

Robert C Pianta

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

249
papers

27,119
citations

80
h-index

162
g-index

293
ext. papers

29,674
ext. citations

3.1
avg, IF

7.32
L-index

| # | Paper | IF | Citations |
|-----|--|-----|-----------|
| 249 | 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 | 3.3 | 2 |
| 248 | 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 | 4.5 | 2 |
| 247 | Differences between pre-k and kindergarten contexts and achievement across the kindergarten transition. <i>Journal of Applied Developmental Psychology</i> , 2022 , 80, 101396 | 2.5 | |
| 246 | Mentalization and attachment in educational relationships at primary school. <i>Ricerche Di Psicologia</i> , 2022 , 1-23 | 0.2 | |
| 245 | Does the timing of kindergarten absences matter for children's early school success?. <i>School Psychology</i> , 2021 , 36, 131-141 | 2 | 0 |
| 244 | Coaching Teachers to Improve Students' School Readiness Skills: Indirect Effects of Teacher-Student Interaction. <i>Child Development</i> , 2021 , 92, 2509-2528 | 4.9 | 4 |
| 243 | 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 | 3.3 | 3 |
| 242 | Preschool Teachers' Emotional Exhaustion in Relation to Classroom Instruction and Teacher-child Interactions. <i>Early Education and Development</i> , 2020 , 1-14 | 1.4 | 8 |
| 241 | Teacher-student relationships across the first seven years of education and adolescent outcomes. <i>Journal of Applied Developmental Psychology</i> , 2020 , 71, 101200 | 2.5 | 14 |
| 240 | The classroom relational environment and children's early development in preschool. <i>Social Development</i> , 2020 , 29, 1071-1091 | 2.4 | 7 |
| 239 | 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 | 4.5 | 7 |
| 238 | Measuring and improving quality in early care and education. <i>Early Childhood Research Quarterly</i> , 2020 , 51, 285-287 | 3.3 | 7 |
| 237 | Banking Time: A Dyadic Intervention to Improve Teacher-Student Relationships 2020 , 239-250 | | 2 |
| 236 | Persistence and convergence: The end of kindergarten outcomes of pre-K graduates and their nonattending peers. <i>Developmental Psychology</i> , 2020 , 56, 2027-2039 | 3.7 | 5 |
| 235 | 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 | 2.5 | 19 |
| 234 | Do teachers' years of experience make a difference in the quality of teaching?. <i>Teaching and Teacher Education</i> , 2020 , 96, 103190 | 2.9 | 26 |
| 233 | Using self report surveys to measure PreK children's academic orientations: A psychometric evaluation. <i>Early Childhood Research Quarterly</i> , 2020 , 50, 55-66 | 3.3 | 5 |

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| 232 | Alignment and misalignment of classroom experiences from Pre-K to kindergarten. <i>Early Childhood Research Quarterly</i> , 2020 , 52, 44-56 | 3.3 | 8 |
| 231 | Classroom age composition and the early learning of preschoolers. <i>Journal of Educational Research</i> , 2019 , 112, 234-242 | 1.1 | 3 |
| 230 | Starting Early: The Benefits of Attending Early Childhood Education Programs at Age 3. <i>American Educational Research Journal</i> , 2019 , 56, 1495-1523 | 2.9 | 11 |
| 229 | Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start?. <i>Journal of School Psychology</i> , 2019 , 73, 101-113 | 4.5 | 12 |
| 228 | Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. <i>Applied Developmental Science</i> , 2019 , 23, 353-370 | 3.6 | 2 |
| 227 | Teacher-child interaction quality as a function of classroom age diversity and teachers' beliefs and qualifications. <i>Applied Developmental Science</i> , 2019 , 23, 294-304 | 3.6 | 18 |
| 226 | Teacher-student interactions: Measurement, impacts, improvement, and policy. <i>Ricerche Di Psicologia</i> , 2019 , 69-82 | 0.2 | 1 |
| 225 | Power of Two: The Impact of 2 Years of High Quality Teacher Child Interactions. <i>Early Education and Development</i> , 2019 , 30, 60-81 | 1.4 | 10 |
| 224 | The role of elementary school quality in the persistence of preschool effects. <i>Children and Youth Services Review</i> , 2018 , 86, 120-127 | 2 | 10 |
| 223 | Effects of an early childhood educator coaching intervention on preschoolers: The role of classroom age composition. <i>Early Childhood Research Quarterly</i> , 2018 , 44, 101-113 | 3.3 | 7 |
| 222 | 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 | 1.4 | 9 |
| 221 | Does Attendance in Private Schools Predict Student Outcomes at Age 15? Evidence From a Longitudinal Study. <i>Educational Researcher</i> , 2018 , 47, 419-434 | 4.8 | 17 |
| 220 | Variation in the long-term benefits of child care: The role of classroom quality in elementary school. <i>Developmental Psychology</i> , 2018 , 54, 1854-1867 | 3.7 | 24 |
| 219 | Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms?. <i>Early Childhood Research Quarterly</i> , 2018 , 42, 280-290 | 3.3 | 47 |
| 218 | Observed Quality and Consistency of Fifth Graders' Teacher-Student Interactions: Associations With Feelings, Engagement, and Performance in School. <i>SAGE Open</i> , 2018 , 8, 215824401879477 | 1.5 | 10 |
| 217 | 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 | 0.6 | 9 |
| 216 | My Teaching Partner-Secondary: A video-based coaching model. <i>Theory Into Practice</i> , 2017 , 56, 38-45 | 1.6 | 24 |
| 215 | The State of Young Children in the United States 2017 , 1-17 | | 7 |

