing of kindergarten absences matter for children's early school success? *School Psychology, 36*, 131-141.

*Kehoe, K. F., McGinty, A. S., Williford A. P., **Whittaker, J. V.** (2021). Behavioral self-regulation as a protective factor for children showing early signs of reading risk: Using kindergarten entry assessment (KEA) data to predict first-grade reading achievement. *Early Education and Development, 32*(7), 994-1015.

*Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V., Ruzek, E., & DeCoster, J. (2021). Enrollment in public-prekindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. *Early Childhood Research Quarterly, 54,* 60-71.

*Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V., & Ruzek, E. (2020). Persistence and convergence: The end of kindergarten outcomes of pre-k graduates and their non-attending peers. *Developmental Psychology, 56*(11)*,* 2027-2039.

*Nguyen, T., *Ansari, A., Pianta, R.C., **Whittaker, J.V.**, Vitiello, V.E., & Ruzek, E. (2020). The classroom relational environment and children's early development in preschool. *Social Development, 29*(4), 1071-1091.

Whittaker, J. V., Kinzie, M., Vitiello, V., DeCoster, J., *Mulcahy, C., & *Barton, E. (2020). Impacts of an early childhood mathematics and science intervention on teaching practices and child outcomes. *Journal of Research on Educational Effectiveness*, 13(2), 177-212.

Pianta, R. C. **Whittaker, J. E.**, Vitiello, V., Ruzek, E., *Ansari, A., *Hofkens, T., & DeCoster, J., (2020). Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. *Journal of Applied Developmental Psychology, 66,* 1-10.

Vitiello, V. E., Basuel, N. K., *White, E., **Whittaker, J. E.**, Ruzek, E. A., & Pianta, R. C. (2020). The transition from Pre-K to Kindergarten: Parent, teacher, and administrator perspectives. *Head Start Dialog: The Research to Practice Journal for the Early Childhood Field, 23*(2), 1-21.

Ruzek, E., Jirout, J., Schenke, K., Vitiello, V., **Whittaker, J. V.**, & Pianta, R. C. (2020). Using self report surveys to measure PreK children's academic orientations: A psychometric evaluation. *Early Childhood Research Quarterly, 50*(2), 55-66.

Vitiello, V. E., Pianta, R. C., **Whittaker, J. E.**, & Ruzek, E. (2020). Alignment and misalignment of classroom experiences from pre-k to kindergarten. *Early Childhood Research Quarterly, 52,* 44-56.

Curenton. S. M., Iruka, I. U., Humphries, M., Jensen, B., Durden, T., Rochester, S., Sims, J.,

Whittaker, J., & Kinzie, M. B. (2019). Validity for the assessing the Classroom Sociocultural Equity Scale (ACSES) in early childhood classrooms. *Early Education and Development, 31*(2), 269-288.

*Sandilos, L. E., **Whittaker, J. V.**, Vitiello, V. E., & Kinzie, M. B. (2019). Preschoolers' school readiness profiles and the teacher-child relationship: A latent transition approach. *Journal of Applied Developmental Psychology, 62,* 185-198.

*Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V. E., & Ruzek, E. A. (2019). Starting early: The benefits of attending early childhood education programs at age 3. *American Educational Research Journal, 56*(4), 1495-1523.

Vitiello, V. E., **Whittaker, J. V.**, Mulcahy, C., Kinzie, M. B., & Helferstay, L. (2019) Reliability and validity of the Preschool Science Observation Measure. *Early Education and Development*, *30*(2), 196-215.

Pianta, R. C., **Whittaker, J.**, Vitiello, V., *Ansari, A. & Ruzek, E. (2018). Classroom processes and practices in public pre-k programs: Describing and predicting educational opportunities in the early learning sector. *Early Education and Development, 29*(6), 797-813.

LoCasale-Crouch, J., Williford, A., **Whittaker, J.**, DeCoster, J., & *Alamos, P. (2018). Does fidelity of implementation account for changes in teacher-child interactions in a randomized control trial of *Banking Time*? *Journal of Research on Educational Effectiveness, 11*(1), 35-55.

Whittaker, J. V., Williford, A. P., *Carter, L., Vitiello, V., & *Hatfield, B. E. (2018). The teacher-child structured play task measure: Using a standardized task to measure the quality of teacher-child dyadic interactions in preschool. *Early Education and Development, 29*(2), 266-287.

*Barton, E. A., **Whittaker, J. V.**, Kinzie, M. B., Decoster, J., & *Furnari, E. (2017). Understanding the relationship between teachers' use of online demonstration videos and fidelity of implementation in MyTeachingPartner-Math/Science. *Teaching and Teacher Education*, *67*, 189–201.

Williford, A. P., LoCasale-Crouch, J., **Whittaker, J. V.**, DeCoster, J., *Hartz, K. A., *Carter, L. M., Wolcott, C. S. & Hatfield, B. E. (2017). Changing teacher-child dyadic interactions to improve preschool children's externalizing behaviors. *Child Development, 88*(5), 1544-1553.

*Furnari, E., **Whittaker, J. V.**, Kinzie, M., & DeCoster, J. (2016). Factors associated with accuracy in pre-kindergarten teacher ratings of students' mathematics skills. *Journal of Psychoeducational Assessment,* 35(4), 1-14.

Campbell, S. B., Denham, S. A., Howarth, G. Z., Jones, S. M., **Whittaker, J. V.**, Williford, A.

P., Willoughby, M., T., Yudron, M., & Darling-Churchill, K.* (2016). Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations, *Journal of Applied Developmental Psychology, 45*, 9-41. *all authors contributed equally to this paper

Whittaker, J. V., Kinzie, M. B., Williford, A., & DeCoster, J. (2016). Effects of MyTeachingPartner-Math/Science on teacher-child interactions in prekindergarten. *Early Education and Development, 27*(1), 110-127.

Kinzie, M. B., **Whittaker, J. V.**, *McGuire, P., *Lee, Y., & *Kilday, C. R. (2015). Research on Curricular Development for Pre-Kindergarten Mathematics and Science. *Teachers College Record, 7,* 1-40.

Williford, A. P., *Sanger, C. E., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2015). Program and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors. *Prevention Science, 16*(8), 1054-1063.

Halle, T., **Whittaker, J.**, Zepeda, M., Rothenberg, L., Anderson, R., Wessel, J., & Daneri, P. (2014). The social-emotional development of Dual Language Learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly, 29*(4), 734-749.

