

CERTIFICATION

I have read the following and certify that this curriculum vita is a current and accurate statement of my professional record.

Date: October 15, 2006

Signature:

CURRICULUM VITAE OF

Allan Wigfield, Department of Human Development, College of Education,
University of Maryland at College Park

PERSONAL INFORMATION

Current rank: Professor
Address: 14816 Windmill Terrace, Silver Spring, MD 20905
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ACADEMIC BACKGROUND

Degrees:

Ph.D. Educational Psychology, University of Illinois, Urbana, IL 1982

M. A. Educational Psychology, University of Illinois, Urbana, IL 1977

B. A. Psychology (with high honors and distinction), University of Illinois, Urbana, IL
1974

PROFESSIONAL WORK EXPERIENCE

2005- Professor and Chair, Department of Human Development
University of Maryland

1998-2005 Professor and Director of Graduate Studies,
Department of Human Development, University of Maryland

1993-1998 Associate Professor, Department of Human Development,
University of Maryland and Faculty Affiliate,
Developmental Sciences Program

1998, Summer Invited Instructor, Department of Education, University of
1995, Fall Trondheim, Trondheim Norway. On each occasion I taught a weeklong
doctoral course on self-concept and motivation

Jan. 1989-1993 Assistant Professor, Department of Human Development,
University of Maryland

1985-1989 Research Investigator, Research Center for Group Dynamics,
Institute for Social Research, University of Michigan.

- 1985-1989 Adjunct Assistant Professor, Combined Program in Education and Psychology, University of Michigan
- 1984-1985 Senior Research Fellow, Research Center for Group Dynamics, Institute for Social Research, University of Michigan.
- 1981-1983 Postdoctoral Fellow, Developmental Psychology, University of Michigan.
- 1982-1983 Research Associate, Institute for Child Behavior and Development, University of Illinois.
- 1975-1981 Research Assistant, Teaching Assistant, Department of Educational Psychology, Institute for Child Behavior and Development, University of Illinois.

OTHER WORK EXPERIENCE

- 1984-1985 Faculty member, Bush Program in Child Development and Social Policy, co-leader of a Bush Working Group studying race and sex equity issues in the school setting.

RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES

EDITED BOOKS:

Guthrie, J. T., Wigfield, A., & Perencevich, K. (Eds.) (2004). *Motivating reading comprehension: Concept Oriented Reading Instruction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Wigfield, A., & Eccles, J. S. (Eds.) (2002). *Development of achievement motivation*. San Diego: Academic Press.

Guthrie, J. T., & Wigfield, A. (Eds.) (1997). *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.

EDITED SPECIAL ISSUES OF JOURNALS:

Wigfield, A., de Groot, E., & Zusho, A. (Eds.). (2005). *Paul R. Pintrich's contributions to educational psychology*. Special Issue, *Educational Psychologist*, 40, 67-135.

Guthrie, J. T., & Wigfield, A. (1999). *How motivation fits into the science of reading*. Special issue, *Scientific Studies of Reading*, 3 No. 3.

Wigfield, A., & Guthrie, J. T. (1997). *Motivation for reading: Individual, home, textual, and classroom perspectives*. Special issue, *Educational Psychologist*, 32, No. 2.

Wigfield, A., & Eccles, J. S. (1995). *Middle grades schooling and early adolescent development, Part II. Special issue, Journal of Early Adolescence, 15, No. 1.*

Wigfield, A., & Eccles, J. S. (1994). *Middle grades schooling and early adolescent development, Part I. Special issue, Journal of Early Adolescence, 14, No. 2.*

CHAPTERS IN EDITED BOOKS:

Wigfield, A., Hoa, L. W., & Klauda, S. L. (in press). The role of achievement values in the self-regulation of achievement behaviors. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications*. Erlbaum.

Wigfield, A., & Guthrie, J. T. (in press). The Impact of Concept-Oriented Reading Instruction on students' reading motivation, reading engagement, and reading comprehension. In J. Meece & J. S. Eccles (Eds.), *Handbook on schools, schooling, and human development*. Mahwah, NJ: Erlbaum.

Wigfield, A., Byrnes, J. B., & Eccles, J. S. (2006). Adolescent development. In P. A. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2nd edition, pp. 87-113). Mahwah, NJ: Erlbaum.

Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R., & Davis-Kean, P. (2006). Development of achievement motivation. In W. Damon and N. Eisenberg (Eds.), *Handbook of child psychology* (6th edition, Vol. 3, pp. 933-1002). New York: Wiley.

Eccles, J. S., Roeser, R., Vida, M., Fredricks, J. & Wigfield, A. (2006). Motivational and achievement pathways through middle childhood. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 325-355). New York: Psychology Press.

Wigfield, A., & Lutz, S. (2005). Reading instruction in sociocultural context: Impact on reading comprehension and engagement. In D. McInerney & S. Van Etten (eds.), *Research on sociocultural influences on motivation and learning. Volume 5: Curriculum and teaching from a sociocultural perspective*. Greenwich, CT: Information Age Press.

Wigfield, A., & Wagner, A. L. (2005). Competence, motivation, and identity development during adolescence. In A. Elliott and C. Dweck (Eds.), *Handbook of competence and motivation* (pp. 222-239). New York: Guilford Press.

Guthrie, J. T., & Wigfield, A. (2004). Roles of motivation and engagement in reading comprehension assessment. In S. Paris & S. Stahl (Eds.), *Assessing children's reading comprehension*. Mahwah NJ: Erlbaum.

Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2004). Scaffolding for children's motivation development in reading. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating reading comprehension: Concept Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.

Wigfield, A. (2004). Motivation for reading in early adolescents and adolescents. In D. S. Strickland and D. Alvermann (Eds.), *Bridging the achievement gap: Improving literacy learning for pre-adolescent and adolescent learners (Grades 4–12)*. Newark, DE: International Reading Association

Wigfield, A., & Tonks, S. (2004). The development of motivation for reading. In J. T. Guthrie, A. Wigfield, & K. C. Perencevich (Eds.), *Motivating reading comprehension: Concept Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.

Wigfield, A., Tonks, S., & Eccles, J. S. (2004). Expectancy – value theory in cross-cultural perspective. In D. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning volume 4: Big theories revisited*. Greenwich, CT: Information Age Press.

Eccles, J. S., Wigfield, A., & Byrnes, J. B. (2003). Cognitive development in adolescence. In I. B. Weiner (Series Ed.) and R. M. Lerner, M. A. Easterbrooks, & J. Mistry (Volume Eds.), *Handbook of psychology (Volume 6, Developmental psychology)*, pp. 325-350). New York: John Wiley & Sons.

Eccles, J. S., & Wigfield, A. (2002). Development of academic achievement motivation. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences* (pp. 14-20). Oxford, UK: Pergamon Press.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132.

Wigfield, A., & Eccles, J. S. (2002). Introduction. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 1-11). San Diego: Academic Press.

Wigfield, A., & Eccles, J. S. (2002). The development of competence beliefs and values from childhood through adolescence. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (pp. 92-120). San Diego: Academic Press.

Wigfield, A., & Eccles, J. S. (2002). Children's motivation during the middle school years. In J. Aronson (Ed.), *Improving academic achievement: Contributions of social psychology*. San Diego: Academic Press.

