

# Tyler W. Watts, Ph.D.

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Total citations: 4,235; h-index: 22

## ACADEMIC POSITIONS

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| 2024-present | Associate Professor of Psychology and Education<br>Department of Human Development<br>Teachers College, Columbia University<br>New York, NY  |
| 2019-2024    | Assistant Professor of Developmental Psychology<br>Department of Human Development<br>Teachers College, Columbia University<br>New York, NY  |
| 2017-2019    | Research Assistant Professor<br>Postdoctoral Training<br>Postdoc mentor: Cybele Raver<br>New York University<br>Steinhardt School of Culture, Education, and Human Development<br>New York, NY |

## EDUCATION

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| 2017 | Ph.D., Education<br>University of California, Irvine<br>Greg Duncan (chair)<br>Dissertation: <i>Academic Skills and Long-Run Outcomes</i> |
| 2015 | M.A. in Education<br>University of California, Irvine   |
| 2011 | B.A., double major in Psychology and Religious Studies<br>University of Texas at Austin   |

## RESEARCH GRANTS

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- U.S. Department of Education- Institute for Educational Sciences (IES). “Improving Low-Income Students’ Odds of Being ‘On-Track’ and College Ready in Chicago Public Schools: The Respective Roles of Child Self-Regulation and Preschool vs. High School Intervention.” 2016-2021, Principal Investigator (as of 2019; previous PI- Cybele Raver, NYU). Total award: ~3.17M; total managed by Watts: \$915,446.

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD). “Factors in Persistence Versus Fadeout of Early Childhood Intervention Impacts” 2019-2024, Site Principal Investigator (PI- Kenneth Dodge, Duke University). Total award: ~3.29M; total awarded to Watts (though sub-award to TC): \$384,155 (\$344,781 total at closeout, including NIH budget cuts).

U.S. Department of Education- Institute for Educational Sciences (IES). “Evaluating the Efficacy of an Interdisciplinary Preschool Curriculum (EPIC).” 2019-2023, Co-Principal Investigator (PI- Julie Sarama, University of Denver). Total award: ~3.2M; total awarded to Watts (through sub-award to TC): \$230,361.

Research Council of Norway. “Early educational experiences as a foundation for academic success (MoBaEarlyEd),” Project Number: 325712, 2021-2025, Advisory board member (PI- Ragnhild E. Brandlistuen, Norwegian Institute of Public Health).

Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD). “Factors in Persistence Versus Fadeout of Early Childhood Intervention Impacts” (competitive R01 renewal award) 2024-2029, Site Principal Investigator (PI- Jade Jenkins, University of California- Irvine). Total award: ~3.14M; total awarded to Watts (through sub-award to TC): \$893,729.

## PUBLICATIONS IN PEER-REVIEWED JOURNALS

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- 38 **Watts, T. W.**, Botvin, C. M.\*, Bailey, D. H., Hart, E. R.\*, Mattera, S., Clements, D. H., Sarama, J., Farran, D. C., Lipsey, M. W. (in press). Predicting persistence and fadeout across multi-site RCTs of an early childhood mathematics curriculum intervention. *Educational Evaluation and Policy Analysis*.
- 37 Sperber, J.F.\*, Hart, E.H.\*, Troller-Renfree, S.V., **Watts, T.W.**, Miller, M., Bellatin, A., Meyer, J., Dettmer, A.M., Champagne, F.A., Noble, K.G. (in press). Associations among prenatal stress, socioeconomic status, and infant epigenetic aging. *Psychoneuroendocrinology*.  
<https://doi.org/10.1016/j.psyneuen.2025.107575>
- 36 Shea, Z. M., Zhang, Q., Jenkins, J. M., & **Watts, T. W.** (2025). Do preschool peers create a sustaining environment in kindergarten? Evidence from the ECLS-K: 2011. *AERA Open*, 11, 23328584251318306. <https://doi.org/10.1177/23328584251318306>
- 35 Haag, K., **Watts, T. W.**, Hannigan, L., Ask, H., Alexandersen, N., Vaage Wang, M., & Eek Brandlistuen, R. (2025). Navigating early risks: Differential outcomes in middle childhood and the compensatory role of kindergarten experiences. *Journal of Child Psychology and Psychiatry*.  
<https://doi.org/10.1111/jcpp.14158>
- 34 Hart, E. R.\*, Bailey, D. H., Luo S.\*, Sengupta P.\*, & **Watts, T.W.** (2024). Fadeout and persistence of intervention impacts on social-emotional and cognitive skills in children and adolescents: A meta-analytic review of randomized controlled trials. *Psychological Bulletin*, 150(10), 1207-1236.  
<https://doi.org/10.1037/bul0000450>
- 33 Bailey, D. H., **Watts, T. W.**, Hart, E. R.\*, Yu, M.J. (2024). Learning about development from interventions. *Annual Review of Developmental Psychology*, 6, 251-272.  
<https://www.annualreviews.org/content/journals/10.1146/annurev-devpsych-010923-103044>

