

CURRICULUM VITAE of KATHRYN R. WENTZEL

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

Date:

Signature:

PERSONAL INFORMATION

Department: Department of Human Development
College of Education
University of Maryland
College Park, MD 20742
301-405-2810
email: wentzel@umd.edu

Current Rank: Professor (2000)

ACADEMIC BACKGROUND

- Ph.D. Stanford University, Stanford, CA 1987
College of Education, Psychological Studies in Education,
Program in Child and Adolescent Development
- M.A. Stanford University, Stanford, CA 1986
College of Education, Educational Policy Analysis
and Administration
- B.A. University of Minnesota, Minneapolis, MN 1982
Institute of Child Development, *summa cum laude*

PROFESSIONAL WORK EXPERIENCE

- 2000- Professor, Department of Human Development,
University of Maryland, College Park, MD
- 1995-2000 Associate Professor, Department of Human Development,
University of Maryland, College Park, MD
- 1990-1995 Assistant Professor, Department of Human Development
University of Maryland, College Park, MD
- 1988-1990 Post-doctoral Fellow in Developmental Psychology,
Department of Psychology, University of Illinois, Champaign, IL

- 1987-1988 Acting Assistant Professor, School of Education,
Stanford University, Stanford, CA;
Research Associate, Center for the Study of Families, Children,
and Youth, Stanford University, Stanford, CA
- 1986 Lecturer, San Jose State University, School of
Education,
San Jose, CA.
- 1985-1986 Program Officer, Walter S. Johnson Foundation, Menlo Park, CA

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

A. Books

1) Books edited.

Juvonen, J., & Wentzel, K. R. (1996). *Social motivation: Understanding children's school adjustment*. New York: Cambridge University Press.

Wentzel, K. R., & Wigfield, A. (in prep.). *Handbook of Motivation at School*. Mahway, NJ: LEA.

2) Journals edited.

Wentzel, K. R., & Berndt, T. (1999). Special issue on social influences on school adjustment. *Educational Psychologist*, Vol. 34.

Wentzel, K. R., & Wigfield, A. (in prep.) Special issue on motivation interventions. *Educational Psychologist*.

3) Chapters in edited books.

Krumboltz, J., Ford, M., Nichols, C., & Wentzel, K. (1987). The goals of education. In R. C. Calfee (Ed.), *The study of Stanford and the schools: Views from the inside: Part II*. Stanford, CA: School of Education, Stanford.

Wentzel, K. R. (1991). Social and academic goals at school: Achievement motivation in context. In M. Maehr and P. Pintrich (Eds.), *Advances in motivation and achievement* (Vol. 7; pp. 185-212). Greenwich, CT: JAI.

Wentzel, K. R. (1992). Motivation and achievement in adolescence: A multiple goals perspective. In D. Schunk & J. Meece (Eds.), *Student perceptions in the classroom: Causes and consequences* (pp. 287 - 306). Hillsdale, N. J.: Lawrence Erlbaum.

Wentzel, K. R. (1996). Social goals and social relationships as motivators of school adjustment. In J. Juvonen & K. R. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment* (pp. 226-247). New York: Cambridge University Press.

Wentzel, K. R. (1996). Social motivation: Current issues and challenges. In J. Juvonen & K. R. Wentzel (Eds.), *Social motivation: Understanding children's school adjustment* (pp. 1-10). New York: Cambridge University Press.

Wentzel, K. R. (2001). Peer groups. In R. Lerner & J. Lerner (Ed.s), *Today's Teenagers: Adolescence in America*. Denver, CO: ABC-CLIO .

Wentzel, K. R. (2001). Teachers. In R. Lerner & J. Lerner (Ed.s), *Today's Teenagers: Adolescence in America*. Denver, CO: ABC-CLIO .

Wentzel, K. R., & Battle, A. (2001). Social relationships and school adjustment. In T. Urdan & F. Pajares (Eds.), *Adolescence and education* (pp.93-118). Greenwich, CT: Information Age Publishing.

Wentzel, K. R. (2002). The contribution of social goal setting to children's school adjustment. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation* (pp. 221-246). Academic Press.

Wentzel, K. R. (2003). School adjustment. In W. Reynolds & G. Miller (Eds.), *Handbook of psychology, Vol. 7: Educational Psychology* (pp. 235-258). New York: Wiley.

Wentzel, K. R. (2004). Understanding classroom competence: The role of social-motivational and self-processes. In R. Kail (Ed.), *Advances in Child Development and Behavior, Vol. 32* (pp 213-241). New York, NY: Elsevier.

Wentzel, K. R. (2004). Prosocial behavior. In C. B Fisher & R.M. Lerner (Eds.), *Encyclopedia of Applied Developmental Science*. Thousand Oaks, CA: SAGE.

Wentzel, K. R. (2004). Social motivation. In C. B Fisher & R.M. Lerner (Eds.), *Encyclopedia of Applied Developmental Science*. Thousand Oaks, CA: SAGE.

Wentzel, K. R. (2005). Peer relationships, motivation, and academic performance at school. In A. Elliot & C. Dweck (Eds.), *Handbook of Competence and Motivation* (pp. 279-296). New York, NY: Guilford.

