

**Jessica E. Vick Whittaker**  
Curriculum Vitae

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Jessica E. Vick Whittaker, PhD  
Research Associate Professor  
Center for Advanced Study of Teaching and Learning  
University of Virginia  
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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 Associate Professor*. Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA (July, 2019 – present)

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

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

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

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

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

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

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

## RESEARCH INTERESTS

Developing and evaluating school-based intervention programs aimed at supporting children's mathematics, science, and executive function skills; Measurement of the quality of early care and learning environments; Children's developmental trajectories in low-income families

## PUBLICATIONS

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

### Journal Articles

**Whittaker, J. V.**, Kinzie, M., Vitiello, V., DeCoster, J., \*Mulcahy, C., & \*Barton, E. (in press). Impacts of an early childhood mathematics and science intervention on teaching practices and child outcomes. *Journal for Research on Educational Effectiveness*.

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

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

Vitiello, V. E., Pianta, R. C., **Whittaker, J. E.**, & Ruzek, E. (2019, online first). Alignment and misalignment of classroom experiences from pre-k to kindergarten. *Early Childhood Research Quarterly*.

Curenton, S. M., Iruka, I. U., Humphries, M., Jensen, B., Durden, T., Rochester, S., Sims, J., **Whittaker, J.**, & Kinzie, M. B. (2019, online first). Validity for the assessing the Classroom Sociocultural Equity Scale (ACSES) in early childhood classrooms. *Early Education and Development*.

\*Sandilos, L. E., **Whittaker, J. V.**, Vitiello, V. E., & Kinzie, M. B. (2019). Exploring preschoolers' school readiness profiles: A latent transition approach. *Journal of Applied Developmental Psychology*, 62, 185-198.

- \*Ansari, A., Pianta, R. C., **Whittaker, J. V.**, Vitiello, V. E., & Ruzek, E. A. (2019). Starting early: The benefits of attending early childhood education programs at age 3. *American Educational Research Journal*, 56(4), 1495-1523.
- Ruzek, E., Jirout, J., Schenke, K., Vitiello, V., **Whittaker, J. V.**, & Pianta, R. C. (2019). Pre-K children's academic orientations: A new child survey measure. *Early Childhood Research Quarterly*, 50(2), 55-66.
- Vitiello, V. E., **Whittaker, J. V.**, Mulcahy, C., Kinzie, M. B., & Helferstay, L. (2019) Reliability and Validity of the Preschool Science Observation Measure. *Early Education and Development*, 30(2), 196-215.
- Pianta, R. C., **Whittaker, J.**, Vitiello, V., \*Ansari, A. & Ruzek, E. (2018). Classroom process and practices in public pre-k programs: Describing and predicting educational opportunities in the early learning sector. *Early Education and Development*, 29(6), 797-813.
- LoCasale-Crouch, J., Williford, A., **Whittaker, J.**, DeCoster, J., & \*Alamos, P. (2018). Does fidelity of implementation account for changes in teacher-child interactions in a randomized control trial of *Banking Time*? *Journal of Research on Educational Effectiveness*, 11(1), 35-55.
- Whittaker, J. V.**, Williford, A. P., \*Carter, L., Vitiello, V., & \*Hatfield, B. E. (2017). The teacher-child structured play task measure: Using a standardized task to measure the quality of teacher-child dyadic interactions in preschool. *Early Education and Development*, 29(2), 266-287.
- \*Barton, E. A., **Whittaker, J. V.**, Kinzie, M. B., Decoster, J., & \*Furnari, E. (2017). Understanding the relationship between teachers' use of online demonstration videos and fidelity of implementation in MyTeachingPartner-Math/Science. *Teaching and Teacher Education*, 67, 189–201.
- Williford, A. P., LoCasale-Crouch, J., **Whittaker, J. V.**, DeCoster, J., \*Hartz, K. A., \*Carter, L. M., Wolcott, C. S. & Hatfield, B. E. (2017). Changing teacher-child dyadic interactions to improve preschool children's externalizing behaviors. *Child Development*, 88(5), 1544-1553.
- \*Furnari, E., **Whittaker, J. V.**, Kinzie, M., & DeCoster, J. (2016). Factors associated with accuracy in pre-kindergarten teacher ratings of students' mathematics skills. *Journal of Psychoeducational Assessment*, 35(4), 1-14.
- Campbell, S. B., Denham, S. A., Howarth, G. Z., Jones, S. M., **Whittaker, J. V.**, Williford, A. P., Willoughby, M., T., Yudron, M., & Darling-Churchill, K.\* (2016). Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations, *Journal of Applied Developmental*