- 32 Burchinal, M., Whitaker, A., Jenkins, J., Bailey, D., **Watts, T.**, Duncan, G., & Hart, E.\* (2024). Unsettled science on longer-run effects of early education. *Science*, 384(6695), 506-508. DOI: 10.1126/science.adn2141
- 31 Sperber, J.F.\*, Vandell, D., Duncan, G.J., & **Watts T.W.** (2024). Delay of gratification and adult outcomes: The Marshmallow Test does not reliably predict adult functioning. *Child Development*. Advance online publication: <https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.14129>
- 30 Botvin, C.\*, Jenkins, J. M., Carr, R. C., Dodge, K. A., Clements, D. H., & Sarama, J., & **Watts, T.W.** (2024). Can peers help sustain the positive effects of an early childhood mathematics intervention? *Early Childhood Research Quarterly*, 67, 159-169. <https://doi.org/10.1016/j.ecresq.2023.11.001>
- 29 Carr, R., Jenkins, J. M., **Watts, T.W.**, Peisner-Feinberg, E. S., & Dodge, K. (2024). Investigating if high-quality kindergarten teachers sustain the pre-k boost to children's emergent literacy skill development in North Carolina. *Child Development*. Advance online publication. <https://doi.org/10.1111/cdev.14076>
- 28 **Watts, T. W.**, Li, C.\*, Pan, X. S.\*, Gandhi, J., McCoy, D. C., & Raver, C. C. (2023). Impacts of the Chicago School Readiness Project on measures of achievement, cognitive functioning, and behavioral regulation in late adolescence. *Developmental Psychology*. Advance online publication. <https://doi.org/10.1037/dev0001561>  
♦ Paper selected for "Editor's Choice" distinction at *Developmental Psychology*
- 27 **Watts, T.W.**, Jenkins, J. M., & Dodge, K. A., Carr, R. C., Sauval, M., Bai, Y., Escueta, M., Duer, J., Ladd, H., Muschkin, C., Peisner-Feinberg, E., & Ananat, E. (2023). Understanding heterogeneity in the impact of public preschool programs. *Monographs of the Society for Research in Child Development*, 87(4). <https://doi.org/10.1111/mono.12463>
- 26 Koepp, A. E., **Watts, T. W.**, Gershoff, E. T., Davis-Kean, P., Duncan, G. J., Ahmed, S. F., Kuhfeld, M., & Vandell, D. L. (2023). Attention and behavior problems in childhood predict adult financial status, health, and criminal activity: A conceptual replication and extension of Moffitt et al. (2011) using cohorts from the United States and United Kingdom. *Developmental Psychology*. Advance online publication. <https://doi.org/10.1037/dev0001533>  
♦ Paper selected for "Editor's Choice" distinction at *Developmental Psychology*
- 25 Li, C.\*, Hart, E. R.\*, Duncan, R. J., & **Watts, T.W.** (2023). Bi-directional relations between behavioral problems and executive function: Assessing the longitudinal development of self-regulation. *Developmental Science*, 26(3), e13331. <https://doi.org/10.1111/desc.13331>
- 24 Hart, E. R.\*, Vandell, D. L., Whitaker, A. A., & **Watts, T. W.** (2023). Child care and family processes: Bi-directional relations between child care quality, home environments, and maternal depression. *Child Development*, 94(1), e1-e17. <https://doi.org/10.1111/cdev.13858>
- 23 Pan, X. S.\*, Li, C.\*, & **Watts, T. W.** (2023). Associations between preschool cognitive and behavioral skills and college enrollment: Evidence from the Chicago School Readiness Project. *Developmental Psychology*, 59(3), 474–486. <https://doi.org/10.1037/dev0001431>
- 22 Sperber, J. F.\*, Hart, E. R.\*, Troller-Renfree, S. V., **Watts, T.W.**, Noble, K.G. (2023). The effect of the COVID-19 pandemic on infant development and maternal mental health in the first 2 years of life. *Infancy*, 28(1), 107-135. <https://doi.org/10.1111/infa.12511>

