2015 Brock International Prize in Education Nominee

Robert C. Pianta

Nominated by Michelle D. Young
Robert C. Pianta

Dean at Curry School of Education at the University of Virginia
Novartis Professor of Education
Director, Center for Advanced Study of Teaching and Learning (CASTL)
Professor of Psychology at the UVa College of Arts & Sciences
Director of the National Center for Research in Early Childhood Education
Dear Brock Jurors,

The Brock International Prize in Education honors an individual who has made a significant impact on the practice and understanding of the field of education. Importantly, the Brock International Prize in Education pays tribute to those whose contributions have the “potential to provide long-term benefit to all humanity through change and improvement in education.” With this mission in mind, it is my honor to nominate Robert C. Pianta for the Brock International Prize in Education. Dr. Bob Pianta exemplifies the excellence and qualities sought in the Brock Laureate, particularly in the area of innovation in education. In this nomination letter, I provide an overview of Dr. Pianta’s work and how his scholarship and leadership is poised to transform the field of educational practice with sustained changes in access and opportunity for all students. Dr. Pianta’s nomination is grounded in the rigor, relevance, and ability to renew education from an asset-based model of change.

With a bachelor’s and master’s degree in psychology, Bob Pianta began his career in education as a special education resource teacher in Connecticut. He received his doctorate of philosophy in psychology in 1986 from the University of Minnesota. This was the same year he became an assistant professor at the University of Virginia. Since 2007, Bob has served as the Dean of the Curry School of Education at the University of Virginia. In addition to serving as Dean and Professor of Psychology, Bob is the Director of the Center for Advanced Study of Teaching and Learning (CASTL). In 2003, Bob was selected as the Novartis U.S. Foundation Professor at the University of Virginia. This endowed position is awarded to a scholar “whose work is focused on ensuring that the nation’s neediest children succeed in the early years of school, a critical period for sustained achievement and success.” To date, Bob has authored close to 300 journal articles, 50 book chapters, and 10 books. Moreover, Bob’s participation in research and training grants as principal investigator has yielded over $55 million in support, including grants from entities such as the U.S. Department of Education, the Bill & Melinda Gates Foundation, the American Institutes for Research, the U.S. Department of Health and Human Services Administration, the W.T. Grant Foundation, the National Institute of Child Health and Human Development, and the Institute of Education Sciences.

As evidenced by his vita, Bob Pianta has had a very distinguished career; his contributions can be considered from numerous perspectives, including quantity, quality, and impact. Indeed in each of these categories (i.e., quantity, impact, and quality), Bob has excelled. Bob’s curriculum vita and samples of his work are attached to this nomination. In addition, Appendix A and Appendix B provide links to examples of his empirically-based documents such as policy briefs, and speeches and interviews. Yet, the Brock Prize is about more than recognizing someone for the quantity of his or her work. Thus, while Bob has been a prolific scholar and had a long, steady, and productive career, it is the quality and impact of his focused scholarship on the improvement of teaching and learning systemically and systematically that I base this nomination.

Dr. Pianta’s scholarly work has a broad reach, both nationally and internationally (e.g., Turkey, Brazil, Ecuador), in the practice and policy arena. For instance, in 2010, Bob testified to a Congressional Hearing to the US Senate Health, Education, Labor and Pensions Committee Hearing on ESEA. There he had a dual purpose to inform the Committee of research on both high quality early childhood and effective

1 See http://im.dev.virginia.edu/endowments/professorships/long_name/curryschoolofeducation/general/novartisfoundationprofessorship/
2 See Robert C. Pianta Vita.
teaching and learning. In advocating for high quality early childhood education, Dr. Pianta in his testimony noted:

We now know that the long-term effects of early gaps in achievement and social functioning are so pronounced that effective and efficient early education interventions targeted toward these gaps in the preschool period are essential, not only to the developmental success of children, but to the economic and social health of communities.

He added that while a “general pattern” had emerged and many states were expanding their publicly available early childhood education programs the “fragmentation of policy and programs is considerable.” Consistent with his research on early childhood education, Bob reviewed the necessity of qualified staff (e.g., credentialed and degreed), training, and support. He emphasized that the most important difference for high quality early childhood education reflects what we know from his research on the instructional practice of teachers in other K-12 settings. That is, the difference in quality of a child’s educational experience and their subsequent academic or social benefits relies in large part on the instructional effectiveness.

The role of teachers in the success of students, short-term and long-term, is widely accepted as an imperative. However, few scholars, policy makers, or consultants have offered specific methods for meeting teachers where they are in their development and supporting them while improving their ability to provide high quality and effective instruction. In contrast, Bob Pianta ventured into the search for strategies that have now led to the development of knowledge and skills necessary to improve and maintain effective teaching and learning. While many have offered random, and even somewhat popular, strategies that allegedly make a difference in teaching and learning, few have been able to deliver empirically-based strategies that produce tangible outcomes in the learning of both the teacher and the student. Therefore, Bob is unique, as his scholarship and practice offers research and methods to transform the prominence and role of early childhood education and k-12 teaching and student academic and social learning indefinitely. Specifically, as illustrated in his body of work, Bob has found and tested the link between the evaluation of teaching, professional development, teaching practice, and student-related outcomes. His scholarship emphasizes that effective teaching requires "skillful combinations of explicit instruction, sensitive and warm interactions, responsive feedback, and verbal engagement and stimulation."