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| 214 | 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 | 1.3 | 4 |
| 213 | Teacher-Child Interactions in Free Choice and Teacher-Directed Activity Settings: Prediction to School Readiness. <i>Early Education and Development</i> , 2017 , 28, 1035-1051 | 1.4 | 42 |
| 212 | 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 | 1.4 | 60 |
| 211 | Classroom Processes and Teacher-Student Interaction: Integrations with a Developmental Psychopathology Perspective 2016 , 1-45 | | 6 |
| 210 | Thresholds in the association between quality of teacher-child interactions and preschool children's school readiness skills. <i>Early Childhood Research Quarterly</i> , 2016 , 36, 561-571 | 3.3 | 73 |
| 209 | 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 | 3.3 | 15 |
| 208 | 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 | 5.8 | 183 |
| 207 | Teacher-Student Interactions: Measurement, Impacts, Improvement, and Policy. <i>Policy Insights From the Behavioral and Brain Sciences</i> , 2016 , 3, 98-105 | 2.1 | 20 |
| 206 | Quality in Early Education Classrooms: Definitions, Gaps, and Systems. <i>Future of Children</i> , 2016 , 26, 119-137 | | 55 |
| 205 | Closing the Racial Discipline Gap in Classrooms by Changing Teacher Practice. <i>School Psychology Review</i> , 2016 , 45, 171-191 | 1.6 | 107 |
| 204 | Assessing the Assessments of Teacher Preparation. <i>Theory Into Practice</i> , 2016 , 55, 160-167 | 1.6 | 7 |
| 203 | Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. <i>Early Childhood Research Quarterly</i> , 2016 , 37, 26-38 | 3.3 | 53 |
| 202 | Relating prekindergarten teacher beliefs and knowledge to children's language and literacy development. <i>Teaching and Teacher Education</i> , 2015 , 48, 97-105 | 2.9 | 29 |
| 201 | Individual and Contextual Factors Associated with Pre-Kindergarten Teachers' Responsiveness to the MyTeachingPartner Coaching Intervention. <i>Prevention Science</i> , 2015 , 16, 1044-53 | 4 | 13 |
| 200 | Teaching Through Interactions in Secondary School Classrooms: Revisiting the Factor Structure and Practical Application of the Classroom Assessment Scoring System-Secondary. <i>Journal of Early Adolescence</i> , 2015 , 35, 651-680 | 1.9 | 61 |
| 199 | Assessing Teachers' Skills in Detecting and Identifying Effective Interactions in the Classroom. <i>Elementary School Journal</i> , 2015 , 115, 407-432 | 1.1 | 21 |
| 198 | Validating Virginia's quality rating and improvement system among state-funded pre-kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2015 , 30, 183-198 | 3.3 | 19 |
| 197 | Schools, Schooling, and Developmental Psychopathology 2015 , 494-529 | | 2 |