Wigfield, A., Battle, A., Keller, L., & Eccles, J. S. (2002). Sex differences in motivation, self-concept, career aspirations, and career choice: Implications for cognitive development. In A. McGillicuddy-DelLisi & R. DeLisi (Eds.), *Biology, society, and behavior: The development of sex differences in cognition* (pp. 93-124). Greenwich, CT: Ablex.

Wigfield, A., & Tonks, S. (2002). Adolescents' expectancies for success and achievement task values. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 53-82). Greenwich, CT: Information Age Publishing.

Eccles, J. S., & Wigfield, A. (2000). Schooling's influences on motivation and achievement. In S. Danziger & J. Waldfogel (Eds.), *Securing the future: Investing in children from birth to college* (pp. 153-181). New York: Russell Sage Foundation.

Eccles, J. S., & Wigfield, A. (2000). Adolescence: Social patterns, achievement, and problems. In A. E. Kazdin (Ed.), *Encyclopedia of psychology* (Vol. 1, pp. 46-52). London: Oxford University Press.

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (3rd ed., pp. 403-422). New York: Longman.

McClendon, C., Nettles, S., & Wigfield, A. (2000). Fostering resilience in high school classrooms: A study of the PASS program (Promoting Achievement in School Through Sport). In M. Sanders (Ed.), *Schooling students placed at risk: Research, policy, and practice in the education of poor and minority adolescents*. Mahwah, NJ: Erlbaum.

Wigfield, A. (2000). Facilitating young children's motivation to read. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers* (pp. 140-158). New York: Guilford.

Eccles, J. S., Roeser, R. W., Wigfield, A., & Freedman-Doan, C. (1999). Academic and motivational pathways through middle childhood. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues*. Garland Press.

Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon (Series Ed.) & N. Eisenberg (Volume Ed.) *Handbook of child psychology* (5th ed., Vol. III, pp. 1017-1095). New York: Wiley.

Wigfield, A., Eccles, J. S., & Rodriguez, D. (1998). The development of children's motivation in school contexts. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of research in education* (Vol. 23, pp. 73-118). Washington, DC: American Educational Research Association.

Eccles, J. S., & Wigfield, A. (1997). Early adolescent development. In J. Irvin (Ed.), *What current research says to the middle level practitioner*. Columbus, OH: National Middle School Association.

Guthrie, J. T., & Wigfield, A. (1997). Reading engagement: A rationale for theory and teaching. In J. T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.

Wigfield, A. (1997). Children's motivation for reading and reading engagement. In J. T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.

Wigfield, A., Eccles, J. S., & Pintrich, P. (1996). Development between the ages of 11 and 25. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology*. New York: Macmillan.

Oldfather, P., & Wigfield, A. (1996). Children's motivations for literacy learning. In L. Baker, P. Afflerbach, & D. Reinking (Eds.), *Developing engaged readers in school and home communities*. Hillsdale, NJ: Erlbaum.

Wigfield, A. (1994). The role of children's achievement values in the self-regulation of their learning outcomes. In D. H Schunk & B. Zimmerman (Eds.) *Self-regulation of learning and performance: Issues and educational applications* (pp. 101-124). Hillsdale, NJ: Lawrence Erlbaum Associates.

Wigfield, A. (1993). Why should I learn this? Adolescents' achievement values for different activities. In P. R. Pintrich & M. L. Maehr (Eds.) *Advances in motivation and achievement* (Vol. 8, pp. 99-138). Greenwich, CT: JAI Press.

Eccles, J., S., Arbreton, A., Buchanan, C. M., Jacobs, J., Harold, R., Mac Iver, D., Midgley, C., Reuman, D., & Wigfield, A., (1993). School and family effects on the ontogeny of children's interests, self-perceptions, and activity choices. In J. Jacobs (Ed.), *Nebraska symposium on motivation 1992*. Lincoln, NE: University of Nebraska Press.

Wigfield, A., & Harold, R. (1992). Teacher beliefs and students' achievement self-perceptions: A developmental perspective. In D. Schunk and J. Meece (Eds.), *Student perceptions in the classroom: Causes and consequences* (pp. 95-121). Hillsdale, NJ: Erlbaum.

Wigfield, A., & Eccles, J. S. (1990). Test anxiety in the school setting. In M. Lewis and S. Miller (Eds.), *Handbook of developmental psychopathology* (pp. 237-250). New York: Plenum Press.

Eccles, J., Flanagan C., Goldsmith, R., Jacobs, J., Jayaratne, T., Wigfield, A., & Yee, D. (1987). Parents as socializers of achievement attitudes. In J. Z. Daniels and J. B. Kahle (Eds.), *Contributions to the Fourth GASAT conference*. (Vol. IV, pp. 1-12). Ann Arbor: University of Michigan Press.

Eccles, J., & Wigfield, A. (1985). Teacher expectations and student motivation. In J. B. Dusek (Ed.), *Teacher expectancies* (pp. 185-226.) Hillsdale, NJ: Erlbaum.

Wigfield, A., & Braskamp, L. (1985). Age and personal investment in work. In D. Kleiber and M. L. Maehr (Eds.), *Advances in motivation and achievement* (Vol. IV, pp. 297-331). Greenwich, CT: JAI Press.

Wigfield, A., & Asher, S. T. (1984). Social and motivational influences on reading. In P. D. Pearson, R. Barr, M. Kamil, and P. Mosenthal (Eds.), *Handbook of reading research* (pp. 423-452). New York: Longman.

Asher, S. R., & Wigfield, A. (1981). Training referential communication skills. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp. 105-126.) New York: Academic Press.

JOURNAL ARTICLES:

- * refereed articles
- + solicited articles

*Guthrie, J. T., Hoa, L., Wigfield, A., Tonks, S., Humenick, N., & Littles, E. (in press). Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology*.

* Guthrie, J. T., Wagner, L., Wigfield, A. (2006). From spark to fire: Can situational reading interest lead to long-term reading motivation? *Journal of Educational Research* 45, 91-113.

*Guthrie, J. T., Wigfield, A., Humenick, N. H., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research*, 99, 232-247.

+ Wigfield, A. (2005). Influences of Concept Oriented Reading Instruction on children's motivation for reading. *Unterrichtswissenschaft*, 33, 106-121.

+ Wigfield, A., Lutz, S. L., & Wagner, A. L. (2005). Early adolescents' development across the middle school years: Implications for school counselors. *Professional School Counseling*, 9, 112-119.

+Wigfield, A., Zusho, A., & De Groot, E. V. (2005). Introduction: Paul R. Pintrich's contributions to educational psychology: An enduring legacy. *Educational Psychologist*, 40, 67-74.

* Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N., & Tonks, S. (2004). Increasing reading comprehension, motivation, and strategy use through Concept Oriented Reading Instruction. *Journal of Educational Psychology*, 96, 403-423.

+ Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97, 299-309.

* Battle, A., & Wigfield, A. (2003). College women's value orientations toward family, career, and graduate school. *Journal of Vocational Behavior*, 62, 56-75.

* Kreibel, D., Wigfield, A., Reilly, D., Krebs, M., & Marklin, J. (2003). Preparing for change: Results from a therapeutic intervention with foster children. *Adoption Quarterly*, 6, 59-65.

