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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.

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

Fellow, AERA Class of 2011

Member, Advisory Board, *Parents Magazine*, 2008-.

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 and 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.

2005-2006, Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC.

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, 2003-2004.

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 (2002, April), American Educational Research Association

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

Pianta, Robert C. & LoCasle-Crouch, Jennifer (2011-2012). *New Designs for Teacher Preparation in pk-3*. The David & Lucile Packard Foundation. \$50,000

Pianta, Robert C., Downer, Jason, & Hamre, Bridget (2011-2012). *National Center on Quality Teaching and Learning*, University of Washington, \$1,423,155

Pianta, Robert C. & Hamre, Bridget (2011). *Measures of Effective Teaching Spring Re-Scoring*, Bill & Melinda Gates Foundation, \$47,874

Pianta, Robert C. (2011-2015). *Impact Evaluation of Teacher and Leader Evaluation Systems*, American Institutes for Research, \$339,178

Pianta, Robert C. & Hamre, Bridget (2008-2012). *Toward an Understanding of Classroom Context: A Validation Study*, Educational Testing Service, \$69,060

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., 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., 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. (2005-2010). *Observational assessment of young children's competence*. National Institute of Child Health and Human Development. \$1,881,573 direct costs.

Justice, J, Pence, K., Wiggins, A., Rimm-Kaufman, S., Fan, X, & Pianta, R. (2005-2008). *Efficacy of Conversational Responsiveness Preschool Intervention*. 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, P. (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., & Hamre, B. (2004-2006). *APA/IES Postdoctoral Education Research Training Fellowship*. American Psychological Association, Washington, DC. \$110,000 direct costs.
- Pianta, R., 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., 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.
- Pianta, R., Lloyd, J., Invernizzi, M., Justice, L., & Pullen, P. (2002-2003). *Pre-Kindergarten Curriculum: Literacy and Relationships*. Early Childhood Education and School Readiness Planning Grants, National Institutes of Health, \$125,000 direct costs.
- Turner, S., & Pianta, R. C. (2002-2003). *Virginia Schools and Students Longitudinal Micro Database*. Bankard Fund for Political Economy; \$18,605 direct costs.
- Rimm-Kaufman, S., Pianta, R. C., & La Paro, K. (2000-2002). *Effects of the Responsive Classroom Approach on children's school outcomes*. Northeast Foundation for Children, \$197,000.
- Lloyd, J., & Pianta, R. C. (1997-2002). *Studies on literacy skills and practices for high-risk four-year olds*. Co-Investigator, Subcontract to Center for Improvement in Early Reading Achievement, Office of Educational Research and Improvement; \$120,000/year direct costs.
- Pianta, R. C. (1996-2001). *Kindergarten Transitions Core*. Subcontract to National Center on Early Learning Development, University of North Carolina, Chapel Hill. Office of Educational Research and Improvement, U.S. Department of Education. \$671,013 total direct costs.
- Pianta, R. C. (1995-1999). *The NICHD Study of Early Child Care: Phase II*. Extension of Cooperative Agreement U-10 HD 25449; \$1,829,084 direct costs.
- Pianta, R. C. (1995). *The NICHD Study of Early Child Care*. Supplement to Cooperative Agreement U-10 HD 25449; \$237,992 direct costs.
- Pianta, R. C., & Marvin, R. S. (1992-1995). *Child-parent attachment and family relationships in young children with epilepsy*. National Institute for Disability and Rehabilitation Research; \$365,000 direct costs.
- Marvin, R. S., & Pianta, R. C. (1990-1993). *Attachment in children with motor impairments*. National Institute of Health; \$526,000 direct costs.
- Pianta, R. C. (1990-1991). *Parental and family coping patterns and their relation to adjustment in children with epilepsy*. Epilepsy Foundation of America; \$16,810.
- Pianta, R. C. (1989-1990). *Mother-child interaction patterns and their relation to adjustment in children with epilepsy*. Epilepsy Foundation of America; \$24,635.
- Pianta, R. C. (1988-1992). *Training teachers to deal with children at risk for socioemotional and behavior problems*. Commonwealth Center for Research on Teaching, Curry School of Education, University of Virginia; \$40,000.
- Marvin, R. S., & Pianta, R. C. (1988). *Development of attachment in children with severe cerebral palsy*. University of Virginia Medical School Small Grant; \$8,000.