- 21 Ahmed, S. F., Kuhfeld, M., **Watts, T. W.**, Davis-Kean, P. E., & Vandell, D. L. (2021). Preschool executive function and adult outcomes: A developmental cascade model. *Developmental Psychology*, 57(12), 2234–2249. <https://doi.org/10.1037/dev0001270>
- 20 **Watts, T.W.**, Nguyen, T., Carr, R. C., Vernon-Feagans, L., & Blair, C. (2021). Examining the effects of changes in classroom quality on within-child changes in achievement and behavioral outcomes. *Child Development*, 92(4), e439-e456. <https://doi.org/10.1111/cdev.13552>
- 19 **Watts, T.W.**, Ibrahim, D. A. \*, Khader, A. \*, Li, C., Gandhi, J. \*, & Raver, C. C (2020). Exploring the impacts of an early childhood educational intervention on later school selection. *Educational Researcher*, 49(9), 667-677. <https://doi.org/10.3102/0013189X20935060>
- 18 **Watts, T.W.** (2020). Academic achievement and economic attainment: Reexamining associations between test scores and long-run earnings. *AERA Open*, 6(2). <https://doi.org/10.1177/2332858420928985>
- 17 Gandhi, J. \*, **Watts, T.W.**, Masucci, M. D., & Raver, C. C. (2020). The effects of two mindset interventions on low-income students' academic and psychological outcomes. *Journal of Research on Educational Effectiveness*, 13(2), 351-379. <https://doi.org/10.1080/19345747.2019.1711272>
- 16 **Watts, T.W.**, & Duncan, G. J. (2020). Controlling, Confounding, and Construct Clarity: Responding to Criticisms of “Revisiting the Marshmallow Test” by Doebel, Michaelson, and Munakata (2020) and Falk, Kosse, and Pinger (2020). *Psychological Science*, 31(1), 105-108. (Commentary reply) <https://doi.org/10.1177/0956797619893606>
- 15 **Watts, T.W.**, Bailey, D. H., & Li C. (2019). Aiming Further: Addressing the need for high-quality longitudinal research in education. *Journal of Research on Educational Effectiveness*, 12(4), 648-658. <https://doi.org/10.1080/19345747.2019.1644692>
- 14 **Watts, T.W.**, Gandhi, J. \*, Ibrahim, D. A. \*, Masucci, M. D., & Raver, C. C. (2018). The Chicago School Readiness Project: Examining the long-term impacts of an early childhood intervention. *PLOS ONE*. <https://doi.org/10.1371/journal.pone.0200144>
- 13 **Watts, T.W.**, Duncan, G. J., & Quan, H. \* (2018). Revisiting the Marshmallow Test: A conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological Science*, 29(7), 1159-1177. <https://doi.org/10.1177/0956797618761661>
- 12 Bailey, D. H., Duncan, G. J., **Watts, T.W.**, Clements, D. H., & Sarama, J. (2018). Risky business: Correlation and causation in longitudinal studies of skill development. *American Psychologist*, 73(1), 81-94. <http://dx.doi.org/10.1037/amp0000146>
- 11 Jenkins, J. M., **Watts, T.W.**, Magnuson, K., Gershoff, E. T, Clements, D. H., Sarama, J., & Duncan, G. J. (2018). Do high-quality kindergarten and first-grade classrooms mitigate preschool fadeout? *Journal of Research on Educational Effectiveness*, 11(3), 339-374. <https://doi.org/10.1080/19345747.2018.1441347>
- 10 **Watts, T.W.**, Duncan, G. J., Clements, D. H., Sarama, J. (2018). What is the long-run impact of learning mathematics during preschool? *Child Development*, 89(2), 539-555. <https://doi.org/10.1111/cdev.12713>

- 9 Schenke, K., Nguyen, T., **Watts, T. W.**, Sarama, J., & Clements, D. H. (2017). Differential effects of the classroom on African American and non-African American's mathematics achievement. *Journal of Educational Psychology*, 109(6), 794–811. <https://doi.org/10.1037/edu0000165>
- 8 **Watts, T.W.**, Clements, D. H., Sarama, J., Wolfe, C. B., Spitler, M. E., & Bailey, D. H. (2017). Does early mathematics intervention change the processes underlying children's learning? *Journal of Research on Educational Effectiveness*, 10(1), 96-115. doi: 10.1080/19345747.2016.1204640
- 7 Engel, M., Claessens, A., **Watts, T.W.**, & Stone, S. (2016). Socioeconomic inequality at school entry: A cross-cohort comparison of families and schools. *Children and Youth Services Review*, 71, 227-232. doi: 10.1016/j.childyouth.2016.10.036
- 6 Engel, M., Claessens, A., **Watts, T.W.**, & Farkas, G (2016). Mathematics content coverage and student learning in kindergarten. *Educational Researcher*, 45(5), 293-300. <https://doi.org/10.3102/0013189X16656841>
- 5 Nguyen, T., **Watts, T.W.**, Duncan, G. J., Clements, D. H., Sarama, J. S., Wolfe, C., & Spitler, M. E. (2016). Which preschool mathematics competencies are most predictive of fifth grade achievement? *Early Childhood Research Quarterly*, 36, 550-560. <https://doi.org/10.1016/j.ecresq.2016.02.003>
- 4 **Watts, T.W.**, Duncan, G. J., Chen, M., Claessens, A., Davis-Kean, P. E., Duckworth, K., Engel, M., Siegler, R. S., Susperreguy, M. I. (2015). The role of mediators in the development of longitudinal mathematics achievement associations. *Child Development*, 86(6), 1892-1907. <https://doi.org/10.1111/cdev.12416>
- 3 Bailey, D. H., **Watts, T.W.**, Littlefield, A. K., & Geary, D. C. (2014). State and trait effects on individual differences in children's mathematical development. *Psychological Science*, 25(11), 2017-2026. <https://doi.org/10.1177/0956797614547539>
- 2 **Watts, T.W.**, Duncan, G. J., Siegler, R. S., & Davis-Kean, P. E. (2014). What's past is prologue: Relations between early mathematics knowledge and high school achievement. *Educational Researcher*, 43(7), 352-360. doi: 10.3102/0013189X14553660
- 1 Harte, C. B., **Watts, T.W.**, & Meston, C. M. (2013). Predictors of 1-, 6-and 12-month smoking cessation among a community-recruited sample of adult smokers in the United States. *Journal of Substance Use*, 18(5), 405-416. <https://doi.org/10.3109/14659891.2012.709913>

