



2015 Brock International
Prize in Education Nominee

Robert C. Pianta

Nominated by Michelle D. Young

Robert C. Pianta



Dean at Curry School of Education at the University of Virginia
Novartis Professor of Education
Director, Center for Advanced Study of Teaching and Learning (CASTL)
Professor of Psychology at the UVa College of Arts & Sciences
Director of the National Center for Research in Early Childhood Education

Dear Brock Jurors,

The Brock International Prize in Education honors an individual who has made a significant impact on the practice and understanding of the field of education. Importantly, the Brock International Prize in Education pays tribute to those whose contributions have the “potential to provide long-term benefit to all humanity through change and improvement in education.” With this mission in mind, it is my honor to nominate Robert C. Pianta for the Brock International Prize in Education. Dr. Bob Pianta exemplifies the excellence and qualities sought in the Brock Laureate, particularly in the area of innovation in education. In this nomination letter, I provide an overview of Dr. Pianta’s work and how his scholarship and leadership is poised to transform the field of educational practice with sustained changes in access and opportunity for all students. Dr. Pianta’s nomination is grounded in the rigor, relevance, and ability to renew education from an asset-based model of change.

With a bachelor’s and master’s degree in psychology, Bob Pianta began his career in education as a special education resource teacher in Connecticut. He received his doctorate of philosophy in psychology in 1986 from the University of Minnesota. This was the same year he became an assistant professor at the University of Virginia. Since 2007, Bob has served as the Dean of the Curry School of Education at the University of Virginia. In addition to serving as Dean and Professor of Psychology, Bob is the Director of the Center for Advanced Study of Teaching and Learning (CASTL). In 2003, Bob was selected as the Novartis U.S. Foundation Professor at the University of Virginia. This endowed position is awarded to a scholar “whose work is focused on ensuring that the nation’s neediest children succeed in the early years of school, a critical period for sustained achievement and success.”¹ To date, Bob has authored close to 300 journal articles, 50 book chapters, and 10 books. Moreover, Bob’s participation in research and training grants as principal investigator has yielded over \$55 million in support, including grants from entities such as the U.S. Department of Education, the Bill & Melinda Gates Foundation, the American Institutes for Research, the U.S. Department of Health and Human Services Administration, the W.T. Grant Foundation, the National Institute of Child Health and Human Development, and the Institute of Education Sciences.²

As evidenced by his vita, Bob Pianta has had a very distinguished career; his contributions can be considered from numerous perspectives, including quantity, quality, and impact. Indeed in each of these categories (i.e., quantity, impact, and quality), Bob has excelled. Bob’s curriculum vita and samples of his work are attached to this nomination. In addition, Appendix A and Appendix B provide links to examples of his empirically-based documents such as policy briefs, and speeches and interviews. Yet, the Brock Prize is about more than recognizing someone for the quantity of his or her work. Thus, while Bob has been a prolific scholar and had a long, steady, and productive career, it is the quality and impact of his focused scholarship on **the improvement of teaching and learning systemically and systematically** that I base this nomination.

Dr. Pianta’s scholarly work has a broad reach, both nationally and internationally (e.g., Turkey, Brazil, Ecuador), in the practice and policy arena. For instance, in 2010, Bob testified to a Congressional Hearing to the US Senate Health, Education, Labor and Pensions Committee Hearing on ESEA. There he had a dual purpose to inform the Committee of research on both high quality early childhood and effective

¹ See

http://im.dev.virginia.edu/endowments/professorships/long_name/curryschoolofeducation/general/novartisfoundationprofessorship/

² See Robert C. Pianta Vita.

teaching and learning. In advocating for high quality early childhood education, Dr. Pianta in his testimony noted:

We now know that the long-term effects of early gaps in achievement and social functioning are so pronounced that effective and efficient early education interventions targeted toward these gaps in the preschool period are essential, not only to the developmental success of children, but to the economic and social health of communities.

He added that while a “general pattern” had emerged and many states were expanding their publicly available early childhood education programs the “fragmentation of policy and programs is considerable.” Consistent with his research on early childhood education, Bob reviewed the necessity of qualified staff (e.g., credentialed and degreed), training, and support. He emphasized that the most important difference for high quality early childhood education reflects what we know from his research on the instructional practice of teachers in other K-12 settings. That is, the difference in quality of a child’s educational experience and their subsequent academic or social benefits relies in large part on the instructional effectiveness.

The role of teachers in the success of students, short-term and long-term, is widely accepted as an imperative. However, few scholars, policy makers, or consultants have offered specific methods for meeting teachers where they are in their development and supporting them while improving their ability to provide high quality and effective instruction. In contrast, Bob Pianta ventured into the search for strategies that have now led to the development of knowledge and skills necessary to improve and maintain effective teaching and learning. While many have offered random, and even somewhat popular, strategies that allegedly make a difference in teaching and learning, few have been able to deliver empirically-based strategies that produce tangible outcomes in the learning of both the teacher and the student. Therefore, Bob is unique, as his scholarship and practice offers research and methods to transform the prominence and role of early childhood education and k-12 teaching and student academic and social learning indefinitely. Specifically, as illustrated in his body of work, Bob has found and tested the link between the evaluation of teaching, professional development, teaching practice, and student-related outcomes. His scholarship emphasizes that effective teaching requires “skillful combinations of explicit instruction, sensitive and warm interactions, responsive feedback, and verbal engagement and stimulation.” Substantively, from his book *Enhancing Relationships Between Children and Teachers* (2000) to his current publications, Bob’s work has addressed the question of “what is good teaching” and “what is the nature of and importance of the teacher-student interaction.” Over time, he has helped us construct a common understanding of what constitutes good teaching by grounding our construction in observable behaviors and expected outcomes. To this end, Dr. Pianta’s contributions to education have expanded our notion of effective instructional practice beyond simply the teacher’s content knowledge. Thus, his work exemplifies Albert Einstein’s reflection on innovation. Einstein is quoted as saying "To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science."

All too often success is defined as a lone accomplishment. Bob, however, consistently recognizes the importance and role of his colleagues in both research endeavors and the development of the products that arise from these endeavors. As evidence from the multitude of publications, Dr. Pianta exemplifies a commitment to the development and maintenance of a scholarly community that together is able to expand the wealth of knowledge and information generated. Building on Bob’s research and his collaboration on studies in early childhood education, he and his colleagues at the UVa began the Center for Advanced

Study of Teaching and Learning (CASTL). CASTL aims “to advance the quality and impact of teaching through scientific study in education settings from infancy to higher education.” As noted in their informational materials, CASTL works to achieve its goals by:

- Developing evidence-based theories of effective teaching and learning via large, longitudinal studies of diverse classrooms around the world.
- Creating, evaluating, and disseminating tools for measuring and improving teaching and learning.
- Developing innovative support systems that develop useful knowledge and skills via cutting-edge applications of technology.

Due to the growing demand for access to the work of CASTL and the Classroom Assessment Scoring System (CLASS), Bob and colleague Bridget Hamre founded Teachstone in 2008. Through their leadership, Teachstone is now the avenue for increasing the availability and accessibility of the CASTL tools (e.g., CLASS and MyTeaching Partner) developed from their empirical research.

The Classroom Assessment Scoring System (CLASS), which stems from early childhood development research by Bob and collaborators, is an evidence-based observational instrument applicable from early childhood through high school. The CLASS observation tool, which was validated through observations in over 2,000 classrooms, measures teacher-student interactions in the emotional support, classroom organization, and instructional domains. These domains, with their subsequent dimensions, have been proven to improve student learning. (See Appendix C: CLASS Observation for a description of these domains and dimensions.) Although the initial application of CLASS was for the individual teacher, Bob and his colleagues have expanded its application to school- and district-wide implementation with guidance on the steps that can be taken to improve teacher-student interactions (e.g., time that students and teachers spend together, expanding networks of adults available to students, modeling caring relationships, developing disciplinary policies that foster caring relationships (Hamre, & Pianta, 2006)). Moreover, CLASS is used now in early childhood through high school classrooms. An implementation map in Appendix D provides a brief geographical image of the expansion and use of CLASS. Most recently, Bob’s developmental work with CLASS led to his participation in the Gates Foundation sponsored *Measures of Effective Teaching (MET) Project*. The *MET Project* has been used throughout the US as an informational and planning guide for the development of teacher evaluation systems at both the local and state levels.

In his article, “Individualized and Effective Professional Development Supports in Early Care and Education Settings,” Bob indicates that “effective professional development can be characterized as a system of supports to teachers or caregivers in which paths can be traced from inputs to teachers, to teacher inputs to children, to children’s skill gains” (p. 8). Bob’s research provides further evidence of how purposeful professional development for teachers at the individual or aggregate level must be based on their particular knowledge and skill needs to be effective in impacting instructional practice and behaviors. Moreover, this professional development should be consistently planned and aligned to the desired outcomes. In response to these findings, Bob and his colleagues Joe Allen, and Hamre have developed MyTeaching Partner. MyTeaching Partner provides a personalized, professional development program that offers teachers a video-library of exemplary practice, a college course on teacher-student interactions, and web-based coaching. The program, which emerged from empirical research, is designed to provide specific assistance to teachers by utilizing videotaped observations, individual coaching, self-evaluation, and action planning over the course of a school year. Figure 1 illustrates the two-week cycle, as provided by CASTL. A convergence of the necessity for on-going professional development with mounting evidence against the

effectiveness of all-call, mass delivered professional development and declining resources for professional development creates a void in learning opportunities for teachers to improve teaching and learning. Taking these conditions into consideration along with the need for teachers to expand their content knowledge and expertise with the growing adoption of the Common Core, individualized professional development aimed at cultivating the teacher-student interaction as a means for improved learning is a necessity.

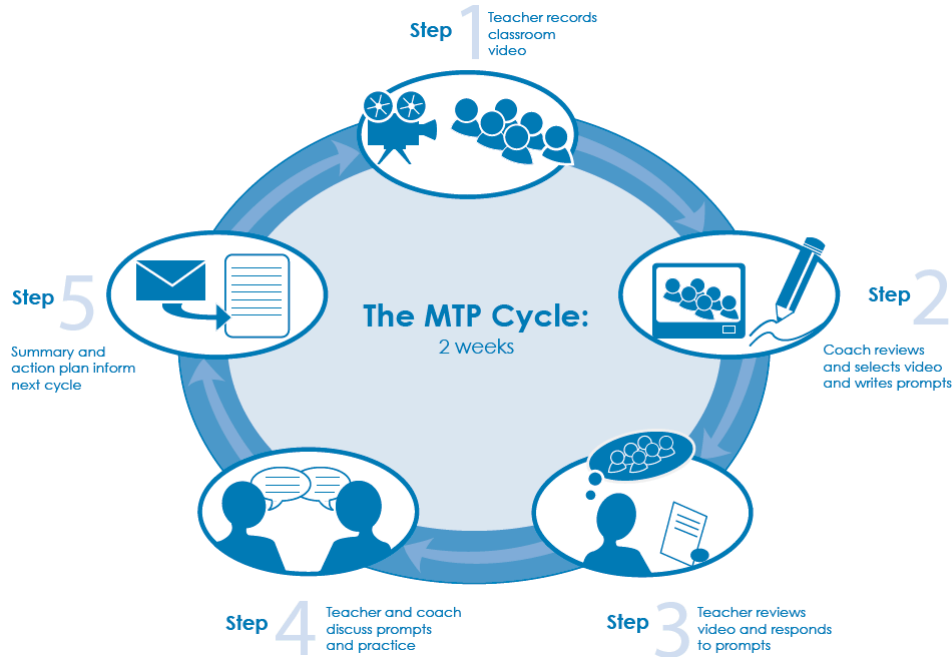


Figure 1. MTP Cycle³

My field of educational leadership and policy also benefits from Bob's work. For the last two decades, there has been a great deal of attention given to the importance of instructional leadership. Yet, not only does the term carry some ambiguity, so does the expected knowledge, skills, and behaviors of an instructional leader. Bob's scholarship, however, offers concrete and specific ways in which leaders can support improved teaching and learning systemically and systematically. In particular, Bob's work provides guidance to school, district, and state leaders in the areas of "look-fors" or observable behavior, and the necessity of the alignment of professional development with student learning goals.