Wentzel, K. R. (2006). Searching for and Formulating New Ideas: Challenges for Educational Researchers. In C. Conrad & R. Serlin (Eds.), *SAGE Handbook for research in education: Engaging ideas and enriching inquiry*. Thousand Oaks, CA: SAGE.

Wentzel, K. R. (2006). Social motivational perspective on classroom management. In C. Evertson and C. Weinstein (Eds.), *Handbook of Classroom Management - Research, Practice, and Contemporary Issues*. Mahwah, NJ: Erlbaum.

Wentzel, K. R., & Looney, L. (in press). Socialization in school settings. In J. Grusec & P. Hastings (Eds.), *Handbook of Social Development*. New York, NY: Guilford.

Filisetti, L., Wentzel, K. R., & Butera, F. (in prep.). Une approche psychosociale de la compétence sociale. Application au domaine de l'éducation.

Wentzel, K. R. (in prep.). Teacher-Student Relationships. In J. Meece and J. Eccles (Eds.),

Wentzel, K. R. (in prep.). Peer Relationships and Motivation at School. In K Rubin, W. Bukowski, B. Laursen (Eds.), *Handbook on Peer Relationships*. New York, NY: Guilford.

B. Articles in Refereed Journals

* peer-reviewed empirical articles; ** peer-reviewed literature reviews; *** peer-reviewed solicited articles.

* Wentzel, K. R. (1988). Gender differences in Math and English achievement: A longitudinal study. *Sex Roles, 18*, 691-699.

* Wentzel, K. R. (1989). Adolescent classroom goals, standards for performance, and academic achievement: An interactionist perspective. *Journal of Educational Psychology, 81*, 131-142.

* Feldman, S. S., Wentzel, K. R., & Gehring, T. M. (1989). A comparison of the views of mothers, fathers, and preadolescents of family cohesion and power. *Journal of Family Psychology, 3*, 39-61.

* Feldman, S. S., Wentzel, K. R., & Gehring, T. M. (1989). A comparison of the views of authors and reviewers about family cohesion and power. *Journal of Family Psychology, 3*, 65-69.

* Ford, M. E., Wentzel, K. R., Wood, D. N., Stevens, E., & Seisfeld, G. A. (1989). Processes associated with integrative social competence: Emotional and contextual influences on adolescent social responsibility. *Journal of Adolescent Research, 4*, 405-425.

* Wentzel, K. R., Weinberger, D. A., Ford, M. E., & Feldman, S. S. (1990). Academic achievement in preadolescence: The role of motivational, affective, and self-regulatory processes. *Journal of Applied Developmental Psychology, 11*, 179-193.

* Gehring, T. M., Wentzel, K. R., Feldman, S. S., & Munson, J. (1990). Conflict in families of adolescents: The impact on cohesion and power structures. *Journal of Family Psychology, 3*, 290-309.

* Feldman, S. S., Wentzel, K. R., Weinberger, D. A., & Munson, J. A. (1990). Marital satisfaction of parents of preadolescent boys and its relationship to family and child functioning. *Journal of Family Psychology, 4*, 211-232.

* Feldman, S. S., & Wentzel, K. R. (1990). Relations among family interaction patterns, classroom self-restraint, and academic achievement in preadolescent boys. *Journal of Educational Psychology, 82*, 813-819.

* Feldman, S. S., & Wentzel, K. R. (1990). The relationship between parenting styles, sons' self-restraint, and peer relations in early adolescence. *Journal of Early Adolescence, 10*, 439-454.

*** Wentzel, K. R. (1991). Classroom competence may require more than intellectual ability: Reply to Jussim. *Journal of Educational Psychology, 83*, 156-158.

** Wentzel, K. R. (1991). Social competence at school: Relations between social responsibility and academic achievement. *Review of Educational Research, 61*, 1-24.

* Wentzel, K. R., Feldman, S. S., & Weinberger, D. A. (1991). Parental childrearing and academic achievement in boys: The mediational role of socioemotional adjustment. *Journal of Early Adolescence, 11*, 321-339.

* Wentzel, K. R. (1991). Relations between social competence and academic achievement in early adolescence. *Child Development, 62*, 1066-1078.

* Wentzel, K. R. (1992). The role of motivational, affective, and self-regulatory processes in academic achievement. *International Journal of Psychology, 27*, 567.

* Wentzel, K. R. (1993). Does being good make the grade? Relations between academic and social competence in early adolescence. *Journal of Educational Psychology, 85*, 357-364.

* Wentzel, K. R. (1993). Social and academic goals at school: Motivation and achievement in early adolescence. *Journal of Early Adolescence, 13*, 4-20.

* Wentzel, K. R., & Feldman, S. S. (1993). Parental predictors of boys' self-restraint and motivation to achieve at school: A longitudinal study. *Journal of Early Adolescence, 13*, 183-203.

* Wentzel, K. R., & Erdley, C. A. (1993). Strategies for making friends: Relations to social behavior and peer acceptance in early adolescence. *Developmental Psychology, 29*, 819-826.

** Wentzel, K. R. (1994). Family functioning and academic achievement in middle school: A social-emotional perspective. *Journal of Early Adolescence, 14*, 268-291.

* Wentzel, K. R. (1994). Relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support. *Journal of Educational Psychology, 86*, 173-182.

* Wentzel, K. R., & Asher, S. R. (1995). Academic lives of neglected, rejected, popular, and controversial children. *Child Development, 66*, 754-763.