\* denotes mentored student

## DATASETS

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**Watts, T. W.**, Das, S., Li, C., Pan, X. S., Gandhi, J., McCoy, D. C., Li-Grining, C., Roy, A. L., Jones, S. M., & Raver, C. C. (2023). *The Chicago School Readiness Project: Adolescent Follow-Up, Illinois, 2004-2019*. Inter-university Consortium for Political and Social Research [distributor], 2023-03-06. <https://doi.org/10.3886/ICPSR38425.v1>

## PAPERS/CHAPTERS WITHOUT PEER REVIEW

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Whitaker, A., Burchinal, M., Jenkins, J. M., Bailey, D. H., **Watts, T. W.**, Duncan, G. J., Hart, E. R. \*, & Peisner-Feinberg, E. (2025). Why are preschool programs becoming less effective? In press at *Journal of Policy Analysis and Management* (Policy Insights). <https://doi.org/10.1002/pam.70031>

Jenkins, J. M., Watts, T. W., & Dodge, K. A. (2024, May). In search of dynamic complementarities between early and later education: Evidence from North Carolina's Pre-k and K-12 school funding reforms. In *AEA Papers and Proceedings* (Vol. 114, pp. 474-479). American Economic Association. <https://www.aeaweb.org/articles?id=10.1257/pandp.20241080>

Jacob, R., **Watts, T. W.**, & von Suchodoletz, A. (2022). The potential of school-based interventions that target executive function. *Frontiers in Psychology*, 13:831745. <https://doi.org/10.3389/fpsyg.2022.831745> (editorial corresponding to edited special issue)

**Watts, T.W.** & Raver C.C. (2020). Promoting equality of educational opportunity by investing early: Recommendations for longitudinal research. In L. Tach, R. Dunifon, & D.L. Miller (Eds.), *APA Bronfenbrenner series on the ecology of human development. Confronting inequality: How policies and practices shape children's opportunities* (pp. 143-163). Washington, DC: American Psychological Association. <http://dx.doi.org/10.1037/0000187-007>

**Watts, T.W.**, Duncan, G.J., & Rivas, M. (2019). *A Reanalysis of Impacts of the Tennessee Voluntary Prekindergarten Program*. (EdWorkingPaper: 19-28). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/mzk4-jk96>

Vandell, D.L., & **Watts, T.W.** (2018). Self care. In M.H. Bornstein (Editor-in-Chief) M. Arterberry, J. E. Lansford, & K. L. Fingerma (Eds.), *The SAGE encyclopedia of lifespan human development* (pp. 1923-1925). Thousand Oaks, CA: SAGE. doi: <http://dx.doi.org/10.4135/9781506307633.n715>

Vandell, D. L., Larson, R. W., Mahoney, J. L., & **Watts, T. W.** (2015). Children's organized activities. In M. H. Bornstein, T. Leventhal, & R. M. Lerner (Eds.), *Handbook of child psychology and developmental science: Ecological settings and processes* (pp. 305-344). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118963418.childpsy408>

## SELECTED AWARDS

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2019	National Institutes of Health- Division of Loan Repayment Program Awardee NIH-LRP; Washington, DC
2017	Michael Martinez Prize for Outstanding Research and Service University of California, Irvine
2014	Associated Graduate Student Award for Best Research Presentation (Dean's Prize-Education) University of California, Irvine

## INVITED PRESENTATIONS

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*Zooming Out to Understand Educational Intervention Persistence and Fadeout: Is Fadeout Ubiquitous?*  
Invited talk, Early Education and Care Conference, University of Stavanger. June 2025.

