

JESSICA E. KILDAY

jkilday@missouri.edu • Manassas, VA 20112

Updated: 04/06/2026

EDUCATION

- 2023 **Ph.D. Education and Psychology**
University of Michigan, Ann Arbor, MI
Dissertation: *Teachers and the classroom peer ecology: How can peers promote academic engagement in early adolescence?*
Committee: Drs. Allison Ryan (chair), Kai Cortina, Jamaal Matthews, Helen Patrick
- 2019 **M.S. Psychology**
University of Michigan, Ann Arbor, MI
- 2013 **M.S. Educational Psychology**
George Mason University, Fairfax, VA
Thesis: *Student-oriented teaching: Measuring self-efficacy for career teachers in relation to motivation and professional development*
- 2010 **B.A. History with Honors**
University of Mary Washington, Fredericksburg, VA
Summa Cum Laude
- Certificates and Certifications**
Secondary history education, grades 6-12, Virginia (2010-2020)
Graduate student teaching certificate, University of Michigan

PROFESSIONAL APPOINTMENTS

- 2023 – Present **Postdoctoral Research Fellow, University of Missouri**
Department of Educational, School, and Counseling Psychology
Supervisor: Christi Bergin, Prosocial Education Lab

RESEARCH INTERESTS

Early adolescence, students' achievement motivation and engagement, classroom climate, peer relationships, teacher-student relationships, the transition to middle school, prosocial behavior, social and emotional development

PUBLICATIONS (*indicates graduate student)

PEER REVIEWED ARTICLES

1. Brass, N.R., Bergin, C., Rose, C., **Kilday, J.E.**, Campbell, A., *Payton, J., Mirielli, L., Prewett, S. (in press). Reducing teacher burnout and promoting student prosocial behavior using the ECHO telementoring model in middle schools. *Psychology in the Schools*.

2. **Kilday, J.E.**, & Ryan, A.M. (2025). The reciprocal dynamics of peer relationships and motivation: A commentary on the special issue. *British Journal of Educational Psychology*.
Invited Special issue topic: Peer relationships and student motivation
3. **Kilday, J.E.**, & Ryan, A.M. (2025). Connecting engagement to classroom friendships and popular peers' prosocial behaviour. *British Journal of Educational Psychology*.
4. **Kilday, J.E.**, & Ryan, A.M. (2024). The intermediary role of peer relationships between teachers and students' classroom engagement. *Journal of Applied Developmental Psychology*.
5. Oh, H., Patrick, H., **Kilday, J. E.**, & Ryan, A.M. (2024). The need for relatedness in college engineering: A self-determination lens on academic help-seeking. *Journal of Educational Psychology*.
6. **Kilday, J. E.**, & Ryan, A. M. (2022). The intersection of the peer ecology and teacher practices for student motivation. *Educational Psychology Review*.
7. **Kilday, J. E.**, & Ryan, A. M. (2022). Who do students ask for help with classwork? Sources of help and changes in help-seeking from peers during early adolescence. *Journal of Early Adolescence*.
8. **Kilday, J. E.**, Brass, N. R., Ferguson, S., & Ryan, A. M. (2022). Teachers' management of peer relations: Associations with early adolescent classroom peer ecologies. *Journal of Experimental Education*.
9. Montoro, J.P., **Kilday, J.E.**, Rivas-Drake, D., Ryan, A. M., & Umaña-Taylor, A. (2020). Coping with discrimination from peers and adults: Implications for adolescents' school belonging. *Journal of Youth and Adolescence*.
10. **Kilday, J.E.**, & Ryan, A.M. (2019). Personal and collective perceptions of social support: Implications for classroom engagement in early adolescence. *Journal of Contemporary Educational Psychology*, 58, 163-174.
11. **Kilday, J.E.**, Lenser, M.L., & Miller, A.D. (2016). Considering students in teachers' self-efficacy: Examination of a scale for student-oriented teaching. *Journal of Teaching and Teacher Education*, 56, 61-71.
12. Pellegrino, A.M., & **Kilday, J.E.** (2013). Hidden in plain sight: Pre-service teachers' orientations toward inquiry-based learning in history. *Journal of Social Studies Education Research*, 4(2), 1-26.