* Feldman, S. S., & Wentzel, K. R. (1995). Relations of marital satisfaction to peer-related outcomes in adolescent boys: A longitudinal study. *Journal of Early Adolescence, 15*, 220-237.

***Wentzel, K. R. (1995). Does student interest justify the means? Comment on Tang and Hall. *Applied Cognitive Psychology, 9*, 405-409.

* Wentzel, K. R., & Feldman, S. S. (1996). Relations of cohesion and power in family dyads to social and emotional adjustment. *Journal of Research on Adolescence, 6*, 225-244.

* Wentzel, K. R. (1996). Social and academic motivation in middle school: Concurrent and longterm relations to academic effort. *Journal of Early Adolescence, 16*, 390-406.

* Wentzel, K. R., & Caldwell, K. (1997). Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school. *Child Development, 68*, 1198-1209.

* Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology, 89*, 411-419.

* Wentzel, K. R. (1998). Parents' aspirations for children's educational attainments: Relations to parental belief systems and social address variables. *Merrill-Palmer Quarterly, 44*, 20-37.

*** Wentzel, K. R., & Wigfield, A. (1998). Academic and social motivational influences on students' academic performance. *Educational Psychology Review, 10*, 155-175.

* Wentzel, K. R. (1998). Social support and adjustment in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology, 90*, 202-209.

** Wentzel, K. R. (1999). Social-motivational processes and interpersonal relationships: Implications for understanding students' academic success. *Journal of Educational Psychology, 91*, 76-97.

* Wentzel, K. R., & McNamara, C. (1999). Interpersonal relationships, emotional distress, and prosocial behavior in middle school. *Journal of Early Adolescence, 19*, 114-125.

***Wentzel, K. R. (1999). Commentary: Social influences on school adjustment. *Educational Psychologist, 34*, 59-70.

Wentzel, K. R., & Berndt, T. (1999). Introduction: Social influences on school adjustment. *Educational Psychologist, 34*, 1-2.

***Wentzel, K. R. (2000). What is it that I'm trying to achieve? Classroom goals from a content perspective. *Contemporary Educational Psychology, 25*, 105-115.

*Wentzel, K. R. (2002). Are effective teachers like good parents? Interpersonal predictors of school adjustment in early adolescence. *Child Development, 73*, 287-301.

***Wentzel, K. R., & Watkins, D. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review, 31*, 366-377.

*Wentzel, K. R. (2003). Sociometric status and academic adjustment in middle school: A longitudinal study. *Journal of Early Adolescence, 23*, 5-28.

***Wentzel, K. R. (2003). Motivating students to behave in socially competent ways. *Theory into Practice, 42*, 319-326.

*Wentzel, K. R., McNamara, C., & Caldwell, K. (2004). Friendships in middle school: Influences on motivation and school adjustment. *Journal of Educational Psychology, 96*, 195-203.

*Spera, C., & Wentzel, K. R. (2004). Congruence between students' and teachers' goals: Implications for social and academic motivation. *International Journal of Educational Research, 39*, 395-413.

*Barry, C., & Wentzel, K. R. (2006). The influence of middle school friendships on prosocial behavior: A longitudinal study. *Developmental Psychology.*

*Wentzel, K. R., Filisetti, L., & Looney, L. (in press). Adolescent prosocial behavior: The role of self-processes and contextual cues. *Child Development.*

*Filisetti, L., Wentzel, K.R., & Dépret, E (in press). Les buts sociaux de l'élève : leurs causes et leurs conséquences à l'école. *Revue Française de Pédagogie, 155.*

Spera, C., & Wentzel, K. R. (under review). *Parental educational aspirations for their children: Relations to ethnicity, parent education, child GPA, and school climate.*

Kreible, D., & Wentzel, K. R. (under review). *Relations of parenting strategies to the academic accomplishments and social competence of adopted children.*

Watkins, D. & Wentzel, K. R. (under review). *Increasing problem-solving strategies of ADHD males in cooperative learning settings: A social skills intervention study.*

Wentzel, K. R., Battle, A., & Looney, L. (under review). *Teacher and peer contributions to classroom climate in middle school.*

Wentzel, K. R., McNamara, C., & Watkins, D. (in prep). *Do peer relationships influence academic achievement? Theoretical and methodological issues.*

C. Professional Reports

Wentzel, K. R. (1984). *Report to Mountain View High School on early predictors of student grades and performance*, Stanford University.

Wentzel, K. R. (1986). *Preschool education: A report and resource booklet for the Board of Trustees of the Walter S. Johnson Foundation*, Stanford University.

Wentzel, K. R. (1986). *A history of educational goals for secondary education in America*. Report prepared for the Project on Schooling and Personal Responsibility, School of Education, Stanford University.

Wentzel, K. R., & Loesch-Griffin, D. A. (1986). *Adolescents' perceptions of the YOP experience: Report of an evaluation of the Youth Opportunity Program*, Stanford University.

Wentzel, K. R., & Perez, R. (1994). *Social and Cognitive Processes in Adult Cooperative/Team Learning*. Final report submitted to the Army Research Institute, Consortium Fellows Program.

Wentzel, K. R., Perez, R., & Bennett, S. (1994). *Task Structure as a Determinant of Successful Group Problem Solving*. Final report submitted to the Army Research Institute, Consortium Fellows Program.