*Psychology*, 45, 9-41. \*all authors contributed equally to this paper

- Whittaker, J. V.**, Kinzie, M. B., Williford, A., & DeCoster, J. (2016). Effects of MyTeachingPartner-Math/Science on teacher-child interactions in prekindergarten. *Early Education and Development*, 27(1), 110-127.
- Kinzie, M. B., **Whittaker, J. V.**, \*McGuire, P., \*Lee, Y., & \*Kilday, C. R. (2015). Pre-Kindergarten mathematics & science: Design-based research on curricular development. *Teachers College Record*, 7, 1-40.
- Williford, A. P., \*Sanger, C. E., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2015). Program and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors. *Prevention Science*, 16(8), 1054-1063.
- Halle, T., **Whittaker, J.**, Zepeda, M., Rothenberg, L., Anderson, R., Wessel, J., & Daneri, P. (2014). The social-emotional development of Dual Language Learners: Looking back at existing research and moving forward with purpose. *Early Childhood Research Quarterly*, 29(4), 734-749.
- Kinzie, M. B., **Whittaker, J.**, Williford, A., DeCoster, J., \*Kilday, C. R., \*McGuire, P., & Lee, Y. (2014). *MyTeachingPartner-Math/Science* pre-kindergarten curricula and teacher supports: Associations with children's math and science learning. *Early Childhood Research Quarterly*, 29, 586-599.
- Whittaker, J. E.** (2014). Good thinking! What educators can do to foster children's reasoning and problem solving. *Young Children*, 69(3), 80-89.
- Westbrook, T. R., Jones Harden, B., Holmes, A. K., Meisch, A. D., & **Whittaker, J.** (2013). Physical discipline use and child behavior problems in low-income, high-risk African American families. *Early Education and Development*, 24(6), 923-945.
- Williford, A. P., **Whittaker, J. E.**, Vitiello, V. E., & Downer, J. T. (2013). Children's engagement within the preschool classroom and their development of self-regulation. *Early Education and Development*, 24(2), 162-187.
- \*Kilday, C. R., Kinzie, M. B., Mashburn, A. J., & **Whittaker, J. V.** (2012). Accuracy of teacher judgments of preschoolers' math skills. *Journal of Psychoeducational Assessment*, 30(2), 148-159.
- \*Lee, Y., Kinzie, M. B., & **Whittaker, J. E.** (2012). Impact of online support for teachers' open-ended questioning in pre-k science activities. *Teaching and Teacher Education*, 28, 568-577.
- Jones Harden, B., & **Whittaker, J.** (2011). The early home environment and developmental outcomes for young children in the child welfare system. *Children and Youth Services Review*, 33(8), 1392-1403.

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

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

**Whittaker, J. E.,** & Jones Harden, B. (2010). Teacher-child relationships and children's externalizing behaviors in Head Start. *National Head Start Association Dialog, 13*(3) 141-167.

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

#### Book Chapters

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

**Whittaker, J. E.,** & Pianta, R. C. (2012). Assessing early childhood classrooms. In B. Wasik & B. Van Horn (Eds.), *Handbook on Family Literacy – 2<sup>nd</sup> 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

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

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

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

Ansari, A., Pianta, R. C., **Whittaker, J. E.**, Vitiello, V., & Ruzek, E. (under review). Preschool teachers’ emotional exhaustion in relation to classroom instruction and teacher-student interactions. *Teaching and Teacher Education*.

Pianta, R. C., Ansari, A., **Whittaker, J. E.**, Vitiello, V., Ruzek, E., & DeCoster, J. (under review). Enrollment in Public-prekindergarten and School Readiness Skills at Kindergarten Entry: Differential Associations by Home Language, Income, and Program Characteristics. *Early Childhood Research Quarterly*.

\*Hofkens, T., **Whittaker, J. V.**, Pianta, R. C., Vitiello, V., & Ruzek, E. (under review). Examining associations between executive function, classroom, engagement, and math outcomes: Does gender play a role? *Developmental Psychology*.

**Whittaker, J. V.**, Vitiello, V., Kinzie, M., DeCoster, J., & Mulcahy, C. (in progress). Unpacking effective components of a preschool math and science intervention: Measuring intervention fidelity to clarify linkages between curriculum implementation and child outcomes.