* Rodriguez, D., Wigfield, A., & Eccles, J. S. (2003). Changing competence perceptions, changing values: Implications for a healthy self. *Journal of Applied Sport Psychology*, 15, 67-81.

* Jacobs, J., Lanza, S., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2002). Ontogeny of children's self-beliefs: Gender and domain differences across grades one through 12. *Child Development*, 73, 509-527.

* McNamara, C., & Wigfield, A. (2002). Perceptions of friendship-making ability and deviant behavior of friends: Childhood to adolescence. *Journal of Early Adolescence*, 22, 117-142.

* Anderman, E., Eccles, J. S., Yoon, K. S., Roeser, R., Wigfield, A., & Blumenfeld, P. (2001). Learning to value math and reading: Relations to mastery and performance oriented instructional practices. *Contemporary Educational Psychology*, 26, 76-95.

* Freedman-Doan, C., Wigfield, A., Eccles, J., Blumenfeld, P. B., Arbreton, A., & Harold, R. D. (2000). What am I best at? Gender and grade differences in elementary school-age children's beliefs about their abilities at different activities. *Applied Developmental Psychology, 21*, 379-402.

* Guthrie, J. T., Wigfield, A., & VonSecker, Clare (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology, 29*, 331-341.

+ Wigfield, A., & Eccles, J. S. (2000). Expectancy - value theory of motivation. *Contemporary Educational Psychology, 25*, 68-81.

* Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly, 34*, 452-477.

+ Guthrie, J. T., & Wigfield, A. (1999). Motivation and reading: An overview. *Scientific Studies of Reading, 3*, 199-206.

+ Guthrie, J. T., Wigfield, A., Cox, K., & Metsala, J. (1999). Predicting text comprehension and reading activity with motivational and cognitive variables. *Scientific Studies of Reading, 3*, 231-256.

+ Wigfield, A., & Byrnes, J. P. (1999). Do sex differences in math fact retrieval explain sex differences in mathematics test performance? A commentary. *Contemporary Educational Psychology, 24*, 275-285.

* Wigfield, A., Galper, A., Denton, K., & Seefeldt, C. (1999). Teachers' beliefs about former Head Start and non-Head Start first grade children's motivation, performance, and future educational prospects. *Journal of Educational Psychology, 91*, 98-104.

+ Wentzel, K. R., & Wigfield, A. (1998). Academic and social motivational influences on students' academic performance. *Educational Psychology Review, 10*, 155-173.

* McClendon, C., & Wigfield, A. (1998). Group differences in African-American adolescents' achievement-related beliefs about math and science. *Journal of Black Psychology, 24*, 28-43.

* Galper, A., Wigfield, A., & Seefeldt, C. (1997). Head Start parents' beliefs about their children's abilities, task values, and performance on different activities. *Child Development, 68*, 897-907.

* Wigfield, A., Eccles, J. S., Yoon, K. S., Harold, R. D., Arbreton, A., Freedman-Doan, C., Blumenfeld, P. C. (1997). Changes in children's competence beliefs and subjective task values across the elementary school years: A three-year study. *Journal of Educational Psychology, 89*, 451-469.

* Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*, 420-432.

+ Wigfield, A. (1997). Reading motivation: A domain-specific approach to motivation. *Educational Psychologist, 32*, 59-68.

+ Wigfield, A., & Guthrie, J. T. (1997). Motivation for reading: An overview. *Educational Psychologist, 32*, 57-58.

* Wigfield, A. (1996). Differentiation of children's competence beliefs and achievement values, and their relations to children's performance and choice of different activities. *Educational Research and Evaluation, 2*, 261-285.

+ Wigfield, A., & McCann, A. (1996). Children's motivations for reading. *The Reading Teacher, 50*, 360-362.

* Guthrie, J. T., Van Meter, P., McCann, A., Wigfield, A., Bennett, L., Poundstone, C., Rice, M. E., Faibisch, F., Hunt, B., & Mitchell, A. (1996). Growth of literacy engagement: Changes in motivations and strategies during Concept-Oriented Reading Instruction. *Reading Research Quarterly, 31*, 306-325.

* Eccles, J., & Wigfield, A. (1995). In the mind of the achiever: The structure of adolescents' achievement task values and expectancy-related beliefs. *Personality and Social Psychology Bulletin, 21*, 215-225.

+ Wigfield, A., & Eccles, J. (1995). Middle grades schooling and early adolescent development: Interventions, practices, beliefs, and contexts. *Journal of Early Adolescence, 15*, 5-8.

* Wigfield, A. (1994). Expectancy - value theory of achievement motivation: A developmental perspective. *Educational Psychology Review, 6*, 49-78.

+ Wigfield, A., & Eccles, J. (1994). Middle grades schooling and early adolescent development: An introduction. *Journal of Early Adolescence, 14*, 102-106.

* Wigfield, A., & Eccles, J. (1994). Children's competence beliefs, achievement values, and general self-esteem: Change across elementary and middle school. *Journal of Early Adolescence 14*, 107-138.

* Eccles, J., Wigfield, A., Harold, R., & Blumenfeld, P. (1993). Age and gender differences in children's self and task perceptions during elementary school. *Child Development, 64*, 830-847.

+ Eccles, J., Wigfield, A., Midgley, C., Reuman, D., Mac Iver, D., & Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *Elementary School Journal, 93*, 553-574.

+ Alvestad, K., & Wigfield, A. (1993). A matter of motivation. *Executive Educator, 15*, 12-13.

+ Eccles, J. S., Midgley, C., Wigfield, A., Flanagan, C., Buchanan, C. M., Reuman, D., & Mac Iver, D. (1993). Development during adolescence: The impact of stage/environment fit on young adolescents' experiences in schools and in families. *American Psychologist, 48*, 90-101.

* Wigfield, A., & Eccles, J. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review, 12*, 265-310.

* Wigfield, A., Eccles, J., Mac Iver D, Reuman, D., & Midgley, C. (1991). Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school. *Developmental Psychology, 27*, 552-565.

This article received the 1992 American Educational Research Association's Division E Outstanding Human Development Research Award.

+ Wigfield., A., & Karpathian, M. (1991). Who am I and what can I do: Children's self-concepts and motivation in achievement situations. *Educational Psychologist, 26*, 233-262.

* Meece, J., Wigfield, A., & Eccles, J. (1990). Predictors of math anxiety and its influence on young adolescents' course enrollment intentions and performance in mathematics. *Journal of Educational Psychology, 82*, 60-70.

* Eccles, J., Wigfield, A., Flanagan, C., Miller, C., Reuman, D., & Yee, D. (1989). Self-concepts, domain values, and self-esteem: Relations and changes at early adolescence. *Journal of Personality, 57*, 283-310.

* Jacobs, J., & Wigfield, A. (1989). Sex equity in mathematics and science education: Research-policy links. *Educational Psychology Review, 1*, 39-56.

* Wigfield, A., & Eccles, J. (1989). Test anxiety in elementary and secondary school students. *Educational Psychologist, 24*, 159-183.

* Wigfield, A. (1988). Children's attributions for success and failure. Effects of age and attentional focus. *Journal of Educational Psychology, 80*, 76-81.

* Wigfield, A., & Meece, J. (1988). Math anxiety in elementary and secondary school students. *Journal of Educational Psychology, 80*, 210-216.