Kinzie, M. B., **Whittaker, J.**, Williford, A., DeCoster, J., *Kilday, C. R., *McGuire, P., & Lee, Y. (2014). *MyTeachingPartner-Math/Science* pre-kindergarten curricula and teacher supports: Associations with children's math and science learning. *Early Childhood Research Quarterly, 29,* 586-599.

Whittaker, J. E. (2014). Good thinking! What educators can do to foster children's reasoning and problem solving. *Young Children, 69*(3), 80-89.

Westbrook, T. R., Jones Harden, B., Holmes, A. K., Meisch, A. D., & **Whittaker, J**. (2013). Physical discipline use and child behavior problems in low-income, high-risk African American families. *Early Education and Development, 24*(6), 923-945.

Williford, A. P., **Whittaker, J. E.**, Vitiello, V. E., & Downer, J. T. (2013). Children's engagement within the preschool classroom and their development of self-regulation. *Early Education and Development, 24*(2), 162-187.

*Kilday, C. R., Kinzie, M. B., Mashburn, A. J., & **Whittaker, J. V**. (2012). Accuracy of teacher judgments of preschoolers' math skills. *Journal of Psychoeducational Assessment, 30*(2), 148-159.

*Lee, Y., Kinzie, M. B., & **Whittaker, J. E.** (2012). Impact of online support for teachers' open-ended questioning in pre-k science activities. *Teaching and Teacher Education, 28,* 568-577.

Jones Harden, B., & **Whittaker, J.** (2011). The early home environment and developmental outcomes for young children in the child welfare system. *Children and Youth Services Review, 33*(8), 1392-1403.

Whittaker, J. E., Jones Harden, B., See, H. M., Meisch, A., & Westbrook, T. (2011). Family risks and protective factors: Predicting Early Head Start toddlers' social-emotional functioning. *Early Childhood Research Quarterly, 26*(1), 74-86.

Whittaker, J. E., Jones Harden, B. (2010). Beyond ABCs and 123s: Enhancing teacher-child relationship quality to promote children's behavioral development. *National Head Start Association Dialog, 13*(3), 185-191.

Whittaker, J. E., & Jones Harden, B. (2010). Teacher-child relationships and children's externalizing behaviors in Head Start. *Head Start Dialog: The Research to Practice Journal for the Early Childhood Field, 13*(3) 141-167.

Jones Harden, B., D'Amour, A., **Vick, J. E.**, & Pandohie-Johnson, L. (2008). Measuring parenting attitudes of substitute caregivers: The development of the *Foster Parent Attitudes Questionnaire (FPAQ). Children and Youth Services Review*, 30, 879-892.

Book Chapters

Whittaker, J., Clayback, C. & Rodriguez, I. (2026). Early Childhood Integrated Data Systems. In Live Handbook of Education Policy Research, in Douglas Harris (ed.), *Association for Education Finance and Policy*. https://livehandbook.org/early-education/effectiveness-quality/early-childhood-integrated-data-systems/.

Whittaker, J., & Hamre, B. (2014). Evaluating professional development in early childhood mathematics. In H. Ginsburg, M. Hyson, & T. Woods (Eds.) *Preparing Early Childhood Teachers to Teach Math* (p. 173-198). Baltimore, MD: Brookes Publishing.

Whittaker, J. E., & Pianta, R. C. (2012). Assessing early childhood classrooms. In B. Wasik & B. Van Horn (Eds.), *Handbook on Family Literacy – 2nd Edition* (pp. 401-416). New York, NY: Routledge.

Kinzie, M. B., **Whittaker, J. E.**, *Kilday, C., & Williford, A.P. (2012). Designing effective curricula and teacher professional development for early childhood mathematics and science. In C. Howes, B. Hamre, & R. Pianta (Eds.), *Effective Early Childhood Professional Development: Improving Teacher Practice and Child Outcomes* (pp. 31 – 59). Baltimore, MD: Brookes Publishing.

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

Hyson, M., **Whittaker, J.**, Zaslow, M., Leong, D., Bedrova, E., Hamre, B., & Smith, S.

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

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

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

MANUSCRIPTS UNDER REVIEW OR IN PROGRESS

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

*Parker, K., *Partee, A., DeCoster, J., Williford, A., & **Whittaker, J.** (revise and resubmit). Teacher-child race match/mismatch and teachers' beliefs about children's externalizing behaviors. *Topics in Early Childhood Special Education.*

Vitiello, V., Ansari, A., Whittaker, J., Burchinal, M., & Pianta, R. C. (revise and resubmit). Does differentiation in kindergarten explain pre-k score convergence? Mixed evidence from a longitudinal study of public pre-k. *Early Childhood Research Quarterly.*

Bailey, J., Clayback, K. A., Russo, J., **Whittaker, J.**, & Williford, A. (under review). Stability and change in statewide kindergarten school readiness profiles. *Early Education and Development.*

Ramirez, E., **Whittaker, J.**, DeCoster, J., Williford, A., Downer, J., & Smith, K. (under review). Pre-kindergarten teachers' mathematics anxiety, instructional practices, and children's mathematics outcomes. *Early Childhood Research Quarterly*.

Burchinal, M. Iruka, I., Pianta, R., Ansari, A., **Whittaker, J.**, & Vitiello, V. (under review). Race/Ethnicity and home language, educational quality, and child outcomes in pre-kindergarten to first grade. *Early Childhood Research Quarterly.*

Kutaka, T. S., Chernyavskiy, P., **Whittaker, J.**, Russo, J., Vitiello, V., Partee, A., Rubinstein, E., Pfieffer, J., & Williford, A. (under review). Better together: Kindergarten-entry social skills support growth in mathematics learning. *Child Development.*

*Stephens, C., Pianta, R. C., Vitiello, V., & **Whittaker, J.** (under review). Variation in early literacy growth across children's diverse language backgrounds and pre-kindergarten attendance. *Applied Developmental Psychology.*

Ruzek, E. A., Jirout, J., Hofkens, T., Vitiello, V., **Whittaker, J.**, & Pianta, R. C. (under review). The development of school enjoyment in the earliest years of schooling. *Contemporary Educational Psychology*.

Whittaker, J. V., Shae, Z., Williford, A. P., Decoster, J., Vitiello, V., & Gu, Y. (in progress). Are teacher screenings of self-regulation, social skills, and mental health at the beginning of kindergarten associated with changes in disability identifications across the kindergarten year?

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

Bratsch-Hines, M., Kuhn, L., Witte, A., Franco, X., Abdul-Masih, M., Ansari, A., Koziol, N., Lin, T-J, Purtell, K., McCormick, M. & The Early Learning Network Key Investigators. (in progress). Is a house a home? Associations of elementary school characteristics with prekindergarten student achievement.