## POLICY-RELATED BRIEFS AND REPORTS

Williford, A., LoCasale-Crouch, J., **Whittaker, J. V.**, & DeCoster, J. (2017). Study Identifies as Key to Preventing Disruptive Behavior in Preschool Classrooms.

<http://curry.virginia.edu/articles/study-identifies-a-key-to-preventing-disruptive-behavior-in-preschool-class>

Williford, A., Wolcott, C., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2015). What Predicts How Well Teachers Implement Banking Time with Disruptive Preschoolers? CASTL Research Brief.

[http://curry.virginia.edu/uploads/resourceLibrary/Research\\_Brief\\_Amanda\\_Williford\\_et\\_al.\\_%282015%29.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_Amanda_Williford_et_al._%282015%29.pdf)

**Whittaker, J. V.**, Sweeny, B., & Weaver, W. (2015). *Mathematics Preschool Curriculum Consumer Report*. Prepared for the Office of Head Start, by the National Center on Quality Teaching and Learning under grant #90HC0002.

[https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/math-preschool-curriculum-report\\_0.pdf](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/math-preschool-curriculum-report_0.pdf)

Williford, A. P., **Whittaker, J. V.**, Vitiello, V. E., & Downer, J. T. (2014). Children's Engagement in Preschool and their Development of Self-Regulation. CASTL Research Brief. [http://curry.virginia.edu/uploads/resourceLibrary/CASTL\\_Research\\_Brief-Williford\\_et\\_al.\\_%282013%29\\_EED.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Williford_et_al._%282013%29_EED.pdf)

Halle, T., & **Whittaker, J. E.**, & Anderson, R. (2010). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures – Second Edition*. Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Zaslow, M., Tout, K., Halle, T., **Whittaker, J.**, & Lavelle, B. (2010). *Toward the identification of features of effective professional development for early childhood educators*. Prepared by Child Trends for the U.S. Department of Education, Office of Planning, Evaluation, and Policy Development.

Cooper, J. L., & **Vick, J.** (2009). *Promoting Social-Emotional Well-Being in Early Intervention Services: A Fifty-state View*. New York, NY: National Center for Children in Poverty.

Cooper, J. L., Masi, R., & **Vick, J.** (2009). *Social and Emotional Development in Early Childhood: What Every Policymaker Should Know*. New York, NY: National Center for Children in Poverty.

Forry, N., **Vick, J.**, & Halle, T. (2009). *Evaluating, Developing, and Enhancing Domain-Specific Measures of Child Care Quality. Research-to-Policy, Research-to-Practice Brief*. Research brief prepared by Child Trends for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J. & **Vick, J.** (2009). *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal*

*Study – Birth Cohort (ECLS-B).* Research brief prepared by Child Trends for the Council of Chief State School Officers.

Halle, T., Hair, E., Nuenning, M., Weinstein, D., **Vick, J.**, Forry, N., & Kinukawa, A. (2009). *Primary child care arrangements of U.S. infants: Patterns of utilization by poverty status, family structure, maternal work status, maternal work schedule, and child care assistance.* Research brief prepared by Child Trends for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

Halle, T., & **Vick, J. E.** (2007). *Quality in Early Childhood Care and Education Settings: A Compendium of Measures.* Prepared by Child Trends for the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

## GRANTS AND EXTERNAL AWARDS

### *Current*

- 2019-2021 *Improving Teacher-Student Relationships to Help Close the Racial Discipline Gap for Young Students* (PI: Williford)  
Funded by the William T. Grant Foundation; \$599,193 (Total Funds).  
Randomized controlled trial to study whether an intervention designed to improve the quality of teacher-child relationships can reduce discipline disparities.
- 2019-2023 *Assessing the use of assessments: Data use, classroom practices, and student gains in school divisions using a math kindergarten readiness assessment* (V. Vitiello, Principal Investigator)  
Funded by Institute of Education Sciences; \$1,399,974 (Total Funds).  
Exploratory study to better understand whether and how the use of formal and informal math assessments is associated with greater child math gains.
- 2019-2023 *New Strategies for Supporting Early Educators and Improving Quality at Scale: Lessons from Louisiana’s Early Childhood Ancillary Certificate Program; Co-Investigator* (D. Bassok, Principal Investigator)  
Funded by the Administration for Children and Families; \$1,595,793 (Total Funds).  
The project combines secondary analysis of administrative data, new primary data collection, and a low-cost randomized controlled trial help Louisiana iteratively refine their ECAC program and inform other states’ early childhood policy-makers as they consider how to best support the professional growth of early educators.
- 2019-2020 *Statewide Implementation of the Virginia Kindergarten Readiness Program*  
Co-Investigator (A. Williford, Principal Investigator)



Funded by the Virginia Department of Education; \$1,450,000 (Total Funds). Virginia statewide implementation with over 5,000 teachers of an expanded kindergarten entry assessment that includes literacy, mathematics, social skills and self-regulation.