SCHOLARSHIP

Refereed and Reviewed Journal Articles

- Downer, J., Pianta, R. C., Howes, C., Grimm, K., & Lopez, Michael, Hamagami, Aki. (in press). 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*
- Hamre, B. K., Pianta, R. C. (in press). Promoting young children's social competence through the preschool PATHS curriculum and MyTeachingPartner professional development resources. *Early Education and Development*.
- Hamre, B. K., Pianta, R. C., Burchinal, M., Field, S., Locasale-Crouch, J. L. (in press). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal*.
- Henry, A. E., Hamre, B. K., Myers, S. S., & Pianta, R. C. (in press). Rater calibration when observational assessment occurs at large-scale: Degree of calibration and characteristics of raters associated with calibration. *Early Childhood Research Quarterly*.
- Sabol, T. J., & Pianta, R. C. (in press). Recent trends in research on teacher-child relationships. *Attachment and Human Development*.
- Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333(6045), 1034-1037. doi:10.1126/science.1207998
- Curby, T. W., Stuhlman, M., Grimm, K., Mashburn, A., Chomat-Mooney, L., Downer, J., . . . Pianta, R. C. (2011). Within-day variability in the quality of classroom interactions during third and fifth grade. *Elementary School Journal*, 112(1), 16-37. doi:10.1086/660682
- Driscoll, K. C., Mashburn, A. J., Wang, L., & Pianta, R. C. (2011). Fostering supportive Teacher-Child relationships: Intervention implementation in a state-funded preschool program. *Early Education and Development*, 22(4), 593-619. doi:10.1080/10409289.2010.502015
- Henry, D. B., Farrell, A. D., Schoeny, M. E., Tolan, P. H., & Dymnicki, A. B. (2011). Influence of school-level variables on aggression and associated attitudes of middle school students. *Journal of School Psychology*, 49(5), 481-503. doi:10.1016/j.jsp.2011.04.007
- Jacobson, L. A., Williford, A. P., & Pianta, R. C. (2011). Role of executive function in children's competent adjustment of middle school. *Child Neuropsychology*, 17(3), 255-280. doi:10.1080/09297049.2010.535654
- LoCasale-Crouch, J., Kraft-Sayre, M., Pianta, R. C., 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(4), 275-292. doi:10.1080/15240754.2011.617527
- Luckner, A. E., & Pianta, R. C. (2011). Teacher student interactions in fifth grade classrooms: Relations with children's peer behavior. *Journal of Applied Developmental Psychology*, 32(5), 257-266. doi:10.1016/j.appdev.2011.02.010
- Mikami, A. Y., Gregory, A., Allen, J. P., Pianta, R. C., & Lun, J. (2011). *Effects of a teacher professional development intervention on peer relationships in secondary classrooms*. *School Psychology Review*, 40(3), 367-385.
- Scott-Little, C., La Paro, K. M., Thomason, A. C., Pianta, R. C., Hamre, B., Downer, J., . . . 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(3), 200-224. doi:10.1080/10901027.2011.59448
- Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly*, 25(2), 166-176. doi:10.1016/j.ecresq.2009.10.004
- Chien, N. C., Howes, C., Burchinal, M., Pianta, R. C., Ritchie, S., Bryant, D. M., . . . Barbarin, O. A. (2010). Children's classroom engagement and school readiness gains in prekindergarten. *Child Development*, 81(5), 1534-1549. doi:10.1111/j.1467-8624.2010.01490.x