Substantively, from his book Enhancing Relationships Between Children and Teachers (2000) to his current publications, Bob’s work has addressed the question of “what is good teaching” and “what is the nature of and importance of the teacher-student interaction.” Over time, he has helped us construct a common understanding of what constitutes good teaching by grounding our construction in observable behaviors and expected outcomes. To this end, Dr. Pianta’s contributions to education have expanded our notion of effective instructional practice beyond simply the teacher’s content knowledge. Thus, his work exemplifies Albert Einstein’s reflection on innovation. Einstein is quoted as saying "To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science."

All too often success is defined as a lone accomplishment. Bob, however, consistently recognizes the importance and role of his colleagues in both research endeavors and the development of the products that arise from these endeavors. As evidence from the multitude of publications, Dr. Pianta exemplifies a commitment to the development and maintenance of a scholarly community that together is able to expand the wealth of knowledge and information generated. Building on Bob’s research and his collaboration on studies in early childhood education, he and his colleagues at the UVa began the Center for Advanced
Study of Teaching and Learning (CASTL). CASTL aims “to advance the quality and impact of teaching through scientific study in education settings from infancy to higher education.” As noted in their informational materials, CASTL works to achieve its goals by:

- Developing evidence-based theories of effective teaching and learning via large, longitudinal studies of diverse classrooms around the world.
- Creating, evaluating, and disseminating tools for measuring and improving teaching and learning.
- Developing innovative support systems that develop useful knowledge and skills via cutting-edge applications of technology.

Due to the growing demand for access to the work of CASTL and the Classroom Assessment Scoring System (CLASS), Bob and colleague Bridget Hamre founded Teachstone in 2008. Through their leadership, Teachstone is now the avenue for increasing the availability and accessibility of the CASTL tools (e.g., CLASS and MyTeaching Partner) developed from their empirical research.

The Classroom Assessment Scoring System (CLASS), which stems from early childhood development research by Bob and collaborators, is an evidence-based observational instrument applicable from early childhood through high school. The CLASS observation tool, which was validated through observations in over 2,000 classrooms, measures teacher-student interactions in the emotional support, classroom organization, and instructional domains. These domains, with their subsequent dimensions, have been proven to improve student learning. (See Appendix C: CLASS Observation for a description of these domains and dimensions.) Although the initial application of CLASS was for the individual teacher, Bob and his colleagues have expanded its application to school- and district-wide implementation with guidance on the steps that can be taken to improve teacher-student interactions (e.g., time that students and teachers spend together, expanding networks of adults available to students, modeling caring relationships, developing disciplinary policies that foster caring relationships (Hamre, & Pianta, 2006)). Moreover, CLASS is used now in early childhood through high school classrooms. An implementation map in Appendix D provides a brief geographical image of the expansion and use of CLASS. Most recently, Bob’s developmental work with CLASS led to his participation in the Gates Foundation sponsored Measures of Effective Teaching (MET) Project. The MET Project has been used throughout the US as an informational and planning guide for the development of teacher evaluation systems at both the local and state levels.

In his article, “Individualized and Effective Professional Development Supports in Early Care and Education Settings,” Bob indicates that “effective professional development can be characterized as a system of supports to teachers or caregivers in which paths can be traced from inputs to teachers, to teacher inputs to children, to children’s skill gains” (p. 8). Bob’s research provides further evidence of how purposeful professional development for teachers at the individual or aggregate level must be based on their particular knowledge and skill needs to be effective in impacting instructional practice and behaviors. Moreover, this professional development should be consistently planned and aligned to the desired outcomes. In response to these findings, Bob and his colleagues Joe Allen, and Hamre have developed MyTeaching Partner. MyTeaching Partner provides a personalized, professional development program that offers teachers a video-library of exemplary practice, a college course on teacher-student interactions, and web-based coaching. The program, which emerged from empirical research, is designed to provide specific assistance to teachers by utilizing videotaped observations, individual coaching, self-evaluation, and action planning over the course of a school year. Figure 1 illustrates the two-week cycle, as provided by CASTL. A convergence of the necessity for on-going professional development with mounting evidence against the
effectiveness of all-call, mass delivered professional development and declining resources for professional
development creates a void in learning opportunities for teachers to improve teaching and learning. Taking
these conditions into consideration along with the need for teachers to expand their content knowledge and
expertise with the growing adoption of the Common Core, individualized professional development aimed
at cultivating the teacher-student interaction as a means for improved learning is a necessity.

My field of educational leadership and policy also benefits from Bob’s work. For the last two decades, there
has been a great deal of attention given to the importance of instructional leadership. Yet, not only does the
term carry some ambiguity, so does the expected knowledge, skills, and behaviors of an instructional
leader. Bob’s scholarship, however, offers concrete and specific ways in which leaders can support
improved teaching and learning systemically and systematically. In particular, Bob’s work provides
guidance to school, district, and state leaders in the areas of “look-fors” or observable behavior, and the
necessity of the alignment of professional development with student learning goals.