Ansari, A., Koziol, N., McCormick, M., Purtell, K., Lin, T-J., Bratsch-Hines, M., Kuhn, L., Witte, A., Franco-Jenkins. X., & The Early Learning Network Key Investigators. (in progress). School characteristics, pre-k enrollment, and learning gains in early childhood: Multisite evidence from the Early Learning Network.

POLICY-RELATED BRIEFS, REPORTS, and PRODUCTS

Bassok, D., Fares, I., Miller-Baines, K., & **Whittaker, J.** How Virginia's LinkB5 system advances early education policy (January, 2025). Retrieved from https://www.brookings.edu/articles/workforce-data-can-help-states-improve-access-to-quality-early-childhood-lessons-from-virginias-linkb5/

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2025). VKRP annual report for the chairmen of house appropriations and senate finance committees. Report prepared for the Virginia Chairmen of House Appropriations and Senate Finance Committees. https://rga.lis.virginia.gov/Published/2025/RD579/PDF

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2024). VKRP annual report for the chairmen of house appropriations and senate finance committees. Report prepared for the Virginia Chairmen

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Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2023). VKRP annual report for the chairmen of house appropriations and senate finance committees. Report prepared for the Virginia Chairmen of House Appropriations and Senate Finance Committees. Virginia Kindergarten Readiness Program Annual Report for the Chairmen of House Appropriations and Senate Finance Committees October 2023 Report for the 2022-2023 School Year

Virginia Department of Education and the Center for Advanced Study of Teaching and Learning, University of Virginia (October, 2023). VKRP annual report for the chairmen of house appropriations and senate finance committees. VKRP Executive Summary. 2022-2023-VKRP-Executive-Summary-Brief_FINAL.pdf (vkrponline.org)

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

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

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GRANTS AND EXTERNAL AWARDS

Current (Total Funding: $23,440,775)

2024 – current *Supporting Elementary Students' Computer Science Skills and Interest through Engagement with Low-cost, Adaptable Robots* (PI: J. Chiu; Co-PIs: **J. Whittaker**, M. Kennedy, J. Maeng).
Funding: Funded by the National Science Foundation. $1,300,000 (Total Funds).
Description: Developing low-cost, adaptable physical computing tools to help provide equitable opportunities for elementary students to learn computer science (CS) skills and concepts.
Role: I will provide expertise on the development of children's executive functioning skills as well as expertise with developing, implementing, and testing interventions to support mathematics and executive functioning development, particularly for children from historically underserved and under-represented groups.

2024 – current *Virginia Connects for Kids (VAConnects) Early Childhood Integrated Data System* (PI: **J. Whittaker**, Co-PIs: A. Williford, E. Solari)
Funding: Funded by the Virginia Department of Education: $5,957,886 (Total Funds).
Description: Development and implementation of a coordinated and integrated technology strategy and shared infrastructure between the growing state data collection initiatives (Virginia Literacy Partnerships, VKRP, LinkB5) to maximize the impact and potential of these data systems.
Role: I work with the Co-PI's to ensure that deliverables are met and provide final approval on and ensure the submission of all project deliverables. I ensure that all key aspects of the integration efforts are communicated to Deputy Superintendent in the Division of Early Care and Education within the Virginia Department of Education (VDOE).

2024-current *Statewide Implementation of the Virginia Kindergarten Readiness Program* (PI: A. Williford; Co-PI: **J. Whittaker**)
Funding: Funded by the Virginia Department of Education; $3,652,000 (Yearly Total Funds).
Description: Virginia statewide implementation of an expanded pre-kindergarten and kindergarten assessment system that includes literacy, mathematics, social skills and self-regulation.
Role: With Dr. Williford, I provide leadership and oversight on all aspects of VKRP, including leading a team of 20 individuals. In my role on the project, I have led the development and expansion of a reliable and valid direct assessment of children's mathematics knowledge and skills that is being used statewide in publicly funded pre-k and K classrooms. I led a pilot expansion of VKRP into grades 1-3. With Dr. Williford, I serve as a key point of contact for the state legislature and governor's office. I also co-lead data analysis and dissemination efforts.

2024 – current *LinkB5 Data System* (PI: **J. Whittaker**; Co-PI: A. Williford)
Funding: Funded by the Virginia Department of Education; $2,282,258 (Total Funds).
Description: Development of a data system for collecting access and quality indicators of early childhood care and education (ECCE) programs, sharing best practices, and evaluation design and data use for continuous improvement.
Role: I provide oversight as well as early childhood development and technical expertise that is incorporated into the development, review, final approval, and submission of all project deliverables. I lead a team of thirteen individuals and serve as the key point of contact with VDOE and the state legislature and governor's office. I lead efforts and collaborate with other faculty within and outside the School of Education and Human Development to write grants and disseminate research related to the data system.

2023 – current *Leveraging Evidence-based Reading and Relational Tools to Improve Kindergartener's Literacy Skills and Behavior* (PI: E. Solari, Co-Is: **J. Whittaker**, A. Williford, J. Downer, C. Hall)
Funding: Funded by the Institute of Education Sciences, U.S. Department of Education: $3,750,088 (Total Funds).
Description: Testing the optimal implementation order of two teacher implemented, supplemental interventions with kindergarten students, one that teaches evidence-based foundational reading skills and one meant to enhance teacher-student relationships to decrease challenging behavior.
Role: I provide expertise on the *Banking Time* intervention, which is one of two interventions being implemented and evaluated. This includes providing recommendations on training, coaching, implementation, measures, and data collection.

2019 – current *Improving Teacher-Student Relationships to Help Close the Racial Discipline Gap for Young Students* (PI: A. Williford, Co-PI: **J. Whittaker**)
Funding: Funded by the William T. Grant Foundation; $599,193 (Total Funds).
Description: Randomized controlled trial to study whether an intervention designed to improve the quality of teacher-child relationships can reduce discipline disparities.
Role: I co-lead this project with Dr. Williford with a particular focus on support of implementation fidelity. With Williford, I developed processes for classroom coaching, measurement of teachers' exclusionary discipline practices, and students' evaluation of their classroom interactions and experiences. I also co-lead data analysis and dissemination efforts.