Bob's scholarship is a focal point for innovation in education. His contributions to the field have removed the elusiveness of "what is effective, quality teaching." By empirically discerning and narrowing attention to "what is effective, quality teaching," Bob's work has increased the ability for all teachers to attain the status of an effective educator in both teaching and learning through a focus on teacher-student interactions. In doing so, he has re-opened the opportunity for students of the future to have a succession of highly effective teachers.

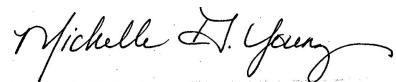
Moreover, Dr. Pianta's scholarship exemplifies the thoughtful, intellectually focused, and rigorous empirical research that ensures a solid foundation of knowledge in the field of education. This work is simultaneously designed to be accessible to and applicable for practitioners, policy makers, and other scholars alike. Given

³ See CASTL site for further information about MTP. <http://curry.virginia.edu/research/centers/castl/mtp>

the inclination of education to turn to, yet proven, market-based reforms or to embrace evaluation systems based on minimal measures to eliminate those identified as weak or ineffective, it is essential that education rely on research-based methods with proven track records of success such as those developed by Dr. Pianta. Because of his dedication, depth, and persistence, Bob's work will influence generations of educators in fundamental ways and serve as a catalyst for profound change in education. His scholarship and practice possess the characteristics of reform that offer potential for scalability and sustainability. By providing longitudinal and empirically based research that illuminates the fundamentally important role of teacher-student interactions and the importance of both the "what" and the "how" of effective teaching, Bob's scholarship is changing the nature and quality of instruction through new beliefs and norms of practice.

To my colleagues on the Brock International Prize in Education Jury, thank you for the opportunity to present Dr. Bob Pianta, his accomplishments, and his innovations in education. Like the years before, there are many exemplary nominations for this year's award of the Brock International Prize in Education. I appreciate your sincere and thoughtful consideration of Dr. Pianta for the Brock International Prize in Education. Dr. Pianta's innovative work delicately balances what is needed today in education and yet remains focused on where and how changes in how we do education today provides a gateway to the future.

Sincerely,



Michelle D Young

Supporting Materials:

1. Robert C. Pianta Vita
2. Jamison, K. R., Cabell, S. Q., LoCasale, J., Hamre, B. K., & Pianta, R. C. (2013). CLASS–Infant: An observational measure for assessing Teacher–Infant interactions in center-based child care. *Early Education and Development*. Advance online publication. doi:10.1080/10409289.2013.822239
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-1.pdf>
3. Mashburn, A. J., Meyer, J. P., Allen, J. P., & Pianta, R. C. (2013). The effect of observation length and presentation order on the reliability and validity of an observational measure of teaching quality. *Educational and Psychological Measurement*. Advance online publication. doi:10.1177/0013164413515882
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-2.pdf>
4. Pianta, R. C. (2012). *Implementing observation protocols: Lessons for K-12 education from the field of early childhood*. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2012/05/observation_protocols.html
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-3.pdf>

5. Pianta, R.C. (2011). Individualized and Effective. Professional Development Supports in Early. Care and Education Settings. *Zero to Three*. 32 (1): 4–10.
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-4.pdf>
6. Pianta, R.C. (2010). *HELP Testimony*. Retrieved from www.help.senate.gov/imo/media/doc/Pianta.pdf
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-5.pdf>
7. Hamre, B. K., & Pianta, R. C. (2006). Student-teacher relationships. In G. G. Bear, & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 59-72). Washington, D. C.: National Association of School Psychologists.
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-6.pdf>
8. Hamre, B. K., Pianta, R. C., Burchinal, M., Field, S., LoCasale-Crouch, J. L., Downer, J. T., Howes, C., LaParo, K., & Scott-Little, C. (2012). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal*, 49(1), 88-123.
Click here for full link – <http://www.brockinternationalprize.org/nominees/Pianta-7.pdf>

Appendix A: Additional Documents

Topic	Link
Testimony to the US Senate Health, Education, Labor and Pensions Committee Hearing on ESEA	http://www.help.senate.gov/imo/media/doc/Pianta.pdf
Innovation in Curry-Darden School Partnership	http://curry.virginia.edu/magazine/spring2012/innovation-in-education-reform/
Met Project, references to CLASS	http://www.metproject.org/downloads/MET_Gathering_Feedback_Practitioner_Brief.pdf
The CLASS Protocol	http://metproject.org/resources/CLASS_10_29_10.pdf
An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement	http://www.sciencemag.org/content/333/6045/1034.full
A Course on Effective Student-Teacher Interactions	http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Course_Effects-NCRECE.pdf
Implementing observation protocols: Lessons for K-12 education from the field of early childhood	http://www.americanprogress.org/issues/2012/05/observation_protocols.html

Appendix B: Sample Speeches and Interviews

Title	Link
Kids and Teachers: What Makes for Success in School	http://www.youtube.com/watch?v=puRJGaMzg7I&feature=endscreen
Bob Pianta Discussing CASTL	http://www.youtube.com/watch?v=FPGXL6s_uRo&feature=endscreen
Building Better Teachers	http://www.youtube.com/watch?v=x2EmCD_r5B4&feature=relmfu
Bob Pianta Interview with Andrea Mitchell on Assessing Teacher Effectiveness	http://www.youtube.com/watch?v=apaTcpSNKxc
Are We Preparing Our Children for Success in School?	http://www.youtube.com/watch?v=yzguUrx0nVg
Improving Impacts of Classrooms	http://www.youtube.com/watch?v=u8MIVAhIYcg

Appendix C: CLASS Overview

The information below can be found at:

<http://www.teachstone.org/about-the-class/class-organization/>

How is the CLASS™ tool organized?

At every age level, the CLASS™ measure focuses on interactions that support learning. No matter which age or grade level of the tool you use, developmentally appropriate interactions are organized into domains and dimensions:

Age/Grade Level	Emotional and Behavioral Support	Engaged Support for Learning	
Toddler	<ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Child Perspectives • Behavior Guidance 	<ul style="list-style-type: none"> • Facilitation of Learning and Development • Quality of Feedback • Language Modeling 	
Age/Grade Level	Emotional Support	Classroom Organization	Instructional Support
Pre-K	<ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives 	<ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning Formats 	<ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling
K-3	<ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives 	<ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning Formats 	<ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling
Upper Elementary	<ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student Perspectives 	<ul style="list-style-type: none"> • Behavior Management • Productivity • Negative Climate* 	<ul style="list-style-type: none"> • Instructional Learning Formats* • Content Understanding • Analysis and Inquiry** • Quality of Feedback • Instructional Dialogue • Student Engagement
Secondary	<ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity 	<ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning 	<ul style="list-style-type: none"> • Content Understanding • Analysis and Problem Solving

	<ul style="list-style-type: none">• Regard for Adolescent Perspectives	Formats	<ul style="list-style-type: none">• Quality of Feedback• Instructional Dialogue• Student Engagement
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*Classification Changes: Negative Climate (formerly in Emotional Support) and Instructional Learning Formats (formerly in Classroom Organization) have changed domains. Negative Climate is the third dimension in Classroom Organization; ILF is the first dimension in Instructional Support.

**Dimension Change: Analysis and Problem Solving has been renamed Analysis and Inquiry.

Appendix D: Map of CLASS Use



Source: Teachstone. <http://www.teachstone.org/about-the-class/>

Robert C. Pianta

417 Emmet Street South, PO Box 400260
Curry School of Education
University of Virginia
Charlottesville, VA 22904-4260
434-243-5481

pianta@virginia.edu
<http://curry.virginia.edu/pianta/>

Education

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

Professional Positions

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

Honors and Awards

Selected for Senior Scientist Award, Division 16, 2014 American Psychological Association.
Selected for the 2014 Early Childhood Excellence Award, Fordham University.
Named 2014 Distinguished Alumnus, Neag School of Education, University of Connecticut, Storrs, CT.
2013 Article of the Year, National Association of School Psychology, "Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System-Secondary."
Named one of the "Most Influential Scholars in Education Policy," 2013 RHSU Edu-Scholar Public Presence Ranking, *Education Week*.
Named one of the "Most Highly Cited Researchers of 2012," in the area of Psychology/Psychiatry, Web of Science (ISI).
Fellow, AERA Class of 2011.
Member, Advisory Board, *Parents Magazine*, 2008-present.
2007 Distinguished Alumnus Award, Psychology in the Schools Training Program, University of Minnesota, Minneapolis, MN.

Distinguished Guest Lecture Series in Early Childhood Education in China, Shanghai, China, April 2007.
 Panelist, *The Health of Democracy at Home and Abroad*, The Miller Center at the University of Virginia, Charlottesville, VA, September 30, 2006.
 2006 Harris Visiting Scholar, University of Minnesota, Minneapolis, MN, May 2006.
 100 Most Distinguished Alumni, College of Education and Human Development, University of Minnesota, Minneapolis, MN, 2006.
 Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC, 2005-2006.
 2004 ASHA Editor's Award, *American Journal of Speech Language Pathology*, American Speech-Language-Hearing Association.
 Novartis US Foundation Professor of Education, Curry School of Education, University of Virginia, 2003-present.
 Outstanding Professor of the Year 2003, Curry School of Education, University of Virginia.
 William Clay Parrish, Jr. Endowed Chair, Curry School of Education, University of Virginia, 2000-2003.
 Best Article Award, *Journal of School Psychology*, Society for the Study of School Psychology, 2003.
 AERA Review of Research Award, American Educational Research Association, April 2002.
 Lucille E. Michie Award, Curry Programs in Clinical and School Psychology, University of Virginia, 2001.
 Theodore D. Tjossem Memorial Lecture, Center for Human Development and Disability, University of Washington, 1997.
 Sesquicentennial Award, Center for Advanced Study, University of Virginia, 1993-1994.
 Fellow, Institute on Human Development and Psychopathology, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, Summer 1990.
 Graduate School Fellowship, University of Minnesota, 1981-1982, 1985-1986.
 Eva O. Miller Fellowship, University of Minnesota, 1983-1984.
 University Scholar, University of Connecticut, 1976-1978.

Selected Funded Research Grants

Kinzie, M., & Pianta, R. (2012-2016). *Efficacy of MyTeachingPartner Math Science*. Washington, DC: U.S. Department of Education. \$3,498,767.
 Pianta, R. C., & LoCasale-Crouch, J. (2011-2012). *New Designs for Teacher Preparation in PK-3*. Los Altos, CA: The David & Lucile Packard Foundation. \$50,000.
 Pianta, R. C., & Hamre, B. (2011). *Measures of Effective Teaching Spring Re-Scoring*. Seattle, WA: Bill & Melinda Gates Foundation. \$47,874.
 Pianta, R. C. (2011-2015). *Impact Evaluation of Teacher and Leader Evaluation Systems*. Washington, DC: American Institutes for Research. \$339,178.
 Pianta, R. C., Downer, J., & Hamre, B. (2010-2015). *National Center on Quality Teaching and Learning*. University of Washington. \$1,651,745.
 Williford, A. P., & Pianta, R. C. (2010-2014). *Examining the Efficacy of Banking Time*. Washington, DC: U.S. Department of Education. \$2,688,025.
 Pianta, R. C. (2009-2012). *Child Care and Early Education Quality Features*. Princeton, NJ: Mathematica Policy Research. \$76,601.
 Pianta, R. C. (2009-2011). *Improving Child Care Quality in Virginia: An Evolution of the Star Quality Initiative*. Washington, DC: U.S. Department of Health and Human Services Administration for Children and Families. \$49,871.
 Pianta, R. C., & Hamre, B. (2008-2012). *Toward an Understanding of Classroom Context: A Validation Study*. Princeton, NJ: Educational Testing Service. \$69,060.
 Pianta, R. C., Hamre, B., Downer, J., & Mashburn, A. (2007-2008). *Empirical and Theoretical Issues in Classroom Observation*. New York: W. T. Grant Foundation. \$200,000 direct costs.
 Kinzie, M., & Pianta, R. C. (2007-2011). *Mathematics and Science for At-Risk Children*. Washington, DC: U.S. Department of Education. \$1,772,797 direct costs.
 Pianta, R. C. (2006-2012). *National Center for Research on Early Childhood Education*. U.S. Department of Education. \$12,395,073.
 Allen, J. P., & Pianta, R. C. (2006-2010). *Recasting the Secondary School Classroom as a Context for Positive Youth Development*. New York: W. T. Grant Foundation. \$1,251,445 direct costs.