- Crosnoe, R., Leventhal, T., Wirth, R. J., Pierce, K. M., & Pianta, R. C. (2010). Family socioeconomic status and consistent environmental stimulation in early childhood. *Child Development, 81*(3), 972-987. doi:10.1111/j.1467-8624.2010.01446.x
- Crosnoe, R., Morrison, F., Burchinal, M., Pianta, R., Keating, D., Friedman, S. L., & Clarke-Stewart, K. (2010). Instruction, teacher–student relations, and math achievement trajectories in elementary school. *Journal of Educational Psychology, 102*(2), 407-417. doi:10.1037/a0017762
- Curby, T. W., Grimm, K. J., & Pianta, R. C. (2010). Stability and change in early childhood classroom interactions during the first two hours of a day. *Early Childhood Research Quarterly, 25*(3), 373-384. doi:10.1016/j.ecresq.2010.02.004
- Downer, J. T., Booren, L. M., Lima, O. K., Luckner, A. E., & Pianta, R. C. (2010). The individualized classroom assessment scoring system (inCLASS): Preliminary reliability and validity of a system for observing preschoolers' competence in classroom interactions. *Early Childhood Research Quarterly, 25*(1), 1-16. doi:10.1016/j.ecresq.2009.08.004
- Driscoll, K. C., & Pianta, R. C. (2010). Banking time in head start: Early efficacy of an intervention designed to promote supportive Teacher–Child relationships. *Early Education & Development, 21*(1), 38-64. doi:10.1080/10409280802657449
- Early, D. M., Iruka, I. U., Ritchie, S., Barbarin, O. A., Winn, D. C., Crawford, G. M., . . . Pianta, R. C. (2010). How do pre-kindergarteners spend their time? Gender, ethnicity, and income as predictors of experiences in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 25*(2), 177-193. doi:10.1016/j.ecresq.2009.10.003
- Grimm, K. J., Steele, J. S., Mashburn, A. J., Burchinal, M., & Pianta, R. C. (2010). Early behavioral associations of achievement trajectories. *Developmental Psychology, 46*(5), 976-983. doi:10.1037/a0018878
- 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. doi:10.1016/j.ecresq.2009.07.002
- Houts, R. M., Caspi, A., Pianta, R. C., Arseneault, L., & Moffitt, T. E. (2010). The challenging pupil in the classroom: The effect of the child on the teacher. *Psychological Science, 21*(12), 1802-1810. doi:10.1177/0956797610388047
- 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*(4), 179-196. doi:10.1080/10888691.2010.516187
- O'Brien, R. H., & Pianta, R. C. (2010). Public and private schools: Do classroom processes vary by school type? *Elementary School Journal, 110*(3), 409-419. doi:10.1086/648984
- Curby, T. W., LoCasale-Crouch, J., Konold, T. R., Pianta, R. C., Howes, C., Burchinal, M., . . . Barbarin, O. (2009). The relations of observed pre-k classroom quality profiles to children's achievement and social competence. *Early Education and Development, 20*(2), 346-372.
- Downer, J. T., Kraft-Sayre, M., & 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*(2), 321-345. doi:10.1080/10409280802595425
- Downer, J. T., Locasale-Crouch, J., Hamre, B., & Pianta, R. (2009). Teacher characteristics associated with responsiveness and exposure to consultation and online professional development resources. *Early Education and Development, 20*(3), 431-455.
- Grimm, K. J., Pianta, R. C., & Konold, T. (2009). Longitudinal multitrait-multimethod models for developmental research. *Multivariate Behavioral Research, 44*(2), 233-258. doi:10.1080/00273170902794230
- Jerome, E. M., Hamre, B. K., & Pianta, R. C. (2009). Teacher—child relationships from kindergarten to sixth grade: Early childhood predictors of teacher-perceived conflict and closeness. *Social Development, 18*(4), 915-945. doi:10.1111/j.1467-9507.2008.00508.x
- La Paro, K. M., Hamre, B. K., Locasale-Crouch, J., Pianta, R. C., Bryant, D., Early, D., . . . Burchinal, M. (2009). Quality in kindergarten classrooms: Observational evidence for the need to increase children's learning opportunities in early education classrooms. *Early Education and Development, 20*(4), 657-692. doi:10.1080/10409280802541965

