

JASON T. DOWNER

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Director, Center for Advanced Study of Teaching and Learning
Curry School of Education, University of Virginia
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EDUCATION

- 2003 Ph.D. Clinical-Community Psychology, University of South Carolina
2001 M.A. General Psychology, University of South Carolina
1996 B.A. Honors Psychology, University of Michigan

PROFESSIONAL POSITIONS

Director, Center for Advanced Study of Teaching and Learning, University of Virginia,
Charlottesville, VA (2012-present)

Research Associate Professor, Curry School of Education, University of Virginia, Charlottesville, VA
(2005-present)

Affiliated Faculty, Applied Developmental Psychology and Education Psychology (2009-present)
Program in Clinical and School Psychology (2005-present)

Licensed Clinical Psychologist, Center for Clinical Psychological Services, Sheila Johnson Center at
the University of Virginia, Charlottesville, VA (2005-present)

Research Associate, Curry School of Education, University of Virginia, Charlottesville, VA (2003-05)

Predoctoral Clinical Psychology Intern, Children's Hospital of Philadelphia, Philadelphia, PA (2002-
03)

School-based Mental Health Counselor, Lexington County School District, West Columbia, SC (2000-
02)

Conflict Management Program Consultant, Richland County School District, Columbia, SC (1999-
2000)

Certified Mental Health Practitioner, Hall Psychiatric Institute, Columbia, SC (1998-99)

Community Psychology Extern, Department of Juvenile Justice, Columbia, SC (1997-98)

Graduate Teaching/Research Assistant, University of South Carolina (1996-97)

CURRENT AND PAST GRANT SUPPORT

2012-2015 **Institute for Education Sciences**, Principal Investigator

Title: *Using Validated Measures of Children's Engagement with Teachers, Peers, and Tasks to Guide Teachers' Response toward Children with Emotional and Behavioral Challenges*
Award: \$ 1,323,830

- 2010-2013 **Institute for Education Sciences**, Principal Investigator
Title: *Using an Empirically-supported Teacher Consultation Model to Facilitate the Implementation of an Integrated Social-emotional Learning and Literacy Curriculum in Urban Elementary Schools*
Award: \$1,469,976
- 2009-2012 **William T. Grant and Spencer Foundations**, Principal Investigator
Title: *Development and Validation of Scalable, Multi-Method Approaches to Measuring Teacher-Student Interactions*
Award: \$494,990
- 2007-2012 **Institute for Education Sciences**, Co-Investigator
Title: *National Center for Research on Early Childhood Education (NCRECE)*
Award: \$8,443,000 direct
- 2005 - 2012 **Developing Outcome Measures for Young Children (RFA-HD-04-026)**, Co-Investigator
Title: *Observational assessment of young children's competence*
Award: \$2,317,430
- 2007-2011 **Westat, Inc.**, Co-Investigator
Title: *Longitudinal Analyses through Third Grade for the Head Start Impact Study*
Award: \$126,249
- 2007-2009 **William T. Grant Foundation**, Co-Investigator
Title: *Empirical and Theoretical Issues in Classroom Observation: Creating Practical Tools for School-Based Researchers and Practitioners*
Award: \$200,000
- 2001 - 2003 **Head Start Graduate Student Research Grant**, Principal Investigator
Title: *Defining and describing dads: A father's role in promoting Head Start children's school readiness*
Award: \$37,669

JOURNAL ARTICLES

Published

Downer, J., & Brown, J. (in press). Supporting the implementation of the Reading, Writing, Respect and Resolution (4Rs) program with MyTeachingPartner (MTP). *AERA SEL Special Interest Group Newsletter*.

Mashburn, A. J., **Downer, J. T.**, Rivers, S. E., & Brackett, M. A. (in press). Improving the power of an experimental study of a social and emotional learning program: Application of generalizability theory to the measurement of classroom-level outcomes. *Prevention Science*.

Hamre, B. K., Pianta, R. C., **Downer, J. T.**, Hamagami, A., Mashburn, A., Jones, S.,...Brackett, M. (in press). Teaching through interactions – Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *Elementary School Journal*.

- McWayne, C., **Downer, J.**, Campos, R., & Harris, R. (in press). Father involvement during early childhood and its association with children's early learning: A meta-analysis. *Early Education & Development*.
- Williford, A. P., Maier, M., **Downer, J. T.**, Pianta, R. C., & Howes, C. (in press). Understanding how children's engagement and teachers' interactions combine to predict school readiness. *Journal of Applied Developmental Psychology*.
- McWayne, C., **Downer, J.**, Campos, R., & Harris, R. (2013). Father involvement during early childhood and its association with children's early learning: A meta-analysis. *Early Education and Development, 24*, 898-922.
- Williford, A. P., Whittaker, J. E., Vitiello, V. E., & **Downer, J. T.** (2013). Children's Engagement Within the Preschool Classroom and their Development of Self-regulation. *Early Education and Development, 24*, 162-187.
- Jamil, F., Downer, J., & Pianta, R. (2012). Associations of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion. *Teacher Education Quarterly, 39*(4), 119-138.
- Hamre, B. K., Pianta, R. C., Mashburn, A. J., & **Downer, J. T.** (2012). Promoting young children's social competence through the preschool PATHS curriculum and MyTeachingPartner professional development resources. *Early Education and Development, 23*, 809-832.
- Hamre, B., Pianta, R., Burchinal, M., Field, S., LoCasale-Crouch, J., **Downer, J.**, Howes, C., LaParo, K., & Scott-Little, C. (2012). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American Education Research Journal, 49*, 88-123.
- Booren, L., **Downer, J.**, & Vitiello, V. E. (2012). Observing differences in children's interactions with teachers, peers, and tasks across classroom activity settings. *Early Education & Development, 23*, 517-538.
- Haak, J., & **Downer, J.** (2012). Home literacy exposure and early language and literacy skills in children who struggle with behavior and attention problems. *Early Education & Development, 23*, 728-747.
- Vitiello, V., Booren, L., & **Downer, J.** (2012). Variation in children's classroom engagement throughout a day in preschool: Relations to classroom and child factors. *Early Childhood Research Quarterly, 27*, 210-220.
- Scott-Little, C., LaParo, K. M., Thomason, A. C., Pianta, R.C., Hamre, B. K., **Downer, J. T.**, Burchinal, M., & Howes, C. (2011). Implementation of a course focused on language and literacy within teacher-child interactions: Instructor and student perspectives across three institutions of higher education. *Journal of Early Childhood Teacher Education, 32*, 200-224.
- Downer, J. T.**, Pianta, R. C., Fan, X., Hamre, B., Mashburn, A., & Justice, L. (2011). Effects of web-mediated teacher professional development on the language and literacy skills of children enrolled in pre-kindergarten programs. *NHSA Dialog, 14*, 189-212.
- Downer, J. T.**, Lopez, M. L., Grimm, K., Hamagami, A., Pianta, R. C., & Howes, C. (2011). Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the Classroom Assessment Scoring System in diverse settings. *Early Childhood Research Quarterly, 27*, 21-32.