- Pianta, R. C., Justice, L., & Hamre, B. (2006-2010). *Education Research and Development Centers*. Washington, DC: U.S. Department of Education. \$8,443,000 direct costs.
- Pianta, R. C. (2006-2007). *Appalachian Regional Educational Lab/CNAC*. Washington, DC: The CNA Corporation. \$191,466 direct costs.
- Pianta, R. C. (2006-2007). *MyTeachingPartner Pilot in Greater Richmond*. Richmond, VA: United Way of Greater Richmond. \$36,245 direct costs.
- Pianta, R. C. (2006-2007). *Professional Development Training and Evaluation in Wyoming Preschools*. Cheyenne, WY: Wyoming Department of Education. \$14,349 direct costs.
- Pianta, R. C. (2006). *Early Educational Opportunities and Learning Outcomes in Virginia*. Richmond, VA: Virginia Department of Education. \$15,000 direct costs.
- Pianta, R. C. (2005-2012). *Observational assessment of young children's competence*. Washington, DC: National Institute of Child Health and Human Development. \$1,662,543 direct costs.
- Justice, J., Pence, K., Wiggins, A., Rimm-Kaufman, S., Fan, X., & Pianta, R. C. (2005-2008). *Efficacy of Conversational Responsiveness Preschool Intervention*. Washington, DC: U. S. Department of Education, Institute of Education Sciences: Field-Initiated Evaluation Competition. \$1,400,000 direct costs.
- Pianta, R. C. (2004-2007). *Standardized classroom observations from pre-k to 3rd grade: A mechanism for improving classroom quality and practices, consistency of P-3 experiences, and child outcomes*. New York: Foundation for Child Development. \$200,000 direct costs.
- Justice, L., Kaderavek, J., Rimm-Kaufman, S., Fan, X., Invernizzi, M., & Pianta, R. C. (2005-2009). *Print referencing efficacy*. U.S. Department of Education, Institute of Educational Sciences: Reading Scale-Up Competition. \$2,299,967 direct costs. Co-Investigator.
- Pianta, R. C. (2005-2007). *The NICHD Study of Early Child Care and Youth Development. Phase IV*. U-10 HD 25449. \$596,309 direct costs.
- Pianta, R. C. (2005-2006). *Professional development training and evaluation in Wyoming preschools*. Wyoming Department of Education. \$33,900 direct costs.
- Pianta, R. C., & Hamre, B. (2004-2006). *APA/IES Postdoctoral Education Research Training Fellowship*. American Psychological Association, Washington, DC. \$110,000 direct costs.
- Pianta, R. C., Kinzie, M., Justice, L., Pullen, P., Fan, X., & Lloyd, J. (2003-2008). *Web Training: Pre-K Teachers, Literacy, and Relationships*. Effectiveness of Early Childhood Program, Curricula, and Interventions, National Institute of Child Health and Human Development. \$3,717,837 direct costs.
- Justice, L., Pianta, R. C., Rimm-Kaufman, S. (2003-2007). *Short- and long-term outcomes of the language-focused curriculum for Head Start children*. U.S. Department of Education, Institute of Educational Sciences. \$993,763 direct costs. Co-Investigator.
- Pianta, R. C. (2004-2006). *National Center for Early Development and Learning. State-Wide Early Education Program Study (SWEEP)*. Subcontract to the University of North Carolina—Chapel Hill. Office of Educational Research and Improvement, U.S. Department of Education. \$133,346 direct costs.
- Pianta, R. C. (2004-2005). *The NICHD Study of Early Child Care and Youth Development: Phase III*. U-10 HD 25449. \$3,219,000 direct costs.
- Pianta, R. C. (2001-2004). *National Center for Early Development and Learning*. Subcontract to the University of North Carolina—Chapel Hill. Office of Educational Research and Improvement, U.S. Department of Education. \$1,288,604 direct costs.
- Pianta, R. C. (1999-2004). *The NICHD Study of Early Child Care and Youth Development*. Extension of Cooperative Agreement U-10 HD 25449. \$3,219,000 direct costs.
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- Pianta, R. C., DeCoster, J., Cabell, S. Q., Burchinal, M., Hamre, B. K., Downer, J. T., & Howes, C. (in press). Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly*.
- Sabol, T. J., & Pianta, R. C. (in press). Do standard measures of preschool quality used in statewide policy predict school readiness? *Education Finance and Policy*.

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Book Chapters

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Other Publications

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- Pianta, R. C., & Hadden, D. S. (2008, June). What do we know about the quality of early education settings: Implications for research on teacher preparation and professional development. *State Education Standard*, 20-27.
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- Pianta, R. (1985). Intelligence or intelligences: How we think about ability. *Early Report*, 12, 1-3.

Dissertation

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

Measures and Materials

- Pianta, R. C., La Paro, K., & Hamre, B. (2008). *Classroom Assessment Scoring System—PreK [CLASS]*. Baltimore: Brookes Publishing.
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- Pianta, R. C., & Kraft-Sayre, M. E. (2000). *A program for enhancing the transition to kindergarten: Linking families, schools, and children*. The National Center for Early Development and Learning, University of North Carolina—Chapel Hill, NC.
- Pianta, R. C., Bunosky, L., Fitz, M., Hamre, B., Kraft-Sayre, M., & Steinberg, D. R. (1999). *Teacher relationship interview coding manual*. Charlottesville, VA: University of Virginia.
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Special Issues of Journals Edited

- Developmental perspectives on school outcomes for risk and non-risk populations. (1997). Special Issue of the *Journal of School Psychology*, 35(1).
- Developmental perspectives and the practice of school psychology. (1996). Special Issue of the *Journal of School Psychology*, 34(3).
- Beyond the parent: The role of other adults in children's lives. (1992). *New Directions in Child Development*, Vol. 57. San Francisco: Jossey-Bass.

Selected Presentations/Conferences

- Pianta, R. C. (2014, June). Keynote: *Ensuring children's success in school: Effective teacher-child interactions in early education*. International Conference on Child Development in School & Community Settings: Research and its practical implications. Center for Research, Development and Education, Rotterdam, The Netherlands.
- Pianta, R. C. (2014, April). Keynote: *Elevating the capacity of classroom experiences for promoting students' learning and development: Observation and improvement of teacher-child interactions*.

- Young Child Expo/Conference, Fordham University, New York, NY.
- Ruzek, E. A., Hafen, C. A., Hamre, B. K., & Pianta, R. C. (2014, April). *Combining classroom observations and value-added for the evaluation and professional development of teachers*. AERA Annual Conference, Philadelphia, PA.
- Pianta, R. C. (2014, April). *Improving impacts of classrooms: Professional development and classroom observation*. LIFE Conference, International Max Planck Research School, University of Virginia.
- Pianta, R. C. (2014, March). Colloquium: *Improving impacts of classrooms: Professional development and classroom observation*. University of Delaware, Newark, DE.
- Pianta, R. C. (2014, January). *Early childhood 2.0: Access, quality, and scalable impact*. ECES Early Childhood Action Team, New Profit, Inc. New York, NY.
- Pianta, R. C. (2013, December). *Making the most of early learning settings: Ensuring quality for the classroom and home visiting*. National Conference for State Legislatures (NCSL) Early Learning Fellows, Washington, DC.
- Pianta, R. C. (2013, October). Keynote: *Risky teacher-student relationships—Analyses and interventions*. Pre-Conference Workshop: *Investigating and improving teacher-student relationships in the classroom*. Teacher-Student Relationships within the Educational System; German Institute for Human Rights and the University of Potsdam. Potsdam, Germany.
- Pianta, R. C. (2013, July). Dean's Lecture: *Improving impacts of classrooms: Professional development and observation of teacher-student interactions*. University of Melbourne, Australia.
- Pianta, R. C. (2013, July). Keynote: *Elevating the capacity of classroom experiences for promoting students' learning and development: Observation and improvement of teacher-child interactions*. Social Psychology of the Classroom Conference, Auckland, New Zealand.
- Pianta, R. C. (2013, May). Guest Speaker: *The critical need for an integrated early childhood & K-12 education strategy*. Education Counsel and the national Public Education Support Fund (NPESF), Washington, DC.
- Pianta, R. C. (2013, May). Keynote: *Improving impacts of classrooms: Professional development and classroom observation*. University of Florida College of Education and Miami-Dade County Public Schools Retreat, Tampa, FL.
- Pianta, R. C. (2013, April). Discussant and Presenter, Society for Research in Child Development, Seattle, WA.
- Pianta, R. C. (2013, April). Discussant and Presenter, Virginia Department of Education Retreat. University of Virginia, Charlottesville.
- Pianta, R. C. (2013, April). Invited Presenter. *Tom Talks: Innovate Charlottesville. Innovate the World*. Charlottesville, VA.
- Pianta, R. C. (2013, February). Keynote speaker, Community Breakfast, Children, Youth, & Family Services, Charlottesville, VA
- Pianta, R. C. (2012, October). *Improving impacts of classrooms: Professional development and classroom observation*. University of California, Berkeley, CA.
- Pianta, R. C. (2012, September). Robbie Case Public Lecture: *Elevating the capacity of classroom experiences for promoting students' learning and development: Observation and improvement of teacher-student interactions*. University of Toronto, Ontario, Canada.
- Pianta, R. C. (2012, September). *The cost factor: Making evaluation systems more efficient*. Panelist, Revisiting Teacher Evaluation: A Leadership Forum on Using Data to Improve Teaching and Learning. Carnegie Foundation for the Advancement of Teaching, Washington, DC.
- Pianta, R. C. (2012, July). *How much faith should we have in observation as an evaluation tool? What have we done right and wrong when it comes to observation?* Discussant. Teacher Quality 2.0: Getting evaluation design right: Developing and implementing better educator evaluation systems. American Enterprise Institute for Public Policy Research, Washington, DC.
- Pianta, R. C. (2012, June). *Improving and understanding impacts of classrooms: Teacher-child interaction, observation and professional development*. Canadian Institute for Advanced Research: Experience-Based Brain and Biological Development, Ontario, Canada.
- Pianta, R. C. (2012, June). *Design of 21st century school model*. Bahcesehir University, Istanbul, Turkey.
- Pianta, R. C. (2012, June). *Experience-based brain and biological development program*. Canadian Institute for Advanced Research, Alton, Ontario.
- Pianta, R. C. (2012, June). Invitee: *Early learning roundtable*. U.S. Department of Education, Washington, DC.