Completed

2019 – 2025 *Assessing the use of assessments: Data use, classroom practices, and student gains in school divisions using a math kindergarten readiness assessment* (PI: V. Vitiello, Co-Is: **J. Whittaker,** A. Williford)
Funding: Funded by Institute of Education Sciences; $1,399,974 (Total Funds).
Description: Exploratory study to better understand whether and how the use of formal and informal math assessments is associated with greater child math gains.
Role: I provide guidance on revising survey and mathematics measurement tools, help analyze and interpret the results of the qualitative and observation studies and participate in dissemination efforts through paper writing and conference presentations.

2016 – 2025 *Building an effective pk-3 education system: Actionable aspects of policies, programs, schools, and classroom processes that promote children's learning in the nation's 11th largest school district.* (PI: R. Pianta, Co-PIs: **J. Whittaker**, V. Vitiello)
Funding: Funded by the Institute of Education Sciences; $4,499,464 (Total Funds).

Description: Longitudinal study of classroom processes and child outcomes with over 2,000 students followed across pre-k – 3rd grade in the 11th largest school-district in the country.
Role: I co-led, with Dr. Pianta, a classroom observation study of over 1,000 classrooms across pre-k through 4th grade, including selection of appropriate and psychometrically valid measures and oversight of recruitment and data collection. I oversaw the observational and child direct assessment components of the longitudinal study that included following a sample of over 2,000 students across four years. I was the key point of contact and liaison with our division partner. I participate in dissemination efforts through mentoring of graduate students and post-docs, and writing of empirical papers and conference presentations.

2021 – 2024 *Preschool Development Grant Birth-to-5 Expansion Advisement, Data System Build and Administration, Evaluation and Data Use* (PI: **J. Whittaker**; Co-PI: A. Williford). Funded by the Virginia Department of Education; $2,315,200 (Total Funds). Development of a data system for collecting access and quality indicators of early childhood care and education (ECCE) programs, sharing best practices, and evaluation design and data use for continuous improvement.

2022 – 2024 *Virginia Early Childhood Integrated Data System* (PI: **J. Whittaker**, Co-PIs: A. Williford, E. Solari)
Funded by the Virginia Department of Education: $3,587,049 (Total Funds). Development and implementation of a coordinated and integrated technology strategy and shared infrastructure between the growing state data collection initiatives (Virginia Literacy Partnerships, VKRP, LinkB5) to maximize the impact and potential of these data systems.

2022 – 2024 *Statewide Implementation of the Virginia Kindergarten Readiness Program* (PI: A. Williford; Co-PI: **J. Whittaker**)
Funded by the Virginia Department of Education; $3,427,000 (Yearly Total Funds). Virginia statewide implementation of an expanded pre-kindergarten and kindergarten assessment system that includes literacy, mathematics, social skills and self-regulation.

2020-2022 *Mandated Statewide Implementation of the Virginia Kindergarten Readiness Program* (PI: A. Williford, Co-PI: **J. Whittaker**)
Funded by the Virginia Department of Education (VDOE); $2,900,000 (Total funds). Continued design and implementation of a statewide kindergarten readiness assessment system in Virginia.

2016-2019 *Online Course and Coaching to Increase Teachers' Effectiveness in Supporting Children's Executive Function and Mathematics* (PI: **J. Whittaker**)
Funded by the Heising-Simons Foundation; $749,681 (Total Funds). Developing a year-long online intervention to improve teachers' interactions and instruction related to mathematics and executive function.

2018-2020 *Mandated Statewide Implementation of the Virginia Kindergarten Readiness Program* (PI: A. Williford; Co-PI: **J. Whittaker**)
Funded by the Virginia Department of Education (VDOE); $2,900,000 (Total funds). Continued design and implementation of a statewide kindergarten readiness assessment system in Virginia.

2018-2019 *Development of a Video Library of Mathematics Teaching Exemplars to Support Teachers' Mathematics Instruction* (PI: **J. Whittaker**)
Funded by the Heising-Simons Foundation; $50,000 (Total Funds). Developing a video library of over 120 clips that show math teaching exemplars and developmental progressions of students' math learning and executive function skills across the early years.

2011-2018 *Efficacy Trial of MyTeachingPartner-Mathematics/Science Curricula and Implementation Support System*. (PI: M. Kinzie 2011-2015, PI: **J. Whittaker** 2016-2018; Co-PIs: R. Pianta, A. Williford)
Funded by Institute of Education Sciences; $3,449,424 (Total Funds). Conducting a randomized controlled trial of math and science curricula and professional development supports with 1,266 students in 140 classrooms.

2015-2018 *Statewide Implementation of the Virginia Kindergarten Readiness Program* (PI: A. Williford, Co-PIs: **J. Whittaker**, J. Downer)
Funded by the Virginia Department of Education (VDOE); $2,800,000 (Total funds). Design and implementation of a voluntary kindergarten readiness assessment system in VA.

2013-2017 *Supporting Young Children's School Readiness and Reduced Disruptive Behaviors: An Online Course to Enhance Early Care Teacher-Child Interaction* (PI: J. LoCasale-Crouch, Co-Is: **J. Whittaker**, B. Hamre)
Funded by Institute of Education Sciences; $1,499,729 (Total Funds). Developed and tested an intervention using a randomized controlled trial, to improve the quality of teacher-child interactions in over 60 toddler classrooms.

2015-2017 *Evaluation of the Quality Collaborative Early Education PD Pilot* (PI**: J. Whittaker**, Co-PI: B. Hamre)
Funded by Bruhn-Morris Family Foundation; $242,532 (Total Funds). Formative evaluation of intervention designed to improve the quality of teacher-child interactions with 78 preschool teachers across varied early care and education sectors.

2015-2016 *A Vision for Innovation in Early Childhood Educator Certification***:** *A Minnieland Academy/UVA Microcredential Pilot* (PI: **J. Whittaker**)
Funded by Minnieland Academy; $25,000 (Total Funds). Development and pilot testing of microcredential for early childhood educators.

2010-2016 *Head Start Center on Quality Teaching and Learning*

(PI: R. Pianta, Senior Personnel: **J. Whittaker**)
Funded by USDHHS, Office of Head Start; $9,455,239 (Total Funds). Developed a national center designed to ensure that the federal investment in Head Start is helping foster children's learning and readiness for school.

2010-2015 *Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Reduce Children's Disruptive Behavior.*
Co-Investigator (PI: A. Williford, Co-Is: **J. Whittaker**, J. LoCasale-Crouch)
Funded by Institute of Education Sciences; $2,688,025 (Total Funds). Randomized controlled trial of an intervention designed to improve the quality of teacher-child interactions for 470 children in 183 classrooms at risk for developing disruptive behaviors in a diverse sample of preschool programs.