BOOK CHAPTERS

1. Ryan, A. M., & **Kilday, J.E.** (2023). How interpersonal factors matter for help seeking in the classroom. In T. Urdan & E. N. Gonida (Eds.), *Remembering the Life, Work, and Influence of Stuart A. Karabenick* (Vol. 22, pp. 27–47). Emerald Publishing Limited.
2. Ryan, A.M., **Kilday, J.E.**, & Brass, N.R. (2022). Can friends help motivate each other to do well in school? In M. Jones (Ed), *Peer relationships in classroom management: Evidence and interventions for teaching*.

DATA SETS

1. Bergin, C., Brass, N., **Kilday, J. E.**, Rose, C., Campbell, A. R., & Prewett, S. (2026, March 31). ECHO: Prosocial and Positive School Climate.
<https://doi.org/10.17605/OSF.IO/WGHPQ>

MANUSCRIPTS IN SUBMISSION

Kilday, J.E., Bergin, C., Brass, N.R., *Baron, O., Brockmeier, L., & *Vogts, A. (under review). Praise for prosocial behavior links teacher self-efficacy to classroom social dynamics.

Simpson, H.A., Glatley, B., **Kilday, J.E.**, Bhatia, A., & Ryan, A.M. (under review). Autonomy and relatedness go together: Profiles of need supportive teaching in early adolescence.

MANUSCRIPTS IN DEVELOPMENT

*Vogts, A. **Kilday, J.E.**, Payton, J., & Bergin, C. (in prep). Classroom prosocial behavior strengthens middle school teachers' self-efficacy.

Kilday, J.E., Brockmeier, L., & Bergin, C. (in prep). Supportive relationships and social status play distinct roles in middle schoolers' prosocial behavior.

Bergin, C., Williams, R., Foster, J., Zhu, B., Brockmeier, L., & **Kilday, J.E.**, (in prep). Fifth graders' prosocial behavior and engagement can be increased through teacher practices.

FUNDING

AWARDED

2022 Predoctoral Fellowship. *Teachers and Classroom Peer Ecology*. Rackham Graduate School, University of Michigan (\$36,084 + 1 year tuition)

SUBMITTED

2024 Co-Principal Investigator (20%). *Prosocial Education for Teamwork in Science Education: Stem2gether*. National Science Foundation, DRK-12 (\$4,735, 901).

2023 Co-Principal Investigator (20%). *Prosocial Education Enhanced Project Lead the Way (PLTW + PE)*. National Science Foundation, DRK-12 (\$4,866,459).

HONORS AND AWARDS

2023 Dr. Stuart A. Karabenick Fellowship Award, Combined Program in Education and Psychology (\$1,000)

2022 William Morse Fellowship Award, Combined Program in Education and Psychology (\$450)

2021 Margaret Ayers Host Fellowship (\$8,500)

2020, 2023 Rackham Graduate Student Domestic Travel Grant (\$800, \$900)

2019 Rackham Graduate Student Pre-Candidacy Research Grant (\$1,351)

2019 Rackham Graduate Student International Travel Grant (\$1,050)

2019 Summer Diversity Research Grant, Combined Program in Education and Psychology (\$1,000)

2010 Best Presentation for Original Research, Undergraduate Forum on Women's Studies, University of Mary Washington

2010 Honorable Mention, Undergraduate Research Competition, Virginia Social Science Association Annual Conference

2010 Fredericksburg Kiwanis Award for Leadership, Scholarship, and Service, University of Mary Washington

PRESENTATIONS (*indicates graduate student)