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| 196 | 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 | 1.4 | 34 |
| 195 | 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 | 1.5 | 68 |
| 194 | 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 | 3.3 | 46 |
| 193 | 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 | 1.4 | 35 |
| 192 | Do Standard Measures of Preschool Quality Used in Statewide Policy Predict School Readiness?. <i>Education Finance and Policy</i> , 2014 , 9, 116-164 | 1 | 25 |
| 191 | The Role of Scheduling in Observing Teacher-Child Interactions. <i>School Psychology Review</i> , 2014 , 43, 428-449 | 1.6 | 3 |
| 190 | The Role of Scheduling in Observing Teacher-Child Interactions. <i>School Psychology Review</i> , 2014 , 43, 428-449 | 1.6 | 4 |
| 189 | Student Teaching Feedback and Evaluation: Results From a Seven-State Survey. <i>Journal of Early Childhood Teacher Education</i> , 2014 , 35, 318-336 | 0.6 | 5 |
| 188 | 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 | 4.9 | 303 |
| 187 | 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 | 1.4 | 25 |
| 186 | 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 | 3.5 | 36 |
| 185 | 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 | 3.3 | 37 |
| 184 | The Instructional Challenge in Improving Teaching Quality: Lessons from a Classroom Observation Protocol. <i>Teachers College Record</i> , 2014 , 116, 1-32 | 0.9 | 49 |
| 183 | Understanding how children's engagement and teachers' interactions combine to predict school readiness. <i>Journal of Applied Developmental Psychology</i> , 2013 , 34, 299-309 | 2.5 | 78 |
| 182 | Consistent Environmental Stimulation from Birth to Elementary School 2013 , 1-24 | | 2 |
| 181 | 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 | 1.6 | 179 |
| 180 | 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 | 0.9 | 17 |
| 179 | Variation in the effectiveness of instructional interactions across preschool classroom settings and learning activities. <i>Early Childhood Research Quarterly</i> , 2013 , 28, 820-830 | 3.3 | 99 |

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| 178 | Effect of Observation Mode on Measures of Secondary Mathematics Teaching. <i>Educational and Psychological Measurement</i> , 2013 , 73, 757-783 | 3.1 | 52 |
| 177 | Education. Can rating pre-K programs predict children's learning?. <i>Science</i> , 2013 , 341, 845-6 | 33.3 | 119 |
| 176 | TEACHING THROUGH INTERACTIONS: Testing a Developmental Framework of Teacher Effectiveness in over 4,000 Classrooms. <i>Elementary School Journal</i> , 2013 , 113, 461-487 | 1.1 | 304 |
| 175 | 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 | 1.6 | 78 |
| 174 | The pivotal role of adolescent autonomy in secondary school classrooms. <i>Journal of Youth and Adolescence</i> , 2012 , 41, 245-55 | 4.5 | 55 |
| 173 | The Transition to Kindergarten: Fostering Connections for Early School Success. <i>Advances in Motivation and Achievement: A Research Annual</i> , 2012 , 1-26 | 1.5 | 5 |
| 172 | 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 | 1.4 | 56 |
| 171 | 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, 215-34 | 4.5 | 129 |
| 170 | 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 | 3.3 | 104 |
| 169 | Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. <i>Early Childhood Research Quarterly</i> , 2012 , 27, 188-197 | 3.3 | 56 |
| 168 | A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice. <i>American Educational Research Journal</i> , 2012 , 49, 88-123 | 2.9 | 250 |
| 167 | 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 | 3.3 | 37 |
| 166 | Recent trends in research on teacher-child relationships. <i>Attachment and Human Development</i> , 2012 , 14, 213-31 | 2.8 | 389 |
| 165 | Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. <i>Child Development</i> , 2012 , 83, 282-99 | 4.9 | 108 |
| 164 | An Argument Approach to Observation Protocol Validity. <i>Educational Assessment</i> , 2012 , 17, 62-87 | 1.1 | 128 |
| 163 | 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 | 27 |
| 162 | Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions 2012 , 365-386 | | 310 |
| 161 | An interaction-based approach to enhancing secondary school instruction and student achievement. <i>Science</i> , 2011 , 333, 1034-7 | 33.3 | 327 |

