

**Jennifer LoCasale-Crouch, Ph.D.**[locasalecrij@vcu.edu](mailto:locasalecrij@vcu.edu)

434-249-0182

**EDUCATION**

*University of Virginia*, School of Education and Human Development, Ph.D.,  
Charlottesville, VA

Major: Risk and Prevention in Education Sciences, May 2007

Dissertation: *Variation in new teachers' induction experience and contributions to self-efficacy, reflection, quality, and retention*

*Florida State University*, School of Social Work, Tallahassee, FL

Master Degree in Social Work, August 1991

Specialty Area: Clinical track with emphasis on children, families and communities

Licensed: Florida (1993) Virginia (1996)

*Florida State University*, School of Social Work, Tallahassee, FL

Bachelor of Science in Social Work, August 1990, with honors

Specialty Area: Clinical focus

**ACADEMIC POSITIONS****Virginia Commonwealth University, School of Education**

- *Associate Professor (August, 2022 – present)*
  - *Foundations Department, Educational Psychology*
  - *Child Development Center Fellow*

**The University of Virginia, Center for Advanced Study of Teaching and Learning**

- *Research Associate Professor, (May, 2017 – August, 2022)*
  - *UVA Global Policy Center/Humanitarian Collaborative affiliate*
  - *Education Leadership, Foundations and Policy affiliate*
  - *Curriculum, Instruction and Special Education affiliate*
- *Research Assistant Professor, (October, 2011 – April, 2017)*
- *Research Scientist, (May 2008 – October, 2011)*
- *Post-Doc (May 2007 – May 2008)*

**PEER REVIEWED PUBLICATIONS – PUBLISHED** ❖*Denotes student co-author*

Lenahan, T., **LoCasale-Crouch, J.**, Chamberlain, C., Williford, A., Whittaker, J., Downer, J., & Miller, L. (in press). Examining the differential relationship between neighborhood opportunity and kindergarten readiness across low & highly segregated school attendance boundaries. *Frontiers in Education*.

❖Romo, F. & **LoCasale-Crouch, J.** (in press). Early childhood teachers' noticing skills in the context of an intervention: Supporting teachers to effectively reflect on practice. *Teacher Development*.

Hu, B., Li, Y., Wang, C., **LoCasale-Crouch, J.**, & Su, J. (2022). Chinese teachers' use of concept development strategies during whole-group math lessons. *Early Education and Development*.

Turnbull, K., ❖Cubides-Mateus, D.M., **LoCasale-Crouch, J.**, Lewin, D., & Williford, A. (2022). Sleep patterns and school readiness of pre-kindergarteners from racially and ethnically diverse, low-income backgrounds. *Journal of Pediatrics*.

Hu, B. Y., Guan, L., **LoCasale-Crouch, J.**, Yuan, Y., & Guo, M. (2022). Effects of the MMCI course and coaching on pre-service ECE teachers' beliefs, knowledge, and skill. *Early Childhood Research Quarterly, 61*, 58-69.

❖Coolman, F., Turnbull, K., **LoCasale-Crouch, J.**, Moon, R., Hauck, F., Kellams, A., & Colson, E. (2021). Maternal informal learning experiences that shape parenting practices. *Journal of Family Issues*.

❖Wang, S., Hu, B., **LoCasale-Crouch, J.** (2021). Supportive parenting and social and behavioral development: The moderating role of teacher-child interactions. *Journal of Applied Developmental Psychology, 77*.

Turnbull, K., ❖Cubides Mateus, M., **LoCasale-Crouch, J.**, ❖Okezie, E., Coolman, F., & ❖Hirt, S., (2021) Household routines and practices that support the school readiness of young children living in poverty. *Early Childhood Research Quarterly, 58*, 1-13.

Hu, B., Li, Y., ❖Zhang, X., Roberts, S., & **LoCasale-Crouch, J.** (2021). The quality of teacher feedback matters: Examining Chinese teachers' use of feedback strategies in preschool math lessons. *Teaching and Teacher Education, 98*, 1-14.

❖Ramakrishnan, A., Zylich, B., Ottmar, E., **LoCasale-Crouch, J.**, and Whitehill, J. (2021) Toward automated classroom observation: Multimodal machine learning to estimate CLASS Positive Climate and Negative Climate. *Transactions on Affective Computing*.

Wiens, P., **LoCasale-Crouch, J.**, Cash, A., & ❖Romo, F. (2021). Preservice teachers' ability to identify effective teaching interactions: Does it relate to their ability to implement them? *Journal of Teacher Education, 72*(2), 180-194.

❖Romo, F., **LoCasale-Crouch, J.** & Turnbull, K. (2021) Caregiver ability to notice and enact effective interactions in early care classroom settings. *Teaching and Teacher Education, 97*.

Hu, B., ❖Wang, S., **LoCasale-Crouch, J.**, & Song, Y. (2020). Exploring the complex relationship between developmentally appropriate activities and teacher-child

interaction quality in rural Chinese preschools. *Children and Youth Service Review*, *116*, 105-112.

❖Langeloo, A., Mascareño Lara, M., Deunk, M., **LoCasale-Crouch, J.** & Strijbos, J. (2020). Profiles of learning opportunities of multilingual and monolingual children in kindergarten. *European Journal of Psychology of Education*.

Hu, B., Fan, X., Wu, Y. & **LoCasale-Crouch, J.**, (2020). Teacher-child interaction quality and Chinese children's academic and cognitive development: New perspectives from piecewise growth modeling. *Early Childhood Research Quarterly*.*51*, 242-255.

❖Wang, S., Hu, B. & **LoCasale-Crouch, J.** (2020). Modeling the nonlinear relationship between structure and process quality features in Chinese preschool classrooms. *Children and Youth Services Review*. *109*, 1-10.

Moon, R., **LoCasale-Crouch, J.**, Turnbull, K., Colson, E., Kellams, A., Heeren, T., Kerr, S., Hauck, F., & Corwin, M. (2020). Investigating mechanisms for maternal education disparities in enacting health-promoting infant care practices. *Academic Pediatrics*. *20*(7), 926-933.

Jirout, J., **LoCasale-Crouch, J.**, Turnbull, K., Gu, Y., ❖Cubides, M., Evans, T., Weltman, A., & Kranz, S. (2019). How lifestyle factors affect cognitive and executive function and the ability to learn in children. *Nutrients*. *11*(8), 1953.

❖Roberts, A., **LoCasale-Crouch, J.**, Hamre, B., & Jamil, F. (2019). Preschool teachers' self-efficacy, burnout, and stress in online professional development: A mixed methods approach to understand change. *Journal of Early Childhood Teacher Education*.

Hu, B., Song, Z., ❖Wang, S. & **LoCasale-Crouch, J.** (2019). Global quality profiles in Chinese early care classrooms: Evidence from the Shandong Province. *Children and Youth Services Review*, *101*, 157-164.

**LoCasale-Crouch, J.**, Williford, A., Whittaker, J., DeCoster, J., & ❖Alamos, P. (2018). Does fidelity of implementation account for changes in teacher-child interactions in a randomized control trial of Banking Time? *The Journal of Research on Educational Effectiveness*. *11*(1), 35-55.

**LoCasale-Crouch, J.**, Jamil, F., Pianta, R., Rudasill, K., & DeCoster, J. (2018). Observed quality and consistency of fifth graders' teacher-student interactions: Associations with feelings, engagement and performance in school. *Sage Open*. 1-11.

❖Alamos, P., Williford, A., & **LoCasale-Crouch, J.** (2018). Understanding Banking Time implementation in a sample of preschool children who display early disruptive behaviors. *School Mental Health*. *10*(4), 437-449.

Hu, B., Ren, J., **LoCasale-Crouch, J.**, Roberts, S. K., Yang, Y., Vong, K. (2018). Chinese kindergarten teachers' use of instructional strategies during whole-group language lessons. *Teaching and Teacher Education, 70*, 34-46.

Pianta, R. C., Hamre, B. K., Downer, J. T., Burchinal, M., Williford, A., **LoCasale-Crouch, J.**, Howes, C., LaParo, K., & Scott-Little, C. (2017). Early childhood professional development: Coaching and coursework effects on indicators of children's school readiness. *Early Education and Development, 8*, 956-975.

Williford, A., **LoCasale-Crouch, J.**, Vick-Whittaker, J., DeCoster, J., ❖Hartz, K., ❖Carter, L., ❖Wolcott, C., & Hatfield, B. (2017). Changing teacher-child dyadic interactions to improve preschool children's externalizing behaviors. *Child Development, 88*(5). 1544-1553.

Hu, B., Fan, X., Wu, Z., **LoCasale-Crouch, J.** & Zhang, X. (2017). Teacher-child interactions and children's cognitive and social skills in Chinese preschool classrooms. *Children and Youth Services Review, 79*, 78-86.

Roberts, A. M., **LoCasale-Crouch, J.**, Hamre, B. K., & ❖Buckrop, J. M. (2017). Adapting for scalability: Automating the video assessment of instructional learning, *Online Learning, 21*(1), 257-272.

Rudasill, K. M., Hawley, L. R., **LoCasale-Crouch, J.** & Buhs, E. (2017). Child temperamental regulation and classroom quality in Head Start: Considering cumulative economic risk. *Journal of Educational Psychology, 109*(1), 118-130.

Hu, B., Fan, X., **LoCasale-Crouch, J.**, Cheng, L., & Yang, N. (2016). Profiles of teacher-child interactions in Chinese kindergarten classrooms and the associated teacher and program features. *Early Childhood Research Quarterly, 37*(4), 58-68.

❖Byers, A., Cameron, C., Ko, M., **LoCasale-Crouch, J.**, & Grissmer, D. (2016). What preschool classroom experiences are associated with whether children improve in visuo-motor integration? *Early Education and Development, 27*(7), 976-1003.

❖Roberts, A. M., **LoCasale-Crouch, J.**, Hamre, B. K., & DeCoster, J. (2016). Exploring teachers' depressive symptoms, interaction quality, and children's social-emotional development in Head Start. *Early Education & Development, 27*(5), 642-654.

**LoCasale-Crouch, J.**, Vitiello, V., ❖Hasbrouck, S., Cruz Aguayo, Y., Schodt, S., Hamre, B., Kraft-Sayre, M., ❖Melo, C., & Pianta, R. (2016). Measuring what matters in early childhood classrooms: A focus on teacher-child interactions. *Pensamiento Educativo, 53*(1), 1-14.