Wentzel, K. R. (1995). *Teachers who Care: Implications for Student Motivation and Classroom Behavior*. Final report to the Office of Educational Research and Improvement, OERI Fellows Program.

Wentzel, K. R. (1998). *Evaluation of Pinion Service Project Service Learning Programs 1997-1998*. Final report to Community Chest, Inc., Virginia City, NV.

Wentzel, K. R. (1998). *Pinion Service Project*. Report submitted to Community Chest, Inc., Virginia City, NV.

D. Book Reviews

Wentzel, K. R. (1992). Coping with the self. *Contemporary Psychology*, 37, 471.

E. Talks, Abstracts, and Other Professional Papers

1) Invited Talks.

Social, emotional, and cognitive factors related to adolescent classroom goals and academic achievement. Invited colloquium, Max Planck Institute for Human Development and Education, Berlin, West Germany, April, 1987.

Achievement motivation. Invited seminar (with Allan Wigfield), University of Trondheim, Trondheim, Norway, June, 1998.

Social Influences on School Adjustment. Invited talk, University of Groningen, Groningen, Netherlands. October, 2004.

Social Motivators of School Adjustment. Invited talk, Curry Speaker Series, Curry School of Education, University of Virginia, January, 2005.

Social motivation and interpersonal relationships: Influences on school adjustment. Invited keynote address, Division "Educational Psychology" of the German Psychological Society, Halle-Wittenberg, Germany, September, 2005.

2) Abstracts.

Wentzel, K. R. (1992). The role of motivational, affective, and self-regulatory processes in academic achievement. *International Journal of Psychology*, 27: (3-4) 567-567.

3) National and International conference presentations. (* peer-reviewed, + invited)

*Filisetti, L., & Wentzel, K.R. (2006). Psychological, social and motivational processes as predictors of student's social and academic achievement. Estonie, Tartu, 30 juin - 4 juillet.

*Filisetti, L., Wentzel, K. R. (2006). Les prédicteurs des comportements sociaux et scolaires de l'élève au collège. Colloque des « effets des dimensions conatives en éducation (personnalité, motivation estime de soi, compétences sociales). France, Nantes, 7-8 juin 2006.

*Tombback, R. M., Williams, A. Y., Wentzel, K. R. (2005, April). *Young Adolescents' Concerns About the Transition to High School*, paper presented at the annual meeting of the American Educational Research Association, Montreal, QC.

*Wentzel, K. R., Williams, A. Y., & Tombback, R. M. (2005, April). *Relations of Teacher and Peer Support to Classroom Behavior in Middle School*, paper presented at the annual meeting of the American Educational Research Association, Montreal, QC.

*Wentzel, K. R. (April, 2005). Discussant for symposium: *The Impact of Personal Networks on Attainment in Higher Education*, annual meeting of the American Educational Research Association, Montreal, QC.

* Filisetti, L., Wentzel, K. R., & Dépret, E. (2005, April). *Predictors of Social and Academic School Adjustment in Early Adolescence*, paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

*Wentzel, K. R. (2004, April). Perceptions of School Climate, Student Engagement, and School Success Among Ethnically Diverse Adolescents. Discussant for symposium at the annual meeting of the American Educational Research Association, San Diego, CA.

Wentzel, K. R. (2004, April). *Division E – Counseling and Human Development Business meeting*. Chair, annual meeting of the American Educational Research Association, San Diego, CA.

+Wentzel, K. R. (2004, April). *Evidence-based Intervention: A view from the field*. Chair, Annual meeting of the American Educational Research Association, San Diego, CA.

+Wentzel, K. R. (2004, April). *Funding programs and priorities: A perspective from NICHD*. Chair, Annual meeting of the American Educational Research Association, San Diego, CA.

+Wentzel, K. R. (2004, April). *Pedagogical Caring and Classroom Climate: A Social-Motivational Perspective on School Adjustment*. Vice-Presidential Address, Div. E, annual meeting of the American Educational Research Association, San Diego, CA.

*Looney, L., & Wentzel, K. R. (2004, April). *Understanding Teachers' Efficacy Beliefs: The Role of Professional Community*, paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Filisetti, L., & Wentzel, K.R. (September, 2003). *Les competences sociales a l'ecole: Les predicteurs du comportement prosocial des adolescents*. 6th meeting of Applied Social Psychology, Clermont-Ferrand, FR.

*Wentzel, K. R. (2003, April). *New Directions in Examining Peer Group Processes in the Academic and Social Domains*. Discussant for symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

+Wentzel, K. R. (2003, April). *Pathways Linking Education to Health: New Directions and opportunities for Research*. Discussant for symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

+Wentzel, K. R. (2003, April). *Social-Ecological Perspectives of Youth Prevention Programming*. Chair for symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

+Wentzel, K. R. (2003, April). *Division E Business Meeting*, Chair, annual meeting of the American Educational Research Association, Chicago, IL

*Filisetti, L., & Wentzel, K. R. (2003, April). *Predictors of prosocial behavior in adolescents*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

*Asher, S. R., Paquette, J. A., Wentzel, K. R., & Gabriel, S. (2003, April). *Observing peer relations using a wireless transmission system: Ethical dilemmas and possible selves*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

*Spera, C., Tonks, S., & Wentzel, K. R. (2002, August). *A multi-ethnic comparison of the relationships between student educational aspirations and school-related variables*. Poster presented at the annual meeting of the International Study of Behavior and Development, Montreal.