- LoCasale-Crouch, J., Kraft-Sayre, M., Pianta, R., Hamre, B. K., **Downer, J. T.**, Leach, A., ... Scott-Little, C. (2011). Implementing an early childhood professional development course across 10 sites and 15 sections: Lessons learned. *NHSA Dialog*, *14*, 275-292.
- Mashburn, A. J., **Downer, J. T.**, Hamre, B. K., Justice, L.M., & Pianta, R. C. (2010). Consultation for teachers and children's language and literacy development during pre-kindergarten. *Applied Developmental Science*, *14*, 179-196.
- Downer, J.**, Sabol, T.J., Hamre, B. (2010). Teacher-child interactions in the classroom: Toward a theory of within and cross-domain links to children's developmental outcomes. *Early Education & Development*, *21*(5), 699-723.
- Downer, J. T.**, Booren, L. M., Lima, O. K., Luckner, A. E., & Pianta, R. C. (2010). The Individualized Classroom Assessment Scoring System (inCLASS): Reliability and validity of a system for observing preschoolers' competence in classroom interactions. *Early Childhood Research Quarterly*, *25*(1), 1-16.
- Barbarin, O., **Downer, J.**, Odom, E., & Head-Reeves, D. (2010). Home-school differences in beliefs, support, and control during public pre-kindergarten and their link to children's kindergarten readiness. *Early Childhood Research Quarterly*, *25*, 358-72.
- Hamre, B.K., Justice, L.M., Pianta, R.C., Kilday, C., Sweeney, B., **Downer, J.T.**, Leach, A. (2010). Implementation fidelity of MyTeachingPartner literacy and language activities: Association with preschoolers' language and literacy growth. *Early Childhood Research Quarterly*, *25*(3), 329-347.
- Mashburn, A.J., Justice, L. M., **Downer, J.T.**, & Pianta, R. C. (2009). Peer effects on children's language achievement during kindergarten. *Child Development*, *80*, 686-702.
- Downer, J. T.**, Kraft-Sayre, M. E., & Pianta, R. C. (2009). Ongoing, web-mediated professional development focused on teacher-child interactions: Early childhood educators' usage rates and self-reported satisfaction. *Early Education and Development*, *20*, 321-245.
- Downer, J.**, Locasale-Crouch, J., Hamre, B., & Pianta, R. (2009). Teacher characteristics associated with responsiveness and exposure to consultation and on-line professional development resources. *Early Education & Development*, *20*(3), 431-455.
- Pianta, R., Mashburn, A., **Downer, J.**, Hamre, B., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly*, *23*, 431-451.
- Downer, J. T.**, Campos, R., McWayne, C., & Gartner, T. (2008). Father involvement and children's early learning: A critical review of published empirical work from the past 15 years. *Marriage & Family Review*, *43*(1/2), 67-108.
- Hamre, B. K., Pianta, R. C., **Downer, J. T.**, & Mashburn, A. J. (2008). Teachers' perceptions of conflict with young students: Looking beyond problem behaviors. *Social Development*, *17*(1), 115-136.
- Locasale-Crouch, J., Mashburn, A., **Downer, J.**, & Pianta, R. C. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly*, *23*(1), 124-139.
- Mashburn, A. J., Pianta, R. C., Hamre, B. K., **Downer, J. T.**, Barbarin, O., Bryant, D., Burchinal, M., Early, D., & Howes, C. (2008). Pre-k program standards and children's development of academic, language, and social skills. *Child Development*, *79*(3), 732-749.

- Waanders, C., Mendez, J. L., & **Downer, J. T.** (2007). Neighborhood, teacher and parent characteristics as predictors of parent involvement in preschool children's education. *Journal of School Psychology, 45*, 619-636.
- Downer, J. T.**, Rimm-Kaufman, S. E., & Pianta, R. C. (2007). How do classroom conditions and children's risk for school problems contribute to children's behavioral engagement in learning? *School Psychology Review, 36*(3), 413-432.
- Downer, J. T.**, LaForett, D., & Mendez, J. (2006). Head Start university-community partnerships and mentorship of graduate students in early childhood research. *National Head Start Dialog, 9*(1), 63-78.
- Mashburn, A. J., Hamre, B. K., **Downer, J. T.**, & Pianta, R. C. (2006). Teacher, classroom, and child factors associated with teachers' ratings of preschoolers' relationships and behaviors. *Journal of Psychoeducational Assessment, 24*(4), 367-380.
- Downer, J. T.**, & Pianta, R. C. (2006). Academic and cognitive functioning in first grade: Associations with earlier home and child care predictors and with concurrent home and classroom experiences. *School Psychology Review, 35*(1), 11-30.
- Downer, J. T.**, & Mendez, J. (2005). African American father involvement and preschool children's school readiness. *Early Education and Development, 16*, 317-340.
- Rimm-Kaufman, S. E., LaParo, K. M., **Downer, J. T.**, & Pianta, R. C. (2005). The contribution of classroom setting and quality of instruction to children's behavior in the kindergarten classroom. *Elementary School Journal, 105*(4), 377-394.
- Kilmann, P. R., Laughlin, J. E., Carranza, L. V., **Downer, J. T.**, Major, S., & Parnell, M. M. (1999). Effects of an attachment-focused group preventive intervention on insecure women. *Group Dynamics, 3*, 138-147.

Submitted or In progress

- Downer, J. T.**, Myers, S., Hamre, B., Mashburn, A., & Pianta, R. C. (revise/resubmit). The racial-ethnic landscape of pre-k classrooms as a contributor to children's early school adjustment. *Child Development*.
- Downer, J. T.**, Pianta, R. C., Burchinal, M., Field, S., Hamre, B. K., Locasale-Crouch, J.,... & Scott-Little, C. (revise/resubmit). Coaching and coursework focused on teacher-child interactions during language/literacy instruction: Effects on teacher outcomes and children's classroom engagement. *Early Childhood Research Quarterly*.
- Curby, T., **Downer, J.**, & Booren, L. (revise/resubmit). Behavioral exchanges between teachers and children over the course of a typical preschool day: Testing bidirectional associations. *Early Childhood Research Quarterly*.