Bob’s scholarship is a focal point for innovation in education. His contributions to the field have removed
the elusiveness of “what is effective, quality teaching.” By empirically discerning and narrowing attention to
“what is effective, quality teaching,” Bob’s work has increased the ability for all teachers to attain the status
of an effective educator in both teaching and learning through a focus on teacher-student interactions. In
doing so, he has re-opened the opportunity for students of the future to have a succession of highly
effective teachers.

Moreover, Dr. Pianta’s scholarship exemplifies the thoughtful, intellectually focused, and rigorous empirical
research that ensures a solid foundation of knowledge in the field of education. This work is simultaneously
designed to be accessible to and applicable for practitioners, policy makers, and other scholars alike. Given

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3 See CASTL site for further information about MTP. http://curry.virginia.edu/research/centers/castl/mtp
the inclination of education to turn to, yet proven, market-based reforms or to embrace evaluation systems based on minimal measures to eliminate those identified as weak or ineffective, it is essential that education rely on research-based methods with proven track records of success such as those developed by Dr. Pianta. Because of his dedication, depth, and persistence, Bob’s work will influence generations of educators in fundamental ways and serve as a catalyst for profound change in education. His scholarship and practice possess the characteristics of reform that offer potential for scalability and sustainability. By providing longitudinal and empirically based research that illuminates the fundamentally important role of teacher-student interactions and the importance of both the “what” and the “how” of effective teaching, Bob’s scholarship is changing the nature and quality of instruction through new beliefs and norms of practice.

To my colleagues on the Brock International Prize in Education Jury, thank you for the opportunity to present Dr. Bob Pianta, his accomplishments, and his innovations in education. Like the years before, there are many exemplary nominations for this year’s award of the Brock International Prize in Education. I appreciate your sincere and thoughtful consideration of Dr. Pianta for the Brock International Prize in Education. Dr. Pianta’s innovative work delicately balances what is needed today in education and yet remains focused on where and how changes in how we do education today provides a gateway to the future.

Sincerely,

Michelle D Young

Supporting Materials:

1. Robert C. Pianta Vita

   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-1.pdf](http://www.brockinternationalprize.org/nominees/Pianta-1.pdf)

   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-2.pdf](http://www.brockinternationalprize.org/nominees/Pianta-2.pdf)

   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-3.pdf](http://www.brockinternationalprize.org/nominees/Pianta-3.pdf)
   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-4.pdf](http://www.brockinternationalprize.org/nominees/Pianta-4.pdf)

   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-5.pdf](http://www.brockinternationalprize.org/nominees/Pianta-5.pdf)

   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-6.pdf](http://www.brockinternationalprize.org/nominees/Pianta-6.pdf)

   Click here for full link – [http://www.brockinternationalprize.org/nominees/Pianta-7.pdf](http://www.brockinternationalprize.org/nominees/Pianta-7.pdf)
## Appendix A: Additional Documents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Link</th>
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<tr>
<td>The CLASS Protocol</td>
<td><a href="http://metproject.org/resources/CLASS_10_29_10.pdf">http://metproject.org/resources/CLASS_10_29_10.pdf</a></td>
</tr>
<tr>
<td>An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement</td>
<td><a href="http://www.sciencemag.org/content/333/6045/1034.full">http://www.sciencemag.org/content/333/6045/1034.full</a></td>
</tr>
<tr>
<td>A Course on Effective Student-Teacher Interactions</td>
<td><a href="http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Course_Effects-NCRECE.pdf">http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Course_Effects-NCRECE.pdf</a></td>
</tr>
<tr>
<td>Implementing observation protocols: Lessons for K-12 education from the field of early childhood</td>
<td><a href="http://www.americanprogress.org/issues/2012/05/observation_protocols.html">http://www.americanprogress.org/issues/2012/05/observation_protocols.html</a></td>
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### Appendix B: Sample Speeches and Interviews

<table>
<thead>
<tr>
<th>Title</th>
<th>Link</th>
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<tr>
<td>Kids and Teachers: What Makes for Success in School</td>
<td><a href="http://www.youtube.com/watch?v=puRJGaMzg7I&amp;feature=endscreen">http://www.youtube.com/watch?v=puRJGaMzg7I&amp;feature=endscreen</a></td>
</tr>
<tr>
<td>Bob Pianta Discussing CASTL</td>
<td><a href="http://www.youtube.com/watch?v=FPGXL6s_uRo&amp;feature=endscreen">http://www.youtube.com/watch?v=FPGXL6s_uRo&amp;feature=endscreen</a></td>
</tr>
<tr>
<td>Building Better Teachers</td>
<td><a href="http://www.youtube.com/watch?v=x2EmCD_r5B4&amp;feature=relmfu">http://www.youtube.com/watch?v=x2EmCD_r5B4&amp;feature=relmfu</a></td>
</tr>
<tr>
<td>Bob Pianta Interview with Andrea Mitchell on Assessing Teacher Effectiveness</td>
<td><a href="http://www.youtube.com/watch?v=apaTcpSNKxc">http://www.youtube.com/watch?v=apaTcpSNKxc</a></td>
</tr>
<tr>
<td>Are We Preparing Our Children for Success in School?</td>
<td><a href="http://www.youtube.com/watch?v=yzguUrX0nVg">http://www.youtube.com/watch?v=yzguUrX0nVg</a></td>
</tr>
<tr>
<td>Improving Impacts of Classrooms</td>
<td><a href="http://www.youtube.com/watch?v=u8MIVAhfYcg">http://www.youtube.com/watch?v=u8MIVAhfYcg</a></td>
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Appendix C: CLASS Overview

The information below can be found at:
http://www.teachstone.org/about-the-class/class-organization/

How is the CLASS™ tool organized?