*Zooming Out to Understand Educational Intervention Persistence and Fadeout: Is .30 Always .30?* Invited talk, VIVE- The Danish Center for Social Science Research. June 2025.

*Zooming Out to Understand Educational Intervention Persistence and Fadeout: Is .30 Always .30?* Invited talk, Committee on Education, University of Chicago. April 2025.

*What does the current evidence say about the scale-up of public pre-k?* Invited talk to the 2025 Columbia University China-U.S. Education Forum. March 2025.

*Summary of Current Pre-K Evaluation Evidence.* Invited presentation to the Senate Education Committee for a hearing on public pre-k scale-up in the State of Alaska. February 2025.

*Zooming Out to Understand Educational Intervention Persistence and Fadeout.* Invited talk, Department of Epidemiology, Columbia University Mailman School of Public Health. February 2025.

*Zooming Out to Understand Early Childhood Educational Intervention Persistence and Fadeout.* Invited talk, Economics and Education Seminar, Teachers College, Columbia University. February 2024.

*Using Meta-Analytic Data to Understand Why Educational RCT Impacts Persist and Fade* (with Emma Hart). Invited talk, Department of Psychology, University of Warwick. February 2024 (seminar held online).

*Zooming Out to Understand Early Childhood Educational Intervention Persistence and Fadeout.* Invited talk, School of Education, University of California- Irvine. January 2024.

*Zooming Out to Understand Early Childhood Educational Intervention Persistence and Fadeout.* Invited talk, School of Education, University of Wisconsin- Madison. December 2023.

*Using Meta-Analytic Data to Understand why Educational RCT Impacts Persist and Fade* (with Emma Hart). Invited talk, Norwegian Institute of Public Health, Presentation for the MoBaEarlyEd research project. August 2023.

*Using Meta-Analytic Data to Understand why Educational RCT Impacts Persist and Fade* (with Emma Hart). Invited talk, University of Oslo, Department of Special Needs Education. August 2023.

*Long-term educational intervention impacts: A meta-analytic approach for understanding patterns of fadeout and persistence.* Invited talk, University of Pennsylvania, Predoctoral Training Program in Interdisciplinary Methods for Field-based Research in Education. March 2023.

*Impacts of the Chicago School Readiness Project on measures of achievement, cognitive functioning, and behavioral regulation in late adolescence.* Invited talk, New York University, Applied Psychology. April 2022.

*Impacts of the Chicago School Readiness Project on measures of achievement, cognitive functioning, and behavioral regulation in late adolescence.* Invited talk, University of Colorado Boulder, School of Education. December 2021.

*Exploring heterogeneity across multiple cluster randomized trials in early childhood.* Invited talk, Duke University, Center for Child and Family Policy. April 2021. Online.

*Examining the long-term impacts of the Chicago School Readiness Project.* Invited talk, Boston College. Feb 2020.

*A story without an ending: Early childhood education programs and the ongoing search for long-run effects.* Invited lecture, Department of Education, University of Oslo. May 2019.

*Early Childhood Education and Long-Run Development: Can Predictive Associations Inform Causal Theories?* Invited talk, Teachers College, Columbia University. Feb 2019.

*Early Childhood Education and Long-Run Effects: Can Predictive Associations Inform Causal Theories?* Invited talk, Graduate Center, City University of New York. Feb 2019.

*Early Childhood Education and Long-Run Effects: Can Predictive Associations Inform Causal Theories?* Invited talk, Graduate School of Education, Stanford University. Dec 2018.

*Promoting equality of educational opportunity by investing early: Can ECE programs offer long-term as well as short-term benefits?* Invited talk, Bronfenbrenner Center for Translational Research, College of Human Ecology, Cornell University. Oct 2018.

*State pre-kindergarten programs and long-term effects: The puzzle of the TNVPK evaluation.* Invited talk, Graduate School of Education, Harvard University. Oct 2018.

*Early Intervention and Longitudinal Modeling: What Can We Learn from Correlational Work?* Invited talk, Department of Psychology, St. John's University. September 2018.

*The Chicago School Readiness Project: Examining the Long-Term Impacts of an Early Childhood Intervention.* Invited talk, IES-PIRT Proseminar Series, New York University. Feb 2018.

## **SELECTED CONFERENCE PRESENTATIONS** **(First authored or mentored student paper presentations)**

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**Watts, T.W.**, Bailey, D., Botvin, C.\*, Hart, E.\*, & Mattera, S. (September, 2023). *Predictors of persistence and fadeout in a multi-site randomized control trial of an ECE curriculum.* Paper presented at the 2023 Annual Meeting for the Society for Research on Educational Effectiveness. Arlington, VA.