BOOK CHAPTERS

- Downer, J.** (2013). Applying lessons learned from evaluations of model early care and education programs to preparation for effective implementation at-scale. In T. Halle, I. Martinez-Beck, and A. Metz (Eds.), *Applying implementation science to early care and education programs and systems: Exploring a new frontier* (pp. 140-156). New York: Paul H. Brookes Publishing, Inc.

- Downer, J. T.,** Jamil, F., Maier, M., & Pianta, R. (2012). Implications of information processing theory for professional development of early educators. In R. Pianta, C. Howes, & B. Hamre (Eds.), *Effective professional development in early childhood education* (pp. 233-). New York: Paul H. Brookes Publishing, Inc.
- Hamre, B., **Downer, J. T.,** Jamil, F. & Pianta, R. C. (2012). Enhancing teachers' intentional use of effective interactions with children: Designing and testing professional development interventions. In R. Pianta, L. Justice, S. Barnett, & S. Sheridan (Eds.), *Handbook of early education* (pp. 507-532). New York: Guilford Publications.
- Vitiello, V. E., **Downer, J. T.,** & Williford, A. P. (2011). Preschool classroom experiences of dual language learners: Summary of findings from publicly funded programs in 11 states. In R. Pianta, C. Howes, & J. Downer (Eds.), *Dual language learners in the early childhood classroom* (pp. 69-92). New York: Paul H. Brookes Publishing, Inc.
- Pianta, R.C., Hamre, B.K., & **Downer, J.** (2011). Aligning measures of quality with professional development goals and goals for children's development. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle, *Quality measurement in early childhood settings* (pp. 297-316). New York: Paul H. Brookes Publishing, Inc.
- Downer, J. T.,** & Myers, S. S. (2009). Application of a developmental/ecological model to family-school partnerships. In S. L. Christenson & A. L. Reschly (Eds.), *The handbook on school-family partnerships for promoting student competence* (pp. 3-29). Philadelphia: Routledge/Taylor and Francis Group.
- Downer, J. T.,** Campos, R., McWayne, C., & Gartner, T. (2008). Father involvement and children's early learning: A critical review of published empirical work from the past 15 years. In W. Jeynes (Ed.), *Family factors and the educational success of children*. Philadelphia: Routledge/Taylor and Francis Group.
- Downer, J. T.** (2007). Father involvement during early childhood. In R. Pianta, M. Cox, & K. Snow (Eds.), *School readiness and the transition to kindergarten in the Era of Accountability* (pp. 329-354), New York: Paul H. Brookes Publishing, Inc.
- Downer, J. T.,** Driscoll, K., & Pianta, R. C. (2006). The transition from kindergarten to first grade: A developmental, ecological approach. In D. Gullo (Ed.), *K Today: Teaching and learning in the kindergarten year* (pp. 151-160). Washington, DC: National Association for the Education of Young Children.

REPORTS

- Downer, J. T.,** Hall, A., Jacobson, L., Wilson, H. K., & Pianta, R. C. (2006, October). *Professional development training in Wyoming preschools*. Final research report written for the Wyoming Department of Education.

CONFERENCE PRESENTATIONS

- Downer, J.** (2013). *Results of the NCRECE Professional Development Study: Impacts on teacher practice and child outcomes*. Symposium presentation at the National Center for Research on Early Childhood Education Quality Improvement in Early Childhood Education meeting in Washington, DC.
- Downer, J.,** Brown, J., Herrera, M. J., Stuhlman, M., Bourassa, K., Gologor, B., & Wong, P. (2012). *Coaching quality and teachers' implementation of the 4Rs social-emotional and literacy curriculum: Testing the*

link between two levels of intervention fidelity. Paper presented at the Spring 2013 SREE Conference, Washington, DC.

Downer, J., Williford, A., Booren, L., & Pianta, R. (2012, June). *The Individualized Classroom Assessment Scoring System.* Symposium presentation at the National Head Start Research Conference, Washington, DC.

Downer, J., & Haak, J. (2012, June). *Fostering mentor-mentee relationships that move the field forward.* Roundtable discussion at the National Head Start Research Conference, Washington, DC.

Bohlmann, N., **Downer, J.,** Booren, L., Maier, M., & Williford, A. (2012, June). *Using the inCLASS to measure preschool children's engagement with teachers, peers, and tasks.* Poster presented at the National Head Start Research Conference, Washington, DC.

LoCasale-Crouch, J., Cabell, S., DeCoster, J., **Downer, J.,** & Pianta, R. (2012, June). *Variation in consultation quality and teacher responsiveness: Associations with change in teacher practice.* Poster presented at the National Head Start Research Conference, Washington, DC.

Curby, T.W., **Downer, J.T.,** & Booren, L. (2012, June). *The influence of classrooms on children and children on classrooms: Testing bidirectional associations during a typical day of preschool.* Poster presented at the National Head Start Research Conference, Washington, DC.

Downer, J. T., & Stuhlman, M. (2012, May). *What can elementary school students tell us about classroom interactions?* Paper presented at the WT Grant and Spencer Foundation Measurement Meeting, Chicago, IL.

Stuhlman, M., **Downer, J.,** & DeCoster, J. (2012, April). *Developing and validating scalable approaches to assessing effective classroom interactions.* Paper presented at the meeting of the American Educational Research Association, Vancouver, BC, Canada.

Hatfield, B., Hamre, B., **Downer, J.,** & Howes, C. (2012). *Teacher characteristics influence responsiveness to a course and a consultancy focused on effective teacher-child interactions.* Paper presented at the Spring 2012 SREE Conference, Washington, DC.

LoCasale-Crouch, J. DeCoster, J., Cabell, S., **Downer, J.,** & Pianta, R. (2012). *Variation in teachers' instructional interactions within two interventions: Associations with intervention responsiveness and teacher/classroom characteristics.* Paper presented at the Spring 2012 SREE Conference, Washington, DC.

Downer, J., & Hamre, B. (2011, November). Effects of coaching and coursework on preschool teachers' interactions with children. Paper presented at National Association for the Education of Young Children Annual Conference and Expo, Orlando, FL.

Downer, J. (2011, June). *Remembering the adult learner inside the prevention provider/specialist: A strategy to improve implementation quality.* Discussant for a roundtable at the 19th Annual Meeting of the Society for Prevention Research, Washington, DC.