- Pianta, R. C. (2012, May). *What does it take to improve quality and impact of early care and education?* Educational Testing Services, Princeton, NJ.
- Pianta, R. C. (2012, April). *Building the relational capacity of early care and education*. Zero to Three Conference, Washington, DC.
- Pianta, R. C. (2012, March). William C. Friday Distinguished Lecture: *Improving impacts of classrooms: Professional development and classroom observation*. University of North Carolina at Chapel Hill.
- Pianta, R. C. (2012, March). *What does it take to improve quality and impact of early care and education?* Educare Learning Network meeting, Kansas City, MO.
- Pianta, R. C. (2012, March). Panelist: *Observations and teacher effectiveness, Multiple measures of effective teaching*. SREE Spring 2012 Conference, Washington, DC.
- Pianta, R. C. (2011, May). Keynote: *What do we know about quality? What works to improve quality and produce better child outcomes?* National Smart Start Conference, Greensboro, NC.
- Pianta, R. C. (2011, April). *Using observation to improve teaching and learning*, Inaugural Symposium, University of Virginia, Charlottesville, VA. Pianta, R. C. (2011, April). Discussant and Presenter, *Changing classroom processes and practices to improve outcomes for students: Intervention strategies and outcomes; Interplay between biological and behavioral reactivity and social experiences across different school contexts; Effective approaches for improving quality and school readiness*, Society for Research in Child Development Conference, Montreal, Canada.
- Pianta, R. C. (2011, March). *Frameworks for using QRIS data to improve quality: Systems, program and alignment*, 2011 National QRIS Conference, Washington, DC. Also presented at Florida Early Learning Advisory Council meeting, Tampa, FL, June 2011.
- Pianta, R. C. (2011, March). *Building better teachers: Academic, social, and emotional benefits of positive student-teacher interaction*. Atlanta Speech School, Atlanta, GA.
- Pianta, R. C. (2011, March). *Access and quality: Ensuring impacts of investments in early education and care*. First 5 California and the Water Cooler Joint Conference on Early Learning, Research, Practice, and Policy. Consultant to First 5 California, Sacramento, CA. Also presented at University of Pennsylvania, Philadelphia, PA, January 2011.
- Pianta, R. C. (2011, February). *Improving impacts of classrooms: Professional development and classroom observation*, NASP Convention-Distinguished Lecture, San Francisco, CA.
- Pianta, R. C. (2011, February). *Building better teachers: Transforming P-12 education*, Head Start Summit, Baltimore, MD.
- Pianta, R. C. (2011, January). *Using standardized observation to measure and improve teacher effectiveness*, U.S. Department of Education, Washington, DC.
- Pianta, R. C., & Allen J. P. (2010, December). *My Teaching Partner: Impacts and classroom practices and students*, William T. Grant Foundation Intervention Grantees Meeting, Washington, DC.
- Pianta, R. C. (2010, November). *National Center for Research on Early Childhood Education findings*. Fifth Annual Leadership Symposium, National Center for Research on Early Childhood Education, Arlington, VA.
- Pianta, R. C. (2010, October). Co-Chair, National Expert Panel: *The importance of integrating developmental sciences knowledge into educator preparation curriculum*. NCATE Developmental Sciences Briefing, Washington, DC.
- Pianta, R. C. (2010, August). *Building an effective early education system: High-quality classrooms and supportive transitions*, The University of Tokyo, Tokyo, Japan.
- Pianta, R. C. (2010, July). Panelist: *The state of pre-K research: Advances made and unanswered questions*. Partner Network Meeting, Pre-K Now, Washington, DC.
- Pianta, R. C. (2010, July). *Access to quality: The key issue in ensuring impacts of early childhood education and care investments*. Birth to Five Policy Alliance National Meeting, Denver, CO.
- Pianta, R. C. (2010, June). *Caregivers and children: Understanding relationships, understanding development*. Head Start's Tenth National Research Conference, Washington, DC.
- Pianta, R. C. (2010, May). *Quality and impacts of pre-K: Observing and improving teacher-child interactions*. The Texas School Ready! Summit, Children's Learning Institute, Austin, TX.
- Pianta, R. C. (2010, April). *Classroom observation at scale: Classroom Assessment Scoring System (CLASS)*. Teacher Evaluation Working Group, The Parthenon Group, Memphis, TN.
- Pianta, R. C. (2010, April). Barbara Lemann Lecture: *Improving impacts of classrooms: Professional development and classroom observation*. Tulane University Health Sciences Center, New Orleans, LA. Also presented at The Institute for Research on Education Policy & Practice Colloquium,

- Stanford University School of Education, Stanford, CA; Bank Street College of Education, New York, NY, February 2009; New York University Proseminar, New York, NY, September 2009; Center for Developmental Science, University of North Carolina at Chapel Hill, October 2010; Georgia State University, Atlanta, GA, October 2010; American Psychological Association Division 15 - Educational Psychology Program, Washington, DC, August 2011; and Rutgers Edward J. Bloustein School of Planning and Public Policy, New Brunswick, NJ, November 2011.
- Pianta, R. C. (2010, March/April). Discussant and Presenter, *Coaching and coursework impacts on preschool teachers' interactions with children*, Society for Research in Child Development Conference, Montreal, Canada.
- Pianta, R. C. (2010, February). Keynote: *Improving classroom impact*. Association Montessori International – USA, Jacksonville, FL.
- Pianta, R. C. (2009, December). *Standardized observation and improvement of teacher-child interactions: CLASS and MyTeachingPartner*. National Summit on the Science of Professional Development in Early Childhood Education, Georgetown University, Washington, DC.
- Pianta, R. C., & Comer, J. (2009, November). National Expert Panelist, *The lack of application of child and adolescent development knowledge and how this hinders student learning in schools*, NCATE/FCD, Washington, DC.
- Pianta, R. C. (2009, November). *Classroom experiences and learning outcomes for DLL students: An agenda for educators, practitioners, and policymakers*, National Center for Research on Early Childhood Education, Arlington, VA.
- Pianta, R. C. (2009, November). *Standardized observation of teachers' interactions with children: The Classroom Assessment Scoring System; Improving the quality and impact of teacher-child interactions: MyTeachingPartner, The Initiative for Applied Education Research*, Jerusalem, Israel.
- Pianta, R. C. (2009, October). *Impact of high-quality Pre-K on longer term outcomes and school systems*. First Five Years Fund Panel Discussion, Washington, DC.
- Pianta, R. C. (2009, October). Panelist and Discussant: *How has/should a developmental perspective inform the field of prevention science?* 36th Minnesota Symposium on Child Psychology, Minneapolis, MN.
- Pianta, R. C. (2009, February). *Kids & teachers: What makes for success in school*, Venable PTO, Charlottesville, VA.
- Pianta, R. C. (2008, December). *Making the most of early learning: Children and teachers in the classroom*, National Conference of State Legislatures, Atlanta, GA.
- Pianta, R. C., Burchinal, M., Hamre, B., & Meisels, S. (2008, November). *Enhancing the quality of teacher-child interactions and their effects on children's learning*, NAEYC Conference, Dallas, TX.
- Pianta, R. C. (2008, November). *Instructional, organizational, and emotional support for achievement*, Education Trust Conference, Washington, DC.
- Pianta, R. C., & Bowman, B. (2008, November). *Effective professional development with early education teachers preK-3*, Institute on Pre-K, Harvard University, Boston, MA.
- Pianta, R. C. (2008, November). *Looking inside classrooms: What do we know about quality teaching?* Education Policy Initiative, University of Michigan, Ann Arbor, MI.
- Pianta, R. C. (2008, October). Expert Panelist, *Evolution of teaching*, NASBE Annual Conference, Arlington, VA.
- Pianta, R. C. (2008, October). *Increasing the application of knowledge about child and adolescent development and learning in educator preparation*, NCATE/FCD National Expert Panel, Arlington, VA.
- Pianta, R. C. (2008, October). Presenter and Expert Panelist, *Strategies for professional development of the early childhood workforce: What are we learning from research?*, A Working Meeting on Recent School Readiness Research: Guiding the Synthesis of Early Childhood Research, NCATE, Washington, DC.
- Pianta, R. C. (2008, September). Panelist, Connecticut Governor's Forum: *Linking ready kids to ready schools*, Hartford, CT.
- Pianta, R. C., & Downer, J. (2008, June). *Improving the quality of teacher-child interactions through focused observation and consultation: MyTeachingPartner*. National Association for the Education of Young Children, New Orleans, LA.
- Pianta, R. C., & Downer, J. (2008, June). *Improving the quality of teacher-child interactions through focused observation and consultation: MyTeachingPartner*. National Association for the Education of Young Children, New Orleans, LA.

- Pianta, R. C. (2008, June). *Classroom interactions, credentials, and child outcomes: Improving early education*, Head Start's Ninth National Research Conference, Washington, DC.
- Pianta, R. C. (2008, May). National Expert Panel for NCATE, *Increasing the application of knowledge about child and adolescent development in educator preparation programs*, Washington, DC.
- Pianta, R. C., & Hamre K. (2008, May). *Conceptualization, measurement, and improvement of classroom processes: Standardized observation as a metric for teacher quality and effectiveness*, Conference on Teacher Quality, Northwestern University, Evanston, IL.
- Pianta, R. C. (2008, April). *Opportunity in early education: Improving the quality of teacher-child interactions through classroom observation and professional development*, University of Nebraska, Lincoln, NE.
- Pianta, R. C. (2008, April). Keynote: *How can we improve child outcomes in Head Start through teacher-child relationships?* National Head Start Association, Nashville, TN.
- Pianta, R. C. (2008, April). *The value of teacher/child relationships in improving child outcomes*. National Head Start Association Conference, Nashville, TN.
- Pianta, R. C. (2008, March). Roundtable discussion, *Identifying thresholds of preschool quality that maximize children's development*, SREE, Crystal City, VA.
- Douglas, K., Roller, C., & Pianta, R. (2008, March). *The science of observing child-teacher interactions in PK-3rd grade classrooms*. American Educational Research Association, New York, NY.
- Henry, A., Mashburn, A., Grimm, K., & Pianta, R. (2008, March). *Identifying thresholds of preschool quality that maximize children's development*. Poster/roundtable discussion. Annual Research Conference, Society for Research on Educational Effectiveness, Crystal City, VA.
- Pianta, R. (2008, January). *Developing the next wave of quality measures for early childhood and school-age programs*. Presenter/Panelist, Office of Planning, Research and Evaluation and the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Washington, DC.
- Pianta, R. (2007, December). *School readiness and the transition to kindergarten in the era of accountability*. Faculty Author Series, University of Virginia, Colonnade Club, Charlottesville, VA.
- Pianta, R. (2007, November). *School readiness and the transition to kindergarten*. Charlottesville Preschool, Charlottesville, VA.
- Meisels, S., Pianta, R., Jones, J., & Moore, M. (2007, November). *How assessment and standards can support states' learning goals for young children*. NAEYC 2007 Annual Conference & Expo, Chicago, IL.
- Pianta, R., (2007, September). Participant, Wingspread Conference, *Using research to improve outcomes for young children: Challenges, strategies, and effective action*. Sponsored by The Johnson Foundation, NAEYC, and SRCED, Racine, WI.
- Pianta, R. (2007, September). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. Minnesota State Department of Education, Minneapolis, MN.
- Pianta, R. (2007, September). *How can research and practice in school psychology matter for helping students and teachers?* 2007 Distinguished Alumni Presentation, University of Minnesota, Minneapolis, MN.
- Pianta, R. (2007, September). *Quality in early care and education: It's all about relationships*. McEvoy Lecture, University of Minnesota, Minneapolis, MN.
- Pianta, R. (2007, July). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. International Attachment Conference, Braga, Portugal.
- Pianta, R. (2007, July). *Covering pre-k: Finding stories that truly matter*. Harold W. McGraw Jr. Annual Seminar for Reports New to the Education Beat, Hechinger Institute on Education and the Media, New York, NY.
- Pianta, R. (2007, July). *Effects of web-mediated professional development*. School Reform and Beyond Design Conference, Ann Arbor, MI.
- Pianta, R. (2007, June). *Aligning children's development with teacher competencies*. The Governor's Early Childhood Summit: Aligning the Continuum of Early Childhood Development, Richmond, VA.
- Pianta, R. (2007, May). Keynote: *Conversations to make the most of early childhood education*. Ready at Five Partnership School Readiness Symposium, Columbia, MD.
- Pianta, R. (2007, April). Distinguished Guest Lecture Series, East China Normal University, Shanghai, China.