Hart, E.\*, **Watts, T.W.**, Bailey, D. (September, 2023). *Disentangling patterns and mechanisms of fadeout, persistence, and emergence using a meta-analysis of educational RCTs with longitudinal follow-up.* Paper presented at the 2023 Annual Meeting for the Society for Research on Educational Effectiveness. Arlington, VA.

**Watts, T.W.**, Jenkins, J., Dodge, K. A., Carr, R. C., & Sauval, M. (March, 2023). *Using a natural experiment to examine NC Pre-K main effects: an updated approach.* Paper presented at the 2023 Biennial Meeting for the Society for Research in Child Development. Salt Lake City, Utah.

Sperber, J.F.\*, Vandell, D., Duncan, G.J., & **Watts T.W.** (March, 2023). *Gratification delay and adult outcomes: Does the marshmallow test predict adult functioning?* Paper presented at the 2023 Biennial Meeting for the Society for Research in Child Development. Salt Lake City, Utah.

Pan, X. S.\*, Botvin, C.\*, & **Watts T.W.** (March, 2023). *Reconceptualizing the factor structure of school readiness: A bifactor model.* Paper presented at the 2023 Biennial Meeting for the Society for Research in Child Development. Salt Lake City, Utah.

Hart, E. R. \*, Bailey, D. H., & **Watts, T.W.** (March, 2023). *Trajectories of fadeout in cognitive and social-emotional outcomes: A meta-analysis of randomized control trials with follow-up assessments*. Paper presented at the 2023 Biennial Meeting for the Society for Research in Child Development. Salt Lake City, Utah.

Botvin, C. \*, **Watts, T.W.**, Jenkins, J. M., Carr, R., Dodge, K., Clements, D., & Sarama, J. (September, 2022). *The influence of classroom peer composition on the persistence of early intervention effects: Evidence from a preschool mathematics curriculum RCT*. Paper presented at the 2022 Annual Meeting for the Society for Research on Educational Effectiveness. Arlington, VA.

**Watts, T.W.**, Bailey, D. & Mattera, S. (March, 2022). *Exploring patterns of fadeout across multi-site RCTs of an early childhood curriculum intervention*. Paper presented at the 2021 Annual Meeting for the Association for Public Policy Analysis and Management. Austin, TX (conference rescheduled from Fall 2021 to Spring 2022).

**Watts, T.W.**, Li, C., Pan, X., & McCoy, D. C. (September, 2021). *Impacts of the Chicago School Readiness Project on measures of cognitive and behavioral functioning in high school*. Paper presented at the 2021 Annual Meeting for the Society for Research on Educational Effectiveness. Online conference.

**Watts, T.W.**, Jenkins, J., Carr, R., Dodge, K., Clements, D., & Sarama, J. (November, 2020). *Examining the role of peer effects in a longitudinal evaluation of an early mathematics program*. Paper presented at the 2020 Annual Meeting for Association for Public Policy Analysis and Management. Online conference.

**Watts, T.W.** & Mattera, S. (November, 2020). *Examining sources of heterogeneity in a multi-site evaluation of a mathematics curriculum intervention*. Paper presented at the 2020 Annual Meeting for Association for Public Policy Analysis and Management. Online conference.

**Watts, T.W.** (January, 2020). *The long-term effects of the Chicago School Readiness Project*. Invited presentation at the 2020 Institute of Educational Sciences Annual Principal Investigators Meeting. Washington, D.C.

**Watts, T.W.** (May, 2019). *Lessons from Revisiting the Marshmallow Test: Exploring connections between non-experimental research and intervention development*. Chair of Invited Symposium at the 2019 Annual Meeting for the Association of Psychological Science. Washington, DC.

**Watts, T.W.**, Ibrahim, D., Khader, A., Gandhi, J., & Raver, C. C. (March, 2019). *The effect of early intervention on later school selection*. Paper presented at the 2019 biennial meeting for the Society for Research in Child Development. Baltimore, MD.

**Watts, T.W.**, Duncan, G. D., & Rivas, M. (March, 2019). *A reanalysis of impacts of the Tennessee Voluntary Prekindergarten Program*. Paper presented at the 2019 annual meeting for the Society for Research on Educational Effectiveness. Washington, DC.

**Watts, T.W.**, Ibrahim, D., Khader, A., Gandhi, J., & Raver, C. C. (October, 2018). *Getting in: The effect of early intervention on later school selection*. Paper presented at the 2018 SRCD special topic meeting-Conference on the use of secondary and open source data in Developmental Science. Phoenix, AZ.