- 2016-2021 *Building an effective pk-3 education system: Actionable aspects of policies, programs, schools, and classroom processes that promote children's learning in the nation's 11th largest school district.* Co-Principal Investigator (R. Pianta, Principal Investigator)  
Funded by the Institute of Education Sciences; \$4,499,464 (Total Funds). Longitudinal study of classroom processes and child outcomes with over 2,000 students followed across pre-k – 3rd grade in the 11<sup>th</sup> largest school-district in the country.

*Completed*

- 2016-2019 *Online Course and Coaching to Increase Teachers' Effectiveness in Supporting Children's Executive Function and Mathematics*  
Principal Investigator  
Funded by the Heising-Simons Foundation; \$749,681 (Total Funds). Developing a year-long online intervention to improve teachers' interactions and instruction related to mathematics and executive function.
- 2018-2019 *Development of a Video Library of Mathematics Teaching Exemplars to Support Teachers' Mathematics Instruction*  
Principal Investigator  
Funded by the Heising-Simons Foundation; \$50,000 (Total Funds). Developing a video library of over 120 clips that show math teaching exemplars and developmental progressions of students' math learning and executive function skills across the early years.
- 2011-2018 *Efficacy Trial of MyTeachingPartner-Mathematics/Science Curricula and Implementation Support System.*  
Principal Investigator (M. Kinzie 2011-2015, J. Whittaker 2016-2018)  
Funded by Institute of Education Sciences; \$3,449,424 (Total Funds). Conducting a randomized controlled trial of math and science curricula and professional development supports with 1,266 students in 140 classrooms.
- 2013-2017 *Supporting Young Children's School Readiness and Reduced Disruptive Behaviors: An Online Course to Enhance Early Care Teacher-Child Interactions*  
Co-Principal Investigator (J. LoCasale-Crouch, Principal Investigator)  
Funded by Institute of Education Sciences; \$1,499,729 (Total Funds). Developed and tested an intervention using a randomized controlled trial, to improve the quality of teacher-child interactions in over 60 toddler classrooms.
- 2015-2017 *Evaluation of the Quality Collaborative Early Education PD Pilot*

Principle Investigator

Funded by Bruhn-Morris Family Foundation; \$242,532 (Total Funds). Formative evaluation of intervention designed to improve the quality of teacher-child interactions with 78 preschool teachers across varied early care and education sectors.

2015-2016 *A Vision for Innovation in Early Childhood Educator Certification: A Minnieland Academy/UVA Microcredential Pilot*

Principal Investigator

Funded by Minnieland Academy; \$25,000 (Total Funds). Development and pilot testing of microcredential for early childhood educators.

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

Senior Personnel (R. Pianta, Principal Investigator)

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

2010-2015 *Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Reduce Children's Disruptive Behavior.*

Co-Investigator (A. Williford, Principal Investigator)

Funded by Institute of Education Sciences; \$2,688,025 (Total Funds).

Randomized controlled trial of an intervention designed to improve the quality of teacher-child interactions for 470 children in 183 classrooms at risk for developing disruptive behaviors in a diverse sample of preschool programs.

2007-2012 *Pre-K Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality.*

Co- Principal Investigator (M. Kinzie, Principal Investigator)

Funded by Institute of Education Sciences; \$1,794,876 (Total Funds). Developed and field tested a math and science curricula and online professional development system with 444 children in 42 classrooms.

2006-2008 *Teacher-child relationships: Examining relations among children's risks, relationships, and externalizing behaviors in Head Start.*

Principal Investigator

Funded by US Department of Health and Human Services Head Start Graduate Student Dissertation Award; \$50,000 (Total Funds). Examined associations among teacher-child relationships and externalizing behaviors in 100 Head Start classrooms.