**LoCasale-Crouch, J.**, Hamre, B., ❖Roberts, A., & Neesen, K. (2016). If you build it, will they come? Early childhood teachers' participation in and satisfaction with the

*Effective Classroom Interactions* online courses. *International Review of Research in Open and Distributed Learning*, 17(1), 100-122.

❖Buckrop, J., ❖Roberts, A., & **LoCasale-Crouch, J.** (2016). Children's preschool classroom experiences and associations with early elementary special education referral. *Early Childhood Research Quarterly*, 36, 452-461.

**LoCasale-Crouch, J.**, DeCoster, J., Cabell, S., Pianta, R., Hamre, B., Downer, J.,... ❖Roberts, A. (2016). Unpacking intervention implementation: Teacher responsiveness as a mediator of intervention quality of delivery and change in teacher practice. *Early Childhood Research Quarterly*, 36, 201-209.

Cameron, C., Brock, L., Hatfield, B., Cottone, B., Rubenstein, E., **LoCasale-Crouch, J.**, & Grissmer, D. (2015). Visuomotor skills compensate for inhibitory control as a predictor of preschool readiness, and vice versa. *Developmental Psychology*, 51(11), 1529-43.

Abry, T., ❖Latham, S., Bassok, D., & **LoCasale-Crouch, J.** (2015). Preschool and kindergarten teachers' beliefs about what it takes to be school-ready. Does alignment matter for children's early kindergarten adjustment? *Early Childhood Research Quarterly*, 31(2), 78-88.

Williford, A. P., ❖Sanger, C. E., Whittaker, J. E., & **LoCasale-Crouch, J.** (2015). Classroom and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors. *Prevention Science*, 16(8), 1054-1063.

❖Roberts, A., **LoCasale-Crouch, J.**, DeCoster, J., Hamre, B., Downer, J., Williford, A., & Pianta, R. (2015). Individual and contextual predictors of pre-kindergarten teachers' responsiveness to the *MyTeachingPartner* coaching intervention. *Prevention Science*, 16(8), 1044-1053.

Pianta, R., Burchinal, M., ❖Jamil, F., Sabol, T., Grimm, K., Hamre, B., Downer, J., **LoCasale-Crouch, J.**, & Howes, C. (2014). A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior, *Early Childhood Research Quarterly*, 29(2), 144-154.

❖Jiminez, M., Hamre, B., & **LoCasale-Crouch, J.** (2014). Can coaches be good raters of teacher-student interactions in early childhood settings? *NHSA Dialog*, 18(1), 1-18.

Pianta, R. C., DeCoster, J., Cabell, S. Q., Burchinal, M., Hamre, B. K., Downer, J. T., **LoCasale-Crouch, J.**, Williford, A., & Howes, C. (2014). Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly*, 29, 499-508.

❖Carter, L., Williford, A., & **LoCasale-Crouch, J.** (2014) Reliability and validity of a measure of preschool teachers' attributions for disruptive behavior. *Early Education & Development, 25*(7), 949-972.

❖Jamison, K., Cabell, S., **LoCasale-Crouch, J.**, Hamre, B., & Pianta, R. (2014). CLASS-Infant: A new observational measure to assess teacher-infant interactions in center-based childcare. *Early Education and Development, 25*, 553-572.

Cabell, S. Q., DeCoster, J., **LoCasale-Crouch, J.**, Hamre, B. K., & Pianta, R. C. (2013). Variation in the effectiveness of instructional interactions across preschool classroom settings and learning activities. *Early Childhood Research Quarterly, 28*, 820-830.

❖Wiens, P., ❖Hessberg, K., **LoCasale-Crouch, J.**, & DeCoster, J. (2013). Using a standardized video-based assessment in a university teacher education program to examine preservice teachers' knowledge related to effective teaching. *Teaching and Teacher Education, 33*, 24-33.

**LoCasale-Crouch, J.**, ❖Davis, E., ❖Wiens, P., & Pianta, R. (2012). Variation in induction implementation and relationship to novice teachers' self-efficacy, reflection, and quality. *Mentoring and Tutoring, 20*(3), 303-323.

Hamre, B., Pianta, R., Burchinal, M. Field, S., **LoCasale-Crouch, J.**, Downer, J., et al., (2012). A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American Education Research Journal, 29*(1), 88-123.

**LoCasale-Crouch, J.**, Kraft-Sayre, M., Pianta, R., 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*, 275-292.

❖Hatfield, B. E., & **LoCasale-Crouch, J.** (2011). Making a college course matter at scale: The importance of implementation support. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field, 14*, 345-350.

❖Ripski, M., **LoCasale-Crouch, J.**, & Decker, L. (2011). The relationship between pre-service teachers' personality characteristics, adult attachment style, and observed classroom quality. *Teacher Education Quarterly, 1*, 77-98.

Gurka, M., **LoCasale-Crouch, J.**, & Blackman, J. (2010). Long term cognition, achievement, socioemotional, and behavioral development of healthy late preterm infants. *Archives of Pediatrics and Adolescent Medicine, 164*(6), 525-32.

LaParo, K., Hamre, B., **LoCasale-Crouch, J.**, Pianta, R., Bryant, D., Early, D., Clifford, R., Barbarin, O., Howes, C., & Burchinal, M. (2009). Quality in kindergarten classrooms: Observational evidence for the need to increase children's learning opportunities in early education classrooms. *Early Education & Development, 20*(4), 657-692.

Downer, J., **LoCasale-Crouch, J.**, Hamre, B., & Pianta, R. (2009). Teacher characteristics associated with responsiveness and exposure to consultation and on-line professional development resources. *Early Education & Development, 20*(3), 431-455.

❖Curby, T., **LoCasale-Crouch, J.**, Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2009). Observed classroom quality profiles and children's social and academic development over the pre-k year. *Early Education and Development, 20*(2), 346-372.

**LoCasale-Crouch, J.**, Mashburn, A., Downer, J., & Pianta, R. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Research Quarterly, 23*(1), 124-139.

❖**LoCasale-Crouch, J.**, Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2007). Profiles of observed classroom quality in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly, 22*(1), 3-17.

❖**LoCasale-Crouch, J.** & Johnson, B. (2005). Transition from pediatric to adult medical care. *Advances in Chronic Kidney Disease, 12* (4), 412-417.

#### **PEER REVIEWED PUBLICATIONS – UNDER REVIEW**

**LoCasale-Crouch, J.**, Romo, F., ❖Clayback, K., Hamre, B., Whittaker, J. & Melo, C. (under review). *Impact of the Effective Classroom Interactions Intervention on early care teachers' practice.*

Turnbull, K., Jaworski, B. ❖Cubides-Mateus, D., Coolman, F., **LoCasale-Crouch, J.**, Moon, R., Hauck, F., Kellams, A., & Colson, E. (under review). *Perceived impacts of COVID-19 school disruptions on kindergarteners from low-income families.*

Deng, T., Hu, B., Liu, X., **LoCasale-Crouch, J.**, & Su, Y. (under review). *Examining coaching skill development during preservice teachers (PTs') internship.*

❖Melo-Hurtado, C., Pianta, R., **LoCasale-Crouch, J.** & Romo, F. (under review). *The role of early childhood education dosage and classroom quality in the development of self-regulation.*

Hu, B., **LoCasale-Crouch, J.**, & Guo, M. (under review). *The relation between school climate and Chinese early childhood education teachers' occupational commitment: The mediational role of job satisfaction.*

❖Cubides Mateus, M., **LoCasale-Crouch, J.**, Turnbull, K., & ❖Okezie, E. (under review). *Temporal stability and effects of parenting styles on children's school readiness.*

Hu, B., **LoCasale-Crouch, J.**, Song, Z., & Su, Y. (under review). *Illuminating teacher-child interaction quality in Chinese early care classrooms: Unpacking profiles with a case study approach.*

Taylor, M., Alamos, P., **LoCasale-Crouch, J.**, & Turnbull, K. (under review). *Examining children's individualized peer engagement in pre-kindergarten classrooms: Relations with classroom-level teacher-child interaction quality.*

❖Cubides, M., **LoCasale-Crouch, J.**, & Turnbull, K.L.P. (under review). *Does neighborhood opportunity mitigate family risk to preschool children's executive function growth?*

Turnbull, K.L.P, **LoCasale-Crouch, J.**, ❖Ray, K., Moon, R.Y., Colson, E., & Hauck, F.R. (under review). *Kindergarteners' sleep health and routines during the COVID-19 pandemic: Associations with maternal knowledge and sources of information about child sleep, and factors guiding bedtime routine decision making.*

Jaworski, B., **LoCasale-Crouch, J.**, Okezie, E., ❖Ravikumar, D., ❖Hill, A., ❖Thompson, K., Turnbull, K., ❖Cubides Mateus, D.M. *Assessing ethnic-racial socialization interactions during parent-child book reading: Development of the Culturally Affirming and Responsive Experiences (CARE) measure.*

#### **PEER REVIEWED MANUSCRIPTS IN PREPARATION**

**LoCasale-Crouch, J.**, ❖Yue, Y., ❖Deeken, G., Moon R., Turnbull, K., Colson, E., Kellams, A., Heeren, T., Kerr, S., Hauck, F., Corwin, M. & ❖Cubides, M. *Do neighborhood resources contribute to maternal breastfeeding?*

❖Gu, Y., **LoCasale-Crouch, J.**, & Kranz, S. *Eating patterns among Head Start children: Do they relate to school readiness skills?*

Downer, J., Pianta, R., Burchinal, M., Field, S., Hamre, B., **LoCasale-Crouch, J.**,...Scott-Little, C. *Coaching and coursework focused on teacher-child interactions during language/literacy instruction: Effects on teacher beliefs, knowledge, skills, and practice.*

#### **CHAPTERS IN EDITED BOOKS AND TECHNICAL REPORTS**

**LoCasale-Crouch, J.**, Chamberlain, C., Williford, A., Downer, J., Lhospital, A., Stuhlman, M., Powell, C., Rushfinn, M., Kiley, R., Smith, M., & Jaworski, B. (2021). *Resources and support for high-quality, individualized professional development: Lessons learned during the COVID-19 pandemic.* Charlottesville, VA: CASTL.