Downer, J., & LoCasale-Crouch, J. (2011, June). *Implementation of an on-line coaching model with preschool teachers: Lessons learned from a field-based trial.* Paper presented at the 19th Annual Meeting of the Society for Prevention Research, Washington, DC.

- Downer, J.**, Vitiello, V., Maier, M., & Williford, A. (2011, March). *Typologies of children's interactions within preschool classrooms and their associations with school readiness*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Hamre, B., **Downer, J.**, & Williford, A. (2011, March). *Emotional supports in the preschool classroom and early academic performance: Examining potential mediators*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Williford, A., **Downer, J.**, Maier, M., Pianta, R., & Howes, C. (2011, March). *Examining the fit between teachers' and children's classroom interactions observed at the classroom and the individual child level*. Poster symposium at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Haak, J., & **Downer, J.** (2011, March). *Longitudinal associations between language ability and behavior problems in boys and girls across early childhood*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Hartz, K., Haak, J., Vitiello, V., Williford, A., & **Downer, J.** (2011, March). *Emotion regulation development: The role of positive and negative engagement in the preschool classroom*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Jamil, F., & **Downer, J.** (2011, March). *Understanding the contribution of teachers' psychological profiles to emotionally supportive classroom interactions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Williford, A., & **Downer, J.** (2011, March). *Preschoolers' individual classroom interactions with teachers, peers and tasks: Implications for development and intervention*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Walters, T., Pianta, R., **Downer, J.**, & Cao, Y. (2011, March). *Improving child care in Virginia: An evaluation of the Star Quality Initiative*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec.
- Locasale-Crouch, J., & **Downer, J.** (2011, March). *Implementation of an on-line, video-based coaching model with preschool teachers: Lessons learned from a 9-site, field-based trial*. Paper presented at the 4th Annual NIH Conference on the Science of Dissemination and Implementation: Policy and Practice, Bethesda, MD.
- Hamre, B., Henry, A., Locasale-Crouch, J., **Downer, J.**, Pianta, R., et al. (2011, March). *Implementation fidelity and teachers' engagement in a course on effective teacher-child interactions: Effects on teacher beliefs, knowledge and practice*. Paper presented at the Spring 2011 SREE Conference, Washington, DC [also served as the Chair of this symposium).
- Downer, J.**, Hamre, B., Pianta, R., LoCasale-Crouch, J., & Burchinal, M. (2010, June). *Facilitation of effective teacher-child interactions through web-mediated consultation*. Poster session presented at the 5th Annual IES Research Conference, Washington, DC.
- LoCasale-Crouch, J., Kraft-Sayre, M., Pianta, R., Hamre, B., & **Downer, J.** (2010, June). *Intervention implementation at scale: Feasibility and fidelity of an early childhood course in nine settings*. Poster session presented at the 5th Annual IES Research Conference, Washington, DC.

- Jamil, F., **Downer, J.**, & Pianta, R. (2010, June). *The contribution of preservice teachers' performance and beliefs to teacher efficacy at program completion*. Poster session presented at the 5th Annual IES Research Conference, Washington, DC.
- Booren, L., Vitiello, V., & **Downer, J.** (2010, June). *Observing differences in preschoolers' interactions with teachers, peers, and tasks across classroom activity settings*. Paper presented at Head Start's 10th National Research Conference, Washington, DC.
- Downer, J.**, Williford, A., Booren, L., & Pianta, R. (2010, June). *Using observations of children's classroom interactions to predict school readiness: Validity of the Individualized Classroom Assessment Scoring System (inCLASS)*. Poster presented at Head Start's 10th National Research Conference, Washington, DC.
- Downer, J.**, Lopez, M., Hamagami, A., Howes, C., & Pianta, R. (2009, June). *The Classroom Assessment Scoring System in Dual Language Learner classrooms: Factor structure and predictive validity*. Poster session presented at the 4th Annual IES Research Conference, Washington, DC.
- Pianta, R., Bryant, D., Burchinal, P., **Downer, J.**, Hamre, B., Howes, C., Justice, L., LaParo, K., Scott-Little, C. et al. (2009, June). *Supporting language and literacy development in preschool classrooms through effective teacher-child interactions*. Poster session presented at the 4th Annual IES Research Conference, Washington, DC.
- Abry, T., Lima, O. K., Booren, L. M., Luckner, A. E., & **Downer, J.** (2009, April). *Teacher ratings and observations: Comparing two measures of children's interactions in classrooms*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Downer, J.**, Booren, L. M., Luckner, A. E., & Pianta, R. C. (2009, April). Psychometric results from a field test of the Individualized Classroom Assessment Scoring System (inCLASS). In J. A. Griffin (Chair), *The Interagency Consortium for School Readiness Outcome Measures (ICSROM): Preliminary results*. Poster symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Downer, J.**, Lopez, M. L., Pianta, R. C., Howes, C., & Kohrt, B. K. (2009, April). Investigating the Classroom Assessment Scoring System (CLASS) within a DLL subgroup from a multi-state study of preschool programs. In M. L. Lopez (Chair), *Advances in the assessment of classroom quality for preschool Dual Language Learners (DLL): Findings from three studies*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Haak, J., & **Downer, J.** (2009, April). *Home emergent literacy exposure and early literacy skills in children with attention problems*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Hamre, B. K., Hadden, S., **Downer, J.**, LoCasale-Crouch, J., & Pianta, R. C. (2009, April). Understanding changes in preschool teachers' practice during MyTeachingPartner Consultation: A mixed methods study. In M. D. LaRusso (Chair), *School-based interventions to promote child development: Using mixed methods to enhance understanding of context*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Mashburn, A. J., **Downer, J.**, Hamre, B. K., & Pianta, R. C. (2009, April). Effects of a web-based teacher professional development program on children's development of social skills during pre-k. In J. A. Griffin (Chair), *The Interagency School Readiness Consortium: Preliminary findings*. Poster symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