At every age level, the CLASS™ measure focuses on interactions that support learning. No matter which age or grade level of the tool you use, developmentally appropriate interactions are organized into domains and dimensions:

<table>
<thead>
<tr>
<th>Age/Grade Level</th>
<th>Emotional and Behavioral Support</th>
<th>Engaged Support for Learning</th>
</tr>
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<tbody>
<tr>
<td>Toddler</td>
<td>• Positive Climate&lt;br&gt; • Negative Climate&lt;br&gt; • Teacher Sensitivity&lt;br&gt; • Regard for Child Perspectives&lt;br&gt; • Behavior Guidance</td>
<td>• Facilitation of Learning and Development&lt;br&gt; • Quality of Feedback&lt;br&gt; • Language Modeling</td>
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<table>
<thead>
<tr>
<th>Age/Grade Level</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
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<tbody>
<tr>
<td>Pre-K</td>
<td>• Positive Climate&lt;br&gt; • Negative Climate&lt;br&gt; • Teacher Sensitivity&lt;br&gt; • Regard for Student Perspectives</td>
<td>• Behavior Management&lt;br&gt; • Productivity&lt;br&gt; • Instructional Learning Formats</td>
<td>• Concept Development&lt;br&gt; • Quality of Feedback&lt;br&gt; • Language Modeling</td>
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</table>

| K-3             | • Positive Climate<br> • Negative Climate<br> • Teacher Sensitivity<br> • Regard for Student Perspectives | • Behavior Management<br> • Productivity<br> • Instructional Learning Formats | • Concept Development<br> • Quality of Feedback<br> • Language Modeling |

| Upper Elementary | • Positive Climate<br> • Teacher Sensitivity<br> • Regard for Student Perspectives | • Behavior Management<br> • Productivity<br> • Negative Climate* | • Instructional Learning Formats*<br> • Content Understanding<br> • Analysis and Inquiry**<br> • Quality of Feedback<br> • Instructional Dialogue<br> • Student Engagement |

| Secondary       | • Positive Climate<br> • Negative Climate<br> • Teacher Sensitivity | • Behavior Management<br> • Productivity<br> • Instructional Learning | • Content Understanding<br> • Analysis and Problem Solving |
Dr. Robert (Bob) Pianta Brock Prize Nomination

| • Regard for Adolescent Perspectives | Formats | • Quality of Feedback  
| • Instructional Dialogue  
| • Student Engagement |

*Classification Changes: Negative Climate (formerly in Emotional Support) and Instructional Learning Formats (formerly in Classroom Organization) have changed domains. Negative Climate is the third dimension in Classroom Organization; ILF is the first dimension in Instructional Support.

**Dimension Change: Analysis and Problem Solving has been renamed Analysis and Inquiry.*
Appendix D: Map of CLASS Use

Source: Teachstone. http://www.teachstone.org/about-the-class/
Robert C. Pianta  
417 Emmet Street South, PO Box 400260  
Curry School of Education  
University of Virginia  
Charlottesville, VA 22904-4260  
434-243-5481

Education

Ph.D., Psychology, University of Minnesota, Minneapolis, MN, 1986
M.A., Special Education, University of Connecticut, Storrs, CT, 1978
B.S., Special Education, University of Connecticut, Storrs, CT, 1978

Professional Positions

Dean, Curry School of Education, University of Virginia, Charlottesville, VA, 2007-present.
Director, National Center for Research in Early Childhood Education, University of Virginia, Charlottesville, 2006-present.
Founding Director, Center for Advanced Study of Teaching and Learning, University of Virginia, 2005-present.
Professor, Department of Psychology, College of Arts and Sciences, University of Virginia, 2005-present.
Professor, Department of Human Services, Curry School of Education, University of Virginia, 1997-present.
Adjunct Professor, Stavanger University College, Stavanger, Norway, 2002-2006.
Co-Principal Investigator, National Center for Early Development and Learning, 2001-present.
Steering Committee, NICHD Study of Early Child Care, April 1994-present.
Visiting Associate Professor, Institute of Child Development, University of Minnesota, 1993-1994.
Associate Professor, Curry Programs in Clinical and School Psychology, Curry School of Education, University of Virginia, 1991-1997.
Assistant Professor, Curry Programs in Clinical and School Psychology, Curry School of Education, University of Virginia, 1986-1991.
Special Education Resource Teacher, Bloomfield Middle School, Bloomfield, CT, 1978-1981.