- Mashburn, A. J., Justice, L. M., Downer, J. T., & Pianta, R. C. (2009). Peer effects on children's language achievement during pre-kindergarten. *Child Development, 80*(3), 686-702. doi:10.1111/j.1467-8624.2009.01291.x
- Pianta, R. (2009). Contemporary challenges and opportunities in schools of education: Why I became a dean. *Journal of Curriculum & Pedagogy, 6*(2), 46-47.
- Pianta, R. C., Barnett, W. S., Burchinal, M., & Thornburg, K. R. (2009). The effects of preschool education: What we know, how public policy is or is not aligned with the evidence base, and what we need to know. *Psychological Science in the Public Interest, 10*, 49-88. doi:10.1177/1529100610381908
- Pianta, R. C., & Hamre, B. K. (2009). Classroom processes and positive youth development: Conceptualizing, measuring, and improving the capacity of interactions between teachers and students. *New Directions for Youth Development, 121*, 33-46. doi:10.1002/yd.295
- Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher, 38*(2), 109-119. doi:10.3102/0013189X09332374
- Pianta, R. C., & Hamre, B. K. (2009). A lot of students and their teachers need support: Using a common framework to observe teacher practices might help. *Educational Researcher, 38*(7), 546-548. doi:10.3102/0013189X09348786
- Stuhlman, M. W., & Pianta, R. C. (2009). Profiles of educational quality in first grade. *Elementary School Journal, 109*(4), 323-342. doi:10.1086/593936
- Barbarin, O. A., Early, D., Clifford, R., Bryant, D., Frome, P., Burchinal, M., . . . Pianta, R. (2008). Parental conceptions of school readiness: Relation to ethnicity, socioeconomic status, and children's skills. *Early Education and Development, 19*(5), 671-701.
- Burchinal, M., Howes, C., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Predicting child outcomes at the end of kindergarten from the quality of pre-kindergarten teacher-child interactions and instruction. *Applied Developmental Science, 12*(3), 140-153. doi:10.1080/10888690802199418
- Early, D. M., Maxwell, K. L., Clifford, R. M., Pianta, R. C., Ritchie, S., Howes, C., . . . Barbarin, O. (2008). Teacher education and child outcomes: A reply to the commentary. *Early Childhood Research Quarterly, 23*(1), 7-9. doi:10.1016/j.ecresq.2007.08.003
- 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.
- Justice, L. M., Mashburn, A. J., Hamre, B. K., & Pianta, R. C. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. *Early Childhood Research Quarterly, 23*(1), 51-68. doi:10.1016/j.ecresq.2007.09.004
- LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T., & 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. doi:10.1016/j.ecresq.2007.06.001
- Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., . . . Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development, 79*(3), 732-749. doi:10.1111/j.1467-8624.2008.01154.x
- Myers, S. S., & Pianta, R. C. (2008). Developmental commentary: Individual and contextual influences on student-teacher relationships and children's early problem behaviors. *Journal of Clinical Child and Adolescent Psychology, 37*(3), 600-608. doi:10.1080/15374410802148160
- Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. J. (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal, 45*(2), 365-397. doi:10.3102/0002831207308230
- Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 23*(4), 431-451. doi: 10.1016/j.ecresq.2008.02.001
- Chang, F., Crawford, G., Early, D., Bryant, D., Howes, C., Burchinal, M., . . . Pianta, R. (2007). Spanish-speaking children's social and language development in pre-kindergarten classrooms. *Early Education and Development, 18*(2), 243-269.
- Clingenpeel, B. T., & Pianta, R. C. (2007). Mothers' sensitivity and book-reading interactions with first graders. *Early Education and Development, 18*(1), 1-22.