**LoCasale-Crouch, J.**, Chamberlain, C., Jaworski, B., Williford, A., Downer, J., & Rushfinn, M. (2021). *Providing observation-based feedback to early educators through efficient, cost-effective reports.* Charlottesville, VA: CASTL.



Bassett, L., **LoCasale-Crouch, J.**, Bradley, C., Thompson, M., Perez Parra, C., & Arango, C. (2020). *Assessment of early childhood development programming in humanitarian Settings*. The UVA Humanitarian Collaborative. Charlottesville, VA.

CASTL team (2020). *Two years of Advancing Effective Interactions and Instruction (AEII) in Virginia Preschool Initiative (VPI) Classrooms: What have we learned?* Charlottesville, VA: CASTL.

CASTL team (2019). *Initial Year Results of Advancing Effective Interactions and Instruction (AEII) in Virginia Preschool Initiative (VPI) Classrooms*. Charlottesville, VA: CASTL.

**LoCasale-Crouch, J.**, & Gu, Y. (2019). *Coaching to improve teaching quality in the Kyrgyzstan Early Education Program: Initial results*. Charlottesville, VA: CASTL.

**LoCasale-Crouch, J.** & Romo, F. (2019). *Adapting and implementing a teacher-child focused intervention for use in Ecuador: Final report*. Charlottesville, VA: CASTL.

Mashburn, A., **LoCasale-Crouch, J.** & Pears, K. (2018) A window of opportunity: New directions for understanding and supporting children's development during the kindergarten transition. In Mashburn, A., **LoCasale-Crouch, J.** & Pears, K (Eds). *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional and Self-Regulatory Development*. Springer Publishing. Preface.

Abry, T., Taylor, M., Jimenez, M., Pratt, M., & **LoCasale-Crouch, J.** (2018). Continuity and change in low-income children's early learning experiences across the school transition: A comparison of Head Start and kindergarten classrooms. In Mashburn, A., **LoCasale-Crouch, J.** & Pears, K (Eds). *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional and Self-Regulatory Development*. Springer Publishing, 85-110.

Zulfiqar, N., **LoCasale-Crouch, J.**, Sweeney, B., DeCoster, J., Rudasill, K., McGinnis, C., Acar, I., & Miller, K. (2018). Transition practices and children's development during kindergarten: The role of close teacher-child relationships. In Mashburn, A., **LoCasale-Crouch, J.** & Pears, K (Eds). *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional and Self-Regulatory Development*. Springer Publishing, 265-282.

**LoCasale-Crouch, J.** & Romo, F. (2018). *Adapting and implementing a teacher-child focused intervention for use in Ecuador: Fidelity and quality implementation initial results*. Charlottesville, VA: CASTL.

**LoCasale-Crouch, J.**, Gu, Y., & Sweeney, B. (2018). *The quality of classroom experiences in the Kyrgyzstan IDA Program: Lessons learned and next steps*. Charlottesville, VA: CASTL.

- LoCasale-Crouch, J. & Sweeney, B. (2017).** *Assessing Implementation of Feeling Buddies in Palm Beach County Head Start.* Charlottesville, VA: CASTL.
- LoCasale-Crouch, J., ❖Arango, C., Kerr, B., ❖Moreira, C., & Sweeney, B. (2017).** *The quality of classroom experiences in the Kyrgyzstan Early Education Program: Lessons learned and next steps.* Charlottesville, VA: CASTL.
- LoCasale-Crouch, J., ❖Arango, C., Kerr, B., ❖Moreira, C., & Sweeney, B. (2017).** *The quality of classroom experiences in the Kyrgyzstan IDA Program: Year 1.* Charlottesville, VA: CASTL.
- LoCasale-Crouch, J., ❖Rosenbach, G., ❖Floyd, J., Kerr, B., & Kraft-Sayre, M. (2016).** *The quality of classroom experiences in the Kyrgyzstan Early Education Program: Year 1.* Charlottesville, VA: CASTL.
- Aguayo, Y., Guanziroli, T., Hamre, B., ❖Hasbrouck, S., Kraft-Sayre, M., **LoCasale-Crouch, J., ❖Melo, C., Pianta, R., & Schodt, S. (2015).** Children's early schooling: Influences on learning and development in the early grades. Report used for a chapter in N. Schady & S. Berlinski (Eds.) *Early Childhood Development in Latin America and the Caribbean.* Washington, DC: Inter-American Development Bank.
- LoCasale-Crouch, J., Cabell, S., ❖Jimenez, M., & ❖Baldanza, M. (2014).** Consultation in early childhood programs. In S. Sheridan & W. Erchul (Eds.) *Handbook of Research in School Consultation.*
- LoCasale-Crouch, J., Rudasill, K., ❖Sweeney, B., ❖Chattrabhuti, C., Patton, C. & Pianta, R. (2012).** The transition to kindergarten: Fostering collaborations for early school success. In T. Urdan and S. Karabenick (Eds.) *Advances in Motivation and Achievement.* UK: Emerald Group.
- LoCasale-Crouch, J., ❖Gosse, C., & Pianta, R. (2009).** Commentary on Rimm-Kaufman, Cowan and Cowan, Dockett and Perry, and Kamerman. In: Tremblay RE, Barr RG, Peters RDeV, Boivin M, eds. *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2009:1-5.
- Hamre, B., ❖**LoCasale-Crouch, J. & Pianta, R. (2007)** Formative assessment of classrooms: Using classroom observations to improve implementation quality. In L. Justice, & C. Vukelich (Eds.) *Creating Preschool Centers of Excellence in Language and Literacy.* New York: Guilford.
- Hamre, B., Mashburn, A., ❖**LoCasale-Crouch, J., & Pianta, R. (2007).** *CLASS pk-3 technical manual.* University of Virginia.

## PUBLISHED MEASURE AND EDITED BOOKS

*Supporting Children's Well-Being During the Early Childhood Transition to School* (2020). Edited by Vorkapic, S. & **LoCasale-Crouch, J.** IGI Global.

*Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional and Self-Regulatory Development.* (2018). Edited by Mashburn, A., **LoCasale-Crouch, J.,** & Pears, C. Springer.

Hamre, B., LaParo, K., Pianta, R. & **LoCasale-Crouch, J.** (2014). *CLASS Infant manual.* Brookes Publishing.

## RESEARCH CONFERENCE PRESENTATIONS

Okezie, E., **LoCasale-Crouch, J.,** Jaworski, B., ❖Ravikumar, D., ❖Hill, A., ❖Thompson, K., Jiranek, P., & ❖Cubides, D.M. (2022). *Do maternal experiences of discrimination and stress relate to their ethnic-racial socialization practices with their young children?* Presented at Administration for Children and Families' 2022 National Research Conference on Early Childhood (NRCEC).

Lenahan, T., **LoCasale-Crouch, J.,** Chamberlain, C., Williford, A., Whittaker, J., Downer, J., & Miller, L. (2022). *Examining the differential relationship between neighborhood opportunity and kindergarten readiness across low & highly segregated school attendance boundaries.* Presented at Administration for Children and Families' 2022 National Research Conference on Early Childhood (NRCEC).

Jaworski, B., **LoCasale-Crouch, J.,** Okezie, E., ❖Ravikumar, D., ❖Hill, A., ❖Thompson, K., Turnbull, K., ❖Cubides Mateus, D.M. (2022). *Assessing ethnic-racial socialization interactions during parent-child book reading: Development of the Culturally Affirming and Responsive Experiences (CARE) measure.* Presented at Administration for Children and Families' 2022 National Research Conference on Early Childhood (NRCEC).

Downer, J., Lhospital, A., Smith, M., Chamberlain, C., Stuhlman, M., Williford, A., & **LoCasale-Crouch, J.** (2022). *Coaching public preschool teachers to promote equitable social-emotional instruction in the context of COVID-19.* Presented at Administration for Children and Families' 2022 National Research Conference on Early Childhood (NRCEC).

Chamberlain, C., Lenahan, T., **LoCasale-Crouch, J.,** Williford, A., Downer, J., & Whittaker, J. (2022). *How does the quality of early childhood programs in an elementary school's neighborhood relate to children's school readiness skills?* Presented at Administration for Children and Families' 2022 National Research Conference on Early Childhood (NRCEC).

❖Cubides, M., **LoCasale-Crouch, J.**, & Turnbull, K.L.P. (2022). *Does neighborhood opportunity mitigate family risk to preschool children's executive function growth?* Presented at Administration for Children and Families' 2022 National Research Conference on Early Childhood (NRCEC).

**LoCasale-Crouch, J.**, Lenahan, T., Chamberlain, C., Williford, A., Downer, J., & Whittaker, J. (2022). *Do children's school readiness skills vary from access to and quality of the Virginia Preschool Initiative in their school feeder pattern?* Presented at Society for Prevention Research 30<sup>th</sup> Annual Meeting 2022.

Turnbull, K., Jaworski, B., ❖Cubides Mateus, M., ❖Coolman, F., **LoCasale-Crouch, J.**, Moon, R.Y., Hauck, F., Kellams, A. & Colson, E., (2022). *Mothers' perceived impacts of COVID-19-related school changes on kindergartners' social development, behavior and mental health.* Presented at Pediatric Academic Societies Annual Meeting 2022.

❖Romo, F., **LoCasale-Crouch, J.**, & Aguayo, Y. (2022). *Making the Most of Interactions: Results from a RCT of an intervention in Ecuador.* Presented at AERA Conference 2022.

❖Ahmed, S., **LoCasale-Crouch, J.** & ❖Cubides-Mateus, D.M. (2022) *How Does Maternal Growth Mindset Relate to Children's Emotion, Regulation, Language and Literacy Skills.* Presented at the Hunter Student Research Conference (HSRC).

❖Mollinedo, R., **LoCasale-Crouch, J.**, & ❖Cubides-Mateus, D.M., & Jaworski, B. (2022). *Maternal Health Literacy and Children's Health: Does this Vary by Family Demographic Characteristics.* Presented at the Hunter Student Research Conference (HSRC).

❖Ravikumar, D., **LoCasale-Crouch, J.**, Turnbull, K., ❖Cubides-Mateus, D.M., & Jaworski, B. (2022). *How do Mother's Adverse and Positive Childhood Experiences Relate to Their Responsiveness.* Presented at the Hunter Student Research Conference (HSRC).