2007-2012 *Pre-K Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality.* (PI: M. Kinzie, Co-Is: **J. Whittaker**, R. Pianta, A. Williford)
Funded by Institute of Education Sciences; $1,794,876 (Total Funds). Developed and field tested a math and science curricula and online professional development system with 444 children in 42 classrooms.

2006-2008 *Teacher-child relationships: Examining relations among children's risks, relationships, and externalizing behaviors in Head Start.* (PI: **J. Whittaker**)
Funded by US Department of Health and Human Services Head Start Graduate Student Dissertation Award; $50,000 (Total Funds). Examined associations among teacher-child relationships and externalizing behaviors in 100 Head Start classrooms.

PEER REVIEWED RESEARCH PRESENTATIONS
**Indicates a current or former graduate student or postdoctoral fellow.*

Vitiello, V., **Whittaker, J.**, & DeCoster, J. *Reconsidering pre-k "fade-out": Evidence of score convergence across income levels and pre-k types* (2025, August). Paper presented at the Society for Study of Human Development Biennial Conference.

Kutaka, T., Vitiello, V., Chernyavskiy, P., **Whittaker, J.**, & Williford, A. (2025, May). *Better together: Kindergarten-entry social skills support growth in mathematics learning.* Poster presented at the biennial meeting for the Society for Research in Child Development.

Whittaker, J., Vitiello, V., Kutaka, T., DeCoster, J., & Williford, A. (2025, May). *Understanding children's mathematics readiness at school entry: Developing and validating a statewide kindergarten mathematics assessment.* Poster presented at the biennial meeting for the Society for Research in Child Development.

*Stephens, C., Fares, I., Michie, M., **Whittaker, J.**, & Bassok, D. (2025, May). *Early care and education search experiences, choices, and satisfaction of Non-English-Speaking families*

in the Virginia subsidy system. Poster presented at the biennial meeting for the Society for Research in Child Development.

Bailey, J., Russo, J., **Whittaker, J.**, Williford, A. (2025, May). *Year in readiness: Stability and change in statewide kindergarten school readiness profiles.* Poster presented at the biennial meeting for the Society for Research in Child Development.

*Ramirez, E. G., Whittaker, J. E., DeCoster, J., Downer, J., & Williford, A. (2025, May). *Associations among teachers' mathematics anxiety, mathematics instruction, and children's mathematics outcomes in preschool.* Poster presented at the biennial meeting for the Society for Research in Child Development.

Whittaker, J., DeCoster, J., Pianta, R. C., Vitiello, V.E., & *Ramirez, E. (2024, June). *Longitudinal associations between executive function and mathematics skills in young children: Are there differences for Dual Language Learners?* Paper presented at the National Research Conference on Early Childhood.

*Stephens, C., Pianta, R. C., **Whittaker, J.**, & Vitiello, V. (2024, June). Developmental assets at preschool entry that support *Dual Language Learners' academic development through the first grade.* Paper presented at the National Research Conference on Early Childhood.

*Stephens, C., Pianta, R. C., **Whittaker, J.**, & Vitiello, V. (2024, June). Cumulative implications of exposures to teachers' symptoms of burnout across pre-k to first grade for students' academic and social-behavioral performance. Poster presented at the National Research Conference on Early Childhood.

*Ramirez, E., **Whittaker, J.**, Pianta, R. C., & Vitiello, V. (2024, June). *Teacher-child relationship quality and kindergarten outcomes: An examination of the moderating role of classroom activity settings.* Poster presented at the National Research Conference on Early Childhood.

Williford, A., **Whittaker, J.**, & Bailey, J. (2024, June). *Preschool and kindergarten teachers' reported use of soft exclusionary discipline practices and their links to teachers reported changes in children's self-regulation and social skills during the school year*. Paper presented at the National Research Conference on Early Childhood.

*Parker, K., Williford, A., Partee, A., **Whittaker, J.**, & DeCoster, J. (2024, June). *Teacher responsibility attributions and beliefs about child externalizing behaviors.* Poster presented at the National Research Conference on Early Childhood.

*Ramirez, E., Soland, J., **Whittaker, J. E.**, & Wilkerson, A. (2024, May). *Measuring mathematics mindset: A comparison of the Implicit Theories of Intelligence Scale and a novel Mathematics-Specific Mindset Scale.* Poster to be presented at the Association for Psychological Science Convention.

*Marks, R., DeCoster, J., Hall, C., Solari, E., **Whittaker, J.**, & Williford, A. (2024, January).

The relation of social skills with code-related skills in young children with autism spectrum disorder. Poster presented at the International Conference on Autism, Intellectual Disability & Developmental Disabilities.

*Ansari, A., Pianta, R., **Whittaker, J. E.**, & Vitiello, V. (2023, March). *Benefits of pre-k for children's achievement and social behavior through the end of fourth grade*. Paper presented at the biennial meeting of the Society for Research in Child Development.

Shea, Z., **Whittaker, J. E.**, Williford, A., & DeCoster, J., (2023, March). *Can state kindergarten entry social-emotional skills help predict disability identifications?* Paper presented at the biennial meeting of the Society for Research in Child Development.

*Ansari, A., Vitiello, V. E, Pianta, R. C., & **Whittaker, J. E.** (2022, November). *Did public pre-k experience mitigate COVID-19 effects on student achievement in third grade? Evidence from longitudinal cohort study.* Paper presented at the Annual Association for Public Policy Analysis and Management conference.

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

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

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

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

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

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

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

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

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

Vitiello, V., & **Whittaker, J. V.** (2020, November). *Defining and measuring high-quality science teaching using the Preschool Science Observation Measure*. Presented at the biennial National Research Conference on Early Childhood.

Vitiello, V., Pianta, R. C., **Whittaker, J. V.**, & Ruzek, E. (2020, November). *Alignment of educational experiences from pre-k to kindergarten.* Presented at the biennial National Research Conference on Early Childhood.

*Partee, A., Williford, A. P., & **Whittaker, J. V.** (2020, November). *Implementing Banking Time with teachers and preschoolers displaying disruptive behaviors: Links between consultant-teacher alliance, implementation fidelity, and dyadic teacher-child interactions.* Presented at the biennial National Research Conference on Early Childhood.

Vitiello, V., **Whittaker, J. V.**, & Williford, A. P. (2020, November). *Development of a statewide, comprehensive Kindergarten Readiness Assessment: Early findings From Virginia.* Presented at the biennial National Research Conference on Early Childhood.

*Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V., & Ruzek, E. (2020, November). *The antecedents and outcomes of absenteeism in the early childhood years.* Presented at the biennial National Research Conference on Early Childhood.

