

# Robert C Pianta

## List of Publications by Year in descending order

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Version: 2024-02-01

239  
papers

34,588  
citations

5126

86  
h-index

5347

170  
g-index

293  
all docs

293  
docs citations

293  
times ranked

10668  
citing authors

#	ARTICLE	IF	CITATIONS
1	Fostering Early Motivation: The Influence of Teacher-Child Relationships and Interactions on Motivation in the Kindergarten Classroom. <i>Early Education and Development</i> , 2023, 34, 648-665.	1.6	3
2	Preschool Teachers'™ Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. <i>Early Education and Development</i> , 2022, 33, 107-120.	1.6	32
3	Differences between Pre-K and Kindergarten classroom experiences: do they predict children's social-emotional skills and self-regulation across the transition to kindergarten?. <i>Early Childhood Research Quarterly</i> , 2022, 59, 287-299.	1.6	12
4	Indirect effects of coaching on pre-K students' engagement and literacy skill as a function of improved teacher's™ student interaction. <i>Journal of School Psychology</i> , 2022, 91, 65-80.	1.5	14
5	Differences between pre-k and kindergarten contexts and achievement across the kindergarten transition. <i>Journal of Applied Developmental Psychology</i> , 2022, 80, 101396.	0.8	3
6	Mentalization and attachment in educational relationships at primary school. <i>Ricerche Di Psicologia</i> , 2022, , 1-23.	0.2	2
7	Enrollment in public-prekindergarten and school readiness skills at kindergarten entry: Differential associations by home language, income, and program characteristics. <i>Early Childhood Research Quarterly</i> , 2021, 54, 60-71.	1.6	23
8	Does the timing of kindergarten absences matter for children's™ early school success?. <i>School Psychology</i> , 2021, 36, 131-141.	1.7	2
9	Coaching Teachers to Improve Students'™ School Readiness Skills: Indirect Effects of Teacher's™ Student Interaction. <i>Child Development</i> , 2021, 92, 2509-2528.	1.7	24
10	Using self report surveys to measure PreK children's™ academic orientations: A psychometric evaluation. <i>Early Childhood Research Quarterly</i> , 2020, 50, 55-66.	1.6	12
11	Alignment and misalignment of classroom experiences from Pre-K to kindergarten. <i>Early Childhood Research Quarterly</i> , 2020, 52, 44-56.	1.6	20
12	Children's school readiness skills across the pre-K year: Associations with teacher-student interactions, teacher practices, and exposure to academic content. <i>Journal of Applied Developmental Psychology</i> , 2020, 66, 101084.	0.8	42
13	Do teachers'™ years of experience make a difference in the quality of teaching?. <i>Teaching and Teacher Education</i> , 2020, 96, 103190.	1.6	69
14	Teacher-student relationships across the first seven years of education and adolescent outcomes. <i>Journal of Applied Developmental Psychology</i> , 2020, 71, 101200.	0.8	54
15	The classroom relational environment and children's™ early development in preschool. <i>Social Development</i> , 2020, 29, 1071-1091.	0.8	25
16	Absenteeism in the First Decade of Education Forecasts Civic Engagement and Educational and Socioeconomic Prospects in Young Adulthood. <i>Journal of Youth and Adolescence</i> , 2020, 49, 1835-1848.	1.9	29
17	Measuring and improving quality in early care and education. <i>Early Childhood Research Quarterly</i> , 2020, 51, 285-287.	1.6	20
18	Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their nonattending peers.. <i>Developmental Psychology</i> , 2020, 56, 2027-2039.	1.2	23