❖Rey, K, Turnbull, K., **LoCasale-Crouch, J.**, ❖Cubides-Mateus, D.M., Jaworski, B. (2022). *Kindergarteners' Sleep Health and Routines During the COVID-19 Pandemic: Associations with Maternal Knowledge and Sources of Information About Child Sleep, and Factors Guiding Bedtime Routine Decision Making.* Presented at the Hunter Student Research Conference (HSRC).

❖Zhang. C., & **LoCasale-Crouch, J.** & ❖Cubides-Mateus, D.M. (2022). *The Relationship between Maternal Depression and Children's Regulation during COVID-19.* Presented at the Hunter Student Research Conference (HSRC).

Turnbull, K., ❖Cubides, M., **LoCasale-Crouch, J.**, Coolman, F., & ❖Radix, K. (2021). *Family routines as protective mechanisms for the sleep health and school readiness of*

*low-income pre-kindergarteners*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

❖Okezie, E., **LoCasale-Crouch, J.**, Turnbull, K., ❖Thompson, K., ❖Hayes, A., & ❖Lumpkin, B. (2021). *The development and initial pilot results of the Narrative Engagement of Cultural Socialization Measure (NEOCS)*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

❖Coolman, F., ❖Okezie, E., ❖Hirt, S., Turnbull, K., & **LoCasale-Crouch, J.** (2021). *Exploring how responsive parenting varies by maternal education: A qualitative analysis*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

❖Coolman, F., Turnbull, K., Colson, E., & **LoCasale-Crouch, J.** (2021). *Maternal informal learning experiences that shape parenting practices*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

❖Cubides, M., Turnbull, K., & **LoCasale-Crouch, J.** (2021). *Parenting practice profiles during the transition to formal schooling: Associations with school readiness*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

Taylor, M., Alamos, P., **LoCasale-Crouch, J.** & Turnbull, K. (2021). *Examining children's individualized peer engagement in pre-kindergarten classrooms: Relations with classroom-level teacher-child interaction quality*. Presented at the Biennial Meeting of the Society for Research in Child Development, Virtual.

Turnbull, K., ❖Cubides, M., ❖Hirt, S., **LoCasale-Crouch, J.**, Coolman, F., & ❖Radix, K. (2020). *Family routines as protective mechanisms for the sleep health and school readiness of low-income pre-kindergarteners*. Poster accepted for the National Research Conference on Early Childhood. Not presented due to Covid.

❖Cubides, M., Turnbull, K., & **LoCasale-Crouch, J.** (2020). *Parenting practice profiles during the transition to formal schooling: Associations with school readiness*. Poster accepted for the National Research Conference on Early Childhood. Not presented due to Covid.

Moon, R., **LoCasale-Crouch, J.**, Turnbull, K., Colson, E., Kellams, A., Heeren, T., Kerr, S., Hauck, F., & Corwin, M. (2020). *The mediational role of attitudes and social norms between maternal education and infant care practices*. Poster accepted for the National Research Conference on Early Childhood. Not presented due to Covid.

**LoCasale-Crouch, J.** & Romo, F. (2020). *Impacts of an online course focused on improving interactions in early care: What are we learning?* Paper accepted for the Comparative International Education Society Annual Conference. Not presented due to Covid.

❖Romo, F. & **LoCasale-Crouch, J.** (2020). *Teaching and coaching for change: Preliminary results from the implementation of AMIA in Ecuador*. Paper accepted for the Comparative International Education Society Annual Conference. Not presented due to Covid.

Gu, Y. & **LoCasale-Crouch, J.** (2020). Coaching to improve teacher-child interactions in the Kyrgyz Republic: Pilot intervention results. Paper accepted for the Comparative International Education Society Annual Conference. Not presented due to Covid.

❖Hu, Y., ❖Hu, Y. & **LoCasale-Crouch, J.** (2020). *How do professional development experiences relate to teaching quality in Virginia Preschool Initiative classrooms?* Paper accepted for the Curry Research Conference, Charlottesville, VA. Not presented due to Covid.

❖Hahn, J & **LoCasale-Crouch, J.** (2020). *Improving division level data use in early childhood: Collaborating for success*. Paper accepted for the Curry Research Conference, Charlottesville, VA. Not presented due to Covid.

Coolman, F., ❖Okezie, E., ❖Hirt, S., Turnbull, K., & **LoCasale-Crouch, J.** (2020). *“I’ll ask her what she wants and she’ll typically tell me…” Exploring how responsive parenting varies by maternal education*. Paper accepted for the Curry Research Conference, Charlottesville, VA. Not presented due to Covid.

❖Hirt, S. Turnbull, K., & **LoCasale-Crouch, J.** (2020). *Household routines, sleep health, and school readiness in prekindergarteners from low-SES backgrounds*. Paper accepted for the Curry Research Conference, Charlottesville, VA. Not presented due to Covid.

❖Cubides, M., Turnbull, K. & **LoCasale-Crouch, J.** (2020). *Exploring associations between parenting styles and children’s school readiness*. Paper accepted for the Curry Research Conference, Charlottesville, VA. Not presented due to Covid.

❖Ramakrishnan, A., Ottmar, E., **LoCasale-Crouch, J.**, and Whitehill, J. (2019). Toward automated classroom observation: Predicting positive and negative climate. *IEEE Conference on Automatic Face and Gesture Recognition*.

**LoCasale-Crouch, J.**, ❖Romo, F., & Neesen, K. (June, 2019). *Can online lessons on interactions increase teachers’ ability to foster play? Lessons learned*. University of Konstanz, Konstanz, Germany.

Bassett, L., **LoCasale-Crouch, J.**, Nagashima, Y., & Jongwe, T. (April, 2019). *Defining effective ECE leadership and applying principles to the Zimbabwe context: What are we learning?* Paper presented at the Comparative International Education Society Annual Conference, San Francisco, CA.

- ❖Romo, F., **LoCasale-Crouch, J.**, Cruz-Aguayo, Y., & Schodt, S. (April, 2019). *Adapting and implementing an evidence-based teacher professional development intervention for use in Ecuador*. Paper presented at the Comparative International Education Society Annual Conference, San Francisco, CA.
- ❖Gu, Y., **LoCasale-Crouch, J.**, & Kranz, S. (March, 2019). *Eating patterns among Head Start children: Do they relate to school readiness skills?* Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD, USA.
- Hamre, B., **LoCasale-Crouch, J.**, ❖Romo, F., & Whittaker, J. (June, 2018). *The Effective Classroom Interactions course for early care teachers: Preliminary results from a randomized control trial*. Paper presented at the National Research Conference on Early Childhood. Arlington, VA.
- ❖Jefferson, L., ❖Tauchi, S., ❖Romo, F. & **LoCasale-Crouch, J.**, (2018, April). *Developing and validating a measure of AMIA fidelity and quality*. Paper presented at the Curry Research Conference, Charlottesville, VA.
- LoCasale-Crouch, J.**, ❖Romo, F., ❖Melo-Hurtado, C. (2018, March). *Key lessons from adapting and implementing an evidence-based intervention for use in Latin America*. Panel presentation at the Society for Research in Educational Effectiveness. Washington, DC.
- ❖Romo, F., **LoCasale-Crouch, J.**, ❖Melo-Hurtado, C., Cruz Aguayo, Y., & Schodt, S., (2017, August). *Adapting evidence-based teacher training programs for use in Latin America: Lessons learned*. Paper presented at the 14<sup>th</sup> annual international conference of UKFEIT, Education and Development Forum, Oxford, UK.
- ❖Romo, F., ❖Moreira, C., & **LoCasale-Crouch, J.** (2017, April). *The role of self-efficacy in early childhood teachers' ability to identify what teachers do to support children's development*. Paper presented at the Curry Research Conference, Charlottesville, VA.
- ❖Arango, C., **LoCasale-Crouch, J.** Kerr, B., ❖Moreira, C., & Sweeney, B. (2017, April). *Assessing teacher-child interaction quality in Kyrgyzstan: what are we learning?* Paper presented at the Curry Research Conference, Charlottesville, VA.
- LoCasale-Crouch, J.**, ❖Romo, F., & Vitellio, G. (2017, April). *Teacher-child interaction quality and children's development in Early Head Start*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Austin, Texas, USA.
- ❖Alamos, P., Williford, A., & **LoCasale-Crouch, J.** (2017, April). *Understanding Banking Time fidelity of implementation in a sample of preschool children who display disruptive behaviors*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Austin, Texas, USA.

❖Melo Hurtado, C., Martinez Von Der Fecht, M., **LoCasale-Crouch, J.**, Cruz Aguayo, Y., Schodt, S., DeCoster, J., Dehnen, N., ❖Romo, F., Schady, N., Pianta, R.C. (2017, April). *General and domain-specific elements of teacher-child interactions in Ecuador*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Austin, Texas, USA.

❖Romo, F. **LoCasale-Crouch, J.**, Hamre, B., ❖Melo-Hurtado, C., Cruz Aguayo, Y., Dehnen, N., Schodt, S., Schady, N. (2017, April). *The role of teachers' characteristics and classroom context in teacher-child interactions in Ecuador*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Austin, Texas, USA.

**LoCasale-Crouch, J.**, Hu, B., Fan, X., Wu, Z., & ❖Yang, N. (2016, March) *Teacher-child interactions and children's development in China*. Paper presented at the Comparative International Education Society Annual Conference, Vancouver, CA.

❖Romo, F., **LoCasale-Crouch, J.**, Cruz-Aguayo, Y., & Cabrera. (2016, March). *Teacher characteristics associated with teacher-child interactions in Ecuador*. Paper presented at the Comparative International Education Society Annual Conference, Vancouver, CA.

❖Romo, F., **LoCasale-Crouch, J.**, Cruz-Aguayo, Y., & Cabrera. (2016, February). *Teacher and classroom characteristics associated with teacher-child interactions in Ecuador*. Paper presented at the Curry Research Conference, Charlottesville, VA.

❖Rosenbach, G., **LoCasale-Crouch, J.** & ❖Roberts, A. (2016, February). *Seeing what matters: Creating the video assessment of interactions of learning (VAIL) for teachers of toddlers*. Paper presented at the Curry Research Conference, Charlottesville, VA.

**LoCasale-Crouch, J.**, Williford, A., Whittaker, J., DeCoster, J., ❖Wolcott, C., & ❖Carter, L. (2015, May) *Variation in teachers' BankingTime implementation and improved teacher practice and child outcomes: The role of the teacher-consultant relationship*. Presented at Society for Prevention Research, Washington, DC.