+Wentzel, K. R. (2002, April). *Risky Business: Developmental perspectives on substance use, aggression, and resilience*. Discussant for symposium at the annual meeting of the American Educational Research Association, New Orleans.

*Wentzel, K. R. (2002, April). *Classroom management and motivation*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

*Spera, C., & Wentzel, K. R. (2002, April). *Parental educational aspirations for their children: Assessing school-related variables*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

*McNamara, C.C., & Wentzel, K.R. (2001, April). *Friendship influence on prosocial behavior: An investigation into the role of motivational factors and friend's characteristics*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

*Spera, C., & Wentzel, K. R. (2001, April). *Congruence of Student and Teacher Goal Setting*. Poster presented at the biannual meeting of the Society for Research in Child Development, Minneapolis.

*Wentzel, K., Cusick, L., & Battle, A. (2001, April). *Classroom support in middle school: Contributions of teachers and peers*. Paper presented at the biannual meeting of the Society for Research in Child Development, Minneapolis.

*Wentzel, K., Battle, A., & Cusick, L. (2001, April). *Classroom support in middle school: Contributions of teachers and peers*. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

*Wentzel, K. R., & Spera, C. (2001, April). *Congruence of Student and Teacher Goal Setting in the Classroom*. Poster presented at the annual meeting of the American Educational Research Association, Seattle.

*Cusick, L., Battle, A., & Wentzel, K. (2001, August). *Teacher and peer contributions to overall classroom climate*. Poster presented at the annual meeting of the American Psychological Association, San Francisco.

* Wentzel, K. R. (2000, April). *Are effective teachers like good parents? Interpersonal predictors of school adjustment in early adolescence*. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans.

* Wentzel, K. R. (2000, April). Discussant for symposium on Social Motivation and School Adjustment. Annual meeting of the American Educational Research Association, New Orleans.

* Wentzel, K. R. (2000, April). *What I Want to Do and Why: Goals and Values as Motivational Constructs*. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans.

* McNamara, C., & Wentzel, K. R. (2000, March). *Friends' influence on social behavior: the role of social goal setting*. Poster presented at the Biennial meeting of the Society for Research on Adolescence, Chicago.

* Auffrey, A., & Wentzel, K. R. (2000, March). *Teachers as caregivers: Their beliefs in relation to student outcomes*. Poster presented at the Biennial meeting of the Society for Research on Adolescence, Chicago.

* McNamara, C. & Wentzel, K. R. (1999, April). *Adolescents' conceptions of social support from peers*. Poster presented at the Biennial meeting of the Society for Research on Child Development, Albuquerque.

* Wentzel, K. R. (1998, March). *Social motivation*. Symposium: A motivated look at motivation terminology: What educators need to know about key motivational constructs. Annual meeting of the American Educational Research Association, San Diego.

* McNamara, C., & Wentzel, K. R. (1998, February). *The relation of social-emotional adjustment to academic achievement*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego.

* Wentzel, K. R. (1998, February). *Sociometric status and academic adjustment in middle school: A longitudinal study*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego.

+ Wentzel, K. R. (1997, August). *Social influences on motivation: Perceived caring from parents, teachers, and peers*. Presented in symposium: Family and Peer Influences on School Achievement. Annual meeting of the American Psychological Association, Chicago.

+ Wentzel, K. R. (1997, August). Chair of symposium: *Family and Peer Influences on School Achievement*. Annual meeting of the American Psychological Association, Chicago.

* Wentzel, K. R. (1997, March). *Social motivation*. Panelist for discussion of Human Development and Motivation Issues in School Reform: A Continuing Dialogue. Annual meeting of the American Educational Research Association, Chicago.

* Wentzel, K. R. (1997, March). *Children's social goals, self-perceptions, and peer relationships*. Symposium discussant. Annual meeting of the American Educational Research Association, Chicago.

* Wentzel, K. R. (1997, March). *Influences on and linkages between children's social and academic performance: A developmental perspective*. Symposium discussant. Biennial meeting of the Society for Research on Child Development, Washington, DC.

* Wentzel, K. R. (1997, March). *Socialization of individual differences in achievement motivation*. Symposium discussant. Biennial meeting of the Society for Research on Child Development, Washington, DC.

* Wentzel, K. R. (1996, April). *Social motivation*. Panelist for discussion of Human Development and Motivation Issues in School Reform: A Continuing Dialogue. Annual meeting of the American Educational Research Association, New York.

* Wentzel, K. R. (1996, April). *Social influences on school adjustment*. Chair of symposium, Annual meeting of the American Educational Research Association, New York.

* Wentzel, K. R. (1996, April). *Effective teachers are like good parents: Understanding motivation and classroom behavior*. Paper presented at the annual meeting of the American Educational Research Association, New York.

* Wentzel, K. R. (1996, March). *Why do young adolescents like school? Perceived support from parents, teachers, and peers*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Boston.

* Wentzel, K. R., & Caldwell, K. (1996, March). *Best friends, peer networks, and social acceptance: Relations to achievement in middle school*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Boston.