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19	Banking Time: A Dyadic Intervention to Improve Teacher-Student Relationships. , 2020, , 239-250.		8
20	Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. Applied Developmental Science, 2019, 23, 353-370.	1.0	4
21	Teacherâ€™child interaction quality as a function of classroom age diversity and teachersâ€™™ beliefs and qualifications. Applied Developmental Science, 2019, 23, 294-304.	1.0	32
22	Classroom age composition and the early learning of preschoolers. Journal of Educational Research, 2019, 112, 234-242.	0.8	4
23	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3. American Educational Research Journal, 2019, 56, 1495-1523.	1.6	21
24	Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start?. Journal of School Psychology, 2019, 73, 101-113.	1.5	27
25	Power of Two: The Impact of 2 Years of High Quality Teacher Child Interactions. Early Education and Development, 2019, 30, 60-81.	1.6	39
26	Teacher-student interactions: Measurement, impacts, improvement, and policy. Ricerche Di Psicologia, 2019, , 69-82.	0.2	4
27	The role of elementary school quality in the persistence of preschool effects. Children and Youth Services Review, 2018, 86, 120-127.	1.0	20
28	Effects of an early childhood educator coaching intervention on preschoolers: The role of classroom age composition. Early Childhood Research Quarterly, 2018, 44, 101-113.	1.6	11
29	Does professional development reduce the influence of teacher stress on teacherâ€™child interactions in pre-kindergarten classrooms?. Early Childhood Research Quarterly, 2018, 42, 280-290.	1.6	76
30	Observed Quality and Consistency of Fifth Gradersâ€™™ Teacherâ€™Student Interactions: Associations With Feelings, Engagement, and Performance in School. SAGE Open, 2018, 8, 215824401879477.	0.8	21
31	Classroom Process and Practices in Public Pre-K Programs: Describing and Predicting Educational Opportunities in the Early Learning Sector. Early Education and Development, 2018, 29, 797-813.	1.6	14
32	Does Attendance in Private Schools Predict Student Outcomes at Age 15? Evidence From a Longitudinal Study. Educational Researcher, 2018, 47, 419-434.	3.3	23
33	Variation in the long-term benefits of child care: The role of classroom quality in elementary school.. Developmental Psychology, 2018, 54, 1854-1867.	1.2	40
34	Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacherâ€™child interactions. Journal of Early Childhood Teacher Education, 2017, 38, 102-118.	0.9	11
35	My Teaching Partner-Secondary: A Video-Based Coaching Model. Theory Into Practice, 2017, 56, 38-45.	0.9	31
36	Student Teaching Within Early Childhood Teacher Preparation Programs: An Examination of Key Features Across 2- and 4-Year Institutions. Early Childhood Education Journal, 2017, 45, 821-830.	1.6	4

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37	Teacherâ€™Child Interactions in Free Choice and Teacher-Directed Activity Settings: Prediction to School Readiness. <i>Early Education and Development</i> , 2017, 28, 1035-1051.	1.6	59
38	Early Childhood Professional Development: Coaching and Coursework Effects on Indicators of Childrenâ€™s School Readiness. <i>Early Education and Development</i> , 2017, 28, 956-975.	1.6	79
39	Quality in Early Education Classrooms: Definitions, Gaps, and Systems. <i>Future of Children</i> , 2016, 26, 119-137.	0.9	98
40	Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. <i>School Psychology Review</i> , 2016, 45, 171-191.	1.8	138
41	Assessing the Assessments of Teacher Preparation. <i>Theory Into Practice</i> , 2016, 55, 160-167.	0.9	9
42	Teacher-child racial/ethnic match within pre-kindergarten classrooms and childrenâ€™s early school adjustment. <i>Early Childhood Research Quarterly</i> , 2016, 37, 26-38.	1.6	97
43	Thresholds in the association between quality of teacherâ€™child interactions and preschool childrenâ€™s school readiness skills. <i>Early Childhood Research Quarterly</i> , 2016, 36, 561-571.	1.6	99
44	Unpacking intervention effects: Teacher responsiveness as a mediator of perceived intervention quality and change in teaching practice. <i>Early Childhood Research Quarterly</i> , 2016, 36, 201-209.	1.6	19
45	How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. <i>Learning and Instruction</i> , 2016, 42, 95-103.	1.9	288
46	Teacherâ€™Student Interactions. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016, 3, 98-105.	1.4	35
47	Enhancing Secondary School Instruction and Student Achievement: Replication and Extension of the My Teaching Partner-Secondary Intervention. <i>Journal of Research on Educational Effectiveness</i> , 2015, 8, 475-489.	0.9	47
48	Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. <i>Teaching and Teacher Education</i> , 2015, 48, 97-105.	1.6	42
49	Individual and Contextual Factors Associated with Pre-Kindergarten Teachersâ€™ Responsiveness to the MyTeachingPartner Coaching Intervention. <i>Prevention Science</i> , 2015, 16, 1044-1053.	1.5	13
50	Teaching Through Interactions in Secondary School Classrooms. <i>Journal of Early Adolescence</i> , 2015, 35, 651-680.	1.1	95
51	Assessing Teachersâ€™ Skills in Detecting and Identifying Effective Interactions in the Classroom. <i>Elementary School Journal</i> , 2015, 115, 407-432.	0.9	35
52	Validating Virginia's quality rating and improvement system among state-funded pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2015, 30, 183-198.	1.6	25
53	The Role of Scheduling in Observing Teacherâ€™Child Interactions. <i>School Psychology Review</i> , 2014, 43, 428-449.	1.8	4
54	The Role of Scheduling in Observing Teacherâ€™Child Interactions. <i>School Psychology Review</i> , 2014, 43, 428-449.	1.8	6

