

Bridget K Hamre

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6581858/publications.pdf>

Version: 2024-02-01

77
papers

12,563
citations

81434

41
h-index

84171

75
g-index

78
all docs

78
docs citations

78
times ranked

5425
citing authors

#	ARTICLE	IF	CITATIONS
1	Teacher Education and the Quality of Teacher-Child Interactions: New Evidence from the Universe of Publicly-Funded Early Childhood Programs in Louisiana. <i>Early Education and Development</i> , 2022, 33, 290-308.	1.6	3
2	Does instructional quality mediate the link between teachers' emotional exhaustion and student outcomes? A large-scale study using teacher and student reports.. <i>Journal of Educational Psychology</i> , 2022, 114, 1442-1460.	2.1	29
3	Instructional Interactions and Literacy. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2021, , 261-282.	0.2	0
4	Preschool teachers' self-efficacy, burnout, and stress in online professional development: a mixed methods approach to understand change. <i>Journal of Early Childhood Teacher Education</i> , 2020, 41, 262-283.	0.9	15
5	Examining the Role of Preschool Classrooms' Behavioral Composition as a Predictor of the Quality of Teacher-child Interactions. <i>Early Education and Development</i> , 2020, 31, 873-891.	1.6	10
6	Measuring and improving quality in early care and education. <i>Early Childhood Research Quarterly</i> , 2020, 51, 285-287.	1.6	20
7	Prekindergarten Interactive Book Reading Quality and Children's Language and Literacy Development: Classroom Organization as a Moderator. <i>Early Education and Development</i> , 2019, 30, 1-18.	1.6	23
8	Exploring Longitudinal Changes in Teacher Expectancy Effects on Children's Mathematics Achievement. <i>Journal for Research in Mathematics Education</i> , 2018, 49, 57-90.	1.0	26
9	Cross-Lagged Associations Between Problem Behaviors and Teacher-Student Relationships in Early Adolescence. <i>Journal of Early Adolescence</i> , 2018, 38, 1100-1141.	1.1	35
10	Leveraging Developmental Insights to Improve Early Childhood Education. <i>Child Development Perspectives</i> , 2018, 12, 87-92.	2.1	18
11	Measuring the quality of teacher-child interactions at scale: Comparing research-based and state observation approaches. <i>Early Childhood Research Quarterly</i> , 2018, 44, 161-169.	1.6	23
12	Teacher Reflection in the Context of an Online Professional Development Course: Applying Principles of Cognitive Science to Promote Teacher Learning. <i>Action in Teacher Education</i> , 2018, 40, 220-236.	0.4	17
13	Personal and contextual factors associated with growth in preschool teachers' self-efficacy beliefs during a longitudinal professional development study. <i>Teaching and Teacher Education</i> , 2018, 75, 278-289.	1.6	46
14	Teacher engagement in core components of an effective, early childhood professional development course: Links to changes in teacher-child interactions. <i>Journal of Early Childhood Teacher Education</i> , 2017, 38, 102-118.	0.9	11
15	Student Teaching Within Early Childhood Teacher Preparation Programs: An Examination of Key Features Across 2- and 4-Year Institutions. <i>Early Childhood Education Journal</i> , 2017, 45, 821-830.	1.6	4
16	Early Childhood Professional Development: Coaching and Coursework Effects on Indicators of Children's School Readiness. <i>Early Education and Development</i> , 2017, 28, 956-975.	1.6	79
17	Enhancing the Impact of Professional Development in the Context of Preschool Expansion. <i>AERA Open</i> , 2017, 3, 233285841773368.	1.3	47
18	If You Build It, Will They Come? Predictors of Teachers' Participation in and Satisfaction with the Effective Classroom Interactions Online Courses. <i>International Review of Research in Open and Distance Learning</i> , 2016, 17, .	1.0	14