*Lu, M., **Whittaker, J. V.**, Ruzek, E., Pianta, R. C., & Vitiello, V. (2020, November). Fostering early motivation: The influence of teacher-child interactions and relationships on motivation in the kindergarten classroom. Presented at the biennial National Research Conference on Early Childhood.

Whittaker, J. V., *Hofkens, T., Pianta, R. C., Vitiello, V., & Ruzek, R. (2019, March). *Examining associations between executive function, classroom engagement, and mathematics outcomes: Does gender play a role?* Paper presented at the biennial meeting of the Society for Research in Child Development.

*Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V., & Ruzek, E. (2019, March). *Starting*

Early: The benefits of attending early childhood education programs at age 3. Paper presented at Biennial meeting of the Society for Research in Child Development.

*Nguyen, T., *Ansari, A., **Whittaker, J.V.**, Pianta, R.C., Vitiello, V., & Ruzek, E. (2019, March). *Classroom interactions, teacher-child relationships, and children's early learning in preschool.* Paper presented at Biennial meeting of the Society for Research in Child Development.

Pianta, R.C., Ruzek, E., **Whittaker, J.V.**, Vitiello, V., & *Ansari, A. (2019, April). *Attendance in public pre-kindergarten increases school readiness skills at kindergarten entry.* Paper presented at Annual meeting of the American Educational Research Association.

Whittaker, J. V., Pianta, R. C., Vitiello, V., & Ruzek, E. (2018, June). *Alignment of early childhood policy and classroom processes and practices in a large, diverse, public school district.* Paper presented at the National Research Conference on Early Childhood, Washington, DC.

Pianta, R. C., Vitiello, V., **Whittaker, J. V.**, & Ruzek, E. (2018, June). *Understanding the effects of classroom processes on child outcomes in pre-kindergarten.* Paper presented at the National Research Conference on Early Childhood, Washington, DC.

LoCasale-Crouch, J., Hamre, B., *Romo, F., **Whittaker, J. V.** (2018, June). *The Effective Classroom Interactions Course for early care teachers: Preliminary results from a randomized control trial.* Paper presented at the National Research Conference on Early Childhood, Washington, DC.

*Mulcahy, C., *Barton, E. A, **Whittaker, J. V.**, & Kinzie, M. B. (2018, June). *Teacher perspectives on adaptations made in a math and science curricular intervention.* Paper presented at the National Research Conference on Early Childhood, Washington, DC.

*Mulcahy, C., **Whittaker, J.**, & Kinzie, M. (2018, April). *Executive function, engagement, and mathematical achievement in pre-kindergarten: Relations in classrooms with varying math instruction.* Paper presented at the American Educational Research Association meeting, New York, NY.

Pianta, R.C., Vitiello, V., **Whittaker, J.**, & Ruzek, E. (2018, February). *Understanding the effects of classroom processes on child outcomes in pre-kindergarten*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Whittaker, J. V., Vitiello, V., & DeCoster, J. (2017, April). *Implementing a math and science curricular intervention: Do some children benefit more than others?* Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

*Mulcahy, C., **Whittaker, J. V**., Kinzie, M., & DeCoster, J. (2017, April). *Do preschool children's inhibitory control and relationships with teachers predict their classroom*

engagement? Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

*Barton, E., **Whittaker, J. V.**, Kinzie, M., DeCoster, J., & *Furnari, E. (2017, April). *Early childhood teachers' use and perceptions of online demonstration videos as curricular support for fidelity of implementation*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

*Barton, E., **Whittaker, J. V.**, Kinzie, M. B., DeCoster, J., & *Furnari, E. (2016, February). *Understanding the relationship between use of online professional development supports and fidelity of implementation in MyTeachingPartner-Math/Science.* UVa Curry School of Education Research Conference, Charlottesville, Virginia.

Williford, A. P., **Whittaker, J. V.**, & Locasale-Crouch, J. (2015, September). *Examining the impacts of Banking Time to reduce preschool children's disruptive behaviors.* Paper symposium presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.

LoCasale-Crouch, J., Williford, A., **Whittaker, J. V.**, DeCoster, J., Wolcott, C., & *Carter, L. (2015, May) *Variation in teachers' BankingTime implementation and improved teacher practice and child outcomes: The role of the teacher-consultant relationship*. Paper presented at Society for Prevention Research, Washington, DC.

Whittaker, J. V., Kinzie, M. B., Williford, A. W., & DeCoster, J. (2015, April). *MyTeachingPartner – Math/Science: Exploring associations between pre-k teachers' implementation and the quality of classroom interactions.* Poster symposium presented at the Society for Research in Child Development, Philadelphia, PA.

Williford, A. P., **Whittaker, J. V.**, & Locasale-Crouch, J. (2015, April). *Improving behavioral outcomes for preschoolers displaying disruptive behavior: Examining the impacts of Banking Time.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Locasale-Crouch, J., Williford, A. P., **Whittaker, J. V.**, *Wolcott, C. E., & *Carter, L. M. (2015, April). *Variation in teachers' implementation of Banking Time: Association with teacher practice and children's disruptive behavior.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Whittaker, J. V., Kinzie, M. B., Williford, A. W., & *Kilday, C. R. (2014). *MyTeachingPartner – Math/Science: Supporting early childhood educators' intentional teaching of mathematics and science in pre-kindergarten.* Poster presented at the Head Start Research Conference, Washington, DC.

Williford, A. P., *Carter, L., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2014). *The impact of Banking Time on teacher-child interaction quality in preschool.* Paper presented at the Society for Prevention Science meeting, Washington, DC.

Whittaker, J. V., Kinzie, M. B., & Williford, A. W. (2013). *Math and science teaching quality in pre-k: Effects of MyTeachingPartner-Math/Science.* Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Whittaker, J. V. & Hamre, B. K. (2013). *Evaluating early childhood math.* Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Hamre, B. K., **Whittaker, J. V.**, *Jamil, F., & DeCoster, J. (2013). *The role of instructional interactions, curriculum, materials, and instructional time on children's language and literacy development in preschool.* Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Williford, A. P., LoCasale-Crouch, J., **Whittaker, J. V.**, & *Matthew, K. (2013). *Promoting positive teacher-child relationships to improve children's behavioral adjustment.* Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

Halle, T., **Whittaker, J. V.**, Zepeda, M., Anderson, R., Rodrigues, K., Rothenberg, L., & Wessel, J. (2012, June). *Findings from a critical research review: Social-emotional development in Dual Language Learners.* Paper presented at the National Head Start Research Conference, Washington, DC.