* Wentzel, K. R. (1995, March). *Social motivation: Understanding children's school adjustment*. Chair and Discussant of symposium (participants were Tom Berndt, Susan Harter, Gary Ladd, and Dale Schunk). Biennial Meeting for the Society for Research on Child Development, Indianapolis.

* Wentzel, K. R. (1995, March). *Parents' academic aspirations and expectations for children: Relations to context and beliefs*. Paper presented at the Biennial Meeting for the Society for Research on Child Development, Indianapolis.

* Wentzel, K. R. (1994, April). *Social competence in middle school: The role of multiple social goals*. Roundtable at the annual meeting of the American Educational Research Association, New Orleans.

* Wentzel, K. R., & Walker, B. (1994, April). *Relations of reading to social, academic, and reading-related motivation*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans.

* Perez, R., Bennett, S., & Wentzel, K. R. (1994, April). *Metacognitive processes on cooperative/team learning*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans.

* Caldwell, K. A. & Wentzel, K. R. (1994, February). *Distinctions between reciprocal friendships and sociometric status in early adolescence*. Poster presented at the Biennial meeting of the Society for Research on Adolescence, San Diego.

* Wentzel, K. R. (1994, February). Chair, *Motivation in schools: "Stop your socializing and sit down!"* An open discussion about the social influences on adolescents' achievement motivation. Symposium at the Biennial meeting of the Society for Research on Adolescence, San Diego.

* Wentzel, K. R. (1993, August). *Achievement motivation in context: The role of social goals*. Paper presented in symposium, "New Directions for Goal Theory in Achievement Contexts," Annual meeting of the American Psychological Association, Toronto, Canada.

+ Wentzel, K. R., (1993, August). Discussant, Outstanding submission in Educational Psychology by Tang and Hall. Annual meeting of the American Psychological Association, Toronto, Canada.

* Wentzel, K. R. (1993, March). *Social competence in early adolescence: A multiple goals perspective*. Paper presented in symposium, "Motivational Approaches to Social Relations," biennial meeting of the Society for Research in Child Development, New Orleans.

* Wentzel, K. R. (1993, March). Chair, Symposium on "*Motivational Approaches to Social Relations*," biennial meeting of the Society for Research in Child Development, New Orleans.

* Wentzel, K. R., & Feldman, S. S. (1993, March). *Relations of marital satisfaction to children's peer-related outcomes: A longitudinal study*. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans.

* Wentzel, K. R., & Asher, S. R. (1993, April). *Neglected and rejected children at school: Motivational and behavioral outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

+ Wentzel, K. R. (1993, April). Chair/Discussant, Symposium on "*Feeling good and helping others: Motivation in the social context of the classroom*," annual meeting of the American Educational Research Association, Atlanta.

* Wentzel, K. R. (1993, April). *Adolescents' lives at school: A multiple goals perspective*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

+ Wentzel, K. R. (1993, April). Invited "Researcher," Graduate students' evening conversation with a motivation researcher, Special Interest Group/Motivation in Education. Annual meeting of the American Educational Research Association, Atlanta.

+ Wentzel, K. R. (1992, July). *The role of motivational, affective, and self-regulatory processes in academic achievement*. Paper presented at the 25th International Congress of Psychology, Symposium on "Motivation and Emotion in Education," Belgium.

* Wentzel, K. R. (1992, April). *Family predictors of achievement motivation in high school: A longitudinal study*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

* Wentzel, K. R. (1992, April). *Social competence, academic behavior, and achievement in early adolescence*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

* Wentzel, K. R. (1992, March). *Relations between family problem solving and social and academic competence in early adolescence*. Paper presented at the biennial meeting of the Society of Research on Adolescence, Washington, D.C.

* Wentzel, K. R. (1992, March). *Family predictors of achievement motivation in high school: A longitudinal study*. Paper presented at the biennial meeting of the Society of Research on Adolescence, Washington, D. C.

* Wentzel, K. R. (1991, April). *Motivation and achievement in early adolescence: A multiple goals perspective*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

* Wentzel, K. R. (1991, April). *Multiple goals and school adjustment in early adolescence*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.

* Wentzel, K. R., Erdley, C. A. (1991, April). *Strategy knowledge interpersonal problem solving, and peer relations in early adolescence*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle.

* Wentzel, K. R. (1990, March). *Peer status and academic achievement: Motivational and social responsibility factors*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Atlanta.

* Wentzel, K. R., & Feldman, S. S. (1990, March). *The relationship between family functioning, classroom self-restraint, and academic achievement*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Atlanta.

* Wentzel, K. R. (1990, April). *Goals, self-efficacy, and social intelligence as predictors of academic competence*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

* Wentzel, K. R. (1990, April). *The relationship between family interaction patterns, classroom self-restraint, and academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

* Wentzel, K. R. (1990, April). *The relationship between parental childrearing practices, social-emotional adjustment, and academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, Boston.

* Loesch-Griffin, D. A., & Wentzel, K. R. (1989, October). *The students' and supervisors' perspectives on the value of the Youth Opportunity Program (YOP)*. Participants in a symposium entitled, "Reflections on the first year of the BAYE (Bay Area Youth Employment) Project: Creating paths to the future for today's minority and disadvantaged youth," American Evaluation Association, San Francisco.

* Wentzel, K. R., & Feldman, S. S. (1989, April). *Marital satisfaction of parents of preadolescent boys and its relationship to family and child functioning*. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City.