- Myers, S. M., **Downer, J.**, Booren, L. M., & Pianta, R. C. (2009, April). Examining the relations of child temperament and teacher-child interactions to preschoolers' language/literacy development. In C. Valiente (Chair), *The role of temperament in children's school success*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Sweeney, B. D., Luckner, A. E., Abry, T., Booren, L. M., & **Downer, J.** (2009, April). *Classroom composition and teacher characteristics: Associations with children's teacher, peer, and task interactions*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Downer, J. T.**, & Hamre, B. (2008, July). *The contribution of classroom characteristics to variation in teacher reports of student-teacher relationships during consecutive years of preschool*. Paper presented at 20th Biennial Conference of the International Society for the Study of Behavioural Development, Wurzburg, Germany.
- Mashburn, A., **Downer, J. T.**, Fan, X., Hamre, B., & Pianta, R. C. (2008, June). *Effects of a web-based professional development intervention on children's development of literacy, language, and social-emotional skills*. Paper presented at Head Start's 9th National Research Conference, Washington, DC.
- Hamre, B., Pianta, R.C., Bryant, D.M., Burchinal, M., **Downer, J. T.**, Howes, C.H., Justice, L.M., Scott-Little, C., & LaParo, K. (2008, June). *Supporting language and literacy development in preschool classrooms through effective teacher-child interactions & relationships: An overview and pilot findings from a major professional development research study*. Poster presentation at Head Start's 9th National Research Conference, Washington, DC.
- Downer, J. T.**, Luckner, A.E., Booren, L., Lima, O.K., & Yoder, B. (2008, June). *Multi-level modeling of observational ratings using the Classroom Assessment Scoring System-Child Version (CLASS-C)*. Poster presentation at Head Start's 9th National Research Conference, Washington, DC.
- Booren, L., Lima, O.K., **Downer, J. T.**, Luckner, A.E., Yoder, B., & Pianta, R. (2008, June). *Exploring the CLASS-C: Associations among observed classroom behaviors, teacher ratings, children's age, and activity settings*. Poster presentation at Head Start's 9th National Research Conference, Washington, DC.
- Downer, J. T.**, Mashburn, A., Pianta, R., & Hamre, B. (2008, June). *Teachers' implementation of web-based curricula and children's language and literacy development*. Paper presented at Head Start's 9th National Research Conference, Washington, DC.
- Pianta, R., & **Downer, J.** (2008, June). *Improving the quality of teacher-child interactions through focused observation and consultation*. Invited research presentation at the 2008 NAEYC Pre-Institute Research Symposium.
- Grimm, K., Curby, T. W., Pianta, R., Mashburn, A., **Downer, J. T.**, Chomat-Mooney, L., & Hamre, B. K. (2008, March). *Partitioning variance associated with classroom observation*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Mashburn, A., Curby, T. W., Pianta, R., Chomat-Mooney, L., Grimm, K., **Downer, J. T.**, & Hamre, B. K. (2008, March). *Efficient sampling of classroom-level processes*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Chomat-Mooney, L., **Downer, J. T.**, Pianta, R., Grimm, K., Mashburn, A., Curby, T. W., Hamre, B. K., & Rimm-Kaufman, S. (2008, March). *Concurrent and predictive validity of classroom observations and*

other setting-level measures. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Mashburn, A., **Downer, J. T.**, Pianta, R. C., & Hamre, B. (2008, March). *Peer effects of children's language development during pre-kindergarten*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Hamre, B. K., LoCasale-Crouch, J., **Downer, J. T.**, & Pianta, R. C., (2008, March). *Myteachingpartner: prediction of variation in teacher participation and associations with observed teaching quality*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Pianta, R. C., Hamre, B. K., Mashburn, A., & **Downer, J. T.** (2008, March). *The science of observing child-teacher interactions in PK-3rd grade classrooms*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.

Downer, J., & Hamre, B. (2007, July). *Preschool and beyond: Making a smooth transition*. Presentation sponsored by the Arkansas Department of Education at the School for the 21st Century National Conference, Little Rock, AR.

Lima, O., **Downer, J.**, Gerber, E., Henry, A., Nishida, T., Yoder, B., & Pianta, R. (2007, April). *Children's interactions across preschool contexts: An observational assessment*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Mashburn, A.J., Hamre, B.K., Pianta, R. C., & **Downer, J.** (2007, March). *Three dimensions of child-teacher interactions in prek-third grade classrooms*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Rimm-Kaufman, S., & **Downer, J.** (2007, March). *How do classroom conditions and children's risk for school problems contribute to children's engagement in learning?* Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Hamre, B., Pianta, R., **Downer, J.**, & Mashburn, A.J. (2007, March). *Growth models of classroom quality over the course of the year in preschool programs*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Head-Reeves, D.M., Barbarin, O., **Downer, J.**, & Odom, E.C. (2007, March). *Home-school congruence and preschoolers' development: An examination of the cultural mismatch hypothesis*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Mashburn, A.J., Pianta, R.C., **Downer, J.**, & Hamre, B.K. (2007, March). *MyTeachingPartner: Effects of a web-based intervention to improve teacher quality*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Downer, J., Hamre, B.K., Pianta, R.C., & Hadden, S. (2007, March). *Predicting the quality of teacher-child interactions in pre-kindergarten classrooms: Patterns across activity settings*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Downer, J., Gerber, E., Lima, O., Henry, A., Nishida, T., Yoder, B., & Pianta, R. (2007, March). *Observational assessment of young children in a preschool environment*. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

- Pianta, R., Mashburn, A., Hamre, B., Downer, J., & Justice, L. (2007, March). *Using web-based feedback to improve teacher-child interactions in pre-kindergarten classrooms*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- LoCasale-Crouch, J., Mashburn, A., Downer, J. & Pianta, R. (2006). *Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten*. Poster presented at the Resilience in Children Annual Conference. Arlington, Virginia.
- Downer, J. T.** (2006, June). *Teacher-child interactions in the classroom: Implications of teachers' attachment history*. Paper presented at Head Start's 8th National Research Conference, Washington, DC.
- Campos, R., **Downer, J.**, McWayne, C., & Gartner, T. (2006, June). *Father involvement in early childhood: A review of recent trends in the research literature*. Poster presentation at Head Start's 8th National Research Conference, Washington, DC.
- Odom, E., Head-Reeves, D., Barbarin, O., & **Downer, J. T.** (2006, June). *Childrearing beliefs and practices during preschool: An investigation of home-school congruence*. Poster presentation at Head Start's 8th National Research Conference, Washington, DC.
- Hamre, B., Pianta, R., & Downer, J. (2006, June). *Social resources in the classroom and young children's academic and social development*. Poster presentation at the 14th Annual Meeting of the Society for Prevention Research, San Antonio, TX.
- Downer, J. T.** (2006, April). *Schooling, self-regulation, and early academic achievement*. Symposium discussant at the Biennial Meeting of the Conference on Human Development, Louisville, KY.
- Hamre, B., Pianta, R., **Downer, J. T.**, & Mashburn, A. (2005, May). *Daily interactions in the classroom as a prevention tool*. Paper presented at the 13th Annual Meeting of the Society for Prevention Research,, Washington, DC.
- Downer, J. T.** (2005, May). *Socio-emotional competence as a salient factor in the early school success of children from low-income families*. Paper presented at the 13th Annual Meeting of the Society for Prevention Research,, Washington, DC.
- Downer, J. T.**, LaParo, K. M., Rimm-Kaufman, S. E., & Pianta, B. C. (2005, April). *Teacher-child behaviors in the kindergarten classroom: A two level analysis*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.
- Downer, J. T.**, & LaForett, D. (2004, May). *The search for essential elements of and ideal context for successful mentoring relationships: Development of a mentorship perspectives survey*. Paper presentation at the 4th Annual Cross-University Collaborative Mentoring Conference, New York, NY.
- Downer, J. T.**, LaForett, D., & Mendez, J. (2003, April). *Child, father, and family predictors of paternal involvement at home and Head Start*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Tampa, FL.
- Downer, J. T.** & Horwitz, B. (2002, June). *Capturing the nuances of father involvement and its relation to Head Start children's school readiness*. Poster presentation at Head Start's 6th National Research Conference, Washington, DC.
- Downer, J. T.** (2002, May). *An eco-developmental mentorship model for engagement of young scholars in community partnerships*. Presentation at the 2nd Annual Cross-University Collaborative Mentoring Conference, Philadelphia, PA.