PEER-REVIEWED CONFERENCE PRESENTATIONS

1. Bergin, C., **Kilday, J.E.**, Brass, N.R., & *Payton, J. (2026, June). *Confident teachers foster positive relationships by using praise more often* [Paper presentation]. Relation Centered Education Network, Griffith University, Gold Coast, Australia.
2. **Kilday, J.E.**, Brockmeier, L., & Bergin, C. (2026, April). *Supportive relationships and social status play distinct roles in middle schoolers' prosocial behavior* [Poster presentation]. Society for Research on Adolescence, Toronto, Canada.
3. **Kilday, J.E.**, Bergin, C., & Brockmeier, L., (2025, October). *Promoting Teachers' Use of Prosocial Education Strategies in 5th to 8th grade* [Paper presentation]. Scholarly Consortium for Innovation Psychology in Education, Norman, Oklahoma.
4. Bergin, C., **Kilday, J.E.**, *Payton, J., Brass, N.R., Rose, C., Campbell, A., Prewett, S., *Mirielli, L. (2025, August). *Enhancing teacher wellbeing and student belonging through*

the ECHO telementoring approach [Poster presentation]. European Association for Research on Learning and Instruction, Graz, Austria.

5. Brass, N.R., *Payton, J., Bergin, C., Rose, C., **Kilday, J.E.**, Campbell, A., Prewett, S., & *Mirielli, L. (2025, June). *Enhancing teacher efficacy and student belonging through the ECHO professional development model* [Poster presentation]. Relationship Centered Education Network, Maynooth, Ireland.
6. **Kilday, J.E.**, Brass, N. R., Brockmeier, L.A., & Bergin, C. (2025, April). *Implementing prosocial education strategies is related to teachers' confidence and supports middle schoolers' peer relationships* [Poster presentation]. American Education Research Association, Denver, CO, United States.
7. Bergin, C., **Kilday, J.E.**, Roos, J., Olsen, A., Huang, F. & Brockmeier, L.A. (2025, April). *A self-report measure of prosocial behavior in middle school* [Roundtable presentation]. American Education Research Association, Denver, CO, United States.
8. Brass, N., **Kilday, J.**, Bergin, C., Campbell, A., Rose, C., Prewett, S., *Payton, J., & *Mirielli, L (2025, April). *Prosocial education using echo intervention model increases teacher well-being* [Roundtable presentation]. American Education Research Association, Denver, CO, United States.
9. Bhatia, A., Glatley, B., **Kilday, J.E.**, Simpson, H., Pearson, M., Ryan, A.M. (2025, April). *Investigating need supportive teaching in middle school math and science using a person-centered approach* [Poster presentation]. American Education Research Association, Denver, CO, United States.
10. **Kilday, J.E.**, & Ryan, A.M. (2024, April). *The role of teachers in adolescents' classroom peer ecologies and engagement: A multilevel mediation model* [Poster presentation]. Society for Research on Adolescence, Chicago, IL, United States.
11. **Kilday, J.E.**, Simpson, H., & Ryan, A.M. (2023, April). *Cheating or help-seeking with peers? Exploring their measurement and motivational correlates in 4th-8th grade* [Paper session]. American Education Research Association, Chicago, Illinois, United States.
12. Brass, N.R., **Kilday, J.E.**, & Ryan, A.M. (2022, March). *Peer acceptance and motivation for school: Examining developmental differences between elementary and middle school students* [Poster presentation]. Society for Research on Adolescence, New Orleans, LA, United States.
13. **Kilday, J.E.** & Ryan, A.M. (2021, August). *Who do students ask for help in class? Peer characteristics associated with changes in help-seeking* [Poster presentation]. American Psychological Association Annual Convention, Virtual. **Division 15 graduate student poster award recognition**

14. **Kilday, J.E.**, Brass, N.R., Ferguson, S., & Ryan, A.M. (2020, April). *Teachers' management of peer relations: Associations with peer support and status norms in early adolescent classrooms* [Poster presentation]. American Education Research Association, San Francisco, CA, United States. (Conference canceled)
15. Montoro, J.P., **Kilday, J.E.**, Rivas-Drake, D., Ryan, A.M., & Umaña-Taylor, A. (2020, March). *Coping with discrimination from peers and adults: Implications for adolescents' school belonging* [Poster presentation]. Biannual Society for Research on Adolescence, San Diego, CA, United States. (Conference canceled)
16. **Kilday, J.E.** & Ryan, A.M. (2019, April). *Multiple facets of early adolescents' subjective social support: Implications for classroom engagement* [Paper presentation]. American Education Research Association, Toronto, Canada.
17. **Kilday, J.E.**, Lenser, M.L., & Miller, A.D. (2014, August). *Teacher self-efficacy: Developing a scale for student-oriented teaching* [Poster presentation]. American Psychological Association Annual Convention, Washington, D.C., United States.
18. **Kilday, J. E.**, & Pellegrino, A.M. (2013, November). *Hidden in plain sight: An introduction to historical inquiry* [Poster presentation]. National Council for the Social Studies, St. Louis, MO, United States.
19. **Kilday, J.E.** (2010, March). *Feuding the fairytale: The contention between 'women's lib' and prescribed femininity in the Fredericksburg (VA) Freelance Star 1967-1973* [Paper presentation]. Virginia Social Science Association, Petersburg, VA, United States.