- Downer, J. T., Rimm-Kaufman, S., & 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.
- Early, D. M., Maxwell, K. L., Burchinal, M., Alva, S., Bender, R. H., Bryant, D., . . . Zill, N. (2007). Teachers' education, classroom quality, and young children's academic skills: Results from seven studies of preschool programs. *Child Development, 78*(2), 558-580. doi:10.1111/j.1467-8624.2007.01014.x
- Konold, T. R., & Pianta, R. C. (2007). The influence of informants on ratings of children's behavioral functioning: A latent variable approach. *Journal of Psychoeducational Assessment, 25*(3), 222-236. doi:10.1177/0734282906297784
- LoCasale-Crouch, J., Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., . . . Barbarin, O. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly, 22*(1), 3-17. doi:10.1016/j.ecresq.2006.05.001
- Murray, C., & Pianta, R. C. (2007). The importance of teacher-student relationships for adolescents with high incidence disabilities. *Theory into Practice, 46*(2), 105-112. doi:10.1080/00405840701232943
- Pianta, R. C. (2007). Preschool is school, sometimes: Making early childhood education matter. *Education Next, 7*(1), 44-49.
- Pianta, R. C., Belsky, J., Houts, R., & Morrison, F. (2007). Teaching. opportunities to learn in America's elementary classrooms. *Science (New York, N.Y.), 315*(5820), 1795-1796.
- Whitaker, S., Kinzie, M., Kraft-Sayre, M., Mashburn, A., & Pianta, R. C. (2007). Use and evaluation of web-based professional development services across participant levels of support. *Early Childhood Education Journal, 34*(6), 379-386. doi:10.1007/s10643-006-0142-7
- Wilson, H. K., Pianta, R. C., & Stuhlman, M. (2007). Typical classroom experiences in first grade: The role of classroom climate and functional risk in the development of social competencies. *Elementary School Journal, 108*(2), 81-96. doi:10.1086/525548
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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.
- Pianta, R. C., La Paro, K., & Hamre, B. (2008). *Classroom Assessment Scoring System—K-3 [CLASS]*. Baltimore: Brookes Publishing.
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- 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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- Pianta, R. C., & Marvin, R. S. (1993). *Manual for Classification of the Reaction to Diagnosis Interview*. Child-Parent Attachment Project, University of Virginia, Charlottesville, VA.
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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

National and International Meetings

- Pianta, Robert C. (2011, March). *Frameworks for Using QRIS Data to Improve quality: Systems, Program and Alignment*, 2011 National QRIS Conference, Washington, DC.
- Pianta, Robert C. (2011, February). *Improving Impacts of Classrooms: Professional Development and Classroom Observation*, NASP Convention-Distinguished Lecture, San Francisco, CA.
- Pianta, Robert C. (2011, February). *Building Better Teachers: Transforming P-12 Education*, Head Start Summit, Baltimore, MD.
- Pianta, Robert C. (2011, January). *Using Standardized Observation to Measure and Improve Teacher Effectiveness*, U.S. Department of Education, Washington, DC.
- Pianta, Robert C. & Allen (2010, December). *My Teaching Partner: Impacts and classroom practices and students*. William T. Grant Foundation Intervention Grantees Meeting, Washington, DC.
- Pianta, Robert C. (2010, March/April). *Coaching and Coursework Impacts on Preschool Teachers' Interactions with Children*. Discussant and Presenter, SRCD Conference, Montreal, Canada.
- Pianta, Robert C. and Comer, James (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, Robert 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, Robert 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, Robert 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, Robert C. (2008, December). *Making the Most of Early Learning: Children and Teachers in the Classroom*, National Conference of State Legislatures, Atlanta, GA.
- Pianta, Robert 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, Robert C. (2008, November). *Instructional, Organizational, and Emotional Support for Achievement*, Education Trust Conference, Washington, DC.
- Pianta, Robert C. (2008, October) Expert Panelist, *Evolution of Teaching*, NASBE Annual Conference, Arlington, VA.
- Pianta, Robert 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, Robert 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, Robert C. (2008, June). *Outcomes and Accountability in Pre-K: Understand the Debate*, ECE Teach for America Webinar.
- Pianta, Robert C. and 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, Robert C. and 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, Robert C. (2008, June). *Classroom Interactions, Credentials, And Child Outcomes: Improving Early Education*, Head Start's Ninth National Research Conference, Washington, DC.
- Pianta, Robert 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, Robert C. (2008, April). *The Value of Teacher/Child Relationships in Improving Child Outcomes*.