**Watts, T.W.**, Gandhi, J., & Raver, C.C. (April, 2018). *The impact of the Chicago School Readiness Project on adolescent executive functioning and behavior*. Paper presented at the 2018 annual meeting for the American Educational Research Association. New York, NY.

**Watts, T.W.,** Gandhi, J., & Raver, C.C. (March, 2018). *Estimating the long-run impacts of the Chicago School Readiness Project*. Paper presented at the 2018 annual meeting for the Society for Research on Educational Effectiveness. Washington, DC.

**Watts, T.W.,** Gandhi, J., Ibrahim, D., & Raver, C.C. (March, 2018). *Estimating the long-run impacts of the Chicago School Readiness Project*. Paper presented at the 2018 annual meeting for the Association for Education Finance and Policy. Portland, OR.

**Watts, T.W.,** Duncan, G. J., & Rivas, M. (January, 2018). *A reanalysis of impacts of the Tennessee Voluntary Preschool Program*. Paper presented at the 2018 annual meeting for the American Economic Association. Philadelphia, PA.

**Watts, T.W.** (April, 2017). *Revisiting the correlation between adolescent academic achievement and adult economic success*. Paper presented at the 2017 biennial meeting for the Society for Research in Child Development. Austin, TX.

**Watts, T.W.,** Clements, D. H., Sarama, J., Wolfe, C. B., Spitler, M. E., Bailey, D. (April, 2016). *Effects of an early mathematics intervention on stable and time-varying components of mathematics achievement*. Paper presented at the 2016 annual meeting for the American Educational Research Association. Washington, DC.

**Watts, T.W.,** Duncan, G. J., Clements, D. H., Sarama, J., Wolfe, C. B., & Spitler, M. E. (November, 2015). *Preschool growth in mathematics and long-run achievement: An instrumental variables approach*. Paper presented at the 2015 annual meeting for the Association for Public Policy Analysis and Management. Miami, FL.

**Watts, T.W.,** Duncan, G. J., Clements, D. H., Sarama, J., Wolfe, C. B., & Spitler, M. E. (April, 2015). *Preschool growth in mathematics and long-run achievement: An instrumental variables approach*. Paper presented at the 2015 annual meeting for the American Educational Research Association. Chicago, IL.

**Watts, T.W.,** Duncan, G. J., Clements, D. H., Sarama, J., Wolfe, C. B., & Spitler, M. E. (March, 2015). *Preschool growth in mathematics and long-run achievement: An instrumental variables approach*. Paper presented at the 2015 biennial meeting for the Society for Research in Child Development. Philadelphia, PA.

**Watts, T.W.,** Duncan, G. J., Clements, D. H., Sarama, J., Wolfe, C. B., & Spitler, M. E. (March, 2015). *Great expectations: The effect of high teacher expectations on the mathematics achievement of African American students in a preschool mathematics intervention*. Paper presented at the 2015 annual meeting for the Society for Research on Educational Effectiveness. Washington, DC.

**Watts, T.W.,** Spanier, M., Duncan, G.J. *Predicting adolescent math achievement with preschool math skills*. (April, 2014). Paper presented at the 2014 annual meeting for the American Educational Research Association. Philadelphia, PA.

## TEACHING

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2025-present      **Primary Instructor,** Research Practicum; Teachers College, Columbia University

2025-present	<b>Primary Instructor</b> , Development and Socialization Across the Lifespan; Teachers College, Columbia University
2020-present	<b>Primary Instructor</b> , Capstone in Developmental Psychology; Teachers College, Columbia University
2020-present	<b>Primary Instructor</b> , Methods of Empirical Research; Teachers College, Columbia University
2019	<b>Primary Instructor</b> , IES-PIRT Seminar on Causal Inference in Education; New York University
2017	<b>Primary Instructor</b> , Statistics for Education Research (i.e., Introduction to Statistics); University of California, Irvine
2016	<b>Teaching Assistant</b> , Applied Regression Analysis for Education and Social Scientific Research (graduate course), Professor Greg Duncan
2012	<b>Teaching Assistant</b> , Adolescent Development, Professor Joseph Mahoney