Honors and Awards

Selected for Senior Scientist Award, Division 16, 2014 American Psychological Association.
Selected for the 2014 Early Childhood Excellence Award, Fordham University.
Named 2014 Distinguished Alumnus, Neag School of Education, University of Connecticut, Storrs, CT.
2013 Article of the Year, National Association of School Psychology, “Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System-Secondary.”
Named one of the “Most Influential Scholars in Education Policy,” 2013 RHSU Edu-Scholar Public Presence Ranking, Education Week.
Named one of the “Most Highly Cited Researchers of 2012,” in the area of Psychology/Psychiatry, Web of Science (ISI).
Fellow, AERA Class of 2011.
Member, Advisory Board, Parents Magazine, 2008-present.
2007 Distinguished Alumnus Award, Psychology in the Schools Training Program, University of Minnesota, Minneapolis, MN.
Distinguished Guest Lecture Series in Early Childhood Education in China, Shanghai, China, April 2007.
Panelist, The Health of Democracy at Home and Abroad, The Miller Center at the University of Virginia, Charlottesville, VA, September 30, 2006.
2006 Harris Visiting Scholar, University of Minnesota, Minneapolis, MN, May 2006.
100 Most Distinguished Alumni, College of Education and Human Development, University of Minnesota, Minneapolis, MN, 2006.
Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC, 2005-2006.
2004 ASHA Editor’s Award, American Journal of Speech Language Pathology, American Speech-Language-Hearing Association.
Novartis US Foundation Professor of Education, Curry School of Education, University of Virginia, 2003-present.
Outstanding Professor of the Year 2003, Curry School of Education, University of Virginia.
William Clay Parrish, Jr. Endowed Chair, Curry School of Education, University of Virginia, 2000-2003.
Lucille E. Michie Award, Curry Programs in Clinical and School Psychology, University of Virginia, 2001.
Sesquicentennial Award, Center for Advanced Study, University of Virginia, 1993-1994.
Fellow, Institute on Human Development and Psychopathology, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, Summer 1990.

Selected Funded Research Grants


Lloyd, J., & Pianta, R. C. (1997-2002). Studies on literacy skills and practices for high-risk four-year olds. Co-Investigator, Subcontract to Center for Improvement in Early Reading Achievement, Office of Educational Research and Improvement. $120,000/year direct costs.


**SCHOLARSHIP**

**Referred and Reviewed Journal Articles**

In Press


Advance Online Publications


Published


**Book Chapters**


Books

Selected NICHD Early Child Care Research Network Journal Articles
Note that individual investigators’ names appear only on a corporate-author banner. Papers listed are a subset of the total number of corporate papers for which Pianta had a substantial role in producing the manuscript according to Steering Committee policy.

NICHD Early Child Care Research Network. (2006). The relations of classroom contexts in the early elementary years to children's classroom and social behavior. In A. C. Huston, & M. N. Ripke (Eds.),


doi:10.1037/1098-0322.36.3.602


doi:10.1111/1467-8624.00202


doi:10.1207/s1532480XADS0403_4


doi:10.1207/S15566935ECRQ1602_20


doi:10.1037/1098-0322.37.3.451


doi:10.1016/S0163-6383(00)00135-3


doi:10.1016/S0193-3973(01)00092-2


doi:10.1037/1098-0322.37.6.847


doi:10.1207/s15566935ECRQ1602_20


doi:10.1207/S15566935EDS0403_2


doi:10.1111/1467-8624.00202


doi:10.1111/1467-8624.00361


Other Publications


References USA.  


**Dissertation**


**Measures and Materials**


**Special Issues of Journals Edited**


**Selected Presentations/Conferences**


Robert C. Pianta

Young Child Expo/Conference, Fordham University, New York, NY.


Pianta, R. C. (2013, February). Keynote speaker, Community Breakfast, Children, Youth, & Family Services, Charlottesville, VA


Pianta, R. C. (2012, July). How much faith should we have in observation as an evaluation tool? What have we done right and wrong when it comes to observation? Discussant. Teacher Quality 2.0: Getting evaluation design right: Developing and implementing better educator evaluation systems. American Enterprise Institute for Public Policy Research, Washington, DC.


Pianta, R. C. (2011, March). Building better teachers: Academic, social, and emotional benefits of positive student-teacher interaction. Atlanta Speech School, Atlanta, GA.


Pianta, R. C. (2010, April). Barbara Lemann Lecture: Improving impacts of classrooms: Professional development and classroom observation. Tulane University Health Sciences Center, New Orleans, LA. Also presented at The Institute for Research on Education Policy & Practice Colloquium,
Stanford University School of Education, Stanford, CA; Bank Street College of Education, New York, NY, February 2009; New York University Proseminar, New York, NY, September 2009; Center for Developmental Science, University of North Carolina at Chapel Hill, October 2010; Georgia State University, Atlanta, GA, October 2010; American Psychological Association Division 15 - Educational Psychology Program, Washington, DC, August 2011; and Rutgers Edward J. Bloustein School of Planning and Public Policy, New Brunswick, NJ, November 2011.


Pianta, R. C. (2009, October). Impact of high-quality Pre-K on longer term outcomes and school systems. First Five Years Fund Panel Discussion, Washington, DC.