- National Head Start Association Conference, Nashville, TN.
- Pianta, Robert C. (2008, March). Roundtable discussion, Identifying Thresholds Of Preschool Quality That Maximize Children's Development, SREE, Crystal City, VA.
- Douglas, K., Roller, C., Pianta, A. (March, 2008). *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. (March, 2008). *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.
- Meisels, S., Pianta, R., Jones, J., & Moore, M. (November, 2007). *How assessment and standards can support states' learning goals for young children*. NAEYC 2007 Annual Conference & Expo, Chicago, IL.
- Pianta, R., (September, 2007). Participant, Wingspread Conference, *Using Research to Improve Outcomes for Young Children: Challenges, Strategies, and Effective Action*. Sponsored by The Johnson Foundation, NAEYC, and SRCD, Racine, WI.
- Pianta, R. (July, 2007). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. International Attachment Conference, Braga, Portugal.
- Lima, Olivia, Downer, J., Pianta, R., Houlihan, E., & Hamre, B. (March 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *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. (March, 2007). *Systemic, standardized observation in early childhood teacher development*. Paper symposium, Society for Research in Child Development, 2007 Biennial Meeting, Boston, MA.
- Pianta, R. C. (February, 2007). *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. (January, 2007). *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. (November, 2006). *NAECS/SDE: Making early education opportunities work for kids and*

- teachers: Professional development and observation.* NAEYC Annual Conference, Atlanta, GA.
- Pianta, R. C. (November, 2006). *Updates from the Interagency School Readiness Consortium: Lessons learned about providing professional development.* NAEYC Annual Conference, Atlanta, GA.
- Pianta, R. C. (June, 2006). *Observing interactions in classrooms: Experiences from two national-level studies.* National Children's Study Federal Advisory Committee Meeting, Bethesda, MD.
- 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, January). *Observations in classrooms: Implications and outcomes.* National Association of State Boards of Education, Alexandria, VA.
- 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. (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. (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. (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, 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. (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, 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.
- 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 on 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.
- 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.
- 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.
- 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 presenter).
- 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. (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. (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.
- 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.
- 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., & 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.

Selected Invited Presentations/Colloquia/Keynotes

- Pianta, Robert C. (2011, April). *Using Observation to Improve Teaching and Learning*, Inaugural Symposium, University of Virginia, Charlottesville, VA.
- Pianta, Robert C. (2010, October). *Improving Impacts of Classrooms: Professional Development and Classroom Observation*, Georgia State University, Atlanta, GA.
- Pianta, Robert C. (2010, August). *Building an Effective Early Education System: High-quality classrooms and supportive transitions*, The University of Tokyo, Tokyo, Japan.
- Pianta, Robert C. (2009, September) *Improving Impacts of Classrooms*. Proseminar, New York University, New York, NY.
- Pianta, Robert C. (2009, February). *Kids & Teachers: What Makes for Success in School*, Venable PTO, Charlottesville, VA.
- Pianta, Robert C. (2009, February). *Improving Impacts of Classrooms: Professional Development and Classroom Observation*, The Institute for Research on Education Policy & Practice Colloquium, Stanford University School of Education, Stanford, CA.
- Pianta, Robert C. & Bowman, B. (2008, November) *Effective Professional Development with Early Education Teachers PreK-3*, Institute on Pre-K, Harvard University, Boston, MA.
- Pianta, Robert C. (2008, November). *Looking Inside Classrooms; What Do We Know About Quality Teaching?* Education Policy Initiative, University of Michigan, Ann Arbor, MI.
- Pianta, Robert C. (2008, September). Panelist, Connecticut Governor's Forum: *Linking Ready Kids to Ready Schools*, Hartford, CT
- Pianta, Robert 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, Robert 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. (April, 2008). Keynote: *How can we improve child outcomes in Head Start through teacher-child relationships?* National Head Start Association, Nashville, TN.
- Pianta, R. (January, 2008). *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. (December, 2007). *School readiness and the transition to kindergarten in the era of accountability*. Faculty Author Series, University of Virginia, Colonnade Club, Charlottesville, VA.
- Pianta, R. (November, 2007). *School readiness and the transition to kindergarten*. Charlottesville Preschool, Charlottesville, VA.
- Pianta, R. (September, 2007). *Making early education opportunities work for kids and teachers: Professional development and classroom observation*. Minnesota State Department of Education, Minneapolis, MN.
- Pianta, R. (September, 2007). *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. (September, 2007). *Quality in early care and education: It's all about relationships*. McEvoy Lecture, University of Minnesota, Minneapolis, MN.
- Pianta, R. (July, 2007). *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. (July, 2007). *Effects of web-mediated professional development*. School Reform and Beyond Design Conference, Ann Arbor, MI.
- Pianta, R. (June, 2007). *Aligning children's development with teacher competencies*. The Governor's Early Childhood Summit: Aligning the Continuum of Early Childhood Development, Richmond, VA.
- Pianta, R. (April, 2007). Distinguished Guest Lecture Series, East China Normal University, Shanghai, China.
- 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). *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, 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.
- 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). *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.
- Presenter, *Kids and teachers: What makes for success in school?*, Engaging the Mind, UVA's Statewide Community Lecture Series, University of Virginia, Charlottesville, Virginia, March 2005.
- Presenter, *Partnerships in Educational Research: Problems, Solutions, and Impacts*, Curry School of Education, University of Virginia, 2005.
- Pianta, R. C. (2004, November). *School as context for development: Readiness and relationships*. The