+ Hill, K. T., & Wigfield, A. (1984). Test anxiety: A major educational problem and what can be done about it. *Elementary School Journal, 85*, 105-126.

* Asher, S. R., & Wigfield, A. (1981). Influence of comparison training on children's referential communication. *Journal of Educational Psychology, 73*, 232-241.

* Asher, S. R., Hymel, S., & Wigfield, A. (1978). Influence of topic interest on children's reading comprehension. *Journal of Reading Behavior, 10*, 35-47.

COLUMNS

Wigfield, A. (1997). Children's reading motivations. *NRRC News*.

Wigfield, A. (1996). Children's motivations for reading, involvement in reading, and reading performance. *Reading Today*, June/July 1996, 19.

PROFESSIONAL PRESENTATIONS

Invited Addresses and Panels

Spencer Foundation Working Group on Non-Cognitive Dispositions Influencing Learning and Development, Chicago, October 2006.

Wigfield, A., (2006, March). *Motivations for literacy during adolescence*. Keynote address presented at the Michigan Conference on Adolescent Literacy, Ann Arbor, Michigan.

Wigfield A., (2005, October). *Motivating children to read: Concept Oriented Reading Instruction*. Invited address presented at the Conference of Learning and the Brain, Boston, MA.

Wigfield, A. (2003, September). *The development of children's competence related beliefs and values: Psychological and instructional influences*. Invited address presented at the German Conference on Educational Psychology, University of Bielefeld, Bielefeld, Germany.

Wigfield, A. (2002, October). *The development of reading motivation*. Invited address given to the California State University system, Los Angeles.

Invited participant, Carnegie Foundation Conference on Intermediate and Adolescent Literacy, September 26, 2002.

Invited participant, Conference on Adolescent Literacy sponsored by the National Institute for Child Health and Human Development, March 5-6, 2002.

Wigfield, A. (2001, May). *Motivation for learning: Defining its aspects and fostering its development*. Invited address given to the Maryland State Developmental Education Association, Rockville, MD.

Invited Participant/Critic, Presentation by the Center for Educational Research, Max-Planck Institute for Human Development and Education, Berlin. April 24-26, 1997.

International

Wigfield, A., Eccles, J. S., & Roeser, R. (1998, August). *Relations of young children's ability-related beliefs to their subjective task values, performance, and effort*. Paper presented as part of an invited symposium entitled "Motivation and affect in the classroom" (P. Pintrich, Organizer) at the International Congress of Applied Psychology, San Francisco.

National:

Wigfield, A. (2006, August). *Expectancies, values, and research behavior: Jacque Eccles' influences on my research*. Paper presented at the annual meeting of the American Psychological Association, New Orleans.

Wigfield, A., Guthrie, J. T., Perencevich, K. C., & Taboada, A. (2006, April). *Influence of Concept Oriented Reading Instruction on students' reading comprehension and motivation*.

Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Wagner, A. L., Wigfield, A., Tonks, S., & Guthrie, J. T. (2006, April). *In their own words: Children's understanding of their motivations for reading*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco.

Wagner, A. L., Wigfield, A., Guthrie, J. T., Perencevich, K. C., & Tonks, S. M. (2005, August). *Fostering intrinsic reading motivation by enhancing situational interest in reading*. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.

Wigfield, A. (2004, April). Discussant. Symposium entitled *Emotions in students' goal striving, learning processes, and academic achievement*. (Reinhard Pekrun, Organizer) presented at the annual meeting of the American Educational Research Association, San Diego.

Wigfield, A. (2004, April). Chair. Symposium entitled *Remembering Paul R. Pintrich: A legacy of research on goals, self-regulation, and epistemological thinking* presented at the annual meeting of the American Educational Research Association, San Diego.

Wigfield, A., Tonks, S., & Eccles, J. S. (2004, April). *Expectancy value theory in cross-cultural perspective*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Tonks, S., Wigfield, A., Guthrie, J., & Perencevich, K. (2004, April). *Effects of two reading instruction programs on children's reading motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Guthrie, J. T., Taboada, A., Davis, M. H., Scaffidi, N., Perencevich, K. C., & Wigfield, A. (2003, April). *Increasing reading comprehension, strategies, and motivation through Concept-Oriented Reading Instruction*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Tonks S., Wigfield, A., Guthrie J. T., & Perencevich, K. C. (2003, April). *Instructional influences on children's reading motivation*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Wigfield, A., Perencevich, K. C., Tonks, S., & Guthrie, J. T. (2003, April). *Contributions of reading motivation to reading comprehension and cognitive strategy growth in elementary school students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Rodriguez, D., Wigfield, A., & Eccles, J. S. (2002, April). *Changing competence perceptions and values*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Tonks, S., & Wigfield, A. (2002, April). *Relations of children's competence beliefs, achievement values, and general self-esteem*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Wigfield, A., Anderman, E., & Eccles, J. S. (2000, April). *Relations of children's achievement values and achievement goal orientations*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Rodriguez, D., & Wigfield, A. (1999, September). *The development of a measure of self-concept specific to tennis*. Paper presented at the meeting of the Advancement of Applied Sport Psychology, Banf, Canada.

Wigfield, A., Eccles, J. S., & O'Neill, S. (1999, April). Children's achievement task values in different domains: Developmental and cultural differences. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Eccles, J., Wigfield, A., Barber, B., & Roeser, R. (1998, October). *School and non-school influences on motivation and achievement*. Invited presentation at the Conference on Investing in Children (S. Danziger & J. Waldfogel, Organizers), New York.

Eccles, J., & Wigfield, A. (1998, April). *Defining children's expectancies for success and achievement task values*. Paper presented as part of a symposium entitled *A motivated look at motivation terminology: What educators need to know about motivational constructs* (Patricia A. Alexander, Organizer) at the annual meeting of the American Educational Research Association, San Diego.

Wigfield, A., Rodriguez, D., & Eccles, J. S. (1998, April). *Developmental differences in the prediction of children's self-esteem from their activity-specific competence beliefs*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Cox, K., Guthrie, J. T., & Wigfield, A. (1997, December). *The influence of cognitive abilities and motivational goals on independent reading*. Paper presented at the annual meeting of the National Reading Conference, Las Vegas.

Rodriguez, D., & Wigfield, A. (1997, August). *Developing tennis-specific competence belief scales*. Paper presented at the annual meeting of the American Psychological Association, Chicago.

Wigfield, A. (1997, April). *Predicting children's grades from their ability beliefs and subjective task values: Developmental and domain differences*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Eccles, J. S., & Wigfield, A. (1997, April). *Gendered values and attitudes: Developmental, cultural, and historical changes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Eccles, J. S., Barber, B., Updegraff, K., & Wigfield, A. (1997, March). *Expectancies and values as predictors of gender differences, course enrollment decisions, and occupational decisions in math and science*. Paper presented as part of a symposium entitled *The role of intrinsic interest, goal orientation, and task values in both learning and educational choice* (Jacquelynn Eccles, Organizer), presented at the annual meeting of the American Educational Research Association, Chicago.

Wigfield, A. (1996, April). *The development of children's competence beliefs, expectancies for success, and achievement values: Implications for self-regulation*. Paper presented as part of a symposium entitled *The development of self-regulatory competence: Cognitive and motivational influences* (Dale Schunk, Organizer) at the annual meeting of the American Educational Research Association, New York.