- Lima, Olivia, Downer, J., Pianta, R., Houlihan, E., & Hamre, B. (2007, March). *Observational assessment of children in a preschool environment*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Downer, J., Hamre, B., Pianta, R., & Hadden, S. (2007, March). *Predicting the quality of teacher-child interactions in pre-kindergarten classrooms: Patterns across activity settings*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Mashburn, A., Pianta, R., Downer, J., & Hamre, B. (2007, March). *MyTeachingPartner: Effects of a web-based intervention to improve teacher quality*. Poster symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Jerome, E. M., Hamre, B. K., & Pianta, R. C. (2007, March). *Teacher-child relationships from kindergarten to sixth grade: Trajectories of conflict and closeness*. Student poster symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Hamre, B. K., & Pianta, R. C. (2007, March). *Growth models of classroom quality over the course of the year in preschool programs*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Driscoll, K., & Pianta, R. (2007, March). *Banking time in Head Start: Effectiveness of an intervention designed to promote supportive teacher-child relationships*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Wilson, H. K., Pianta, R. C., & Stuhlman, M. W. (2007, March). *The role of classroom climate in the development of social competencies in the first grade*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Mashburn, A., Hamre, B., Pianta, R., & Downer, J. (2007, March). *Three dimensions of child-teacher interactions in PK-third grade classrooms*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Pianta, R., & Hamre, B. (2007, March). *Using web-based feedback to improve teacher-child interactions in pre-kindergarten*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Jacobson, L., & Pianta, R. (2007, March). *Executive function skills and children's academic and social adjustment to middle school*. Poster, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- LoCasale-Crouch, J., & Pianta, R. C. (2007, March). *Systemic, standardized observation in early childhood teacher development*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Pianta, R. C. (2007, February). *Using classroom observations to assess the quality of teacher-student interactions*. Classroom Measurement Meeting, sponsored by The Spencer Foundation & W. T. Grant Foundation, Chicago, IL.
- Pianta, R. C. (2007, January). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. Great Expectations Conference, sponsored by the Chicago Metro AEYC and the Erikson Institute, Chicago, IL.
- Pianta, R. C. (2007, January). *Quality issues in early childhood teacher preparation*. Faculty Forum: Early Childhood Quality Network and Ohio Department of Education, Columbus, OH.
- Pianta, R. C. (2006, November). *NAECS/SDE: Making early education opportunities work for kids and teachers: Professional development and observation*. NAEYC Annual Conference, Atlanta, GA.
- Pianta, R. C. (2006, November). *Updates from the Interagency School Readiness Consortium: Lessons learned about providing professional development*. NAEYC Annual Conference, Atlanta, GA.
- Pianta, R. C. (2006, November). *Ready schools: Transition practices and quality classrooms*. Pre-kindergarten Staff Development Day, Norfolk, VA. Sponsored by United Way of South Hampton Roads, Norfolk Public Schools, and Smart Beginnings South Hampton Roads Coalition.
- Pianta, R. C. (2006, September). Invited panelist, *The health of democracy at home and abroad*, The Miller Center and the University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2006, June). *Observing interactions in classrooms: Experiences from two national-level studies*. National Children's Study Federal Advisory Committee Meeting, Bethesda, MD.
- Pianta, R. C. (2006, May). *Transition planning and ready schools: Frameworks, policies, and practices for connecting families, programs, and schools*. Milwaukee United for Successful Transitions. Milwaukee Public Schools, Milwaukee, WI.

- Konold, T. R., & Pianta, R. C. (2006, April). *Measuring method variance in child behavior observations: A comparison of mothers, fathers, and teachers*. American Educational Research Association (Division E), San Francisco, CA.
- Pianta, R. C. (2006, April). *Enhancing the transition to kindergarten: Linking children, families, and schools*. Fairfax Future: Investing in School Readiness, Fairfax, VA.
- Pianta, R. C. (2006, January). *Observations in classrooms: Implications and outcomes*. National Association of State Boards of Education, Alexandria, VA.
- Pianta, R. C. (2006, January). *Going to kindergarten: Key skills and experiences*. Success by 6 Summit, Coalition of the Shenandoah Valley, James Madison University, Harrisonburg, VA.
- Pianta, R. C. (2005, November). *Kids and teachers: The ingredients of success in school*. Florida Educational Research Association, Miami, FL.
- Pianta, R. C. (2005, October). *Ready schools: Transition practices and quality classrooms*. Indiana Institute on Disability and Community / Early Childhood Center, Indiana University, Indianapolis, IN.
- Pianta, R. C. (2005, May). Keynote, Workshop Leader: *Ready schools: Transition practices and quality classrooms*, Massachusetts Department of Education, Marlboro, MA.
- Pianta, R. C. (2005, April). Discussant, Paper Symposium: *Kindergarten experiences and early academic trajectories: New evidence from the ECLS-K*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Chair, Paper Symposium: *What can the study of schools and schooling contribute to understanding development and how it can be studied?* Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Co-author, Paper Symposium: *State prekindergarten systems: Linking policies, implementation, quality, and child outcomes*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Participant, Discussion Hour: *Overcoming obstacles in conducting school-based research*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Co-author, Paper Symposium: *Early child care and children's development in the primary grades: Results from three large longitudinal studies*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Discussant, Paper Symposium: *Antecedents of the early teacher-child relationship*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Pianta, R. C. (2005, April). Co-author, Poster Session: *Classroom process and early achievement*. Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.
- Early, D., Bryant, D., Howes, C., Burchinal, M., Pianta, R., Clifford, R., & Barbarin, O. (2005, April). Paper Symposium: *Ready to learn? Predictors of children's gains in pre-kindergarten programs and the implications for policy*. Society for Research in Child Development, Atlanta, GA.
- Downer, J., La Paro, K., Rimm-Kaufman, S., & Pianta, R. (2005, April). Poster: *Teacher-child behaviors in the kindergarten classroom: A two-level analysis*. Society for Research in Child Development, Atlanta, GA.
- Pianta, R. C. (2005, March). *Kids and teachers: What makes for success in school?*, Engaging the Mind, UVA's Statewide Community Lecture Series, University of Virginia, Charlottesville, VA.
- Pianta, R. (2004, November). *What's going on in pre-k and primary grade classrooms?* The Pew Seminar on Coverage of Early Childhood Education, Hechinger Institute on Education and the Media, Columbia University, Singer Island, FL.
- Pianta, R. C. (2004, November). *School as context for development: Readiness and relationships*. The School Readiness Conference, Family Life Project, University of North Carolina at Chapel Hill.
- Pianta, R. C. (2004, June). *NCEDL's multi-state study of pre-kindergarten: Characteristics, quality, & practices*. Head Start's 7th National Research Conference, Washington, DC.
- Pianta, R. C. (2004, April). *Ready schools: The transition to school and quality of experiences in K-12 classrooms*. NIH Human Development Conference, Fairfax, VA.
- Pianta, R. C. (2004, March). *Research on child-teacher relationships, classroom process, and observation: Toward aligning accountability, professional development, and access to quality*. School of Education, University of Wisconsin, Madison, WI.
- Pianta, R. C. (2004, February). *Going to kindergarten: Transition models and practices*. Transition Forum, Child and Family Policy Center, Association for Children of New Jersey, New Jersey Education Association, and the New Jersey Department of Education, Rutgers University, NJ.

- Pianta, R. (2004, February). *Conceptualizing and assessing readiness from both sides: What we know about children and classrooms at entry to school*. Panel member, presenter. American Association for the Advancement of Science, Seattle, WA.
- Pianta, R. (2004, January). *Children's experiences in pre-k, kindergarten, and early elementary classrooms*. National Association of State Boards of Education, Alexandria, VA.
- Pianta, R. C. (2003, November). *Going to kindergarten: Transition models and practices*. University of Western Sydney, Sydney, Australia.
- Pianta, R. C. (2003, October). *Social and relational processes in elementary school classrooms*. Center for Children, Relationship, and Culture. University of Maryland, College Park, MD.
- Pianta, R. C. (2003, October). *Social and relational processes in elementary school classrooms*. Human Development and Psychology, Graduate School of Education, Harvard University, Cambridge, MA.
- Pianta, R. C. (2003, May). *Enhancing the transition to kindergarten: Linking children, families, and schools*. Keynote address. Responsive Full-Day Kindergartens: Preparing for Children and Families, Massachusetts Department of Education, Marlboro, MA.
- Pianta, R. C. (2003, May). *Going to kindergarten: Transition models and practices and quality of classroom settings*. Fourth National Meeting of the School Readiness Indicators Initiative, Kansas City, MO.
- Pianta, R. C. (2003, May). *Observing in early educational classrooms: Lessons for policy, educational research, and the future of professional development*. Northwestern University, Evanston, IL.
- Pianta, R. C. (2003, May). *Quality of teacher-child relationships: The implications of observational research for re-designing professional development*. Spring Scientific Meeting: Relationship-based child care; What we know and what we need to know. Zero to Three: National Center for Infants, Toddlers and Families, Washington, DC.
- Pianta, R. C. (2003, April). *Large-scale observations of first and third grade classrooms: What kids and teachers do and whether it relates to teachers' credentials and experience*. Curry Spring Speaker Series on Risk and Prevention, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. (2003, April). *Starting school from low-income homes*. Discussant. Society for Research on Child Development, Tampa, FL.
- Pianta, R., & Early, D. (2003, April). *Preschool teachers and classrooms: Results from the National Center for Early Development and Learning Six-State Study*. The Child-Care Workforce. Society for Research on Child Development, Tampa, FL.
- Wiechel, J., Pianta, R., Hughes, K., Espinosa, L., & Eagertson, H. (2002, November). *Kindergarten: Gate or gateway?* President's Seminar, National Association for the Education of Young Children, New York, NY.
- Bryant, D., Clifford, R., Early, D., Pianta, R., Ritchie, S., Trammel, C., Hawley, S., French, A., Gallagher, C., Denno, D., & Henderson, K. (2002, November). *What is Pre-K? Preliminary findings from a six state pre-kindergarten study*. National Association for the Education of Young Children, New York, NY.
- Pianta, R. C. (2002, October). *Experiences in P-3 classrooms: The implications of observational research for redesigning early education*. Foundation for Child Development, New York, NY.
- Pianta, R. C. (2002, September). *Research that matters for children and families: Interdisciplinary, large-scale long-term studies in community-based settings*. Texas A&M University, College Station, TX.
- Pianta, R. C. (2002, April). *Validity and value of research on the transition of children into kindergarten—What parents need to know*. Symposium presented at the American Educational Research Association, New Orleans, LA.
- Pianta, R. C. (2002, March). *Transition to school: Building links among families, schools, and communities*. Maryland Department of Education, Howard County, MD.
- Pianta, R. C. (2002, March). *It's about child care and so much more....* Congressional Briefing: The Congressional Child Care Caucus. Consultant to the Society for Research in Child Development and the American Psychological Association, Washington, DC.
- Pianta, R. C. (2001, September). *Relationships between teachers and children: Effects on child outcomes and implications for research, practice, and policy*. Department of Psychology, University of South Carolina, Columbia, SC.
- Pianta, R. C. (2001, August). *Early teacher-child relationships and children's social and academic performance through eighth grade*. Xth European Conference on Developmental Psychology, Uppsala, Sweden.

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

MA.

- Pianta, R., Rimm-Kaufman, S., Sayre, M., La Paro, K., & Hamre, B. (1999, June). *Research studies on the transition to kindergarten*. Poster presented at the Annual Project Directors' Meeting, NIECDE, Washington, DC.
- Weiss, K. L., Pianta, R. C., & Marvin, R. S. (1999, April). *Patterns of family adaptation to childhood chronic illness*. Poster presented at the Seventh Florida Conference on Child Health Psychology, Gainesville, FL.
- Burgess, K., Lundgren, K., Lloyd, J., & Pianta, R. C. (1998, December). *Literacy instruction for at-risk preschoolers: Self-reported teacher beliefs and practices*. Paper presented at the National Reading Conference, Austin, TX.
- Rimm-Kaufman, S. E., & Pianta, R. C. (1998, July). *Differences in family involvement between kindergarten and preschool*. Poster presented at Head Start's Fourth National Research Conference, Washington, DC.
- Pianta, R. C. (1998, April). *A national perspective on entry to school: The National Center for Early Development and Learning's Transition Practices Survey*. Symposium presented at the American Educational Research Association Annual Meeting, San Diego.
- Rimm-Kaufman, S., Pianta, R. C., & Cox, M. J. (1998, April). *Teacher judgments of success in the transition to kindergarten*. Paper presented at the American Educational Research Association Annual Meeting, San Diego.
- Early, D., & Pianta, R. C. (1998, April). *Kindergarten transition practices: Relations with teacher and classroom characteristics*. Paper presented at the American Educational Research Association Annual Meeting, San Diego.
- Pianta, R. C. (1997, April). *The effects of early deprivation: Investigations of a continuum of caregiving experiences*. Symposium discussant, Biennial meeting of the Society for Research in Child Development, Washington, DC.
- Pianta, R. C. (1997, April). *Family relationships in children with disabilities and chronic medical conditions*. Theodore D. Tjossem Memorial Lecture, Center on Human Development and Disability, University of Washington, Seattle, WA.
- Pianta, R. C. (1997, April). *Assessing parents' representational models of relationships with their children*. Theodore D. Tjossem Memorial Workshop, Center on Human Development and Disability, University of Washington, Seattle, WA.
- Pianta, R. C. (1996, April). *Social influences on school adjustment*. Symposium discussant. Annual meeting of the American Educational Research Association. New York, NY.
- Pianta, R. C. (1996, April). *Children's relationships with teachers: Assessment, continuity, and linkages with school adjustment*. Symposium discussant. Annual meeting of the American Educational Research Association. New York, NY.
- Pianta, R. C. (1996, March). *Relationship-based approaches in early intervention*. School of Education, University of North Carolina at Chapel Hill.
- Pianta, R. C. (1995, October). *Relationship-based psychopathology in the preschool years*. Paper presented at the annual meetings of the American Academy of Child and Adolescent Psychiatry. New Orleans, LA.
- Pianta, R. C., Morog, M. C., & Marvin, R. S. (1995, March). *Adult attachment status and mothers' behavior with their spouses*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Pianta, R. C. (1995, March). *The Pictorial Scale of Perceived Competence and Acceptance: A discussion*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.
- Pianta, R. C. (1994, October). *Relationships, risk, and chronic illness in children*. Institute of Child Development, University of Minnesota.
- Morog, M. C., Pianta, R. C., & Marvin, R. S. (1994, October). *Adult attachment status, parents' reaction to diagnosis, and child attachment status in children with a disability*. Paper presented at International Conference on Attachment, Toronto.
- Pianta, R. C., & Marvin, R. S. (1994, September). *Parent-child interaction patterns*. Paper/workshop presented at the Epilepsy Foundation of America National Leadership Conference, Alexandria, VA.
- Pianta, R. C. (1994, March). *Attachment and parenting in children with cerebral palsy*. Grand Rounds, Department of Pediatrics, Methodist Hospital, St. Louis Park, MN.