❖Roberts, A. M., ❖Buckrop, J., **LoCasale-Crouch, J.**, Hamre, B. (2015, April). *Automating the assessment of teachers' knowledge: A focus on effective teacher-child interactions in early childhood*. Paper to be presented at American Educational Research Association, Chicago, IL.

❖Mullen, M., **LoCasale-Crouch, J.**, & Roberts, A. (2015, March). *Implementation of group coaching: A focus on fidelity and quality in TLC*. Paper presented at the Curry Research Conference, Charlottesville, VA.

❖Melo, C., **LoCasale-Crouch, J.**, ❖Hasbrouck, S., Aguayo, Y., Guanziroli, T., Kraft-Sayre, M., & Schodt, S. (2015, March). *Primary Education Classroom Experiences in Latin America: Focusing on What Matters for Children's Learning and Development*. Paper presented at the Curry Research Conference, Charlottesville, VA.



Williford, A., Vick-Whittaker, J., & **LoCasale-Crouch, J.** (2015, March). *Improving behavioral outcomes for preschoolers displaying disruptive behaviors: Examining the impacts of Banking Time*. Paper presented at the Society for Research in Child Development, Philadelphia, PA.

Pianta, R., DeCoster, J., Cabell, S., Burchinal, M., Hamre, B., Downer, J., **LoCasale-Crouch, J.**, Williford, A., & Howes, C., (2015, March). *Dose-response relations between pre-k teachers' exposure to coaching and increases in quality of teacher-child interaction*. Paper presented at the Society for Research in Child Development, Philadelphia, PA.

**LoCasale-Crouch, J.**, DeCoster, J., & Pianta, R. (2015, March). *Transition to kindergarten and children's development: The meditational roles of the teacher-child relationship and family involvement*. Paper presented at the Society for Research in Child Development, Philadelphia, PA.

❖Roberts, A. M., **LoCasale-Crouch, J.** (2015, March). *Caring for children, caring for oneself: Exploring teacher depression in Head Start*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

Rudasill, K., Hawley, L., & **LoCasale-Crouch, J.** (2015, March). *Child Temperamental regulation and classroom quality in Head Start: Considering cumulative economic risk*. Paper presented at the Society for Research in Child Development, Philadelphia, PA.

Hamre, B., Pianta, R., Downer, J., & **LoCasale-Crouch, J.** (2015, March) *MyTeachingPartner video coaching: What we have learned about impacts and teacher engagement*. Paper presented at the Society for Research in Child Development, Philadelphia, PA.

❖Buckrop, J., ❖Roberts, A. M., & **LoCasale-Crouch, J.** (2015, March). *Children's preschool classroom experiences and associations with early elementary special education referral*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

**LoCasale-Crouch, J.**, Williford, A., Whittaker, J., DeCoster, J., ❖Wolcott, C. & ❖Carter, L. (2015, March) *Variation in teachers' implementation of BankingTime: Association with improved practice and children's reduced disruptive behavior*. Presented at Society for Research in Child Development. Philadelphia, PA.

❖Hasbrouck, S., **LoCasale-Crouch, J.**, ❖Melo, C., Cruz Aguayo, Y., Kraft-Sayre, M., & Schodt, S. (2015, March). *Primary Education Classroom Experiences in Latin America: Focusing on What Matters for Children's Learning and Development*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

**LoCasale-Crouch, J., Sweeney, B., DeCoster, J., & Pianta, R.** (2014, July). *Transition to kindergarten practices and children's gains over the school year: The role of the teacher-child relationship*. Paper presented at Head Start's 12th National Research Conference, Washington, DC.

❖Carter, L., Williford, A. & **LoCasale-Crouch, J.** (2014, July) *Measuring and making meaning out of preschool teachers' attributions for child disruptive behavior*. Paper presented at Head Start's 12th National Research Conference, Washington, DC.

❖Jimenez, M., ❖Roberts, A. M., **LoCasale-Crouch, J.,** & Hamre, B. (2014, July). *Early childhood educators' participation and learning in a Massively Open Online Course on teacher-child interactions*. Poster presented at Head Start Research Conference, Washington, DC.

**LoCasale-Crouch, J.,** ❖Roberts, A., DeCoster, J., Hamre, B. Downer, J., Williford, A., & Pianta, R. (2014, May). *Individual and contextual predictors of pre-kindergarten teachers' responsiveness to the MyTeachingPartner coaching intervention*. Paper presented at Society for Prevention Research Conference, Washington, DC.

**LoCasale-Crouch, J.,** Hamre, & Neesen, K. (2014, April). *Can online coursework for early childhood teachers change their teaching practice?* Paper presented at American Educational Research Association, Philadelphia, PA.

❖Jimenez, M., Hamre, B., **LoCasale-Crouch, J.** & ❖Baldanza, M.(2014, April). *Variation in coaches implementation of a coaching intervention and its association with teacher outcomes*. Paper presented at American Educational Research Association, Philadelphia, PA.

❖Wiens, P., & **LoCasale-Crouch, J.** (2014, April). *Standardized measurement of preservice teachers' ability to detect and implement effective teaching interactions*. Paper presented at American Educational Research Association, Philadelphia, PA.

❖Roberts, A. M. **LoCasale-Crouch, J.,** DeCoster, J., Hamre, B., Downer, J., Williford, A., & Pianta, R. (2014, April). *Exploring teachers' responsiveness to professional development: A multi-dimensional approach*. Paper presented at American Educational Research Association, Philadelphia, PA.

❖Roberts, A. M. & **LoCasale-Crouch, J.** (2014, February). *Unpacking teachers' responsiveness to professional development*. Paper presented at the Curry Research Conference, Charlottesville, VA.

❖Buckrop, J., ❖Roberts, A. & **LoCasale-Crouch, J.** (2014, February). *Children's preschool classroom experiences and associations with early elementary special education referral*. Poster presented at the Curry Research Conference, Charlottesville, VA.

**LoCasale-Crouch, J., Hamre, B., & Neesen, K.** (2013, September). *Improving the quality of teacher-child relationships: Efficacy of an online course for early childhood teachers*. Paper presented at the 16<sup>th</sup> European Conference on Development Psychology, Lausanne, Switzerland.

❖Cromwell, C., ❖Roberts, A., & **LoCasale-Crouch, J.** (2013, July). *Stressed out in the classroom? Predictors of stress and links to teacher quality*. Poster presented at the Leadership Alliance National Symposium, Stamford, CT.

❖Angell, S., ❖Roberts, A., & **LoCasale-Crouch, J.** (2013, July). *What's in a word? Associations between teacher word choice and observed effectiveness*. Poster presented at the Leadership Alliance National Symposium, Stamford, CT.

❖Roberts, A. M. & **LoCasale-Crouch, J.** (2013, May). *Predicting prekindergarten teachers' readiness to change prior to a professional development coaching intervention*. Poster presented at the Association for Psychological Science Convention: Washington, DC.

Pianta, R., Burchinal, M., Hamre, B., Downer, J., Williford, A., **LoCasale-Crouch, J.**, & Howes, C. (2013, April). *Impacts on preschoolers' language, literacy, and self-regulations skills of teacher's exposure to professional development coursework and coaching*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Williford, A., **LoCasale-Crouch, J.**, & DeCoster, J. (2013, April). *Exchanges between teachers' practice and children's engagement in a sample of preschoolers displaying disruptive behaviors*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Williford, A., **LoCasale-Crouch, J.**, Whittaker, J., & Matthew, K. (2013, April). *Improving teacher-child interaction quality for preschoolers displaying disruptive behaviors: Examining the impacts of Banking Time*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

❖Latham, S., Bassok, D., & **LoCasale-Crouch, J.** (2013, April). *Ready or not: Does greater alignment between preschool and kindergarten teachers' beliefs relate to smoother school-entry transition?* Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

❖Dawson, A., DeCoster, J., & **LoCasale-Crouch, J.** (2013, April). *Gender and student's performance in the fifth grade: The role of the teacher-child relationship*. Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

❖Baldanza, M., ❖Jimenez, M., **LoCasale-Crouch, J.**, & Cabell, S. (2013, April). *Teacher reflection: Associations with teacher-child interactions and child engagement*.

Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

❖Bailey, C., ❖Carlson, A., Brock, L., Curby, T. & **LoCasale-Crouch, J.** (2013, April). *Teacher beliefs and consistency in emotional support: Differences among novice, middle-career, and late-career teachers.* Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

❖Jimenez, M., ❖Jamil, F., Hamre, B., & **LoCasale-Crouch, J.** (2013, April). *Preservice teachers' emotional intelligence: Relations with self-efficacy, anxiety, stress and teacher-student interactions.* Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

**LoCasale-Crouch, J.,** DeCoster, J., Pianta, R. (2013, April). *Transition to kindergarten experiences and children's growth over the school year: The role of the teacher-child relationship.* Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

❖Roberts, A. M. & **LoCasale-Crouch, J.** (2013, February). *Objectively measuring teachers' readiness to change.* Poster presented at the Curry Research Conference: Charlottesville, VA.

Gurka, K., Kellams, A., **LoCasale-Crouch, J.,** & Gurka, M.(October, 2012) *Breastfeeding and cognitions: The role of confounders.* Poster presented at the 140<sup>th</sup> Annual APHA Annual Meeting. San Francisco, CA.

**LoCasale-Crouch, J.** Cabell, S., DeCoster, J. & Downer, J. (June, 2012). *Variation in consultation quality and teacher responsiveness: Associations with change in teacher practice.* Poster presented at the Head Start Research Conference, Washington, DC.

❖Hartz, K., **LoCasale-Crouch, J.,** Whittaker, J., & Williford, A. (June, 2012). *Implementation of Banking Time in year 1 of a randomized control trial.* Poster presented at the Head Start Research Conference, Washington, DC.

Whittaker, J., ❖Hatfield, B., ❖Hartz, K., Williford, A. & **LoCasale-Crouch, J.** (June, 2012). *Congruence of teacher and teacher assistant ratings of children's behavior problems.* Poster presented at the Head Start Research Conference, Washington, DC.

Williford, A., ❖Hatfield, B., **LoCasale-Crouch, J.** & Whittaker, J. (2012, May) *Teachers implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder.* Paper presented at the 20<sup>th</sup> annual Society for Prevention Research conference, Washington, DC.