Pianta, R. C. (2009, October). Panelist and Discussant: How has/should a developmental perspective inform the field of prevention science? 36th Minnesota Symposium on Child Psychology, Minneapolis, MN.


Pianta, R. C. (2008, December). Making the most of early learning: Children and teachers in the classroom, National Conference of State Legislatures, Atlanta, GA.


Pianta, R. C., & Bowman, B. (2008, November). Effective professional development with early education teachers preK-3, Institute on Pre-K, Harvard University, Boston, MA.


Pianta, R. (2007, December). *School readiness and the transition to kindergarten in the era of accountability*. Faculty Author Series, University of Virginia, Colonnade Club, Charlottesville, VA.


Pianta, R. C. (2005, April). Chair, Paper Symposium: *What can the study of schools and schooling contribute to understanding development and how it can be studied?* Society for Research in Child Development, 2005 Biennial Meeting, Atlanta, GA.


Pianta, R. C. (2004, March). *Research on child-teacher relationships, classroom process, and observation: Toward aligning accountability, professional development, and access to quality.* School of Education, University of Wisconsin, Madison, WI.

Pianta, R. C. (2001, August). Conceptualizing and assessing readiness from both sides: What we know about children and classrooms at entry to school. Panel member, presenter. American Association for the Advancement of Science, Seattle, WA.


Pianta, R. C. (2003, April). Large-scale observations of first and third grade classrooms: What kids and teachers do and whether it relates to teachers' credentials and experience. Curry Spring Speaker Series on Risk and Prevention, Curry School of Education, University of Virginia, Charlottesville, VA.


Pianta, R. C. (1999, August). Promoting literacy before and after school entry: Classroom activities and transition practices. Presentation at American Psychological Association Annual Convention, Boston,


Robert C. Pianta


**Service/Training**


Pianta, R. C. (2003, November). *Transition to school: Building links among families, schools, and communities*. Ohio Department of Education, Center for Students, Families, Communities, Office of Childhood Education, Columbus, OH.


Pianta, R. C. (2003, June). *Student-teacher relationships*. Three-day workshop presented to teachers and administrators from the school district of Atri, Italy. Atri, Italy.


TEACHING

Funded Training Grants


Courses Taught

University of Virginia

PSYC 359: Research in Psychology, Fall 2009-present
EDLF 730: Foundations of Educational Research, Fall 2009-Spring 2010
EDHS 788: Field Project for ECDR Students, Spring 2007-2008
EDHS 976: Research Design in Education Sciences, Spring 2005-2007
EDIS 590: Assessment and Intervention with Infants with Special Needs, Co-instructor with E. Hrncir, Spring 1990.
EDHS 589:  *Psychological Assessment of Infants and Young Children*, Division of Continuing Education, Summer 1988.

**Other Institutions**

CPSY 5310:  *Sadness, Grief and Depression in Children and Adolescents*, University of Minnesota, Institute of Child Development, Summer 1985.

EPSY 5849:  *Assessment of the Preschool Child*, University of Minnesota, Department of Educational Psychology, Spring 1985.


PSYS 5313:  *Psychoeducational Assessment from Infancy to Preschool*, University of Minnesota, Department of Psychoeducational Studies, Summer 1984.

**Webinars**


**Supervision of Clinical Training**


**SERVICE**

**Service to the University of Virginia, Curry School of Education, and Commonwealth of Virginia**

Participant, Virginia Commission on Youth, Early childhood Education Work Group, June 2014.

Member, Advisory Group, Communications Branding Initiative, University of Virginia, 2014.

Chair, Leadership Council for Organizational Excellence, Office of the Executive Vice President and Chief Operating Officer, University of Virginia, 2013-present.

Member, Dean Search Committee, Frank Batten School of Leadership and Public Policy, University of Virginia, 2013-present.

Member, Five-Year Review Committee for Vice President and Chief Student Affairs Officer, University of Virginia, 2013.
Lead, Communications & Change Management Task Force, Office of the President, University of Virginia, 2012-present.
Charter Member, Board of Governors in the Academic of Education Arts and Sciences. BAM Radio Network, 2012-present.
Member, University Calendar Committee, University of Virginia, 2011-present.
Chair, Review Committee for the reappointment of Greg Roberts, Dean of Admissions, University of Virginia, 2011-2012.
Member, University Budget Model Steering Committee, 2011.
Member, Inaugural Steering Committee, University of Virginia, 2010-2011.
Chair, Committee on the Inaugural Academic Conference, University of Virginia. 2010-2011.
Member, Provost Search Committee, University of Virginia, Spring 2007.
University of Virginia Representative, The Joint Legislative Audit and Review Commission (JLARC), Virginia Preschool Initiative, Richmond, VA, 2007-present.
Director, Risk and Prevention in Education Sciences Doctoral Program, Curry School of Education, 2004-present.
Research Advisory Council, 2005-present; Research Facilitator, 2005-present, Teachers for a New Era, University of Virginia.
Chair, Dean Search Committee, Curry School of Education, University of Virginia, 2006.
Presenter, Fall Life Academy, Department of Psychology, University of Virginia, Wintergreen Resort, October 2006.
Member, Search Committee, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia, 2005.
Member, Search Committee, Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia, 2004.
Member, Search Committee, Curry School Foundation Director, Curry School of Education, University of Virginia, 2003.
Member, Search Committee, Grants Administrator, Curry School of Education, University of Virginia, 2003.
Coordinator, Curry Spring Speaker Series on Risk and Prevention, Curry School of Education, University of Virginia, Spring 2003.
Member, Advisory Board, Virginia Center for Educational Policy Studies, Curry School of Education, University of Virginia, 2002-present.
Chair, Strategic Planning, Initiative on Risk and Prevention, Curry School of Education, University of Virginia, 2001-present.
Chair, Search Committee, Curry Programs in Clinical and School Psychology, University of Virginia, 2001-2002.
Member, Search Committee, Early Childhood and Developmental Risk, Curry School of Education, University of Virginia, 2001.
Member, Institutional Review Board for the Behavioral Sciences, University of Virginia, 2000-2004.
Member, Promotions Committee, Curry School of Education, 1999-2002.
Member, Quantitative Methods Search Committee, Curry School of Education, 1999.
Chair, Academic Affairs Committee, Curry School of Education, 1996-1997.
Talbott Chair Search Committee, Curry School of Education, 1994.