- Pianta, R. C. (1994). *Relationship-based approaches to assessment of children*. Grand Rounds, Department of Pediatrics, PHP, Minnetonka, MN.
- Marvin, R. S., & Pianta, R. C. (1993, October). *Assessing parents' success in grieving their child's diagnosis*. Paper/workshop presented at the annual meeting of The American Association of Cerebral Palsy and Developmental Medicine, Nashville, TN.
- Pianta, R. C., & Marvin, R. S. (1993, March). *Patterns of parents' reactions to their child's diagnosis: Relations with parent-child interaction*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- Lothman, D. J., & Pianta, R. C. (1993). *Mother-child interaction as a regulator of social development in children with epilepsy*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.
- Marvin, R. S., & Pianta, R. C. (1992, October). *Assessing parents' success in grieving their child's diagnosis*. Paper/workshop presented at the annual meeting of The American Association of Cerebral Palsy and Developmental Medicine, San Diego, CA.
- Pianta, R. C. (1992, March). *Relationships and risk*. Psychology Department, Tulane University, New Orleans, LA.
- Pianta, R. C., & Marvin, R. S. (1991, December). *Parents' representations of relationships and attachment behavior in children with cerebral palsy*. Symposium presented at the Biennial Training Institute of the National Center for Clinical Infant Programs, Washington, DC.
- Pianta, R. C., & Artilles, A. (1991, September). *Research on children at-risk for failure in school*. Universidad de Landivar, Guatemala City, Guatemala, C. A.
- Pianta, R. C., & Steinberg, M. (1991, April). *Relationships between children and kindergarten teachers: Associations with home and classroom behavior*. Paper presented at symposium "Relationships between Children and Non-Parental Adults: Research in School and Day Care Settings," R. Pianta (chair) at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Pianta, R. C., Lothman, D. L., & Clarson, S. (1990, November). *Predicting social behavior in children with epilepsy using measures of mother-child interaction, child behavior, and medical risk*. Poster presented at the Annual Meeting of the American Epilepsy Society, San Diego, CA.
- Lothman, D., Pianta, R. C., Clarson, S., & Fowler, P. (1989, December). *Mother-child interaction in children with epilepsy: Relations with child competence*. Poster presented at the annual meeting of the American Epilepsy Society, Boston, MA.
- Pianta, R. C. (1989, April). *Assessment of attachment behaviors in children with moderate to severe motor impairments*. Paper presented at symposium "Using the Strange situation with Special Populations," B. Vaughn (chair) at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Pianta, R. C., & Castaldi, J. (1989, April). *Stability of depressive symptoms in five and six year old children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Castaldi, J., & Pianta, R. C. (1989, March). *Depressive symptoms in five year old children*. Poster presented at the annual meeting of the National Association of School Psychologists, Boston, MA.
- Pianta, R. C. (1987, April). *The relationship between different classifications of maternal stress and children's first grade outcomes*. Research display presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Pianta, R. C., & Egeland, B. (1987, April). *Continuity and discontinuity in maternal caregiving at 6, 24 and 42 months in a high risk sample*. Research display presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Pianta, R. C. (1987, March). *Developmental research on a high risk sample: Implications for practice*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Pianta, R. C. (1986, September). *The longitudinal effects of maternal life stress on the developmental outcomes of first grade children*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.
- Pianta, R. C., & Egeland, B. (1985, April). *The effects of family intactness on children's developmental outcomes*. Research display presented at the biennial meeting of the Society for Research in Child Development Biennial Meeting, Toronto, Ontario, Canada.

- Erickson, M., & Pianta, R. C. (1984, April). *Behavior problems in young children: Early identification and prevention*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Pianta, R. C. (1984, April). *Environmental effects on preschool intellectual development: Implications for intervention*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.
- Ysseldyke, J., & Pianta, R. C. (1983, March). *Psychoeducational decision-making: Generalizations and implications for training and practice*. Paper presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.
- Cherkes, M., & Pianta, R. C. (1978, March). *Information processing: An approach to diagnosis and instruction*. Paper presented at the Gatlinburg Conference for Research in Mental Retardation, Gatlinburg, TN.

Service/Training

- Pianta, R. C. (2012, January). *Teacher Performance in the Classroom*. Teaching Quality Workshop, Inter-American Development Bank, Washington, DC.
- Pianta, R. C. (2011, January). *Leadership and decision-making for effective classroom teaching*. Professional Development, New York City Department of Education, New York, NY.
- Pianta, R. C. (2010, November). *Improving impacts of classrooms: Professional development and classroom observation*. Virginia Association of Elementary School Principals Annual Conference, Williamsburg, VA.
- Pianta, R. C. (2008, February). *Current trends in early care and education*. Panelist/Presenter, Women United in Philanthropy, Charlottesville, VA.
- Pianta, R. C., & Hamre, B. (2005, November). *Pathways to early school success: Early learning strategies for low-income children*. National Center for Children in Poverty, New York, NY.
- Pianta, R. C. (2005, November). *Transition planning and ready schools: Frameworks, policies, and practices*. Child Care Solutions, Syracuse, NY.
- Pianta, R. C. (2005, October). *MyTeachingPartner*. Academy for Educational Development Symposium, Charlottesville, VA.
- Pianta, R. C. (2005, September). *Observing interactions in classrooms: The ingredients of school success*. Erikson Institute, Chicago, IL.
- Pianta, R. C. (2005, April). *Transition planning and ready schools*. The Council of Chief State School Officers (CCSSO), St. Louis, MO.
- Pianta, R. C. (2005, February). *Going to kindergarten: Transition models and practices*. Georgia Partnership for Successful School Transition, SmartStart Georgia, Atlanta, GA.
- Pianta, R. C. (2005, February). *The social ecology of the transition to school: Classrooms, families, and children*. Center for Developmental Science, University of North Carolina at Chapel Hill.
- Pianta, R. C. (2005, January). *Social and relational processes in elementary school classrooms*. Psychology Department, University of North Carolina—Greensboro, Greensboro, NC.
- Pianta, R. C. (2004, November). *Going to kindergarten: Transition models and practices*. Office of Early Childhood education, Ohio Department of Education, Columbus, OH.
- Pianta, R. C. (2004, November). *Going to kindergarten: Transition models and practices*. Issues Regarding Transition to Kindergarten and Building Bridges for Smooth Transition. Stark County Educational Service Center, Canton, OH.
- Pianta, R. C. (2004, September). *Teacher-child relationships*. Professional Development Meeting, Fairfax County Public Schools, Fairfax, VA.
- Pianta, R. C. (2004, June). *The National Center for Early Development and Learning's multi-state study of pre-kindergarten: Quality, practices and child outcomes*. NAEYC's Professional Development Institute, Baltimore, MD.
- Pianta, R. C. (2004, March). *Successful kindergarten transition*. SERC Transition to Kindergarten Conference, Connecticut Department of Education, Rocky Hill, CT.
- Pianta, R. C. (2004, February). *Going to kindergarten: Transition models and practices*. Association for Children of New Jersey, New Jersey Education Association, New Jersey Department of Education, and Child and Family Policy Center, Newark, NJ.
- Pianta, R. C. (2004, January). *Children's experiences in pre-k, kindergarten, and early elementary*

- classrooms*. National Association of State Boards of Education, Alexandria, VA.
- Pianta, R. C. (2004, January). *Enhancing relationships between children and teachers*. Fairfax County Public Schools, Alexandria, VA.
- Pianta, R. C. (2003, November). *Transition to school: Building links among families, schools, and communities*. Ohio Department of Education, Center for Students, Families, Communities, Office of Childhood Education, Columbus, OH.
- Pianta, R. C. (2003, September). *Children's experiences in pre-k, kindergarten, and early elementary classrooms*. Foundation for Child Development. New York, NY.
- Pianta, R. C. (2003, September). *Getting children ready for school—What's needed?* Keynote presentation, Partnership for Children Readiness Conference. Charlottesville, VA.
- Pianta, R. C. (2003, June). *Student-teacher relationships*. Three-day workshop presented to teachers and administrators from the school district of Atri, Italy. Atri, Italy.
- Pianta, R. C. (2002, October). *NICHD and NCELD Overview: Early Child Care and Children's Development Prior to School Entry*. Presentation to the Netherlands Child Care Delegation. The Netherlands Embassy, Washington, DC.
- Pianta, R. C. (2002, April). *Curry's initiative in risk and prevention*. Presentation in conjunction with the Office of Development and the Curry School of Education Foundation. New York, NY.
- Pianta, R. C. (2002, September). *Children's early literacy and relationships with adults*. Virginia Department of Education, Roanoke, VA.
- Pianta, R. C. (2002, July). *Early learning: Transition to kindergarten*, Best Schools Leadership Initiative, Summer Academy. Keynote speaker/Workshop presenter, New Hampshire Department of Education, Concord, NH.
- Pianta, R. C. (2002, April). *Nurturing the seedling*. Three-part workshop for the Ready to Learn Task Force for parents, administrators, and community/social workers. Keynote speaker, Breakfast of Champions, "Cultivating Community: Sowing Seeds for Success!" Department of Education, Dover, NH.
- Pianta, R. C. (2002, April). *Being helpful to children and families*. Keynote address, John L. Snook Child Advocate Award Breakfast, Children, Youth & Family Services, Inc., Charlottesville, VA.
- Pianta, R. C. (2001, October). *Banking time*. First Annual Conference for Parents, Head Start, Title I, Bright Stars and Family Support, Charlottesville, VA.
- Pianta, R. C. (2001, July). *Enhancing the transition to kindergarten*. Governor's Institute for Early Childhood Educators. Juniata College, Huntingdon, PA.
- Pianta, R. C. (2001, March). *The relationship model of transition*. New Hampshire Department of Health and Human Services, Head Start Conference, Manchester, NH.
- Pianta, R. C. (2000, December). *Transition to school: Building links among families, schools, and communities*. Ready at Five Conference, Maryland State Department of Education, Baltimore, MD.
- Pianta, R. C. (2000, October). *Banking Time*. Charlottesville Schools Professional Development Conference, Charlottesville, VA.
- Pianta, R. C. (2000, October). *Enhancing relationships between children and teachers: How to build resilience in schools*. Charlottesville City Schools, Charlottesville, VA.
- Pianta, R. C. (2000, August). *The kindergarten transition*. Workshop presented at the National Head Start Association Conference, Washington, DC.
- Hamre, B., La Paro, L., & Pianta, R. (2000, June). *System for observing classroom quality in pre-kindergarten and the early grades*. A poster presented at the Ninth Annual Conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Pianta, R. C. (2000, June). *Enhancing relationships between children and teachers: How to build resilience in schools*. Albemarle County Leadership Retreat 2000, Charlottesville, VA.
- Kraft-Sayre, M., Rimm-Kaufman, S., & Pianta, R. (2000, June). *Collaborative intervention to build relationships and smooth the transition to kindergarten*. A poster presented at the Ninth Annual Conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Pianta, R. C., & Kraft-Sayre, M. (2000, May). *Hartford Foundation for Public Giving, Brighter Futures Initiative, Transition to School Projects*: Hartford, CT.
- Pianta, R. C. (2000, May). *Viewing families of children with special needs*. Innovative Strategies Conference, Curry School of Education, University of Virginia, Charlottesville, VA.