EDUCATION PRACTITIONER CONFERENCE PRESENTATIONS

1. Collini, S., & **Kilday, J.E.** (2017, March). *Eagle Eye Citizen: Teaching civics and history using primary sources* [Conference session]. National Council for History Education, Atlanta, GA, United States.
2. Schrum, K., Sleeter, N., **Kilday, J.E.**, & Collini, S. (2016, October). "Eagle Eye Citizen: Interactive engagement with civics and primary sources." Presentation at the Library of Congress online conference for educators.

INVITED PRESENTATIONS, TRAININGS, AND WORKSHOPS

November 2024 *Peer relationships and belonging*. Knowledge burst presentation for middle school educators in the SEED funded professional development program, University of Missouri, and University of Texas – Arlington.

- March 2024 *How to use praise effectively.* Knowledge burst presentation for middle school educators in the SEED funded professional development program, University of Missouri, and University of Texas – Arlington.
- January 2024 *Replacing power assertion with induction in the classroom.* Knowledge burst presentation for middle school educators in the SEED funded professional development program, University of Missouri, and University of Texas – Arlington.
- October 2018, 2019, 2021 *School connectedness survey.* Presentation for principals and school administrators, school district located in South-eastern Michigan.
- May 2019 *School connectedness survey.* Presentation for middle school teachers, school located in south-eastern Michigan.
- December 2018 *Personal and collective perceptions of social support: Implications for classroom engagement.* Combined program in education and psychology colloquium, University of Michigan.
- August 2012 *The busy social studies teacher's toolkit: Teachinghistory.org.* Presentation at Fairfax County social studies in-service workshop.

RESEARCH EXPERIENCE

- 2023 – Present **Prosocial Development and Education Research Lab (PI: Dr. Christi Bergin)**, University of Missouri, Role: Postdoctoral Fellow
Contribute to the effective implementation of two, field-based, randomized control trials, to assess the impact of a prosocial education intervention on teacher and student outcomes. Funding by the Department of Education: (1) SEED grant, *The Mathematics, Social-Emotional Learning and Equity (Math + SEL + E) project* (\$7,886,948), and (2) IES grant, *ECHO: Prosocial and Positive School Climate* (\$1,999,793). Responsibilities include project management, survey development and administration, data management, data analysis, program evaluation, leading teacher professional development, contributing to manuscripts and publications, mentoring graduate students.
- 2018 – 2023 **School Connectedness Project (PI: Dr. Allison Ryan)**
University of Michigan, Role: Graduate Student Research Assistant
Develop surveys to assess students' perceptions of school and class climate, motivation, engagement, and peer dynamics. Oversee logistics of survey administration in elementary and middle schools. Assist with

codebook development, data cleaning, and analyses. Develop reports to communicate longitudinal and cross-sectional data about school climate to district personnel (i.e., superintendents, principals, and teachers). Present school climate data at staff meetings to school district personnel. Train and mentor undergraduate research assistants to code and analyze survey data.

2017 – 2023

Adolescent Transitions Lab (directed by Dr. Allison Ryan)

University of Michigan, Role: Graduate Student

Read and discuss current issues related to adolescent development, peer relationships, motivation, and the transition to middle school. Provide feedback on projects that are in preparation for presentation or publication.

2017 – 2019

Motivation Lab (directed by Dr. Stuart Karabenick)

University of Michigan, Role: Graduate Student

Read and discuss current issues in motivation research. Provide feedback on projects that are in preparation for presentation or publication.