* Wentzel, K. R., Weinberger, D. A., Ford, M. E., & Feldman, S. S. (1989, March). *Academic achievement in preadolescence: The role of motivational, affective, and self-regulatory processes*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

* Wentzel, K. R., (1988, March). *Who is the best informant about family cohesion and power? A comparison of the views of mothers, fathers, and preadolescents*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Alexandria, VA.

* Wentzel, K. R. (1988, April). *Adolescent classroom goals and related psychological functioning*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

* Wentzel, K. R. (1988, April). *Competence motivation and academic achievement in adolescence*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

* Wentzel, K. R. (1987, August). *Causality beliefs and classroom competence in adolescents*. Paper presented at the annual meeting of the American Psychological Association, New York.

* Wentzel, K. R. (1987, August). *Adolescent standards for classroom performance: Social and personal competence factors*. Paper presented at the annual meeting of the American Psychological Association, New York.

* Wentzel, K. R. (1987, April). *The relationship between classroom goals and academic achievement: Content, context, and effort-related factors*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.

* Wentzel, K. R., Wood, D., Siesfeld, G., Stevens, E., & Ford, M. (1987, April). *Does being good make the grade? A study of adolescent social responsibility and academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.

* Wentzel, K. R. (1986, August). *Gender differences in academic achievement: A longitudinal study*. Paper presented at the annual meeting of the American Psychological Association, Washington, D. C.

* Wentzel, K. R. (1986, April). *Educational goals: Past and present*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

* Ford, M., Wentzel, K., Siesfeld, G., Wood, D., & Feldman, L. (1986, April). *The role of emotional processes in adolescent social responsibility*. Paper presented at the annual meeting of the APA, Los Angeles.

F. Contracts and Grants

"The Relationship Between Social Responsibility and Academic Achievement in Adolescence," Spencer Grant, Small Grants Program (Co-PI with M. E. Ford), Fall, 1988 (\$7,500).

"Teacher Goals and Self-efficacy," University of Illinois Research Board Grant, Fall, 1990 (\$1,600).

"A Cross-Sectional Study of Social Competence and Academic Achievement," Center for Educational Research and Development, University of Maryland, 1991-1992 (\$5,500).

"Gender and Ethnic Group Differences in Peer Relationships and Academic Achievement," General Research Board, University of Maryland, Summer, 1991 (\$5,400).

Travel Grant, American Psychological Association, for transportation to the 25th International Congress of Psychology in Brussels, Belgium, July, 1992. (\$738).

"Relations Between Social Support, Motivation to Achieve, and Academic Achievement in Early Adolescence," General Research Board, University of Maryland, Summer, 1993. (\$5,400).

Principal Investigator, Army Research Institute, Consortium Fellows Program. Project on Group Problem Solving and Learning. May, 1993 - May, 1994 (\$45,700).

Evaluation of Pinion Service Project Service Learning Programs 1997-1998 for Community Chest, Inc., Virginia City, NV, 1998. Contract through Institute for Child Study (\$6,000)

G. *Web-Based Articles*

Wentzel, K. R. (2004). The links between preschool programs and school completion: Comments on Hauser-Cram, McDonald Connor and Morrison, and Ou and Reynolds. Centre of Excellence for Early Childhood Development, <http://www.excellence-earlychildhood.ca>.

H. *Fellowships*

Dissertation Fellowship, 1986-1987, School of Education, Stanford University (\$500).

Post-doctoral Fellowship in developmental psychology, National Institute of Child Health and Human Development, 1988-1990, administered by University of Illinois at Urbana-Champaign.

"Teachers Who Care: Implications for Student Motivation and Classroom Behavior." OERI Fellows Program, August 1, 1994 - July 31, 1995. (\$45,000).

I. *Editorships, Editorial Boards, & Reviewing Activities*

1) Editorial Activities

Editorship:

Associate Editor, *Journal of Applied Developmental Psychology*, 2007-

Boards:

Review of Educational Research, 1990-1993

Journal of Educational Psychology, 1996-present

Child Development, (*Consulting Editor*) 1997-present

Journal of School Psychology, 1998-present

Journal of Research on Adolescence, 2000-2005

Educational Psychologist 2000-present

Contemporary Educational Psychology 2003-present

2) Ad hoc journal reviewer.

Developmental Psychology

Child Development

American Educational Research Journal

Journal of Early Adolescence
Journal of Educational Psychology
Review of Educational Research
Journal of Research on Adolescence
Psychological Bulletin
SRCD, annual meeting
AERA, annual meeting

3) Grant reviewer.