**LoCasale-Crouch, J.,** & DeCoster, J., Cabell, S., Hamre, B., Downer, J., & Pianta, R. (2012, March). *Variation in teachers' instructional interactions within two interventions:*

*Associations with intervention responsiveness and teacher/classroom characteristics.*  
Paper presented at the Spring 2012 SREE Conference, Washington, DC.

**LoCasale-Crouch, J.** and LaParo, K. (2011, December). *Infant and toddler CLASS tools.*  
Paper presented at the Zero to Three conference. Washington, DC.

Howard, M., **LoCasale-Crouch, J.**, Schultz, T., Webster, K., & Mueller, C. (2011, October). *Partnerships for sustained learning: Supporting continuity across Head Start and elementary schools.* Presentation for the 1<sup>st</sup> National Birth to Five Leadership Institute for Head Start, Washington, DC.

**LoCasale-Crouch, J.**, Donegan-Ritter, M., Zan, B. (2011, October). *Coaching for professional developing: Using the CLASS.* Presentation for the 1<sup>st</sup> National Birth to Five Leadership Institute for Head Start, Washington, DC.

Downer, J., & **LoCasale-Crouch, J.** (2011, June). *Implementation of an on-line coaching model with preschool teachers: Lessons learned from a field-based trial.* Paper presented at the 19th Annual Meeting of the Society for Prevention Research, Washington, DC.

**LoCasale-Crouch, J.**, ❖Jamil, F., Pianta, R. (2011, April). *Quality and stability in fifth graders' observed relationships with teachers and the association with their school performance.* Poster presented at the meeting of the Society for Research in Child Development, Montreal, Canada.

**LoCasale-Crouch, J.**, & Downer, J. (2011, March). *Implementation of an on-line, video-based coaching model with preschool teachers: Lessons learned from a 9-site, field-based trial.* Paper presented at the 4th Annual NIH Conference on the Science of Dissemination and Implementation, Bethesda, MD.

**LoCasale-Crouch, J.** & Pianta, R. (2010, June). *Intervention implementation at-scale: Feasibility and fidelity of an early childhood course in ten settings.* Poster presented at the Institute of Education Sciences conference, Washington, DC.

**LoCasale-Crouch, J.** & Pianta, R. (2009, June). *Quality and consistency in 5<sup>th</sup> graders' social/emotional interactions with teachers and their relationship to students' feelings, engagement and performance in school.* Poster presented at the Institute of Education Sciences conference, Washington, DC.

❖Ripski, M. & **LoCasale-Crouch, J.** (2009, April). *Disposition, emotions, and observed practice of pre-service teachers.* Paper presented at American Educational Research Association, San Diego, CA.

❖Ripski, M. & **LoCasale-Crouch, J.** (2008). *What is the relationship among pre-service teachers' personality characteristics, adult attachment style, and observed classroom quality?* Paper presented at the Society for Research on Educational Effectiveness conference, Washington, DC.

❖**LoCasale-Crouch, J. & Pianta, R. (2007).** *Variation in new teachers' induction experience and contributions to self-efficacy, reflection, quality, and retention.* Poster presented at the Institute of Education Sciences conference, Washington, DC.

❖**LoCasale-Crouch, J. Hamre, B., Downer, J., & Pianta, R. (2007).** *Systematic, standardized observation in early childhood teacher development.* Paper presented at the Society for Research in Child Development, Boston, MA.

❖**LoCasale-Crouch, J. Konold, T., & Pianta, R. (2007).** *Profiles of observed classroom quality in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics.* Poster presented at the Society for Research in Child Development, Boston, MA.

❖**LoCasale-Crouch, J., Downer, J., Mashburn, A., & Pianta, R. (May, 2006).** *Prek teachers' transition practices and children's school readiness.* Poster presented at Risk and Resilience Conference, Washington, DC.

❖**LoCasale-Crouch, J. & Coyne, B. (March, 2006).** *Transitioning successfully into adulthood with a chronic illness.* Association of Nephrology Nurses Tri-state Conference, Richmond, VA.

## INVITED PRESENTATIONS

**LoCasale-Crouch, J. (2020, November).** *Collaboration during the transition to kindergarten: What we've learned and have yet to learn.* Keynote speaker panel for National Research Conference on Early Childhood (NRCEC). Virtual.

**LoCasale-Crouch, J. (2019, February).** *Examining and working to improve teacher-child interactions across cultural contexts: What are we learning?* Keynote speaker for the Luminario Foundation, Lima, Peru.

**LoCasale-Crouch, J. (2018, November).** *Improving teacher-child interactions: Lessons learned and next steps.* Invited speaker for the Ministry of Education, Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J. & Kraft-Sayre, M. (2018, April).** *What next? Moving from observing to improving teacher-child interactions.* Invited speaker for the Ministry of Education, Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J., ❖Romo, F., Schodt, S., & Cruz Aguayo, Y. (2018, April)** *Coaching to Improve Classroom Interactions: Emerging Lessons from a Randomized Trial in Ecuador.* Invited presentation for the Ministry of Education, Ecuador.

**LoCasale-Crouch, J., Melo-Hurtado, C., ❖Romo, F., Schodt, S., & Cruz Aguayo, Y. (2017, December)** *Using classroom observation to improve teaching: Lessons learned*

*from Latin America and Central Asia.* Invited presentation at the World Bank, Washington, DC.

**LoCasale-Crouch, J.** (2017, May). *Systematic observation of classroom quality: What are we learning and where do we go from here?* Invited speaker for the Ministry of Education, Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J.** (2017, March). *Observing and improving teacher-child interactions: Lessons learned and applied to Latin America.* Invited speaker for the Inter-American Development Bank, Washington, DC.

**LoCasale-Crouch, J.** (2016, October). *Initial results from the Kyrgyzstan Early Education Project (KEEP): What are we learning and where do we go from here?* Invited speaker for the Ministry of Education, Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J.** (2016, June) *Observing teacher-child interactions with CLASS: Lessons learned across countries and applied to the Kyrgyz context.* Invited presentation at the World Bank, Washington, DC.

**LoCasale-Crouch, J.** (2016, March) *Measuring and improving teacher-child interactions across diverse countries: what are we learning?* Research presentation for Teachstone training staff, Charlottesville, VA.

**LoCasale-Crouch, J., ❖Melo, C., ❖Romo, F. & Kraft-Sayre, M.** (2015, November). *Measuring and improving teacher-child interactions in Latin America: An evolving story.* Global Week at Curry School of Education, University of Virginia, Charlottesville, VA.

**LoCasale-Crouch, J.** (2015, August). *Measuring and improving teacher-child interactions in Latin America: Partnering for success.* Faculty Retreat, Curry School of Education, University of Virginia, Charlottesville, VA.

**LoCasale-Crouch, J.,** (2015, January). *What's new in the world of CLASS research? Latest findings from NCRECE.* Paper presented at Early Childhood Specialist Winter Training, San Diego, CA.

**LoCasale-Crouch, J.,** (2014, July). *Developing CLASS to observe infant and toddler classroom interactions: What have we learned?* Paper presented at Head Start's 12th National Research Conference, Washington, DC.

**LoCasale-Crouch, J.** (2014, March). *Systematic observation to understand and improve teacher-child interactions in early childhood classrooms across countries.* Invited speaker for PROLEER. Cambridge, Mass.

**LoCasale-Crouch, J.** (2013, December). *Systematic observation to understand teacher-child interactions across grades and countries.* Invited speaker for the Inter-American Development Bank, Lima, Peru.

**LoCasale-Crouch, J.** (2013, December). *Using systematic observation in professional development to support effective interactions*. Invited speaker for the Inter-American Development Bank, Lima, Peru.

**LoCasale-Crouch, J.** (2013, November). *Systematic observation to understand teacher-child interactions and their associations with children's development*. Invited speaker for the World Bank, Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J.** (2013, November). *Integrating systematic observation into a professional development system to enhance teacher-child interaction quality*. Invited speaker for the World Bank, Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J.** (2013, August) *Utilizing transitions to enhance school readiness*. Keynote speaker for the Ounce of Prevention School Kick-off, Chicago, Ill.

**LoCasale-Crouch, J., Schultz, T., Kauerz, K., Patton, C., & Joseph, G.** (2013, April). *Supporting children and families birth through 8: Enhancing collaborations between early childhood programs and elementary schools*. Presentation for the 2<sup>nd</sup> National Birth to Five Leadership Institute for Head Start, Washington, DC.

**LoCasale-Crouch, J.** (2012, November) *Utilizing transitions to enhance school readiness*. Keynote speaker for the Family Connection Kindergarten Transition Project, South Bend, IN.

**LoCasale-Crouch, J.** (2012, October) *Evidence-based transition practices to support kindergarten readiness*. Keynote speaker for Fairfax Futures Kindergarten Transition Project, Fairfax, VA.

**LoCasale-Crouch, J., Hamre, B., Downer, J., & Pianta, R.** (June, 2012). *Unpacking mechanisms: Lessons learned from professional development intended to change teacher-child interactions*. Paper presented at the National Institute for Early Childhood Professional Development Institute – Research Strand, Indianapolis, ID.

**LoCasale-Crouch, J.** (2012, May). *Collaboration for success: Supporting kindergarten readiness*. Keynote speaker for Transition to Kindergarten month for Miami-Dade School System, Miami, FL.

**LoCasale-Crouch, J.** (2012, April). *Evidence-based transition practices to support kindergarten readiness*. Paper presented at the Smart Beginnings meeting, Fredericksburg, VA.

**LoCasale-Crouch, J.** (2012, January). *Measuring quality in infant classrooms*. Invited speaker for the Examining the Quality in Infant and Toddler Classrooms in Latin America and the Caribbean meeting. Inter-America Development Bank, Washington, DC.



**LoCasale-Crouch, J.** (2011, October). *Risk and resilience in early childhood*. Guest lecturer, University of Virginia, Charlottesville, VA.

**LoCasale-Crouch, J.** (2011, October). *Fostering collaborations for early school success*. Invited speaker for the City of Charlottesville Schools, Charlottesville, VA.

**LoCasale-Crouch, J.** (2011, August). *The keys to effective transitions*. Invited speaker for the Head Start Early Childhood Specialists, Washington, DC.

**LoCasale-Crouch, J.** (2011, June). *Supporting effective transitions*. Invited speaker for the Head Start Early Childhood Specialists, Washington, DC.