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| 160 | Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , 2011 , 40, 367-385 | 1.6 | 48 |
| 159 | Within-Day Variability in the Quality of Classroom Interactions during Third and Fifth Grade. <i>Elementary School Journal</i> , 2011 , 112, 16-37 | 1.1 | 47 |
| 158 | Fostering Supportive Teacher-Child Relationships: Intervention Implementation in a State-Funded Preschool Program. <i>Early Education and Development</i> , 2011 , 22, 593-619 | 1.4 | 42 |
| 157 | Examining the Black-White achievement gap among low-income children using the NICHD study of early child care and youth development. <i>Child Development</i> , 2011 , 82, 1404-20 | 4.9 | 147 |
| 156 | Teacher-Student interactions in fifth grade classrooms: Relations with children's peer behavior. <i>Journal of Applied Developmental Psychology</i> , 2011 , 32, 257-266 | 2.5 | 106 |
| 155 | Effects of Web-Mediated Teacher Professional Development on the Language and Literacy Skills of Children Enrolled in Pre-Kindergarten Programs. <i>NHS A Dialog: A Research-to-practice Journal for the Early Intervention Field</i> , 2011 , 14, 189-212 | | 43 |
| 154 | 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 | 0.6 | 9 |
| 153 | The role of executive function in children's competent adjustment to middle school. <i>Child Neuropsychology</i> , 2011 , 17, 255-80 | 2.7 | 104 |
| 152 | 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 | | 14 |
| 151 | Effects of a Teacher Professional Development Intervention on Peer Relationships in Secondary Classrooms. <i>School Psychology Review</i> , 2011 , 40, 367-385 | 1.6 | 32 |
| 150 | Family socioeconomic status and consistent environmental stimulation in early childhood. <i>Child Development</i> , 2010 , 81, 972-87 | 4.9 | 166 |
| 149 | Children's classroom engagement and school readiness gains in prekindergarten. <i>Child Development</i> , 2010 , 81, 1534-49 | 4.9 | 213 |
| 148 | Banking Time in Head Start: Early Efficacy of an Intervention Designed to Promote Supportive Teacher-Child Relationships. <i>Early Education and Development</i> , 2010 , 21, 38-64 | 1.4 | 125 |
| 147 | Consultation for Teachers and Children's Language and Literacy Development during Pre-Kindergarten. <i>Applied Developmental Science</i> , 2010 , 14, 179-196 | 3.6 | 72 |
| 146 | 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 | 3.3 | 109 |
| 145 | The Individualized Classroom Assessment Scoring System (inCLASS): Preliminary Reliability and Validity of a System for Observing Preschoolers' Competence in Classroom Interactions. <i>Early Childhood Research Quarterly</i> , 2010 , 25, 1-16 | 3.3 | 169 |
| 144 | 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 | 3.3 | 237 |
| 143 | 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 | 3.3 | 440 |

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| 142 | 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 | 3.3 | 64 |
| 141 | The challenging pupil in the classroom: the effect of the child on the teacher. <i>Psychological Science</i> , 2010 , 21, 1802-10 | 7.9 | 27 |
| 140 | Early behavioral associations of achievement trajectories. <i>Developmental Psychology</i> , 2010 , 46, 976-83 | 3.7 | 67 |
| 139 | Public and Private Schools: Do Classroom Processes Vary by School Type?. <i>Elementary School Journal</i> , 2010 , 110, 409-419 | 1.1 | 5 |
| 138 | Instruction, Teacher-Student Relations, and Math Achievement Trajectories in Elementary School. <i>Journal of Educational Psychology</i> , 2010 , 102, 407-417 | 5.3 | 88 |
| 137 | Longitudinal Multitrait-Multimethod Models for Developmental Research. <i>Multivariate Behavioral Research</i> , 2009 , 44, 233-58 | 2.3 | 23 |
| 136 | Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. <i>Educational Researcher</i> , 2009 , 38, 109-119 | 4.8 | 681 |
| 135 | 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 | 4.8 | 8 |
| 134 | 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 | | 42 |
| 133 | Peer effects on children's language achievement during pre-kindergarten. <i>Child Development</i> , 2009 , 80, 686-702 | 4.9 | 174 |
| 132 | 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 | 2.4 | 236 |
| 131 | Teacher Characteristics Associated with Responsiveness and Exposure to Consultation and On-line Professional Development Resources. <i>Early Education and Development</i> , 2009 , 20, 431-455 | 1.4 | 51 |
| 130 | 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 | 1.4 | 161 |
| 129 | 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 | 1.4 | 133 |
| 128 | On-going, 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 | 1.4 | 56 |
| 127 | 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. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2009 , 10, 49-88 | 18.6 | 265 |
| 126 | Profiles of Educational Quality in First Grade. <i>Elementary School Journal</i> , 2009 , 109, 323-342 | 1.1 | 48 |
| 125 | Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. <i>Child Development</i> , 2008 , 79, 732-49 | 4.9 | 1084 |