Wigfield, A. (1996, April). *Studying children's achievement motivation and performance*. Discussion paper presented at the annual meeting of the American Educational Research Association, New York.

Wigfield, A. (1996, April). Discussant, symposium entitled *Embedding achievement motivation in a social-relational context*, presented at the annual meeting of the American Educational Research Association, New York.

Wigfield, A., Freedman-Doan, C., & Eccles, J. S. (1996, April). *Children's reasoning about their academic abilities and values: Developmental and domain differences*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Anderman, E., Eccles, J., Roeser, R., Yoon, K. S., Blumenfeld, P., & Wigfield, A. (1996, April). *Classroom influences on the valuing of reading*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Yoon, K. S., Eccles, J. S., & Wigfield, A. (1996, April). *Self-concept of ability, value, and academic achievement: A test of causal relations*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Yoon, K. S., Eccles, J. S., Wigfield, A., & Barber, B. L. (1996, March). *Developmental trajectories of early to middle adolescents' academic achievement and motivation*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Boston.

Wigfield, A. (1995, April). *Relationship of children's competence beliefs and achievement values to their performance and choice of different activities*. Paper presented as part of a symposium entitled *Learner perceptions of self-regulatory competence: From self-schemas to self-efficacy* (Dale Schunk, Organizer) at the annual meeting of the American Educational Research Association, San Francisco.

Wigfield, A. (1995, March). *Gender differences in children's competence beliefs and subjective valuing of different activities*. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis.

Wigfield, A. (1994, April). *Constructs of self as literate and motivated*. Paper presented as part of a symposium entitled *Issues in motivation and literacy learning* (K. Dahl & P. Oldfather, Chairs) presented at the annual meeting of the American Educational Research Association, New Orleans.

Wigfield, A., Eccles, J., Arbreton, A., Freedman-Doan, C., Yoon, K. S., & Harold, R. (1994, April). *Relations between teachers' beliefs about children's competence and valuing of different activities to children's own competence beliefs, subjective task values, and general self-esteem*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Anderman, E. M., Roeser, R. W., Blumenfeld, P. B., Eccles, J. S., Harold, R., & Wigfield, A. (1993, August). *Perceptions of mathematics classrooms: A multilevel study*. Paper presented at the annual meeting of the American Psychological Association, Toronto.

Roeser, R. W., Blumenfeld, P. B., Eccles, J. S., Harold, R. D., & Wigfield, A. (1993, August). *Classroom experience and change in upper elementary students' self and task beliefs in reading and math*. Paper presented at the annual meeting of the American Psychological Association, Toronto.

Wigfield, A. (1993, April). *Children's ability beliefs, achievement values, and general self-esteem: Change across elementary and middle school*. Invited address presented to Division E of the American Educational Research Association, Atlanta.

Wigfield, A. (1993, April). Discussant, symposium entitled *Socially mediated classroom behavior: Interpersonal influences* (Jaana Juvonen, Organizer). Presented at the meeting of the American Educational Research Association, Atlanta.

McClendon, C. Y., & Wigfield, A. (1993, April). *Individual differences in African-American adolescents' achievement-related beliefs about math and science*. Paper presented at the meeting of the American Educational Research Association, Atlanta.

Yoon, K. S., Eccles, J., & Wigfield, A. (1993, April). *Causal relations between mothers' and children's beliefs about math ability: A structural equation model*. Paper presented at the meeting of the American Educational Research Association, Atlanta.

Wigfield, A. (1993, March). *The development of children's ability beliefs and achievement values in different activity domains*. Paper presented as part of a symposium entitled *Cognitions, concerns, and contexts: Developmental perspectives on achievement motivation* (J. G. Nicholls, Chair), at the meeting of the Society for Research on Child Development, New Orleans.

Wigfield, A., & Harold, R. D. (1993, March). *Longitudinal changes in children's ability beliefs and achievement values in different activity domains*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.

Wigfield, A. (1993, February). *Children's motivation for reading*. Paper presented at the conference of the National Reading Research Center, Athens, GA.

Wigfield, A., Harold, R., Eccles, J. S., Blumenfeld, P., Freedman-Doan, C., & Yoon, K. S. (1992, April). *The structure of children's ability beliefs and achievement values: Age, gender, and domain differences*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Wigfield, A. (1992, March). *Long-term predictors of adolescents' performance and choice in high school mathematics*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Washington, DC.

Wigfield, A. (1992, March). Discussant, symposium entitled *Changing schools and classrooms in the middle grades: Research on new partnerships, processes, practices, and programs*. Presented at the Society for Research on Adolescence, Washington, DC.

Wigfield, A., & Flanagan, C. (1992, March). *Early adolescents' self-esteem: The effects of self-concept of ability, gender, and relative valuing of different activities*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Washington, DC.

Wigfield, A., Eccles, J. S., Harold, R., Freedman-Doan, C., & Aberbach, A. (1991, April). *Parents' perceptions of their children's personalities, abilities, and interests: Structure and relations*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.

Wigfield, A. (1990, March). *Gender differences in participation in math and science education: Family and school influences*. Paper presented as part of a symposium entitled, *Women in science: A blueprint for progress* (R. L. Garrell, Chair) at the Pittsburgh Conference on Analytic Chemistry and Applied Spectroscopy, New York.

Wigfield, A., Harold, R., Eccles, J., Aberbach, A., Freedman-Doan, C., & Yoon, K. (1990, April). *Children's ability perceptions and values during the elementary school years*. Paper presented at the meeting of the American Educational Research Association, Boston.

Eccles, J., Lord, S., McCarthy, K., Harold, R., Wigfield, A., & Yoon, K. (1990, April). *The relationship of academic and non-academic factors to self-esteem and teacher-rated adjustment following transition to junior high school*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Atlanta.

Eccles, J., McCarthy, K., Lord, S., Harold, R., Wigfield, A., & Aberbach, A. (1990, April). *The relationship of family factors to self-esteem and teacher-rated adjustment following the transition to junior high school*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Atlanta.

Hardy, R., Huebner, R., Gardner, A., & Wigfield, A. (1990, November). *Direct study of middle school children's behavior*. Paper presented at the annual meeting of the National Conference on Inservice Education, Orlando.

Wigfield, A., & Eccles, J. (1989, March). *Anxiety and worries about math and English before and after the junior high transition*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Wigfield, A., & Eccles, J. (1989, March). *Relations of expectancies and values to students' math grades and intentions*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Wigfield, A., Eccles, J. S., Harold-Goldsmith, R., Blumenfeld, P., Yoon, K. S., & Freedman-Doan, C. (1989, April). *Gender and age differences in children's achievement self-perceptions during elementary school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City.

Harold, R., Eccles, J., Jacobs, J., Wigfield, A., Blumenfeld P., & Aberbach, A. (1989). *In the eye of the beholder: Teachers as perceivers*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Eccles, J. S., Harold, R., Wigfield, A., Yoon, K., Aberbach, A., & Doan, C. (1989, April). *Influences on, and consequences of, parents' beliefs regarding their children's abilities and interests*. Paper presented at the biennial meeting of the Society for Research on Child Development.