Williford, A. P., Locasale-Crouch, J., **Whittaker, J. E.** (2012, June). *Teacher's implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder.* Paper presented at the Society for Research Prevention, Washington, DC.

Whittaker, J. V., *Hatfield, B., *Hartz, K., Williford, A., & LoCasale-Crouch, J. (2012, June). *Congruence of teacher and teaching assistant ratings of children's behavior problems.* Poster presented at the National Head Start Research Conference, Washington, DC.

*Hartz, K., Locasale-Crouch, J., **Whittaker, J.**, Williford, A. (2012, June). Implementation of *Banking Time* in Year One of a Randomized Controlled Trial. Poster presented the Head Start Research Conference, Washington, DC.

Kinzie, M., **Whittaker, J.**, Williford, A., *McGuire, P., *Lee, Y., & *Matthew, K. (2011, April). *MyTeachingPartner-Math/Science* p*re-kindergarten curricula and teacher supports: Associations with children's math learning*. Paper presented at the annual America Educational Research Association conference, New Orleans, LA.

Whittaker, J. V., Knizie, M. B., Williford, A., *Thunder, K., & *Bourassa, K. (2011, March). *The association between teacher-child relationship quality and children's mathematics*

skills in pre-kindergarten. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Kinzie, M., **Whittaker, J. E.**, & *Lee, Y. (2010, October). *Pre-kindergarten mathematics & science: Design-based research on curricular development*. Paper presented at the Association for Educational Communications and Technology, Anaheim, CA.

*McGuire, P., Kinzie, M. B., *Kilday, C., & **Whittaker, J. V.** (2010, May). *Children's understanding of two-digit place value: A place for place value in pre-k mathematics instruction.* Paper presented at the annual American Educational Research Association conference, Denver, CO.

Kinzie, M.B., **Whittaker, J. E.**, *Kilday, C., Pianta, R., *McGuire, P., *Pan, E., et al. (2010, March). *Pre-k math and science: Year 2 outcomes*. Poster presented at annual Institute of Education Sciences Research Conference, Washington, DC.

Vick, J. E., & Jones Harden, B. (2009, April). *Teacher-child relationships: Examining the associations among risk, relationships and externalizing behaviors in Head Start.* Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Forry, N. D., Halle, T. G., Perper, K., Schultz, T., Wessel, J. K., Wandner, L. D., McSwiggan, M., & **Vick, J.** (2009, April). *Disparities in child outcomes among infants and toddlers: Effects of poverty, race, home language, and maternal education.* Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Westbrook, T. R., Forry, N. D., Dwyer, K. M., Halle, T., Hair, E., **Vick, J. E.**, Zaslow, M., Martinez-Beck, I. (2008, June). *Examining the relationship between child care quality and child outcomes across settings for low-income families.* Paper presentation at the Annual Head Start Research Conference, Washington, DC.

Schultz, T., Halle, T., Forry, N., & **Vick, J.** (2008, May). *Trends, patterns, and disparities in early learning and development: Learning from the ECLS-B*. Presentation at the 0-5 Policy Alliance, Washington, DC.

Denmark, N. M., **Vick, J. E.**, Tarkow, A. K. H., & Westbrook, T. (2008, July). *Family and child care instability trajectories: An examination of differential impacts on young children's behavior problems*. Poster presented at Biennial Meeting for the International Society for the Study of Behavioural Development, Würzburg, Germany.

Vick, J.E., & Jones Harden, B. (2008, June). *A multi-method examination of teacher-child relationships and children's externalizing behaviors in Head Start*. Poster presented at Annual Head Start Research Conference, Washington, DC.

Vick, J. E., Azevedo, R., Hoffman, N. (2007, April). *Teaching with Technology: Does Teaching Experience Matter?* Paper presented at the annual American Educational

Research Association conference. Chicago, Ill.

Vick, J. E. (2007, April). *Family risks and protective factors: Pathways to Early Head Start toddlers' problem behaviors.* Poster presented at Biennial Meeting for Society for Research in Child Development, Boston, MA.

Vick, J. E. (2006, June). *Do parenting attitudes mediate the impact of cumulative risk on problem behaviors in Early Head Start toddlers?* Poster presented at Annual Head Start Research Conference, Washington, DC.

Vick, J. E., Azevedo, R., & Hoffman, N. (2005, April). *Expert-novice differences in the understanding and detection of self-regulated learning with hypermedia.* Paper presented at the annual American Educational Research Association conference, Montreal, Canada.

D'Amour, A., **Vick, J. E.**, Westbrook, T. (2005, August). *An examination of the influence of family resources and parental stress on maternal depression.* Poster presented at annual American Psychological Association meeting, Washington, DC.

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

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

INVITED RESEARCH PRESENTATIONS

Whittaker, J. V., & Williford, A. P. (2021, February). *An overview of the Virginia Kindergarten Readiness program assessment system.* Invited presentation to the Gates Foundation.

Whittaker, J. V. (2020, October). *Promoting science teaching and learning in early childhood classrooms.* Invited presentation to the National Academies of Sciences, Engineering, and Medicine Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade.

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

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

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

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

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

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

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

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

TEACHING/MENTORING EXPERIENCE

Faculty

- UVA EHD Faculty Co-Mentor to Traci Kutaka (Research Assistant Professor, 2023 – present)
- UVA EHD Faculty Mentor to Kelli Byrd (Research Assistant Professor, 2022 – present)
- UVA EHD Faculty Mentor to Tara Hofkens (Research Assistant Professor; 2020 – present)
- UVA EDH Faculty Mentor to Stephanie Wormington (Research Assistant Professor; 2017- 2019)

Graduate

- Post-Doctoral Research Advisor
    - Christina Stephens (2023 – 2025, with R. Pianta, D. Bassok, and V. Vitiello)
    - Tutrang Nguyen (2018-2020; with R. Pianta and D. Bassok)
        - Current position: Human Services Researcher at Mathematica
    - Arya Ansari (2016-2018; with R. Pianta and V. Vitiello)
        - Current position: Assistant Professor at The Ohio State University
    - Tara Hofkens (2017-2019; with R. Pianta and V. Vitiello)
        - Current position: Research Assistant Professor at the University of Virginia