#	ARTICLE	IF	CITATIONS
19	Expanding the Role of School Psychologists to Support Early Career Teachers: A Mixed-Method Study. <i>School Psychology Review</i> , 2016, 45, 226-249.	1.8	30
20	Quality in Early Education Classrooms: Definitions, Gaps, and Systems. <i>Future of Children</i> , 2016, 26, 119-137.	0.9	98
21	Exploring Teachers' Depressive Symptoms, Interaction Quality, and Children's Social-Emotional Development in Head Start. <i>Early Education and Development</i> , 2016, 27, 642-654.	1.6	75
22	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
23	Measures of Early Adolescent Development and School Contexts. <i>Journal of Early Adolescence</i> , 2015, 35, 586-596.	1.1	5
24	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
25	Individual and Contextual Factors Associated with Pre-Kindergarten Teachers' Responsiveness to the MyTeachingPartner Coaching Intervention. <i>Prevention Science</i> , 2015, 16, 1044-1053.	1.5	13
26	Teaching Through Interactions in Secondary School Classrooms. <i>Journal of Early Adolescence</i> , 2015, 35, 651-680.	1.1	95
27	Assessing Teachers' Skills in Detecting and Identifying Effective Interactions in the Classroom. <i>Elementary School Journal</i> , 2015, 115, 407-432.	0.9	35
28	Teachers' Daily Interactions With Children: An Essential Ingredient in Effective Early Childhood Programs. <i>Child Development Perspectives</i> , 2014, 8, 223-230.	2.1	140
29	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
30	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
31	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
32	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
33	Linking preschool language and sustained attention with adolescent achievement through classroom self-reliance. <i>Journal of Applied Developmental Psychology</i> , 2014, 35, 457-467.	0.8	22
34	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
35	A typical morning in preschool: Observations of teacher-child interactions in German preschools. <i>Early Childhood Research Quarterly</i> , 2014, 29, 509-519.	1.6	136
36	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

#	ARTICLE	IF	CITATIONS
37	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
38	Teachers' Emotional Support Consistency Predicts Children's Achievement Gains and Social Skills. <i>Early Education and Development</i> , 2013, 24, 292-309.	1.6	153
39	Effect of Observation Mode on Measures of Secondary Mathematics Teaching. <i>Educational and Psychological Measurement</i> , 2013, 73, 757-783.	1.2	61
40	Teaching through Interactions. <i>Elementary School Journal</i> , 2013, 113, 461-487.	0.9	432
41	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
42	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
43	An Argument Approach to Observation Protocol Validity. <i>Educational Assessment</i> , 2012, 17, 62-87.	0.6	153
44	Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools.. <i>Journal of Consulting and Clinical Psychology</i> , 2012, 80, 597-610.	1.6	93
45	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
46	A Course on Effective Teacher-Child Interactions. <i>American Educational Research Journal</i> , 2012, 49, 88-123.	1.6	329
47	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
48	African-American Parenting Characteristics and Their Association With Children's Cognitive and Academic School Readiness. <i>Journal of African American Studies</i> , 2012, 16, 390-405.	0.3	9
49	The Pivotal Role of Adolescent Autonomy in Secondary School Classrooms. <i>Journal of Youth and Adolescence</i> , 2012, 41, 245-255.	1.9	75
50	Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. , 2012, , 365-386.		453
51	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
52	Bridging Mental Health and Education in Urban Elementary Schools: Participatory Research to Inform Intervention Development. <i>School Psychology Review</i> , 2011, 40, 486-508.	1.8	34
53	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
54	Strengthening the Early Childhood Workforce: How Wage Incentives May Boost Training and Job Stability. <i>Early Education and Development</i> , 2011, 22, 1009-1029.	1.6	20

#	ARTICLE	IF	CITATIONS
55	The Role of Effortful Control in Mediating the Association Between Maternal Sensitivity and Children's Social and Relational Competence and Problems in First Grade. <i>Early Education and Development</i> , 2011, 22, 360-387.	1.6	22
56	Implementation of a Course Focused on Language and Literacy Within Teacher-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
57	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
58	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
59	Implementation fidelity of MyTeachingPartner literacy and language activities: Association with preschoolers' language and literacy growth. <i>Early Childhood Research Quarterly</i> , 2010, 25, 329-347.	1.6	131
60	Teacher-Child Interactions in the Classroom: Toward a Theory of Within- and Cross-Domain Links to Children's Developmental Outcomes. <i>Early Education and Development</i> , 2010, 21, 699-723.	1.6	237
61	The Role of Psychological and Developmental Science in Efforts to Improve Teacher Quality. <i>Teachers College Record</i> , 2010, 112, 2988-3023.	0.4	81
62	Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. <i>Educational Researcher</i> , 2009, 38, 109-119.	3.3	876
63	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
64	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, 33-46.	0.6	60
65	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
66	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
67	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
68	Teachers' Perceptions of Conflict with Young Students: Looking beyond Problem Behaviors. <i>Social Development</i> , 2008, 17, 115-136.	0.8	154
69	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
70	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
71	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
72	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

#	ARTICLE	IF	CITATIONS
73	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
74	Self-reported depression in nonfamilial caregivers: prevalence and associations with caregiver behavior in child-care settings. <i>Early Childhood Research Quarterly</i> , 2004, 19, 297-318.	1.6	162
75	Measuring Problem Behaviors in Young Children. <i>Behavioral Disorders</i> , 2003, 28, 111-123.	0.8	31
76	How schools can do better: Fostering stronger connections between teachers and students. <i>New Directions for Youth Development</i> , 2002, 2002, 91-107.	0.6	51
77	Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade. <i>Child Development</i> , 2001, 72, 625-638.	1.7	2,061