Service to the Profession: National and International

Member, Board of Overseers, Harvard Graduate School of Education, Cambridge, MA, September 2014-July 2016.
Presenter, Early Childhood Education Work Group, Virginia Commission on Youth, Richmond, VA, June 2014.
Consultant, CUNY Institute for Education Policy, New York, NY, April 2014
Consultant, *Charlottesville Tomorrow’s* Board of Directors, Charlottesville, VA, March 2014.

Consultant, *Early childhood education research and assessment (PALS) and effective teaching*, Virginia Senate Finance Committee’s Education Subcommittee, Richmond, VA, February 2014.


Workshop, Co-sponsored by the Louisiana State Department of Education and the Center on Education Policy and Workforce Competitiveness, University of Virginia, November 2013, Washington, DC.


Invited Participant, Southern Regional Educator Board (SREB) Teacher Preparation Meeting, Atlanta, GA, May 2013.


Lunch with the Leader, 2013 Biennial Meeting, SRCD, Seattle, WA.

Member, AERA Distinguished Contributions to Research Education Award. 2013-present.

Member, APA Task Force on Applying Psychological Science to the Analysis of Data for Program Improvement, 2012-present.

Member, National Early Education Council, Jumpstart, Boston, MA, 2012-present.

Faculty Consultant, National Conference of State Legislatures, Denver, CO, 2012-present.

Member, Head Start National Research Advisory Board, Washington, DC, 2009-present.

Member, Advisory Board, William T. Grant Foundation, Washington, DC, 2008-present.

External Reviewer, Promotion & Tenure, Harvard Graduate School of Education, Cambridge, MA, April 2012.

External Reviewer, Promotion & Tenure, Northwestern University, School of Education and Social Policy, Evanston, IL, February 2012.

Member, Center for American Progress Early Childhood Education Advisory Committee, Washington, DC, 2011-present.

External Reviewer, Promotion & Tenure, Academy of Finland, Helsinki, Finland, 2011-2012.

Member, Scientific Advisory Board for the Legacy for Children, National Institute for Early Education Research, Rutgers University (NIEER), New Brunswick, NJ, 2009-2018.

Member, Steering Committee, Rothschild Foundation, Jerusalem, Israel, 2009-present.

Member, First School National Advisory Board, Chapel Hill, NC, 2009-present.

Member, Advisory Group, International Reading Association and Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2009-present.

Member, Advisory Committee, Historically Black Colleges and Universities, 2009-present.


Member, External Review Panel, Steinhardt School of Culture, Education, and Human Development (Dean Mary Brabeck), New York University, New York, NY, March 2008.

Member, Committee on Research and Dissemination, American Association of Colleges for Teacher Education, Washington, DC, 2008-2011.


Chair, Smart Beginnings Leadership Council, United Way, Charlottesville, VA, 2007-present.

Member, Opportunity to Start Strong, Commonwealth of Virginia, Office of the Governor, Richmond, VA, 2007-2010.

Member, Governor’s Working Group on Early Childhood Initiatives, Richmond, VA, 2007-2010.


Member, Scholars Selection Committee, William T. Grant Foundation, Washington, DC, 2007-2010.

Reviewer, Promotion and Tenure Evaluation, Southern Illinois University School of Medicine, Spring 2007.


Member, Federal Advisory Committee, National Children’s Study, Rockville, MD, 2007-2008.