- Panel discussant. (2000, May). George Graham Conference. Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (2000, February). *Building stronger relationships between parents and children*. Workshop offered at The Twelfth Collaborative Conference for Special Education, Courage to Risk, Colorado Springs, CO.
- Pianta, R. C. (2000, February). *Enhancing relationships between children and teachers: how to build resilience in schools*. Workshop offered at The Twelfth Collaborative Conference for Special Education, Courage to Risk, Colorado Springs, CO.
- Pianta, R. C. (2000, February). *Developmental Approaches to School-Age Children with Emotional Disturbances*. Colloquium offered to the Bedford County School System and Centra Health, Bedford, VA.
- Pianta, R. C. (1999, November). *Best practices in transition to school programs*. Workshop presented to the Hartford Foundation for Public Giving, Hartford, CT.
- Pianta, R. C. (1999, October). *Investing in the education of young children*. Presented at The Rotary Club, Charlottesville, VA.
- Pianta, R. C. (1999, May). *Applying the construct of resilience in schools*. Workshop presented at the New Jersey Association of School Psychologists Conference, Jamesburg, NJ.
- Pianta, R. C. (1999, May). *Banking time*. Workshop, Innovative Strategies for All Young Children, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (1999, May). *What lies ahead for school psychology; building schools that work for all children*. Keynote speaker, New Jersey Associations of School Psychologists, Jamesburg, NJ.
- Pianta, R. C. (1999, May). *Promoting relationships: A key to prevention*. Keynote speaker, Innovative Strategies for All Young Children, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C. (1998, October). *Ready, set, go: Preparing children for school success*. Workshop presented at Parents' Day, Curry School of Education, University of Virginia, Charlottesville, VA.
- Pianta, R. C., & Gercke, N. (1998, October). *Predicting adjustment to school from data collected at school entry: The Charlottesville City School Kindergarten Screening Program*. Virginia Department of Education Research and Testing Conference, Tysons Corner, VA.
- Pianta, R. C. (1998, April). *Use and effects of child care in the United States: Results from the NICHD Study of Early Child Care*. Paper presented at the Virginia State Department of Education State Operated Programs Conference, Richmond.
- Pianta, R. C. (1998, March). *Child care, families, and children's competencies at age 3: Findings from the NICHD Study of Early Child Care*. Paper presented at Celebrating Literacy: Early Childhood Best Practices Conference, University of Virginia Department of Continuing Education, Charlottesville.
- Pianta, R. C. (1995, April). *Starting school ready to learn: What we know about children and contexts from birth to school age*. Education Day, Curry School of Education, University of Virginia.
- Pianta, R. C. (1995, May). *Observational assessment of the quality of child care*. Lynchburg Task Force on Child Care Quality. Lynchburg, VA.
- Pianta, R. C. (1994, November). *Society's stake in preschool*. Paper presented at the Conference on Preschool for At-Risk Children, Sponsored by the Urban League, Charlottesville, VA.
- Pianta, R. C. (1992, November). *Assessment of severe emotional disturbance*. Charlottesville City Schools.
- Pianta, R. C. (1991, May). *Children with severe emotional disturbance: Assessment and intervention*. Bedford County Schools, Bedford, VA.
- Pianta, R. C. (1991, October). *A conversation with the editors of early childhood journals*. University of Wisconsin Early Schooling Conference, Madison, WI.
- Pianta, R. C., & Erickson, M. F. (1990, April). *Family focused assessment and intervention with children from birth to five years*. Pre-convention workshop. National Association of School Psychologists Annual Meeting, San Francisco, CA.
- Pianta, R. C. (1990, November). *Attachment relationships between children and adults--implications for educators*. Annual meeting of the Virginia Association of Independent Schools, Richmond, VA.
- Pianta, R. C. (1989, October). *A briefing on strategies and programs for preparing teachers to meet the needs of at-risk students*. Virginia Association of Colleges of Teacher Education, Virginia Beach, VA.
- Pianta, R. C. (1989, October). *Naturalistic assessment of infants, toddlers and preschool children*. Virginia Psychological Association, Richmond, VA.

- Pianta, R. C. (1989, May). *Child neglect: Research, assessment and intervention*. Prince William County Social Services, Manassas, VA.
- Eisenhart, C., & Pianta, R. (1989, October). *Teacher preparation programs for at risk children*. Conference on meeting the needs of at-risk students, Longwood College, Danville, VA.
- Pianta, R. C. (1988, October). *Early identification and treatment of childhood disorders*. Central Virginia Interagency Council, Lynchburg, VA.

TEACHING

Funded Training Grants

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

Courses Taught

University of Virginia

- PSYC 359: *Research in Psychology*, Fall 2009-present
- EDLF 730: *Foundations of Educational Research*, Fall 2009-Spring 2010
- EDHS 788: *Field Project for ECDR Students*, Spring 2007-2008
- EDHS 976: *Research Design in Education Sciences*, Spring 2005-2007
- EDHS 976: *Seminar in School/Clinical Psychology -- Social and Affective Processes in the Development of Young Children*, 1993-2005.
- USEM171: *Society's Response to Children in Need*, Guest lecturer, Spring 1998.
- EDHS 976: *Seminar in School/Clinical Psychology -- Developmental Psychopathology in Infancy*, 1990-1993.
- EDHS 865: *Child Psychotherapy*, 1986-2005.
- EDHS 589: *Psychoeducational Assessment and Intervention with Young Children At Risk for School Failure*, Division of Continuing Education, 1987, 1989, 1990.
- EDHS 864: *Individual Intervention II: Techniques of Individual Psychotherapy*, 1986-1989.
- EDHS 863: *Individual Intervention I: Principles of Individual Psychotherapy*, 1986-1989.
- EDIS 590: *Assessment and Intervention with Infants with Special Needs*, Co-instructor with E. Hrnrcir, Spring 1990.
- EDHS 589: *Child Abuse*, Summer 1987.

EDHS 589: *Psychological Assessment of Infants and Young Children*, Division of Continuing Education, Summer 1988.

Other Institutions

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

Webinars

Pianta, R. C., & Lieberman, A. (2014, August). *Early Childhood 2.0*. Webinar, New Profit, Inc.
 Pianta, R. C. (2013, January). *Educator Effectiveness Models: Models and Considerations*. Webinar, SchoolNet, Inc.
 Pianta, R. C. (2012, September). *Assessment of improving teacher effectiveness PK-3*. Webinar, National Governors Association Center for Best Practices.
 Pianta, R. C. (2012, September) *Classroom practices that really make a difference for early learners*. Webinar, Hatch Early Learning Experts.
 Pianta, R. C. (2012, September). *Paid early childhood caregivers and educators*. Webinar, Broader Bolder Approach to Education, Economic Policy Institute, Washington, DC.
 Pianta, R. C. (2011, November). One size can't fit all—Developing smart policies to evaluate pre-K-3 teacher effectiveness. *Pre-K Now* Webinar.
 Pianta, R. C. (2011, April). *Recalibrating professional development for teacher success*, *Education Week* Webinar.
 Pianta, R. C. (2008, June). *Outcomes and accountability in pre-K: Understand the debate*, ECE Teach for America Webinar.

Supervision of Clinical Training

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

SERVICE

Service to the University of Virginia, Curry School of Education, and Commonwealth of Virginia

Participant, Virginia Commission on Youth, Early childhood Education Work Group, June 2014.
 Member, Advisory Group, Communications Branding Initiative, University of Virginia, 2014.
 Chair, Leadership Council for Organizational Excellence, Office of the Executive Vice President and Chief Operating Officer, University of Virginia, 2013-present.
 Member, Dean Search Committee, Frank Batten School of Leadership and Public Policy, University of Virginia, 2013-present
 Member, Five-Year Review Committee for Vice President and Chief Student Affairs Officer, University of Virginia, 2013.

Lead, Communications & Change Management Task Force, Office of the President, University of Virginia, 2012-present.

Charter Member, Board of Governors in the Academic of Education Arts and Sciences. BAM Radio Network, 2012-present.

Member, University Calendar Committee, University of Virginia, 2011-present.

Chair, Review Committee for the reappointment of Greg Roberts, Dean of Admissions, University of Virginia, 2011-2012.

Member, University Budget Model Steering Committee, 2011.

Member, Inaugural Steering Committee, University of Virginia, 2010-2011.

Chair, Committee on the Inaugural Academic Conference, University of Virginia. 2010-2011.

Expert Panel Member, Child Development & Behavior Branch, Rockville, MD, July 2008.

Member, Provost Search Committee, University of Virginia, Spring 2007.

University of Virginia Representative, The Joint Legislative Audit and Review Commission (JLARC), Virginia Preschool Initiative, Richmond, VA, 2007-present.

Director, Risk and Prevention in Education Sciences Doctoral Program, Curry School of Education, 2004-present.

Research Advisory Council, 2005-present; Research Facilitator, 2005-present, Teachers for a New Era, University of Virginia.

Chair, Dean Search Committee, Curry School of Education, University of Virginia, 2006.

Presenter, *Fall Life Academy*, Department of Psychology, University of Virginia, Wintergreen Resort, October 2006.

Member, Search Committee, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia, 2005.

Member, Search Committee, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia, 2004.

Representative, Organization of Institutional Affiliates, American Educational Research Association, Washington, DC, October 2004-present.

Member, Search Committee, Curry School Foundation Director, Curry School of Education, University of Virginia, 2003.

Member, Search Committee, Grants Administrator, Curry School of Education, University of Virginia, 2003.

Coordinator, Curry Spring Speaker Series on Risk and Prevention, Curry School of Education, University of Virginia, Spring 2003.

Member, Advisory Board, Virginia Center for Educational Policy Studies, Curry School of Education, University of Virginia, 2002-present.

Chair, Strategic Planning, Initiative on Risk and Prevention, Curry School of Education, University of Virginia, 2001-present.

Chair, Search Committee, Curry Programs in Clinical and School Psychology, University of Virginia, 2001-2002.

Member, Search Committee, Early Childhood and Developmental Risk, Curry School of Education, University of Virginia, 2001.

Member, Institutional Review Board for the Behavioral Sciences, University of Virginia, 2000-2004.

Member, Promotions Committee, Curry School of Education, 1999-2002.

Member, Quantitative Methods Search Committee, Curry School of Education, 1999.

Chair, Academic Affairs Committee, Curry School of Education, 1996-1997.

Academic Affairs Committee, Curry School of Education, 1995-1997.

Talbott Chair Search Committee, Curry School of Education, 1994.

Director, Infant and Family Intervention Training Project, Curry School of Education, 1988-1997.

Service to the Profession: National and International

Member, Board of Overseers, Harvard Graduate School of Education, Cambridge, MA, September 2014-July 2016.

Presenter, Early Childhood Education Work Group, Virginia Commission on Youth, Richmond, VA, June 2014.

Consultant, Early Childhood Design Lab, Packard Foundation, San Francisco, CA, May 2014.

Consultant, CUNY Institute for Education Policy, New York, NY, April 2014

Consultant, *Charlottesville Tomorrow's* Board of Directors, Charlottesville, VA, March 2014.

Consultant, *Early childhood education research and assessment (PALS) and effective teaching*, Virginia Senate Finance Committee's Education Subcommittee, Richmond, VA, February 2014.

Consultant, ECES Early Childhood Action Team, New Profit, Inc., New York, January 2014.

Workshop, Co-sponsored by the Louisiana State Department of Education and the Center on Education Policy and Workforce Competitiveness, University of Virginia, November 2013, Washington, DC.