- Downer, J. T.**, Kilmann, P.R., & Davis, K.E. (2000, March). *Changing individuals' attitudes toward self and others through written self-disclosure*. Poster presentation at the 46th Annual Meeting of the Southeastern Psychological Association, New Orleans, LA.
- Kilmann, P. R., Parnell, M. M., Urbaniak, G. C., & **Downer, J. T.** (1999, March). *Links between parent and child attachment patterns*. Poster presentation at the 45th Annual Meeting of the Southeastern Psychological Association, Savannah, GA.
- Kilmann, P. R., Carranza, L. V., Urbaniak, G. C., Marinkovic, M., White, J. D., Andra, M. L., **Downer, J. T.**, & Laughlin, J. E. (1998, August). *Contrast of two group preventive interventions for insecurely attached participants*. Poster presentation at the 106th Annual Convention of the American Psychological Association, San Francisco, CA.
- Marinkovic, M., Kilmann, P. R., **Downer, J. T.**, Laughlin, J. E., & Carranza, L. V. (1998, March). *Dysfunctional relationship beliefs, attachment patterns, interpersonal styles, and marital satisfaction*. Poster presentation at the 44th Annual Meeting of the Southeastern Psychological Association, Mobile, AL.
- Kilmann, P. R., **Downer, J. T.**, Carranza, L. V., Laughlin, J. E., Major, S., & Marinkovic, M. (1998, March). *Effects of an attachment-based preventive intervention: A weekend replication*. Poster presentation at the 44th Annual Meeting of the Southeastern Psychological Association, Mobile, AL.
- Kilmann, P., Carranza, L., Weltzien, E., & **Downer, J.** (1997, April). *Relationship between spousal personality characteristics, attachment patterns, and marital satisfaction*. Poster presentation at the 43rd Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.

INVITED KEYNOTES, PANELS AND WORKSHOPS

- Downer, J.** (2013, March). *From the brain to the classroom: Supporting self-regulation of children birth to five in early care and education*. Invited talk at the Virginia Early Childhood Foundation Board Meeting in Richmond, VA.
- Downer, J.** (2012, December). *What does self-regulation look like in early care and education classrooms?* Invited workshop at the Ready At Five Conference in Annapolis, MD.
- Downer, J.** (2012, December). *From the brain to the classroom: Supporting self-regulation of children birth to five in early care and education*. Invited keynote at the Ready At Five Conference in Annapolis, MD.
- Downer, J.**, & Mashburn, A. (2012, September). *Application of generalizability theory to observational measures of classroom-level outcomes*. Invited workshop at the SREE Fall Conference in Washington, DC.
- Downer, J.** (2012, July). *Supporting effective adult-child interactions across early care and education settings*. Invited panelist at a planning meeting of the Institute of Medicine/National Research Council Board on Children, Youth, and Families focused on Bridging the Early Years to the Early Grades in Washington, DC.
- Downer, J.** (2012, May). *Successful kindergarten transitions: Connecting teachers with teachers*. Invited workshop for early childhood and kindergarten teachers within the Mercer County School District area, Sharon, PA.

- Downer, J.** (2012, May). *The research case for a comprehensive birth-to-3rd grade policy agenda*. Co-speaker at Opening Plenary for the National Governor's Association Building a Birth to 3rd Grade State Policy Agenda meeting in Arlington, VA.
- Downer, J.** (2012, May). *Aligning observations and in-service professional development Prek-3rd grade*. Invited panel at the National Governor's Association Building a Birth to 3rd Grade State Policy Agenda meeting in Arlington, VA.
- Downer, J.T.** (2011, October). *Preschoolers' unique experiences within a classroom ecology: Links to development and implications for intervention*. Invited colloquia for the Applied Developmental Psychology program at George Mason University, Fairfax, VA.
- Downer, J.T.** (2011, February). *Kindergarten transitions: Are children ready and what support do they need?* Invited keynote for the Smart Beginning Greater Richmond Network Meeting, Richmond, VA.
- Downer, J.T.** (2010, December). *Successful kindergarten transitions: Building connections between Virginia Beach educators*. Invited workshop for early childhood and kindergarten teachers within the Virginia Beach Public School District area, Virginia Beach, VA.
- Downer, J.T.** (2010, November). *Skill in detecting effective classroom interactions: A proposed mediator and moderator of professional development*. Invited presentation at the 5th Annual NCRECE Leadership Symposium on Effective Professional Development in Early Childhood Education, Arlington, VA.
- Downer, J.T.** (2010, September). *Observation-based professional development programs for early childhood educators*. Invited keynote for MDRC's Family Well-Being and Child Development Policy Area, New York, NY.
- Downer, J.T.** (2009, November). *Program design and metrics/Building and improving high quality programs*. Early Childhood Leadership Workshop for Head Start Program Directors, Darden School of Business, Charlottesville, VA.
- Downer, J. T.** (2009, July). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop for early childhood community and school districts within Venango County, Oil City, PA.
- Downer, J. T.** (2009, July). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop for early childhood community and school districts within Venango County, Oil City, PA.
- Downer, J. T.** (2009, June). *Giving young children a head start in learning: Transition to school and interactions with teachers*. Invited presentation at the University of Virginia Reunions Weekend, Charlottesville, VA.
- Downer, J. T.** (2009, April). *Classroom Assessment Scoring System in a Prek-3 context*. Invited presentation at the National Black Child Development Institute's PreKindergarten-Grade 3 Convening, Washington, DC.
- Downer, J. T.** (2009, March). *Alignment of teacher-student interactions from pre-k to 3rd*. Invited workshop as part of the Minnesota Early Childhood Transition Teleconference Series.
- Downer, J. T.** (2009, March). *Preschool and beyond: Making a smooth transition*. Invited workshop sponsored by West Central Minnesota's Early Childhood Initiative, Fergus Falls, MN.