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55	Student Teaching Feedback and Evaluation: Results From a Seven-State Survey. <i>Journal of Early Childhood Teacher Education</i> , 2014, 35, 318-336.	0.9	7
56	Evidence for General and Domain-Specific Elements of Teacher-Child Interactions: Associations With Preschool Children's Development. <i>Child Development</i> , 2014, 85, 1257-1274.	1.7	405
57	CLASS-Infant: An Observational Measure for Assessing Teacher-Infant Interactions in Center-Based Child Care. <i>Early Education and Development</i> , 2014, 25, 553-572.	1.6	34
58	The Effect of Observation Length and Presentation Order on the Reliability and Validity of an Observational Measure of Teaching Quality. <i>Educational and Psychological Measurement</i> , 2014, 74, 400-422.	1.2	45
59	A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior. <i>Early Childhood Research Quarterly</i> , 2014, 29, 144-154.	1.6	47
60	EFFECTS OF A PROFESSIONAL DEVELOPMENT PROGRAM ON BEHAVIORAL ENGAGEMENT OF STUDENTS IN MIDDLE AND HIGH SCHOOL. <i>Psychology in the Schools</i> , 2014, 51, 143-163.	1.1	104
61	Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. <i>Early Childhood Research Quarterly</i> , 2014, 29, 499-508.	1.6	65
62	The Role of Relational and Instructional Classroom Supports in the Language Development of At-Risk Preschoolers. <i>Early Education and Development</i> , 2014, 25, 110-133.	1.6	42
63	Do Standard Measures of Preschool Quality Used in Statewide Policy Predict School Readiness?. <i>Education Finance and Policy</i> , 2014, 9, 116-164.	1.2	26
64	The Instructional Challenge in Improving Teaching Quality: Lessons from a Classroom Observation Protocol. <i>Teachers College Record</i> , 2014, 116, 1-32.	0.4	69
65	Understanding how children's engagement and teachers' interactions combine to predict school readiness. <i>Journal of Applied Developmental Psychology</i> , 2013, 34, 299-309.	0.8	109
66	Universal and targeted pre-kindergarten programmes: a comparison of classroom characteristics and child outcomes. <i>Early Child Development and Care</i> , 2013, 183, 931-950.	0.7	20
67	Variation in the effectiveness of instructional interactions across preschool classroom settings and learning activities. <i>Early Childhood Research Quarterly</i> , 2013, 28, 820-830.	1.6	124
68	Effect of Observation Mode on Measures of Secondary Mathematics Teaching. <i>Educational and Psychological Measurement</i> , 2013, 73, 757-783.	1.2	61
69	Can Rating Pre-K Programs Predict Children's Learning?. <i>Science</i> , 2013, 341, 845-846.	6.0	152
70	Teaching through Interactions. <i>Elementary School Journal</i> , 2013, 113, 461-487.	0.9	432
71	Observations of Effective Teacher-Student Interactions in Secondary School Classrooms: Predicting Student Achievement With the Classroom Assessment Scoring System-Secondary. <i>School Psychology Review</i> , 2013, 42, 76-98.	1.8	276
72	Observations of Effective Teacher-Student Interactions in Secondary School Classrooms: Predicting Student Achievement With the Classroom Assessment Scoring System-Secondary. <i>School Psychology Review</i> , 2013, 42, 76-98.	1.8	95