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

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

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

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

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

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

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

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

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

Member, Advisory Board, William T. Grant Foundation, Washington, DC, 2008-present.

External Reviewer, Promotion & Tenure, Harvard Graduate School of Education, Cambridge, MA, April 2012.

External Reviewer, Promotion & Tenure, Northwestern University, School of Education and Social Policy, Evanston, IL, February 2012.

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

External Reviewer, Promotion & Tenure, Academy of Finland, Helsinki, Finland, 2011-2012.

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

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

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

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

Member, Advisory Committee, Historically Black Colleges and Universities, 2009-present.

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

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

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

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

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

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

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

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

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

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

Member, Scholars Selection Committee, William T. Grant Foundation, Washington, DC, 2007-2010.

Reviewer, Promotion and Tenure Evaluation, Southern Illinois University School of Medicine, Spring 2007.

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

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

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

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

- Advisor, PK-3 Research and Evaluation Forum, Foundation for Child Development, New York, NY, December 2006-2007.
- Member, Professional Development Task Force, Start Strong Council, Virginia Department of Education, Richmond, VA, 2006-present.
- Consultant, Appalachian Regional Education Laboratory, Washington, DC, April 2006.
- Consultant, Department of Human Development, Teachers College, Columbia University, New York, NY, January 2006.
- Member, Advisory Board, Integrative Research Activities for Developmental Science (IRADS), Center for Developmental Science, University of North Carolina at Chapel Hill, 2006-2011.
- Consultant, Foundation for Child Development, New York, NY, 2005.
- Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC, November 2005-2007.
- Participant, Research Roundtable, *Child and adolescent development research and teacher education: Evidence-based pedagogy, policy, and practice*, National Institute of Child Health and Human Development and the National Council for the Accreditation of Teacher Education, Washington, DC, 2006.
- Consultant, Erikson Institute, Chicago, IL, 2005-2006.
- Participant, Ready Schools Planning Meeting, W. K. Kellogg Foundation, Washington, DC, July 2005.
- Consultant, Center for Human Growth and Development, University of Michigan, Ann Arbor, MI, August 2005.
- Reviewer/Consultant, Child Development Framework Project, PBS Parents, Washington, DC, 2005.
- Consultant, *Discipline and the Power of Relationships*, Family Communications, Inc., Pittsburgh, PA, May 2005.
- Proposal reviewer, The Spencer Foundation, Chicago, IL, 2005.
- Member, The National Early Childhood Accountability Task Force, The Pew Charitable Trusts, Washington, DC, 2005-2007.
- Member, Learner-Centered Principles Task Force, American Psychological Association, Washington, DC, 2005-2006.
- Member, Advisory Board, National Research Center for Rural Education Support (NRCRES), University of North Carolina, 2005-2010.
- Reviewer, Tenure and Promotion Committee, Department of Human Development and Applied Psychology, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada, 2005.
- Member, IES Peer Review Panel, Predoctoral Interdisciplinary Research Training Program in the Education Sciences, Institute of Education Sciences, U.S. Department of Education, Washington, DC, 2005.
- National advisor, Transforming Transitions to Kindergarten, Research & Training Center on Family Support and Children's Mental Health, Portland State University, Portland, OR, 2004-2005.
- Reviewer, Tenure and Promotion Committee, College of Education, Wayne State University, November 2004.
- Reviewer, External Review Team, Department of Human Development, University of Maryland, November 2004.
- Consultant, *Design Options for Studying Head Start Quality Enhancements*, Administration for Children and Families, U.S. Department of Health and Human Services, July 2004-January 2005.
- Representative, APA Division 7, Teachers' Needs Analysis Project, Washington, DC, May 2004.
- Member, Scientific Review Panel, Latino Children, Preschooling, and Early Development Project, PACE, University of California—Berkeley, Berkeley, CA, December 2003-present.
- Representative, Educational Leadership Conference, Division 7, American Psychological Association, Washington, DC, September 2003.
- Advisor, Task Force on Evidence-Based Interventions in School Psychology, School Psychology Program, University of Wisconsin-Madison, Madison, WI, June 2003.
- Member, Ready Schools Advisory Panel, HIGH/SCOPE Educational Research Foundation, Ypsilanti, MI, 2003.
- Consultant, National Governors' Association Task Force on School Readiness, Washington, DC, 2003.
- Panel Chair, Educational Issues, Society for Research in Child Development, Atlanta, GA, April 2005.
- Member, Early Childhood Education Advisory Committee, The Norfolk Foundation, Norfolk, VA, 2003.
- Reviewer, Committee to Select Distinguished Professors, University of North Carolina at Chapel Hill,

March 2003.

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

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

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

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

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

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

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

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

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

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

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

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

Reviewer, Grant Applications, William T. Grant Foundation, New York, NY, 2001.

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

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

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

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

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

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

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

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

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

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

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

Promotions Review:

University of Minnesota, 2013.

Harvard Graduate School of Education, 2012.

University of Haifa, Israel, 2004.

State University of New York at Buffalo, 2003.

The University of California at Los Angeles, 2003.

The University of Chicago, 2003.

The University of Delaware, 2003.

George Mason University, 2003.

Stanford University, 2003.

Indiana University, School of Education, 2001-02.

The University of Texas at Dallas, School of Human Development, 2000.

University of Pittsburgh, Department of Psychology in Education, 2000.

Georgia State University, College of Education, 2000.

Harvard University, Graduate School of Education, 1999.

- University of California Los Angeles, Graduate School of Education, 1998, University of Minnesota School of Education, 1998.
- University of Washington School of Nursing, 1998.
- Wayne State University Department of Psychology, 1997.
- Harvard University Graduate School of Education, 1997.
- Cornell University Department of Human Development and Ecology, 1996.
- Tufts University Department of Child Study, 1994.
- Advisory Board, Costs, Quality, and Child Outcomes in Child Care Centers. Four-site study of child care, Yale University, University of North Carolina, University of Colorado Denver, University of California Los Angeles, 1995-1996.
- Consultant, Service Use, Need, and Outcomes in Child and Adolescent Psychopathology (UNOCAP). MacArthur Foundation Consultant to National Institute of Mental Health, 1995.
- Consultant, Child and family adaptation to chronic illness. NIH-funded research project, Joan Austin, Ph.D., Principal Investigator, 1994.
- Consultant, Epilepsy Foundation of America, Issues and answers: A guide for parents of children with seizures, Birth to Age Six and Age Six to Twelve, 1993.
- Consultant, National Institute for Disability and Rehabilitation Research, Research Priorities in Epilepsy, June 1991.
- Consultant, Adult Attachment and Adolescent Development Research Project, Pennsylvania Hospital, Diana Rosenstein, P.I., 1997
- Examiner, Doctoral Thesis, The University of New England, Armidale, NSW 2351, Australia, 1999.
- Grant review: National Institute of Mental Health B-START Program, 1998.
- Grant review: National Institute of Child Health and Human Development, Small Grants Special Emphasis Panel, 1997.
- Grant review: The Spencer Foundation, 1995.
- Grant review: The National Science Foundation, 1995, 1997.
- Grant review: National Institute of Child Health and Human Development, Special Competition on the Effects of After-School Care on the Development of Children, December 1992.
- Grant review: Field-initiated research competition. U.S. Department of Education, Office of Special Education, August 1991.
- Grant review: Infant intervention training project competition, U.S. Department of Education, Office of Special Education, Division of Personnel Preparation, October 1989.
- Society for Research in Child Development Panel Reviews:
- Children At Risk (3+ Years), 2001, Biennial Meeting
 - Parenting, 1999, Biennial Meeting
 - Family and Kinship Relations, 1997, Biennial Meeting
 - Emotional Development, 1995,
 - Infancy: Social and Emotional Process, 1993, Biennial Meeting
 - Children At Risk, 1991, Biennial Meeting
 - Developmental Psychopathology, 1987, Biennial Meeting, International Conference on Infant Studies
- Advisory Board Member, Center for Early Education and Development, University of Minnesota, Institute of Child Development, 1985-1986.
- Advisory Board, Bright Stars Preschool Program, Albemarle County Public Schools, 1996-1997.
- Consultant, Charlottesville City Schools, Program for Four-Year-Olds, 1995-2000.
- Chair, Appalachian Education Laboratory, Virginia Association of Colleges of Teacher Education Study Group on Students At-Risk, 1988-1990.
- Virginia Interagency Coordinating Council Task Force on Personnel Preparation, Virginia Department of Mental Health, Mental Retardation and Substance Abuse, 1989-1990.
- Kindergarten Readiness Assessment Review Panel, Virginia Department of Education, 1989-1990.
- Consultant, Creating Nurturing Environments for At-Risk Students, Commonwealth Center for Research on Teaching, University of Virginia and James Madison University. Minigrant of \$5000 awarded to Donovan Steiner, Principal Investigator, Eastern Mennonite College, 1989-1990.

Service to the Profession: Editorial

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

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

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

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

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

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

Field Reviewer:

American Educational Research Journal

American Journal on Mental Retardation

Behavior Disorders

Child Development

Development and Psychopathology

Developmental Psychology

Exceptional Children

Exceptionality

Infant and Child Development

Infants and Young Children

Journal of Abnormal Child Psychology

Journal of Consulting and Clinical Psychology

Journal of Special Education

Merrill-Palmer Quarterly

Pediatrics

Personality and Social Psychology Bulletin

Psychological Bulletin

Remedial and Special Education

School Psychology Review

Selected Media Interviews

Pianta, R. C. (2014, June). "Signing off from one more teacher preparation ranking," The Blog, Huffington Post. Retrieved from: http://www.huffingtonpost.com/robert-c-pianta/nctq-teacher-preparation-ranking_b_5501591.html?utm_hp_ref=education.

Pianta, R. C. (2013, February). "Universal preschool? Not so fast." *Mother Jones*.

<http://www.motherjones.com/mojo/2013/02/obama-universal-preschool-robert-pianta-highscope-oklahoma>

Pianta, R. C. (2013, February). "White House's proposed expansion of pre-school programs." The Diane Rehm Show, NPR, Washington, DC.

Pianta, R. C. (2012, September). "Sunday Morning Wake-Up Call," WNRN (Rick Moore), Charlottesville, VA.

Pianta, R. C. (2012, September). "Teachers' expectations can influence how students perform." NPR *Morning Edition* (Alix Spiegel). Retrieved from:

www.npr.org/blogs/health/2012/09/17/161159263/teachers-expectations-can-influence-how-students-perform/

Pianta, R. C. (2012, January). "Body, Mind and Child." BAM Radio Network (Rae Pica).

Pianta, R. C. (2011, December). "Common Core Poses Challenges for Preschools." *Education Week* (Jaclyn Aubrzycki). Retrieved from www.edweek.org/ew/articles/2011/12/07/12prek_ep.h31.html?/

Pianta, R. C. (2011, November). "Teacher Development at Center of New Center for American Progress Studies." *Huffington Post*.

Pianta, R. C. (2011, January). Expert Interview with Andrea Mitchell, NBC Universal.

Print media

APA Monitor

Associated Press

The Boston Globe

Business Week

The Calgary Herald

The Cavalier Daily

Charlottesville Daily Progress

Charlottesville Tomorrow

Christian Science Monitor
The Colorado Gazette
Education Week
Hispanic Business
International Herald Tribune
New York Times
New American Foundation
The Orlando Sentinel
Parenting
Parents Magazine

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

Broadcast media

NBC-TV
ABC-TV
CNN-TV
NPR, "Insight" with Tom Graham
PBS, WETA, "Reading Rockets"
PBS, Invited guest, "Education News Parents Can Use," Early Childhood Education Good Start, Grow Smart," with Doris McMillon

MSNBC-TV
WVIR-TV
University of Virginia TV News

Professional Association Memberships

American Psychological Association, Regular Member, 1987–present.
National Association of School Psychologists Association, Member, 1986–present.
Society for Research on Educational Effectiveness, Member, 2006-present.
Society for Research in Child Development, Member, 1986-present.
Society for Prevention Research, Member, 2000-2002.
Society for the Study of School Psychology, 1996-present.
Council for Exceptional Children, Member, 1991-1999.

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