Wigfield, A., & Meece, J. (1988, April). *Math anxiety in elementary and secondary school students*. Presented at the meeting of the American Educational Research Association, New Orleans.

Eccles, J. S., Midgley, C., Feldlaufer, H., Reuman, D., Wigfield, A., & Mac Iver, D., (1988, March). *Developmental mismatch and the junior high school transition*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Alexandria, VA.

Wigfield, A., Eccles, J., Flanagan, C., Miller, S., Reuman, D., Yee, D., & Lange, L. (1987, April). *Self-concept change at early adolescence*. Paper presented in a symposium entitled *Gender differences in achievement and related factors during adolescence* (L. Roberts, Chair) at the meeting of the American Educational Research Association, Washington, DC.

Eccles, J., Wigfield, A., Reuman, D., & Mac Iver, D. (1987, April). *Changes in self-perceptions and values at early adolescence*. Paper presented in a symposium conducted at the meeting of the American Educational Research Association, Washington, DC

Eccles, J. S., Flanagan, C., Goldsmith, R., Jacobs, J., Jayaratne, T., Wigfield, A., & Yee, D. (1987, April). *Parents as socializers of achievement attitudes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore.

Reuman, D., Mac Iver, D., Eccles, J., & Wigfield, A. (1987, April). *Changes in students' mathematics motivation and behavior at the transition to junior high school*. Paper presented in a symposium entitled *Early Adolescence: School, psychological, and social transitions* C. Midgley (Chair). Presented in a symposium conducted at the meeting of the American Educational Research Association, Washington, DC.

Wigfield, A. (Organizer) (1986, April). *Girls and math: The application of current research to policy issues*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.

Jacobs, J., & Wigfield, A. (1986, April). *Sex equity in the schools: The role of research*. Paper presented in a symposium entitled *Girls and math: The application of current research to policy issues* (J. Eccles (Chair) at the meeting of the American Educational Research Association, San Francisco.

Eccles, J., Miller, C., Reuman, D., Feldlaufer, H., Jacobs, J., Midgley, C., & Wigfield, A. (1986, April). *Transition to junior high school and gender intensification*. Paper presented at the meeting of the American Educational Research Association, San Francisco

Wigfield, A. (1984, April). *Relationships between ability perceptions, other achievement-related beliefs, and school performance*. Paper presented at the meeting of the American Educational Research Association, New Orleans.

Wigfield, A. (1984, April). *Age differences in work motivation: A personal investment perspective*. Paper presented at the meeting of the American Educational Research Association, New Orleans.

Wigfield, A. (1983, April). *Students' perceptions of their parents' beliefs about their academic competence*. Paper presented at the meeting of the Society for Research in Child Development, Detroit.

Wigfield, A., & Eccles, J. (1983, April). *Children's achievement-related beliefs: A longitudinal analysis*. Paper presented at the meeting of the American Educational Research Association, Montreal.

Wigfield, A. (1981, April). *Eliminating motivational test bias with children: A report on two intervention studies*. Paper presented at the meeting of the American Educational Research Association, Los Angeles.

Wigfield, A., Hill, K. T., & Plass, J. (1980, April). *Effects of different kinds of optimizing instructions on seventh and eighth grade children's achievement test performance*. Paper presented at the meeting of the American Educational Research Association, Boston.

Wigfield, A., & Asher, S. R. (1980, April). *Influence of comparison training on children's referential communication*. Presented at the meeting of the American Educational Research Association, Boston.

Asher, S. R., & Wigfield, A. (1978, October). *Training referential communication skills*. Invited presentation at the Conference on Children's Oral Communication Skills, University of Wisconsin, Madison.

State:

Wigfield, A. (1995, March). *Dimensions of children's motivations for reading*: Paper presented at the annual meeting of the State of Maryland International Reading Association Conference, Towson, MD.

Wigfield, A. (1989, October). *Children's self-concepts and motivation during the middle school years*. Paper presented at the meeting of the Washington County Maryland Middle School Conference, Hagerstown, MD.

RESEARCH REPORTS, TECHNICAL REPORTS, AND INSTRUCTIONAL RESOURCES:

Wigfield, A., Wilde, K., Baker, L., Fernandez-Fein, S., & Scher, D. (1996). *The nature of children's motivations for reading, and their relations to reading frequency and reading performance*. (Research Report # 63). Athens, GA: National Reading Research Center.

Wigfield, A., Guthrie, J. T., & McGough, K. (1996). *A questionnaire measure of children's motivations for reading*. (Instructional Resource #22). Athens, GA: National Reading Research Center.

Wigfield, A., & Guthrie, J. T. (1995). *Dimensions of children's motivations for reading: An initial Study*. (Reading Research Report #34). Athens, GA: National Reading Research Center.

Guthrie, J. T., McGough, K., & Wigfield, A. (1994). *Measuring reading activity: An inventory*. (Instructional Resource # 4). Athens, GA: National Reading Research Center.

Asher, S. R., & Wigfield, A. (1980). *Training referential communication skills*. (Tech. Report No. 175). Urbana, IL: Center for the Study of Reading.

Asher, S. R., & Wigfield, A. (1979). *Influence of comparison training on children's referential communication*. (Tech. Report No. 139). Urbana, IL: Center for the Study of Reading.

Wigfield, A. & Asher, S. R. (1979). *Age differences in children's communication: An investigation of task effects*. (Tech. Report No. 96). Urbana, IL: Center for the Study of Reading.

Asher, S. R., Hymel, S., & Wigfield, A. (1976). *Children's comprehension of high and low interest reading material and a comparison of two cloze scoring methods*. (Tech. Report No. 17). Urbana, IL: Center for the Study of Reading.

CONTRACTS AND GRANTS

Grant awards:

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| 2001-2006 | Increasing Reading Comprehension, Motivation, and Science Knowledge through Concept-Oriented Reading Instruction in A District-Wide Experiment. Total direct costs: \$3,344,000. I am Co-Principal Investigator on this project, which is a study of the impact of different methods of reading instruction on students' reading achievement and motivation. |
| 1999 | University of Maryland General Research Board Summer Research Support for a project entitled "The Long-Term Development of Children's Motivation and Self-Esteem." \$7250. |
| 1994-1999 | Ontogeny of Self- and Task Concepts and Activity Choice. Funding agency: National Institute for Child Health and Human Development. Total direct costs: \$1,200,000. I was Co-Principal Investigator on this project, which is a continuation of a longitudinal study of the development and socialization of children's achievement self-perceptions. |
| 1996-1997 | Children's Motivations for Reading. Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$35,271. I was principal investigator on this project, which involved editing a special issue of the <i>Educational Psychologist</i> presenting my own and others' |

- research on motivation for reading.
- 1995-1997 Children's Competence Beliefs, Achievement Task Values, and General Self-Esteem.
Funding agency: The Spencer Foundation. Total direct costs: \$35,000.
I was Principal Investigator on this project, and am studying 1) cohort change in gender differences in achievement beliefs; 2) the influence of the timing of the middle school transition on children's achievement beliefs; and 3) predictive relations of children's achievement beliefs to performance and choice
- 1995-1996 Children's Motivation for Reading in Regular and CORI Elementary School Classrooms.
Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$23,458
I was principal investigator on this project, which involves comparing the reading motivation of children in different kinds of elementary school classrooms.
- 1994-1995 Children's Motivation for Reading: Quantitative and Qualitative Analyses.
Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$19,457
I was principal investigator on this project, which involved assessing urban children's reading motivation across a school year.
- 1993-1994 Relations Between Children's Motivations for Reading, Reading Engagement, and Performance in Reading During Elementary School.
Funding Agency: Office of Educational Research and Improvement, through a grant to the National Reading Research Center, University of Maryland. Total award: \$10,324
I was principal investigator on this project, which involved developing a measure of children's reading motivation.
- Summer 1994 University of Maryland General Research Board Summer Research Support Award, for a project entitled "The Development of Children's Competence Beliefs, Achievement Values, and General Self-Esteem." \$7,000.
- 1991-1994 Ontogeny of Self- and Task Concepts and Activity Choice.
Funding agency: National Institute for Child Health and Human Development. Total direct costs: \$750,000.