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73	An Argument Approach to Observation Protocol Validity. <i>Educational Assessment</i> , 2012, 17, 62-87.	0.6	153
74	The Role of the Mentor in Supporting New Teachers: Associations with Self-Efficacy, Reflection, and Quality. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2012, 20, 303-323.	0.6	35
75	The Transition to Kindergarten: Fostering Connections for Early School Success. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2012, , 1-26.	0.3	6
76	Promoting Young Children's Social Competence through the Preschool PATHS Curriculum and MyTeachingPartner Professional Development Resources. <i>Early Education and Development</i> , 2012, 23, 809-832.	1.6	72
77	Validating the Student-Teacher Relationship Scale: Testing factor structure and measurement invariance across child gender and age in a Dutch sample. <i>Journal of School Psychology</i> , 2012, 50, 215-234.	1.5	172
78	Observations of teacher-child interactions in classrooms serving Latinos and dual language learners: Applicability of the Classroom Assessment Scoring System in diverse settings. <i>Early Childhood Research Quarterly</i> , 2012, 27, 21-32.	1.6	118
79	Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , 2012, 27, 188-197.	1.6	67
80	A Course on Effective Teacher-Child Interactions. <i>American Educational Research Journal</i> , 2012, 49, 88-123.	1.6	329
81	Rater calibration when observational assessment occurs at large scale: Degree of calibration and characteristics of raters associated with calibration. <i>Early Childhood Research Quarterly</i> , 2012, 27, 529-542.	1.6	45
82	Recent trends in research on teacher-child relationships. <i>Attachment and Human Development</i> , 2012, 14, 213-231.	1.2	534
83	Patterns of School Readiness Forecast Achievement and Socioemotional Development at the End of Elementary School. <i>Child Development</i> , 2012, 83, 282-299.	1.7	139
84	The Pivotal Role of Adolescent Autonomy in Secondary School Classrooms. <i>Journal of Youth and Adolescence</i> , 2012, 41, 245-255.	1.9	75
85	Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. , 2012, , 365-386.		453
86	Effects of Web-Mediated Teacher Professional Development on the Language and Literacy Skills of Children Enrolled in Prekindergarten Programs. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2011, 14, 189-212.	0.3	50
87	An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement. <i>Science</i> , 2011, 333, 1034-1037.	6.0	398
88	Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , 2011, 40, 367-385.	1.8	59
89	Within-Day Variability in the Quality of Classroom Interactions during Third and Fifth Grade. <i>Elementary School Journal</i> , 2011, 112, 16-37.	0.9	57
90	Fostering Supportive Teacher-Child Relationships: Intervention Implementation in a State-Funded Preschool Program. <i>Early Education and Development</i> , 2011, 22, 593-619.	1.6	54

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91	Examining the Blackâ€™White Achievement Gap Among Lowâ€™Income Children Using the NICHD Study of Early Child Care and Youth Development. <i>Child Development</i> , 2011, 82, 1404-1420.	1.7	185
92	Teacherâ€™student interactions in fifth grade classrooms: Relations with children's peer behavior. <i>Journal of Applied Developmental Psychology</i> , 2011, 32, 257-266.	0.8	143
93	Implementation of a Course Focused on Language and Literacy Within Teacherâ€™Child Interactions: Instructor and Student Perspectives Across Three Institutions of Higher Education. <i>Journal of Early Childhood Teacher Education</i> , 2011, 32, 200-224.	0.9	14
94	The role of executive function in children's competent adjustment to middle school. <i>Child Neuropsychology</i> , 2011, 17, 255-280.	0.8	129
95	Implementing an Early Childhood Professional Development Course Across 10 Sites and 15 Sections: Lessons Learned. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2011, 14, 275-292.	0.3	16
96	Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , 2011, 40, 367-385.	1.8	35
97	Early behavioral associations of achievement trajectories.. <i>Developmental Psychology</i> , 2010, 46, 976-983.	1.2	82
98	Public and Private Schools: Do Classroom Processes Vary by School Type?. <i>Elementary School Journal</i> , 2010, 110, 409-419.	0.9	6
99	Instruction, teacherâ€™student relations, and math achievement trajectories in elementary school.. <i>Journal of Educational Psychology</i> , 2010, 102, 407-417.	2.1	105
100	Family Socioeconomic Status and Consistent Environmental Stimulation in Early Childhood. <i>Child Development</i> , 2010, 81, 972-987.	1.7	207
101	Childrenâ€™s Classroom Engagement and School Readiness Gains in Prekindergarten. <i>Child Development</i> , 2010, 81, 1534-1549.	1.7	249
102	Opportunity in Early Education: Improving Teacherâ€™Child Interactions and Child Outcomes. , 2010, , 243-265.		36
103	Banking Time in Head Start: Early Efficacy of an Intervention Designed to Promote Supportive Teacherâ€™Child Relationships. <i>Early Education and Development</i> , 2010, 21, 38-64.	1.6	158
104	Consultation for Teachers and Children's Language and Literacy Development during Pre-Kindergarten. <i>Applied Developmental Science</i> , 2010, 14, 179-196.	1.0	90
105	Implementation fidelity of MyTeachingPartner literacy and language activities: Association with preschoolersâ€™ language and literacy growth. <i>Early Childhood Research Quarterly</i> , 2010, 25, 329-347.	1.6	131
106	The Individualized Classroom Assessment Scoring System (inCLASS): Preliminary reliability and validity of a system for observing preschoolersâ€™ competence in classroom interactions. <i>Early Childhood Research Quarterly</i> , 2010, 25, 1-16.	1.6	222
107	How do pre-kindergarteners spend their time? Gender, ethnicity, and income as predictors of experiences in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 2010, 25, 177-193.	1.6	297
108	Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2010, 25, 166-176.	1.6	545