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| 124 | Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. <i>Early Childhood Research Quarterly</i> , 2008 , 23, 27-50 | 3.3 | 593 |
| 123 | Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. <i>Early Childhood Research Quarterly</i> , 2008 , 23, 124-139 | 3.3 | 116 |
| 122 | Teacher education and child outcomes: A reply to the commentary. <i>Early Childhood Research Quarterly</i> , 2008 , 23, 7-9 | 3.3 | 7 |
| 121 | Quality of Language and Literacy Instruction in Preschool Classrooms Serving At-Risk Pupils. <i>Early Childhood Research Quarterly</i> , 2008 , 23, 51-68 | 3.3 | 416 |
| 120 | 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 | 3.3 | 423 |
| 119 | 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 | 3.6 | 289 |
| 118 | Parental Conceptions of School Readiness: Relation to Ethnicity, Socioeconomic Status, and Children's Skills. <i>Early Education and Development</i> , 2008 , 19, 671-701 | 1.4 | 76 |
| 117 | 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, 600-81 | 5.4 | 152 |
| 116 | Classroom Effects on Children's Achievement Trajectories in Elementary School. <i>American Educational Research Journal</i> , 2008 , 45, 365-397 | 2.9 | 278 |
| 115 | Building Capacity for Positive Youth Development in Secondary School Classrooms: Changing Teachers' Interactions With Students 2008 , 21-39 | | 44 |
| 114 | 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 | 1.6 | 102 |
| 113 | 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, 253-96 | 2.9 | 10 |
| 112 | Teachers' Perceptions of Conflict with Young Students: Looking beyond Problem Behaviors. <i>Social Development</i> , 2007 , 17, 071124114012001-??? | 2.4 | 71 |
| 111 | Teachers' education, classroom quality, and young children's academic skills: results from seven studies of preschool programs. <i>Child Development</i> , 2007 , 78, 558-80 | 4.9 | 511 |
| 110 | Use and Evaluation of Web-based Professional Development Services Across Participant Levels of Support. <i>Early Childhood Education Journal</i> , 2007 , 34, 379-386 | 1.3 | 32 |
| 109 | The Influence of Informants on Ratings of Children's Behavioral Functioning: A Latent Variable Approach. <i>Journal of Psychoeducational Assessment</i> , 2007 , 25, 222-236 | 1.3 | 56 |
| 108 | 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 | 1.1 | 80 |
| 107 | The Importance of Teacher-Student Relationships for Adolescents with High Incidence Disabilities. <i>Theory Into Practice</i> , 2007 , 46, 105-112 | 1.6 | 77 |

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| 106 | Spanish-Speaking Children's Social and Language Development in Pre-Kindergarten Classrooms. <i>Early Education and Development</i> , 2007 , 18, 243-269 | 1.4 | 80 |
| 105 | Teaching. Opportunities to learn in America's elementary classrooms. <i>Science</i> , 2007 , 315, 1795-6 | 33.3 | 200 |
| 104 | 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 | 3.3 | 243 |
| 103 | Mothers' Sensitivity and Book-reading Interactions with First Graders. <i>Early Education and Development</i> , 2007 , 18, 1-22 | 1.4 | 54 |
| 102 | Teacher and Classroom Characteristics Associated With Teachers' Ratings of Prekindergartners' Relationships and Behaviors. <i>Journal of Psychoeducational Assessment</i> , 2006 , 24, 367-380 | 1.3 | 175 |
| 101 | Quality of Prekindergarten: What Families Are Looking for in Public Sponsored Programs. <i>Early Education and Development</i> , 2006 , 17, 619-642 | 1.4 | 24 |
| 100 | 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 | 1.1 | 34 |
| 99 | 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 | 3.3 | 223 |
| 98 | 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 | 1.6 | 162 |
| 97 | Social Relationships and School Readiness. <i>Early Education and Development</i> , 2006 , 17, 151-176 | 1.4 | 171 |
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