**LoCasale-Crouch, J. & Hamre, B.** (2010, April). *Promoting effective teacher-child interactions*. Paper presented at the Preschool Literacy Bridge Event, Bozeman, MO.

**LoCasale-Crouch, J.** (2009, October). *Evidence-based transition practices to support kindergarten readiness*. Paper presented at the Virginia Early Childhood Foundation Evidence Based Practices meeting, Richmond, VA.

**LoCasale-Crouch, J.** (2009). *Systematic observation of effective teaching to support children's development*. Invited speaker for the National Board for Professional Teaching Standards. Washington, DC.

**LoCasale-Crouch, J.** (2009). *Integrating observation and mentoring into teacher development to support effective interactions*. Invited speaker for the Woodrow Wilson Funded Innovative Teacher Training, Indiana.

**LoCasale-Crouch, J.** (2008). *Using systematic observation to improve teacher-child interactions*. Invited speaker for the Washington State Association of Teacher Education, Seattle, WA.

**LoCasale-Crouch, J.** (2008). *Standardized observations: A mechanism for understanding and improving classrooms*. Invited speaker for Observation Summit, Teachers for a New Era, FL.

❖ **LoCasale-Crouch, J.** (2007). *Standardized observations: A mechanism for understanding and improving classrooms*. Invited speaker for Observation Summit, Teachers for a New Era, Milwaukee, WI.

❖ **LoCasale-Crouch, J., & Downer, J.** (2007). *Best practices in prekindergarten*. Invited speaker for the Pennsylvania Department of Education, Harrisburg, PA.

Downer, J. & ❖ **LoCasale-Crouch, J.** (2006). *Community transition planning*, Invited speaker for the Pennsylvania State Conference of Community Teams. PA.

❖ **LoCasale-Crouch, J. & Pianta, R.** (2006). *Enhanced learning environments: Everybody wins!* Invited speaker for the Administration for Children and Families

Regional meeting, Virginia Beach, VA.

❖**LoCasale-Crouch, J.** (June, 2006). *Supporting families of children with and without disabilities*. Invited speaker for the National Efforts for Children with Disabilities, Rivne, Ukraine.

❖**LoCasale-Crouch, J.** (April, 2006). *Systematic observation in teacher education*. Invited speaker for Observation Summit, Teachers for a New Era, Washington. DC.

## INTENSIVE TRAININGS

**LoCasale-Crouch, J., Romo, F., Okezie, E. & Hahn, J.** (2019, October). *Adapting a teacher-child interaction focused intervention for use in Zimbabwe*. Week long workshop for the government of Zimbabwe. Harare, Zimbabwe.

**LoCasale-Crouch, J.** (2018, September). *Collaboration for success: Supporting kindergarten readiness*. Keynote speaker and full-day workshop for Rhode Island.

**LoCasale-Crouch, J. & Kraft-Sayre, M.** (2018, April). *Adapting a teacher-child interaction focused intervention for use in Kyrgyzstan*. Week long workshop for the government of Kyrgyzstan. Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J. Kraft-Sayre, M., & Melo, C.** (2017, October). *Systematizing standardized observation of classroom quality and utilizing lessons learned to improve education in Kyrgyzstan*. Week long workshop for the government of Kyrgyzstan. Bishkek, Kyrgyzstan.

**LoCasale-Crouch, J. Romo, F., Melo, C. & Schodt, S.** (2017, August). *AMIA: Improving teacher-child interaction in Ecuador*. Two-week long workshop for mentors and teachers on AMIA – a teacher professional development program. Quito, Ecuador.

**LoCasale-Crouch, J.** (2016, December). *Utilizing standardized observation to evaluate infant and toddler care quality in China*. Week long workshop for the University of Macau. Macau, China.

**LoCasale-Crouch, J. Kraft-Sayre, M., & Kerr, B.** (2016, June). *Understanding and improving teacher-child interactions: Lessons learned across context and applications to the Kyrgyzstan context*. Week long workshop for key education and government personnel from Kyrgyzstan. Charlottesville, VA.

**LoCasale-Crouch, J. Kraft-Sayre, M., & Kerr, B.** (2015, November). *Implementing standardized observation to evaluate early education in Kyrgyzstan*. Week long workshop for the government of Kyrgyzstan. Bishkek, Kyrgyzstan.

- LoCasale-Crouch, J.** (2015, September). *Standardized observation and teacher development to understand and improve early education in Kyrgyzstan*. Week long workshop for the government of Kyrgyzstan. Bishkek, Kyrgyzstan.
- LoCasale-Crouch, J.** (2015, June). *Measuring quality in infant classrooms using CLASS*. Invited speaker and trainer, Ghent, Belgium.
- LoCasale-Crouch, J.** (2014, March). *Partnerships for sustained learning: Supporting continuity across Head Start and elementary schools*. Full-day workshop, San Juan, Puerto Rico.
- LoCasale-Crouch, J.** (2013, October). *Collaboration for success: Supporting kindergarten readiness*. Keynote speaker and full-day workshop for Countdown for Success, Denver, CO.
- LoCasale-Crouch, J.** (2013, October). *Together we can: Community efforts to support kindergarten readiness*. Keynote speaker and full-day workshop for Transition to Kindergarten, Warren, OH.
- LoCasale-Crouch, J.** (2013, October). *Partnerships for sustained learning: Supporting continuity across Head Start and elementary schools*. Full-day workshop for the state of Arkansas, Little Rock, Ark.
- LoCasale-Crouch, J.** (2012, September). *Partnerships for sustained learning: Supporting continuity across Head Start and elementary schools*. Full-day workshop for the state of Iowa, Des Moines, Iowa.
- LoCasale-Crouch, J.** (2012, June-July). *Standardized observation and teacher development within an early childhood education teacher preparation program*. Two-week workshop for the University of Melbourne. Melbourne, Australia.
- LoCasale-Crouch, J., Schultz, T., & Patton, C.** (2012, June). *Partnerships for sustained learning: Supporting continuity across Head Start and elementary schools*. Half-day workshop for the New York City. NYC, NY.
- LoCasale-Crouch, J., & Patton, C.** (2012, May) *Fostering collaborations for early school success*. Full-day workshop for the state of Rhode Island. Providence, RI.
- LoCasale-Crouch, J., Joseph, G., Schultz, T., Weiss, H., & Howard, M.** (2011, November). *Fostering collaborations for early school success*. Full-day workshop for the state of Washington. Seattle, Washington.
- LoCasale-Crouch, J.** (2011, May). *Measuring quality in infant classrooms*. Training for University of Denver research project, Denver, CO.

**LoCasale-Crouch, J.** (2011, April). *Measuring quality in infant classrooms*. Training for State Quality Rating System, Charlottesville, VA.

**LoCasale-Crouch, J.** (2011, October). *Fostering collaborations for early school success*. Full-day workshop for the southwest Virginia Smart Beginning Coalition, Marion, VA.

**LoCasale-Crouch, J.** (2010, February). *Increasing school readiness through effective transition planning*. Training for Lawrence County Community Action Partnership, PA.

## **RESEARCH GRANT PARTICIPATION**

Virginia Commonwealth: Advancing Effective Interactions and Instruction in Virginia Preschool Initiative Classrooms (2019-2022)

Role: Co-Principal Investigator (1,300,000/year)

*Objective: Systematically observe and support improvement of VPI classrooms across the Commonwealth.*

Stranahan Foundation: Developing and Testing Online, Scalable, Effective Early Childhood Courses in the Context of Innovative Partnerships (2019-2022)

Role: Principal Investigator (\$600,000)

*Objective: Create and evaluate early childhood courses to transform the field.*

National Institute of Health: Social Confounders for Health Outcomes Linked to Education (SCHOOL; 2018-2023)

Role: Co-Principal Investigator (total grant - \$2,500,000)

*Objective: Unpack the processes through which parental education relates to children's health and development.*

Government of Germany: Develop and Test a Online Support for Early Care Teachers in Germany (2019-2022)

Role: Co-Principal Investigator (75,000)

*Objective: Create and evaluate an online course for German early care teachers to improve their practice.*

National Science Foundation: When Teachers are the Learners: Providing Automated Feedback on Classroom Inter-Personal Dynamics (2018-2022)

Role: Co-Principal Investigator (\$72,000)

*Objective: Create an automated system to review teaching videos and provide feedback to teachers that inform practice.*

*Prior*

Inter-Agency Network for Education in Emergencies (INEE): Assessment of Early Childhood Development Programming in Humanitarian Settings

Role: Co-Principal Investigator

*Objective: Assess and report current state of early childhood programming in emergency settings.*

3 Cavaliers: ECE Global Leadership (2018-2019)

Role: Co-Principal Investigator, with Lucy Bassett and Daphna Bassok (\$60,000)

*Objective: Develop and implement a survey in Zimbabwe that assesses early childhood leadership.*

World Bank: Adapting and piloting a teacher-child interaction focused intervention for us in Kyrgyzstan (2018-2019)

Role: Principal Investigator (\$100,000)

*Objective: Develop and small-scale pilot an intervention to Improve teacher-child interaction quality in the Kyrgyzstan Early Education Project.*

Inter-American Development Bank: Examining the efficacy of mentoring in Ecuador (2015-2019)

Role: Principal Investigator (\$400,000)

*Objective: Develop and pilot an intervention for early education teachers in Ecuador.*

Kyrgyzstan Ministry of Education: Assessing elementary school classroom quality in Kyrgyzstan (2016-2018)

Role: Principal Investigator (\$120,000)

*Objective: Assess teacher-child interaction quality in Kyrgyzstan elementary schools.*

Institute of Education Sciences: Supporting young children's school readiness and reduced challenging behaviors: An online course to enhance toddler teacher-child interactions (2013-2017)

Role: Principal Investigator (\$1,400,000)

*Objective: Develop and conduct a small-scale trial of a professional development intervention focused on improving the interactions of teachers of young children.*

Kyrgyzstan Ministry of Education: Assessing early childhood classroom quality in Kyrgyzstan (2015-2017)

Role: Principal Investigator (\$220,000)

*Objective: Assess teacher-child interaction quality in the Kyrgyzstan Early Education Project (KEEP).*

Loving Guidance: Feelings Buddy evaluation (2015-2017)

Role: Principal Investigator (\$75,000)

*Objective: Conduct a small implementation study of Feelings Buddy curricula.*

University of Ghent: Infant classroom quality in Belgium (2015)