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109	Stability and change in early childhood classroom interactions during the first two hours of a day. <i>Early Childhood Research Quarterly</i> , 2010, 25, 373-384.	1.6	68
110	The Challenging Pupil in the Classroom. <i>Psychological Science</i> , 2010, 21, 1802-1810.	1.8	35
111	Longitudinal Multitrait-Multimethod Models for Developmental Research. <i>Multivariate Behavioral Research</i> , 2009, 44, 233-258.	1.8	25
112	Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. <i>Educational Researcher</i> , 2009, 38, 109-119.	3.3	876
113	A Lot of Students and Their Teachers Need Support: Using a Common Framework to Observe Teacher Practices Might Help. <i>Educational Researcher</i> , 2009, 38, 546-548.	3.3	11
114	Classroom processes and positive youth development: Conceptualizing, measuring, and improving the capacity of interactions between teachers and students. <i>New Directions for Youth Development</i> , 2009, 2009, 33-46.	0.6	60
115	Peer Effects on Children's Language Achievement During Pre-Kindergarten. <i>Child Development</i> , 2009, 80, 686-702.	1.7	216
116	Teacher-Child Relationships from Kindergarten to Sixth Grade: Early Childhood Predictors of Teacher-Perceived Conflict and Closeness. <i>Social Development</i> , 2009, 18, 915-945.	0.8	311
117	Teacher Characteristics Associated With Responsiveness and Exposure to Consultation and Online Professional Development Resources. <i>Early Education and Development</i> , 2009, 20, 431-455.	1.6	72
118	The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. <i>Early Education and Development</i> , 2009, 20, 346-372.	1.6	191
119	Quality in Kindergarten Classrooms: Observational Evidence for the Need to Increase Children's Learning Opportunities in Early Education Classrooms. <i>Early Education and Development</i> , 2009, 20, 657-692.	1.6	157
120	Ongoing, Web-Mediated Professional Development Focused on Teacher-Child Interactions: Early Childhood Educators' Usage Rates and Self-Reported Satisfaction. <i>Early Education and Development</i> , 2009, 20, 321-345.	1.6	72
121	The Effects of Preschool Education. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2009, 10, 49-88.	6.7	326
122	Profiles of Educational Quality in First Grade. <i>Elementary School Journal</i> , 2009, 109, 323-342.	0.9	58
123	Teachers' Perceptions of Conflict with Young Students: Looking beyond Problem Behaviors. <i>Social Development</i> , 2008, 17, 115-136.	0.8	154
124	Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills. <i>Child Development</i> , 2008, 79, 732-749.	1.7	1,342
125	Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2008, 23, 27-50.	1.6	719
126	Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. <i>Early Childhood Research Quarterly</i> , 2008, 23, 124-139.	1.6	146