Panel member: National Science Foundation, IES

Ad hoc reviewer: National Science Foundation, National Institutes of Health, IES

TEACHING AND ADVISING

A. *Courses Taught in the last five years* (enrollment in parentheses)

EDHD 720/820 Socialization Processes in Human Development -
Doctoral course on socialization processes within the
family, peer group, and the classroom.
Fall, 1998 (16); Fall, 1999 (13); Fall, 2000 (19), Fall, 2003 (18)

EDHD 821 Socialization Processes in Human Development II -
Advanced doctoral course on social development
Spring, 1997 (6)

EDHD 835 Achievement Motivation-
Doctoral course on the development of motivation
Fall, 1995 (10); Fall, 2001 (5)

EDHD 711 Peer Culture and Group Processes in Human Development
Doctoral course on peer relationships
Spring, 1997 (8)

EDHD 780 Research Methods
Spring, 2000 (15); Spring 2006

EDHD 878 Research Team
Advanced doctoral research practicum.
Fall, 1998 (4); Spring, 1999 (4); Fall-Spring, 2001-2002 (18); Fall-Spring,
2002-2003 (16); Fall, 2003 (15)

EDHD 779 Social Context of Schooling
Doctoral seminar
Spring, 2004 (10)

B. *Teaching Awards*

- * Recognized as an Outstanding Teacher, Center for Teaching Excellence, UMCP, 1992
- * Certificate of Appreciation, Montgomery County Public Schools, for contributions to the Human Development Master's Degree Program in partnership with UMD-CP and MCPS, 2003, 2004
- * Nominated, Distinguished Scholar-Teacher, UMCP, 2003.

SERVICE

A. *Professional Service*

1) Offices.

- Program Co-Chair, Division E (Human Development and Counseling), American Educational Research Association, 1995 and 1996 programs.
- Nominations Committee, Division E, American Educational Research Association, 1996-1997.
- Awards Committee, Division E, American Educational Research Association, 1999-2001.
- Vice President, Division E, American Educational Research Association, 2002-2004.
- Chair, Nominations Committee, Division E, American Educational Research Association, 2004-
- Chair, Committee on Family, Community, and Culture, American Psychological Association, Div. 15., 1997-1999.
- Program Co-Chair, Peer Pre-Conference, Society for Research on Child Development, 1999.

2) Organizational memberships.

- American Psychological Association
- American Educational Research Association
 - Adolescent Special Interest Group
 - Motivation Special Interest Group
- Society for Research on Adolescence
- Society for Research in Child Development

B. *University*

1) Departmental.

- Member, Undergraduate and Masters Committee Fall, 1990
- Chair, Undergraduate and Masters Committee Spring, 1991
- Faculty Secretary, 1991-92
- Member, Coordinating Committee 1991-1992; 1998-2004

Member, Admissions Committee 1992-1993; 1993-1994; 1995-1996; 1996-1997
Member, Search Committee, Spring, 1993; Spring, 1994; Spring, 2001; Fall, 2003; 2006
Member, Promotion and Tenure Committee, 1995-1996; 2002-2003
Chair, Admissions Committee, 1998-present
Graduate Director, Spring, 2003
Member, Workload Policy Committee, 1998-2001
Member, Merit Pay Review Committee, 1998-1999
Member, Socialization comprehensive exam committee, 1990-present
Member, Educational Psychology Specialization faculty committee, 1991-present
Faculty affiliate: Developmental Sciences specialization; Center for Children,
Relationships and Culture
Faculty member, NIH Training Grant in Social-Emotional Development.

2) College.

Member, Faculty Senate 1992-1993; 1993-1994
Member, Equity Committee 1992-1993
Member, Chair Review Committee 1996-1997
Member, Graduate Education Committee 2001-2004
Member, Program Review Board, 2003
Member, NCATE review subcommittee, 2003
Member, Appointment, Promotion and Tenure Committee, 2005-2007

3) University.

Chair, Human Subjects Subcommittee, EDHD 1993-1994
Member, Human Subjects Subcommittee, EDHD
1991-1992; 1992-1993
Member, Francis Scott Key Scholarship Selection Committee,
1992-1993
Member, Campus Senate Committee on CORE Course Review:
Social Sciences and History Working Group
1992-1993; 1993-1994
Member, Review Committee, School of Health and Human Performance, 2001
Member, Dean Search Committee, School of Health and Human Performance, 2001
Member, Dean Szymanski Review Committee, 2002-2003
Member, Graduate Council, 2002-2005

C. Community, State, and National Service

1) Workshops and Inservice Activities.

Teacher In-Service on Student Motivation and Classroom Behavior: Perry Hall Middle
School, Spring, 1992.

Evaluation of Homework Practices and Student Motivation. Perry Hall Middle School, Spring, 1992 - Spring, 1993.

Evaluation of Homework Practices and Student Motivation: One- year Followup. Perry Hall Middle School, Spring, 1993.

Teacher In-Service on Student Motivation and Classroom Behavior: A Three-year Study. Perry Hall Middle School, Fall, 1994.

Member, Principal's Advisory Board, Francis Junior High School, Washington, D.C. 1994 - 1995.

Member, Elkridge Landing Professional Development Planning Group, Howard County, MD, 1994 - 1995.

Teacher In-Service on: Social Development and Motivation; Parent Educational Goals and Concerns for Middle School Students. Elkridge Landing Middle School, 1996-1997.

2) Advisory Boards and Consultancies.

Advisory Board: Head Start Transition Project, Montgomery County, MD 1992-1993.

Consultant to MacArthur Foundation: Meeting on "Successful Developmental Pathways Through Childhood," May, 1993.

Member, IES Panel on Encouraging Girls in Math and Science, 2006-2007.

3) Evaluations.

Evaluation of the Maryland Early Mathematics Placement Test (MARY/EMPT) for the Maryland Higher Education Commission, 1998.

Evaluation of Pinion Service Project Service Learning Programs 1997-1998 for Community Chest, Inc., Virginia City, NV, 1998.