TEACHING EXPERIENCE

UNIVERSITY TEACHING

Winter 2022

Educ 391: Human Development and Educational Psychology

Instructor of Record – Instructor Team Lead, School of Education, University of Michigan

Format: in-person, remote, and hybrid as needed

Led lectures and facilitated discussion twice per week for 19 secondary education majors; served as instruction team leader in developing syllabi, assignments, and assessments; graded student work, provided feedback, and held weekly office hours; led weekly team meeting to plan lessons, reflect on successes and challenges, and discuss strategies for meeting students' individual needs

Fall 2020

Educ 391: Human Development and Educational Psychology

Instructor of Record, School of Education, University of Michigan

Format: remote

Led lectures and facilitated discussion twice per week for 36 elementary education majors; Developed the syllabus, assignments, and assessments under the supervision of a professor; graded student work, provided feedback, and held weekly office hours.

Winter 2019

Educ 391: Human Development and Educational Psychology

Instructor of Record, School of Education, University of Michigan

Format: in-person

Led lectures and facilitated weekly discussion for 23 secondary education majors; developed syllabi with 2 other graduate students under supervision of a professor; created exams and assessments; graded student work, provided feedback, and held weekly office hours.

Fall 2018

Psych 356: Educational Psychology

Graduate Student Instructor, Psychology Department, University of Michigan

Lead instructor: Dr. Kai Cortina

Facilitated three weekly discussion sections of educational psychology for non-education majors (~65 students); upper-level capstone psychology course; graded and provided feedback on weekly papers and semester term papers; evaluated student-led discussions and presentations; held weekly office hours.

K-12 TEACHING

2013-2017

8th Grade Civics and Economics

Instructor, Harper Park Middle School, Leesburg, Virginia

Interdisciplinary team leader, 2016-2017

Summer 2015

Economics and Personal Finance

Instructor, Virtual Loudoun High School, Ashburn, Virginia

Summer 2014

English and Math Summer Program

Instructor, Harper Park Middle School, Leesburg, Virginia

Spring 2010

7th Grade Civics and Economics

Student teaching intern, Chancellor Middle School, Fredericksburg, Virginia

2008 – 2010

Substitute Teacher

Prince William and Fredericksburg County Schools, Virginia

RESEARCH SUPERVISION AND MENTORSHIP

2023-present

Graduate Research Assistant Supervisor

Prosocial Education Lab, Department of Educational, School, and Counseling Psychology, University of Missouri, Supervisor for graduate student research assistantships (3 students)

2019-2020

Undergraduate Senior Thesis Mentor

Lucy Roberts, Department of Psychology, University of Michigan

Thesis title: *Teacher and Peer Support: Associations with Students' Behavioral and Emotional Engagement*

2019

Undergraduate Research Assistant Supervisor

Adolescent Transitions Lab, Psychology Department, University of Michigan, Supervisor for independent study course credit (4 students)

PROFESSIONAL EXPERIENCE

2015 – 2017

Teacher Advisor, Eagle Eye Citizen

Center for History and New Media, George Mason University, Virginia
Assist in developing interactive challenges, writing curriculum connections, and identifying appropriate sources for *Eagle Eye Citizen*, an online educational tool to create engaging civics content using Library of Congress resources.

Summer 2016

Program Associate, Graffiti Houses Teacher Workshops

Center for History and New Media, George Mason University, Virginia
Carry out the logistical administration of teacher professional development workshops funded by the National Endowment for Humanities: *Graffiti Houses*. The program included two cohorts that serviced a total of ~70 teachers over one-week sessions.

2010 – 2013

Project Associate, Teaching American History Grant

Loudoun County Public Schools, Virginia and Montgomery County Public Schools, Maryland

Collaborate on planning workshop objectives, content, and developing materials; Coordinate graduate course administration; Assist with program evaluation activities; Manage grant budgets and spending, process expenditures, and reconcile accounts for reporting; Oversee workshop logistics; Support elementary, middle, and high school teachers in research and developing primary source activities; Maintain course and project websites.