I am Co-Principal Investigator on this project, which is a longitudinal study of the development and socialization of children's achievement self-perceptions.

- 1990-1991 Changes in the Structure of Children's Self-Perceptions Across the Junior High School Transition. Research Grants Program, Center for Educational Research and Development, University of Maryland. Direct costs: \$4000.
- 1989-1990 The Development of Children's Achievement Related Self-Perceptions Across the Elementary School Years. Assistant Professor Research Grant, Center for Educational Research and Development, University of Maryland. Direct costs: \$4,000.
- 1986-1991 Ontogeny of Self- and Task Concepts and Activity Choice. Funding agency: National Institute for Child Health and Human Development. Total direct costs: \$891,000. This study was a five-year longitudinal project focused on the development and socialization of children's self-perceptions and activity preferences in the academic, social and physical domains. I had major responsibility in the design, implementation, and analysis phases of the project.
- 1985-1987 Math Achievement Patterns: Social and Psychological Forces. Funding agency: National Science Foundation. Total direct costs: \$144,000. I was Co-Principal Investigator on this two-year project exploring social and motivational factors influencing adolescents' performance in mathematics.

HONORS, AWARDS, AND CITATIONS:

- 2002 Distinguished Scholar – Teacher, University of Maryland
- 2001 Outstanding Service to the Schools Award, University of Maryland
- 1998 Vernon E. Anderson Distinguished Faculty Award, College of Education, University of Maryland
- 1997 Fellow, American Psychological Association (Division 15, Educational Psychology)
- 1992 AERA Division E (Counseling and Human Development) Human Development Research of the Year Award
- 1973 Phi Beta Kappa
- 1973 Psi Chi
- 1973-1974 Undergraduate Honors Program in Psychology, University of Illinois
- 1972-1974 University of Illinois James Scholar

Scholarships and fellowships:

- 1984-1985 NIMH Postdoctoral Fellowship, Department of Psychology, (Social Psychology Division), University of Michigan
- 1981-1983 NIMH Postdoctoral Fellowship, Department of Psychology,

	(Developmental Psychology Division), University of Michigan
1974-1976	University of Illinois Graduate Fellowship
1973-1974	Illinois General Assembly Scholarship
1969-1971	DeWitt Wallace Scholarship

TEACHING AND ADVISING

Undergraduate:

Fall 1989	EDHD 300 Human Development and Learning	17 students
Fall 1990	EDHD 300 Human Development and Learning	26 students
Fall 1991	EDHD 300 Human Development and Learning	31 students
Fall 1992	EDHD 300 Human Development and Learning	35 students
Fall 1993	EDHD 300 Human Development and Learning	30 students
Spring 1997	EDHD 300 Human Development and Learning	41 students
Fall 1997	EDHD 413 Adolescence	22 students
Spring 1998	EDHD 413 Adolescence	30 students
Fall 1999	EDHD 413 Adolescence	30 students

Graduate:

Spring 1989	EDHD 603 Integrative Bases of Behavior	17 students
Spring 1989	EDHD 711 Peer Culture and Group Processes	9 students
Spring 1990	EDHD 603 Integrative Bases of Behavior	17 students
Spring 1991	EDHD 603 Integrative Bases of Behavior	13 students
Spring 1992	EDHD 603 Integrative Bases of Behavior	18 students
Fall 1992	EDHD 830 Self-Processes in Human Development	15 students
Spring 1993	EDHD 831 Self-Processes II	4 students
Fall 1993	EDHD 830 Self-Processes in Human Development	18 students
Spring 1994	EDHD 831 Self-Processes II	13 students
Fall 1994	EDHD 830 Self-Processes in Human Development	23 students
Fall 1994	EDHD 835 Achievement Motivation	13 students
Spring 1995	EDHD 831 Self Processes II	15 students
Fall 1995	Sabbatical leave	
Spring 1996	EDHD 831 Self Processes II	6 students
Fall 1996	EDHD 830 Self Processes in Human Development	16 students
Fall 1997	EDHD 830 Self Processes in Human Development	16 students
Spring 1998	EDHD 831 Self Processes II	12 students
Fall 1998	EDHD 830 Self Processes in Human Development	10 students
Spring 1999	EDHD 830 Self Processes II	13 students
Fall 1999	EDHD 830 Self Processes in Human Development	10 students
Fall 2000	EDHD 779W Achievement Motivation	21 students
Spring 2001	EDHD 831 Self-Processes II	9 students
Fall 2001	EDHD 779W Achievement Motivation	18 students
Spring 2002	EDHD 830 Self Processes	10 students
Fall 2002	EDHD 779W Achievement Motivation	18 students
Spring 2003	Sabbatical leave	
Fall 2003	EDHD 779W Achievement Motivation	15 students
Spring 2004	EDHD 835 Achievement Motivation	22 students
Fall 2004	EDHD 779W Achievement Motivation	13 students
Spring 2005	EDHD 830 Self Processes	15 students

EDHD 798	Special Topics in Human Development per semester	approximately 3 students
EDHD 888	Doctoral Apprenticeship per semester	approximately 3 students
EDHD 899	Supervision of Doctoral Dissertation Research per semester	3 - 6 students

Graduate Program Development

1999-2000	Co-Developer, Professional M. Ed. Program for Montgomery County Teachers
1997-1998	Co-Developer, EDHD Doctoral Program Redesign
1991-1992	Co-Developer, Educational Psychology Specialization

Course Development

1992 EDHD 835 The Development of Achievement Motivation.

Guest Lectures: EDHD 831; EDCI graduate class on mathematics education; EDCI graduate class on literacy; 1992 and 1993 College Honors Program, 1996 Math Education Seminar

Graduate Advising

At Maryland I have advised *12 masters students* through the completion of their degrees. Two of the masters students completed theses under my direction. I have served on 10 additional masters thesis committees.

I have advised *18 doctoral students* through the completion of their degrees. These students obtained academic positions, research positions, postdoctoral fellowships, positions in the federal government, and positions in different school systems. I have served on 75 additional doctoral committees at Maryland.

I currently am advising *two* doctoral students in the EDHD program (Laurel Hoa and Susan Lutz,).

Undergraduate Advising

I advised *two undergraduate honors students* in the College of Education to the completion of their honors theses and degrees, the most recent graduating in 2002.

I currently am mentoring a GEMSTONE Undergraduate Honors Thesis group.