Member, Professional Development Task Force, Start Strong Council, Virginia Department of Education, Richmond, VA, 2006-present.
Consultant, Appalachian Regional Education Laboratory, Washington, DC, April 2006.
Consultant, Department of Human Development, Teachers College, Columbia University, New York, NY, January 2006.
Member, Advisory Board, Integrative Research Activities for Developmental Science (IRADS), Center for Developmental Science, University of North Carolina at Chapel Hill, 2006-2011.
Member, Board of Advisors, Early Education Initiative, New America Foundation, Washington, DC, November 2005-2007.
Consultant, Erikson Institute, Chicago, IL, 2005-2006.
Consultant, Center for Human Growth and Development, University of Michigan, Ann Arbor, MI, August 2005.
Member, Advisory Board, National Research Center for Rural Education Support (NRCRES), University of North Carolina, 2005-2010.
Reviewer, Tenure and Promotion Committee, College of Education, Wayne State University, November 2004.
Reviewer, External Review Team, Department of Human Development, University of Maryland, November 2004.
Member, Early Childhood Education Advisory Committee, The Norfolk Foundation, Norfolk, VA, 2003.
Reviewer, Committee to Select Distinguished Professors, University of North Carolina at Chapel Hill,
March 2003.
Reviewer, The Israel Science Foundation, Jerusalem, Israel, 2002.
Member, National Advisory Board, National Center for Family and Community Involvement in Schools, Southwest Educational Development Laboratory, Dallas, TX, 2000-2005.
Member, Commission on Children and Families, Charlottesville/Albemarle, 1998-1999.
Promotions Review:
University of Minnesota, 2013.
University of Haifa, Israel, 2004.
The University of California at Los Angeles, 2003.
The University of Chicago, 2003.
The University of Delaware, 2003.
George Mason University, 2003.
Stanford University, 2003.
Indiana University, School of Education, 2001-02.
The University of Texas at Dallas, School of Human Development, 2000.
University of Pittsburgh, Department of Psychology in Education, 2000.
Georgia State University, College of Education, 2000.
Harvard University, Graduate School of Education, 1999.
University of Washington School of Nursing, 1998.
Wayne State University Department of Psychology, 1997.
Harvard University Graduate School of Education, 1997.
Cornell University Department of Human Development and Ecology, 1996.
Tufts University Department of Child Study, 1994.
Advisory Board, Costs, Quality, and Child Outcomes in Child Care Centers. Four-site study of child care, Yale University, University of North Carolina, University of Colorado Denver, University of California Los Angeles, 1995-1996.
Consultant, Child and family adaptation to chronic illness, NIH-funded research project, Joan Austin, Ph.D., Principal Investigator, 1994.
Consultant, Epilepsy Foundation of America, Issues and answers: A guide for parents of children with seizures, Birth to Age Six and Age Six to Twelve, 1993.
Consultant, Adult Attachment and Adolescent Development Research Project, Pennsylvania Hospital, Diana Rosenstein, P.I., 1997
Grant review: National Institute of Mental Health B-START Program, 1998.
Society for Research in Child Development Panel Reviews:
Children At Risk (3+ Years), 2001, Biennial Meeting
Parenting, 1999, Biennial Meeting
Family and Kinship Relations, 1997, Biennial Meeting
Emotional Development, 1995
Infancy: Social and Emotional Process, 1993, Biennial Meeting
Children At Risk, 1991, Biennial Meeting
Developmental Psychopathology, 1987, Biennial Meeting, International Conference on Infant Studies
Advisory Board Member, Center for Early Education and Development, University of Minnesota, Institute of Child Development, 1985-1986.
Chair, Appalachian Education Laboratory, Virginia Association of Colleges of Teacher Education Study Group on Students At-Risk, 1988-1990.
Virginia Interagency Coordinating Council Task Force on Personnel Preparation, Virginia Department of Mental Health, Mental Retardation and Substance Abuse, 1989-1990.
Consultant, Creating Nurturing Environments for At-Risk Students, Commonwealth Center for Research on Teaching, University of Virginia and James Madison University. Minigrant of $5000 awarded to Donovan Steiner, Principal Investigator, Eastern Mennonite College, 1989-1990.
Service to the Profession: Editorial
Associate Editor, Early Education and Development, 1988-1999.
Field Reviewer:
American Educational Research Journal
American Journal on Mental Retardation
Behavior Disorders
Child Development
Development and Psychopathology
Developmental Psychology
Exceptional Children
Exceptionality
Infant and Child Development
Infants and Young Children
Journal of Abnormal Child Psychology
Journal of Consulting and Clinical Psychology
Journal of Special Education
Merrill-Palmer Quarterly
Pediatrics
Personality and Social Psychology Bulletin
Psychological Bulletin
Remedial and Special Education
School Psychology Review

Selected Media Interviews


Print media
APA Monitor
Associated Press
The Boston Globe
Business Week
The Calgary Herald
The Cavalier Daily
Charlottesville Daily Progress
Charlottesville Tomorrow
Christian Science Monitor
The Colorado Gazette
Education Week
Hispanic Business
International Herald Tribune
New York Times
New American Foundation
The Orlando Sentinel
Parenting
Parents Magazine

Broadcast media
NBC-TV
ABC-TV
CNN-TV
NPR, “Insight” with Tom Graham
PBS, WETA, “Reading Rockets”
PBS, Invited guest, “Education News Parents Can Use,” Early Childhood Education Good Start,
Grow Smart,” with Doris McMillon

Professional Association Memberships
American Psychological Association, Regular Member, 1987–present.
National Association of School Psychologists Association, Member, 1986–present.
Society for Research on Educational Effectiveness, Member, 2006-present.
Society for Research in Child Development, Member, 1986-present.
Society for Prevention Research, Member, 2000-2002.

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