2010 – 2013

Associate, Educational Projects

Center for History and New Media, George Mason University, Virginia
Carry out administrative responsibilities for online professional development courses: *Hidden in Plain Sight* and *Virginia Studies*; Collaborate on planning and revising course content; Maintain website and course documents; Assist with survey development and summary.

SERVICE

DEPARTMENTAL SERVICE

- 2020 – 2023 Curriculum committee for the Combined Program in Education and Psychology, University of Michigan
- 2020 – 2021 Admissions committee for the Combined Program in Education and Psychology, University of Michigan
- 2018 – 2021 Chair, Recruitment committee for the Combined Program in Education and Psychology, University of Michigan
- 2017, 2019, 2021-23 Student representative, Executive committee for the Combined Program in Education and Psychology, University of Michigan
- 2017 – 2018 Recruitment committee for the Combined Program in Education and Psychology, University of Michigan

SERVICE TO THE FIELD

- 2020 Graduate Student Reviewer, American Education Research Association, Division E
- 2018 Volunteer, Society for Research on Adolescence Biennial Meeting

K12 AND COMMUNITY SERVICE

- 2015 – 2017 Bring Your Own Technology, planning and development committee, Harper Park Middle School
- 2014 – 2017 Positive Behavior Interventions and Supports committee, Harper Park Middle School
- 2013 – 2017 Hurricane Scholarship Award committee, Harper Park Middle School
- 2013 – 2017 Mentor, Harper Park Middle School teacher/student mentor program
- 2013 – 2017 Co-organizer, Harper Park Middle School 8th grade field trip
- 2009 – 2010 Secretary, Mortar Board, University of Mary Washington
- 2009 – 2010 Community service co-chair, Young Women Leaders Program, University of Mary Washington
- 2008 – 2010 Mentor, Young Women Leaders Program, University of Mary Washington
- 2007 Orientation leader, University of Mary Washington

MANUSCRIPT REVIEWS

EDITORIAL BOARD MEMBER

- 2025 – 2027 *Journal of Educational Psychology*

AD-HOC REVIEWER

- Educational Psychology Review*
Journal of Educational Psychology
Psychology in the Schools
Social Psychology of Education

British Journal of Educational Psychology
Journal of Experimental Education
School Psychology Review
Journal of Early Adolescence

CO-REVIEWER

International Journal of Behavioral Development
Child Development
Journal of Applied Developmental Psychology
Educational Psychologist
American Education Research Journal
Psychology in the Schools

SPECIAL TRAINING AND SKILLS

COURSES

- | | |
|-----------|---|
| 2024 | Program (Impact) Evaluation in Education (3 credit, audit), Department of Educational, Counseling, and School Psychology, University of Missouri; Instructor: Dr. Francis Huang |
| 2019 | Structural Equation Modeling (3 credit), Department of Education, University of Michigan; Instructor: Dr. Matthew Diemer |
| 2018 | Psychometric Theory (3 credits), Department of Education, University of Michigan; Instructor: Dr. Matthew Diemer |
| 2017-2018 | Advanced Statistical Methods (6 credits), Department of Psychology, University of Michigan; Instructor: Dr. Adriene Beltz |

WORKSHOPS

- | | |
|------------|---|
| 2024 | Social Network Analysis Workshop, University of Missouri, College of Education and Human Development; Instructor: Dr. Leslie Echols |
| 2022 | Certificate program in Mixed Methods Research (30 hours), School of Social Work, University of Michigan; Instructor: Dr. Daphne Watkins |
| 2019, 2021 | Inclusive Teaching Workshop, Center for Research on Teaching and Learning (CRLT), University of Michigan |
| 2018 | Multilevel Models, Introduction and Application, Interuniversity Consortium for Political and Social Research (ICPSR), University of Michigan |

SKILLS

Software	R, MPlus, and SPSS
Survey	Qualtrics, QuestionPro

PROFESSIONAL AFFILIATIONS

Society for Research on Adolescence

American Psychological Association

- Division 15, Educational Psychology

American Education Research Association

- Division C: Learning and Instruction
- Division E: Human Development and Counseling
- Motivation Special Interest Group