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127	Teacher education and child outcomes: A reply to the commentary. <i>Early Childhood Research Quarterly</i> , 2008, 23, 7-9.	1.6	9
128	Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. <i>Early Childhood Research Quarterly</i> , 2008, 23, 51-68.	1.6	486
129	Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. <i>Early Childhood Research Quarterly</i> , 2008, 23, 431-451.	1.6	517
130	Predicting Child Outcomes at the End of Kindergarten from the Quality of Pre-Kindergarten Teacher-Child Interactions and Instruction. <i>Applied Developmental Science</i> , 2008, 12, 140-153.	1.0	359
131	Parental Conceptions of School Readiness: Relation to Ethnicity, Socioeconomic Status, and Children's Skills. <i>Early Education and Development</i> , 2008, 19, 671-701.	1.6	97
132	Developmental Commentary: Individual and Contextual Influences on Student-Teacher Relationships and Children's Early Problem Behaviors. <i>Journal of Clinical Child and Adolescent Psychology</i> , 2008, 37, 600-608.	2.2	195
133	Classroom Effects on Children's Achievement Trajectories in Elementary School. <i>American Educational Research Journal</i> , 2008, 45, 365-397.	1.6	352
134	Building Capacity for Positive Youth Development in Secondary School Classrooms: Changing Teachers' Interactions With Students. , 2008, , 21-39.		65
135	The Influence of Informants on Ratings of Children's Behavioral Functioning. <i>Journal of Psychoeducational Assessment</i> , 2007, 25, 222-236.	0.9	61
136	Typical Classroom Experiences in First Grade: The Role of Classroom Climate and Functional Risk in the Development of Social Competencies. <i>Elementary School Journal</i> , 2007, 108, 81-96.	0.9	93
137	The Importance of Teacher-Student Relationships for Adolescents with High Incidence Disabilities. <i>Theory Into Practice</i> , 2007, 46, 105-112.	0.9	101
138	Spanish-Speaking Children's Social and Language Development in Pre-Kindergarten Classrooms. <i>Early Education and Development</i> , 2007, 18, 243-269.	1.6	95
139	Opportunities to Learn in America's Elementary Classrooms. <i>Science</i> , 2007, 315, 1795-1796.	6.0	235
140	Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. <i>Early Childhood Research Quarterly</i> , 2007, 22, 3-17.	1.6	285
141	Mothers' Sensitivity and Book-reading Interactions with First Graders. <i>Early Education and Development</i> , 2007, 18, 1-22.	1.6	59
142	How Do Classroom Conditions and Children's Risk for School Problems Contribute to Children's Behavioral Engagement in Learning?. <i>School Psychology Review</i> , 2007, 36, 413-432.	1.8	127
143	DEVELOPMENTAL SCIENCE AND EDUCATION: THE NICHD STUDY OF EARLY CHILD CARE AND YOUTH DEVELOPMENT FINDINGS FROM ELEMENTARY SCHOOL. <i>Advances in Child Development and Behavior</i> , 2007, 35, 253-296.	0.7	12
144	Teachers' Education, Classroom Quality, and Young Children's Academic Skills: Results From Seven Studies of Preschool Programs. <i>Child Development</i> , 2007, 78, 558-580.	1.7	617

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145	Use and Evaluation of Web-based Professional Development Services Across Participant Levels of Support. <i>Early Childhood Education Journal</i> , 2007, 34, 379-386.	1.6	35
146	Kindergarten to 1st Grade: Classroom Characteristics and the Stability and Change of Children's Classroom Experiences. <i>Journal of Research in Childhood Education</i> , 2006, 21, 189-202.	0.6	40
147	Are teachers'™ education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten?. <i>Early Childhood Research Quarterly</i> , 2006, 21, 174-195.	1.6	245
148	Maternal Representations of Relationships: Assessing Multiple Parenting Dimensions. , 2006, , 41-78.		7
149	Academic and Cognitive Functioning in First Grade: Associations with Earlier Home and Child Care Predictors and with Concurrent Home and Classroom Experiences. <i>School Psychology Review</i> , 2006, 35, 11-30.	1.8	188
150	Social Relationships and School Readiness. <i>Early Education and Development</i> , 2006, 17, 151-176.	1.6	215
151	The Teacher Belief Q-Sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. <i>Journal of School Psychology</i> , 2006, 44, 141-165.	1.5	105
152	Children enrolled in public pre-K: The relation of family life, neighborhood quality, and socioeconomic resources to early competence.. <i>American Journal of Orthopsychiatry</i> , 2006, 76, 265-276.	1.0	75
153	Teacher and Classroom Characteristics Associated With Teachers'™ Ratings of Prekindergartners'™ Relationships and Behaviors. <i>Journal of Psychoeducational Assessment</i> , 2006, 24, 367-380.	0.9	223
154	Quality of Prekindergarten: What Families Are Looking for in Public Sponsored Programs. <i>Early Education and Development</i> , 2006, 17, 619-642.	1.6	31
155	Can Instructional and Emotional Support in the First-Grade Classroom Make a Difference for Children at Risk of School Failure?. <i>Child Development</i> , 2005, 76, 949-967.	1.7	1,167
156	Features of Pre-Kindergarten Programs, Classrooms, and Teachers: Do They Predict Observed Classroom Quality and Child-Teacher Interactions?. <i>Applied Developmental Science</i> , 2005, 9, 144-159.	1.0	602
157	Empirically-Derived, Person-Oriented Patterns of School Readiness in Typically-Developing Children: Description and Prediction to First-Grade Achievement. <i>Applied Developmental Science</i> , 2005, 9, 174-187.	1.0	99
158	Family-School Communication in Preschool and Kindergarten in the Context of a Relationship-Enhancing Intervention. <i>Early Education and Development</i> , 2005, 16, 287-316.	1.6	63
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