- School Readiness Conference, Family Life Project, University of North Carolina, Chapel Hill, NC.
- 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. 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.
- 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, 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, 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.

- 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.
- 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.
- 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, Chapel Hill, NC.
- 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.
- 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.
- Pianta, R. C. (1996, March). *Relationship-based approaches in early intervention*. School of Education, University of North Carolina at Chapel Hill.
- Pianta, R. C. (1994, October). *Relationships, risk, and chronic illness in children*. Institute of Child Development, University of Minnesota.
- 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.
- Pianta, R. C. (1992, March). *Relationships and risk*. Psychology Department, Tulane University, New Orleans, LA.

Service/Training

- Pianta, R. (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, Chapel Hill, NC.
- 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 NCEDL 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, James ((2009-2014) *UVA Interdisciplinary Predoctoral Training Program in Educational Sciences*, U.S. Department of Education, \$2,950,534 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., & Hrnair, 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

- EDLF 730: *Research Foundations, Fall 2009-present*
- EDHS 788: *Field Project for ECDR Students, Spring 2007*
- 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.

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 and Curry School of Education

- Chair, Dean of Admissions Review Committee, 2011-2012.
- Member, University Budget Model Steering Committee, 2011.
- Member, Inaugural Steering Committee, University of Virginia, Charlottesville, 2010-2011.
- Pianta, Robert C. (2008, July) Expert Panel member, Child Development & Behavior Branch, Rockville, MD
- Member, Provost Search Committee, University of Virginia, Charlottesville, Spring 2007.
- University of Virginia Representative, The Joint Legislative Audit and Review Commission (JLARC), Virginia Preschool Initiative, Richmond, VA, 2007-
- Director, Risk and Prevention in Education Sciences Doctoral Program, Curry School of Education, 2004-Research Advisory Council, 2005-; Research Facilitator, 2005-, 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-.

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

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, Head Start National Research Advisory Board

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

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

FirstSchool National Advisory Board , Chapel Hill, NC

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

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

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

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, The 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-

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, NC, 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.

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, Chapel Hill, NC, 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-

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, The University of North Carolina at Chapel Hill, NC, 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-

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-.

Reviewer, Grant Application, 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.

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

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

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

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 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-present.
- 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.
- 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, Robert C. (2011, January) Expert Interview with Andrea Mitchell, NBC Universal

Print media

<i>APA Monitor</i>	<i>Parenting</i>
<i>The Boston Globe</i>	<i>Parents Magazine</i>
<i>Business Week</i>	<i>The Plain Dealer</i>
<i>The Calgary Herald</i>	<i>Redbook</i>
<i>The Cavalier Daily</i>	<i>Richmond Times-Dispatch</i>
<i>Charlottesville Daily Progress</i>	<i>The Star-Ledger</i>
<i>Christian Science Monitor</i>	<i>USA Today</i>
<i>The Colorado Gazette</i>	<i>U.S. News and World Report</i>
<i>Education Week</i>	<i>University of Virginia News</i>
<i>International Herald Tribune</i>	<i>Virginia Pilot</i>
<i>New York Times</i>	<i>Wall Street Journal</i>
<i>The Orlando Sentinel</i>	<i>Washington Post</i>

Broadcast media

NBC-TV	MSNBC-TV
ABC-TV	WVIR-TV
CNN-TV	University of Virginia TV News
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	

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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