- Downer, J. T.** (2008, March). *Preschool and beyond: Making a smooth transition*. Invited keynote at the Road to Kindergarten Transitions Forum sponsored by the Howard County, MD Kindergarten Transitions Work Group.
- Downer, J. T.** (2007, March). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop sponsored by the Penn State Cooperative Extension and provided for Early Childhood Councils and school districts within Mercer County, Mercer, PA.
- Downer, J. T.** (2007, January). *Professional development: Improving quality of implementation through observation*. Invited presentation at Pennsylvania's Office of Child Development and Early Learning Best Practices in Pre-kindergarten Conference for school district administrators, State College, PA.
- Downer, J. T., & LoCasale-Crouch, J.** (2006, December). *Successful kindergarten transitions: Developing a community action plan*. Invited workshop provided for Pennsylvania Key and Community Engagement Groups, Harrisburg, PA.
- Downer, J. T.** (2006, October). *Transitions for young children: Creating functional relationships among key players*. Keynote speaker presentation at the Pennsylvania Department of Education's 2nd Annual Early Childhood Conference, Lancaster, PA.
- Downer, J. T.** (2006, October). *Successful prek-3 transitions: Aligning programmatic standards and building relationships*. Invited workshop at the Pennsylvania Department of Education's 2nd Annual Early Childhood Conference, Lancaster, PA.
- Downer, J. T.** (2006, February). *University-community partnerships in support of early childhood education*. Invited colloquium for the Department of Psychology at the Miami University, Miami, OH.
- Downer, J. T.** (2005, October). *Transition to kindergarten: Models and practices*. Invited workshop provided at the Ohio Department of Education's Annual Early Care and Education Conference, Columbus, OH.
- Downer, J. T.** (2005, April). *Going to kindergarten: Transition models and practices*. Invited workshop provided to Vineland, NJ Public School District.
- Hamre, B., **Downer, J. T.**, Hall, A., & Funk, G. (August, 2005). *MyTeachingPartner: Consultation support and web resources for pre-kindergarten teachers*. Invited 2-day workshop provided to Wyoming pre-kindergarten teachers in TANF-funded pre-kindergarten classrooms.
- Downer, J. T.** (2005, February). *The ins and outs of preparing grant proposals*. Invited workshop for graduate students enrolled in Cognitive Theory course as part of the Clinical/School Psychology program at the University of Virginia.
- Downer, J. T.** (2004, October). *Treatment approaches to disruptive, externalizing problems*. Invited lecture for Child Psychotherapy graduate course in the Clinical/School Psychology program at the University of Virginia.
- Downer, J. T.** (2004, September). *Behavioral parent consultation models*. Invited lecture for Child Psychotherapy graduate course in the Clinical/School Psychology program at the University of Virginia.
- Downer, J. T.** (2004, March). *Conjoint behavioral consultation in the schools*. Invited lecture for Psychology in the Schools graduate course in the Clinical/School Psychology program at the University of Virginia.
- Downer, J. T. & Thomas, D.** (2003, January). *Engaging fathers in the delivery of early childhood services*. Workshop provided to The Children's Hospital of Philadelphia Early Head Start staff, Philadelphia, PA.

Downer, J. T. & Leff, S. (2002, July). *Enhancing the social validity of interventions by partnering with research participants*. Presentation given to the Community Schools Research Group at The Children's Hospital of Philadelphia, Philadelphia, PA.

TRAININGS

Downer, J. T. (2010, November). *Classroom Assessment Scoring System (CLASS): K-3rd training module*. 2-day regional training for Teachstone, Inc., Charlottesville, VA.

Downer, J. T. (2009, February). *Classroom Assessment Scoring System (CLASS): Prek Train-the-Trainer module*. 3-day training provided for the Arizona Department of Education, Phoenix, AZ.

Downer, J. T. (2008, October). *Classroom Assessment Scoring System (CLASS): K-3rd training module*. 2-day training provided for staff of the Children's Literacy Initiative, Philadelphia, PA.

Downer, J. T. (2006, August). *Classroom Assessment Scoring System (CLASS): K-3rd Train-the-Trainer module*. 2-day training provided for regional participants, Charlottesville, VA.

Downer, J. T. (2007, September). *Classroom Assessment Scoring System (CLASS): Secondary training module*. 2-day training provided for faculty and students at Stanford University, Palo Alto, CA.

Downer, J. T. (2006, November). *Classroom Assessment Scoring System (CLASS): Prek Train-the-Trainer module*. 2-day training provided for regional participants, Charlottesville, VA.

Downer, J. T. (2006, June). *Classroom Assessment Scoring System (CLASS): K-5th training module*. 2-day training provided for regional participants, Charlottesville, VA.

Downer, J. T. (2006, March). *Classroom Assessment Scoring System (CLASS): K-5th training module*. 2-day training provided for faculty and students at the University of Alberta, Edmonton, Canada.

Downer, J. T., & Mashburn, A. (2006). *Orientation to the NICHD SECCYD Data Set*. Training session for students and faculty in the Curry School of Education, University of Virginia.

Downer, J. T. (2005, August). *Classroom Assessment Scoring System (CLASS): Prek training module*. 2-day training provided for the Wyoming Department of Education, Casper, WY.

Downer, J. T. (2005, June). *Classroom Assessment Scoring System (CLASS): Prek training module*. 2-day training provided for the Massachusetts Department of Education, Boston, MA.

Downer, J. T. (2005, March). *Classroom Assessment Scoring System (CLASS): K-5th training module*. 2-day training provided for faculty and staff at Brigham Young University, Provo, UT.

Downer, J. T. (2005, January). *Classroom Assessment Scoring System (CLASS): Prek training module*. 2-day training provided for Georgetown University and the universal prek evaluation team, Tulsa, OK.