- Doctoral Research Advisor

  - Elia Ramirez, Educational Psychology – Applied Developmental Science VEST student (2022 – present)
  - Christina Mulcahy; Ph.D., Graduate in Educational Psychology-Applied Developmental Science (Co-Advisor with Bridget Hamre) – August 2019
    - Successfully defended 3-paper style dissertation – June, 2018
      A Child by Environment Perspective on How Children's Executive Function Skills and the Classroom Environment Support Early Math Learning
    - Current position: Senior Research Associate, Morgridge College of Education, Denver University
  - Emily Furnari; Ph.D. Graduate in Curriculum and Instruction (Co-Advisor with Mable Kinzie) – August, 2016
    - Successfully defended 3-paper style dissertation – March, 2106
      Linking Early Childhood Teachers' Characteristics to their Perceptions of Students' Abilities and Responsiveness to Online Professional Development
- Master's Research Advisor
  - Hannah Rollins (2022-2023)
  - Jeannie Stouffer (2020-2021)
  - Monic Lu (2019-2020)
  - Emily White (2018-2019)
  - Sarah Story (2015-2016)
  - Yidan Wang (2014-2015)

- Committee Member
  - Shoronda Matthews, Ph.D. student in Educational Psychology-Applied Developmental Science (2022)
  - Karen Kehoe, Ph.D. student in Educational Psychology-Applied Developmental Science (2022)
  - Emily Barton, Ph.D. student in Curriculum and Instruction (2018)
  - Chelsea Duran, Ph.D. student in Educational Psychology-Applied Developmental Science (2018)
  - Helyn Kim, Ph.D. student in Educational Psychology-Applied Developmental Science (2016)
  - Youngju Lee, Ph.D. student in Curriculum and Instruction (2010)

Undergraduate

- Research mentor to Isabella Rodriguez in the Educational Policy Associates Program (2025-2026)
- Research mentor to Kasey Hendrix and Tatania Campbell in the Educational Policy Associates Program (2023-2024)
- Instructor for EDIS 3045 - Mathematics in Early Childhood: Understanding, Assessing, and Supporting Development – 3 credit course for undergraduate students (Spring 2020, Spring 2021)
- Research mentor to Manan Shah in the Educational Policy Associates Program (2021-

2022)
- Primary Research Adviser for the Summer Undergraduate Research Program (SURP) in Educational Psychology and Applied Developmental Science (4 students, 2010 & 2012)
- Regular supervisor for Undergraduate Research Assistants, approximately 5-15 students per semester (2009 – present)

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

PROFESSIONAL SERVICE

Service to the University
- Member, UVA School of Education and Human Development Strategic Planning Committee (2023-2024)
- Selection committee member, UVA Public Service Awards (Spring 2023, Spring 2024)
- Chair of President Ryan's UVA/Charlottesville Early Education Coalition working group (2021 – 2023)
- Search committee member for CASTL Administrator (2022)
- Search committee member for CASTL Research Assistant Professor (2021)
- Task Force Member, School of Education and Human Development Faculty Review and Promotion Task Force (2020)
- Search committee member for CASTL Center Administrator (2017)
- Presenter, Non-academic Career Panel, Curry School of Education (2016)
- Search committee member for CASTL Assistant Research Professor Faculty Search (2016)
- Search committee member for EP:ADS Assistant Research Professor Faculty Search (2106)
- Faculty mentor for visiting scholar Dr. Kyoko Matsumura from Hyogo University of Teacher Education, Japan

Service to the Field
- Invited member, Bill and Melinda Gates Foundation Pre-K Assessment Initiative Technical Advisory Group (2021-present)
- Invited member, Measures for Early Success Technical Advisory Group (2021-present)
- Reviewer, National Academy of Sciences, Engineering, and Medicine, New Vision for High Quality Pre-K Curriculum (2023)
- Invited Panel Member, National Academies of Sciences, Engineering, and Medicine Committee on Enhancing Science and Engineering in Prekindergarten through Fifth Grade (2020)
- Reviewer, Institute for Education Sciences, Early Childhood Education panel (2019, 2020)
- Virginia Department of Education Early Learning and Development Standards work group member (2019-2020)
- Project Lead the Way STEM program Advisory Board Member (2018-2019)
- Reviewer, Early Care and Education Scholars, Head Start Graduate Student Research

Grants (2015)
- Provided consultation on adding self-regulation items on the National Survey of Children's Health (July, 2015)
- Reviewer, Society for Research in Child Development Conference (2012, 2014)
- Ad Hoc Reviewer: *Applied Developmental Psychology*
  Child Development
  Early Childhood Research Quarterly
  Early Education and Development
  Infant and Child Development
  Learning and Individual Differences
  National Head Start Association Dialog
- Reviewer, Head Start Research Conference (2007, 2009)

Service to the Community
- Invited member, United Way of Greater Charlottesville, School Readiness Advisory Committee (2025 – present)
- Member, Charlottesville/Albemarle Early Education Task Force (2019-2023)
- Technical Advisor to the Charlottesville City Schools Reconfiguration Project (2021-2023)
- Virginia Math and Science Coalition Member (2017-present)
- Invited panelist for the Virginia Child Care Association Annual Meeting (2017)

HONORS AND AWARDS

2024 Research Award, Office of the Vice President for Research, University of Virginia, Top 25 researchers with sponsored funding at UVA

2023 Research Award, Office of the Vice President for Research, University of Virginia, Top 25 researchers with sponsored funding at UVA

2019 Provost Award for Excellence in Public Service for improving early childhood education in Virginia with Jason Downer, Amanda Williford, Kathy Neesen, and Anita McGinty

2016 10 Most Cited Articles in Last 5 years for the journal of *Early Education and Development:* Williford, A. P., Whittaker, J. V., Vitiello, V. E., & Downer, J. T. (2013). Children's interactions within the preschool classroom and their development of self-regulation. *Early Education and Development, 24*(2), 162-187.

2010 Outstanding Instructional Design Practice, Association for Educational Communications & Technology, 2010 (Co-Investigator for *MyTeachingPartner-Mathematics/Science*, PI: Mable Kinzie)

2008 Phi Kappa Phi Honor Society

RECENT MEDIA MENTIONS

2023
- "UVA-Built Data System Linking Virginia's Early Childhood Care and Education Resources Will Expand Statewide this Fall" EDLines

2022

- "Minding the Gap: Assessing Early Elementary Students' Development" School of Education and Human Development Communications
- "Invisible Students: The Information Crisis in Early Education," FutureEd

2021

- "Tough test: The Nation's Troubled Early Learning Assessment Landscape" FutureEd
- "Invest in Programs that Boost Children's Learning and Development" Brookings
- "Charlottesville Seeks 'Powerful' Change with New Early Childhood Center" Daily Progress

2020

- "Making Preschool More Effective: Study Connects Classroom Processes to Children's Learning" School of Education and Human Development Communications