**PEER REVIEWED RESEARCH PRESENTATIONS**

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

**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?* 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*. 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 17<sup>th</sup> European Conference of Developmental Psychology, Braga, Portugal.
- LoCasale-Crouch, J., Williford, A., **Whittaker, J. V.**, DeCoster, J., Wolcott, C., & \*Carter, L. (2015, May) *Variation in teachers' BankingTime implementation and improved teacher practice and child outcomes: The role of the teacher-consultant relationship.* Paper presented at Society for Prevention Research, Washington, DC.
- Whittaker, J. V.**, Kinzie, M. B., Williford, A. W., & DeCoster, J. (2015, April). *MyTeachingPartner – Math/Science: Exploring associations between pre-k teachers' implementation and the quality of classroom interactions.* Poster symposium presented at the Society for Research in Child Development, Philadelphia, PA.
- Williford, A. P., **Whittaker, J. V.**, & Locasale-Crouch, J. (2015, April). *Improving behavioral outcomes for preschoolers displaying disruptive behavior: Examining the impacts of Banking Time.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Locasale-Crouch, J., Williford, A. P., **Whittaker, J. V.**, \*Wolcott, C. E., & \*Carter, L. M. (2015, April). *Variation in teachers' implementation of Banking Time: Association with teacher practice and children's disruptive behavior.* Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
- Whittaker, J. V.**, Kinzie, M. B., Williford, A. W., & \*Kilday, C. R. (2014). *MyTeachingPartner – Math/Science: Supporting early childhood educators' intentional teaching of mathematics and science in pre-kindergarten.* Poster presented at the Head Start Research Conference, Washington, DC.

- Williford, A. P., \*Carter, L., **Whittaker, J. V.**, & LoCasale-Crouch, J. (2014). *The impact of Banking Time on teacher-child interaction quality in preschool*. Paper presented at the Society for Prevention Science meeting, Washington, DC.
- Whittaker, J. V.**, Kinzie, M. B., & Williford, A. W. (2013). *Math and science teaching quality in pre-k: Effects of MyTeachingPartner-Math/Science*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Whittaker, J. V.**, & Hamre, B. K. (2013). *Evaluating early childhood math*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Hamre, B. K., **Whittaker, J. V.**, \*Jamil, F., & DeCoster, J. (2013). *The role of instructional interactions, curriculum, materials, and instructional time on children's language and literacy development in preschool*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Williford, A. P., LoCasale-Crouch, J., **Whittaker, J. V.**, & \*Matthew, K. (2013). *Promoting positive teacher-child relationships to improve children's behavioral adjustment*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Halle, T., **Whittaker, J. V.**, Zepeda, M., Anderson, R., Rodrigues, K., Rothenberg, L., & Wessel, J. (2012, June). *Findings from a critical research review: Social-emotional development in Dual Language Learners*. Paper presented at the National Head Start Research Conference, Washington, DC.
- Williford, A. P., Locasale-Crouch, J., **Whittaker, J. E.** (2012, June). *Teacher's implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder*. Paper presented at the Society for Research Prevention, Washington, DC.
- Whittaker, J. V.**, \*Hatfield, B., \*Hartz, K., Williford, A., & LoCasale-Crouch, J. (2012, June). *Congruence of teacher and teaching assistant ratings of children's behavior problems*. Poster presented at the National Head Start Research Conference, Washington, DC.
- \*Hartz, K., Locasale-Crouch, J., **Whittaker, J.**, Williford, A. (2012, June). *Implementation of Banking Time in Year One of a Randomized Controlled Trial*. Poster presented the Head Start Research Conference, Washington, DC.
- Kinzie, M., **Whittaker, J.**, Williford, A., \*McGuire, P., \*Lee, Y., & \*Matthew, K. (2011, April). *MyTeachingPartner-Math/Science pre-kindergarten curricula and teacher supports: Associations with children's math learning*. Paper presented at the annual 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 American Educational Research Association conference, Montreal, Canada.

## INVITED RESEARCH PRESENTATIONS

- Whittaker, J. V.** (2019, December). *Partnering to advance early childhood education and research*. Invited presentation at Minnieland Academy, Prince William County, VA.
- Whittaker, J. V.**, & Russo, J. (2018, October). *Assessing and supporting kindergarteners' mathematics readiness with the Virginia Kindergarten Readiness Program*. Invited presentation at the Virginia Council of Mathematics Specialists conference, Fredericksburg, VA.
- Whittaker, J. V.** (2016, October). *Supporting children's early math, science, and executive function by improving classroom interactions and instruction*. Invited presentation at the Heising Simons DREME Meeting, Washington, D.C.
- Whittaker, J. V.** (2016, May). *Enhancing interactions and instruction to improve children's early math and science*. Invited presentation at the University of Maryland, Center for Children, Relationships and Culture, Center Seminar Series, College Park, MD.

