

Erik A Ruzek

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2840930/publications.pdf>

Version: 2024-02-01

41
papers

1,669
citations

394421

19
h-index

315739

38
g-index

42
all docs

42
docs citations

42
times ranked

1346
citing authors

#	ARTICLE	IF	CITATIONS
1	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.	3.2	288
2	Preschool Center Quality and School Readiness: Quality Effects and Variation by Demographic and Child Characteristics. <i>Child Development</i> , 2013, 84, 1171-1190.	3.0	179
3	Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. <i>School Psychology Review</i> , 2016, 45, 171-191.	3.0	138
4	What Can Student Perception Surveys Tell Us About Teaching? Empirically Testing the Underlying Structure of the Tripod Student Perception Survey. <i>American Educational Research Journal</i> , 2016, 53, 1834-1868.	2.7	102
5	Focused Classroom Coaching and Widespread Racial Equity in School Discipline. <i>AERA Open</i> , 2019, 5, 233285841989727.	2.1	80
6	Measuring Effective Teacher-Student Interactions From a Student Perspective. <i>Journal of Early Adolescence</i> , 2015, 35, 722-758.	1.9	76
7	The influence of the high school classroom environment on learning as mediated by student engagement. <i>School Psychology International</i> , 2017, 38, 201-218.	1.9	70
8	The quality of toddler child care and cognitive skills at 24 months: Propensity score analysis results from the ECLS-B. <i>Early Childhood Research Quarterly</i> , 2014, 29, 12-21.	2.7	63
9	Perceptions of Relatedness with Classroom Peers Promote Adolescents' Behavioral Engagement and Achievement in Secondary School. <i>Journal of Youth and Adolescence</i> , 2017, 46, 2341-2354.	3.5	50
10	Student perceptions of classroom achievement goal structure: Is it appropriate to aggregate?. <i>Journal of Educational Psychology</i> , 2015, 107, 1102-1115.	2.9	49
11	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.	1.7	42
12	Heterogeneity of student perceptions of the classroom climate: a latent profile approach. <i>Learning Environments Research</i> , 2017, 20, 289-306.	2.8	38
13	Using Value-Added Models to Measure Teacher Effects on Students' Motivation and Achievement. <i>Journal of Early Adolescence</i> , 2015, 35, 852-882.	1.9	37
14	Separate worlds: The influence of seating location on student engagement, classroom experience, and performance in the large university lecture hall. <i>Journal of Environmental Psychology</i> , 2017, 49, 55-64.	5.1	32
15	Preschool Teachers' Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. <i>Early Education and Development</i> , 2022, 33, 107-120.	2.6	32
16	My Teaching Partner-Secondary: A Video-Based Coaching Model. <i>Theory Into Practice</i> , 2017, 56, 38-45.	1.6	31
17	To the means and beyond: Understanding variation in students' perceptions of teacher emotional support. <i>Learning and Instruction</i> , 2018, 55, 13-21.	3.2	27
18	The classroom relational environment and children's early development in preschool. <i>Social Development</i> , 2020, 29, 1071-1091.	1.3	25

#	ARTICLE	IF	CITATIONS
19	Focusing on teacher-student interactions eliminates the negative impact of students' disruptive behavior on teacher perceptions. <i>International Journal of Behavioral Development</i> , 2015, 39, 426-431.	2.4	23
20	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.	2.7	23
21	Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their nonattending peers.. <i>Developmental Psychology</i> , 2020, 56, 2027-2039.	1.6	23
22	The tenuous link between classroom perceptions and motivation: A within-person longitudinal study.. <i>Journal of Educational Psychology</i> , 2019, 111, 903-917.	2.9	23
23	Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3. <i>American Educational Research Journal</i> , 2019, 56, 1495-1523.	2.7	21
24	Alignment and misalignment of classroom experiences from Pre-K to kindergarten. <i>Early Childhood Research Quarterly</i> , 2020, 52, 44-56.	2.7	20
25	Paving the Way. <i>Educational Policy</i> , 2012, 26, 243-267.	2.0	19
26	Student Engagement as a General Factor of Classroom Experience: Associations with Student Practices and Educational Outcomes in a University Gateway Course. <i>Frontiers in Psychology</i> , 2017, 8, 994.	2.1	19
27	Family Stress Processes and Children's Self-Regulation. <i>Child Development</i> , 2020, 91, 577-595.	3.0	18
28	Does Teaching Quality Cross Subjects? Exploring Consistency in Elementary Teacher Practice Across Subjects. <i>AERA Open</i> , 2018, 4, 233285841879449.	2.1	17
29	The COVID-19 School Year: Learning and Recovery Across 2020-2021. <i>AERA Open</i> , 2022, 8, 233285842210993.	2.1	15
30	Classroom Process and Practices in Public Pre-K Programs: Describing and Predicting Educational Opportunities in the Early Learning Sector. <i>Early Education and Development</i> , 2018, 29, 797-813.	2.6	14
31	Indirect effects of coaching on pre-K students' engagement and literacy skill as a function of improved teacher-student interaction. <i>Journal of School Psychology</i> , 2022, 91, 65-80.	2.9	14
32	Using self report surveys to measure PreK children's academic orientations: A psychometric evaluation. <i>Early Childhood Research Quarterly</i> , 2020, 50, 55-66.	2.7	12
33	Strategy Motivation and Strategy Use: Role of Student Appraisals of Utility and Cost. <i>Metacognition and Learning</i> , 2021, 16, 345-366.	2.7	12
34	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.	2.7	12
35	Correlates of change in elementary students' perceptions of interactions with their teacher. <i>Journal of Applied Developmental Psychology</i> , 2020, 69, 101144.	1.7	9
36	Observing adolescent relationships. , 2017, , 33-52.		4

#	ARTICLE	IF	CITATIONS
37	Differences between pre-k and kindergarten contexts and achievement across the kindergarten transition. <i>Journal of Applied Developmental Psychology</i> , 2022, 80, 101396.	1.7	3
38	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.	2.6	3
39	Does the timing of kindergarten absences matter for children's early school success?. <i>School Psychology</i> , 2021, 36, 131-141.	2.4	2
40	Classroom Level in Educational Effectiveness Research. , 2015, , 833-838.		1
41	Assessing the effects of student perceptions of instructional quality: A cross-subject within-student design. <i>Contemporary Educational Psychology</i> , 2022, , 102085.	2.9	0