## SERVICE WORK

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Associate Editor	Child Development (2025-)
Editorial Board	Developmental Psychology (2020 – 2022); Child Development (2025-)
Guest Editor	Frontiers in Psychology (2020-2021)- <i>The Potential of School-Based Interventions that Target Executive Function</i>
Journal referee	AERA Open; American Journal of Community Psychology; Applied Developmental Science; British Journal of Developmental Psychology; Child Development; Children and Youth Services Review; Developmental Psychology; Development and Psychopathology; Early Childhood Research Quarterly; Early Education and Development; Economics of Education Review; Educational Researcher; Educational Evaluation and Policy Analysis; Emotion; Journal of Applied Developmental Psychology; JAMA Pediatrics; Journal of Educational Psychology; Journal of Experimental Child Psychology; Journal of Public Economics; Journal of Research on Educational Effectiveness; Learning and Individual Differences; Learning and Instruction; Merrill-Palmer Quarterly; NPJ- Science of Learning; PLOS One; Psychology and Neuroscience; Psychological Bulletin; Psychological Science; Review of Educational Research; Youth and Society
Conference chair	Society for Research in Child Development, Chair of Early Childhood Education section (2024)
Conference referee	Society for Research in Child Development; Society for Research on Educational Effectiveness
Grant referee	National Science Foundation (review panel member); Administration for Children and Families, US Department of Health and Human Services; William T. Grant Foundation
NYU	Mentor for the FOCUS Program (a mentorship program for first-generation college students)
Teachers College	Oversaw the redesign of the culminating project for the Masters in Developmental Psychology program. Through the Capstone Class, I supervise all of the students completing their culminating project during their final semester in the program.

Fostered partnership with NYC non-profit organization, First Workings, to provide mentorship opportunities matching TC MA and Ph.D. students with NYC first-generation college applicants and students. This project was selected for the Zankel Fellowship program at TC in 2023-2025.

Organized and led the creation of the Ph.D. Working Group for the Department of Human Development (2022-)

Psychology Faculty Coordinating Committee (2020-2022)

Psychology Methods Certification Exam Committee (2022-)

Reviewer for the Dean's Grant Award for Students (2022-2024)

Faculty Advisory Committee (2023-2024)

Faculty Executive Committee (2024-2025)

Academic Program Subcommittee of FEC (2024-2025); Chair of the Academic Program Subcommittee of FEC (2025)

Faculty search committee: Statistics, Department of Human Development, 2021-2022; School Psychology, Health and Behavior Studies, 2021-2022; Developmental Psychology, Department of Human Development, 2022-2024; Statistics, Department of Human Development, 2022-2023.

Dissertation committees (excluding EdD reader appointments): Caroline Botvin, Adriel Brown, Yiran Du, Teresa Fraguada, Jill Gandhi (NYU), Emma Hart, Melissa Giebler, Dina Kapengut, Colleen Oppenzato, Xinyu Pan, Katrina Simon, Jessica Sperber, Yu Song, Lisa Szczesniak, Cindy Wiltshire, Si Xiao, Jialing Zeng, Sarah Chu

Doctoral advisees: Caroline Botvin, Emma Hart (joint w/ K. Noble), Jessica Sperber (joint w/ K. Noble), Mindy Rosengarten (joint w/ K. Noble), Xinyu Pan (joined lab from Cognitive Science in Education program), Casey Moran (joint w/ K. Noble)

## SELECTED MEDIA COVERAGE

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Misirlsoy, Erman (2019, October 29). The ongoing controversy over the Marshmallow Test. *Medium*. Retrieved from: <https://elemental.medium.com/the-ongoing-controversy-over-the-marshmallow-test-b495db1809be>

Cantor, D. (2018, July 3). Marshmallow Test's newest surprise: Kids have more self-control today than in the '60s. *Forbes*. Retrieved from: <https://www.forbes.com/sites/the74/2018/07/03/marshmallow-tests-newest-surprise-kids-have-more-self-control-today-than-in-the-60s/#16db3b8149f4>

Resnick, B. (2018, June 6). The "Marshmallow Test" said patience was key to success. A new replication tells us s'more. *VOX*. Retrieved from: <https://www.vox.com/science-and-health/2018/6/6/17413000/marshmallow-test-replication-mischel-psychology>

Toppo, G. (2018, June 6). Softening claims of the Marshmallow Test. *Inside Higher Ed*. Retrieved from: <https://www.insidehighered.com/news/2018/06/06/new-findings-cast-doubt-marshmallow-test-success-claims>

Calarco, J.M. (2018, June 1). Why rich kids are so good at the Marshmallow Test. *The Atlantic*. Retrieved from: <https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/>

Adams, R. (2018, June 1). Famed impulse control 'Marshmallow Test' fails in new research. *The Guardian*. Retrieved from: <https://www.theguardian.com/education/2018/jun/01/famed-impulse-control-marshmallow-test-fails-in-new-research>

Brueck, H. (2018, May 31). The famous Stanford 'Marshmallow Test' suggested that kids with better self-control were more successful. But its being challenged because of a major flaw. *Business Insider*. Retrieved from: <https://www.businessinsider.com/marshmallow-test-of-self-control-may-not-be-correct-2018-5>

Bailey, D. H. (2014, November 13). What's the point of teaching math in preschool? *Brookings*. Retrieved from: <https://www.brookings.edu/research/whats-the-point-of-teaching-math-in-preschool/>