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

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

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

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

## TEACHING/MENTORING EXPERIENCE

### *Faculty*

- Curry Faculty Mentor to Stephanie Wormington (Research Assistant Professor; 2017-2019)

### *Graduate*

- Post-Doctoral Research Advisor
  - Tutrang Nguyen (2018-2020; with R. Pianta and D. Bassok)
- Doctoral Research Advisor
  - Christina Mulcahy; Ph.D., Graduate in Educational Psychology-Applied Developmental Science (Co-Advisor with Bridget Hamre) – August 2019
    - Successfully defended 3-paper style dissertation – June, 2018  
*A Child by Environment Perspective on How Children's Executive Function Skills and the Classroom Environment Support Early Math Learning*
  - Emily Furnari; Ph.D. Graduate in Curriculum and Instruction (Co-Advisor with Mable Kinzie) – August, 2016
    - Successfully defended 3-paper style dissertation – March, 2106  
*Linking Early Childhood Teachers' Characteristics to their Perceptions of Students' Abilities and Responsiveness to Online Professional Development*
- Master's Research Advisor
  - Monic Lu (2019-2020)
  - Emily White (2018-2019)
  - Sarah Story (2015-2016)
  - Yidan Wang (2014-2015)
- Committee Member
  - 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)
- Co-Instructor for CASTL Writing Group (1 credit writing group for doctoral students)
- *MyTeachingPartner-Math/Science* Doctoral Student Research Meeting Facilitator, Curry School of Education, University of Virginia. Responsible for facilitating weekly meetings with 5 doctoral students around topics such as writing effective literature reviews, data analysis, and writing manuscripts for publication (2009 – 2018)

### *Undergraduate*

- Undergraduate student research coordinator, MyTeachingPartner-Math/Science, Curry School of Education, University of Virginia. Responsible for mentoring graduate and undergraduate research assistants for a randomized controlled trial of a preschool math/science intervention. Responsibilities include training, oversight of research tasks, career counseling, and providing feedback on conference presentations and manuscripts. (2009 – 2018)
- Primary Research Adviser for the Summer Undergraduate Research Program (SURP) in Educational Psychology and Applied Developmental Science (4 students, 2010 & 2012)
- Regular supervisor for Undergraduate Research Assistants, approximately 5-15 students per semester (2009 – present)

### **PROFESSIONAL AFFILIATIONS**

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

### **PROFESSIONAL SERVICE**

- Reviewer, Institute for Education Sciences, Early Childhood Education panel (2019, 2020)
- UVA/Charlottesville Early Education Coalition working group member (2019 – present)
- Virginia Department of Education Early Learning and Development Standards work group member (2019-present)
- Virginia Math and Science Coalition Member (2017 – present)
- Project Lead the Way STEM program Advisory Board Member (2018-2019)
- Invited panelist for the Virginia Child Care Association Annual Meeting (2017)
- Search committee member for CASTL Center Administrator (2107)
- Presenter, Non-academic Career Panel, Curry School of Education (2016)
- Search committee member for CASTL Assistant Research Professor Faculty Search (2016)
- Search committee member for EP:ADS Assistant Research Professor Faculty Search (2106)
- Reviewer, Early Care and Education Scholars, Head Start Graduate Student Research

## Grants (2015)

- Provided consultation on adding self-regulation items on the National Survey of Children's Health (July, 2015)
- Reviewer, Society for Research in Child Development Conference (2012, 2014)
- Ad Hoc Reviewer:
  - Applied Developmental Psychology*
  - Child Development*
  - Early Childhood Research Quarterly*
  - Early Education and Development*
  - Infant and Child Development*
  - Learning and Individual Differences*
  - National Head Start Association Dialog*
- Faculty mentor for visiting scholar Dr. Kyoko Matsumura from Hyogo University of Teacher Education, Japan
- Reviewer, Head Start Research Conference (2007, 2009)
- Chair of University of Maryland, Department of Human Development Student Affairs Committee (2006-2008)
- Executive Board Member of University of Maryland, Department of Human Development Graduate Student Organization (2006-2008)

**HONORS AND AWARDS**

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|------|---|
| 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 <i>Journal of Early Education and Development</i> : 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. <i>Early Education and Development</i> , 24(2), 162-187. |
| 2010 | Outstanding Instructional Design Practice, Association for Educational Communications & Technology, 2010 (Co-Investigator for <i>MyTeachingPartner-Mathematics/Science</i> , PI: Mable Kinzie)  |
| 2008 | Phi Kappa Phi Honor Society   |