Role: Principal Investigator

Inter-American Development Bank: Looking Inside: What's happening in Latin American early childhood classrooms? (2014-2015)

Role: Principal Investigator

District of Columbia Public Schools: *Implementation and evaluation of Teachers Learning and Collaborating.* (2014-2015)

Role: Principal Investigator with B. Hamre

University of Virginia: *Examining participation and learning outcomes from the first Curry MOOC* (2013-2014)

Role: Co-Principal Investigator with B. Hamre

Administration for Children and Families: *National Center on Quality Teaching and Learning* (subaward to UVA- 2011 - 2015)

PI: R. Pianta

Role: Content specialist

Institute of Education Sciences: *Examining the efficacy of Banking Time: A teacher-child early intervention to reduce children's disruptive behavior* (2010 - 2015)

Role: Co-Principal Investigator with A. Williford, R. Pianta, & T. Shelton

Institute of Education Sciences: *Development of an online course to improve teachers' use of effective teacher-child interactions during delivery of early literacy and language instruction* (2010 - 2014)

Role: Co-Principal Investigator with B. Hamre, K. Neesen, & R. Pianta

Teachstone: *Development of Classroom Assessment Scoring System for Infant Classrooms* (2010 - 2012)

Role: Co-Principal Investigator with B. Hamre & R. Pianta

Institute of Education Sciences: *National Center for Research on Early Childhood Education* (2006 - 2015)

Principal Investigator: R. Pianta

Role: Research Scientist

Institute of Education Sciences: *Social competence in preschool* (2008 - 2010)

Principal Investigator: M. Snell and T. Stanton Chapman

Role: Consultant

Foundation for Child Development: *Increasing the application of child and adolescent development and learning knowledge in teacher preparation* (2008 - 2010)

Role: Principal Investigator

NIH/National Institute of Child Health and Human Development: *Web training: Pre-k teachers, literacy and relationships* (2005 - 2008)

Principal Investigator: R. Pianta

Role: Research Scientist

Institute of Education Sciences: Predoctoral training fellowship (2004 - 2007)  
 Role: Recipient

## **DOCTORAL STUDENT MENTORING & CO-MENTORING**

**2022**

Mayaris Cubides Mateus (*UVA-School of Education and Human Development*)  
*Thesis: Facilitating Mothers to Reinterpret Their Interactions Around Children's Emotional Competence: A Brief Intervention Pilot*  
 Role: Committee chair

**2020**

Preston Magouirk (*UVA-School of Education*)  
*Thesis: Cross-Sector Program Selection, Quality Improvement, and System-Building in Early Childhood Education: Evidence from a Statewide Reform in Louisiana*  
 Role: Committee member

Jane Lee (*Australian Catholic University*)  
*Thesis: Tempting Teacher Training: Factors Associated with User Engagement in Online Professional Learning*  
 Role: Committee member

**2019**

Francisca Romo (*UVA-School of Education*)  
*Thesis: Understand Early Childhood Teachers' Competence: Pedagogical Attention, Interpretation and Decision-making Skills in the Classroom*  
 Role: Committee chair

**2017**

Carolina Melo (*UVA-School of Education*)  
*Thesis: The Role of Early Childhood Education Dosage and Classroom Quality in the Development of Self-Regulation*  
 Role: Committee member

Krishtine Rosenthal (*UVA-School of Education*)  
*Thesis: Supporting the Development of Positive Approaches to Learning in Anxious-Withdrawn Preschoolers: Examining the Role of Parenting and Teaching Practices*  
 Role: Committee member

**2016**

Amy Roberts (*UVA-School of Education*)  
*Thesis: Understanding Early Childhood Educators' Well-Being: Links to Professional Development, Teacher-Child Interactions and Child Outcomes*  
 Role: Committee chair

Helyn Kim (*UVA-School of Education*)

*Thesis: Deconstructing the Foundations of Learning in Early Childhood: Complementing Theory with Methodology*  
Role: Committee member

**2015**

Lauren Carter (UVA-School of Education)  
*Thesis: Teachers' Beliefs about Children and Their Behavior: Furthering our Measurement and Understanding of How Preschool Teachers' Beliefs Relate to Their Interactions with Young Children*  
Role: Committee member

**2014**

Jenni Salminen (Finland)  
*Thesis: The Teacher as a Source of Educational Support: Exploring Teacher-Child Interactions and Teachers' Pedagogical Practices in Finnish Preschool Classrooms.*  
Role: Committee member

Manuela Jiminez (UVA-School of Education)  
*Thesis: A Closer Look at Coaching: What do Coaches and Teachers do in the MyTeachingPartner Coaching Model?*  
Role: Committee member

**2013**

Sasha Rehm (UVA-School of Education)  
*Thesis: Impact of Youth Mentoring as an Academic Service-Learning Experience for College Students*  
Role: Committee member

Peter Wiens (UVA-School of Education)  
*Thesis: Are they learning? Measuring Preservice Teachers' Skills at Detecting Effective Teaching Interactions*  
Role: Committee member

Caroline Cohrssen (Australia) - *Quality Interactions for Mathematics Learning: How Early Childhood Teachers Enact a Suite of Play-Based Mathematics with Children Aged from Three to Five Years.*  
Role: Committee member

Michelle Baldanza (UCLA)  
*Thesis: Teacher-Child Interactions and Children's Peer Engagement in Pre-Kindergarten*  
Role: Committee member

**2012**

Bethany Coyne (UVA-School of Nursing)



*Thesis: Outcomes after the Transfer of Pediatric Renal Transplant Recipients to Adult Providers*

Role: Committee member

Tashia Abry (*UVA-School of Education*)

*Thesis: The What, How, and For Whom: Unpacking the Mechanism of a Social and Emotional Learning Intervention*

Role: Committee member

### **2011**

Beverly Sweeney (*UVA-School of Education*)

*Thesis: How Autonomy Support Across Home and School Contexts Relates to Kindergarten Adjustment*

Role: Committee member

### **2010**

Paula Bennet (*UVA-School of Education*)

*Thesis: Self-Efficacy and Perceptions of Community: How They Relate to New Teachers' Commitment*

Role: Committee member

Emily Davis (*UVA-School of Education*)

*Thesis: Trust, Triage and Teaching: Exploring Interactions Between mentors and First-Year Teachers*

Role: Committee member

*Mentor for undergraduate and graduate student work, 2007 – present*

Currently supervising research related activities of fifteen students across four projects

## **TEACHING EXPERIENCE**

EDIS 3060: <i>Poverty and the Young Child</i> , Instructor, UVA	2020-present
EDIS 4350: <i>Interacting with Intention: Working with Young Children</i> , Instructor, UVA	2019-present
EDIS 3040: <i>Foundation of Early Childhood Development and Education</i> , Instructor, UVA	2018-present
EDLF 8998: <i>Masters Research Internship</i> , Instructor, UVA	2016-present
EDLF 9998: <i>Doctoral Research Apprenticeship</i> , Instructor, UVA	2010-present
EDLF 9999: <i>Doctoral Research</i> , Instructor, UVA	2010-present
EDLF 4995: <i>Directed Research – Independent Study</i> , Instructor, UVA	2007-present
<i>Regular guest lecturer</i>	2004-present
<i>Classroom Assessment Scoring System (CLASS) Expert Trainer</i>	2004-present
EDLF 501: <i>Childhood Learning and Development</i> , Instructor, UVA	2007-2008
EDIS 788: <i>Field Research Project for Teacher Education</i> , Instructor, UVA	2007
EDHS 589: <i>Social and Affective Processes</i> , Co-Instructor, UVA	2006
EDIS 202: <i>Foundations of ECDR, Risk and Prevention</i> , Co-Instructor, UVA	2003-2005

EDIS 288: Field Practicum, <i>Enhancing Relationships with Children</i> , UVA	2003-2004
EDIS 3/488: Field Practicum, <i>Self-reflection in Teaching</i> , UVA	2003-2004
Community Wellness Educator, Baptist/St. Vincent's Health System	1995-1996
Teaching and Research Assistant, FSU	1990-1991

## CLINICAL EXPERIENCE

University of Virginia Medical Center, Charlottesville, VA <i>Pediatric Medical Social Worker</i>	1997-2000
Albemarle County School System, Charlottesville, VA <i>Department of Special Services, Family Specialist</i>	1996-1997
Baptist/St. Vincent's Health System, Jacksonville, FL <i>Counselor – Partial Hospitalization Program</i>	1994-1996
Riverside Counseling Services, Jacksonville, FL <i>Private Practice Therapist</i>	1993-1996
Child Guidance Center, Jacksonville, FL <i>Site Team Leader – Day Treatment</i>	1991-1994
The Goodwill Residential Independent Living House, Tallahassee, FL <i>Behavior Program Specialist</i>	1990-1991

## SERVICE

Inter-American Development Bank Advisor, Mexico	2021-present
Medical Reserve Corp, Charlottesville, VA	2021-present
FWO board member in Belgium, Brussels, Belgium	2019-present
Loaves and Fishes Board Member, Charlottesville, VA	2018-present
CASTL Caring Service Group Leader, Charlottesville, VA	2015-present
Loaves and Fishes volunteer, Charlottesville, VA	2013-present
Journal of School Psychology, Editorial Board Member	2011-present
EP-ADS, admission review committee, UVA	2011-present
Community Emergency Response Team, Charlottesville, VA	2011-present
Ad Hoc Journal Reviewer	2005-present
<i>Child Development, Early Childhood Research Quarterly, Prevention Science, Early Education and Development, Journal of Applied Psychology, Journal of Research on Educational Effectiveness, Infant and Child Development, Journal of Teacher Education, Social Psychology of Education, Journal of Early Childhood Research, International Journal of Child Care and Education Policy</i>	
Neighborhood School Readiness Teams, Consultant, Fairfax, VA	2013-2018
Smart Beginnings, Community Action Committee, Charlottesville, VA	2009-2014
School Improvement Committee, Charlottesville, VA	2007-2012
Virginia Early Learning Standards Committee, VA	2006-2007
IES Pre-Doctoral Fellowship Committee Work, Charlottesville, VA	2003-2007
Bright Stars, Charlottesville, VA	2004-2005

**PROFESSIONAL AFFILIATIONS**

Society for Research in Child Development  
Society for Prevention Research  
Comparative and International Education Society