FACULTY MENTORING

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|-----------|---|
| 1994-1998 | Dr. Jamie Metsala, Assistant Professor, Department of Human Development. Promoted to Associate Professor, 1998 |
| 1999-2006 | Dr. Roger Azevedo, Assistant Professor, Department of Human Development. Promoted to Associate Professor, 2005. |
| 2001-2003 | Dr. William Drakeford, Visiting Assistant Professor, Department of Special Education |

EXTENSION ACTIVITIES

Workshops and other inservice activities

2001-2004: Summer and winter workshops to Frederick County teachers on motivation and reading instruction

1990-1991: I was involved in the Southern Maryland Intervention Program, which is a collaborative program involving several campus departments and middle school administrators, teachers, parents, and students in three southern Maryland counties.

PROFESSIONAL PUBLIC SERVICE

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| 2001-2006 | Associate Editor, <i>Child Development</i> |
| 2000-2002 | Associate Editor, <i>Journal of Educational Psychology</i> |

- 1998-2000 Editorial Board, *Child Development*
- 1998-2000 Editorial board, *Journal of Experimental Education*
- 1998-2000 Editorial board, *Journal of School Psychology*
- 1993-2000 Editorial board, *Developmental Psychology*
- 1995-2000 Editorial board, *Educational Psychologist*
- 1995-2000 Editorial board, *Journal of Early Adolescence*
- 2002-present, 1993-2000 Editorial board, *Journal of Educational Psychology*
- 1993-1995 Editorial board, *American Educational Research Journal*
- 1992-1997 Publications Board, National Reading Research Center
- 1985-present Review manuscripts for *American Educational Research Journal of Educational Evaluation and Policy Analysis, Educational Psychology, Review, Journal of Adolescence, Journal of Applied Social Psychology, Journal of Research on Mathematics Education, Journal of Research on Adolescence, Journal of Personality, Psychological Bulletin*
- 1989-present Program reviewer: American Educational Research Association, American Psychological Association, Society for Research on Adolescence, Society for Research in Child Development
- 1997 Program reviewer, International Congress of Applied Psychology
- Book reviewer, Bobbs-Merrill Publishers, Cambridge University Press, Lawrence Erlbaum Associates, W. H. Freeman Publishers, McGraw Hill Publishers
- Consultancies
- 2004 Consultant on Two Adolescent Literacy Projects (Elizabeth Moje, PI, and Bennett Shaywitz, PI)
- 1992-1997 Evaluation Advisory Board, Montgomery County Head Start Transition Demonstration Project
- 1993 Virginia State Department of Education Middle School Reform Grant Review Panel
- Grant reviewing
- 1999 Reviewer and Panel Member, National Science Foundation Interagency Education Research Initiative

- 1997 Reviewer, W. T. Grant Foundation Faculty Scholars Program
 1997, 1998 Reviewer, National Science Foundation, Division of Social, Behavioral, and Economic Research
- 1996 Reviewer, Israeli National Science Foundation Grant Program
- 1994, 1998 Reviewer, National Institute for Mental Health Behavioral Science Track Award for Rapid Transition Program

Memberships and offices in professional organizations

- 2000-2003 Treasurer, APA Division 15 (Educational Psychology)
- 2000-2001 Program Chair, APA Division 15 (for 2001 Program)
- 1998-2000 Member, APA Division 15 Publications Committee
- 1994-1996 Chair, Motivation in Education Special Interest Group, American Educational Research Association.
- 1983-present Member, American Educational Research Association (Divisions C and E, and Motivation in Education Special Interest Group)
- 1995-2000 Division 15 Liaison to the APA Board of Scientific Affairs, American Psychological Association
- 1984-1989; 1992-present Member, American Psychological Association, and Division 15 Educational Psychology. Elected as an APA Fellow in 1996
- 1990-1994 Member, Society for Research on Adolescence
- 1989-present Member, Society for Research in Child Development

UNIVERSITY SERVICE

University:

- 2003-2004 Member, University Distinguished Scholar-Teacher Selection Committee
- 1998-2001 Member, Campus Institutional Review Board
- 1993-1994 EDHD Liaison, Dean's Committee on Undergraduate Education
- 1990-1993 Member, Campus Senate
- 1991-1992 Member, University General Educational Affairs Committee

College:

- 2006- Member, College of Education Dean's Search Committee
 2004- Member, College Curriculum Approval Committee

2003-	Member, College Faculty Development Committee
2003-2004	Member, College Strategic Focus Committee
2001-	Member, College NCATE Conceptual Framework Committee
2001- 2004	Member, College Program Review Board
2001-	Member, Maryland Literacy Research Institute
2000-2001	Member, Prince George's School Improvement Committee
1999-2001	Member, College Promotion and Tenure Committee
1999-2000	Member, Department of Special Education Chair Evaluation Committee
1999-2001	Member, College of Education Dean's Search Committee
1998-1999	Member, EDCI Early Literacy Search Committee
1998-2000	Member, College Program Review Board
1998-1999	Member, EDMS Integration Committee
1997-1998	Chair, College Planning Committee
1997-1998	Member, CAPS School Counseling Search Committee
1996-1998	Member, College Senate
1996-1998	Member, College Senate Steering Committee
1994-1995	Member, College Plan of Organization Review Committee
1993-1994	Member, College Minority Faculty Search Committee
1993	Member, CAPS School Psychology Search Committee
1992-present	Member, College Honors Council
1992-1996	Member, College Holmes Committee
1992-1994	Member, College NCATE Knowledge Base Committee
1990-1992; 1995	Member, College Senate
1991-1992	College Senate Secretary and Steering Committee Member
1990-1992	Member, College Undergraduate Committee
1990-1993	Member, College Equity Committee

Department:

2001-2004	Member, EDHD Chair Search Committee
2001-2002	Faculty Chair, EDHD
2000-2001	Member, EDHD Salary Review Committee
2000-2001	Member, EDHD Promotion and Tenure Committee
2000-2001	Chair, Early Childhood Search Committee
1998-present	Chair, Graduate Committee
1998-2000	Faculty Liaison, Student Affairs Committee
1998-2001	Member, EDHD Executive Committee
1998-1999	Chair, EDHD Promotion and Tenure Committee
1998-1999	Member, EDHD Salary Review Committee
1997-2002	Member, EDHD Coordinating Committee (Also 1993-1995, 1989-1991)
1997-1998	Faculty Chair, EDHD
1996-1997	Co-Chair, EDHD Salary Review Committee
1996-1997	Member, Graduate Committee
1994-1995	Faculty Chair, EDHD
1994-1995	Member, EDHD Promotion and Tenure Committee
1994-1995	Member, EDHD Strategic Planning Committee
1994-1995	Member, EDHD Educational Psychology Search Committee

1993-1994	Chair, EDHD Doctoral Committee
1993-1994	Member, EDHD Salary Review Committee
1993-1995	Chair, EDHD Human Subjects Committee
1993	Member, EDHD Search Committee
1992-present	Co-Coordinator, Educational Psychology Specialization
1990-1993	Member, Undergraduate and Masters Committee (Chair, 1990-1991; 1992-1993)
1990-present	Member, EDHD Ad-Hoc Goals Committee
1989-1990	Faculty Secretary
1989-1991	Member, Educational Psychology Specialization Development Committee
1989	Member, Resources Committee