Downer, J. T. (2004). *Classroom Assessment Scoring System (CLASS): Prek training module*. 2-day training provided for Westat, Inc. staff overseeing Head Start FACES, Rockville, MD.

Downer, J. T. (2003). *Classroom Assessment Scoring System (CLASS): Prek training module*. 3-day training provided for the NCEDL SWEEP evaluation team, Los Angeles, CA.

GRANT REVIEWS

- 2010-2013 **WT Grant Foundation, Ad Hoc Reviewer (1-2 grants annually)**
- 2003, 2004 **Child Care Research Scholar Grants (panel chairperson in 2004)**
U.S. Department of Health and Human Services, ACYF, Child Care Bureau
- 2003, 2005 **Head Start Scholars Graduate Student Grants**
U.S. Department of Health and Human Services, ACYF, Head Start Bureau

AD HOC REVIEWER

Journal of Abnormal Child Psychology
Journal of Family Psychology
Journal of School Psychology (Editorial Board Member)
School Psychology Review
Child Development
Developmental Psychology
Early Childhood Research Quarterly
Early Education and Development (Editorial Board Member)
National Head Start Association Dialog

MENTORING AND SUPERVISION ACTIVITIES

Graduate Students

- 2012 Pre-Dissertation Chair, Sadie Hasbrouck, Curry School of Education, University of Virginia
- 2012 Dissertation Committee, Tashia Abry, Curry School of Education, University of Virginia (temporary replacement for someone on maternity leave)
- 2012 Dissertation Committee, Eileen Merritt, Curry School of Education, University of Virginia
- 2010 Co-advisor, Faiza Jamil, Curry School of Education, University of Virginia
- 2010 Dissertation Committee, Anne Henry, Curry School of Education, University of Virginia
- 2010 Dissertation Committee, Terri Walters, Curry School of Education, University of Virginia
- 2010 Dissertation Chair, Jill Haak, Curry School of Education, University of Virginia
- 2010 Dissertation Chair, Howard Crumpton, Curry School of Education, University of Virginia
- 2009 Dissertation Committee, Kent Wilson, Curry School of Education, University of Virginia
- 2008 Co-advisor, Kate Driscoll, Curry School of Education, University of Virginia

- 2008 Clinical Supervisor, Justin Collmann, Curry School of Education, University of Virginia
- 2007 Clinical Supervisor, Lacey Levitt, Curry School of Education, University of Virginia
- 2006 Clinical Supervisor, Michael Ripski, Curry School of Education, University of Virginia
- 2005 Clinical Supervisor, Shawn Gerwitz, Curry School of Education, University of Virginia

Undergraduate Students

I regularly engage UVA undergraduate students from the Curry School and the College of Arts and Sciences in my research projects; each year 15-20 undergraduates work as part of my research teams, many of whom are looking for experience to parlay into graduate school applications. In addition, since its inception I have reviewed applications for Curry's Summer Undergraduate Research Program (for students from underrepresented groups) and provided mentorship to participants.

- 2013 Advisor, Krystal Thomas & Caitlin Brown, Summer Undergraduate Research Program, University of Virginia
- 2011 Co-advisor, Ebony Hinton & Shantel Gambel, Summer Undergraduate Research Program, University of Virginia
- 2008 Co-advisor, Ameena Sweeting & Maryam Irshad, Summer Undergraduate Research Program, University of Virginia

Postdoctoral Fellows

- 2011 Faculty Co-mentor for Michelle Maier, Postdoctoral Fellow
- 2010 Faculty Mentor for Natalie Bohlmann, Postdoctoral Fellow
- 2009 Faculty Mentor for Kay Sanders, Minority Research Fellowship Program, National Center for Research in Early Childhood Education
- 2009 Faculty Mentor for Virginia Vitiello, Postdoctoral Fellow
- 2008 Faculty Mentor for Sonya Myers, IES Fellowship Program

OTHER PROFESSIONAL ACTIVITIES

- 2013 Co-Organizer, Working meeting on "*Using Measures to Leverage the Impact of Child Development Research on Educational Practice*" co-sponsored by SRCD and CASTL, Charlottesville, VA
- 2012 Co-Organizer, Working meeting on "Developing and Using Cost-effective Measures of Teaching Practices and Processes for Feedback and Change" funded by WT Grant Foundation, Chicago, IL

- 2011-13 Consultant, *Preparing for School in Norwegian Daycare Centers* funded by the Norwegian Research Council, University of Stavanger, Norway
- 2008-11 Consultant, *Using Emotional Literacy to Improve Youth Serving Organizations* funded by WT Grant Foundation, Yale University, New Haven, CT
- 2010 Attendee (by invitation only), *Improving the Application of Effective Practices in Early Childhood Education: A Convening of the Experts* sponsored by the Temple University College of Education Urban Education Collaborative and PNC Bank, Philadelphia, PA
- 2010 Steering Committee Member, Working Meeting on the *Application of Implementation Science to Early Care and Education Research* sponsored by OPRE, Silver Spring, MD
- 2009 Co-organizer, Fourth Annual Leadership Symposium of the National Center for Early Childhood Education Research on *Investigating the Classroom Experiences of Young Dual Language Learners*, Arlington, VA
- 2009 Attendee (by invitation only), Leadership Forum on *Exploring Methodological Issues in Contemplative Education Research: A Focus on Teachers* sponsored by the Garrison Institute's Initiative on Contemplation and Education, Garrison, NY
- 2008 Member, Governor's Office *Task Force for Professional Development in Early Childhood Education*, Richmond, VA
- 2007 Attendee (by invitation only), Leadership Forum on *Assessment for Social, Emotional, and Academic Learning with Preschool and Elementary-School Children* sponsored by the Garrison Institute's Initiative on Contemplation and Education and the Collaborative for Academic, Social, and Emotional Learning (CASEL), Garrison, NY
- 2005 Advisory Panel, *High/Scope Ready Schools Project*, Ypsilanti, MI
- 2005 Attendee, APA Advanced Training Institute on the *NICHD Study of Early Child Care and Youth Development*, University of North Carolina, Chapel Hill, NC

AFFILIATIONS AND MEMBERSHIPS

- 2003 - present Society for Research in Child Development
- 1996 - present American Psychological Association
- 2005 - 2008 National Association of School Psychologists
- 2002 - 2005 National Head Start Association
- 2002 - 2005 National Association for the Education of Young Children
- 1996 - 2002 Southeastern Psychological Association
- 1996 - 1999 Association for the Advancement of Behavior Therapy